



GLOBE

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

Standing Watch

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Spc. Jessica L. Davenport, Delta Co. 229th Military Intelligence Battalion, stands perimeter watch during a field training exercise at Fort Hunter Liggett (Photo by PH2 Grant Probst)

On The Back Cover:

Over 300 students from DLI perform during a pre-game ceremony honoring the military at the San Francisco 49er season opener Sept. 12. The Center for Cryptology Detachment choir sang the National Anthem. Color Guards from the 229th Military Intelligence Battalion, 311th Training Squadron, Center for Cryptology Detachment, and Marine Corps Detachment also participated. (Photo by Master Sgt. Jay Corales, 311th Training Squadron)

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DLI supports linguists in the field, trains advanced students

BY BOB BRITTON

Dr. Thomas Parry, the vice chancellor for the Directorate of Continuing Education, oversees the 200-member staff and faculty who teach in-house resident advanced courses and help linguists in the field sustain and maintain their language proficiency. This directorate, formerly the School for Continuing Education, comes under the command group and the Institute's chancellor, Dr. Ray Clifford.

"Our Directorate has distance learning with Video TeleTraining and Mobile Training Teams, extension programs for language training detachments, field support and special programs and the school for resident continuing education," said Parry. "We have a dedicated staff and faculty for the Video TeleTraining program. Extension programs are a new division due to the current world situation.

"Our mission is to provide superior post-basic foreign language instruction via resident and non-resident programs to approximately 25,000 Defense Department and other U.S. government personnel each year to assure full linguist mission readiness."

Intermediate and advanced courses focus on experienced linguists who already possess proficiency levels of 2+/2+/2 in listening, reading, and speaking. The goal of these advanced courses increases the proficiency levels up to 3 across the board for the mostly cryptologic linguists.

"Our biggest challenge for the DCE programs is funding," said Parry. "The Training and Doctrine Command or TRADOC only funds for basic language training courses. Since we teach intermediate, advanced, VTT and MTT classes, other government agencies have to fund our operations, such as the Defense Intelligence Agency, the National Security Agency and other Defense Department agencies."



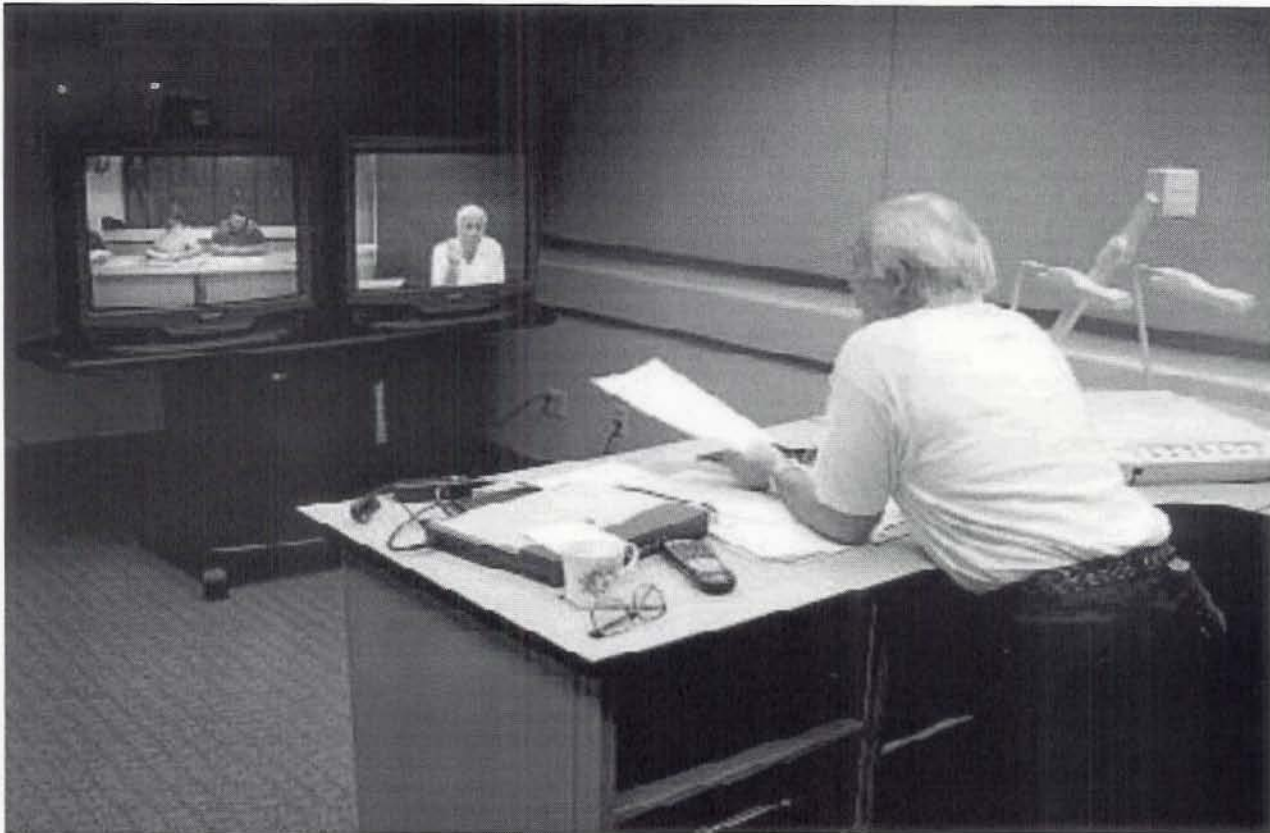
The Video Teletraining Center at the Defense Language Institute allows teachers at DLI to instruct linguists in the field. The center features six full-sized studios and four desktop-sized studios. (Photo provided by the Directorate of Continuing Education)

Resident intermediate and advanced students have the same course lengths. For example, a category I Spanish language course is 26 weeks long. Category III is 36 weeks, while a category IV language such as Arabic lasts 47 weeks.

The Directorate of Continuing Education's staff and faculty can teach between 85 and 115 resident students per year and up to 2,000 students through the VTT and MTT programs. These students study Arabic, Iraqi dialect, Chinese-Mandarin, Korean, Pashtu, Persian-Farsi, Russian and Spanish. This fall, the directorate will also pick up teaching the special resident Russian Defense Threat Reduction Agency course.

"With VTT technology, we have the capability of teaching multi-point where field students at different locations can see the DLI VTT instructor at the same time and ask questions," said Parry. "This is total two-way TV in classrooms. We have six full-sized studios at DLI where we can teach six different languages simultaneously. We also have four desktop-sized

Continued on page 4



A teacher assigned to the DCE faculty teaches military linguists in the field from a VTC television studio at the Defense Language Institute. (Photo provided by the Directorate of Continuing Education)

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studios, which can go at the same time. Future plans call for some of these desktop studios to be relocated to the DCE building, which is the former Fort Ord hospital building. Also, we plan to use broadband signal techniques in the future, which will give us faster and stronger signals.

“We currently have a cadre of about 30 civilian faculty members for MTT training,” said Parry. “We also have dedicated teachers for the Video TeleTraining refresher courses. VTT has become more effective as we develop more materials. Our maximum class size is 10 students. A refresher VTT course is used for people who have not used their language skills in quite while. A sustainment class might last up to 100 hours, while an enhancement class might be up to 240 hours. Other times we are able to do one on one teaching with one teacher for one student.”

During the last fiscal year, the DCE conducted 16,254 combined hours for VTT and MTT in the highest enrollment languages. This included 6,054 hours of VTT teaching to 30 sites, 10,200 hours of MTT instruction to 50 sites and 2,120 hours of VTT and MTT training for DLI’s lower-enrollment languages.

All instructors for the VTT and MTT classes are civilians. These instructors are strictly assigned to the Directorate of Continuing Education and don’t alternate between the DCE schoolhouse and the other DLI schools, mentioned Parry.

“For a new program, we’ve initiated new Language Training Detachments or LTDs at Regional Signal Operations Centers in the field,” said Parry. “Currently, we have 100 teachers assigned to the LTDs. We also have 60 DLI faculty assigned to the RSOCs and help teach 12 languages at the Foreign Language Training Center Europe or FLTCE in Germany.”

The Directorate of Continuing Education is also responsible for supporting several other programs such as the Command Language Programs in the field and holding the annual DLI Command Language Program Managers or CLPM seminar in Monterey.

Another valuable program is inviting the military’s best linguists in the field to compete at the Presidio of Monterey for the Worldwide Language Competition on an annual basis, depending on operational tempo.

“For the Global War on Terrorism, we provide up to six weeks of refresher language training at Fort Jackson, S.C., for soldiers assigned to the Individual Ready Reserve,” said Parry. “This is primarily for 09Ls or translators/interpreters. We also have trained up to 6,000 Marines and Soldiers in a one-week Iraqi familiarization course in the Global War on Terrorism.”

