

GLOBE

SUMMER 2017



Memorial Day

Pg. 14

Salute to the Nation

Pg. 16

| | |
|---|------|
| FROM THE COMMAND | |
| From the Top | 4 |
| Command Sgt. Maj. Corner..... | 5 |
| ONLINE LEARNING RESOURCES | |
| GLOSS | 6 |
| LEADERSHIP DEVELOPMENT | |
| Center for Leadership Development..... | 6 |
| COMMAND VISITS | |
| Congressmen Panetta “WOWED” by Presidio visit | 7 |
| TRADOC Command Sgt. Maj. on bolstering NCO education | 8 |
| Impact is most important about DLIFLC | 9 |
| CHANGE OF COMMAND | |
| Assistant Commandant retires after 24 years | 10 |
| FOREIGN AREA OFFICER | |
| Joint Foreign Area Officer Course | 12 |
| PATRIOTISM | |
| Memorial Day | 14 |
| Salute to the Nation | 16 |
| 75th Anniversary a success..... | 17 |
| LINGUISTIC EXCELLENCE | |
| Students succeed again in Mandarin speech contest | 20 |
| Russian students bring home essay contest awards | 21 |
| 229th MI's Best Platoon Sgt. of the Year | 22 |
| IMMERSION | |
| Chinese Immersions in Taipei..... | 24 |
| ALUMNI | |
| From DLI to Vice President in Procter & Gamble | 28 |
| Attending DLI: a twist of fate or a gift from God..... | 29 |
| Communication is vital - from Afghanistan to Google .. | 30 |
| FACULTY | |
| DLIFLC instructors receive locality pay | 31 |
| 2016 Teach of the Year | 31 |
| STAFF | |
| MLIs play important mentoring role for linguists..... | 32 |
| Down Tanabe Road - generations serve proudly | 33 |
| LANGUAGE DAY | |
| Language Day 2017 | 34 |
| BACK COVER | |
| Athlete of the Year | Back |



Col. Phillip J.
Deppert

It is with an immense humility and pride that we offer you this summer 2017 Edition of the DLIFLC Globe. From all of our students, faculty, military cadre and civilian staff, we hope you enjoy this edition, as it really encapsulates three very important things for us; past, present and future.

DLIFLC had an extremely successful 75th Anniversary celebration last November where we had multiple generations of DLIFLC students, faculty and leadership all gathered together. You'll see highlights of that event inside. We've started off our 76th year with even more energy, drive and focus, as well as direct engagement from our most senior Army and civilian leadership, advocating and supporting our push into the future.

As we continue to ensure we meet and exceed our mission for our basic course students to achieve 2+/2+/2 on their DLPT and for our intermediate and advanced course students to achieve 3/3 and beyond, it has taken a complete team effort across the enterprise; faculty, staff, cadre, students, and service units. The unity of these cohesive collective efforts are impressive to witness. All of our

"...it has taken a complete team effort across the enterprise; faculty, staff, cadre, students, and service units. The unity of these cohesive collective efforts are impressive to witness."

current efforts are pointed at that future target. You'll see articles inside about Sgt. First Class Brandon Tinling, one of our Chief Military Language Instructors and you will realize that we have significantly widened the roll of the MLI in the classroom. You'll also see an article about

Staff Sgt. Brian Ivery, recently selected as the Army's 229th Military Intelligence Battalion Platoon Sergeant of the Year. It takes great NCOs like Staff Sgt. Ivery to ensure our service members are skilled and ready to serve. You'll also see articles about this year's annual Language Day, and how our students are excelling on the global stage, winning essay and speech contests around the world in their target language.

Of course, all our current and future successes would not be possible without a solid grounding in our past. To that end, we'll highlight great alumni like Bob Brownson and Nathan Iglesias, who went on to great successes in the civilian world after DLIFLC and their service in uniform.

Without exaggeration, this issue proves it takes an entire team, across many generations to ensure sustained success across DLIFLC. As I enter my third year as the Commandant, I fully recognize that I am

privileged to be part of this world renowned institution. It is with great pleasure that I count myself a member of the DLIFLC Team. Please enjoy all this issue has to offer, and let's all look forward together to the accomplishments which our team is sure to achieve.

Phillip J. Deppert
Col. Phillip J. Deppert
Commandant



Command
Sgt. Maj.
Ryan J. Ramsey

I have personally witnessed the seeds of innovation being planted at the Defense Language Institute Foreign Language Center since I arrived a year ago as Command Sergeant Major. These efforts will pay great dividends and solidify the Institute's reputation as a global leader in foreign language training and education.

Our last 75 years created the most prestigious military language training facility in the world. Our current initiatives and programs create a path that will help us reach even higher levels as a global language training enterprise in the next 10-20 years.

First, we have a fundamental obligation to take care of our people. Our collective strength as an institution depends on our service members and our civilian faculty and staff. That is why the first and most difficult initiative was the new faculty compensation system, in effect as of July 9, 2017. The new policy will help this Institute recruit and retain the best-qualified foreign language faculty from across the globe.

The second initiative is the increased use of effective authentic teaching materials. Effective use of culturally relevant and authentic content and multimedia

components with focus on student performance in speaking, reading, and writing assessments will have enormous impact on student learning ability. The integration of language and culture provides a holistic approach to greater language learning and comprehension. We recognize that our

faculty already do this and we have initiated a "Teacher of the Year" program as one of many ways to reward and recognize outstanding faculty.

Our new Center for Leadership Development creates future leaders for the Institute by focusing on a positive climate and culture that fosters trust with clear priorities, improved communication, empowerment, creativity, encouraging initiatives, and seeking subordinate's input to develop great leaders with problem solving abilities. The positive impact of this initiative will influence everything we plan and execute in the future.

In June, the Command Sergeant Major of the U.S. Army Training and Doctrine Command visited DLIFLC. During Command Sgt. Maj. David Davenport's visit he spoke about the power of distance learning. It is only through distant learning that we can reach every Soldier, Marine, Sailor and Airman in the services. DLIFLC

is constantly producing an immense amount of online products focused on linguistic and cultural instruction at all ability levels. These products are in support of the Department of Defense's global mission, and especially for individual language learners.

"First, we have a fundamental obligation to take care of our people. Our collective strength as an institution depends on our service members and our civilian faculty and staff."

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

Global Language Online Support System

The Global Language Online Support System, or GLOSS, offers thousands of lessons (learning objects) in dozens of languages for independent learners to improve their foreign language skills. Lessons are available for intermediate and advanced learners, with the ability to focus on specific topic areas, tailored for building listening or reading proficiency. <https://gloss.dliflc.edu/>

DLIFLC
Defense Language Institute Foreign Language Center

Search Lessons | Order GLOSS | Certificate | Print Support | Diagnostic Assessment | Visit the DLIFLC

GLOSS

Global Language Online Support System

Gloss lessons are developed for independent learners to provide them with the learning/teaching tools for improving their foreign language skills. Reading and listening lessons are based on authentic materials (articles, TV reports, radio broadcasts, etc.) and consist of 4 to 6 activities. In-depth feedback accompanies all motivating tasks, providing learners with thorough explanations and tutoring just like an attentive and experienced teacher would do. GLOSS Certificates provide documentation of work accomplished. With more than 7,000 lessons, GLOSS is a valuable resource in maintaining and improving language ability and proficiency.

