

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER:

A PICTORIAL HISTORY



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General Maxwell D. Taylor, Chief of Staff, U.S. Army, meeting with his former Japanese Language teacher during a visit to the Military Assistance Advisory Group, Japan, in October 1958. Pictured (left to right) are Naoe Naganuma, chief instructor of the Area and Language Course (U.S. Army) and director of the Tokyo School of Japanese Language; General Taylor; and Lt. Gen. Ichiji Sugita, Commanding Officer of Self Ground Defense Force, Third Division, Japan.

ON THE COVER: An officer of the Imperial Japanese Army listens to a U.S. Army military linguist, 180th Language Detachment, 40th Infantry Division, Eight Army, prior to signing surrender documents for Japanese military forces on Negros Island, Commonwealth of the Philippines, in September 1945. (Courtesy National Japanese American Historical Society.)

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CAMERON BINKLEY



Command History Office
Defense Language Institute Foreign Language Center
Presidio of Monterey

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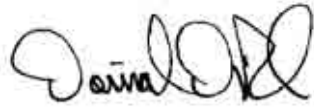
This book is dedicated to the generations of linguist graduates, their instructors, and staff of the Defense Language Institute Foreign Language Center who have served the United States of America through peace and war.



In June 1963, Alexander Trembovelsky, a Russian émigré and language instructor, coaches Ivan Fogarty, a student in the U.S. Army Language School at the Presidio of Monterey, on the use of present participles.

FOREWORD

This pictorial history of the Defense Language Institute Foreign Language Center provides a comprehensive look into the evolution of our Nation's effort to understand the languages and cultures of friends and foes alike since the days leading up to World War II. Cameron Binkley has compiled a masterful work based on his insights as deputy command historian of DLIFLC and his unique background as a historian and veteran. No single work so succinctly and colorfully describes the development of DLIFLC throughout the decades since its inception. I encourage you to enjoy this book as it brings to life the wonderful faculty, staff, and students who have served this Nation in times of peace and war.

A handwritten signature in black ink, appearing to read "Danial D. Pick". The signature is stylized with large, flowing loops and a cursive style.

Col. Danial D. Pick
Commandant

THE AUTHOR

Cameron Binkley has served as deputy command historian for the Defense Language Institute Foreign Language Center and the Presidio of Monterey since 2007. Formerly a research historian for the National Park Service and a research assistant at Stanford University's Center for International Security and Cooperation, Mr. Binkley has authored five books published by the National Park Service as well as several academic articles and numerous reports focused on American history and national security affairs. He is a graduate of San Francisco State University, the Monterey Institute of International Studies, and the University of Denver. A veteran, he has also served as a U.S. Army intelligence analyst and worked alongside military linguists trained in Monterey.

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This work is a pictorial history of the Defense Language Institute Foreign Language Center—DLIFLC. As such, I am indebted as author to the scores of photographers whose work is here presented. Most of these photographers were professional employees working on military staffs; sometimes their names are known, often not. Some photographs were taken by servicemen and women themselves for their own use. Because I cannot credit each photographer individually, I thank them all here for their faithful recording of events as they took place.

Likewise, several alumni and former staff of the Institute answered the call for submissions for this project. I am grateful for that assistance. While I could not use every photograph supplied, each was carefully considered as to how it could help present this history. Contributors of photographs are acknowledged with courtesy lines. I especially thank Mr. Ben de la Selva, president of the DLI Alumni Association, for his gracious support and involvement with this project.

Photographs are, of course, records and like records their use by historians is mainly predicated on the consistent efforts by numerous institutions and individuals who have over many years carefully safeguarded them for the use and benefit of future generations. Key for this project, I thank the following: Lisa Crunk, Historical Research Collection (archives), Defense Language Institute Foreign Language Center, Presidio of Monterey; Minnesota Historical Society, St. Paul; Amanda Williford, Park Archives and Records Center, Golden Gate National Parks, San Francisco; Rachel Mariko Inouye and Tara Hadibrata, National Japanese American Historical Society, San Francisco; Still Picture Reference Team, National Archives and Records Administration, College Park (Maryland); and David M. Hays and Stephanie Hodges, University of Colorado Archives, Boulder. Unless otherwise noted, all photographs and other graphical images appearing in this publication are from the collections of DLIFLC.

This project would not be possible without the encouragement and support of Dr. Stephen M. Payne, Command Historian, and the Command Group, DLIFLC, under the leadership of Col. Danial D. Pick. I also thank the many staff members of the Institute who have helped to address my queries or for publication assistance. In particular, I thank Deacon Westervelt for cover design; Jeff Hansman, Sarah Wilgress, and their supervisor Megan Lee for copyediting; and Stephanie Donnelly and Kathleen Biersteker for helpful input. Finally, I thank Natela Cutter for efforts to help the Command History Office access and preserve the Institute's modern digital images, which were key to Chapter 8 where several of her own photographs also appear. Aiming for accuracy, I accept responsibility for any factual errors.

Cameron Binkley
Deputy Command Historian
August 2011

INTRODUCTION

Since their earliest days, United States military forces have had to cross linguistic barriers to conduct successful operations. A telling example foreshadowing the future necessity of a dedicated language training institution for U.S. Armed Forces is found in the very battle that gave America its independence—Yorktown in 1781. In that famous engagement, General George Washington deployed a French expeditionary force led by the Marquis de Lafayette, in concert with French naval forces under the Comte de Grasse, to force the surrender of a British army under Lt. Gen. Charles Cornwallis. Had English-speaking French officers not helped bridge the language gap separating the Continental Army and French forces, all might have been lost. In 1803, the U.S. Army officially recognized the importance of French when West Point began to hire native speakers to teach officers who needed to read the language to access the many important French military and engineering texts from the Age of Napoleon. Spanish was added after the Mexican-American War.

In the wake of the Spanish-American War, the United States began to deploy ground forces on permanent duty overseas, namely to pacify the Philippines and to enforce U.S. open-door policy in China. In China in particular, the 15th Infantry Regiment developed its own organic language training program while stationed in Tientsin near Beijing between 1912 and 1938. Both George C. Marshall and Joseph W. Stilwell taught and studied Chinese as young officers stationed in China, helping prepare the future generals for later roles by broadening Marshall's internationalism and honing Stilwell's understanding of Chinese culture, essential to his command of the China-Burma-India Theater during World War II (WWII).

The most important Asian power of that era, of course, was Japan. The difficulty of mastering its complex language and culture and the importance of doing so was not lost on the ambassadors and staffs of the U.S. Embassy in Tokyo, Japan, where the story here really begins. The services sent young Army and Navy assistant attachés to Japan on lengthy tours with the expectation that they would study, deeply, the language and culture of the country—a few did. Over the years a small cadre of these Orientalists rose in rank within their respective services. As war between the United States and Japan grew more likely in the late 1930s, some of these officers moved to create dedicated Japanese language training programs for military servicemen. The Navy was the first. Most influential was Lt. Cmdr. Arthur McCollum of the Office of Naval Intelligence, a graduate of the Tokyo program. He joined forces with Albert E. Hindmarsh, assistant professor at Harvard University and a naval reserve officer with much insight into Japan, and Florence Walne, assistant professor of Japanese at the University of California, Berkeley. Together, they crafted a plan to teach Japanese to naval officers at American universities using native speakers—what became the Japanese Language School or JLS.

The Army followed suit soon after. Two Army graduates of the Tokyo program, Lt. Col. John Weckerling and Capt. Kai E. Rasmussen were especially active in canvassing enlisted men serving in the U.S. Fourth Army area of command to determine their suitability to be trained as military linguists. Weckerling and Rasmussen then set up a small secret Japanese language school in an abandoned aircraft hangar at Crissy Field on the Presidio of San Francisco. Class began on the first day of November 1941 with fifty-eight Nisei (U.S. citizens of Japanese parentage), two qualified Caucasian students, and four Nisei instructors, and grew quickly after Japan's attacks in December 1941.

The Fourth Army Intelligence School, as it became known, operated for only six months before it had to relocate to Minnesota to comply with War Department orders excluding all persons of

Japanese descent from the West Coast. After relocating for the duration of WWII, the school was placed under Rasmussen's command and renamed the Military Intelligence Service Language School (MISLS). MISLS continued to grow in size and so had to relocate within Minnesota a second time, moving from Camp Savage to Fort Snelling in 1944.

With the onset of war, the Navy program also had to relocate. The JLS moved from Berkeley to the University of Colorado, Boulder, and later opened a new branch at Stillwater, Oklahoma. Then, with demobilization at the end of WWII, the Navy chose to shut down its university-based program, opting instead to create a foreign language department in its Naval Intelligence School in Washington, DC. The Army, however, in preparation for the occupation of Japan, returned the MISLS to California—this time to the historic Presidio of Monterey, where in 1946 the school was renamed the Army Language School (ALS).

ALS soon expanded its curriculum to meet the requirements of a global superpower competition between the United States and the Soviet Union—the Cold War. ALS recruited native-speaking instructors of more than thirty languages and dialects from all over the world. Russian became the largest language program, followed by Chinese, Korean, and German. After the Korean War, the school developed a national reputation for excellence in foreign language education. ALS led the way with the audio-lingual method and the application of educational technology such as the language laboratory.

In 1963, to promote efficiency and economy, the Defense Department consolidated foreign language instruction and created the Defense Language Institute (DLI), with the Army serving as Executive Agent of a joint-service organization. DLI headquarters was established in Washington, DC, with the former ALS Commandant, Col. James L. Collins, Jr., serving as the Institute's first director. The Army Language School became the DLI West Coast Branch, and the foreign language department at the Naval Intelligence School became the DLI East Coast Branch.

During U.S. involvement in Vietnam, DLI stepped up the pace of language training. While regular language training continued unabated, more than 20,000 service personnel studied Vietnamese through DLI's programs, many taking a special eight-week military adviser "survival" course. From 1966 to 1973, the Institute also operated a Vietnamese branch using contract instructors at Biggs Air Force Base in Texas. Dozens of DLI graduates lost their lives during the war.

In 1974 the Institute's headquarters and all resident language training were further consolidated at the Presidio of Monterey and renamed the Defense Language Institute Foreign Language Center (DLIFLC). Since then, DLIFLC has focused its language training on enhancing proficiency, curriculum development, and mastering the difficult art of test design. In 2002, the vibrancy of its efforts gained the Institute accreditation to award an Associate of Arts in Foreign Language. By continuing to integrate the latest educational technologies in its classrooms and by cultivating deployable language teaching teams, DLIFLC developed the reach necessary to support military language needs on a global basis, including pre-deployment training for troops on their way to Afghanistan after the terrorist attacks of 2001. DLIFLC even developed a new type of school, called the Emerging Languages Task Force, to focus on methods for meeting unexpected language training requirements as effectively as possible in a world of greater strategic uncertainty.

Over the decades program graduates—often at great personal risk—have put their training to use as interpreters, translators, interrogators, intelligence analysts, voice intercept operators, and even as drug enforcement agents. Linguists trained by DLIFLC have served on treaty verification teams, as foreign affairs or liaison officers, as military attachés, or simply as the "go-to" soldier in a platoon on a patrol in a far-off province where the need for a bit of pluck and cultural expertise can mean the difference between mission success and failure or simply life and death. The pages that follow trace—in photographs—the history of the institution that has trained these linguists.

ONE

TOKYO LANGUAGE PROGRAM

U.S. EMBASSY, JAPAN

PRE-1941



The origins of the Defense Language Institute Foreign Language Center stretch back to the days before World War II. For many years, the U.S. Embassy in Tokyo, Japan, pictured above in 1937, administered a Japanese language program for American diplomats as well as U.S. Army and Navy assistant military attachés stationed in Japan. (Courtesy Pineau Collection, University of Colorado, Boulder; hereafter, CU Boulder.)



U.S. Ambassador William Cameron Forbes and his staff (above), outside the U.S. Embassy in Tokyo, Japan, 1932. Many of the uniformed officers, serving as assistant attachés, participated in the Embassy's Japanese language training program, which the State Department established about 1907 following Russia's defeat by Japan in the Russo-Japanese War. Junior U.S. officers typically spent three or four years on site, studied Japanese language and culture, and conducted routine military-to-military liaison activities with their peers in the Japanese Imperial Army and Navy. Early Army attachés to Japan included the later famous General John J. "Blackjack" Pershing (1905) and General George V. Strong (1908), who served as Army G-2 under President Franklin D. Roosevelt. Future General Maxwell Taylor also studied Japanese as an attaché from 1935 until 1939. Later graduates formed a close association of military intelligence experts who advocated for the creation of Japanese language training programs within the War Department to promote better intelligence about Japanese military forces. As tensions between the United States and Japan increased in the late 1930s, the voices of these experts gained strength. (Courtesy Pineau Collection, CU Boulder.)



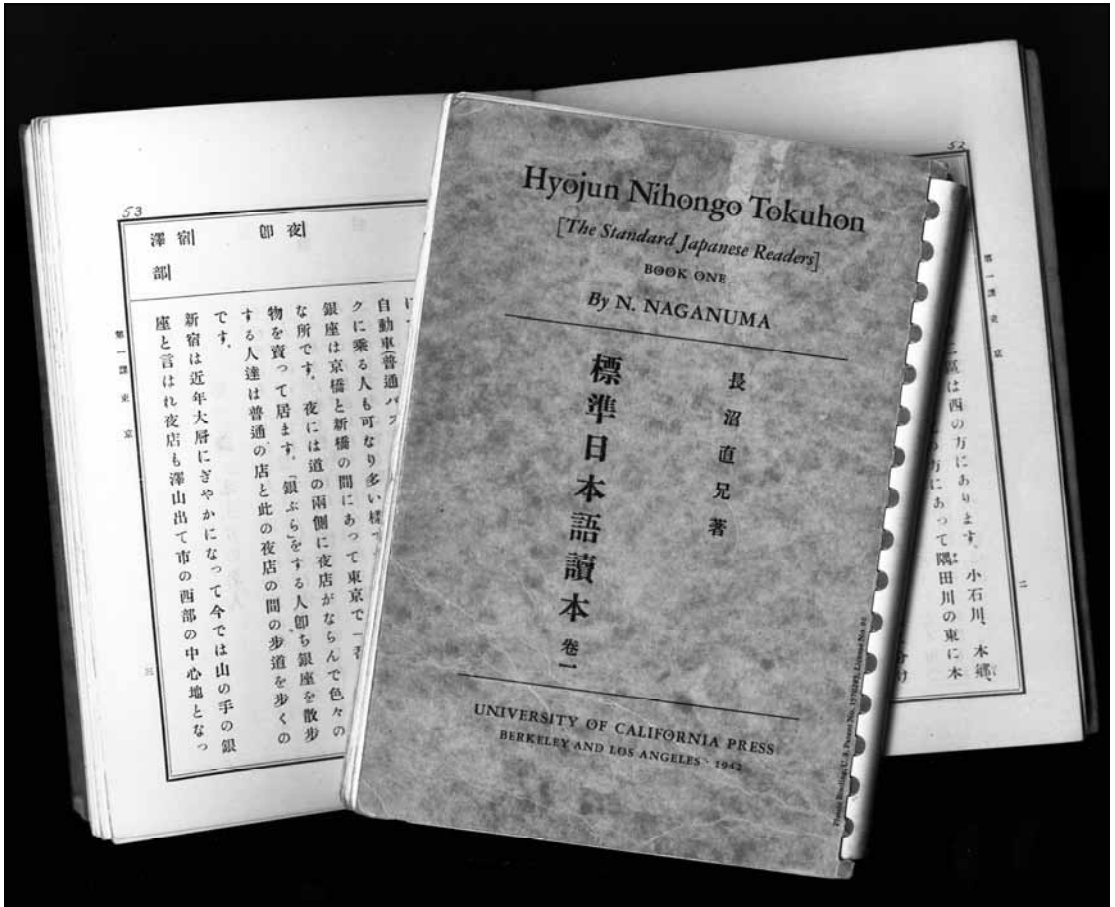
In the photograph above, the U.S. Embassy team poses with the Japanese Foreign Ministry team during a baseball game played in Tokyo, Japan, in December 1932. During such social outings, young U.S. military attachés (pictured far right) were presented with real-life opportunities to practice Japanese. (Courtesy Pineau Collection, CU Boulder.)



Naoe Naganuma (right), pictured on his motorbike in Japan in the 1930s, was one of several foreign nationals hired by the U.S. Embassy to tutor embassy staff and U.S. military attachés in Japanese. With a knack for teaching Japanese to English-speakers, Naganuma soon became the school's chief instructor. (Courtesy Pineau Collection, CU Boulder.)



Naoe Naganuma, a graduate of Tokyo Higher Commercial School, became familiar with a method of teaching English as a foreign language developed by British scholar Harold E. Palmer, a prewar advisor to the Japanese Ministry of Education. Naganuma adapted Palmer's method of teaching Japanese and developed his own instructional materials beginning in the mid-1920s. (Courtesy Pineau Collection, CU Boulder.)



Naganuma's *Hyojun Nihongo Tokuhon* or Standard Japanese Reader appeared in seven volumes between 1931 and 1934. Naganuma used them as the core curriculum for U.S. Embassy staff, and several copies made their way to the United States when military officers rotated stateside. In 1941, the War Department and the Navy approved limited requests by officer graduates of the Tokyo Japanese language program to initiate Japanese language training schools within the respective services. With limited resources, these graduates immediately turned to the Naganuma readers, which along with a few dictionaries and a recently produced technical handbook on Japanese military forces, formed the first curriculum of the military language programs that would years later merge to become the Defense Language Institute Foreign Language Center. The volumes pictured above are the earliest published versions of the Naganuma readers, but earlier versions were used by U.S. Embassy staff and attachés in Tokyo in the 1930s. After the attack on Pearl Harbor, the University of California reprinted the Naganuma readers under special provisions enacted to support national mobilization.



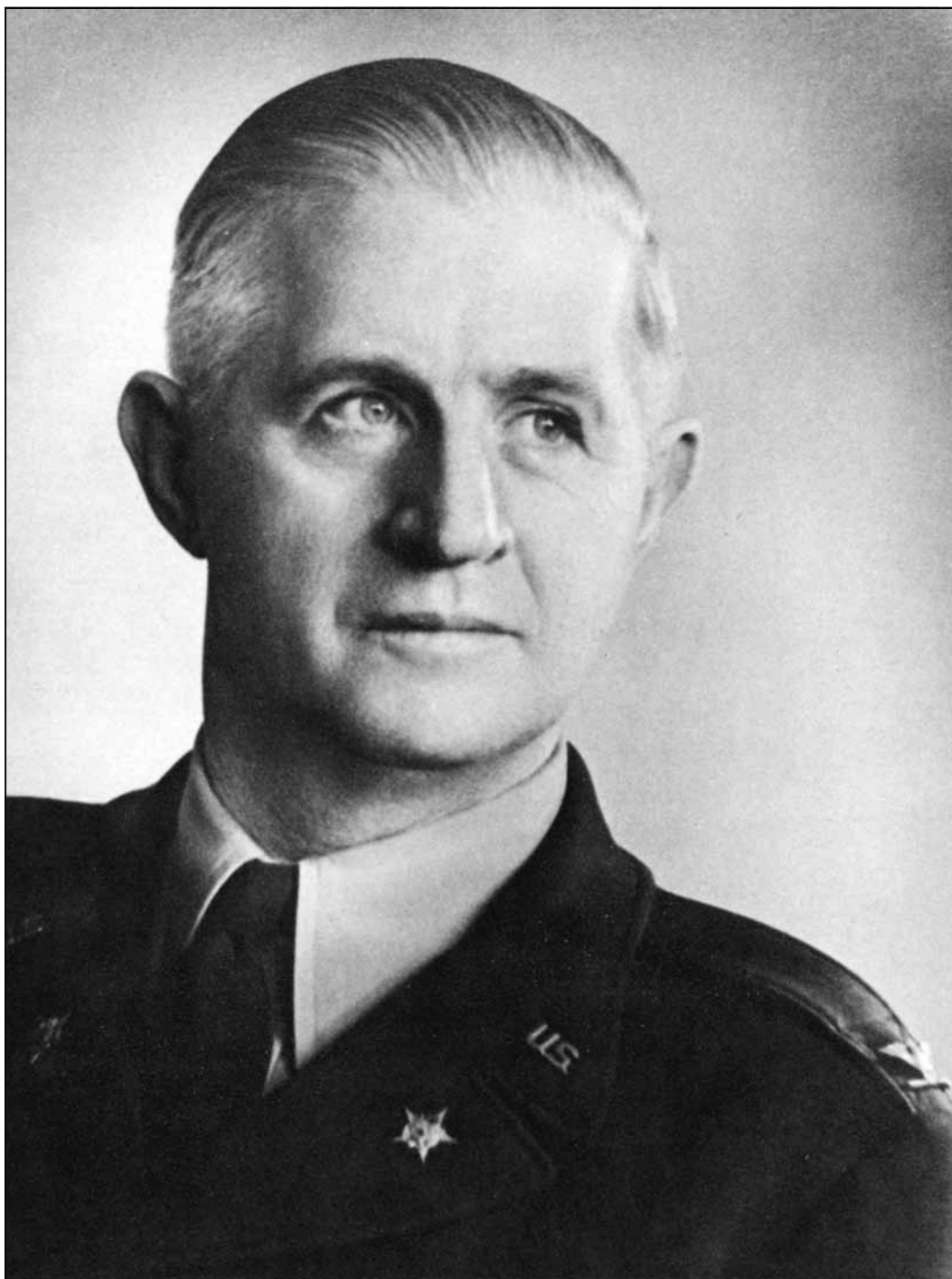
Capt. Kai Rasmussen (above, standing, center), U.S. Army, was attached to the U.S. Embassy in Tokyo from 1936 until 1940, where he studied Japanese and routinely interacted with officers of the Imperial Japanese Army as shown here. Rasmussen soon became one of a small group of U.S. officers in the Army and Navy who advocated the creation of formal U.S. military language training programs.