The Directorate of Continuing Education consists of four divisions. Dr. Parry is a vice chancellor and full professor as the directorate’s leader. LT. Col. Sharp is the associate vice chancellor.

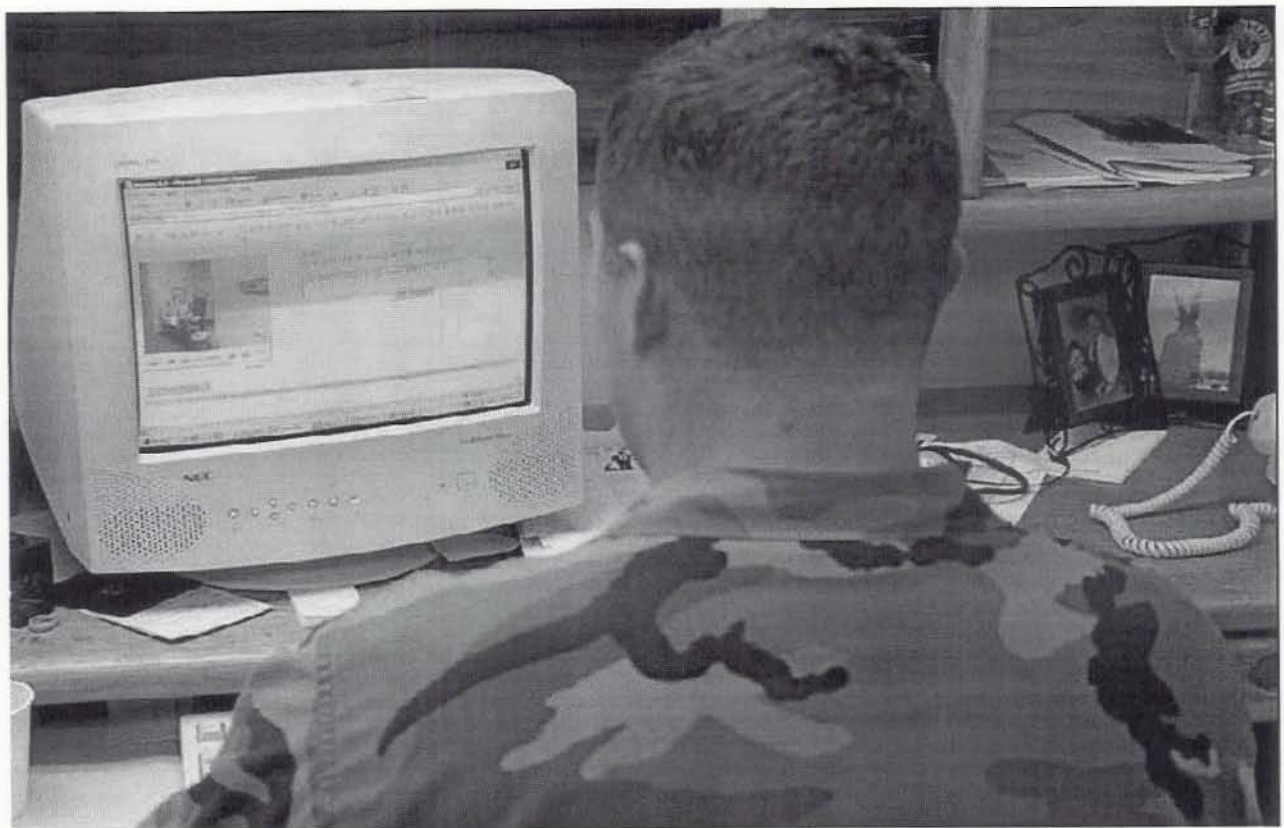
The divisions, all headed by deans, consist of the School for Resident Continuing Education, the Distance Learning Programs, Extension Programs, and Training and Field Support.

Dr. Monika Ihlenfeld, a full professor, is dean of the School for Resident Continuing Education. Her division is responsible for intermediate language, advanced language, refresher, and sustainment instruction and diagnostic assessment. Her staff and faculty teach the different language courses.

Associate Professor Michael Vezilich is the dean of the Distance Learning Programs division. This division handles refresher, sustainment and enhancement language training through VTT, MTT and Online learning. This staff also explores additional options for improved technology delivery systems such as the Broadband Intelligence Training System or BITS and a Hybrid delivery using both VTT and Online teaching.

Assistant Professor Charles Carroll is the dean of the Training and Field Support Division. His staff oversees the Command Language Program or CLP coordination, the Command Language Program Manager or CPLM training, the CLP incentives programs, conferences and seminars, 09L Translator/Interpreter training for the Individual Ready Reserve soldiers, and familiarization language and area studies training support the GWOT. DCE employees and supervisors also help prepare language survival kits to soldiers and units in the field, which are not linguists.

Professor Brigitta Ludgate is the acting dean of the Extensions Programs division. This includes the Language Training Detachments at Fort Meade, Md.; Fort Gordon, Ga., Hawaii; Lackland Air Force Base Annex, Texas; the National Cryptologic School, Md.; NASA-Joint Service Command, Texas, San Diego; and the FLTCE in Germany.



A military linguist at DLI communicates with a student in the field from the Video TeleTraining Center or VTC facility. This is one of the four desktop-sized studios at the VTC building. (Photo provided by the Directorate of Continuing Education)

Hebrew students use reality immersion training

BY BOB BRITTON

Hebrew students from the Defense Language Institute received some realistic immersion training just before their graduation in September. The students and their instructor went off post and joined a tour bus of Israelis people traveling from Santa Barbara to Monterey, San Francisco and Yosemite National Park.

Ellyn Gerson, assistant professor of Hebrew, arranged this three-day trip with a civilian company, which sponsored the Jewish visitors. She previously had saved a brochure from this company from several years ago, but she didn't take any action for her students. This year, she decided to actually have her students go on this immersion trip.

"This year I contacted the sponsoring company and arranged to have my students mingle with the tourists," said Gerson. "I really wanted to provide the students with a true immersion, where they would be a small percentage of English speakers among the Israelis. The bus could accommodate 50 people, so we were five DLI people out of 50."

DLI Hebrew linguists were Airmen 1st Class Ellen Eschmann, Monique Doherty, Amanda Orellana and Zachary Mead from the 311th Training Squadron; and Navy Petty Officer 2nd Class Steven Sorkin from the Center for Cryptologic Detachment. Assistant Professor Andrei Pashin, the director of DLI immersion programs, coordinated the immersion bus trips.

The students enjoyed getting away from the classrooms and talking with Jewish people of all ages. This immersion allowed the students to improve their conversation, vocabulary and knowledge of the language.

"It helped us with vocabulary and listening to the Israelis speak and talking with them," said Mead. "They asked us questions about our language studies. It was a good opportunity for us to put what we learned in class to real use talking with the Israelis. We learned American Hebrew and could talk to them."

"The bus trip was really good and helped us understand the language better," said Eschmann. "I found it really easy to talk with them. We just started talking about common background stuff. They would ask me questions, or I would ask them questions to get their thoughts. It was nice to get their opinions on what they saw on their trip. They were interested in our learning their language. The most rewarding part of the trip was just being able to talk with and listen to everybody and them telling us about what's going on in Israel and the rest of the Middle East."

Eschmann and the other DLI students enjoyed the San Francisco tour, because they were able to get off the bus and actually tour the city. On other parts of the trip, everyone was confined to the bus. The tour group visited Chinatown, Lombard Street and other interesting places.

"The Israeli visitors and the DLI students didn't visit many Jewish places in San Francisco," said Pashin. "Remember, this was primarily a tour for Israelis to visit the United States and see interesting places. And Chinatown is definitely one of the most popular sights in San Francisco."

Airman Orellana enjoyed talking with the Israelis, listening to their opinions and being able to express her opinions.

"It was fun, and our language skills of listening, reading, writing and speaking helped us with the tourists," said Orellana. "Also, we study from current Israeli books, such as children's books in class. I could talk to a child about a theory from the children's book and he or she would know what I'm talking about. I could also talk differently to the adults on the bus tour and they would understand me.

"I don't think the language was really difficult for us," said Orellana. "My hardest part was staying in class as I had a lot of appointments throughout the year. At first listening was difficult. Everything was said so fast, but as the course progressed, it became easier for us to listen and understand Hebrew during the middle of the first semester. I really enjoy the Hebrew language and I hope to visit Israel in the future."



The Golden Gate Bridge is one of the most popular attractions in San Francisco. The bridge connects San Francisco and the Marin Headlands. (Photo by Navy Petty Officer 2nd Class Grant Probst)

Airman Mead enjoyed the trip and thought the Hebrew Department should have more immersion trips throughout the year. He said you learn from immersion experiences, and the DLI linguists found out what visitors think of America and how things are different in the two countries.