☒ All
☐ Arabic-Farsi
☐ Arabic-French
☐ Arabic-Hebrew
☐ Arabic-Italian
☐ Arabic-Japanese
☐ Arabic-Korean
☐ Arabic-Russian
☐ Arabic-Spanish
☐ Arabic-Urdu
☐ Albanian
☐ Arabic-Levantine
☐ Azerbaijani
☐ Dari
☐ Greek
☐ Indonesian
☐ North-Korean
☐ Punjabi
☐ Serani
☐ Thai
☐ Uzbek
☐ Arabic-Egyptian
☐ Arabic-MSA
☐ Baluchi
☐ Farsi
☐ Hausa
☐ Japanese
☐ Pashto
☐ Russian
☐ Spanish
☐ Turkish
☐ Arabic-Gulf
☐ Arabic-Sudanese
☐ Chinese-Mandarin
☐ French
☐ Hebrew
☐ Korean
☐ Portuguese-Brazilian
☐ Serbian
☐ Swahili
☐ Turkmen

Level:
 Modality:
 Competence:
 Topic:
☐ Video Lessons

Home Login

To read more about all of the online learning resources available at DLIFLC, read Command Sgt. Maj. Ryan Ramsey's blog at the below link.
tradocnews.org/csms-blog-dliflc-sets-future-force-on-path-to-success-by-training-at-point-of-need/

Congressional Visit

Story and photo by Patrick Bray

Congressman Panetta “WOWED” by Presidio visit



The Defense Language Institute Foreign Language Center welcomed U.S. Representative for California's 20th Congressional District, Jimmy Panetta, to the Presidio of Monterey, California, Feb. 22.

Panetta visited a classroom in the Institute's Persian-Farsi school where he interacted with some of the students who were about 30 weeks into their 64-week intensive foreign language and culture program.

"I was honored and humbled to visit with the students personally and hear and see these young kids who are anywhere from 19 to their early 20s – how much they appreciated being able to learn the language and have the teachers and the facilities to do so," said Panetta, visibly impressed by his classroom experience.

Panetta, who grew up in Monterey, also said that DLIFLC students give him hope for the future and the nation's

security, explaining that the world has changed greatly since he was a child when his father, former Secretary of Defense Leon Panetta, and his brothers would eat sandwiches on the Presidio of Monterey on a Sunday afternoon.

"Being here today, in my official capacity, which is my first visit as a congress member, you realize how important DLI is to our country and to our national security," said Panetta.

"Congressman Panetta received a command brief about the entire enterprise, student body, faculty size... types of languages we teach, etc.," said DLIFLC Commandant Col. Phil Deppert. "I am confident that he has a full understanding of what we do and what we are for."

Later in the day, Panetta met with a consortium of military, Department of Defense and civilian leadership from organizations located on the Central Coast. This was the first time Panetta

met with the group, known as Team Monterey, which was formally brought together in 2007 by his predecessor, Congressman Sam Farr.

"In preparation for Congressman Panetta's first official visit here, his staff asked if we could also reenergize and gather a group that has historically been known as Team Monterey," explained Deppert. "The purpose of the effort is to identify and leverage points of organizational interdependence, cooperation, resource sharing," he said.

"It [Team Monterey] comes down to showing the ability to work together, to rely upon one another," said Panetta, explaining that his hope is to grow Team Monterey to encompass the inclusion of other educational institutions and organizations in the area.

"The more of us there are together, the stronger we're going to be," he said.



Photo by Patrick Bray

Center for Leadership Development

Story by Natela Cutter

A new Center for Leadership Development opened at the Defense Language Institute Foreign language Center this March, as a result of a senior leadership summit held in summer of 2016, identifying the need for a pathway to identify leadership competencies necessary at each level of supervision at the Institute.

"The Commandant of the Institute, Col. (Phil) Deppert, understands the unique challenges of leadership at a multicultural educational military institution. He identified the need for a local leadership center focused on developing those skill sets," said Dr. Natalie Marchenko-Fryberger, who serves as the first director of the Center.

The Center's purpose is to help develop current and future leaders who are committed to promoting a highly engaged and positive workplace. The focus at the Institute is on achieving higher student proficiency levels and requires customized and innovative leadership skill sets to increase faculty collaboration and involvement in decision making.

"Current leaders and faculty who are interested in career progression, which includes leadership positions, will have access to a tangible career development path," said Fryberger. The path toward career advancement will include context specific training, mentoring and coaching as well as workshops and guest speakers.

TRADOC Command Sgt. Maj. on bolstering NCO education

Story and photos by Patrick Bray

Traveling throughout the U.S. Army Training and Doctrine Command during the week of the U.S. Army's 242nd birthday, Command Sgt. Maj. David Davenport, the TRADOC Command Sergeant Major, finished up at the Presidio of Monterey, California, June 16-17.

During a professional development forum taking place at the Weckerling Center on the Presidio June 16, Davenport spoke with noncommissioned officers of the 229th Military Intelligence Battalion assigned as platoon sergeants, military language instructors, trainers or other leadership positions at the Defense Language Institute Foreign Language Center. He also used the forum to give answers to questions that were brought up to him at an NCO Call during his first visit to the Institute in October 2016.

As the Army birthday is a time to reflect back on 242 years of history, Davenport said the Army's future is built upon that legacy and part of its future involves



NCO education.

Prior to 1973 there was little investment in the NCO, said Davenport. Then in 1973, with the establishment of TRADOC, an evaluation system was put in place to help NCOs grow and succeed, known as NCOES. Now that system is being replaced by the NCO Professional Development System to help the Army achieve its NCO 2020 Strategy, he continued.

NCO 2020 requires that all leaders understand their responsibility for developing the current and next generation of NCOs. Part of this effort places an emphasis on providing the outstanding training and education needed to conduct complex missions in the future.

Davenport, who considers himself a "tech guy," knows that it is only through technology that education and training can be brought to every Soldier in the Army, calling it "thinking outside the box."

"I really believe in the power of distance learning, especially when you talk about today's Soldiers who can learn from other techniques other than sitting in a classroom. When you think about how large our Army is this is a great way of leveraging these tools to distribute education," said Davenport.

As Davenport traveled helping the Army celebrate its birthday, he finished up in Monterey June 16 to attend the Presidio's Resiliency Day watching friendly, intra-service football games followed by a parachute demonstration jump by the U.S. Army Special Operations Command Black Daggers. The following day, June 17, he attended the Army Birthday Ball hosted by the 229th MI in Monterey.

TRADOC oversees 37 Army schools, including DLIFLC, organized under eight Centers of Excellence, each focused on a separate area of expertise within the Army. These centers train about 500,000 Soldiers and service members each year.



(Left) Command Sgt. Maj. David Davenport poses with members of the U.S. Army Special Operations Command Black Daggers Parachute Demonstration Team during Resiliency Day, June 16 at the Presidio of Monterey, California.

(Right) Command Sgt. Maj. David Davenport speaks with a U.S. Army Soldier during Resiliency Day, June 16 at the Presidio of Monterey, California.



Lt. Gen. Michael Lundy poses with Army noncommissioned officers after recognizing each with his Commander's Coin for their individual achievements.



Lt. Gen. Michael Lundy, commanding general of the U.S. Army Combined Arms Center at Fort Leavenworth, Kansas, visited the Defense Language Institute Foreign Language Center in Monterey, California April 13 to see firsthand the Army's foreign language training mission.

"You can't look at the size of an organization to determine its importance. You have to look at the size of its impact," said Lundy in an interview. "When you look at the number of Soldiers, Sailors, Airmen and Marines who walk out of these gates with the skills that they have, the things they are going to go out and do will directly inform national-level decisions."