Two

FOURTH ARMY INTELLIGENCE SCHOOL PRESIDIO OF SAN FRANCISCO 1941–1942



On 1 November 1941, the U.S. Fourth Army began a secret program to teach Japanese to military students. The class was held in an abandoned aircraft hangar at Crissy Field on the Presidio of San Francisco where the photograph above was taken by a student. The Defense Language Institute Foreign Language Center formally traces its origins to this class. (Courtesy Golden Gate National Recreation Area Archives; hereafter GGNRA)



Col. Kai E. Rasmussen helped establish the Fourth Army Intelligence School and served as commandant of the Military Intelligence Service Language School (MISLS) from 1942 until 1946. Rasmussen, a naturalized Danish American and Tokyo language program graduate, was ideally qualified to lead the school as its first commandant.



John F. Aiso (above) served as head instructor of the Fourth Army Intelligence School and chief academic officer of the program when it expanded. He later received a direct commission as a major in the U.S. Army. Later still, he became the first Japanese American to sit on the California Superior Court.

As a lieutenant from 1935 until 1938, Brig. Gen. John Weckerling (right) served as an assistant military attaché at the U.S. Embassy in Tokyo, where he studied Japanese. In 1941, Major Weckerling was assigned to Headquarters, G-2, Fourth Army, Presidio of San Francisco, to address counterintelligence concerns regarding Japanese Americans enlisted in the Army. Weckerling also inducted a handful of these soldiers into a secret military program to study Japanese in preparation for a possible war with Japan. For this task, the Army initially gave him \$2,000 and an old aircraft hangar.





The first classes of the Fourth Army Intelligence School at the Presidio of San Francisco were held at Crissy Field in Building 907, shown above. Later reclassified as Building 640, the structure was originally constructed as a gymnasium and then served as a hangar for aircraft of the Pacific Air Transport and Air Mail service (shown below) before being abandoned. In October of 1941, the Army constructed wooden partitions to subdivide the structure, installed gas heaters, and added additional overhead lights and reflectors to establish rough classrooms and student quarters. From 1 November 1941 until May 1942, the building served as both home and classroom for the school's students whose first chore upon arrival was to chase away the rats. (Courtesy GGNRA.)





The Fourth Army Intelligence School began with four civilian instructors but soon doubled to eight. The instructors from left to right above are Tom Tanimoto, Tetsu Imagawa, John Aiso, Aki Oshida, Shigeya Kihara, Tosh Tsukahira, Paul Tekawa, and Tad Yamada. They began teaching with a set of Naganuma readers, a few Japanese-English dictionaries, a naval terminology dictionary, a Chinese character Kanji dictionary, a military terminology dictionary (compiled by a graduate of the Tokyo school), a Japanese Army field manual, and a U.S. Army handbook describing Japanese military forces. (Courtesy National Japanese American Historical Society; hereafter NJAHS.)

At right are some of the U.S. Army officers who studied Japanese in the Fourth Army Intelligence School. However, the school was relocated before they completed their studies. Fifth from right, and rarely photographed, is Maj. Joseph K. Dickey, who served as the school's first assistant commandant. (Courtesy GGNRA.)





The photograph on the left, above, is superimposed on the photograph to the right to form a single, if imperfect, panorama as intended by the photographer. The image shows the original classroom of the Fourth Army Intelligence School at the Presidio of San Francisco and is the only known image of the first class of students in class, which at the time was a military secret. The improvised nature of the school's first classroom is demonstrated by the rows of surplus theater seats seen in the foreground of both photographs. Copies of this image are located in several archives.



Weckerling and Rasmussen chose sixty enlisted students to be the first class. Fifty-eight of these men were “Nisei”—Japanese Americans whose parents had immigrated to the United States. Weckerling and Rasmussen believed that the cultural familiarity of the Nisei would facilitate the demanding job of training them to serve as military linguists. They were surprised to find that of the hundreds of Nisei interviewed, only a few could speak enough Japanese to qualify for the program, which was why a dedicated language training effort was needed in the event of war.



In late 1940, Congress passed the Selective Training and Service Act, the first peacetime conscription law in U.S. history. Millions of Americans registered. On the West Coast, the Army inducted, trained, and ordered over one thousand Japanese Americans to individual duty assignments that were expected to last twelve months. Despite wartime relocation centers and segregated combat units such as the 100th Infantry Battalion and the 442d Regimental Combat Team, all Nisei outside Hawaii served in nonsegregated units of the U.S. Army prior to Pearl Harbor. The photo above shows an Asian American assigned to the 17th Infantry at Fort Ord in 1941, here helping to man a 37-mm anti-tank weapon. All students of the first class of the Fourth Army Intelligence School were recruited from soldiers serving in existing units. For example, Pvt. Gene Uratsu (shown in both photographs to the right) was originally trained at Camp Roberts and then assigned to Battery B, 143d Field Artillery, San Louis Obispo, before selected for language training at the Presidio of San Francisco.



Kaye K. Sakamoto, Mas Matsumoto, and Gene Uratsu (left to right) in the doorway of their classroom at Crissy Field. (Courtesy GGNRA.)

This photograph shows Fourth Army Intelligence School students Sam Sugimoto, Gene Uratsu, Mac Nagata, and Jimmy Fujimura (kneeling) at Crissy Field in early 1942. They were on their way to attend a football game in San Francisco. (Courtesy GGNRA.)





Pvt. Mas Minamoto puts in eleventh-hour study for an exam during the first Fourth Army Language School course. (Courtesy GGNRA.)

Students Kaye K. Sakamoto (left) and Mas Matsumoto at Crissy Field, Presidio of San Francisco, early 1942. (Courtesy GGNRA.)



Below, students study on bleachers outside their classroom at Crissy Field in 1942. This photo includes Victor Bell (center) and Charles Fogg (standing), two Caucasian students who completed their training after the school relocated to Camp Savage, Minnesota, in June 1942, and Kaz Kozaki, who graduated with the first class. Most enlisted students were Nisei, while most officer students were Caucasian, a pattern that was to continue. (Courtesy NJAHS.)



INTELLIGENCE SCHOOL



Certificate

This is to certify, That *Thomas T. Sakamoto* 100000030
has successfully completed the prescribed course of instruction
at *Presidio of San Francisco, California*
on this *1st* day of *May* 1942.



Joseph K. Doolittle
Major, Infantry

COMMANDANT



Pvt. Thomas T. Sakamoto (left) graduated from the first and only class to complete its instruction in the Japanese language while under the Fourth Army at the Presidio of San Francisco. That first class graduated on 1 May 1942, as Sakamoto's certificate above indicates. In June 1942, the war with Japan underway, some of Sakamoto's peers were given immediate combat assignments; Sakamoto and several other course graduates were ordered to report to Camp Savage, Minnesota, as military instructors for an expanded Japanese language school under the authority of the Army's Military Intelligence Service. (Courtesy GGNRA.)



With the Golden Gate Bridge as backdrop, Pvt. Dave Kato above poses outside Building 640 at the Presidio of San Francisco in early 1942. (Courtesy GGNRA.)



Students Joe Masuda (left), Mas Minamoto (right), and Gene Uratsu (crouching), at Crissy Field, early 1942. Forty-three of the original sixty students survived the academic rigors of the course. High attrition rates were not uncommon in Army training, but the language course was especially difficult, even for the Nisei. (Courtesy GGNRA.)



Pvt. Sakamoto (left) studies outside Building 640 in 1942. (Courtesy GGNRA.)

After a distinguished career, Colonel Sakamoto retired from the Army in 1969. He went on to promote wider recognition of the accomplishments of the Nisei in World War II, including important moments of Japanese-American history associated with the Presidio of San Francisco. In the 1993 photograph below, Sakamoto speaks at a ceremony dedicating a monument marking the historic significance of Building 640 as the original site of the Army's Japanese language school. (Courtesy GGNRA.)

At right, two photographs show a 1998 ceremony marking the start of a partnership between the National Park Service and the National Japanese-American Historical Society to preserve Building 640, now part of Golden Gate National Recreation Area, and to transform it into a museum dedicated to the history and contributions of Japanese Americans. (Courtesy GGNRA.)







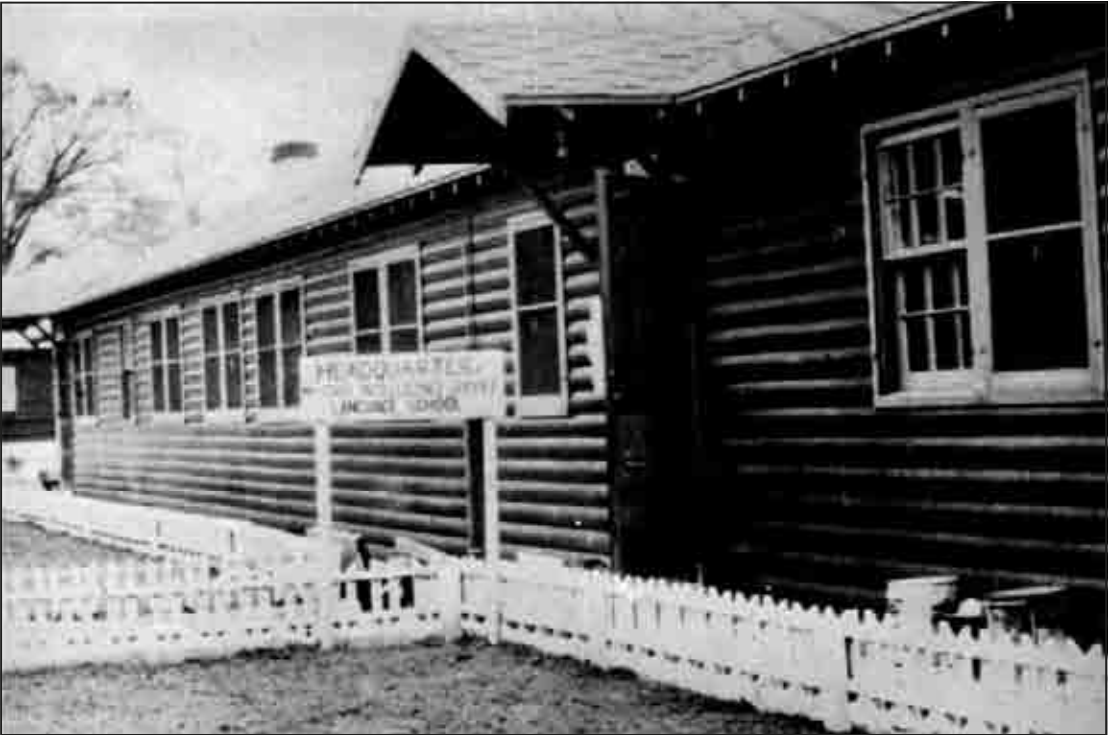
After the attack on Pearl Harbor in 1941 and the commencement of war with Japan, racial hysteria swept the West Coast of the United States. On 19 February 1942, President Roosevelt signed Executive Order 9066, which led to the evacuation of all persons of Japanese ancestry from the West Coast and southern Arizona. Lt. Gen. John L. DeWitt, commanding the Fourth Army, began to issue exclusion orders to implement the phased relocation of more than 110,000 residents in these states, 80 percent of whom were Nisei or Sansei, second- and third-generation Japanese born in the United States and holding U.S. citizenship. Simultaneously, the military was developing Japanese language training programs that relied upon the services of Japanese Americans—the Army in secret at the Presidio of San Francisco and the Navy openly through courses given by the University of California, Berkeley. The civilian instructors for these programs, almost all ethnic Japanese, could not remain in California, nor could the Fourth Army Intelligence School. Thus, the program had to relocate. (Courtesy National Archives.)

THREE

MILITARY INTELLIGENCE SERVICE LANGUAGE SCHOOL CAMP SAVAGE AND FORT SNELLING 1942–1946



Linguist troops in summer fatigues march at Camp Savage, Minnesota, shortly after the Army moved the Fourth Army Intelligence School to the Great Lakes area in May 1942. The move provided larger facilities and was a necessity after Executive Order 9066 barred all persons of Japanese ancestry from the West Coast. That June the Army's Military Intelligence Service assumed responsibility for the program under direct jurisdiction of the War Department, which appointed Col. Kai Rasmussen as commandant and reclassified the program as the Military Intelligence Service Language School (MISLS). Rasmussen immediately expanded Japanese language instruction and began preparing his linguists for war.



This photograph shows the MISLS headquarters at Camp Savage, Minnesota, between 1942 and 1944. The log cabin architecture was a surprise for students and staff arriving from San Francisco.



This aerial photograph shows the layout of Camp Savage, Minnesota, about 1942. Prior to the arrival of MISLS, the area had served as a camp for homeless men.



Camp Savage had a rustic quality, but its facilities were an improvement over those the Army had provided at the Presidio of San Francisco. Above, MISLS students enjoy a few weeks of good weather before the onset of winter. (Courtesy NJAHS.)



Instructor Shoji Takimoto (above) taught Japanese military terminology. Many West Coast- or Hawaii-born MISLS students (marching below) were shocked by wintery Minnesota, but some adjusted so well that they took up cross-country skiing.



The caption on the back of this photograph from a student's scrapbook reads: "Scholar: note the glasses and books." (Courtesy GGNRA.)



The Post Exchange at Camp Savage (shown below) was described as a "combination of haberdashery and drugstore."





Senior enlisted Japanese language instructors were essential to the success of MISLS, shown above with civilian instructors preparing lessons and, below, issuing textbooks, between 1942 and 1944. Like modern Military Language Instructors (MLIs) at DLIFLC, early MLIs served as role models and homework aides for younger soldiers.





Gene Uratsu graduated from the Fourth Army Intelligence School in May 1942. Following his promotion, the Army sent Uratsu and several other top graduates of his class to Camp Savage as Japanese language instructors for an expanded MISLS program. (Courtesy GGNRA.)



Pictured above are the first faculty and staff of the Military Intelligence Service Language School, 1943. Most of the enlisted instructors were the top graduates of the Fourth Army Intelligence School,



Students (left) of Yutaka Munakata (above, standing 6th from left) pose on the main quad in 1943. Colonel Rasmussen (above, 2nd row, 8th from left) hired Munakata after interviewing him at a relocation center near Tule Lake, California, in 1942. Originally an engineer, Munakata continued to teach at MISLS and its successors for another thirty-eight years.



but some of the civilian faculty were refugees displaced from their homes on the West Coast by Executive Order 9066.

A few MISLS students were fairly fluent in Japanese when they arrived at school, but most had to study hard to keep up in the six-month program (later extended to nine months). In fact, duty officers had to enforce a 2300 hours lights-out policy, after which many students continued to study by flashlight. The students at right are probably taking their weekly Saturday morning exam.





After President Roosevelt signed Executive Order 9066, the government established ten War Relocation Centers (WRCs) in isolated locations of the United States to house over 110,000 Japanese Americans expelled from the West Coast. Nevertheless, thousands of Nisei, like the man above, enlisted and served with honor. (Courtesy NJAHS.)

Camp Amache WRC, shown above and seen from an aerial view on the facing page, was located near Granada, Colorado. (Courtesy NJAHS).



As the war progressed, the need for Japanese speakers increased. The Army began to recruit young Nisei men specifically for MISLS assignment to shorten the time needed to study Japanese. Those above volunteered on 12 December 1942 at Camp Amache. (Courtesy National Archives.)





Historic Fort Snelling (above) was founded in 1820 on the converging banks of the Mississippi and Minnesota Rivers at a key juncture to control river traffic and to protect American settlers as the United States took possession of the Northwest Territory following the War of 1812. (Courtesy Minnesota Historical Society.)

In August 1944, the Military Intelligence Service Language School relocated to Fort Snelling to accommodate projected growth in the size of the school. With warm weather, school commanders found the opportunity to use the fort's considerable parade grounds, shown here with the MISLS color guard.



Above, MISLS training Company F marches to class at Fort Snelling during the winter of 1944. (Courtesy NJAHS.)

The red and yellow brick structures of Fort Snelling were a major improvement over MISLS accommodations at Camp Savage. Building 107 (right) was used by enlisted faculty, administrative, and cadre personnel of the school's Headquarters Company. (Courtesy NJAHS.)





Fort Snelling MISLS students above listen intently during class. After graduation many students, like those below, also spent time in the “graduate pool” doing translation work to refine their language skills before reporting to their duty assignments. (Courtesy Minnesota Historical Society.)





Col. Kai Rasmussen (center) with two recently trained Nisei paratroopers and MISLS graduates, 1944. Eleven Nisei paratroopers, or special operations troops, were assigned to the 11th Airborne Division in New Guinea. The Army assigned a similar number to the Tenth Army Headquarters for the invasion of Okinawa. (Courtesy NJAHS.)



At Fort Snelling, MISLS continued to expand. The photograph above shows the enlisted soldiers and staff of the MISLS Headquarters Company, about 1945, but does not include numerous civilian instructors. The August 1944 term, the first to begin at Fort Snelling following the school's relocation from Camp Savage, consisted of eighteen class sections for more than 300 students.



Lt. Col. Archibald W. Stuart, an infantryman, served as Assistant Commandant of the MISLS from 1942 to 1944. (Courtesy NJAHS.)



The September 1944 term added eleven more sections while the December 1944 term added thirty-three sections, including two for Chinese, more than doubling the school's size. At its peak in 1946, MISLS had 3,000 students and 160 instructors, spread over 125 classrooms. In total it graduated more than 6,000 students. (Courtesy Minnesota Historical Society.)



MISLS students at Fort Snelling complained about the Army's chow, but, like soldiers any where, rarely missed a meal.



Above, in June 1945 the first and only Women's Army Corps (WAC) class began at Fort Snelling. Shown marching, the class, divided into three sections and composed mostly of Nisei women, was commanded by Capt. Marian E. Nestor. Forty-one of fifty-one students graduated by January 1946. Thirteen served in occupied Japan. (Courtesy NJAHS.)



Pvt. Margaret K. Fukuoka (left) enlisted in the WACs. Late in 1943, she visited Manzanar WRC and was immortalized by photographer Ansel Adams, who was there to document camp life. About three hundred Japanese American women volunteered to serve as WACs during WWII. They worked as secretaries, nurses, and translators. (Courtesy Library of Congress.)



Above, the MISLS choir performs with WAC servicewomen in the Fort Snelling chapel for a live radio broadcast in late 1945 or early 1946. The chapel, shown below in 1944, also hosted the MISLS library and was the site of several student weddings. (Courtesy NJAHS).





During WWII, Nisei interpreters trained by MISLS deployed throughout the Pacific and China-Burma-India Theaters where they performed numerous duties, sometimes in trying circumstances, but often at key moments or at a high level. Above, a Nisei interpreter facilitates the field surrender of Japanese forces. (Courtesy NJAHS.)



In the photograph to the left, Lt. Pat Neishi (2nd from left) discusses surrender terms with a Japanese general east of Manila in 1945. (Courtesy GGNRA.)



Brig. Gen. Frank Merrill (center above) commanded the 5307th Composite Unit (Provisional) and fought behind enemy lines in Burma. Famously known as “Merrill’s Marauders,” the unit included fourteen Nisei interpreters. MISLS graduates Herbert Miyasaki (left) and Akiji Yoshimura (right) are shown with Merrill after the Battle of Nhpum Ga, in May 1944. (Courtesy National Archives.)

Tech. Sgt. Kenji Yasui, Office of War Information in Burma, 1944, calls upon the enemy to surrender. Yasui graduated from MISLS at Camp Savage in 1943. His exploits included once impersonating a Japanese officer to persuade a unit of Japanese soldiers to surrender. (Courtesy GGNRA.)