“San Francisco was good as we got to spend the whole day there sightseeing,” said Mead. “Our restaurants are different than in Israel, and the landscape is similar along the coast. Israelis are more up front with other people, and the men are more up front with women. I think this immersion trip prepared us for our Defense Language Proficiency Tests.”

Sorkin mentioned that although he was the highest-ranking student in the class, he was a student and not a military language instructor. The Hebrew Department doesn't have any MLIs. He also mentioned that he was the only true Jewish student in the class. He is a Reformed Jew, and he thought it was nice to relearn things he had forgotten in several years. He also appreciated learning the Hebrew language at DLI.

“I didn't know that much Hebrew before I came here, but I learned a lot about the language,

culture and customs,” said Sorkin. “A lot of Jewish people know how to pray, but many don't know what they are saying. During the first week of classes, I found all skills of listening, reading, writing and speaking equally difficult. Our teachers made the course interesting for us and really helped us. Listening was difficult for me. For our Hebrew course, the instructors were patient with us, they allowed us to make mistakes without jumping down our throats and they helped us all the time during lunchtime and after classes.

“On this tour, we did a lot of listening without any textbooks, and didn't know what we would be hearing,” said Sorkin. “Being able to keep up with the conversations was really satisfying for me. If we didn't understand the Israelis, we could go around the subject and the Israelis would explain it to us. They all understood we were students and had only been studying a little under a year. They told us that we spoke better than 90 percent of the people in Israel. For the immersion training, I enjoyed getting off post and meeting with the people outside of the Hebrew Department. It lets the students relax and you enjoy the trip, and you take the stress level down a lot away from class.”

Family members learn about military life

BY BOB BRITTON

Civilian family members arriving at a military installation for the first time often know nothing about military customs, traditions and terms. However, help is available through the Armed Forces Family Team Building Course offered monthly by Army Community Service.

Jodi Nilson coordinates the AFTB program for families of all military services, while her husband studies for his master's degree at the Naval Postgraduate School. She talks to different local military organizations, helps recruit volunteer teachers, visits families new to the military way of life, and helps schedule the monthly classes.

The Defense Language Institute is a Defense Department school managed by the Army. Service members from the Army, Navy, Marine Corps and Air Force study and live together under the same conditions. These joint service people are known as 'purple suiters.'

"We want to provide training for the military life, so it prepares everyone in America's Army and here in all military branches," said Nilson. "The AFTB mission improves personal and family preparedness, and that helps the military overall to be ready. We help new military families adapt to military life. AFTB was created by family members and taught by family members, active duty military members, DoD civilians and retirees."



Some of the AFTB classes discuss helping agencies such as Army Community Service, the American Red Cross, Army Emergency Relief, chapel activities, and the finance and legal offices. The course consists of three phases plus an instructor phase.

"Level I is an introductory to those new to the military," said Nilson. "Level II offers classes to those people who want to become more involved with the military community and it builds on Level I. In Levels I and II, classes are called Introduction to Military Community Resources and Networking with the Community Organizations. Level III is geared toward leadership roles and builds on previous levels. The instructor course trains the students to become AFTB instructors as well as educates and trains them in the realm of public speaking and planning.

“Level III is the most difficult of the advanced part,” said Nilson. “It offers classes in leadership roles, and it is geared not only towards those people who have been in the military more than five years, but also to some of the new family members as well. These classes help you with public speaking, planning and organizing and help develop other skills for future jobs or volunteer efforts.”

AFTB students frequently are young wives of lower enlisted service members who are new to military life. Other students include male spouses of female service members and Defense Department civilians. Students learn about military customs, traditions, rank structure, acronyms, military pay statements or vouchers and what supporting agencies are available to help them.

Michelle Gibbs completed the course and is now a volunteer instructor. She gives feedback from both sides of the program.

“We were new to the military, and these classes really helped me get a grasp on the military life,” said Gibbs. “I think the classes are great assets to the military community, especially for people like me who didn’t know anything about military life. We learned what community resources are available to us. We also learned basics such as the different levels and chains of command, and how to read the Leave and Earning financial statement or LES. It’s really important for spouses to learn these things, including Army or military acronyms. Now that I am an instructor, I feel that I can share my knowledge and experience with others.”

Christina Dean is another military spouse whose husband is a military linguist studying at DLI. She is also new to the military environment and is taking the AFTB course now. She has completed phases I and II and the instructors phase. She also plans to attend phase III and later become an instructor.

“I’m also brand new to the military, so I’ve learned things such as reading the LES statements, military customs and knowing what to do when they play ‘Retreat’ on post,” said Dean. “I really enjoy the course. It’s given me an opportunity to meet some people who are in the same place of military life as I am. Also, the course gives me information on the life

you are living in the military now. The course is worthwhile.”

Dave Humphrey is the instructor coordinator for the AFTB program. He is also an Army spouse. His wife recently graduated from the DLI Korean basic course and is attending intelligence training at Goodfellow Air Force Base in Texas. When she finishes that training, he will join her in the Republic of Korea.

“As instructor coordinator, I get all of the instructors together for the classes, coordinate their times for the classes and find out what classes they want to teach,” said Humphrey. “I am also an instructor. I think it’s great working with the AFTB program. I started as soon as I got here, because I am an Army spouse. When your first get here, you don’t know much, you don’t know anybody, and you don’t know much about the military. It was very daunting and confusing at first, but it is a great class for anybody in that position.

“It’s a challenge putting together the AFTB instructor program, because we have a lot of turnover and a lot of new soldiers coming here,” said Humphrey. “Most other bases have more experienced spouses who volunteer for the program. Our volunteers are just starting out in their military careers or lifestyles. I make sure that we have enough instructors and that they are good quality. We hold these AFTB classes about once a month. Being an Army spouse, it wasn’t too hard for me to adapt to Army or military life. I started with Army Community Service, and then came to AFTB and I work for Pinnacle, the housing managers for Ord Military Community and La Mesa Housing Area. So, on purpose, I emerged myself into the military lifestyle.”

Instructors for the AFTB course include military spouses, graduates of the AFTB course, civilians, retirees and military instructors, who are known as Subject Matter Experts or SMEs.

Polish graduate remembers 1950s Army Language School

BY BOB BRITTON

Carmel author and photographer John Livingstone studied Polish in 1951-1952 at the Army Language School, the forerunner of today's Defense Language Institute Foreign Language Center. He returned to his alma mater and talked about his experiences on Sept. 9.

Livingstone originally wanted to study Spanish, French, German or Norwegian at the Army Language School. He came from a German family background



Carmel author and photographer John Livingstone graduated from the Polish course at the Army Language School in 1952. He talks about his experience. (Photo by Navy Petty Officer 2nd Class Grant Probst)

and served in Germany during World War II. However, the Army put him into a Polish class with six other soldiers. After three months, three students were dropped, but another six students from another class merged with his class. He graduated in 1952.

"I was motivated to stay in the course and learn as much as possible," said Livingstone. "Students who flunked out were sent to Korea during the Korean War. Our course lasted about 52 weeks. My Polish class consisted strictly of soldiers."

When Livingstone was a student, classes were in the old wooden buildings then at the top of the Presidio hill. These were the present day Asian I School buildings. His bachelor officers' quarters were located down the hill from the Tin Barn in long buildings along Private Bolio Road.

Instructors balanced their teaching so that the students received an equal opportunity to learn the different skills of listening, reading, writing and speaking.

"For me, being a natural photographer for some reason, my visual skills outshone all the other skills," said Livingstone. "Luckily, I had to learn to spell Polish words, which are difficult to spell with a Roman alphabet. It would have been better if the Polish language had used the Cyrillic alphabet, which is more phonetic. But, I had no difficulty once I got onto it. Many of their words have as many as six consonants in a row. That gave many students big problems learning the language. It was difficult getting the spoken word and accents just right. The spoken part was most difficult for me to learn.

"During the last part of the last semester, we had a party for the famed pianist Arthur Rubenstein, who was a Pole," said Livingstone. "The Polish department selected me to be the spokesperson for the class to

give a welcome speech in Polish at the officers' club. Many years later, we bumped into Arthur Rubenstein in Barcelona, Spain. I asked him in Polish if he remembered the Army Language School in Monterey. He replied, 'yes indeed, it is in the middle of an artichoke field.' He was a few miles off."

During the 1950s classes, all of the instructors were native-born Poles. They came from different regions and had different accents.

"That was good for us students to recognize all the different accents and understand them," said Livingstone. "During the course, instructors were very helpful and gave us a lot of individual attention. When I first came to the ALS school, my instructors asked all students if they were Polish. I said no and had never studied the language. But the instructors were impressed with my picking up the language so easily. Language studies always came easy for me."

After the class day finished, sometimes the students headed to downtown Monterey for happy hour at the old San Carlos Hotel, which is now the Marriott Hotel. Livingstone met an attractive blonde woman there who whispered in his ear and gave him her house key. In reality, she asked him to baby sit for her while she went out on dates, but his fellow students never found out. So, he had a quiet place to study away from classmates.

