

BRIDGING

THE GAP



Issue 33: OCTOBER - NOVEMBER 2012



**LUIS
ZENDEJAS-GARCIA**
~ NATURALIZED
CITIZEN



**MENTORING
INSIGHTS FROM
AARON DAVIS**



HATTIE B. MUNROE
~ MUNROE MEYER INSTITUTE ~
PROVIDES CARE FOR CHILDREN
WITH AUTISM





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THE NEBRASKA MILITARY DEPARTMENT VALUES DIVERSITY

The purpose of the SEP Group is to work with leadership and management in carrying out their joint responsibility to identify barriers to the recruitment and advancement of special emphasis groups, devise solutions, and draft plans to implement the solutions.

In addition, the SEP Group provides opportunities for positive exchange among diverse groups through community outreach, education and cultural diversity awareness.

SEP NOTES

By LaVonne Rosenthal

Many notable events and causes are honorably celebrated and recognized in October. We have Brain Injury Month, AIDS Awareness Month, Child Health Month, Computer Learning Month, Crime Prevention Month, Dental Hygiene Month, Disability Awareness Month, Domestic Violence Awareness Month, Polish-American Heritage Month, and Liver Awareness Month, just to name a few.

Foremost in my mind is the fact October is also Breast Cancer Awareness Month. As a recently christened survivor of breast cancer, I have a more personal perspective on what this month means. It goes beyond wearing pink, the representative color of breast cancer.

In October, different organizations will have fun runs and races to benefit breast cancer research. This is so vital to finding a cure, and just finding better medications to eradicate the disease. I plan to participate in two events, and will be honored by walking a special walk designated for survivors. I anticipate this to be a very emotional event, especially after making it through diagnosis, surgery and six rounds of chemotherapy. This realization will hit home – I made it!

I will not be alone on the survivor walk, many sisters and brothers can raise claim to surviving this disease. When I shared the news of my diagnosis with co-workers, almost every person related their own personal relationship to cancer – knowing a family member or close

friend who had survived. Those stories of survival lifted me up. They helped me to know that I could make it, too.

Throughout the time I was going through treatments, and since then, I have continuously been supported by my National Guard family. I am very blessed to have the ability to take time off when needed to recuperate and rejuvenate, as well as go to numerous doctors' visits.

Cancer is a very diverse disease. It touches people from all walks of life. Also, there are many different kinds of cancer, and while we focus only on breast cancer during October, we need to remember everyone who has heroically survived or valiantly lost their battle. I, for one, look forward to hearing more stories of recovery and survival. 

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*Interested in becoming a member of the SEP Group?
Please contact LaVonne Rosenthal at the email address listed above.*



ERNEST SHACKLETON AND DIVERSITY

By COL Richard Dahlman
G3 / 92nd Troop Command Commander



This London Times ad reportedly ran on December 29, 1913.

There have been dozens of books written about Ernest Shackleton and his amazing Antarctic exploration journey. Having failed to reach the South Pole in 1909, Shackleton would fail yet again several years later, marooning himself and his men for over 600 days in deadly polar conditions. Yet, it is how Shackleton failed that earns him a place in history.

Shackleton was a shining example of recognizing diversity in how he understood that he needed to hire a diverse group of people to assist in the exploration of the Antarctic if it was to have a chance at both success and survival. (I believe his ad of nearly 100 years ago would have demanded an immediate call from our current human resources office.) He did live to see the safe return of all his crew through recognizing and harnessing their diversity.

Nearly 100 years ago, Sir Ernest Shackleton and a crew of 28 set sail on their ship *Endurance* for the last unclaimed prize in the history of global exploration, the first crossing on foot of the Antarctic continent. Shackleton's ultimate goal was to land a six-man trans-Antarctic team in November and make the 1,500 mile crossing in one summer.