MISLS graduate 2d Lt. Thomas Sakamoto (card right, courtesy GGNRA) attended the formal surrender ceremony of Japan to the Allied Powers aboard the USS *Missouri* in Tokyo Bay in September 1945. During the Pacific war, the secret Allied Interpreter and Translator Section (AITS), staffed by MISLS graduates, translated millions of pages of captured documents and interrogated thousands of prisoners. According to AITS chief Col. Sidney F. Mashbir, “no group in the war had as much to lose. Capture would have meant indescribable horror to them and their relatives in Japan.” (Courtesy alumnus Thomas T. Sakamoko.)



In Minnesota, Japanese American soldiers getting haircuts on VJ Day (above) give the victory sign. The Fourth Army Intelligence School had relocated to Minnesota after its governor, Harold Stassen, promised the War Department that the school was welcome in his state—where it flourished. (Courtesy Minnesota Historical Society.)





After the war, MISLS graduates served as interpreters and translators for many important functions required to administer occupied Japan. This photograph shows George Kitagawa from San Francisco wearing headphones while working with Japanese defense attorneys during the war crimes trials held by the Allied Powers in Tokyo, Japan, in 1946. (Courtesy NJAHS.)

FOUR

U.S. NAVY AND MARINE CORPS JAPANESE LANGUAGE SCHOOLS BERKELEY, BOULDER, STILLWATER 1941–1946



Pictured above is the campus of the University of Colorado, Boulder, where from 1942 until 1945, the U.S. Navy operated its Japanese Language School (JLS). During World War II, the Navy and Marine Corps established a series of these schools on university campuses. As with the Fourth Army Intelligence School, the program was established by graduates of the Japanese language program of the U.S. Embassy in Tokyo, Japan. The Navy established its first JLS program at the University of California, Berkeley, in 1941. (Courtesy University Collection, CU Boulder.)



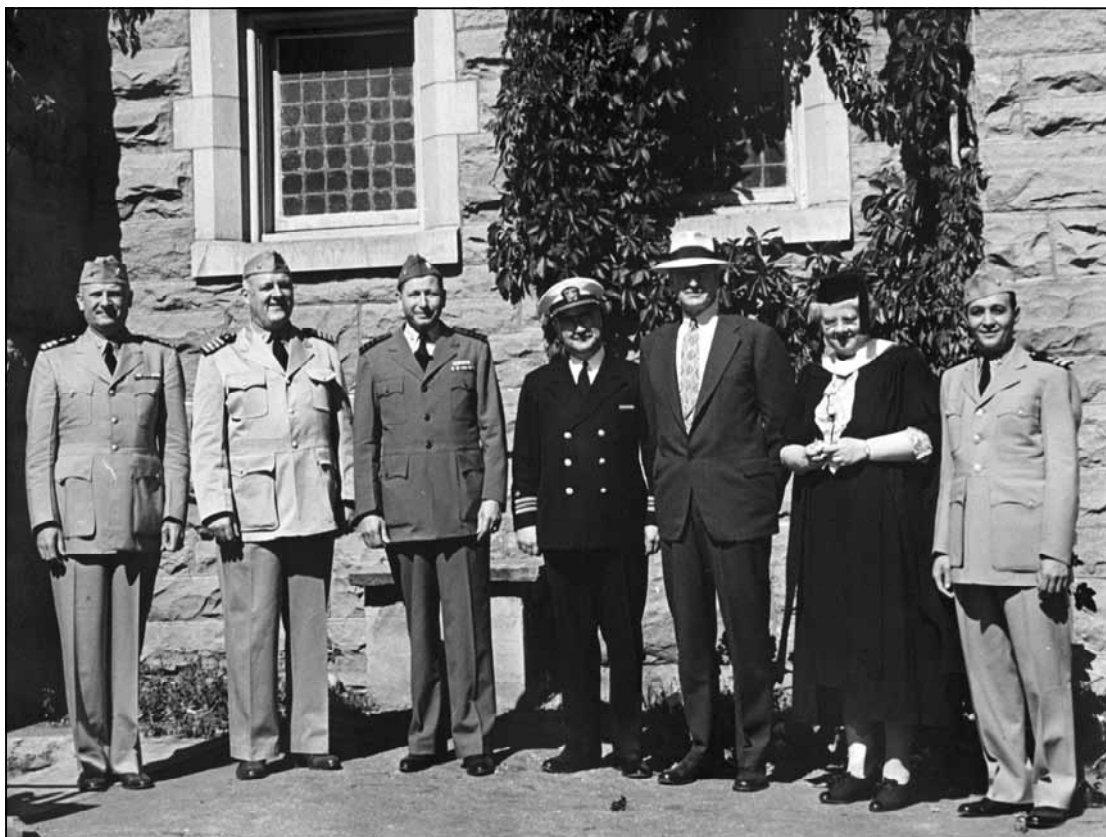
Above, Navy JLS students at the University of California, Berkeley, in October 1941, pose with their instructor, Chitoshi Yanaga. Most of these students came into the program with a “China background,” transitioned with the program when it relocated to Boulder, Colorado, and graduated as Navy officers in October 1942. (Courtesy Pineau Collection, CU Boulder.)



From left to right, students Robert M. Patten, Harned P. Hoose, Ernest B. Beath, and A. William Quinn with their instructor at Berkeley in 1941. (Courtesy Pineau Collection, CU Boulder.)



“Sensei Nakamura” during a Navy JLS class at Berkeley in late 1941. The U.S. Navy did not accept citizens of Japanese ancestry during WWII. Nevertheless, while there were no Nisei JLS students, the program could not operate without its Japanese American instructors, or “sensei.” Following Executive Order 9066, therefore, the Navy relocated the program from Berkeley to the University of Colorado at Boulder. (Courtesy Pineau Collection, CU Boulder.)



Above, U.S. Navy Lt. Cmdr. Albert E. Hindmarsh (4th from left) was one of several officers who promoted the Navy's JLS program during WWII. Hindmarsh had studied Japanese in 1937 at the U.S. Embassy in Tokyo, where he was impressed by the teaching and curricula developed by the embassy's long-time Japanese language instructor Naoe Naganuma. After disagreements with Harvard University faculty over Naganuma's methodology, the Navy settled upon Professor Florence Walne (2nd from right) of the University of California, Berkeley, to lead the program. This photograph was taken at Boulder after the program's relocation. (Courtesy Pineau Collection, CU Boulder.)



Edgar Snow and James M. Jefferson lead a group of Navy JLS graduates as they march in formation on 27 May 1944 on the campus of the University of Colorado, Boulder. (Courtesy Pineau Collection, CU Boulder.)



The photograph above shows “Sensei Okamoto” and JLS students during an outdoor class on the Boulder campus in the summer of 1942. Roger Pineau, whose donated photographs and documents help tell the JLS story, is shown wearing a T-shirt (4th from right). (Courtesy Pineau Collection, CU Boulder.)



The photograph at right shows a JLS instructor in his classroom on the CU Boulder campus. (Courtesy Pineau Collection, CU Boulder.)



JLS naval student Glenn Nelson works late to learn Japanese. (Courtesy Hudson Collection, CU Boulder.)



February 1944 graduates of the JLS at the University of Colorado line up on the central quad for review. (Courtesy Pineau Collection, CU Boulder.)



Florence Walne served as director of the JLS program between 1941 and 1945. She was also influential in helping the U.S. Army establish the Fourth Army Intelligence School at the Presidio of San Francisco. (Courtesy Hudson Collection, CU Boulder.)



Officer students of the U.S. Navy's Japanese Language School line up for graduation at the University of Colorado, Boulder, in April 1944. (Courtesy Pineau Collection, CU Boulder.)

Like the Navy, the Army also contracted with a university for Japanese language training during WWII. The program was more limited than the Navy's—it provided basic instruction for a few hundred officers, some of whom are shown on the facing page (lower right) at the University of Michigan, Ann Arbor, 1944. The program served as a feeder for more advanced language work at Fort Snelling and was terminated at the war's end. (Courtesy University of Michigan Archives.)



Professor Walne poses while surrounded by her Japanese language instructors and their families on an outing in the mountains near Boulder, Colorado, in September 1942. (Courtesy Pineau Collection, CU Boulder.)





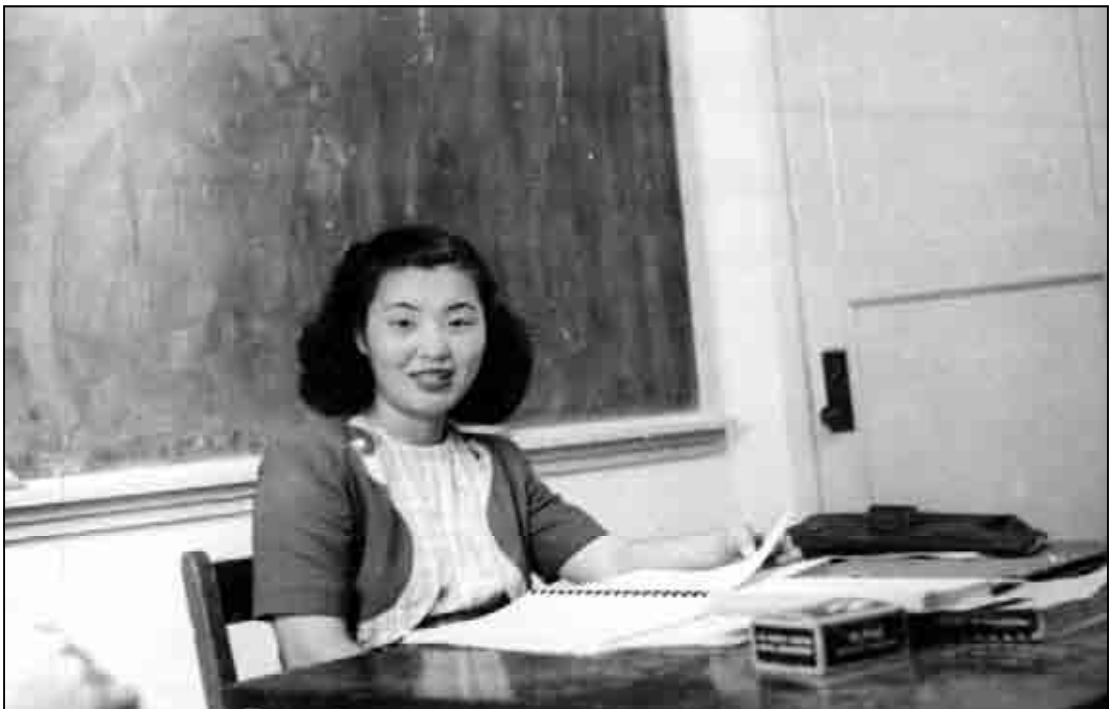
The photograph above shows Cordell Hall, the main campus building of Oklahoma A & M College at Stillwater, Oklahoma, where the Navy began the final phase of its university-based JLS program in 1945. “Sensei Shiraki” (below right) and JSL students are shown posing at Stillwater, 1945-1946. (Courtesy Caman Collection, CU Boulder.)



The photograph on the right is a portrait of “Sensei Miguchi,” a JLS instructor who taught at Stillwater between 1945 and 1946. (Courtesy Caman Collection, CU Boulder.)



Below, “Miss Ito/Mrs. Tanaka,” a JLS instructor, poses in her classroom at Stillwater in 1945 or 1946. (Courtesy Caman Collection, CU Boulder.)

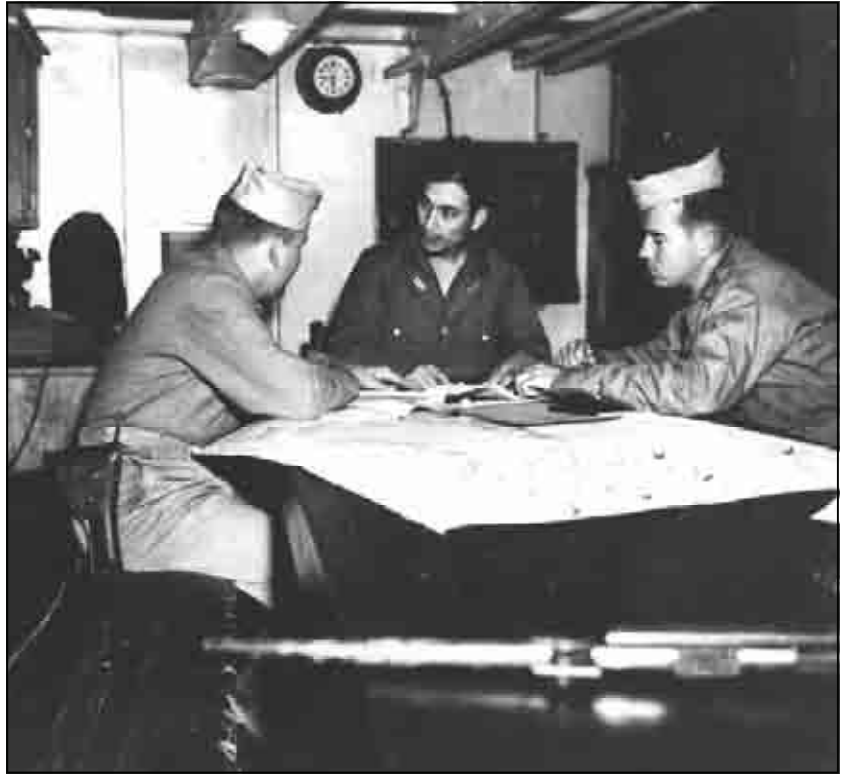




Above, JLS-trained Navy personnel interrogate Japanese prisoners on Okinawa in June 1945. Below, Cpl. Robert Kraft interrogates three Japanese prisoners being held in a military stockade on Guam, again in 1945. (Courtesy Pineau Collection, CU Boulder.)



A U.S. Navy interpreter (right) helps interrogate a Japanese soldier. (Courtesy Pineau Collection, CU Boulder.)



Below, John Oliver, a U.S. Naval Reserve language officer (center), interprets for a surrender party of Japanese officers aboard a “whaleboat” assigned to the USS *Osmus* (DE-701) bearing them from Rota Island in September 1945. (Courtesy Pineau Collection, CU Boulder.)





At O'Shima, Japan, in September 1945, Japanese officers study a map showing the dispositions of local Japanese military forces to U.S. Navy Reserve Lt. Ernest Beath (1st from right), a JLS graduate. (Courtesy Pineau Collection, CU Boulder.)

With reduced funding after WWII, JLS classes at CU Boulder and Oklahoma A & M College ended. Thereafter, the Navy operated a small language program at the Naval Intelligence School located at the Anacostia naval shipyard near Washington, DC.

FIVE

U.S. ARMY LANGUAGE SCHOOL PRESIDIO OF MONTEREY 1947–1963



On 10 June 1946, MISLS closed at Fort Snelling. The next day the school reopened at the Presidio of Monterey, a former infantry and cavalry cantonment on the central coast of California. From 1945, the Army had used the post, whose main gate is shown above, as a staging area to train U.S. personnel for the administration of occupied Japan—an MISLS language detachment was teaching at the Presidio before the MISLS move. Geographically well positioned to serve as a training base, Monterey became the next home of the Army's language program.



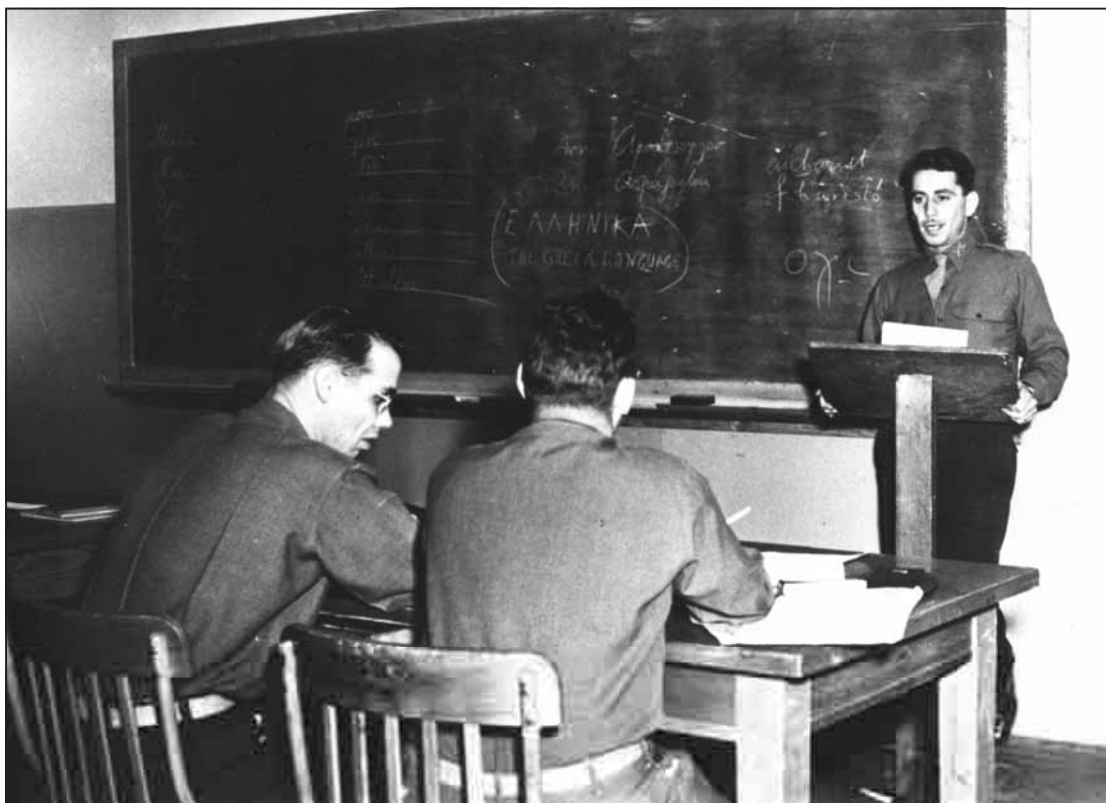
On 8 September 1947, War Department General Order 84 broadened the scope of the Army language program by re-designating MISLS as the Army Language School (ALS), with its headquarters located in Building 277 (above) on the Presidio of Monterey. Japanese remained an important language, but major new requirements for Chinese, Korean, Russian, and other languages of “Cold War” significance drove program growth that soon eclipsed early MISLS focus on a Japanese curriculum.



Col. Elliot R. Thorpe (left) was serving on the staff of General Douglas MacArthur when he was selected as the second commandant of MISLS. Thorpe assumed command in July 1946, helped move the school to Monterey, and became the first commandant of ALS. Here he presents awards to four wartime MISLS instructors.



This aerial photograph shows the lower portion of the Presidio of Monterey as it was in 1945. The main post gate is seen at the bottom where Artillery Street intersects with Lighthouse Avenue. The Army converted the parade ground (upper left) into barracks during WWII. Many language school students lived in these barracks until they were torn down in the early 1970s. For classrooms, ALS used the larger cavalry-era buildings surrounding these barracks. The heart-shaped earthwork (center right) was constructed during the Mexican-American War. Later, the Army added a swimming pool.



Capt. Donald Likas teaches Greek at the Presidio of Monterey in 1947. U.S. concerns about the expansion of communism in Europe and Asia drove ALS requirements from the late 1940s until the end of the Cold War. Britain and the United States supported the internationally recognized Greek government against communist insurgents during the Greek Civil War between 1944 and 1948, hence the Army's need for Greek-speaking officers.



ALS formed several other language departments in 1947, including Arabic, Turkish, Persian, Russian, Spanish, French, and Portuguese. In this 1952 photograph (left), instructor Bishara Lawrence (center) makes notes while Pfc. Henry Lutz and Chief Warrant Officer Jack L. Boling practice Arabic military terminology using field phones in a simulated combat exercise. Existing ALS courses in Chinese-Mandarin, Japanese, and Korean were grouped to form the Far Eastern Division.

In May 1952, on the steps of a Russian Division classroom, Lt. Col. Robert J. DeMers, Acting Commandant (right), explains the method of teaching used by the Army Language School.



Below, DeMers hands out graduation certificates to U.S. Air Force students. After becoming a separate service in 1947, the Air Force met its language needs by contracting with universities, as the Navy had done during the war, and by sending students to ALS. By 1950, Air Force student strength at the Presidio reached 635.





ALS used advanced techniques to facilitate language instruction. In the photograph above, Romanian students listen to a shortwave radio broadcast in April 1952 with their instructor Traian Ocneanu, head of the Romanian Department.



Other effective techniques were less technologically advanced. To the left, Spanish Department instructor Robert B. Franco uses a sand table with a miniature village to teach his class about the terminology of town and country.



In the photograph above, Col. Walter Kraus, fourth ALS commandant (center), and General Willard G. Wyman, commanding Sixth U.S. Army, 1954–1955, listen to Tomas Ozamoto describe the process by which audio course materials for student use are “cut” using state-of-the-art phonographic record-making equipment in the ALS sound recording studio.