Once, he tried a shortcut to his studies, but it backfired on him. He bought a bulky tape recorder to record and playback the daily vocabulary words and lessons late at night in his BOQ. He put a small speaker under his pillow and timed the recorder to play the lesson around 3 a.m. The idea was for him to learn while he slept with the recorder on low volume. Unfortunately, the machine put out a low audible sound, which escaped human ears, but not a dog's ears. His next-door neighbor, a Captain Hernandez, was a Spanish language instructor who kept his Irish setter in his room. The dog started barking when the recorder went off. This woke up Hernandez who said some choice words in Spanish. This procedure only lasted for a few days until he stopped using the recorder, mentioned Livingstone.

Several years after Livingstone got out of the Army, he wrote a book, "The Importance of Being from Oshkosh." One chapter mentioned his experiences at the Presidio of Monterey.

"That was a very enjoyable thing reminiscing back to 1951-1952 at the Presidio," said Livingstone. "I had long lasting memories and friendships with some of my instructors. What impressed me about this part was the history of California and also the fact that this was Steinbeck country. In those days, some of the canneries were still in operation, and the fishing fleet was very active with the sardine industry. When we went to our classes, we had that smell of prosperity wafting through the windows at all times."

After he graduated in 1952, the Army sent him to the United States Forces Intelligence School in Austria to learn interrogation techniques and intelligence specialties. After that graduation, the Army kept him there on permanent duty as an instructor for two years, but he never used his Polish language skills.

"While there, I picked up German, since I was there during World War II, and I come from a German background," said Livingstone. "My hometown community is largely German, and I heard German all my life. That's why I asked for German at the Army Language School but didn't get it."

The Carmel author and photographer remained on active duty as an intelligence officer until 1954, when he got out, lived in Carmel and joined the Reserves. As a Reserve officer, he became a professional photojournalist and public relations person. He was his unit's public affairs officer. His unit sent him to the Army Information School at Fort Slocum, in Long Island Sound off New Rochelle, N.Y., for formal journalism training. Then he became his unit's public information officer or PIO, the forerunner of today's public affairs officer, for 10 years at Fort Ord.

Livingstone hoped that today's military linguists applied themselves in high school or college to prepare for the challenging part of learning a foreign language.

"I have the impression that we are a nation of late bloomers, and our education system encourages late bloomers, which is not good," said Livingstone. "Our American education system doesn't compare favorably with the European system. Admiral Hyman Rickover once said that if both the Swiss and American systems started in a race together, the Swiss would be at the finish line while the Americans would still be at the starting line."

DLI volunteers support Pacific Grove Triathlon

**STORY AND PHOTOS
BY BOB BRITTON**

More than 1,800 amateur and professional swimmers, bikers and runners competed in the Olympic distances of the 10th Annual Triathlon of Pacific Grove, sponsored by Tri-California Events, Inc. on Sept. 11. About 100 volunteers from the Defense Language Institute Foreign Language Center assisted in the three areas of competition behind the scenes. Each athlete wore an ankle bracelet with a timing device for each event.

“Ten years ago Terry Davis, the race coordinator started this race project with 200 of you participating,” said Ron Shanks, a Pacific Grove councilman. “This year there are over 1,800 participants. We want to give you a special welcome on this day commemorating the 9/11 tragedy. We welcome you all and have a safe, safe venture.”

Before the competition started, service members and firefighters from the Pacific Grove Fire Department participated in a 9/11 Remembrance ceremony on Lovers Point Beach. Each held a small American flag with the name of a 9/11 victim and planted the flag on the beach before athletic competition began. Athletes did the same thing with their small flags.



Firemen from the Pacific Grove Fire Department raise the American flag from their aerial ladder fire truck during the opening of the Triathlon of Pacific Grove ceremonies at Lovers Point Beach on Sept. 18. A remembrance ceremony for the victims of Sept. 11, 2001, preceded the athletic competition.

Petty Officer 2nd Class Luis Zepeda represented the Coast Guard Detachment Monterey; while Navy Lt. Robert Damsky and Marine Corps Lt. Col. Dave Overton represented the Naval Postgraduate School.

During the Remembrance ceremony, the narrator mentioned that almost 3,000 people lost their lives in 9/11. The New York Fire Department lost 343

firefighters and 75 chaplains; the New York Police Department lost 23 police officers, and the New Jersey and New York Port Authority lost 200 officers and 37 police officers. The Pentagon crash cost 189 soldiers and civilians lives, while 147 other people died in the Pennsylvania field when passengers prevented the hijacked plane from crashing into Washington, D.C.

Sailors from DLI's Center for Cryptology Detachment assisted the swimmers and bikers. Other service members volunteered behind the scenes with the bike races and the triathlon run.

"I really had a lot of respect for such forms of athleticism and endurance," said Navy Seaman Apprentice Zoltan Albert, a Chinese-Mandarin student from the Center for Cryptology Detachment. He watched the mats with electronic timing devices as the swimmers exited the beach and went up to the bicycle

area. "This triathlon was an amazing event. I thought it would be a worthy event to come out and support. I was working with timing to make sure that the timers actually read a person's time when they went from the swimming area to the bike area."

During the triathlon events, triathletes came from 27 different states and six foreign countries. Several men and women were from the local Monterey Peninsula area.

Athletes were divided into male and female age groups with the men competing first. The Olympic distance triathlon consisted of a 1.5-kilometer or .93-mile swim, a 40-kilometer or 24.8-mile bike course, and a 10-kilometer or 6.2-mile running course.

Swimmers in their wet suits and caps swam two laps through the kelp forests and cold ocean water. After the second lap, they raced up the sandy



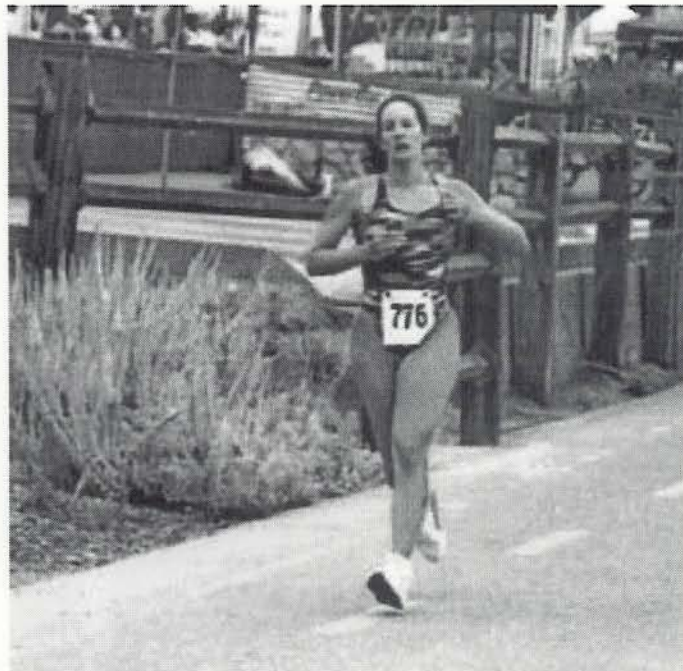
Male triathletes rush into the chilly water off Lovers Point Beach to begin their 1.5 kilometer or .93-mile swim around the Olympic-distance course. Triathletes compete as swimmers, bikers and runners.

beach, got hosed off, ran through the timing mat, took off their wet suits and raced up to the bike holding area.

“I was washing feet as the swimmers came out of the water and getting the sand off before they went to the next event,” said Air Force Capt. Melody Hogshead, an Arabic student who recently completed her master’s degree at NPS. “I would like to participate in a future triathlon myself if I am not in the Middle East. I got my master’s degree in national security affairs and Middle Eastern studies and culture. I am studying Arabic now, which is very hard and challenging, but it is a good language to learn.”

Army Capt. Adam Rogers graduated from the DLI Spanish course this spring. Now he is studying for his master’s degree at NPS. He helped guide the swimmers to the hosing-off area.

“My Spanish course was tough, but I don’t know which was harder, the Spanish



One of the female runners starts her 10-kilometer or 6.2-mile run from Lovers Point Beach area to the Monterey Bay Aquarium and back. Triathletes began by swimming, then bicycling and finishing up with the run during the Triathlon of Pacific Grove on Sept. 18.

course or the master’s course at NPS,” said Rogers. “I volunteered today because one of my friends was racing and I wanted to do anything to help out. In the future, I would not like to be a triathlete, but maybe a runner. Next month, I’m going to try to run in the half-marathon coming up.”

After the swim, athletes raced up from the beach, took off their wet suits and got into their bicycle racing clothes. Then they rode their bikes over a road course from Lovers Point along Ocean View Boulevard to Sunset Drive and Asilomar Boulevard and back again. They looped around the course four times from start to finish.