The last port of call was South Georgia Island. The whalers of the island told Shackleton that ice conditions in the

Wedell Sea were the worst in memory. Shackleton delayed the ship at South Georgia for a month, hoping the ice would diminish. Ill-advised, the expedition left on December 5, 1914 for Vashel Bay, Antarctica, taking navigational routes he believed would avoid the majority of the pack ice.

On January 18, 1915, one day short of her destination, *Endurance* entered thick pack ice. They would remain trapped in the drifting pack ice until the spring, some nine months away. The ice exerted tremendous pressure on the hull of the ship over the coming months. He ordered the crew onto the ice for their safety, establishing "Ocean Camp." Each man was issued warm clothing and a sleeping bag. They would share six multi-person tents. Temperatures ranged from the 30s to below zero, often causing the sleeping bags and the men's clothing to be frozen stiff.

On October 27, 1915, the *Endurance* was tilted by 30 degrees and crushed by the ice mass. The order was given to abandon ship. The men assembled about 100 yards from the ship surrounded by salvaged supplies. Shackleton told them straight out that their situation was dangerous. With their cooperation, he would do everything he could do to get them back home. He offered no false promises or fancy heroics, only his clear

eyes and brutal honesty. He then thanked them all for their "steadiness and good morale."

Tragically, the coming of spring, which was their hope of being freed, had now stranded them on an enormous landscape of ice. They no longer dreamed of exploration but prayed for survival. They had no ship and only three small lifeboats with precious few supplies. Shackleton ordered that each man take only two pounds of personal gear. As an example, "he set aside his gold souvenirs, cigarette case and the Bible given to him by Queen Alexandra." He tore out the flyleaf she inscribed and the 23rd Psalm.

Shackleton tried to march to land, some 300 miles to the north, using

the men and dogs to haul the lifeboats and sleds packed with food salvaged from the *Endurance*. It proved impossible to haul the one-ton lifeboats over the uneven ice. Having gone only 10 miles over several days, the men formed "Patience Camp" to wait and see if the floe would carry this colossal piece of floating ice closer to land. Their chance came when the ice cracked and a water opening appeared in April 1916. They sailed north immediately. All boats arrived safely on Elephant Island after

battling 60 miles through wind, cold, blinding snow storms and ice. Once the boat touched ground he insisted the youngest member of the crew go ashore first.



Ernest Shackleton, age 27, 1901.



Ernest Shackleton and Diversity continued from Page 3

Although upon reaching land they discovered it to be a desolate, uninhabited island. The frostbitten crew overturned the lifeboats to create shelters against the 100 mile per hour winds. Hunting penguins and seals for survival, the crew stayed occupied and sang songs in the evening to relieve the tedium. Shackleton realized that the chance of rescue from this remote island was nonexistent. Selecting five of the crew, he planned to sail one lifeboat to South Georgia Island, over 800 miles away. On April 24, 1916, Shackleton and five men set sail in the converted lifeboat.

Despite overwhelming odds against success, on May 10, 1916, the lifeboat landed on South Georgia Island near the same whaling station they cautiously

departed from 18 months earlier. Once healed from dehydration and hunger, Shackleton began making a plan to steam south to recover the rest of his crew. It would take him over three more months before conditions would favor his return.

Shackleton tried three separate voyages in that time to rescue his remaining 22 men back on Elephant Island. They were living under the two overturned lifeboats and subsisting on a broth of water and penguin carcasses. He knew death was near for his remaining crew. Finally, using a borrowed Chilean vessel, the *Yelcho*, Shackleton found an opening in the ice and set south to rescue his men.

On Elephant Island for 137 days, depleted of nearly all supplies, hope and

strength, the men gathered for their midday broth. Today was going to be different. A ship appeared on the horizon. They pierced a can of petro and soaked coats and socks for a signal fire. On the *Yelcho*, Shackleton's heart leapt for joy as he peered through the binoculars. They were still alive! He counted the men as they emerged from under the two boats. "Two-five-seven," and then the exalted shout, "They're all there Skipper. They're all safe!" It was August 30, 1916, more than two years since the *Endurance* had sailed from London. Although not completing the first foot crossing of the Antarctic continent, Shackleton kept his promise to his men. He had done everything he could and his men were going home.