Lundy spent time observing classes in Russian, French and Spanish and spoke to students, of all four branches of the service, about the importance of their studies to national security.

"When I spoke to the students, none of them said it was easy," said Lundy, exiting a Russian language classroom where students were a bit more than half way through their 47-week course.

During a working lunch with the DLIFLC Provost, management and the eight deans of the 17 languages currently taught at the institute, Lundy wanted to specifically address them to explain the significance of their work within the larger context of the military and national defense.

"One of the main points I wanted to drive home is the impact they (instructors) have on our nation....it is not just our Army or our Joint Force. When you think about the importance of our Soldiers out there, one of the key things we have to understand ... is language and culture ...in this very complex world we are in," he said, explaining that

DLIFLC instructors, civilian and military leadership play an invaluable role in producing qualified linguists.

"You are doing a terrific job and you make me proud. I am not going to get down in your business and run Arabic School III," said Lundy with a chuckle, as the staff laughed wholeheartedly.

Lundy applauded the effort that some 1,600 instructors put into teaching foreign language and culture to all four branches of the services, year round, five days a week, six to seven hours per day.

"We look at the importance of that level of instruction and how they (instructors) put a little bit of themselves in every one of the Soldiers, Sailors, Airmen, and Marines that leave here. That is a big part of being this faculty," said Lundy, stressing that people are the most important factor in every successful organization.

Lundy also addressed Army military cadre toward the end of the day, stressing the importance of their leadership roles in creating strong and agile leaders for tomorrow's force.

DLIFLC graduates about 2,000 foreign language students per year. Most students will become cryptologic analysts and work for their respective services. A number of students will go on to become Foreign Area Officers and will work in U.S. Embassies around the world in diplomatic capacities.

The Institute is a part of the Combined Arms Center which synchronizes 37 U.S. Army schools that train more than 350,000 students annually, including nearly 10,000 students from 86 separate nations and more than 10,000 Sailors, Airmen, and Marines from the Joint Force.

Impact is most important about DLIFLC

Story by Natela Cutter
Photos by Amber K. Whittington



(Above) Lt. Gen. Michael Lundy speaks to Army military cadre about the importance of their leadership roles for tomorrow's forces.

(Below) Lt. Gen. Michael Lundy talks with Air Force Staff Sgt. Chase Robinson, a Military Training Instructor, about the importance of language training.





Assistant Commandant retires after 24 years

Story and photos by Patrick Bray

Col. Keith Logeman relinquished responsibility of his position as assistant commandant at the Defense Language Institute Foreign Language Center and command of the U.S. Air Force's 517th Training Group July 13, 2017 on Soldier Field at the Presidio of Monterey, California.

Logeman was effectively retired from the Air Force July 14, 2017.

Col. Wiley Barnes assumed responsibility as DLIFLC assistant commandant, which also includes command of the 517th Training Group.

As assistant commandant, Logeman was responsible for more than 1,800 faculty members and 250 joint-service staff providing language training and operational support. As Commander of the 517th Training Group he lead two squadrons composed of about 1,200 Airmen, the majority of whom are cryptologic linguists.

Barnes assumed these same responsibilities from Logeman. Previously he was the Intelligence, Surveillance and Reconnaissance Operations Division Chief for United States European Command.



The Department of Defense Joint Foreign Area Officer Course January & June 2017

Story & photos by Patrick Bray

“Welcome to the community!”

The Foreign Area Officer Program at the Defense Language Institute Foreign Language Center hosted the bi-annual Joint FAO Course Jan. 23-27 and June 19-23 at the Presidio of Monterey, California. FAOs, who come from the four branches of the U.S. military, are regionally focused and are considered experts on political-military issues. FAOs typically begin their careers at this course. Rear Adm. Todd Squire (above), director for international engagement, Office of the Chief of Naval Operations, was the keynote speaker at the January course. He is a two-time graduate of DLIFLC, in German in 2002, and Turkish in 2010.



Topics at a glance

The JFAOC consists of guest lecturers who are experts in the field of foreign affairs, specializing in regional topics, global plans and operations, and security cooperation. The advice offered ranges from cultural tact in a foreign country, to how to navigate the diplomatic halls of the embassies where they will be serving.

The Diplomatic Enterprise

A FAO must understand the intent of U.S. foreign policy being conducted in a particular country. While State Department diplomats advise policy makers in Washington D.C., the job of a FAO is similar, but from a political-military perspective. FAOs are tasked with advising the U.S. Ambassador on pertinent matters, involving the use of a foreign language, regional expertise, liaising with local influencers, and cultivation of those contacts.

The Language Enabled FAO

The most important tool in a FAO's kit is their foreign language. Though this is a primary focus while assigned to DLIFLC, they are expected to become more fluent while in-country and to spend time and effort on learning the culture and history of the entire region.

Media Engagement

FAOs will often be called upon to address foreign media. For this task, FAOs participate in lectures given by embassy public diplomacy officers who teach them how to speak with a single, coordinated voice. Not being shy about sharing success stories can go a long way in helping U.S. missions abroad.

Special Topics: China and Russia

Special topics were given to select FAOs who would be assigned to China and Russia. These topics were “Thinking like a Chinese or Russian Officer.” Military culture is different all around the world and differs from nation to nation. China and Russia were given as examples to FAOs during the JFAOCs in order for them to gain a better understanding of their counterparts.

The FAO career path

Col. Phil Deppert (below), the commandant of the Defense Language Institute Foreign Language Center, welcomes Foreign Area Officers to the week-long course. The training path to become a FAO can be lengthy, but usually begins at DLIFLC with language training and the Joint Foreign Area Officer Course, an orientation to the FAO career. To apply, an officer must be at the O-3 level and eligible for promotion. Upon selection, FAOs must complete language training, which can take six months to a year and a half, dependent on the difficulty of the language. Upon successful completion of foreign language training, a FAO must complete a master's program in a regionally focused topic and complete in-country training. Once their training is completed FAOs are available to serve as defense attachés, security cooperation officers and political-military planners worldwide.



Approximately five years of service



Six months to a year and a half language training



Two years of graduate school



In-region
Training

One year training in the country



Serving around the world

Memorial Day

Story by Patrick Bray,
Digital art & photos by Amber K. Whittington

The Defense Language Institute Foreign Language Center observed Memorial Day May 25, 2017. Flags were placed before headstones at the Presidio of Monterey Cemetery in the morning, which was followed up by a ceremony on Soldier Field honoring three fallen linguists from the Vietnam War in the afternoon.

Col. Phil Deppert, DLIFLC commandant, and Ben De La Selva, founder of the DLI Alumni Association, unveiled the plaque of the Institute's graduates who lost their lives in Southeast Asia with the three service member's names added.

Sgt. Clarence L. 'Boone' McNeill was killed in action February 5, 1969 when the aircraft on which he was serving as an Airborne Cryptologic Linguist was downed by enemy fire over Laos.



Spc. 5 Richard Jay Hentz died while missing March 4, 1971 when the aircraft on which he was serving as a Voice Interceptor was downed by enemy fire over Vietnam.

Staff Sgt. Todd Michael Melton was killed in action February 5, 1973 when the aircraft on which he was serving as an Airborne Cryptologic Linguist was downed by enemy fire over southern Laos.

The Institute has honored fallen linguists dating back to 1963, when official documentation began. The list includes more than 330 graduates who gave their lives for their nation.