Pictured here (right) at work in the ALS recording studio (from left) are Sgt. William Young, Mr. Ozamoto, and Pfc. Ben Hoshino.





Students of ALS Companies A and B stand in formation for retreat, the end of the duty day, in 1952. Their WWII barracks were built on Soldier Field, the Presidio's parade ground. They were used to house students until the 1970s, when new development allowed the Army to tear them down and restore the former parade ground.



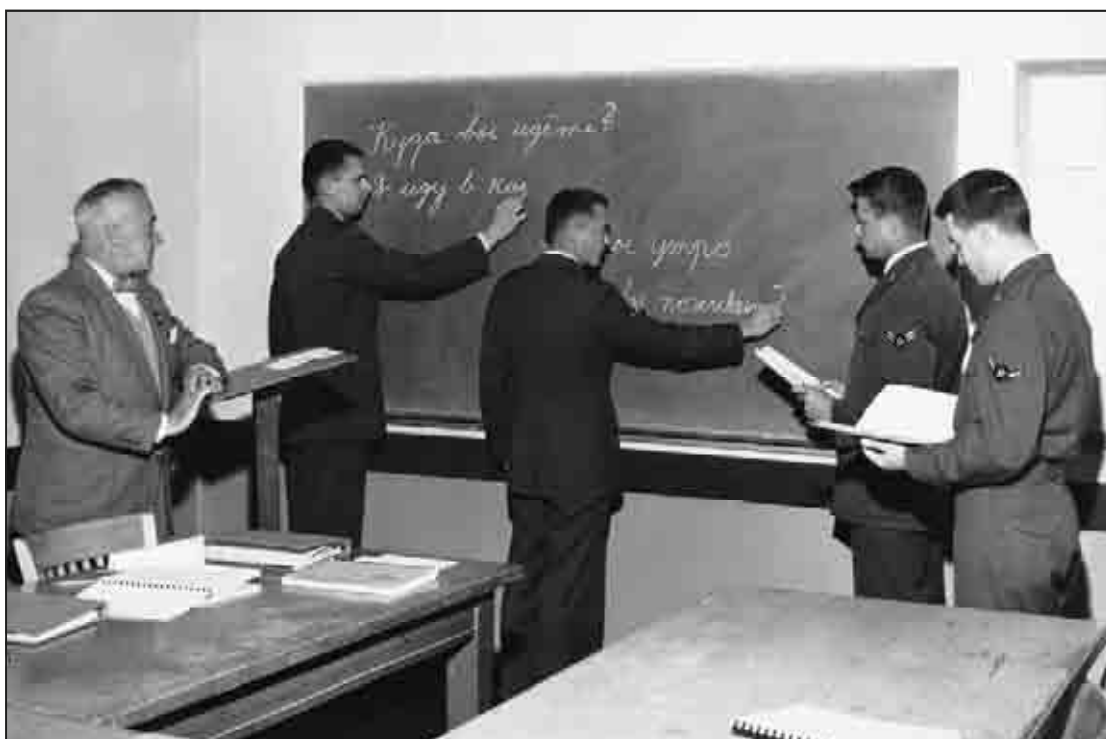
In July 1948, the Army authorized ALS to organize a Division of Romanic-Scandinavian Languages, which included Danish, French, Norwegian, Portuguese, Romanian, Spanish, and Swedish. The first members of the Swedish faculty (left) included Kirstin Hard and Carl Van Cuyt.



Shown in this 1953 photograph are several students who were learning different languages at the Army Language School. What these soldiers shared in common was the same barracks "Room 20." From left to right are Bill Babcock (Serbian/Croatian), George O'Brien (Korean), Lee Stava (Chinese-Mandarin), Sam Kvasnica (Serbian/Croatian), and Bernie Anderson (Chinese-Mandarin). The Serbian/Croatian program, along with several other East European language programs, began in July 1948. Although students such as these could expect to be deployed to opposite sides of the world after completing their training, many retained lifelong friendships after spending many months in rigorous language study at the Presidio of Monterey. (Courtesy alumnus Bernie Anderson.)



Above, Nicolas Romanoff, chairman of Russian R-6, chats with four of his Air Force students in March 1959. Below, the students practice writing basic Russian phrases in the Cyrillic script. ALS students learned Russian vocabulary from the first day in class and could speak simple sentences after one week. Gradually, instructors spoke only Russian in class.





In this photograph, students of ALS Company B and their commander, Capt. Richard T. Corsa (standing tallest in the back row) pose with a Russian Orthodox priest, Rev. Gregory Kravchina (center), ALS Russian Department faculty, and an Army chaplain. B Company sponsored the visit of Kravchina, who gave a sermon in Russian at the Presidio of Monterey chapel one Sunday in November 1956. Standing adjacent to Kravchina on the left are Nicolas Romanoff and Vladimir Kopeikin, director of the Russian Department. Alexander Albov, chairman of Russian R-12, stands at the far right. By 1956, the Russian program had about five hundred students and was by far the largest ALS program. Students were divided into six-month and twelve-month sections. (Courtesy retired instructor Margaret Corsa.)



The photographs on these pages show Russian Division faculty and staff in the 1950s. Above members pose on the grass outside their classroom. At left, two instructors stand on the veranda of the historic Philippine-American War-era barracks that ALS converted for office and classroom use. In the upper right photograph (facing page), the entire Russian Language Division poses in 1958 on the steps above Soldier Field, the once and future parade ground of the Presidio of Monterey. Faculty and family of ALS formed a tightly knit community. Many had immigrated to the United States to escape Communist tyranny and were grateful to find employment teaching their native tongue to U.S. service personnel who would put their training to use during the Cold War to help defend the free world against the specter of Soviet aggression.

(Courtesy retired instructor Andrei Pashin.)

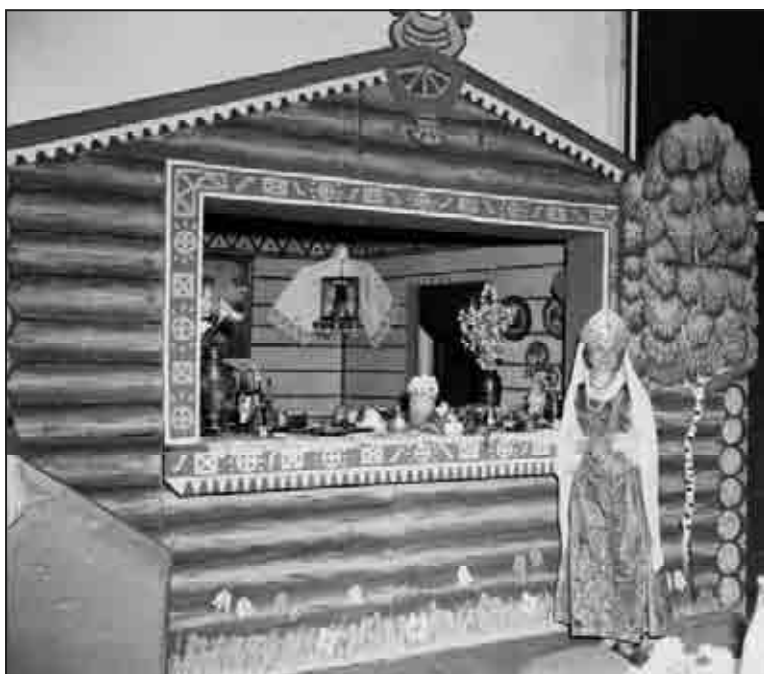


In 1962, Alexander Trembovsky (right) receives an award for his ten years teaching Russian at ALS. An officer in the army of Nicholas II when the Bolsheviks seized power in Russia, Trembovsky fought as a tank captain in the White Russian Army. He retired from the school in 1967.





Family members (above) of the ALS Russian faculty pose at their display booth at the ALS festival in April 1952. The booth was the largest of many on display.



The annual ALS festival, began as an opportunity for school faculty, staff, and family members to showcase the cultural traditions represented by the languages they taught. Participants dressed in traditional clothing, gave presentations and performances, and prepared native foods. In this photograph, "Miss Laurooshin," daughter of a Russian instructor, poses in native costume in front of the Russian booth at the 1952 ALS festival.



In the 1950s and 1960s, the Army Language School became especially well known to residents of the Monterey area because of the school's Russian Choir. In the photograph above, faculty instructor Nicholas Vorobiov is shown directing a performance from the late 1940s.



Faculty and students (right) of the Serbian/Croatian Department sing and perform using traditional instruments during the ALS festival in 1952.



In this photograph (left), three instructors' wives sing during a departmental performance or "Shibai" for the Japanese American Citizens League in Monterey on 12 May 1954. The Japanese Department, faculty and family members, often participated in civic events, a right that the loyalty, dedication, and heroism of Japanese Americans during WWII had helped guarantee.

In the photograph below, Shigeya Kihara, an original Fourth Army Intelligence School instructor, and two ALS students converse in Japanese while sharing tea in traditional fashion, circa 1955.





Wives of ALS faculty pose in traditional Japanese attire in 1951. During WWII, Army language training had focused almost exclusively on the mechanics of language. Program managers assumed that Nisei soldiers had prior exposure to traditional Japanese culture. Most ALS students, however, lacked such familiarity with the cultures of the languages they came to learn; because the study of language and culture are inextricably linked, ALS instructors made deliberate efforts to impart to their students something about the culture of the students' target language.



At right, a Japanese dancer performs for an audience at the Army Language School around 1950.



The officers' clubhouse at the Presidio of Monterey was an important venue for ALS social functions. VIP events provided officers with opportunities to practice social skills needed by military attachés assigned to U.S. embassies overseas where attendance at high-level receptions was and remains a routine part of the job.



Instructors attend a function in the Presidio officers' club in the late 1940s. Sonia Beaumont (center), Women's Army Corps, reportedly spoke five languages fluently.



Hungarian-born actress Zsa Zsa Gabor (above left) hosts a group from the Army Language School in April 1952. Dr. Elemer Nagy, a Hungarian teacher at ALS, and his wife (above) accompanied a group of ALS students (right) to meet the actress in her Bel Air home. Gabor told a reporter for the *Los Angeles Times*, "They speak Hungarian better than I do." Two years after the Soviet Union invaded Hungary in 1956, enrollment in the Hungarian Department peaked at sixteen faculty and sixty students.





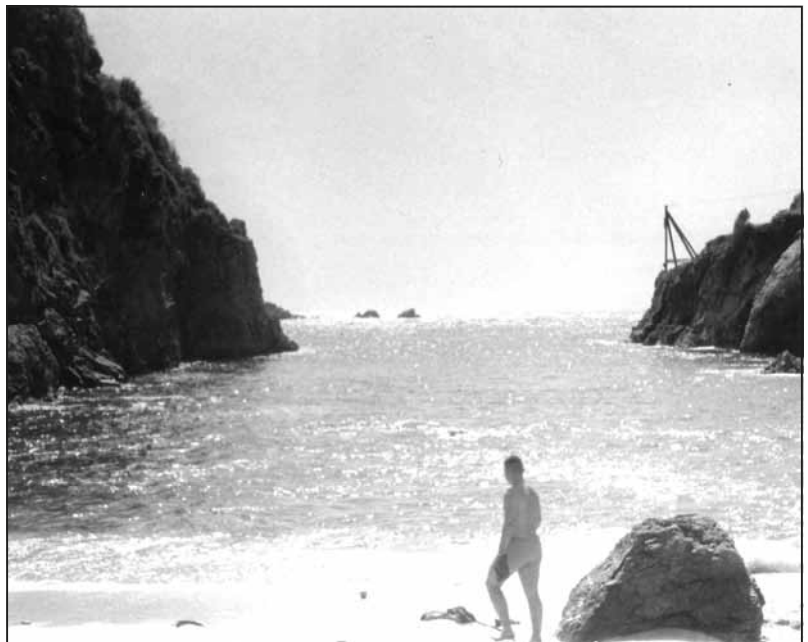
In 1961, a group of joint service officers (above) led by an all-Army volleyball player won the U.S. Army Language School volleyball championship. The team then competed in the annual U.S. Army West Coast tournament held at Fort Ord, where they had fun, but lost! (Courtesy alumnus John P. Ogren.)

To the left, Col. James L. Collins, Jr., seventh ALS commandant, presents a trophy to Navy Lt. John P. Ogren in early 1961 as part of a team that won the annual Presidio of Monterey intramural basketball championship. Ogren also competed that year in the USALS Volleyball Championships, wearing his same "lucky" Number 7 uniform. (Courtesy alumnus John P. Ogren.)



In this U.S. Army photograph, Pvt. Donald Racquet and his family (above center) view Cypress Point near Carmel in 1954. Many ALS students enjoyed local tourist attractions while off-duty.

Swimming was a popular ALS student pastime. However, the currents at Carmel beaches and tidal coves, such as the one pictured here in 1957, are notoriously unpredictable. On 5 February 1961, Pfc. Robert E. Lewis lost his life while bravely attempting to save the life of another ALS student from drowning in Carmel Bay. (Courtesy alumnus Daniel J. Dawidowicz.)





Above, a twelve-man contingent of Navy students (four officers, eight sailors) pose with their Russian instructors. The students graduated from the Army's language course in Monterey in August 1961—unusual because most naval students attended language courses taught at the Naval Intelligence School in Washington, DC. The course was part of a successful trial by the Navy to see how its students would fare at ALS. At the time, the Department of Defense was considering how to consolidate language training throughout the military services. (Courtesy alumnus John P. Ogren.)



ALS students and Russian Division faculty (left) socialize at the Presidio NCO club in April 1958. Students of the class remembered the pressure they felt to succeed after the Soviet Union launched Sputnik I in October 1957, the first Earth-orbiting artificial satellite. (Courtesy alumnus Daniel J. Dawidowicz.)



Once students graduated and left the Army Language School, they had to maintain skills in the language they had learned. Some wanted to learn additional languages and the Army encouraged such study at its military posts. ALS provided technical advice but did not oversee these programs. In the photograph above, two privates practice their speaking and listening skills using new dual channel magnetic tape recorders at Fort Sheridan, Illinois, in October 1962. (Courtesy National Archives.)



At right, Col. Benjamin C. Chapala, Post Commander, Fort Sheridan, tests a new recorder with Mrs. Gaida Hughes, an instructor of conversational Russian at the U.S. Army Education Center in September 1962. (Courtesy National Archives.)



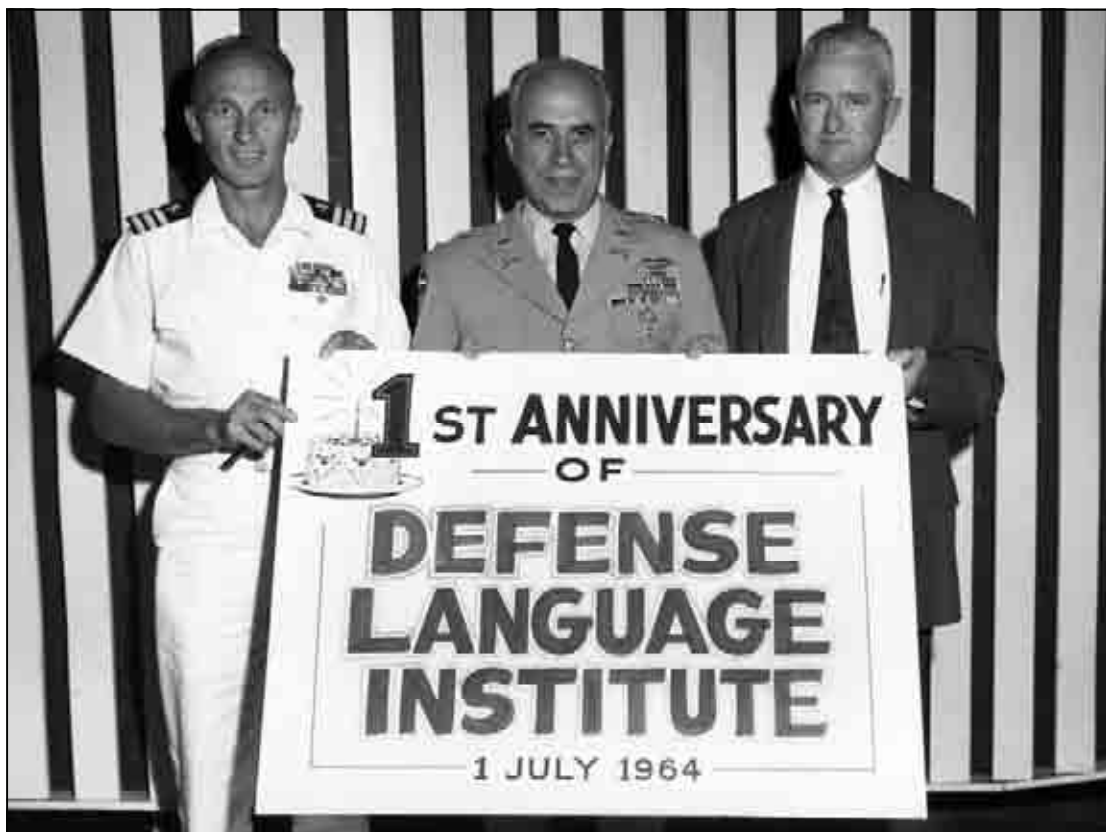
Col. James L. Collins, Jr., watches while Maj. Gen. J. N. Carter, Commander British Army Staff, Washington, DC, signs the ALS visitor's book on 2 December 1959. The British government was planning to establish its own foreign language school and evaluated ALS as a model, as other allied governments have done since. In 1963, because ALS had established a reputation for excellence in foreign language instruction, the Department of Defense chose it to form the core of a new multi-service language academy to be known as the Defense Language Institute (DLI). The main campus would continue to be at the Presidio of Monterey under Army authority. Colonel Collins simultaneously became the last ALS commandant and the first director of DLI.

SIX

DEFENSE LANGUAGE INSTITUTE

EAST COAST/WEST COAST

1963–1974



On 1 July 1963, the Department of Defense (DoD) established the Defense Language Institute (DLI) to monitor all DoD language programs, operate various assigned facilities, and exercise technical control over most other language training efforts not conducted by DLI (e.g., base language programs). The Army Language School, the Language Department of the Naval Intelligence School, and various Air Force contract programs were transferred to DLI, with overall authority vested in the Army. As shown above, DLI had a joint command structure. From the left: Cdr. Edward G. Grant, head of DLI's East Coast operations, Col. Lloyd H. Gomes, Director of DLI, and Col. Samuel M. Hogan, Military Executive to the Director of Education Programs, Office of the Secretary of Defense.



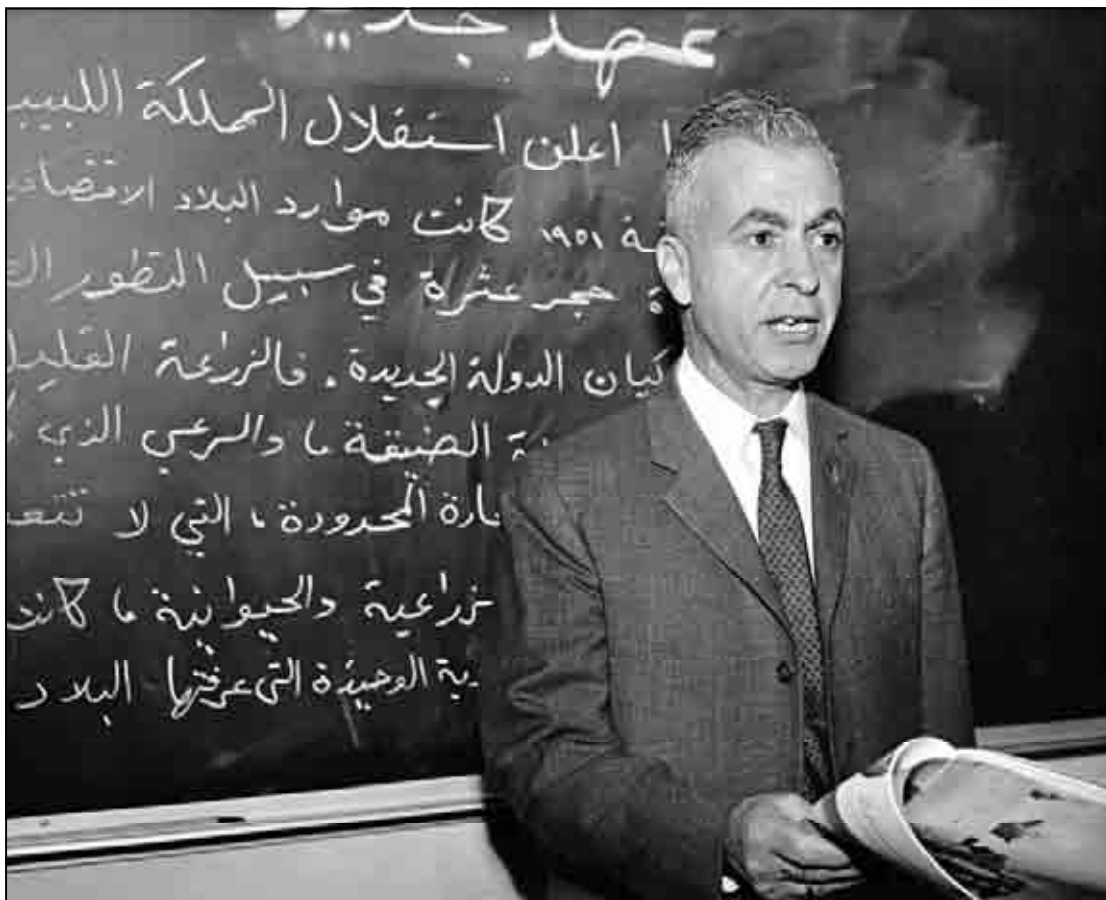
The new Defense Language Institute merged the formerly separate language programs of the Army, Navy, and Air Force into a single joint command, but the programs remained geographically separated. At the Presidio of Monterey (left), the Army Language School became known as DLI West Coast Branch. The Language Department of the Naval Intelligence School then became known as DLI East Coast Branch, which was located at the Anacostia Naval Station in Washington, DC, shown below in 1966. The same complex housed DLI's headquarters. Air Force contract programs continued for a time but were gradually phased out. The Presidio became the main site for training enlisted linguists while DLI East Coast Branch focused on officer language training and language contract services as needed.