“I volunteered today to help out the local community as much as I could,” said Navy Seaman Billy Colley, an Arabic student with the CCD. He directed the bikers going from the holding area to the start of the bike course. “I had nothing better to do today, so I decided to help out where I could. At the triathlon, I started marking athletes with numbers, and now I guided them from the bike holding area to the proper starting point for the bike race. Sometimes, when they came out of the water after swimming, they were confused as to which direction to go with their bikes, so I helped point them in the right direction. I



Air Force Capt. Melody Hogshead, a DLI Arabic student and a recent graduate of the Naval Postgraduate School, washes swimmers feet after they exit the water for the triathlon event.

was in my second semester of Arabic studies. This was not the first time that I've volunteered for anything. I usually tried to volunteer for something every other weekend. I've done golf tournaments, car races and the car shows."

"I volunteered to support the community since they supported us," said Navy Seaman Val Schneidert, an Arabic student from the CCD. "I guided the bikers with my flag as they came out of the bike holding area to start the bike race. Some day I would like to be a future triathlete, but I had a long way to go with swimming. Volunteering for the triathlon was a positive thing. It was nice to see everyone come out here and give their best effort and have the family support behind the athletes. It was really neat. I had volunteered in the past for golf tournaments or road races. I'm about halfway in my Arabic course, which had been challenging and difficult.

After the triathletes competed their bike course, they returned to the bike holding area, changed shoes for running and set off for their 10-kilometer or 6.2-mile course from Lovers Point to the Monterey Bay Aquarium. Runners made three laps around the course to the finish line at Lovers Point.

After the amateur Olympic distance triathletes competed their missions, then athletes in the sprint categories swam one lap or .25 miles, biked for 12.4-miles or two laps, and finished the sprint course with a 2-mile run of one lap.

Professional triathletes started their competition around noon and completed the same Olympic distance course as the amateurs had earlier that day.



Triathletes rest, change clothes and prepare to start the bicycle portion of the Triathlon of Pacific Grove on Sept. 18. Triathletes swam first, then prepared for the bike part by Lovers Point Park, and finished up by running. The bicycle course went from Ocean View Boulevard, to Sunset Drive and to Asilomar Boulevard and back again four times.

General Joseph W. Stilwell and the Monterey Peninsula

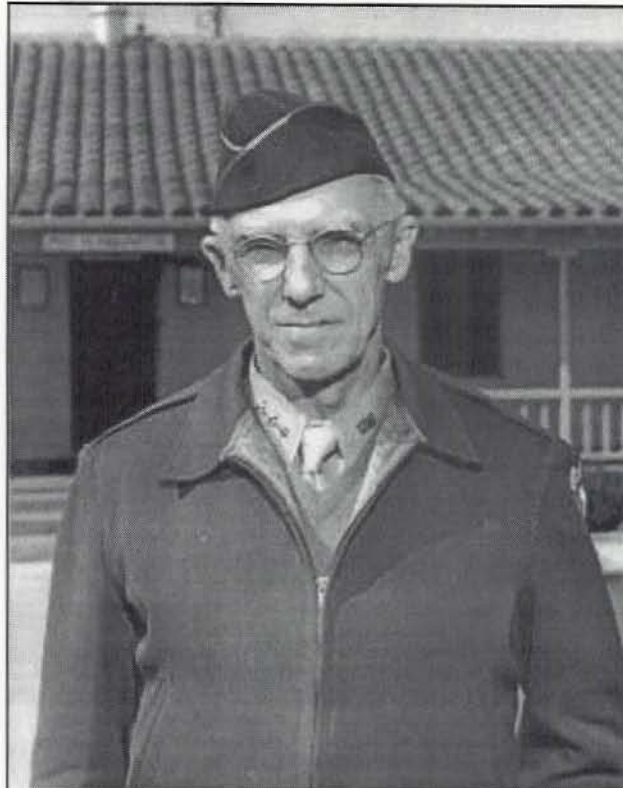
Dr. Harold E. Raugh, Jr.,

Command Historian, DLIFLC and POM

General Joseph W. Stilwell, perhaps best known as the Commanding General of American Forces in the China-Burma-India Theater during World War II, had a long and cherished relationship with the Monterey Peninsula and its two military installations, the Presidio of Monterey and Fort Ord. He was first assigned to the Presidio of Monterey in 1912, built his "retirement" home in Carmel in 1934, and commanded units at Fort Ord and the Presidio of Monterey early in World War II. Stilwell considered Carmel his home until his death in 1946.

Stilwell was born on March 19, 1883, in Palatka, Fla. He graduated from the United States Military Academy at West Point and was commissioned a second lieutenant of infantry in 1904. Stilwell's first assignment was with the 12th Infantry in the Philippines, where he served from 1904 to 1906. He returned to the United States in 1906 and taught foreign languages and history at West Point until late 1910. He married Winifred A. Smith in October 1910. In January 1911, Stilwell rejoined the 12th Infantry in the Philippines, and in January 1912, he returned with his regiment to the Presidio of Monterey. While stationed at the Presidio of Monterey with the 12th Infantry, Stilwell lived in the quarters now designated 357 Fitch Ave. There is now a plaque in front of these quarters stating: "Stilwell House: Quarters of Lt. Joseph Warren Stilwell, 12th Infantry, 1912-1913."

During the summer of 1912, according to biographer Barbara W. Tuchman in *Stilwell and the American Experience in China, 1911-45*, "the Stilwells saw for the first time the little village of Carmel, then still undeveloped and unprettified, on the coast just below Monterey. Taking picnics on the beach and wind-swept walks on rocks pounded by the Pacific, they decided that here was the place



The 7th Division was reactivated on July 1, 1940, under the command of Brig. Gen. Joseph W. Stilwell (shown here as a lieutenant general in the 1942 photograph, when Stilwell was commanding the China-Burma-India Theater).

where they wanted to live someday and make their home after retirement."

Stilwell departed the Presidio of Monterey and returned to West Point in August 1913 to teach English, history, and Spanish. His West Point instructor duties were interrupted by World War I, and he served as a trainer at the officer training camp at Plattsburgh, N.Y. in 1916. In 1917, Stilwell was posted to the 80th Division at Camp Lee, Va. He was sent to Europe in early 1918 and served in various intelligence assignments with the American Expeditionary Forces, notably at General Headquarters and as G2 of IV Corps.

After returning from Europe in 1919, Stilwell was selected to be the first U.S. Army officer to receive

language training in China. Stilwell was well qualified for the position, and in many respects was an early China "Foreign Area Officer." He had also visited China, Japan, and other Asian countries in 1911 while assigned to the 12th Infantry in the Philippines. He first attended language training at the University of California at Berkeley and spent his summer leave in 1920 in Carmel. Before sailing for China in August 1920, Stilwell purchased for a future home a tract of five lots on the Point in Carmel overlooking the ocean.

After three years in China (1920-1923), Stilwell returned to the United States and attended professional development courses at Fort Benning, Ga. and Fort Leavenworth, Kans. He spent his leave during the summer of 1926 in Carmel before returning to China and service with the 15th Infantry. He returned to the United States in 1929 and then served as head of the Tactical Section at the Infantry School, Fort Benning, Ga., until 1933.

In 1933, Stilwell was assigned to San Diego, Calif., to assist in training the Organized Reserves of the IX Corps Area. During his San Diego assignment, he was able to build his retirement home in Carmel

in 1934. The Stilwells named this house "Lianfair," a shortened version of the name of the Welsh town of

Lianfairpwllwhyngrlgogarethwhe-reindeobwurtsabtiosilogogoth, which Mrs. Stilwell had visited as a child and had made such an impression on her that she remembered it — or at least the first two syllables of it. This also became a family motto of sorts, and on birthdays, homecomings, and other festive occasions, members of the Stilwell family would shout, "Lianfair—etc." "Lianfair" cost \$27,000 to construct, paid for by the money from stock left to Stilwell by his father and to his wife by her mother. This was a significant amount of money during the height of the Depression.