The annual ceremony consists of a formation of troops in their dress uniforms representing all four service detachments, ceremonial cannon fire and the playing of taps.

Memorial Day dates back to the end of the Civil War as towns across America honored those who died in the war. The tradition continued as the U.S. fought in other wars. It became an official federal holiday in 1971 as a special day for Americans to honor and remember all who have died while serving in the Armed Forces.



Photo by Patrick Bray



75th Anniversary a success

By Patrick Bray, photos by Amber K. Whittington

Salute to the Nation

Story and photos by Steven L. Shepard

In celebration of 241 years of American Independence, a 50-gun Salute to the Nation was held on the Presidio's historic Soldier Field, June 30. Following patriotic words from the Presidio's garrison commander, Col. Lawrence Brown, a roll call of each of the 50 states was conducted in the order they joined the Union. The reading of each state's name and motto was accompanied by the firing of a cannon by the Army Reserve's 75th Pacific Training Division based out of Camp Roberts. The event was open to the public and kicked off Independence Day celebrations for the Monterey Peninsula.



Photo by Amber K. Whittington



The Defense Language Institute Foreign Language Center celebrated its 75th anniversary in November 2016, marking more than half a century of excellence in foreign language instruction to military service members since its inception at Crissy Field at the Presidio of San Francisco in 1941.

The Institute celebrated during a week of events that included a parachute jump into Soldier Field by the official U.S. Army Special Operations Command parachute demonstration team and a Hall of Fame induction ceremony at the Weckerling Center on the Presidio of Monterey Nov. 4. The following evening the DLI Foundation hosted the 75th Anniversary Ball at the Hyatt Regency in Monterey.

"I cannot thank you enough for all the time, effort and energy that made this entire anniversary week such a success," said Col. Phil Deppert, commandant of the Institute, in an address to faculty and staff. "You really define what makes DLIFLC such a national treasure – tireless dedication, selfless service and passion for what you do."

The next week, in honor of the Institute's roots, Deppert honored Nisei Veterans on Crissy Field at the Presidio of San Francisco marking the 75th anniversary of the Military Intelligence Service, whose members were the first DLIFLC graduates. The school eventually moved to the Presidio of Monterey in 1946.

Stressing the importance of the Japanese American Nisei role during the humble beginnings of the Institute, Deppert spoke about the Nisei legacy in the creation of what is the largest foreign language school in the U.S. He said that "the Institute has come a long way from our modest beginnings here in 1941." He also added that it is the Nisei "foundation that the Defense Language Institute is built upon today."



Photo by Patrick Bray

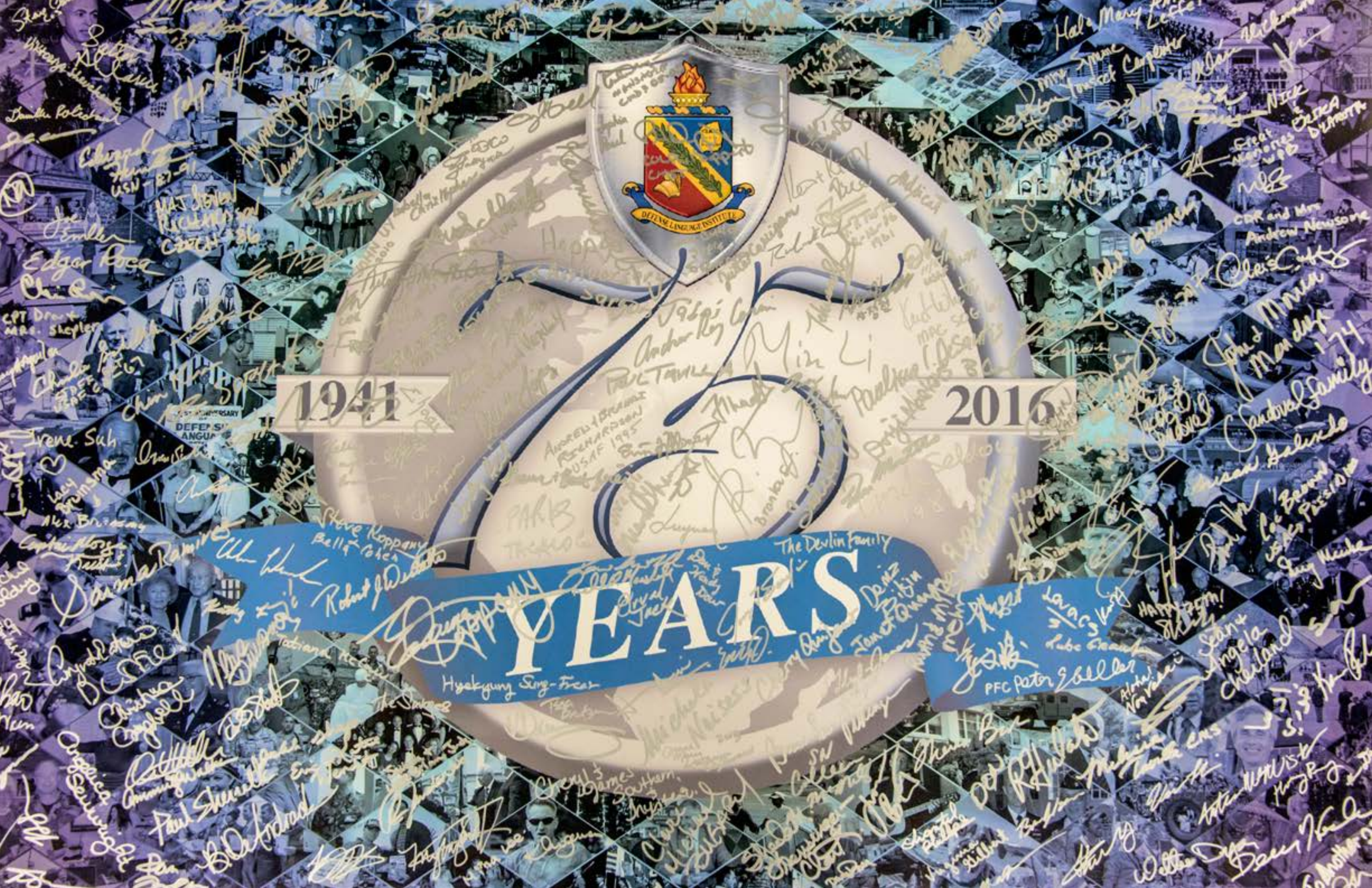
(Top) Former commandants pose with the current commandant, Col. Phil Deppert, center, at the 75th Anniversary Ball. (Above) Col. Phil Deppert poses with two Nisei Linguists. (Left) The Black Daggers Parachute Team jumps onto Soldier Field during the 75th Anniversary week events. (Right) The Cherry Blossom Queen pins a rose on the lapel of one of the original Nisei at the Veteran's Day event at Crissy Field, San Francisco. (Next page) The 75th Anniversary poster signed by attendees of the 75th Anniversary Ball.



1941

2016

YEARS



Students succeed again in Mandarin speech contest

Story and photos by Siyi (Lois) Gao, DLIFLC Asian School I



Sixty-eight Mandarin Chinese language students at the Defense Language Institute Foreign Language Center participated in the 42nd Annual Mandarin Speech contest in San Francisco April 22, with 31 students winning awards.

Sixty-eight Mandarin Chinese language students at the Defense Language Institute Foreign Language Center participated in the 42nd Annual Mandarin Speech contest in San Francisco April 22, with 31 DLIFLC students winning awards.