Three Lessons on Diversity from Ernest Shackleton

1. Respect for diversity. View each member of your crew as a truly significant part of the organization. Imagine human resources calling today and explaining there is a two-year hiring freeze and if you lose anyone in your section you will have to do without. There are no exceptions, no cross leveling and no temporary help. Oh, one more thing: most of your employees are going to have health problems for the next 18 months.

Once Shackleton was stranded in ice he expected every crewmember to cross-train with the others. The scientists, carpenters, fishermen, engineers, surgeon, meteorologist and even the photographer trained each other to duplicate resources as well as combat boredom. He hired few redundant skills. This training served to bond the crew and gain mutual respect among professions.

You must set diversity expectations. Leaders would do well to develop strategies to accept and celebrate differences among team members. Shackleton's approach was through cross-training. What is yours?

2. Recognize talent. Beneath the surface, each person possesses much greater skills than you recognize. A person is so much more than their knowledge, skills and



COL Richard Dahlman

abilities. Oftentimes you never know what a person is capable of until you push them beyond their limits. Often, military service members see this on deployments. Once you really get to know someone they are a treasure of talents.

Frank Worsley (captain of the *Endurance*) famously navigated that 800 mile journey from Elephant Island to South Georgia

Island with five of his crewmembers. He was only able to take four sextant readings due to the overcast skies and navigated from memory. Worsley possessed a nautical talent along with drive and ambition although on the surface he was unrefined. At age six he drank Carboloc acid and nearly died. In school he was caned* on the palms of his hands by his headmaster hundreds of times in attempts to civilize him. However, Shackleton understood him.

Do you know your team? Understanding a person can reveal a diamond in the rough like Frank Worsley. Do you have someone on your crew that is a diamond in the rough?

3. Celebrate differences in people. But don't ignore them if they are rowing in the wrong direction. Talents are one thing, but any good team and any organization has a common goal. If all members are not rowing in the same direction, reorientation may be necessary. Shackleton took action.

James Hurley was the ship photographer and metal worker, an Australian with a powerful personality, he was tireless, resourceful and an intelligent man.

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AUTISM

*By Terri Mathews, Ph.D., APRN, BCBA-D
Munroe Meyer Institute
University of Nebraska Medical Center*



Autism is a neurodevelopmental disability that has recently received an increased amount of attention. The reason for this greater amount of scrutiny is not surprising due to the significant increase in the identification of children with the disorder. Autism was first described in the 1940s by Leo Kanner,* and it was thought to occur in a relatively small number of children. However, in the past decade, we have identified the prevalence of autism spectrum disorders in children at age eight has increased from 1 in 150 children in 2000, to 1 in 110 children in 2009. The most recent data shows that 1 in 88 children are diagnosed with autism spectrum disorders (CDC, 2012). This increase in prevalence has been perplexing to the medical and scientific community. We know that part of the reason for this rise is because of increased awareness among teachers, parents and health care providers, along with more refined diagnostic tools. However, there is concern that other factors may be attributing to this rise in numbers. Although there is ongoing investigation

and research, currently those factors are not known.

Causes

Many people ask “What causes autism?” Unfortunately, for many of the children affected by the disorder, we don’t know. The current evidence supports a genetic link. There have been several genes that have been associated with the autism disorder. We know that if one child in the family has autism, there is a four- to ten-fold greater risk that a sibling may also be affected. Other factors that have been associated with the diagnosis are complications during the mother’s pregnancy and during the birthing process, parental age, infections, other neurological conditions and environmental exposures. Aside from the genetic link, we do not have conclusive evidence of other specific causal factors.