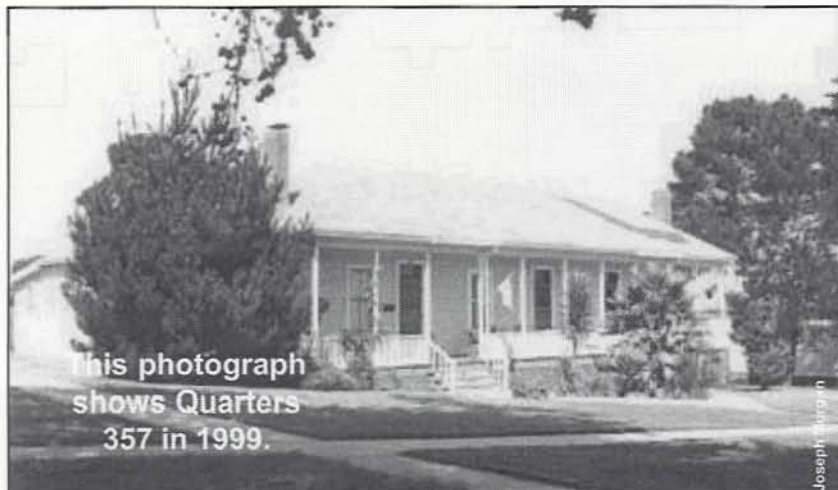
Bored and discouraged and still a lieutenant colonel with 30 years' military service, Stilwell was on the verge of retirement in 1934. A change in regulations enabled him to become qualified to serve as a military attaché, and he returned to China in 1935 and served four years in this position. He was assigned as a brigade commander at Fort Sam Houston, Texas, in 1939, and on July 1, 1940, Stilwell was selected to be the commanding general of the newly-reactivated 7th

Infantry Division and of its base, Camp Ord, Calif., only about a dozen miles from his home in Carmel. Stilwell lived in his Carmel home during this time, and according to his grandson, retired Army Col. John Easterbrook, he frequently walked half the distance from his home to Fort Ord. Camp Ord was redesignated Fort Ord as a permanent military installation later in 1940.

Stilwell was very busy organizing and training the 7th Division in 1940 and 1941. He was also very concerned about the health, welfare, and morale of his men. To provide recreational opportunities for the soldiers, the concept of an Enlisted Men's Recreational Center was approved by Stilwell in October 1940. This project was to be funded by voluntary contributions from the enlisted soldiers at Fort Ord. War-time exigencies permitted only the construction of the Privates' Club, which was shared with noncommissioned officers and called the Soldiers' Club.

This was eventually renamed Stilwell Hall Community Center in Stilwell's honor in 1966.

Because of his superb performance, Stilwell was selected on June 30, 1941, to be commanding general of the III Corps, headquartered at the Presidio of Monterey. On Sunday morning, Dec. 7, 1941, Stilwell and his wife were in their Carmel home hosting an open house for junior officers. The telephone rang, and when Mrs. Stilwell answered it, the caller stated, "Turn on your radio, the Japs are attacking Pearl Harbor." The group crowded around the radio, listened to the news flashes, then returned to their units. This marked the



This photograph shows Quarters 357 in 1999.

Joseph ...

A small plaque, as shown in this 1999 photograph, has been placed in front of Quarters 357, designating it the "Stilwell House." (photo by Joseph Morgan)



American entry into the worldwide conflagration of World War II.

The following month, Stilwell was selected to be chief of staff to Chiang Kai-Shek, the Supreme Commander China Theater, and Commanding General of American Forces in the China-Burma-India Theater after one senior officer had refused the position. Due to his Chinese language abilities, experience in the area, and knowledge of the key Chinese leaders, Stilwell was ideally qualified for this position. Before deploying to China, he took a short leave, from Feb. 3 to 7, 1942, in Carmel. He arrived in India in late February 1942, and served in this position, frequently against insurmountable odds in harsh conditions, until his recall in October 1944.

Even while serving in the China-Burma-India Theater, Stilwell's thoughts frequently focused on his home and family in Carmel. "*Carmel!*," wrote Stilwell to his wife on April 16, 1942, "I don't dare think too much about that, or even about the family. But I am happy in knowing you are all together there. Enjoy it and someday I'll be back and look you up. With a long white beard and a bent back!" While in the heat of Delhi, India, later that summer, Stilwell penned to his wife, "Make the most of Carmel and don't worry about me. I'm too busy to mope and I'm feeling OK again."

Seemingly yearning for life in Carmel, Stilwell wrote to his wife on Oct. 2, 1942, "Take a look out the window and give me by telepathy an idea of the patio, the flowers, the fish pool and lawn, the trees, the ocean, Point Lobos, the air, the sun, the waves, the beach, the rocks."

Before Christmas that year, Stilwell wrote his wife that he had just seen the movie *Tortilla Flats*, "with its glimpses of Monterey and the bay and coast and [I am] tempted to pack my musette [bag] and take off."

Stilwell returned to Washington, D.C., for high-level strategy consultations in May 1943. During this period, he was able to squeeze in a short visit to his family in Carmel. After he had returned to China the following month, Stilwell longingly wrote in a letter to his wife that it was "Better an hour in Carmel than a cycle of Cathay."

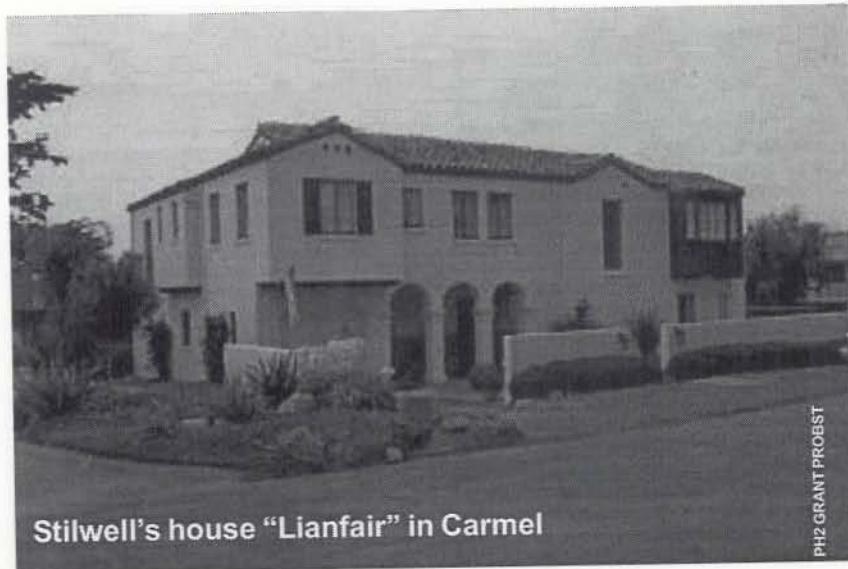
In October 1944, Stilwell was recalled from his position in China and returned to the United States. After being debriefed in Washington, D.C., he returned to his home on the Monterey Peninsula. "As we flew over the Salinas valley with its beautiful fields and air of peace," recalled Mrs. Stilwell, who had met her husband in Washington, D.C., "General Stilwell began to hum. He was nearing home. We circled Carmel so that he could look down on his home—the place he loved most in the world—and he leaned back

and sighed. Could he rest, I wondered, with his mind and heart so full?"

Stilwell's sojourn in Carmel was destined to be short. He was appointed commander of the Army Ground Forces in Washington, D.C., in January 1945. He assumed command of the Tenth Army on Okinawa in June 1945 after its commanding general, Lieutenant General Simon Bolivar Buckner Jr., was killed in action. Stilwell commanded it until October 1945, and with the war with Japan over, he returned to the United States.

In January 1946, Stilwell assumed command of the Sixth Army, headquartered at the Presidio of San Francisco, about a two-hour drive north of his Carmel home. He became ill later that summer and died of stomach cancer at Letterman Army Hospital, Presidio of San Francisco, on Oct. 12, 1946. Stilwell's funeral services were very simple. Four days later, on Oct. 16, flags were flown at half-staff and businesses were closed from 2 to 2:15 p.m. in Carmel as the city held a small memorial service in his honor. Stilwell was cremated, and his ashes were scattered over the Pacific Ocean that afternoon.

General Joseph W. Stilwell and his wife discovered the beauty and tranquility of the Monterey Peninsula area during Stilwell's first assignment to the Presidio of Monterey in 1912. They purchased a tract of five lots in Carmel in 1920 and were able to build their retirement home on it in 1934. The Stilwells were able to live in their Carmel home from 1940 to 1942, when Stilwell served as, respectively, commanding general of the 7th Infantry Division and Fort Ord, and