This year, 415 registered contestants from 38 schools and universities in California participated in this contest, in which DLIFLC students competed with students from U.C. Berkeley, U.C. Davis, U.C. Irvine, the University of San Francisco, San Francisco State University, and many others. According to the event organizer, the Chinese Language Teachers Association of California, DLIFLC students won a total of 31 prizes including six first-place winners, six second-place winners, four third-place winners, and 15 honorable mentions.

Professor Patrick Lin, academic specialist at DLIFLC's Asian School I, was impressed by the results. "Considering DLIFLC stu-

dents participated in just 10 contestant groups, this result is really excellent," said Lin. "DLI students outperformed their rivals from other universities and colleges again this year, showcasing the high quality of our Chinese program, which we are all proud of." I think there are three factors contributing to our students' great success in the contest – hard work by our Chinese language

faculty, high motivation by our students, and strong support from the school management."

Dr. Janette Edwards, dean of Asian School I, along with 58 Chinese faculty members, attended the speech contest to support the event held at Lowell High School in San Francisco. Edwards was also one of the award presenters during the ceremony at the end of the day-long event.

"I am so pleased, but not at all surprised, by the great showing of our students," said Edwards, who also expressed her congratulations particularly to the organizers, judges and performers, who worked tirelessly to make this event a big success. The Asian School I dancing group and Dragon Dance Team also performed during the event.



DLIFLC's Dragon Dance Team performs for the participants of the annual Mandarin Speech Contest in San Francisco.

bring home essay contest awards

Story by Master Sgt. Igor Poklad, photo by Patrick Bray



Seven students at the Defense Threat Reduction Agency Interpreting Course and one Advanced Russian student received awards from the American Council of Teachers of Russian for their entries in the 18th Annual National Post-Secondary Russian Essay Contest. All eight students study at the Defense Language Institute Foreign Language Center Continuing Education Directorate located in Seaside, California.

Seven students at the Defense Threat Reduction Agency Interpreting Course and one Advanced Russian student received awards on May 23, 2017 from the American Council of Teachers of Russian for their entries in the 18th Annual National Post-Secondary Russian Essay Contest. All eight students study at the Defense Language Institute Foreign Language Center Continuing Education Directorate located in Seaside, California.

Staff Sgt. Hunter Behrens received a silver medal in Category A, Level 4 (Students who do not and did not ever speak Russian or any other Slavic Language at home, who have had more than 400 contact hours of instruction

in Russian). Sgt. Samuel DeBolt, Staff Sgt. Kyle Tomaszewski and Staff Sgt. Yadgar Raswll received honorable mention in this category.

Sgt. Aaron Jaramillo received Honorable Mention in Category A, Level 3 (Students who do not and did not ever speak Russian or any other Slavic language at home and have had more than 250 contact hours, but fewer than 400 contact hours of instruction in Russian).

Tech. Sgt. Dmitriy Sklyar and Sgt. Khurshed Madaminov received a silver medal in Category C, Level 4 (Students who speak Russian with their families, and who attended school for fewer than five years in Russia or the former Soviet Union and may have had to relearn reading and

writing skills after emigration, and who have had fewer than 60 contact hours of instruction in college). Petty Officer 1st Class Eugenijus Kulesovas received a bronze medal in this category.

In this year's contest, 1,326 essays were submitted from 67 universities, colleges, and institutions from across the nation. The essays were reviewed at Moscow State University in Russia. Three judges read each essay and independently ranked them.

The continued success of the DTRA Interpreting Course students in this contest is the result of a balanced combination of an outstanding program, a team of skilled instructors and highly motivated students.

Russian students

229th MI's Best Platoon Sgt. of the Year

Story by Brian Lepley, photos by Amber K. Whittington



Staff Sgt. Brian Ivery

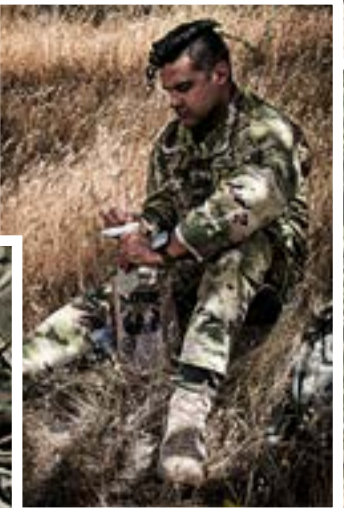


Staff Sgt. Ryan Moorcroft



Sgt. 1st Class Rodriguez Jean-Phillippe

Staff Sgts. Ryan Moorcroft and Brian Ivery and Sgt. 1st Class Rodriguez Jean-Phillippe were in it together, as they had been starting platoon sergeant school together at Fort Jackson, South Carolina, in September 2015. But in June 2017, Ivery stood taller than his battle buddies, placing first in the 229th Military Intelligence Battalion's best platoon sergeant and earning a trip to Fort Leonard Wood, Missouri, Sept. 3, to compete for the Training and Doctrine Command's platoon sergeant of the year. "I very much welcome the next level, to represent the Defense Language Institute. I would love to win," Ivery said. "My success there will be changing minds about Military Intelligence." Ivery can come off as human Red Bull. That focus and intensity will be necessary at Fort Leonard Wood in a contest not against his teammates, but NCOs that have run the same gauntlet he conquered. "I truly love competition, regardless of what level it is, and I'm a true believer that iron sharpens iron, so I have no other option but to be the best at my duties," he said. "Motivation is definitely a driving factor in my day-to-day activities. I try to stay motivated no matter what is going on."



Chinese Immersions in Taipei

By Pfc. Steven Waslo
and Airman 1st Class Brandon Miller
DLIFLC Asian School I

Edited by Patrick Bray
and Pei (Crystal) Chang,
Asian I School

The Defense Language Institute Foreign Language Center delivers the world's best culturally based foreign language education and training. To help students achieve higher levels of proficiency, the Institute offers immersion opportunities outside of the U.S. in select languages.

Pfc. Steven Waslo and Airman 1st Class Brandon Miller, recent graduates from the Institute's Asian School I, returned from an immersion in Taipei, Taiwan, for a month earlier this year. They were hosted by the National Taiwan Normal University, one of the country's elite higher education institutions, which enrolls about 1,500 international students.

In their own words, this is their experience as they explored the Longshan Temple constructed by Buddhists in 1738 and a night market, similar to a bazaar, which in Taiwan has been a tradition for more than 1,000 years.

The Longshan Temple

As one of our cultural assignments during our Taiwan immersion, we were asked to visit one of Taipei's cultural landmarks. While my classmates were off exploring Ximen, the old west gate of the city, or the Jade Market, my mission was to Longshan Temple.

Longshan Temple of Manka is the most famous and beautiful temple in Taipei. Built as a place for settlers from Fujian for prayer and gathering,

it has remained a constant symbol of the beauty of traditional Chinese culture and faith tucked away between high-rise apartment buildings and bustling night markets. The building has survived war, fire and natural disasters.

Over its almost 300 year history, the temple has only grown more resplendent, made doubly so by the Lantern Festival celebrations on the day of my visit.

I entered into the courtyard in front of Longshan beneath a majestic gate adorned with soaring dragons facing a radiating metal sun jutting out from the red, blue, green and yellow colored pagodas. Beyond the gate, winding lines of Taiwanese men and women snaked beneath giant statues of roosters, the zodiac animal representing this year, 2017. Once past this line I entered the temple. The air was ripe with incense handed out to each celebrant. All throughout Longshan, people prayed to golden statues of Buddha and laid piles of food on overflowing tables. The incense and food were meant to be gifts for the spirits and ancestors, offered to bring in luck for the New Year.