Above, enlisted students representing all four military branches gather around the DLI West Coast Branch sign at the Presidio of Monterey. At right, a Portuguese graduation class poses beneath DLI's East Coast sign at the U.S. Naval Station, Anacostia. The East Coast branch traced its roots to the Navy's university-based Japanese Language Schools of WWII (see Chapter 4). Those programs were shut down in 1946 and subsumed by the Language Department of the Naval Intelligence School. In turn, DLI absorbed the Navy's language training program in 1963. It continued to operate with the same personnel and operations as under Navy control.





George M. Jubran teaches Arabic at DLI East Coast Branch in 1965. Similar to the Army Language School, Navy language instruction had grown since WWII to include a variety of language programs keyed to U.S. security interests, programs DLI continued.



Professor Jubran shows students the proper way to eat an Arabic meal as prepared by his wife one December evening in the Jubran's home on Connecticut Avenue, Washington, DC. The meal consisted of lamb, rice, and pine nuts. Jubran was chair of the Arabic Department.



Dr. Julia Chen, Chief, Far East Division, DLI East Coast Branch, monitors student practice at the console of a new language laboratory system in November 1965. The master console permitted her to play four different programs for student practice simultaneously. She could monitor the students individually or speak to an entire class.

On the other side of the language lab (above) were the student carrels, each connected to the instructor's console and equipped with its own reel-to-reel magnetic tape recorder. In this photograph (right), Greek Col. Markos Voutsadopoulos, commander of the Greek Army's own foreign language school, samples DLI equipment. The Greek Army adopted ALS training methods in the late 1950s.





Married students sometimes attended DLI's East Coast classes together, a practice intended to accelerate student learning. Above French instructor Jean G. Curry quizzes Cdr. and Mrs. Stanley W. Jones before they attend language lab below, November 1965.





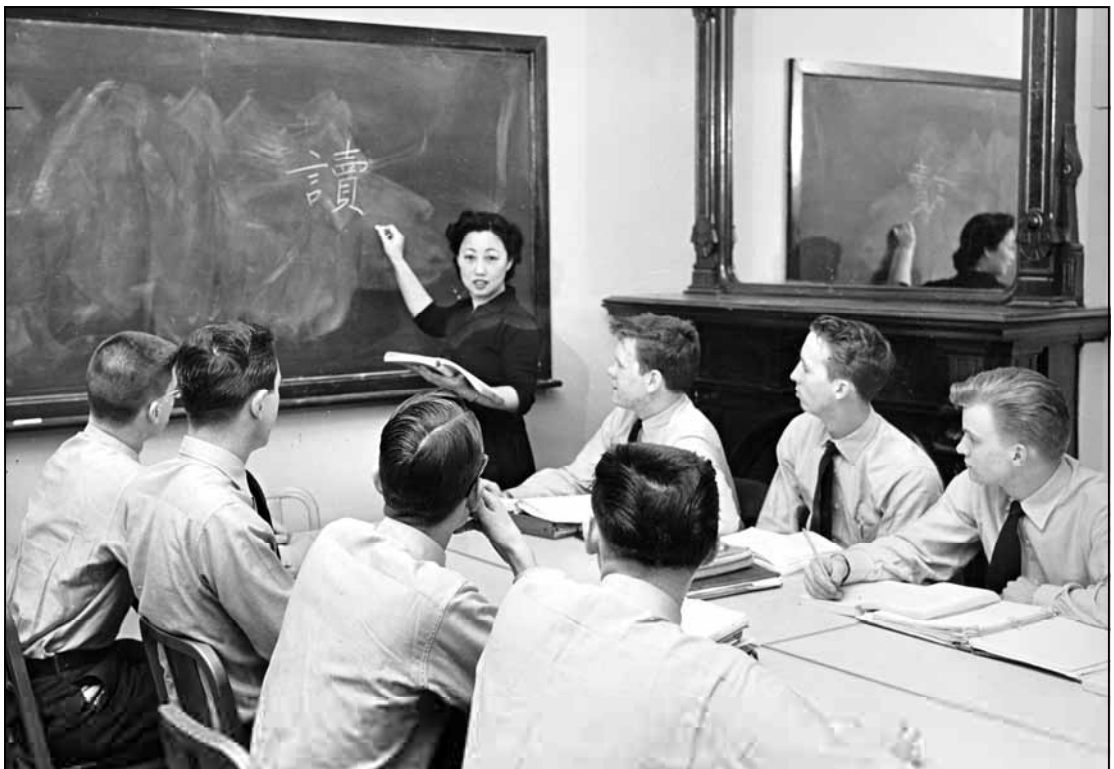
Gunther Bode drills his students using a tape recorder as an aid in teaching German at DLI East Coast Branch in August 1965. Student classes were small, with only six to eight students per instructor.

At right, DLI East Coast Branch students are shown with a tutor (center) from the State Department's Foreign Service Institute, which conducted language training for diplomats and also supplemented DLI by providing courses for military students in languages with low enrollment. The same function is performed today by the Institute's Washington, DC, office, which oversees contract support.





Above, Air Force students head to language class at Syracuse University about 1963. Below, Air Force students learn (literally) how to use the Chinese character “to learn, to study” during a language class held at Yale University. After the creation of DLI, the Air Force phased out its contract language training in favor of in-house programs offered by DLI’s West Coast or East Coast branches.





Above, U.S. Air Force Capt. Billy B. Gilbert (1st from left) provides transitional training for two Republic of Korea fighter pilots at Suwon Air Force Base in Korea in 1970. Their squadron had just received new American-built aircraft. In 1953, the Air Force began an English Language School at Lackland Air Force Base, Texas, to train foreign student pilots. The program was later expanded to include other categories of foreign military personnel authorized to attend U.S. military training courses. In 1966, the English Language School was transferred to DLI. This arrangement was temporary, however, and in 1973 the school was reassigned back to the Air Force. Right, an instructor helps a foreign student in the language laboratory at the Lackland base.





At DLI West Coast Branch in the 1960s, Army planners and architects began to rethink and reshape the Presidio of Monterey where classes were still held in cavalry-era barracks. Above, a 1965 architectural drawing shows existing and proposed construction. The design envisioned an academic-style campus with modern instructional facilities and dormitories on a park-like campus built above the lower Presidio. As implemented, this design effectively divided the Presidio into two distinct architectural zones. Eventually, the lower Presidio was deemed a historic district to comply with national preservation law. Left, workers lift materials for Building 620 in 1964.



During this period, the Army built several new facilities on the Presidio of Monterey. Above, Pomerene Hall (foreground) and Combs Hall (background), rise anew in contrast to older WWII vintage structures around them slated for later demolition. Pomerene Hall was the Institute's first purpose-built classroom facility and initially housed the Far Eastern Division, as shown in the 1965 photograph to the right. Still in use, the building is named after Capt. Robert L. Pomerene, an ALS graduate killed in action in Korea in 1951. U-shaped, Combs Hall is named after SFC Alfred H. Combs, a 1964 graduate of DLI's Vietnamese course, who was killed in Vietnam in 1965. The barracks were first occupied by Army training Company A in 1961. A mess hall joins the two wings.





Workers completed academic Building 620 (above) on the Presidio of Monterey in August 1966. The first occupant was the West Europe and South Europe Division. Below, students walk past Building 620 sans military formation. DLI encouraged a relaxed atmosphere to facilitate the learning of students undergoing intense language instruction.





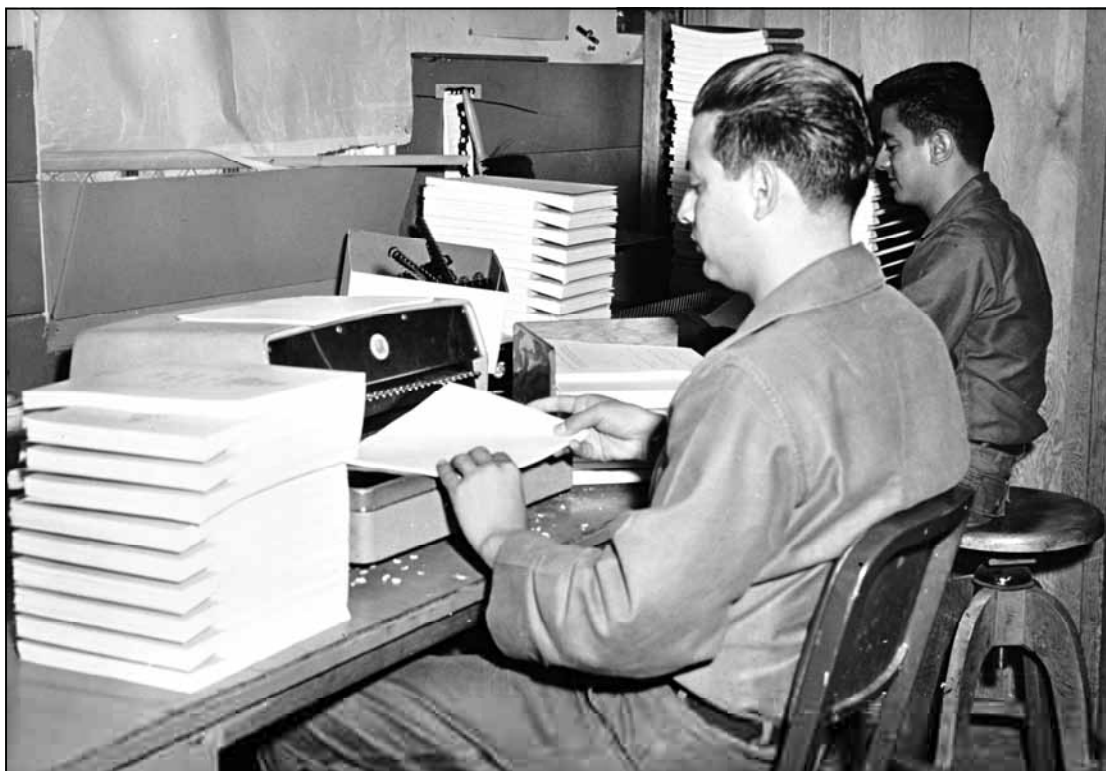
On 7 March 1969, DLI dedicated Building 620 as Nisei Hall with a plaque inscribed to the Japanese Americans “who fought and gave their lives for this country during World War II.” “Foreign language training,” the plaque continues, “was originated in the defense establishment largely through their efforts.” Above, Col. Bert Nishimura, representing Oahu AJA Veterans Council, delivers a Hawaiian lei during the ceremony. Below, Nisei Veterans of Foreign Wars, Post 1629, conduct a flag ceremony for the event.





Civilian and military staff play an important role in the generation and distribution of DLI course instructional materials. In the photograph above, 2d Lt. Andrew Anderson, Sfc. Maynard Todd, 2d Lt. Joseph Barnes, and Sfc. Anderson Davenport provide a student with his textbooks and tape recorder.

In this 1965 photograph (left), a civilian technician operates an off-set printing press that allows DLI to create its own textbooks. With this capability, DLI's West Coast branch soon began to supply the textbooks for its East Coast twin.



In the photograph above, two privates bind textbooks written by DLI instructors at the Presidio of Monterey and produced using off-set printing techniques (facing page).



Here (right), a civilian technician operates a special machine designed to reproduce language course tapes using a master tape prepared by DLI instructors in 1965.



DLI West Coast Branch continued the tradition established by the Army Language School of innovative use of technology for instructional purposes, a practice promoted by the Army's focus on audio-lingua methods in which listening and speaking are emphasized over reading and writing. Above, a soldier uses a reel-to-reel tape player in his dormitory room while at left, students practice translation skills while watching a closed circuit television news broadcast provided in the students' language of study and produced by DLI's West Coast faculty.



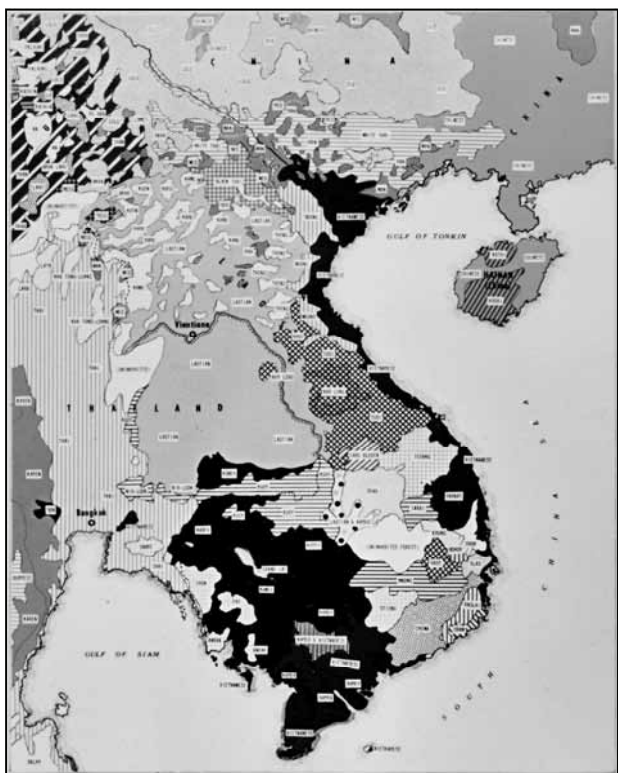
DLI standardized its language laboratories (shown above) and learning technology, setting strict specifications for tape recorders for both portable and lab use. Tape recorders at DLI received much more rewinding and playback than by similar devices used by civilians simply for entertainment. DLI equipment had to be rugged for heavy use to keep maintenance time and costs manageable. Instructors also had to understand how to use such technology, which placed additional emphasis on faculty development.



Pfc. Eric Wroldsen (right) discusses a map in Polish by field phone with a student at another location in 1965.



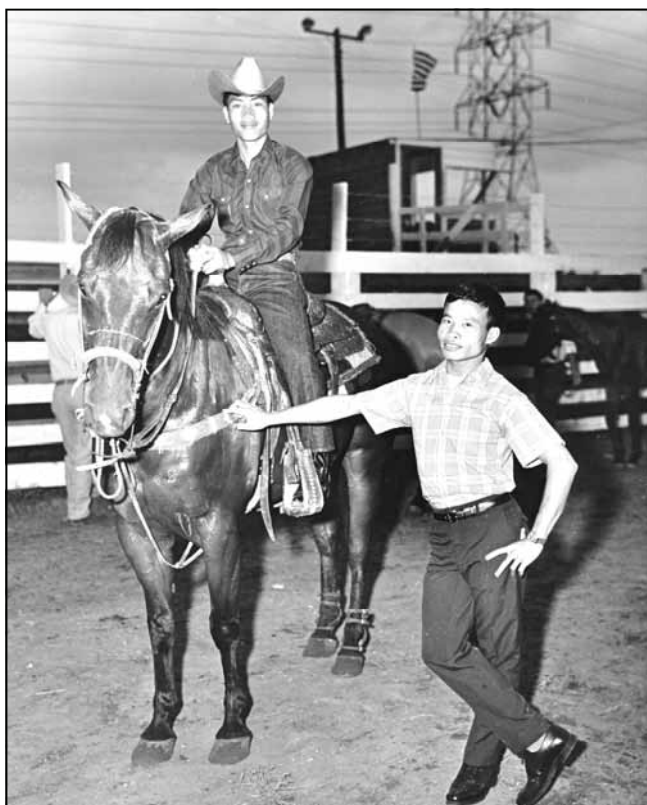
Above, a class of Air Force noncommissioned officers work with their Vietnamese language instructor at DLI West Coast Branch. The need for Cambodian, Chinese, and Thai speakers grew in the 1960s as U.S. military involvement in Southeast Asia escalated, but the largest of all DLI basic programs between 1965 and 1973 was Vietnamese. In 1969, DLI graduated 4,368 students from its Vietnamese basic course alone.



Mainstream Vietnamese was the focus of DLI's basic program during the Vietnam era. However, as the adjacent language map distributed by DLI in 1970 illustrates, the overall complexity of the languages of the Indo-Chinese Peninsula was daunting to consider.



The photograph above shows a class at DLI Southwest Branch with instructor Cô Ký-Mỹ in August 1970. In the mid-1960s, the U.S. Marine Corps adopted the policy that one Marine in ten in Vietnam should have language familiarization training prior to arrival in that country. DLI responded both by introducing additional training at the Presidio of Monterey and later by opening a support branch at Biggs Field near El Paso, Texas. DLI Southwest Branch operated from 1966 until it closed in 1973. (Courtesy alumnus Ed McCain.)



Right, two Vietnamese instructors from DLI Southwest Branch engage in some cross-cultural training, Texas-style.



DLI's Russian program remained a pervasive influence through the 1960s. Above, Nicholas Vorobiov leads the Russian Choir in this 1965 photograph with the Presidio's famous Commodore John D. Sloat Monument and the Monterey Bay as a backdrop. At left, DLI Russian instructor Michael Tarakus poses in traditional Russian folk attire with his balalaika, the national Russian instrument. Tarakus played cello and violin with the Monterey County Orchestra for many years and often performed at DLI.



In 1967, DLI West Coast Branch completed construction of the period's final big project—a new academic complex of seven structures (Building 637 shown in the foreground above). The complex was tied together architecturally by a common style loosely reminiscent of a Russian peasant village. In 1968, architect Dean Price received the National Design Award from the American Institute of Architects for planning and building the “Russian Village,” as students called the complex.



Attired in Russian folk costumes, a group of DLI students known as the Balkan Dancers give a performance at the Presidio of Monterey in 1964.



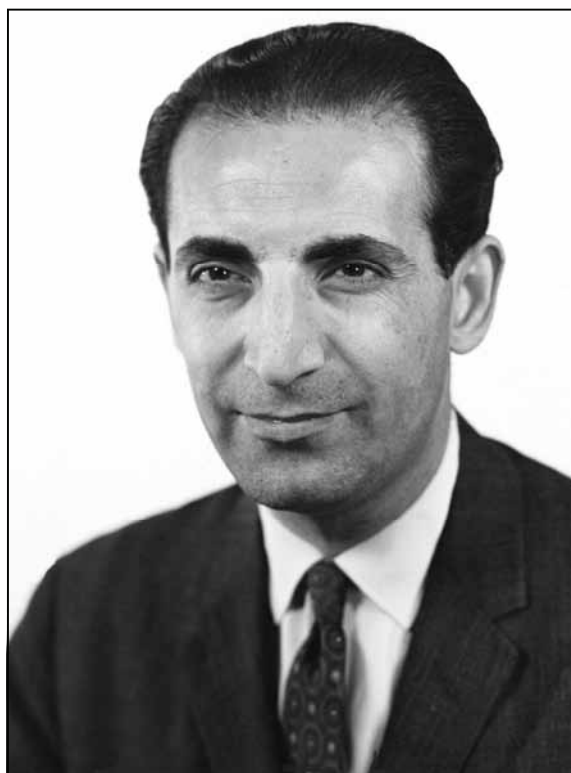
Professor Anna Potop (above) in her office at the Presidio of Monterey in the mid-1960s. Potop taught Romanian.



In the early 1960s, DLI began to mark the anniversary of the founding of the Fourth Army Intelligence School at the Presidio of San Francisco (1 November 1941) with a special ball. In this photograph (left), Mr. and Mrs. Shigeya Kihara cut a cake baked by Headquarters Company mess for the 24th anniversary in 1965. The cake is emblazoned with the DLI emblem. Shigeya Kihara, an original instructor of the Fourth Army Intelligence School, was then director of research and development for DLI West Coast Branch.