Stilwell's house "Lianfair" in Carmel

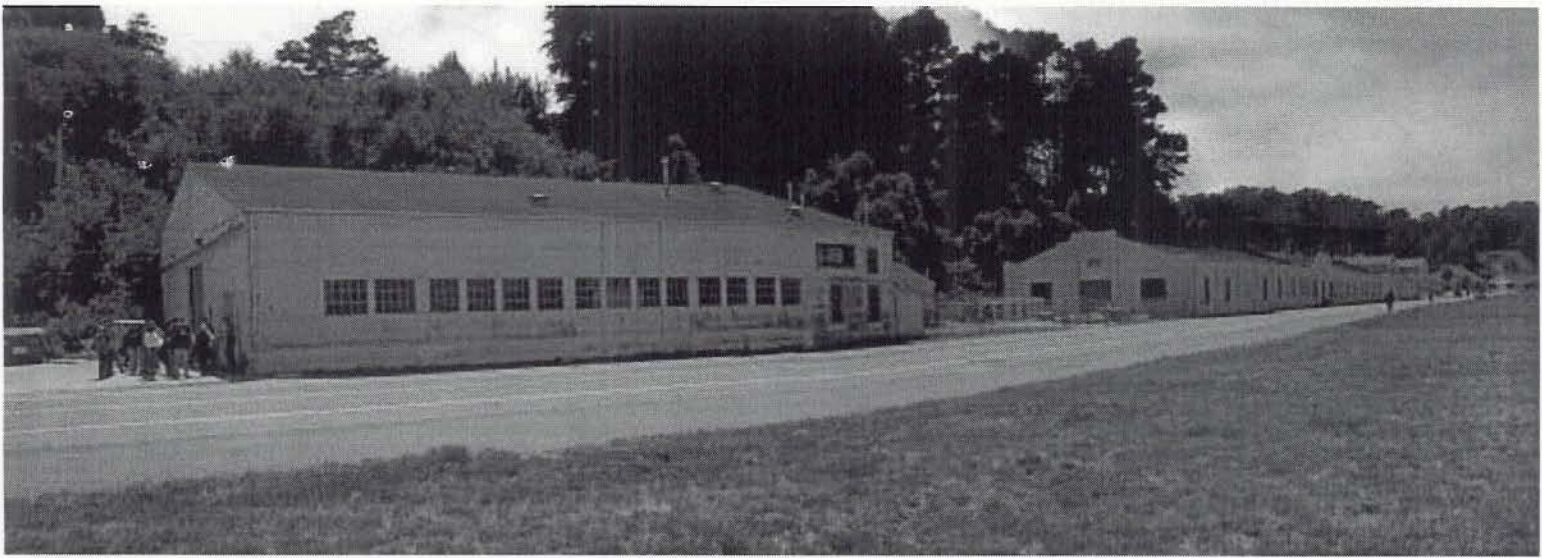
as commanding general of III Corps, headquartered at the Presidio of Monterey. Stilwell considered Carmel his home until his death in 1946.

Stilwell's spacious home in Carmel still stands, although it is apparently no longer owned by the Stilwell family. The address is 26218 Inspiration Ave. in Carmel. There is a rock with an inscribed plaque on it on the left side of the house's driveway. The plaque notes this is the Stilwell House, home of "Joseph Warren Stilwell / 'Vinegar Joe' / General, U.S. Army / 1883-1946." The concluding lines on this plaque are, "A Soldier without peer / who never deviated in / his absolute dedication to / the United States of America".

Stilwell's military service and contributions have also been memorialized at a number of locations on the Presidio of Monterey and the Ord Military Community, the successor to Fort Ord, which closed in 1994. There is a Stilwell Road on the Presidio of Monterey, and a set of distinguished visitors quarters there (Building 357B) is named Stilwell

Cottage/Duplex in his honor. The Stilwell Housing Area remains at the Ord Military Community, and the former Fort Ord Noncommissioned Officers (NCO) Club was renamed the General Stilwell Community Center in 1998. As part of the closure of Fort Ord, the Joseph W. Stilwell Elementary School was transferred to another jurisdiction.

Stilwell, known as "Uncle Joe" by the soldiers who appreciated his concerned and genuine leadership, and "Vinegar Joe" by those on the receiving end of his admonitions and caustic comments, remains a controversial figure. His abiding affection for Carmel and the Monterey Peninsula, however, is unquestioned. In writing to his wife before Christmas 1943 after attending the Cairo Conference and envisioning retirement, Stilwell expressed his fondness for Carmel and the Monterey Peninsula, "Every day will be Christmas at Carmel. I found out what Carmel means. In a guidebook at Palestine! It means the 'Vineyard of the Lord.' And ain't that the truth."



Presidio staffers visit historical San Francisco area sites

BY BOB BRITTON

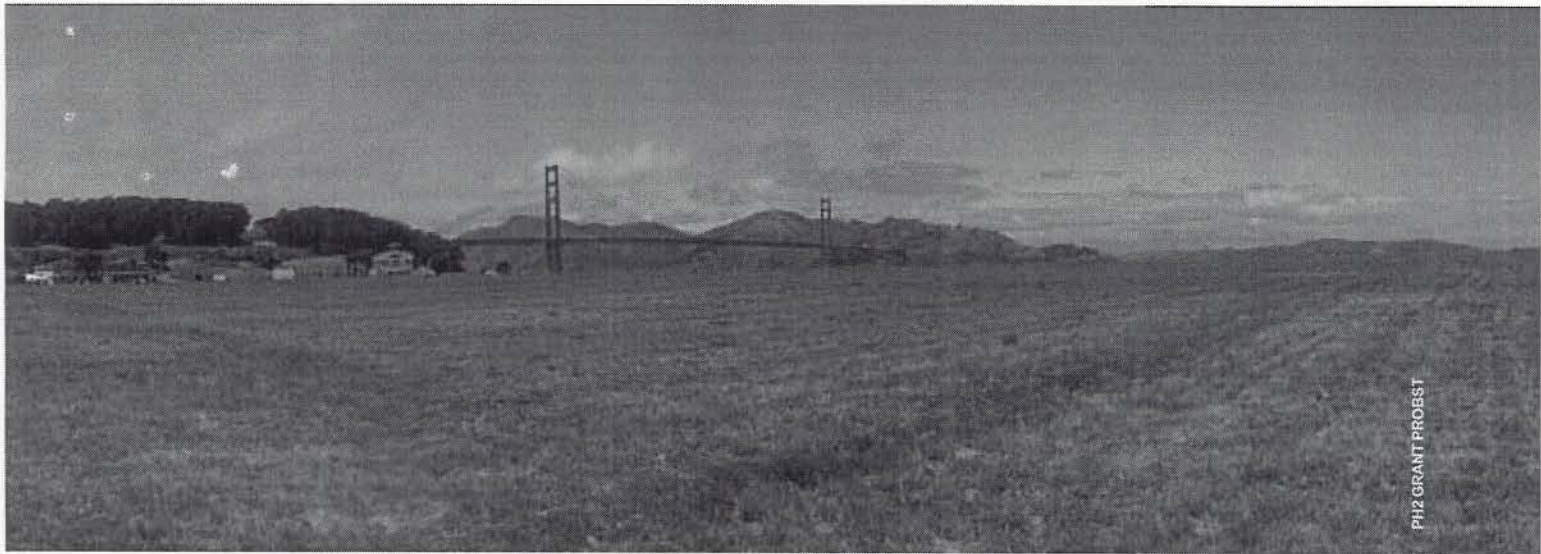
Seventeen officers and noncommissioned officers from the Defense Language Institute Foreign Language Center saw the humble beginnings of the language school and historical coastal defenses around the Golden Gate entrance to San Francisco Bay during a staff ride on May 7. The soldiers, from Headquarters and Headquarters Company, learned about the evolution of the harbor defenses and the Crissy Field hangar on the Presidio of San Francisco, where the language school started in 1941. The Attendees visited Fort Winfield Scott and the Presidio of San Francisco on the San Francisco side of the Golden Gate Bridge and Forts Baker and Barry on the Marin County side.

Dr. Harold Raugh, DLIFLC and Presidio of Monterey command historian, made initial preparations and coordinated the staff ride with Stephen Haller, historian of the Golden Gate National Recreation Area. Haller received assistance from John Martini, a retired historian and park ranger from the National Park Service. Under the direction of Raugh, Haller led the tour on the San Francisco side while Martini guided the group around Forts Baker and Barry.

Although the bus tour started out on the Marin County side, we'll discuss the San Francisco side first. Fort Winfield Scott, adjacent to the Presidio of San Francisco, had many coastal artillery field batteries during both World Wars overlooking the Golden Gate area.

Battery Chamberlin, located at Baker Beach on Fort Winfield Scott, was an impressive site with its Model M1903 6" rifled gun mounted on a disappearing carriage. The gun was installed in 1904, according to the pamphlet, "Historic California Posts, Harbor Defenses of San Francisco." When gun crews practiced, they would sight the weapon, raise it over its protective concrete barrier, fire it, and the weapon would recoil into a lowered position on its disappearing carriage. That way, it would be difficult for a potential naval or land enemy to spot its location. Battery Chamberlin is one of the few existing coastal artillery guns historically preserved today.

Fort Winfield Scott was named after Gen. Winfield Scott, one of the heroes of the Mexican War. Fort Winfield Scott became the



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headquarters for the Harbor Defenses of San Francisco and the command post for the Ninth Coast Artillery District in 1912. The post had numerous coastal artillery batteries until after World War II.

It was a short drive from Fort Winfield Scott to the Presidio of San Francisco. An abandoned airplane hangar on the Presidio of San Francisco became the birthplace of modern military languages on Nov. 1, 1941. Army officers set up the secret Fourth Army Intelligence School in Building 640, on the Presidio's Crissy Field. The school's mission was to teach the Japanese language to second-generation Japanese Americans or Nisei soldiers.