After an hour immersed in these traditions, I witnessed one final, unforgettable celebration. Without any guidance or scripts that I could see, hundreds of revelers in the temple began to chant. Their voices gave the temple a magical feeling, filling the atmosphere with sounds of hope and of longing as they sang their wishes for the New Year.

Night Markets of Taiwan

For most people in Taiwan, daytime is spent at work, while night time is spent at the night market. Although there are many stalls at the market that are open all day long, around 6-7 p.m. is when most stalls begin opening and the market truly starts to heat up. So, people started calling these "night markets."

For someone who steps foot into a night market for the first time, you will truly understand that the environment of the night market is like no other. From entering and being completely stunned by seeing the sky hidden by brightly colored lights, to hearing loud music coming from the stores, to experiencing the especially unpleasant smell of "stinky tofu," you will see a seemingly endless sea of people there, night shopping or just walking around.

Every time I went to the night market, the first thing I had to do was definitely buy a big cup of bubble tea and a box of delicious dumplings. Every night market has its own specialties. My favorite night market is called "Shi Lin Night Market." This market sells everything from food, clothes and daily used items to books, souvenirs and much more.

For any foreigner learning Chinese who goes to a night market, don't be afraid to show off your Chinese to the stall keepers. Once they hear that you can speak their language, they will be very happy that you have attempted to learn Chinese. It is a form of their approval. They will all be very willing to speak with you, and will not necessarily mind if you buy their goods or not. Speaking with stall keepers is not only a good way to practice, but you might even be able to enjoy some special discounts.

Being that buying food at the night markets in Taiwan is so cheap and convenient, many people don't even need to make their own food at home. I didn't truly get a clear understanding of how cheap and delicious the items at the night markets were until I actually went to Taipei and experienced the night market scene for myself. I hope that every student who is lucky enough to study in Taiwan takes this rare opportunity to experience the culture of the people of Taiwan for themselves.

Taipei lantern festival photo courtesy of HDWallpapers.com

Longshan detail from Wikimedia.org

Hwashi market from advisortravelguide.com

一般来讲，在台湾人们白天都是在职场度过的，而夜晚则是在夜市度过的。虽然市场上有很多摊子是整天都开着的，但是市场上多半的摊子只有在晚上六、七点以后才开始热闹起来了，所以人们传统上管这个市场叫夜市。当一个从未涉足过这种市场的人首次进入这里以后，从最初被那铺天盖地的彩灯、以及惊心动魄的音乐冲击得愕然不知所措，到你首次闻到臭豆腐那无孔不入的特殊气味后，人们真的会明白台湾夜市的文化真是世界上獨一無二的！并且会发现无论男女老少，处处人山人海都在逛夜市。每次逛夜市时，我首先要买的一定是一大杯浓香四溢的珍珠奶茶和一盒酥脆可口的水饺。其实，各个夜市有各自的特点。我最喜欢去的那家夜市叫“士林夜市”，那里不但可以买到很多好吃的，而且也能购买衣物、书本文具、日用品、纪念品等等。所有初学中文的外国人来逛夜市的时候，都不要怕对摊主们炫耀你的中文。因为他们听到你能讲他们的语言时，都非常高兴，因为这是他们觉得你说中文是对他们的一种认可，他们都愿意跟你讲话，而不是非常在意你是不是真的买他们的东西、买多少东西。你这样做不仅可以练习说话，有时更可以享受一些只是针对你而打折扣的小商品。在台湾，因在夜市买食物太方便了，所以很多人都不自己做饭，反而来逛逛夜市就什么都解决了。以前我并不了解夜市的吸引力，直到我亲自体验到台湾的夜市魅力之后，才对这里的价廉物美有了自己真切的了解。希望每个能去台湾学习的学生都能抓这个难得的机会去亲身经历台湾老百姓的乡土文化。

Though the Institute would like to send every one of its students on an overseas immersion such as this one, logistic challenges make this endeavor difficult. The process to qualify is therefore a competitive one, depending on the student's grade point average, and recommendation by teaching staff and Military Language Instructors.

While a high GPA plays a big part in qualifying, getting involved with other activities can also boost a student's opportunity at being recommended by their instructors. Both Miller and Waslo were in the Chinese newspaper club, which publishes articles written by students in Chinese. They also mentored other students and were both far along in the program prior to the scheduled immersion.

"When I started the program and heard that if my grades were high enough and in good academic standing, I could be selected for an immersion trip," said Miller. "I set that as a goal for myself."

"Our involvement in the newspaper club meant that outside of class we were getting extra time with our Military Language Instructor and extra time to practice Chinese," said Waslo, who is the editor-in-chief of Asian School I's student newspaper. "I think months and months of that engagement beyond just class helped us get our foot in the door beyond just a GPA."

Students who attend immersions generally test higher in listening and reading upon return. They gain a deeper understanding of the culture, which helps the students further grasp the language.

"Hearing it (Chinese) all around you is different from hearing it from the same seven people in a classroom," said Miller. "I am able to speak so much more fluently now, so much more than I would have gotten from a textbook alone."

The Immersion Language Office acts as the Institute's central point of contact for both in-country immersions and local field training exercise events. This office ensures that all programs are coordinated and conducted in accordance with the highest standards of student and faculty support. The office works in collaboration with the Undergraduate Schools and the Directorate of Continuing Education to establish and maintain culturally based language training that builds on the high-quality classroom instruction already offered by the Institute.



From DLI to Vice President in Procter & Gamble

Story and photo by Natela Cutter



Bill Harter, who graduated from the Defense Language Institute in Russian in 1969, speaks with Russian students at the Institute March 31. After his service Harter went on to become vice president of Procter & Gamble's Eastern European division.

Imagine being a private in the U.S. Army at the Defense Language Institute in 1969 learning Russian. Then imagine using a two-track reel-to-reel tape recorder weighing about 20 pounds, along with another 20 to 30 pounds of books.

Now fast forward, and imagine being a vice president for one of Procter & Gamble's first manufacturing plants and newest subsidiary in Eastern Europe. If you are a DLI graduate, this could be your destiny.

"Graduating from the Russian Program at DLI was the hardest thing I have ever done in my life," said Bill Harter, who graduated from Columbia University Magna Cum Laude with a Bachelor degree in Slavic Languages in 1975.

Three months later, Harter got a job

with P&G which led him to traveling around the world, to promote some of the products our lives would be impossible to imagine without: Ivory soap, Pampers, Mr. Clean, etc. "I traveled throughout Central Europe, Turkey, the Balkans, Central Asia, and picked up a few more languages such as German and some Dutch," said Harter.

With the fall of the Berlin Wall and the reunification of East and West Germany, Harter found himself jettisoned once again into Eastern Europe, right in the middle of the Czechoslovak Velvet Revolution in late 1989, when most Eastern European nations were freeing themselves of the then Soviet Union's oppressive control.

"I am very proud of the Rakona

manufacturing plant acquisition. We negotiated with the then Czechoslovak government for about 18 months and P&G became the first company to acquire 100 percent of a government owned business...via special legislation passed by the Czechoslovak government," Harter explained.

Today there are 570 employees including 110 engineers working at Rakona, which is the biggest detergent plant in Europe and one of the 10 largest of the 140 P&G plants worldwide.