In the photograph above, former commandants Walter Kraus (2nd from left) and Kai Rasmussen (3rd from left) attend a social event at the Presidio of Monterey with two DLI instructors. Kraus served as a consultant as the Defense Department transformed the military's foreign language training programs into DLI in the early 1960s.



At right is a staff photograph of DLI language instructor Mahmood Taba-Tabai about 1967. Dr. Taba-Tabai, a speaker of Persian, English, Russian, and French, began teaching at the Army Language School in 1959, served as dean of several Institute schools, and is still serving at DLIFLC in 2011.



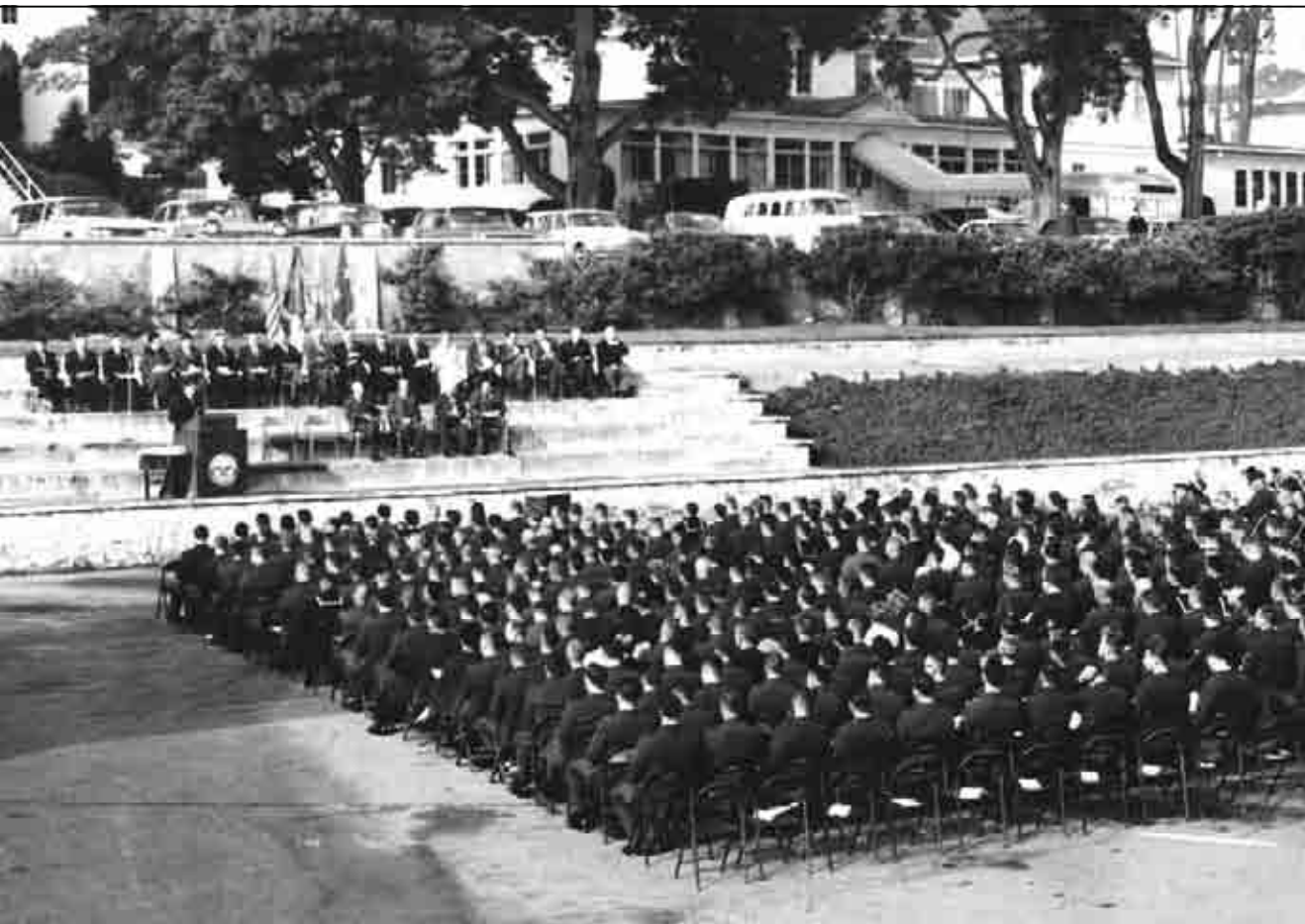
Col. Kibbey M. Horne, Commandant of DLI West Coast Branch from 1968 until 1972, presents an achievement award (above) to faculty member Charlotte Minor in July 1972. Horne, a trained historian, helped establish a U.S. Army museum at the Presidio of Monterey to tell its rich history. The museum has attracted many Presidio visitors over the years, especially student groups like Berkeley's California School for the Deaf, shown at the museum below (and facing) on 18 January 1971.





Above, Spec. Harold Wolfe greets Mark McAllister of the California School of the Deaf during a visit to the Presidio of Monterey. From 1966 into the 1980s, DLI hosted the school's annual trip to the Bing Crosby Pro-Amateur Golf Tournament at Pebble Beach. Students slept in Army barracks, ate Army chow, and met golf celebrities. Below David Pickett, Army museum director, discusses Presidio history with a teacher and students from the school.





This class graduation ceremony was held in 1963, the year that the Army's language school at the Presidio of Monterey transitioned to a formal multiservice organization as the Defense Language Institute West Coast Branch. In the ranks seated on Soldier Field are members of all four U.S. military branches. On the grandstand facing the students are the command group and department heads. Above Soldier Field, to the right is the Presidio Officers' Club.



Col. C. W. Chaney, Director of DLI, presents Col. S. H. Woo, Republic of Korea Army, a memento for attending the Institute's sixth annual language training conference in October 1968. With thousands of U.S. troops permanently stationed on the Korean Peninsula since 1950, DLI's Korean basic course has been a mainstay of the Institute's curriculum.

SEVEN

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER PRESIDIO OF MONTEREY 1974–2001



In 1974, the Defense Department directed the Defense Language Institute to consolidate resident foreign language training at the Presidio of Monterey. DLI West Coast absorbed DLI East Coast while the U.S. Army assumed full responsibility for administrating a joint service language training school—the Defense Language Institute Foreign Language Center (DLIFLC). The Presidio’s Building 614 above (later named Rasmussen Hall) became the Institute’s new headquarters. The only DLI training component left in the Washington, DC, area was a small office to handle liaison and contracting to support military needs in low volume foreign languages.



Above, a Women in the Air Force (WAF) unit stands in formation at Combs Hall in 1974. Female soldiers and sailors also attended DLIFLC. Below at right, Women's Army Corps (WAC) Company C stands for inspection behind its barracks in 1976. (Courtesy of alumna Barbara La Valle.) Although service women stood inspection separately, they were otherwise integrated into the classrooms with male students. Congress authorized the full integration of women into noncombat units in 1978. On 28 September 1974, Col. James R. Koenig (below, left), became the last director of DLI and the first commandant of DLIFLC.





At Soldier Field on the 4th of July in 1976, DLIFLC celebrated the bicentennial anniversary of the United States with a parade and review of troops featuring a color guard dressed in the uniform of the Continental Army and several 105 mm salute guns. Below, an aerial photograph shows a modern academic campus rising above historic Presidio buildings.





President Richard M. Nixon visited the People's Republic of China (PRC) in 1972 and relations between China and the United States improved. As seen above, Col. Thomas G. Foster, III, DLIFLC commandant, poses with a PRC delegation visiting the Institute about 1978. Below, Col. Foster exchanges mementos with a representative of the Chinese delegation.





DLIFLC Provost Ray Clifford (above, left) and U.S. Air Force Col. John Gargus, who became DLIFLC Assistant Commandant under Colonel Foster, discuss business in Gargus's office in Rasmussen Hall. Clifford arrived at the Institute in August 1981 after serving in the foreign language school of the Central Intelligence Agency and remained for twenty-four years.

In the photograph at right, taken on 22 February 1980, DLIFLC unveils a new monument at the Presidio of Monterey to commemorate the seizure of the Spanish town of Monterey in 1818 by Hippolyte de Bouchard and his privateers sailing under the flag of the United Provinces of the Rio de la Plata—the future Argentina, which had revolted against Spain. The attack against the town is noteworthy as the only recorded land-sea battle ever fought along the coast of California. The monument was a gift of the Argentine Navy as arranged through the Argentine Exchange Student Council (CADIE).





In 1985, DLIFLC broke ground to construct a new General Instruction Facility—the future Nicholson Hall (Building 848). Craig Wilson (far left above, with shovel below) helped Col. David A. McNerney, DLIFLC commandant, obtain \$100 million in construction funding, as did Rep. Leon Panetta (D-Carmel), whose wife Sylvia helps McNerney cut a special cake below.





Colonel McNerney (right) became commandant of DLIFLC in 1981, retiring from the U.S. Army in that position in August 1985. He supervised the Institute during a time of expansion that brought twenty-one new buildings to the Presidio of Monterey, including thirteen modern dormitory-style barracks and two huge general instructional facilities. The latter, identical in their stucco and Spanish tile design, are Buildings 610 (shown above) and 848. Building 610 was designated Munakata Hall in memory of instructor Yutaka Munakata, who began his DLIFLC career as a Fourth Army Intelligence School instructor. Both buildings contained eighty-six classrooms and twenty-six faculty offices, enough to support 800 students and 150 faculty and administrative personnel. The Romance Languages School first occupied Munakata Hall in 1985 and Russian School II first occupied Building 848 in 1986.





In early 1988, Col. Kai Rasmussen (ret.), the first MISLS commandant, passed away. In his honor DLIFLC memorialized its headquarters after him (Building 614, shown on the first page of this chapter) during a ceremony that also dedicated the newly completed academic library (Building 617) to the memory of John F. Aiso, who had served as the first academic chief officer of MISLS. Aiso passed away in 1987. Above, members of the Rasmussen family pose at Rasmussen Hall in October 1988.

Pictured at left are Ben de la Selve, a DLIFLC faculty member and school dean, who also graduated from DLI West Coast basic courses in French (1965–66) and Polish (1967–68) and served in Vietnam with the 173d Airborne Brigade (1966–67). Next to him is DLIFLC French instructor Michéle Neissess, who joined the Institute in 1978. The two were at a New Year's reception about 1985. In the background is Pierre Delespinois, head of DLIFLC's training directorate.



Above, Colonel McNerney poses (1st from left, 3rd row) with the General Officer Steering Committee (GOSC). The Defense Department created GOSC in 1981 to better manage the defense foreign language program. GOSC was composed of senior military officers and civilian experts, including newly hired DLIFLC Provost Dr. Ray Clifford (1st from right, 1st row).



Right, the change-of-command ceremony for Col. Monte R. Bullard took place on 30 August 1985. When Bullard accepted the flag, he became the fifteenth commandant of DLIFLC, not counting four directors who had headed the Institute while its headquarters was located in Washington, DC.



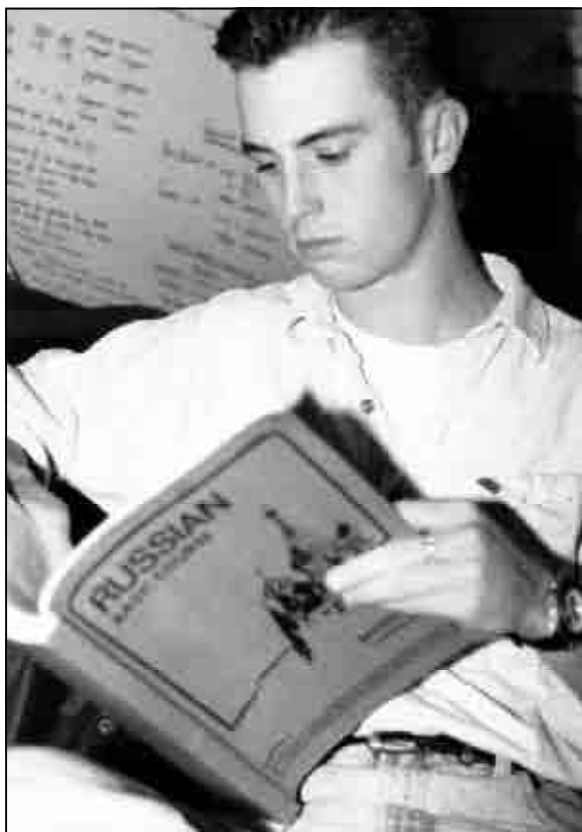
Above, DLIFLC students dressed in ethnic attire prepare to perform during Language Day in 1987, an annual event sponsored by the Institute and open to the public. Language Day allows students to showcase some of what they have learned about foreign languages and cultures while helping to build esprit de corps amongst students and staff.

A Chinese dragon puts in an appearance at DLIFLC's 1988 Language Day celebration. The dragon was operated by DLIFLC students who were in the Chinese-Mandarin program. With such elaborate displays, Language Day has become a popular annual field trip for thousands of school children. The event encourages further study in foreign languages and culture and promotes the benefits of military service.



Above, on 18 April 1988, DLIFLC hosted a major jubilee to mark the epic daylight U.S. bombing raid over Tokyo, Japan, that was carried out during World War II on the same date in 1942 and was celebrated as a major morale booster after Japanese attacks on U.S. territories in the Pacific. Monterey resident General James “Jimmy” Doolittle (lower right) led that famous raid and was the guest of honor among other “Doolittle Raiders” attending. The podium (above) included actor James “Jimmy” Stewart, a retired U.S. Air Force Reserve brigadier general (4th from left), Rep. Leon Panetta (5th from right), and several other military and civic leaders from Monterey. Maj. Gen. Edwin H. Burba, Commanding General, 7th Infantry Division (Light) and Fort Ord, is speaking. The ceremony included salutes by Army artillerymen, the Navy’s *USS George Phillip*, and several Air Force flyovers, including by a vintage B-25B (middle right), which was the same type of aircraft flown in Doolittle’s raid.

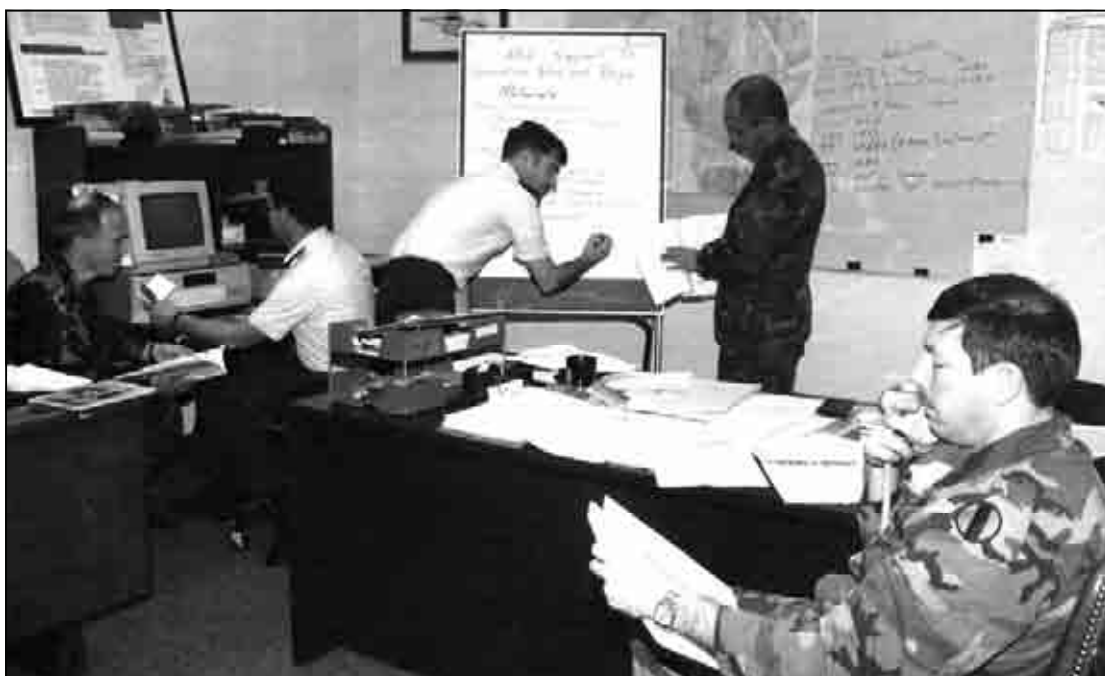




In 1989, the Berlin Wall fell, the nations of Eastern Europe slipped beyond the grasp of Moscow, and soon thereafter the Soviet Union itself dissolved as its constituent republics gained political independence. The end of the Cold War had major implications for DLIFLC. In 1991, even as the Institute celebrated its 50th anniversary (above), its teaching requirements for Slavic languages declined. Still, despite diminished status, the Russian program endured. DLIFLC began a new program to train highly proficient Russian linguists to support U.S. verification of the new Intermediate-range Nuclear Forces Treaty, the terms of which both Washington and Moscow remained committed to upholding. Also in 1991, Iraq invaded Kuwait, a move that threatened the Kingdom of Saudi Arabia and its vast oil reserves. In response, the United States launched Operations Desert Shield and Desert Storm, and Arabic became the Institute's flagship language.



The Gulf War refocused U.S. strategic interests, both reinforcing and reshaping the need for military language support. As U.S. humanitarian (above) and peacekeeping interventions grew in Haiti, the Balkans, and elsewhere, DLIFLC adapted to broader, less-certain requirements and began to optimize contingency plans. From scratch in 1992, the Institute supported Operation Restore Hope (below) in Somalia by hiring five native Somalia speakers, producing a survival level booklet containing key phrases and audio cassettes, and arranging introductory classes for deploying soldiers at Forts Bragg, Drum, and Campbell—all in two weeks.





Col. Donald C. Fischer, Jr., DLIFLC commandant from 1989 to 1993, is shown above at a ceremony for a group of Air Force enlisted students. Fischer helped modernize Institute language technology by promoting the use of computers and “video tele-training,” a way for teachers to conduct classes remotely by using interactive two-way television, as shown below.





Above, DLIFLC students check out the cassette players and headphones that they will live with for many months. Ironically, beginning in 1989 changes in teaching methodology began to reduce although not eliminate reliance on the “audio-lingual” technique long employed by DLIFLC teachers and the focus of much language lab work. That year, the Middle East School introduced the “communicative” approach into an expanded sixty-three week Arabic course. Ultimately, these changes increased proficiency by using more interactive techniques and less rote memorization.

In 1989, DLIFLC purchased its first Macintosh computers (shown with students at right). These devices had audio capabilities, foreign language fonts, and inspired extensive courseware development, especially by the Chinese departments.





DLIFLC's Language Program Coordination Office organized the first "Worldwide Language Olympics" in Monterey in 1992. Over one hundred military linguists from around the globe participated to earn unit trophies (below). The annual competition (above) tests military linguists in a series of language trials to build their proficiency and unit esprit de corps. A subsequent International Olympic Committee complaint forced the Army to rename the event.



Right, Rep. Leon Panetta (D-Carmel) speaks with Col. Vladimir Sobichevsky at a reception. Sobichevsky, a Special Forces officer, served from 1993 until his retirement in 1995 as the nineteenth commandant of the Institute.



Sobichevsky successfully dissuaded the Base Realignment and Closure Commission, which had directed the closure of nearby Fort Ord, from also shuttering the Presidio of Monterey and relocating DLIFLC.

Below, Sobichevsky escorts generals visiting the Institute.

Above, Cmd. Sgt. Maj. Thomas J. Bugary (left) becomes DLIFLC's first installation command sergeant major as the Institute assumes responsibility for the Presidio of Monterey garrison on 30 September 1994 concurrent with the closure of Fort Ord.





Whether Army (above), Air Force (left), Navy (below), or Marines, women have gradually assumed an ever greater presence among DLIFLC students and military staff since being integrated into the armed forces.





Col. Ila Mettee-McCutchon (left above/right) accepted a direct commission in the Women's Army Corps in 1971 while employed as a psychologist at the University of Alabama Medical Center. She transferred into military intelligence and became a Regular Army officer after the WACs were abolished. Already commanding the Presidio of Monterey garrison, in December 1995 the Army appointed her commandant of DLIFLC until Col. Daniel Devlin could succeed her in February 1996. Later, she became chief of the Presidio of Monterey's BRAC Office and assumed responsibility for adjudicating matters related to the closure of Fort Ord. In retirement, she won election as mayor of Marina, California. Mettee-McCutchon was the first woman to command DLIFLC and the Presidio of Monterey, a historic milestone marking the successful ascendance of women in America's military forces.





The photographs on these two pages show DLIFLC students training at Fort Ord in the 1980s and 1990s. With approximately 29,000 square acres and nearby, Fort Ord provided an ideal location for realistic field exercises to maintain students' military skills while in residence at the Institute for up to eighteen months in intensive foreign language courses. Above, a soldier pulls himself between two towers using a rope. Below, a student patrols wearing a gas mask.