In 1941, then Lt. Col. John Weckerling and Capt. Kai Rasmussen, started up the school with some of their own Japanese language textbooks. Both had studied Japanese in Tokyo in the mid 1930s. The school started from scratch with just a bare building.

When the school opened in 1941 with four instructors and 59 students, the building had no desks, chairs, lesson plans or sufficient textbooks. There was no guidance on teaching classes or giving tests. Initial instructors had to mimeograph daily lesson plans before each class. They also had to buy Japanese-American dictionaries and have their available text materials copied in downtown San Francisco print shops before the first class started on Nov. 1, 1941. John Aiso, the namesake of Aiso library, was the first director of instruction.

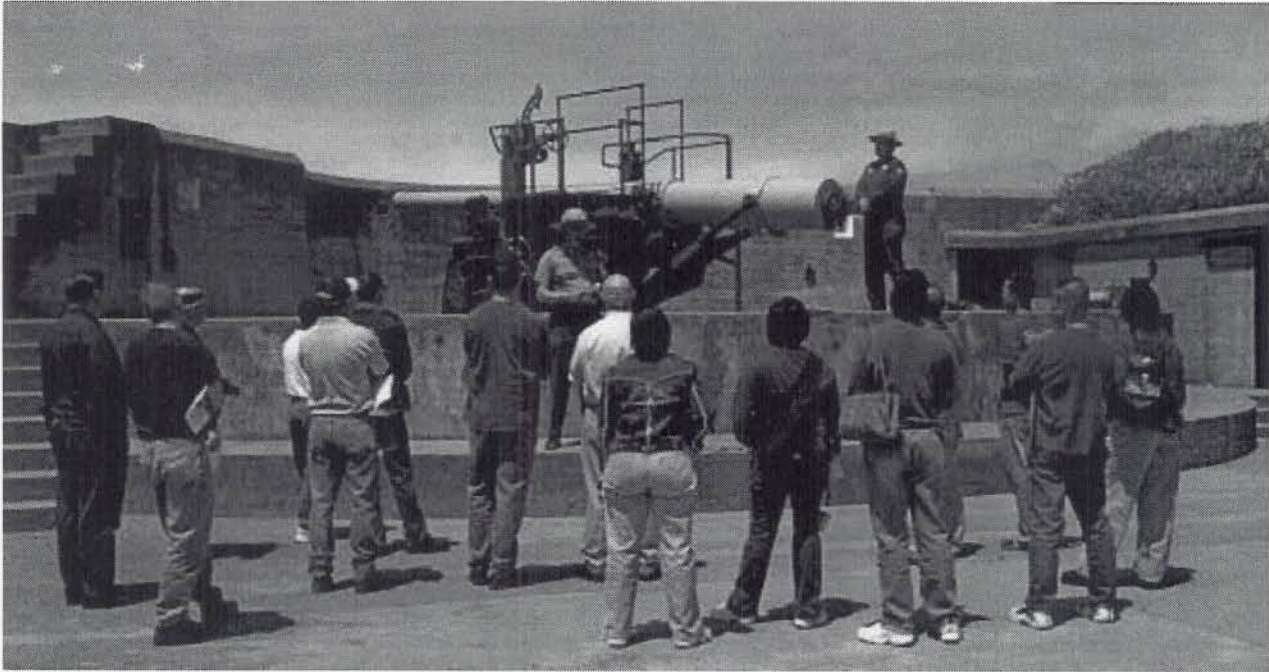
After the Japanese attack on Pearl Harbor on Dec. 7, 1941, and the resultant anti-Japanese

sentiment on the West Coast, the school moved to Camp Savage, Minn., in 1942, and then to nearby Fort Snelling, Minn., two years later. When the first school relocated, it was renamed as the Military Intelligence Service Language School or MISLS. The school moved again in 1946 to the Presidio of Monterey and became the Army Language School in 1947. Then in 1963, the name changed to the Defense Language Institute, West Coast Branch. After the consolidation of service language training venues, the school was renamed the Defense Language Institute Foreign Language Center in 1976.

Shig Kihara was one of the original instructors. He taught Japanese at all the different schools and held other positions at the Presidio. He retired in the 1970s.

During the Presidio part of the staff ride, as the group visited the original site of the Japanese language school, they were met by two original students from the first class of 1941, retired Maj. Gene Uratsu and retired Col. Thomas Sakamoto. Their first class at Crissy Field consisted of 59 students, with 57 of them being Nisei. There were two Caucasians in the class.

Uratsu and Sakamoto both had studied the Japanese language in Japan during the 1930s. They graduated from the Presidio class in May 1942 and became instructors at Camp Savage from 1942 to 1943. Then both were assigned overseas to the Allied Translation and Interpretative Center in Brisbane, Australia. They later participated in some of the Pacific Island campaigns during World War II. Sakamoto also witnessed the



Stephen Haller, the historian of the Golden Gate National Recreation Area, center, explains the history of the Battery Chamberlin M 1903 6" rifled gun mounted on a disappearing carriage to DLI officers and noncommissioned officers. The coastal artillery piece is located on Baker Beach on Fort Winfield Scott. This battery was one of several coastal artillery guns used to guard the Golden Gate entrance to the San Francisco Bay during World Wars I and II. (Photo by Petty Officer 2nd Class Grant Probst)

Japanese surrender ceremony aboard the battleship USS Missouri to end World War II. Later Sakamoto remained in Japan during the post-war occupation and rebuilding of that nation.

The original home of the Fourth Army Intelligence School in building 640 on Crissy Field, Presidio of San Francisco, has a plaque in front dedicated to the 6,000 MISLS Nisei soldiers who helped shorten the war in the Pacific and saved countless thousands of American forces lives. Building 640 is now a public works warehouse for lumber materials.

Another fortification, Fort Point, is adjacent to the Presidio of San Francisco. This brick fort was constructed during the mid 1850s to help guard the entrance to the Bay. Although the fort was designed to hold about 127 guns, it never had that many weapons. With new coastal artillery techniques developed during the Civil War, Fort Point was declared obsolete in 1865.

Fort Baker is located directly across the Golden Gate narrow entrance to San Francisco Bay from the Presidio and Fort Point. Fort Baker was named after Col. Edward Baker who died in the Civil War. The

fort became part of the early coastal artillery defenses for the narrow entrance to the Bay. Coastal artillery batteries, built in the 1890s, were located on Forts Baker and Barry. Other gun emplacements were on Alcatraz Island, which was an Army fort a long time ago and Fort Point. The three posts complemented each other protecting the Golden Gate entrance, mentioned Martini.

During World War II, soldiers stationed at Fort Baker helped lay mines to protect the harbor's outer approaches. Visitors get a panoramic view of the harbor and Golden Gate Bridge from Fort Baker. Until recent years, Fort Baker served as the headquarters for the Army Reserve's 91st Division (Training).

Fort Barry was adjacent to Baker in the Marin Headlands. A tunnel separated Baker from Barry. Fort Barry was named after Brevet Maj. Gen. William Barry, a Civil War artillery veteran. Fort Barry had two contrasting styles of protection: the long range coastal artillery guns placed in strategic hillside locations overlooking the Golden Gate entrance and a Nike-Hercules missile battery positioned in the 1950s.

Twelve-inch guns in Battery Wallace on Fort Barry became operational during the 1920s, while a larger 16-inch gun battery started at Battery 129 during World War II. These were some of the coastal artillery batteries on the West Coast protecting San Francisco, according to information in the pamphlet, "Historic California Posts: Harbor Defenses of San Francisco," written by Mark Berhow, Coast Defense Study Group.

Although the artillery pieces were interesting, the restored 1950s Nike-Hercules site, Site SF-88 on Fort Barry, was more impressive. Martini took the

Defense Language Institute group through the entire missile complex and explained how the system worked. National Park Rangers from the Golden Gate National Recreation Area and missile experts spent many hours restoring the missile site. It is in working condition complete with communications vans and dome, cutaway Nike-Hercules models and non-operational missiles. The site featured a simulated missile ready for launch above ground and seven Nike-Hercules missiles without warheads positioned on rails in an underground storage area. This missile site is one of a few complete sites in the entire

country. The restored missile area is dedicated as the Battery A, 2nd Battalion, 51st Artillery site.

Staff ride participants were quite impressed by the contrasts between the coastal artillery positions and the missile site, and the beginnings of the language school compared to the present day DLIFLC.

Dr. Rough took another group of DLI staff and faculty to the same historical sites a few weeks later. Outdoor Recreation provided the bus and driver for the trips.



Retired Maj. Gene Uratsu and retired Col. Thomas Sakamoto stand outside of building 640 and the plaque in front dedicated to the 6,000 MISLS Nisei soldiers who helped shorten the war in the Pacific and saved countless thousands of American forces lives. (Photo by Petty Officer 2nd Class Grant Probst)

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105 T. H. BLACK 7890 CEDAR LN. ANYTOWN, CA 94005

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