Harter retired in 1997, after 22 years with P&G. He visited the Institute in late March, taking the opportunity to share some of his life experiences with the next generation of linguists in a Russian language classroom.

Attending DLI: *a twist of fate or a gift from God*

Story by Natela Cutter, photos by Dusan Tatomirowic and courtesy of Bob Brownson

Bob Brownson always knew he was adopted. At six and half years old, he was well aware that he would be leaving the orphanage to live with his adoptive parents in River Rouge, a steel mill town near Detroit, Michigan. He also knew his birth father's last name, but years would go by before he would dig into his own past.

"The irony is that the Army must have known well before I ever did about where I came from and who my real parents were," said Brownson, during a visit to the Defense Language Institute Foreign Language Center in March 2017, exactly 55 years after he graduated from the Russian Basic Course in 1963.

With the draft still in existence in the 1960s, Brownson quickly found himself taking physical exams and having his records checked as soon as he graduated from university in 1960.

At the time, an Army major spoke with him about the possibilities of learning a language and working for the then Army Security Agency, a job that would require a high security clearance.

"It sounded like a good idea. He gave me some booklet to study and told me that if I pass the exam, this would be one of the most academically challenging experiences I would ever have. I thought, 'sure....OK,'" explained Brownson with a chuckle, and went back to study, what to him looked like Esperanto.

Brownson chose to learn Russian, rather than Mandarin Chinese, the only two languages the Army needed at the time.

"The first rule was that English was not allowed to be spoken at any time during the day, period – ever, anywhere, for 12 months. Obviously we struggled, but (we learned Russian well) because the people who taught us were so committed to doing it," explained Brownson, speaking passionately during the interview.

Years later, Brownson would find himself conducting business around the world through his work with several international divisions of American computer companies, to the tune of 350,000 miles of travel per year that included Europe, Central America, South America, Canada, as well as North and South East Asia, and the South Pacific.

"In retrospect, with the growth of Asia, I might have preferred to take Chinese Mandarin, but it doesn't really matter. I used my Russian even in Asia because when I would walk into senior executive or engineer offices in China and Vietnam, the first thing I would see on the wall was a Cyrillic diploma," explained Brownson.

"Particularly in Vietnam. I would say 'Oh, you graduated from xyz school (in one of the former Soviet republics).... and I would speak to them in Russian. They would look and see this crazy American, who is sitting in Hanoi, conducting business, discussing a contract, in Russian!"

Brownson so much loved his job that he did not retire until he turned 72. About 10 years earlier he decided to do a DNA test to find out more about his heritage. It turned out that he was born to a Ukrainian father and American mother.

"So I have Russian blood running through my veins, and then I became a student of Russian! How things are cyclical. I was amazed...it didn't help my Russian any, it didn't make it easier.... as you approach old age, and think 'this is something I never knew about myself, my family.' It was an interesting exercise," he mused.

"Language is a door to get around the world. I didn't know how it was going to turn out obviously, but I knew this was an experience not to be wasted. This investment was going to be very great," he said, of his first thoughts about DLIFLC. "Yes, to be sure, (DLIFLC) was a twist of fate, or as it has turned out, (it was) a gift from God."



Communication is Vital

When Capt. Nathan Iglesias was deployed to Afghanistan as an intelligence officer in 2008, he quickly became a valuable asset with knowledge of the Dari language that he studied at the Defense Language Institute Foreign Language Center.

While embedded as a trainer with the Afghan National Army, Iglesias helped Afghans establish a routine system for gathering intelligence and producing reports for their chain of command. He also found that communication itself was not a problem but that accurately reporting events and documenting them presented a challenge.

"For me to walk across the base 300 meters could take over an hour, because all the Afghans want to talk to me. Afghanistan is "a relationship-based society. Afghans are proud about knowing a lot of people and can be formal about it, spending time to chat and discuss issues over a cup of sweet chai (tea)," said Iglesias, in an interview with the Monterey County Herald newspaper in 2009.

Fast forward to 2017, and today Iglesias works for Google, where one could say that he has been able to employ many of the lessons he learned about human nature in Afghanistan.

"I use a lot of the same social skills I employed while in Afghanistan, in terms of connecting with people, spending time to discuss their plans and dreams, as we discuss the possibility of them joining the team here," explained Iglesias, a program manager lead in Google's Technology Staffing Infrastructure department, where he finds new, young, and competent talent to join Google.

"Google's corporate philosophy is to put the employee's needs at the center of their success model, says Iglesias. In Afghanistan, where companies are far from having or being able to afford such a corporate philosophy, Iglesias believes that the human touch, similarly to what he

does today at Google, is what really makes a difference.

A native of Pacific Grove, Iglesias graduated from Santa Clara University, joined the Army, attended DLIFLC in 2007 and then went to Cornell for graduate studies. Since his deployments, he has been promoted to major and continues to serve as a member of the California National Guard. "And DLI is still the toughest school I have ever attended," Iglesias confirmed.

Story by Natela Cutter
Photo by Amber K. Whittington

2016 Teacher of the Year



Story by Patrick Bray, photo by Sal Marullo

DLIFLC instructors receive locality pay

By Steve Collins, DLIFLC Chief of Staff

Culminating eight years of intense work by the DLIFLC leadership and staff, DLIFLC faculty transitions to a new faculty compensation system effective July 9, 2017. On Oct. 20, 2016, Under Secretary of Defense for Personnel and Readiness Peter Levine signed the new policy. The policy replaces the original DLIFLC faculty pay system document signed by Frederick F.Y. Pang on Nov. 15, 1996.

Key to the new policy is the incorporation of a separate locality pay for DLIFLC faculty. As Title 10, excepted service government employees, DLIFLC faculty were not eligible for locality pay without specific authorization by the Department of Defense. This new policy authorizes locality pay. The inclusion of locality pay will mean an overall pay increase for nearly all DLIFLC faculty.

A primary argument made by the Commandant, Col. Phil Deppert, to obtain approval for the new policy was that DLIFLC needed a more competitive compensation structure to be able to recruit and retain the high quality faculty needed to reach the increased foreign language proficiency levels required of DLIFLC students. Leadership in the Pentagon acknowledged that quality faculty was a crucial component in the drive to reach the higher proficiency levels.

Modeled after the U.S. Air Force Academy faculty pay system, other aspects of the new DLIFLC faculty compensation system include the incorporation of "steps," or clearly identified, graduated pay increases within each academic rank. These "steps" will make the new system much easier to understand as well as define future pay increases.

Zhenhuai Liu, a chairperson in the Chinese Mandarin School, is the teacher of the year for 2016 at the Defense Language Institute Foreign Language Center. His success has also earned him the Allen Griffin Teaching Award, given by the Community Foundation of Monterey County to outstanding educators for secondary and post-secondary education.

Liu was recognized for exceeding excellence based upon several criteria. Liu arranged target-language-only cultural classes to discuss Chinese history, culture and current events in Chinese. He also prepared authentic teaching materials by collecting the most-updated Chinese news and most-current materials for students. He then carefully organized the materials into a recommendation list for reading on a daily basis for students.

From playing games to graphic stories, Liu contributed to students' motivation through engaging learning activities. His excellent lesson designs inspired one student to comment, "Every class of his is so elaborately prepared that every session is a masterpiece."

Liu tailored everything he could for his students, including tailored homework, quizzes, and one-on-one activities.

Liu's professionalism proceeds him as eight out of 12 students graduated with honors or high honors, including the Commandant's Award.

Liu also received the Army Achievement Medal for Civilian Service.