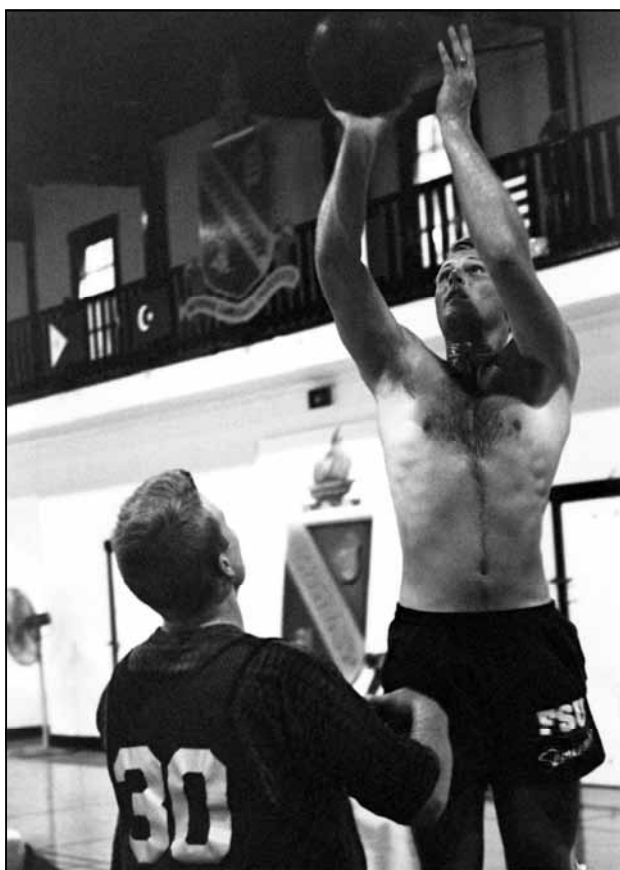




A necessary military skill is the ability to read maps and plot coordinates, as practiced by DLIFLC students in the photograph above. Additional training consisted of marksmanship, repelling, small unit tactics, completion of an obstacle course, and participation in the “Lightfighter Reaction Course,” a series of training scenarios involving the solution of puzzles under pressure by using teamwork and physical exertion.



The DLIFLIC student at right practices using his “LAW” or light antitank weapon.



As with military skills training, athletics, physical conditioning, and team sports remained important for DLIFLC students stationed at the Presidio of Monterey during the 1980s and 1990s, as shown in the photographs on these two pages. Above, members of the Naval Security Group Detachment (NSGD) Monterey enjoy a team run on the Presidio's upper track, about 1988. At left, students on their own time play basketball in the Lewis Hall gymnasium. In the upper right photograph, Army students of the 229th Military Intelligence Battalion participate in a command run along Alvarado Street in downtown Monterey in the early 1990s. Finally, on the lower right, a mixed gender group of DLIFLC Army students engage in a friendly game of pushball in front of the Post Exchange. Pushball uses large inflated balls to encourage teamwork and improved communication without focusing on strength.





In the photograph above, General Richard D. Hearney, Assistant Commandant of the U.S. Marine Corps, accepts a DLIFLC Coin of Excellence from Col. Daniel D. Devlin, Commandant of the Institute from 1996 until his retirement in 2000. Below, staff smile for the camera.





Above, instructors and students from DLIFLC's Middle East II school (Arabic) pose with a Russian Soviet-era T-34 tank in the late 1990s. The vintage tank is located on the upper Presidio behind the Price Fitness Center. Designed in 1940, the T-34 became legendary during WWII and was widely exported to clients and allies of the Soviet Union. Besides class photographs, DLIFLC language instructors use the tank to supplement classroom instruction in military terminology.



To the right, a student listens to a language lesson using a cassette recorder—a thirty-year-old technology still being used at DLIFLC in the year 2000.



Two Army foreign language students gaze pensively while at Carmel Beach, about 2000. Despite the end of the Cold War and the rise of new national security concerns and language requirements at DLIFLC, as well as changing teaching methodologies, including the first use of computers for instructional purposes during the 1990s, the decade ahead would bestow even more unexpected changes and challenges on faculty, students, and staff.

EIGHT

GLOBAL LANGUAGE TRAINING

2001 TO PRESENT



The terrorist attacks of 11 September 2001 recast the context of U.S. security and launched a period of “persistent conflict,” characterized by major simultaneous counterinsurgency wars, strategic uncertainty, and rapidly shifting requirements. The need for U.S. military forces to be linguistically adept in a myriad of operational environments was never more apparent or more difficult to achieve. Still, decades of experience in foreign language teaching, curriculum development, testing, and language technology prepared the Defense Language Institute Foreign Language Center to meet these challenges by combining vigorous resident instruction on its modern campus in Monterey (seen above in 2005) with truly global outreach programs.



Col. Kevin M. Rice, an experienced China expert, commanded DLIFLC during the national emergency caused by the terrorist attacks of 9/11. He provided steadfast leadership at a challenging moment, managed immediate installation security issues, and successfully planned to acquire new educational technologies that would benefit his successors as they sought to increase student proficiencies.



Col. Michael R. Simone served as commandant of DLIFLC from June 2003 until August 2005. Given the deployment of U.S. forces in Afghanistan and Iraq, he emphasized military training for students while also producing a major white paper and working with senior Pentagon officials to increase DLIFLC's base funding by 35 percent over a five-year period, enabling higher proficiency and more off-site training.



Col. Tucker B. Mansager succeeded Simone in implementing the "Defense Language Transformation Road Map." He mastered the difficult task of guiding the twofold expansion of DLIFLC staff, faculty, and student load while also improving proficiency and expanding off-post language familiarization training at Forts Leavenworth and Riley in Kansas, and elsewhere, in Iraqi Arabic and Pashto.



On 6 May 2010, Col. Danial D. Pick (1st from left above) succeeded Col. Sue Ann Sandusky (2nd left) as DLIFLC commandant. The Institute's Lt. Col. Christopher Watrud (3rd left) and Brig Gen. Edward C. Cardon (4th left), Combined Arms Center, Ft. Leavenworth, Kansas, also appear.

In October 2007, Colonel Sandusky (right) arrived in Monterey from an Army War College teaching assignment to become the 25th Institute commandant. An Africanist fluent in French, her major task was to implement a challenging version of the Defense Language Proficiency Test used worldwide to evaluate military linguists.





Above, an Air Force language student uses a computer in the reference section of the John F. Aiso Library. Completed in 1986, the library houses a wide variety of foreign language material in various digital and hard-copy formats and maintains a wireless internet capability for faculty and students.

No, the Air Force student in the photograph to the left is not listening to her favorite tune. In fact, she and her classmate are learning Kurmanji, the language of Kurdistan, which is a part of northern Iraq. In 2001, DLIFLC began to digitize all its audio and visual curricula. Once all language course materials were electronic, it was a simple next step to issue every student a personal notebook computer and digital audio player—a long way from the dusty chalkboards, clunky phonographs, and early tape recorders of past eras.



Since the beginning of the century, DLIFLC commandants have vigorously promoted a sustained program to increase the proficiency results of students in residence. A major element of that program includes the widespread adoption of the newest instructional technologies. Above, an instructor demonstrates the sound pattern of words to aid pronunciation using a wall-mounted interactive whiteboard—the electronic equivalent of a chalkboard, but which also connects to the internet. A video tele-training course is shown below.





Above, an instructor in 2006 teaches a Spanish class composed of Air Force and Army students (wearing the new Army Combat Uniform) and one Marine. The Institute's second approach to improve student proficiency is small classes. A major 2005 initiative to hire more instructors allowed the faculty to student ratio to range from 1:6 to 1:8, depending on language difficulty.

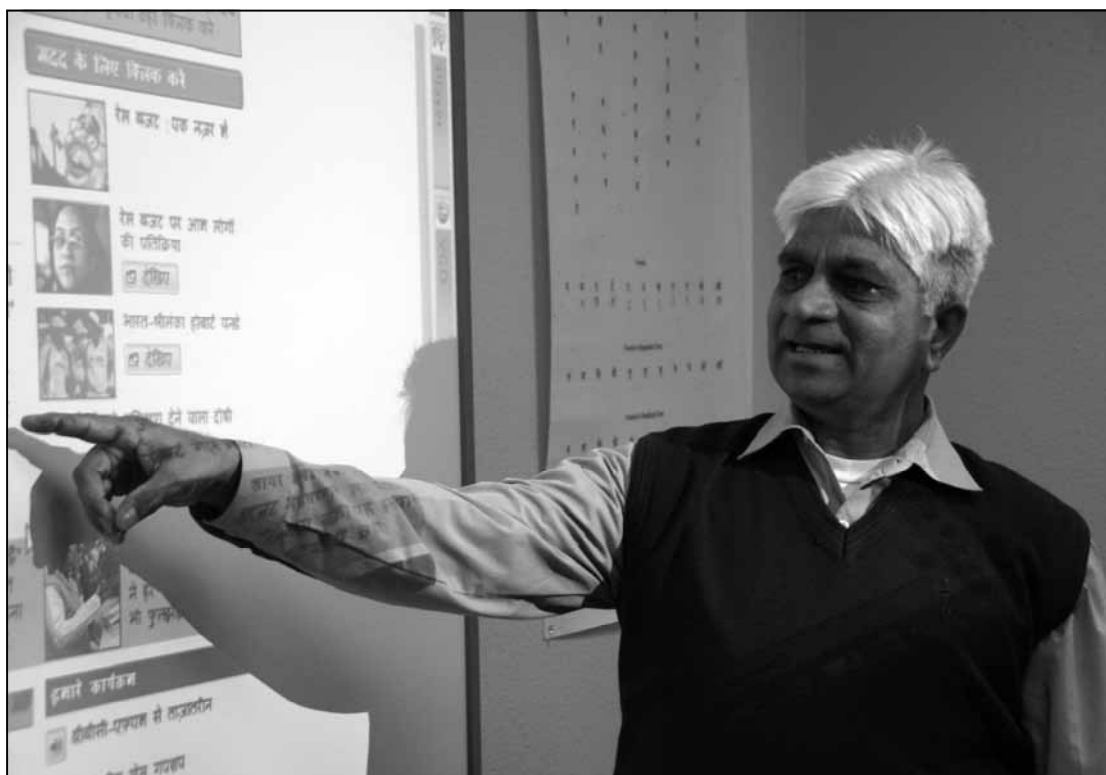




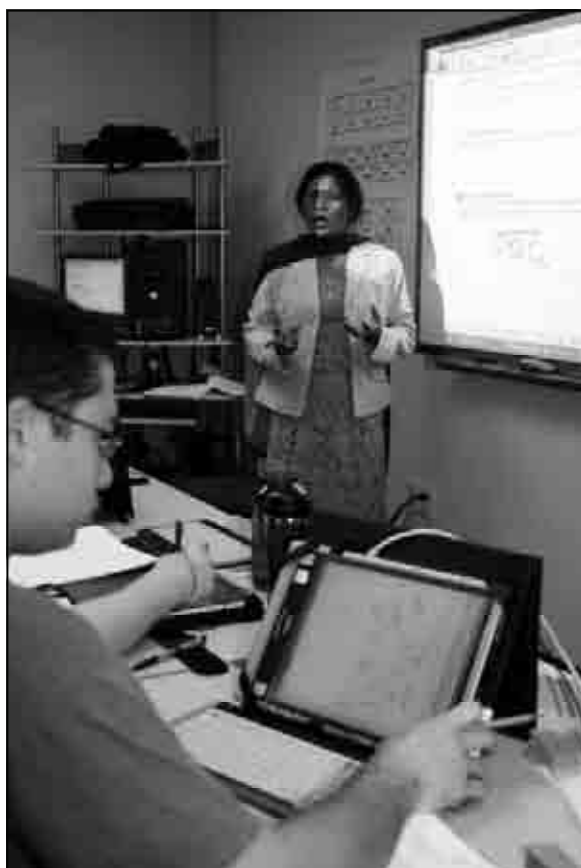
Above, Mahasin Ahmed, an Arabic language instructor, teaches in Middle East School III, around 2007. As in past decades, most DLIFLC faculty are native speakers of the language they teach.

The lower photograph (facing page), taken in 2010, shows Danish students enrolled in DLIFLC's forty-seven week Dari course. Lacking native instructors, Denmark began sending military linguists to DLIFLC in 2007 to study Afghan languages to support the International Security Assistance Force.





In response to 9/11, DLIFLC created a special unit under Dr. Mahmood Taba-Tabai known eventually as the Emerging Languages Task Force (ELTF). Its purpose was to serve as incubator for the creation of new training programs for languages rarely taught anywhere. In ELTF, instructors first taught Pashto, an Afghan language, and developed programs for Urdu, Kurdish, Uzbek, and Hindi, the major language of India, shown on these pages. Between 2006 and 2011, DLIFLC offered a basic forty-eight week course and shorter refresher training in Hindi, defined as a “category 3” language; a category 1 language (e.g., Spanish) is relatively easy for an English speaker to learn whereas a category 4 language (e.g., Korean) is the most difficult. With ELTF techniques, native instructors, and internet-linked whiteboards to provide authentic material and immediacy that previous generations of students could only imagine, DLIFLC organized to face 21st-century challenges.



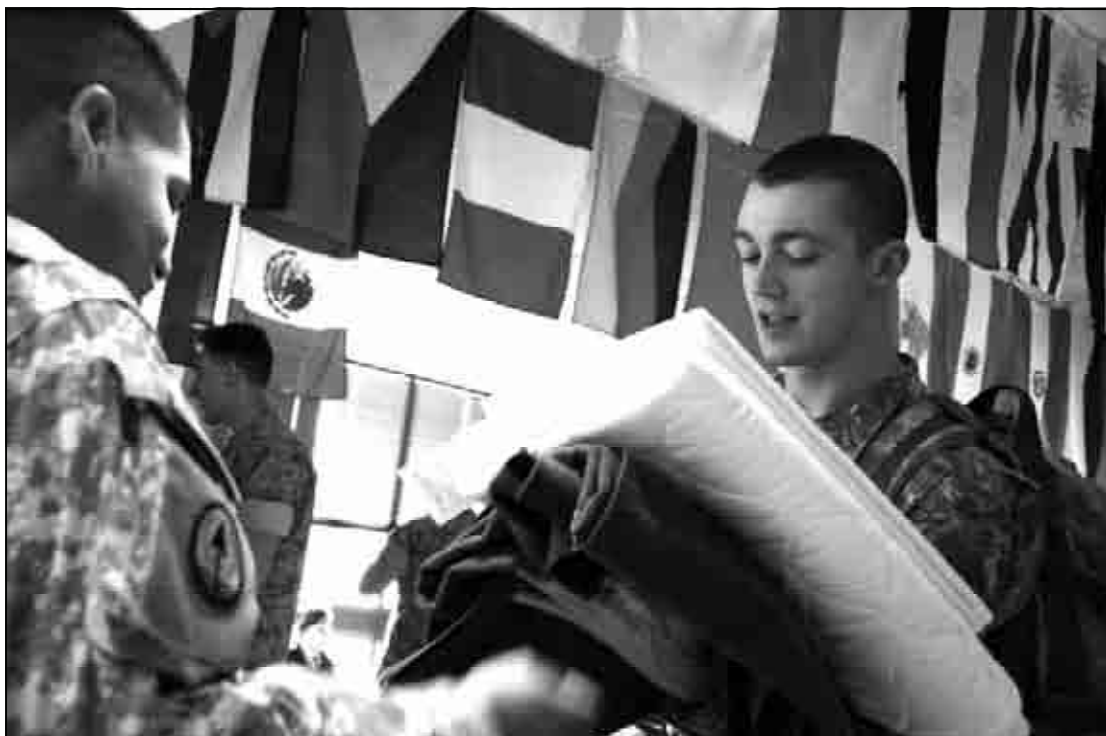


In 2003, DLIFLC identified immersion exercises as essential to improving student language proficiency. In such activities (below), students in field training scenarios engage target-language instructors posing as natives. Soon, multi-day immersions became programmatic. Above, students of Modern Standard Arabic experience a simulated open-air market while speaking only Arabic. In 2005, DLIFLC opened an Immersion Language Office (ILO) with staff (left, Nikolina Kulidzan) to coordinate and operate a year-round overnight facility (facing page, lower right).





In September 2005, ILO began coordinating authentic four-week immersion courses outside the United States for a select contingent of qualified but randomly chosen students escorted by a staff instructor or officer. Twenty-five groups went to ten countries in 2007, including Russia (above).





On 25 August 2006, Lisa Vance, shown above, helps Colonel Mansaser unveil a plaque to memorialize the newest barracks constructed on the Presidio of Monterey and named in honor of her late husband, S. Sgt. Gene A. Vance, Jr., who graduated from DLIFLC's Persian-Farsi basic course in 1998. In Afghanistan on 19 May 2002, S. Sgt. Vance became the first of the Institute's alumni to be killed in combat since the terrorist attacks of September 2001.



Spec. Kevin Chalkley (left), a scout with the 7th Squadron, 10th Cavalry Regiment, greets a child in Herat Province, Afghanistan, by speaking Dari he learned in a seven-week DLIFLC class at Fort Carson, Colorado. Since 2009, the Army has required at least one soldier per platoon in Afghanistan to be able to speak 300 words in Dari or Pashto. The Institute meets this requirement by deploying teaching teams composed of native instructors on-site as needed. (Courtesy Brian Lamar.)



Above, ELTF staff pose with a new Urdu course text they developed in 2009 for the Afghanistan/Pakistan Hands program, a Joint Chiefs of Staff initiative intended to develop a cadre of regional experts who will serve in successive assignments to Afghanistan, enabling the United States to build better long-term relationships with peoples in the region. Below, Lt. Col. Richard McNorton (3rd from left), an enrollee in the program, accompanies a local Afghan political figure (1st from left).





In November 2005, DLIFLC dedicated a unique new monument on the center quad of the main campus—three towering slabs of graffiti-covered concrete that were taken from the Berlin Wall when it fell in 1989. The slabs were donated by Berlin-born and naturalized U.S. citizen Walter Scurei, seen above as he shakes the hand of Col. Mansager, and Scurei’s siblings Victoria Novak and Paul who also appear above.

The Berlin Wall Memorial (left) honors the many DLIFLC-trained linguists who stood guard for decades at European listening posts, such as Field Station Berlin, or in other assignments, to monitor Soviet forces for the warning signs of invasion.



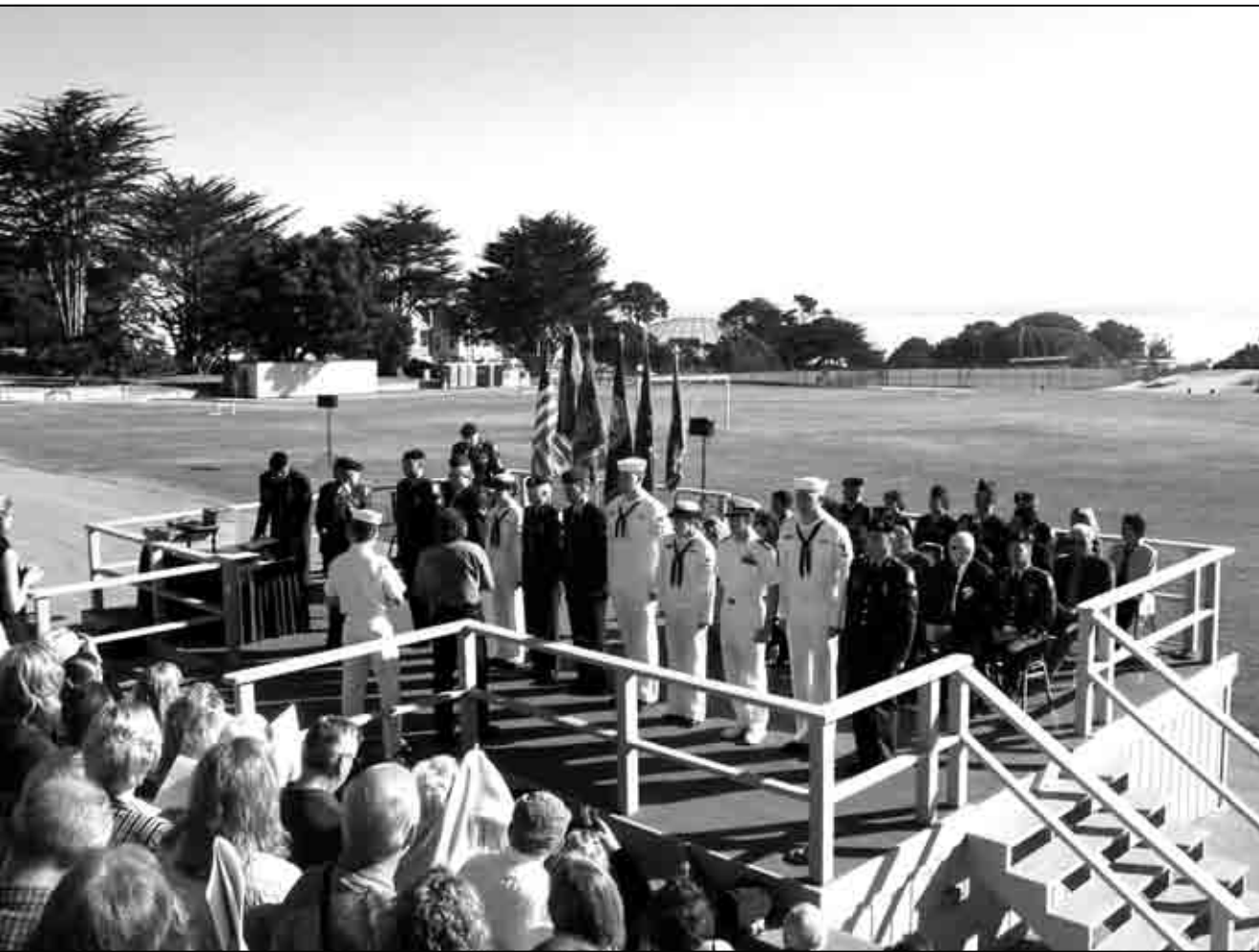
In the hallway of DLIFLC's newest general educational facility (above), Colonel Pick and Rep. Sam Farr (D-Carmel) accompany family members of Alfie Tawfik Khalil for a tour following the building's dedication in March 2011. Khalil, an Egyptian, taught and worked for twenty-seven years at DLIFLC, seventeen of which were spent as president of the faculty union. As union chief, he became known for working with successive commandants (at right, with Colonel Fischer in 1992) to reach labor-management agreements that balanced the needs of faculty with the Institute's mission. Khalil helped prevent a potentially crippling move of DLIFLC after Fort Ord's closure, built support for a merit-based Faculty Personnel System, and worked successfully to improve the salaries of federal workers in Monterey County.





