

started on that project. Just about that same time things began to move in another direction at the school itself.

In the middle of June 1950, world events were coming to a head. On June 25th, some 60,000 North Korean troops, with over 100 Russian-built tanks, invaded South Korea, capturing the capital, Seoul. Five days later U.S. ground forces entered the conflict. The start of the Korean War immediately resulted in a tremendous increase in the number of students being sent to learn Chinese, among them a number of U.S. Marines.

In the early part of this chapter I mentioned that the various branches of the armed services were dissatisfied with the school's product, primarily because, although the students could all manage to speak what is often called "tea party" Chinese, they were not well enough trained in the military terminology unique to their branch of the service. They were unable to handle their assignments in the field. That was particularly true in the case of the Air Force students. They needed to know flight terminology, aircraft handling and a host of other specialized terms related to ground-to-air and air-to-air radio traffic. Because of that, toward the end of 1950, we began to hear rumors of a possible pull-out by the Air Force from the school, and early in 1951 the entire Air Force contingent of students in all languages at the Army Language School were withdrawn and sent to newly established language schools set up at different universities across the country. Chinese, Japanese and Korean courses were established at Yale, Russian at Syracuse University, and Vietnamese was to be taught at Indiana University.

Air Force students comprised about 60 percent of all the school's students, so it was a tremendous shock to the Army and to all of us teachers when those blue uniforms left. With more than half the students gone, we all began to wonder if our jobs were in jeopardy. However, because of the war in Korea, more and more Army people arrived and the school continued to function normally.

I recall one of the last graduations just before the Air Force people left. We had a young Air Force lieutenant colonel graduating. He had been a relatively good student, but was so shy that he performed poorly in oral tests. However, at the graduation party, when beer had been flowing freely for some time, he

suddenly got to his feet and in extraordinarily good Chinese, gave one of the best speeches I've ever heard. It made me wonder mildly whether a couple of beers before class might not provoke better performances from the students as a whole, but I never made the proposal. I was sure it would meet with defeat.

When we first heard about the possible move by the Air Force I was only mildly surprised to learn that my old friend and former student Delmar Lang (then a captain), had, through his aggressive and insistent demands that something be done about the inferior training being given at Monterey, spearheaded the decision by the Air Force. He wrote countless letters and proposals with solutions to the problems of language training to his superiors, pointing out that large numbers of Chinese and Korean linguists would be needed as the Korean hostilities continued. With the inevitability of Red Chinese forces coming into the fray, he succeeded where many others would have failed. It was also Del Lang who first visited Yale to explore the possibility of establishing a program there. At the same time he discovered that Eva's brother, Gerard Kok, who is known as Jerry, was director of Yale's Chinese program.

Discussing it with Jerry, Del found that the Yale Chinese program was flexible and that the university was not averse to setting up a contract to teach Air Force students. The nuts and bolts and formalities of establishing the program were commenced. While the contract with Yale was being negotiated, Jerry Kok visited Monterey to familiarize himself with what the school had been doing and to find out why it was unsatisfactory to the Air Force, so he would be better informed as to what was needed.

While in Monterey, Jerry asked me one day if I would like to join him in the program at Yale. I, of course, was delighted at the prospect, and a few weeks later I received an official invitation from Yale's personnel office inviting me to become a part of the new Chinese language program.

At the same time, I had been approached by the Air Force to go to San Antonio to work on Chinese intelligence problems, a very tempting offer as well. What finally made us decide to accept the Yale offer was that when I paid a visit to the INS people, they told me that if I went to Yale, an established educational institution, my status as a "parolee" could be