Story by Natela Cutter
Photo by Amber K. Whittington

MLIs play important mentoring role for linguists



When Sgt. First Class Brandon Tinling graduated from his Modern Standard Arabic course about 15 years ago, he didn't exactly know what lay ahead for him. He thought he may end up working in a cubicle, diligently chipping away at Arabic translations and analysis. Instead, he ended up deploying four times.

"One day in Baghdad, while I was sitting outside on my break, one of the gate guards came running up to me to take me back over to the gate where a frantic Iraqi woman was screaming and crying. I quickly found out that her daughter had been kidnapped earlier in the day. We were

able to pass that information on to the Iraqi police and they were able to find the child within 24 hours," said Tinling.

Today, as the Chief Military Language Instructor at Middle East III, Tinling runs, together with the civilian leadership, a school of about 100 teachers, eight Military Language Instructors, and several hundred students of all four branches of the service. The kidnapping in Baghdad took place just a year after his graduation in 2004, and is one of the favorite stories he tells students because it illustrates how knowledge of a foreign language saves lives.

"The role of MLIs is vital at Defense Language Institute because we have been out in

the field and we know what awaits these young men and women when they get out there," explained Tinling, speaking about the mentorship role MLIs play in the schoolhouse, in addition to teaching some 10 hours per week, grading papers, tracking test results, and counseling students regarding academic and nonacademic performance.

In 2015, with the arrival of a new Commandant to the Defense Language Institute Foreign Language Center, the Institute began laying plans in earnest to achieve higher levels of student proficiency and set the graduation standard for 2+ in listening, 2+ and reading, and 2 for speaking, according to the Interagency Language Roundtable scale. But this change needed to be followed up with an actionable plan within the eight DLIFLC schools.

"My decision to ask the MLIs in each of the schools to work closely with their civilian counterparts on a realistic plan to achieve 2+ levels, precisely came from the fact that I knew MLIs had military planning skills, as well as knowledge about what the students need to reach those goals. Motivating the students is also no small part of the process, in fact, it may be the most important," said DLIFLC Commandant Col. Phil Deppert.

Aside from helping the civilian deans and chair persons of the departments create a viable plan and execution timeline for the 2+ plan, Tinling decided to strengthen the MLI mentorship program by having them volunteer their time outside of the class-

room to spend with students, responding to their questions and motivating them to want to reach higher levels of proficiency.

"The push for 2+ is strategically and tactically great and it is one of the reasons why we have pushed so hard to motivate students and give them a lot of other skills needed to be successful. There are things outside of the curricula, such as critical thinking skills, briefing skills, interaction with people and using the language in authentic settings which can help them," he said.

"The MLIs have such a vast background of knowledge and experiences of duty assignments that they have a unique chance to present all those job opportunities to the students... and explain what they will be doing, from a tactical standpoint with a platoon, right up to the national and strategic level," explained Tinling, in-between talking to a Marine Corps sergeant and an Arabic language instructor.

"This is a very academic environment, but once we release our students into the force it's no longer an academic exercise, it's a very practical and very real exercise," said Tinling.

As for his own motivation, Tinling says, "The more I teach and share, the greater, and longer lasting my impact on the military in general, and on individual Soldiers. The students I teach and mentor now will be my legacy long after I have retired."

Down Tanabe Road

Story by Natela Cutter

generations serve proudly

If you were to walk down Tanabe Road today, near Marysville, northern California, you would come upon a 520-acre historic duck club and rice producing ranch, world famous for its waterfowl hunting. Tanabe Road stretches for about six miles, cutting through lush rice

paddy fields dissecting the old Tanabe farm that approximately covered the same acreage.

"Around 1937-8, when my grandparents had saved enough money from sugar cane farming, they moved to Marysville, California with the entire family; six boys and three girls, along with my great grandfather. They bought a farm out there," said Lt. Col. Daniel

Tanabe, the Staff Judge Advocate at the Presidio of Monterey, explaining that his grandparents moved from Japan to Hawaii at the turn of the century, and then later to California.

The story of the Tanabe family is typical of the World War II era, when Japanese-Americans who lived on the West Coast were sent to internment camps in 1942, leaving behind their homes, farms, careers, plans and dreams. They too lost their farm. But for Tanabe, the story of his family is much more about serving one's country with pride, dignity, and a sense of self-sacrifice.

"Not until my father became terminally ill, did my brother and I find out that he had earned a bronze star and purple heart for his service in WWII," explained Tanabe, speaking about his older brother Martin who served in the Navy. Their father, James, rarely spoke about the



Lt. Col. Daniel Tanabe (L) poses with Mitsuo "Ted" Hamasu, veteran of 100th Infantry Battalion, and uncle Edgar Hamasu, who served with the Military Intelligence Service and is a Korean War veteran. The photo was taken at the Honolulu Hawaii Convention Center during the presentation of the Congressional Gold Medal to Nisei WW II veterans in September 2012 (Photo courtesy Tanabe family)

war and almost never about Executive Order 9066 that uprooted the family. Four of the elder Tanabe boys, Harry, Tom, James and later Roy, would go on to serve. Brothers-in-law would later add to the family's legacy of serving.

"My father attended the Military Intelligence Service at Fort Snelling, (Minnesota) and shipped out to General Headquarters Pacific as an interrogator and then stayed on as part of the Occupation of Japan Forces assigned to Sugamo Prison," Tanabe explained.

Older brother, Harry, who was most fluent in Japanese, worked radio intercept duties, while Tom's grasp of Japanese was not very strong, causing him to serve with the 442nd Regimental Combat Team. The youngest, Roy, enlisted during the Korean War and served with a combat engineer unit.

Reflecting back upon his father's life, Tanabe says his father had an "interesting life." "After he left military service, he got an engineering degree and worked for Bendix Field Corporation on seismic

ships in the South China Sea during the 1960s, which explains how he met my mom (who is from Switzerland) in the port town of Darwin, Australia."

"Later my father transferred from Bendix to NASA and spent the 1970s traveling the world supporting the various satellite ground tracking stations. The latter part of his working life he spent at Goddard Space Flight Center in Maryland as a systems engineer," said Tanabe.

Nearly seven decades later, Japanese American Soldiers, first generation Americans, were recognized with the Congressional Gold Medal, the nation's highest civilian award, that was given collectively to the U.S. Army's 100th Infantry Battalion, the 442nd Regimental Combat Team.

"In 2014, I attended the Congressional Gold Medal event in Honolulu on behalf of my father with my uncle, it was a great event," reflected Tanabe with a large grin on his face, reflecting the pride he felt.

701SRW

AOTY

ATHLETE OF THE YEAR

SPORT:
BRAZILIAN JIUJITSU

GYM:
CRAZY 88

HOMETOWN:
WEATHERFORD, TX

JOINED AIR FORCE:
JAN 2012

AFSC :
1N3 PASHTO LINGUIST

YEAR STARTED SPORT:
2014

ACHIEVEMENTS:

IBJJF NY PRO NOV. 2016 (REGIONAL COMP) - FIRST PLACE
IBJJF DALLAS OPEN SEP. 2016 (REGION COMP) - THIRD PLACE
PROMOTED TO BLUE BELT JULY 2017
IBJJF NY OPEN JULY 2016 (REGIONAL COMP) - SECOND PLACE.
VANGUARD COMP APR 2016 (LOCAL COMP) - THIRD PLACE

NICKNAME:
KIME TIME

SRA TORI
94TH INTELLIGNECE SQ