In 2007, the Army created a Board of Visitors (above) to help DLIFLC meet academic accrediting requirements and to assist the Army Education Advisory Committee, which reports to the Secretary of the Army. Board members serve two-year terms to help the Institute navigate between the military, intelligence, and academic communities. Shown below is the DLIFLC Academic Senate. Composed of representatives from each school, the Senate advises key leaders on foreign language issues.





With Soldier Field and the Monterey Bay as backdrop, this spring graduation ceremony (above), includes several individuals also receiving a DLIFLC Associate of Arts degree. Accredited since 2002 by the Accrediting Commission for Community and Junior Colleges, the Institute has awarded more than six thousand associate degrees to students combining language credits earned in residence at DLIFLC and through general course credits earned elsewhere.



At left, Col. Simone awards Pfc. Heather White her Associate of Arts degree in French.



Adorned in vivid red, gold, and pink, the Korean Fan Dance team always makes a splash at DLIFLC's Language Day, above, in May 2010. Left, right, and below, are additional event scenes.







Above, Dr. Stephen Payne, command historian for DLIFLC, Hiam Kanbar, dean of Asian School III, and Dr. Christine Campbell, dean of Middle East School I, attend a change-of-command reception. Assistant (and later) Deputy Chief of Staff for Operations Clare Bugary is in the background, about 2007.

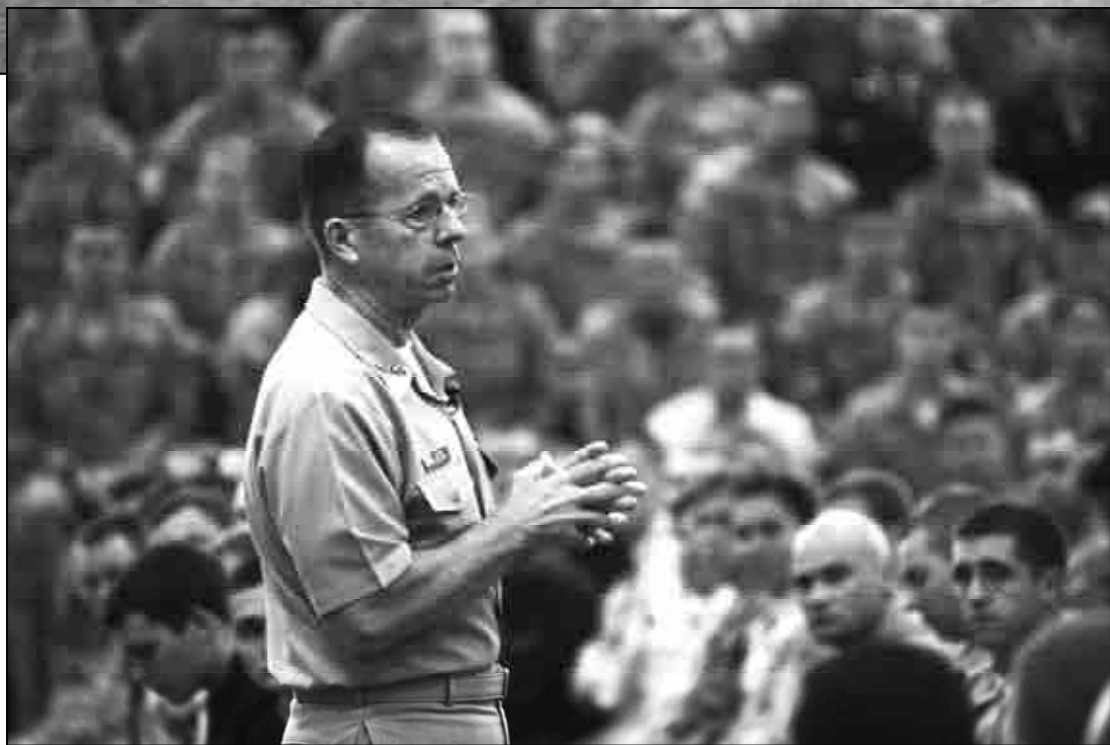
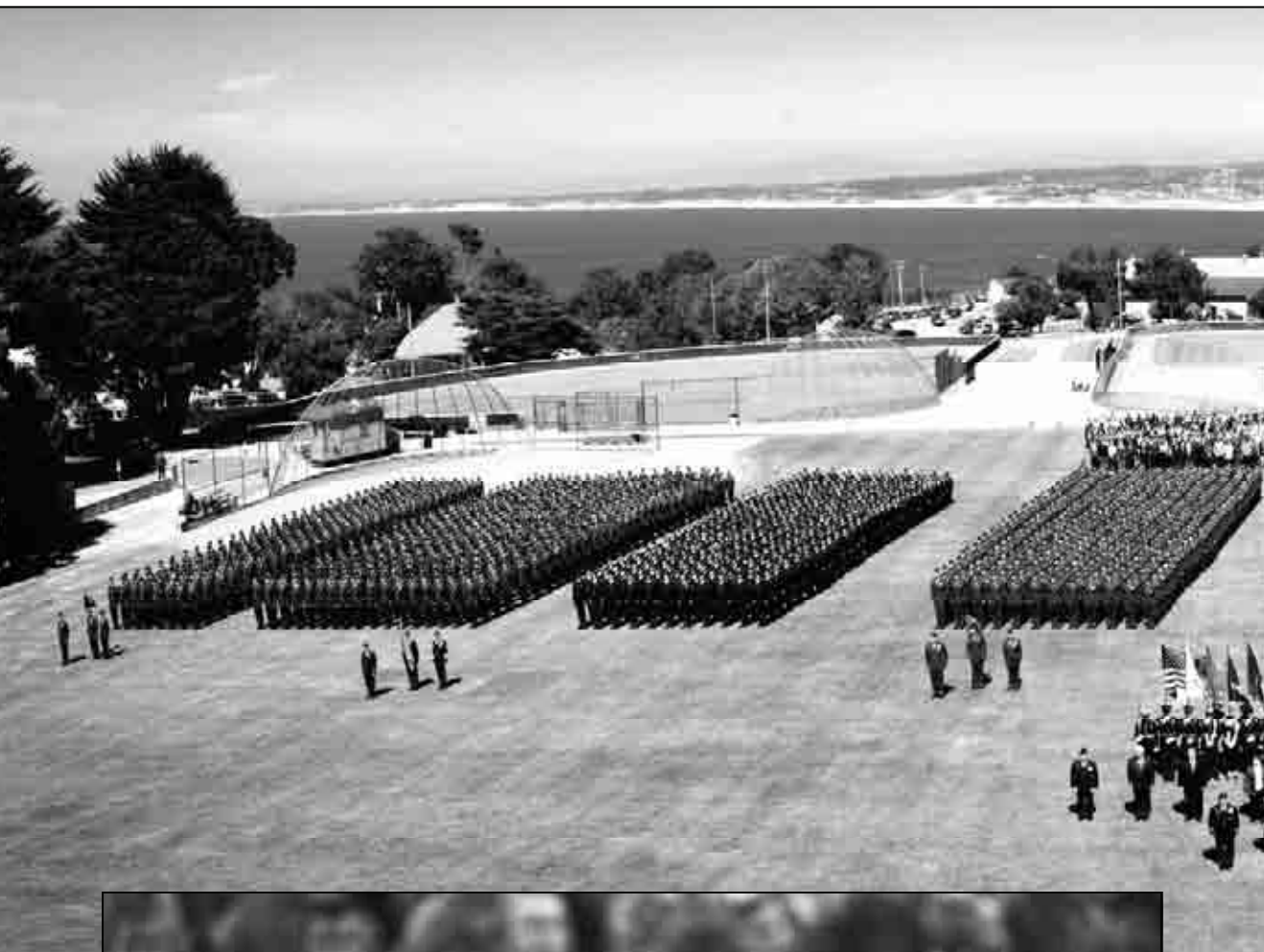


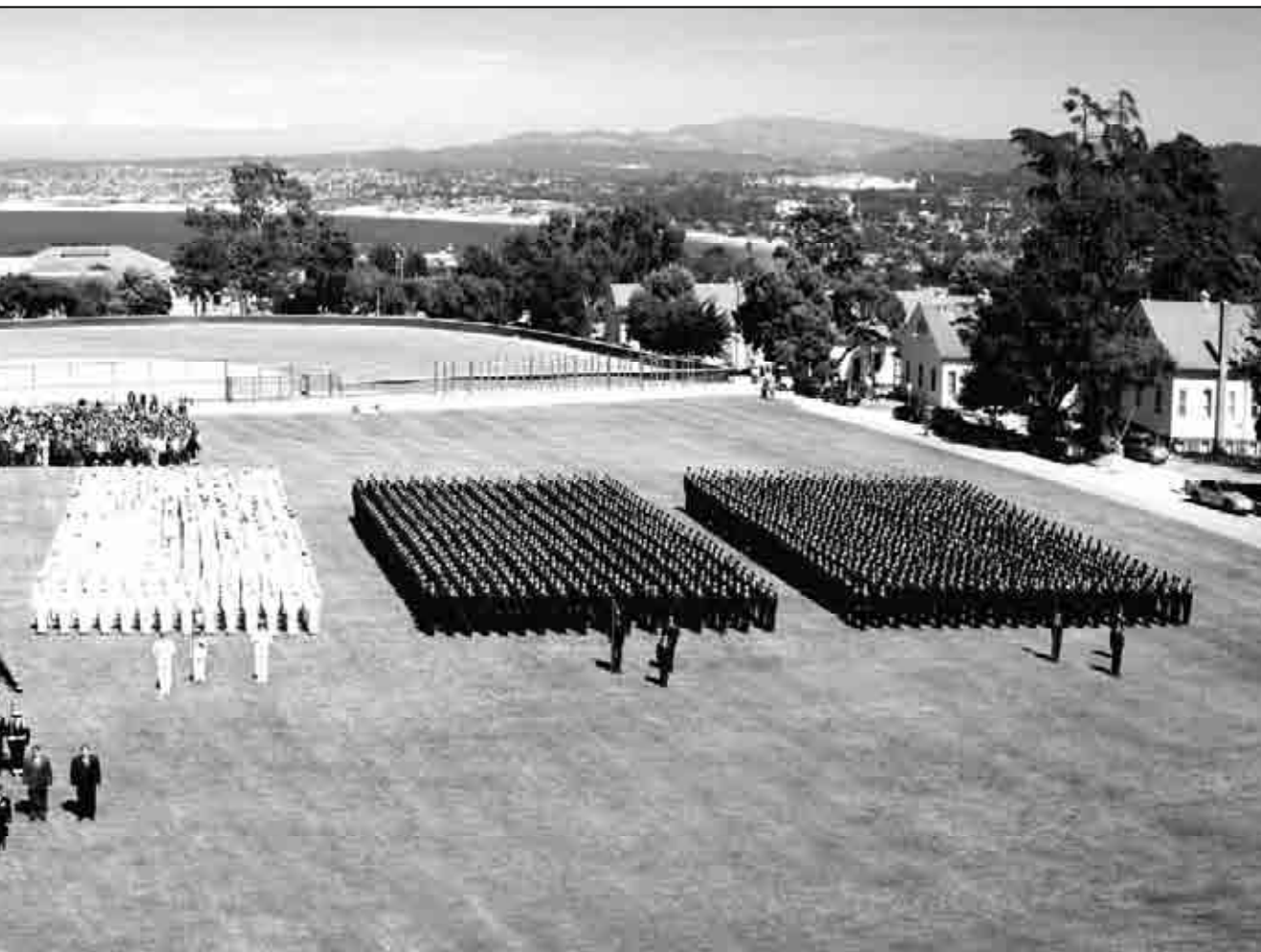
Left, Lt. Col. Steven Sabia, Chief of Staff, DLIFLC, from 2007 until 2008, with wife Inna at a reception.



In 2005, Dr. Donald Fischer, retired DLIFLC commandant, returned as provost after earning a Ph.D. in educational technology. Above, he attends a command language conference with Air Force Brig. Gen. Susan J. Helms. Seen below is Branka Sarac whose multimedia department enables new curricular material to be uploaded to DLIFLC computers for use by teachers and students or to support distance education. Part of the Institute's Technology Integration division, her unit uses the latest instructional technology to finalize the course production chain.







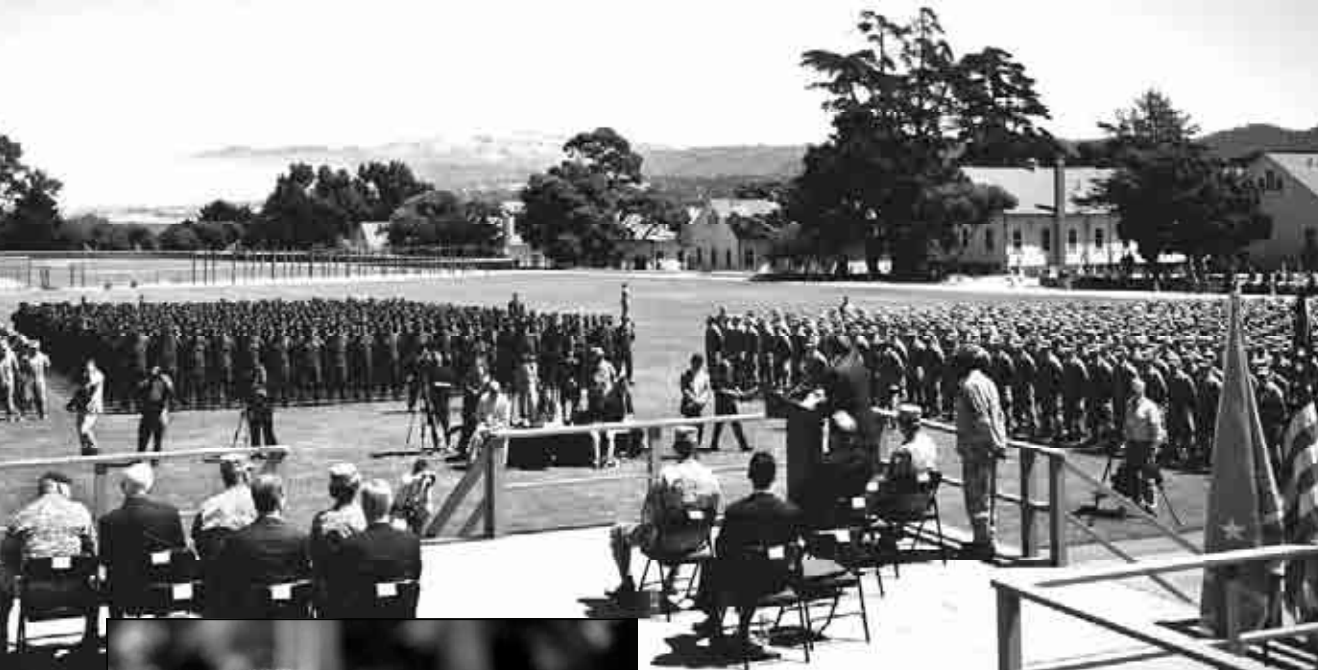
Above on 26 May 2011, the assembled students, faculty, and staff of the Defense Language Institute Foreign Language Center, under the command of Col. Danial D. Pick, gather on Soldier Field at the Presidio of Monterey to observe Memorial Day.

Left, Chairman of the Joint Chiefs of Staff, U.S. Navy Admiral Michael G. Mullen addresses a crowd gathered in the Price Fitness Center on the Presidio of Monterey on 10 August 2009. “It is really important,” he said, “that we listen to other cultures, that we pay attention to how they see their problems ... as opposed to how we think about them.” DLIFLC is “at the heart of change,” he observed, “both of the military’s public outreach efforts in places like Afghanistan and within the U.S. military amid the cultural reform taking shape.” According to Mullen, DLIFLC is a key player helping the United States meet the “new normal” of a world undergoing rapid change.



Above, Leon Panetta shakes hands with a student from a Dari class being taught in the Multi-Language School on 23 August 2011, during his first visit to DLIFLC as U.S. Secretary of Defense. He previously represented the congressional district that included the Monterey area from 1977 to 1993. Below, Panetta and other officials are seen on their way to visit the Multi-Language School.





Above, Secretary Panetta addresses an assembly of about 2,500 soldiers, sailors, airmen, and marines on Soldier Field at the Presidio of Monterey in August 2011.



Speaking above, Panetta stated: “It is crucial to our national security to be able to have a strong language ability.”

Right, Rep. Sam Farr speaks to Secretary Panetta, Col. Danial Pick, and Cmd. Sgt. Maj. Tracey Bellotte, prior to his speech on Soldier Field. Farr succeeded Panetta to represent California’s 17th Congressional District.





Above, U.S. Army specialist Olga Roemer (center) interprets for soldiers (right) of the U.S. 504th Parachute Infantry Regiment and Uzbekistan Army Capt. Almas Djumakeev (left), at Fort Bragg, North Carolina, during Exercise “Central Asian Battalion 97.” Such exercises strengthen relations between the United States and other friendly powers. The photograph also illustrates the important role that military linguists have played in U.S. history since the War of Independence. (Courtesy Office of the Secretary of Defense.)

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Defense Language Institute Foreign Language Center

Since its pre-World War II origins as an obscure program for assistant U.S. military attachés and embassy staffers in Tokyo, Japan, DLIFLC has grown into one of the world's foremost foreign language training institutes, believed by many to be the finest of its kind anywhere. As long as the United States has responsibility to maintain international peace and security, assist allies, and provide humanitarian assistance and relief, the nation will likely continue to find high value in the Institute as the "go-to" resource for educating, sustaining, evaluating, and supporting foreign language specialists in the Department of Defense and other federal agencies.





DLIFLC

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

A PICTORIAL HISTORY

For 70 years, the Defense Language Institute Foreign Language Center (DLIFLC) and its predecessors have played a vital role in maintaining the security of the United States of America by "delivering the world's best culturally based foreign language training and education—at the point of need" to U.S. military personnel, the U.S. Coast Guard, and other federal agencies. Today, at any given time, over 3,500 students attend the Institute's campus at the historic Presidio of Monterey where twenty-four basic foreign language courses are taught in residence by mostly native speakers with additional languages taught as needed through a branch office in Washington, DC. Distance learning technology and deployed language training detachments greatly extend this capability. An accredited institution, DLIFLC awards the Associate of Arts Degree in Foreign Languages to students meeting all necessary requirements.

The crest above symbolizes the dual heritage of DLIFLC and the Presidio of Monterey. The upper right corner of the shield depicts a fragment of the Rosetta Stone used to decipher Egyptian hieroglyphics while the cap on the lower left portion was worn by the San Carlos Catalan Volunteers, Spanish soldiers who helped found Monterey in 1770. Red and blue reflect DLIFLC's wartime and peacetime missions while a green olive branch reflects the aim of promoting peace through understanding and knowledge as represented by the gold torch above the shield.

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