Characteristics of Autism

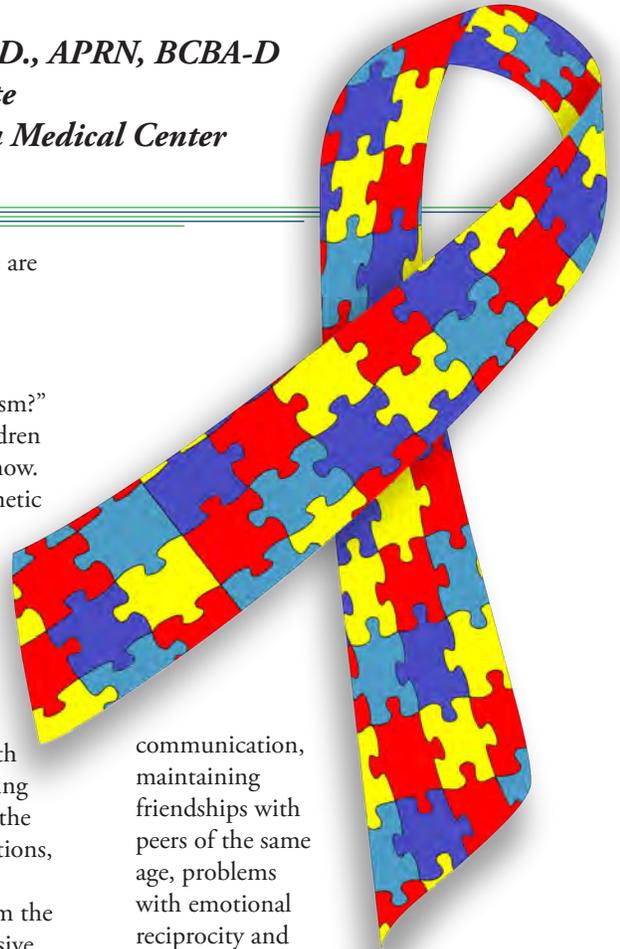
The diagnosis of autism is a subtype of a broader-termed category called autism spectrum disorders. The autism spectrum disorders include three subtypes: Autistic Disorder, Asperger’s Disorder, and Pervasive Developmental Disorder, Not Otherwise Specified (NOS). A frequent comment among health care providers working with children with autism is “When you’ve seen one child with autism, you’ve only seen one child with autism.” This saying reflects the wide range of characteristics seen among children with autism spectrum disorders.

Although there are a variety of characteristics seen in children with an autism spectrum disorder, first and foremost, they must show some impairment in their social interactions and their functioning in the social world. Some of those characteristics may be difficulty with both verbal and nonverbal

communication, maintaining friendships with peers of the same age, problems with emotional reciprocity and a lack of shared interests and enjoyment with others. There is also a lack of varied and spontaneous play.

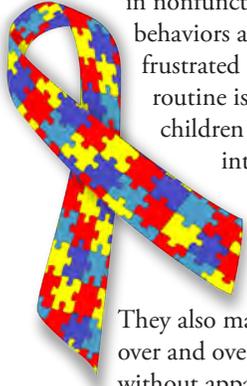
The second domain of impairment is a delay in speech and language development. The impairment may be difficulty with articulation, comprehension and the practical use of language. There may be inappropriate use of pronouns, grammatical errors and inappropriate use of past or present tense. The child may be delayed with forming and expressing words and with comprehending what is spoken to them.

Finally, a third criterion for diagnosis of autism spectrum disorders includes engagement in repetitive behaviors and/or restricted areas of interest. The repetitive behaviors may include spinning of objects, twirling, flapping of hands or lining up of toys. They may engage





Autism continued from Page 5



in nonfunctional ritualistic behaviors and become frustrated if that ritual or routine is disrupted. Some children have an intense interest area and exclude play except for that particular interest area.

They also may repeat words over and over (echolalia) without apparent meaning.

Autistic Disorder

For children with autistic disorder, there is impairment in each of the criteria previously described. One of the first signs that alerts parents that something may be wrong is the speech and language delay. The symptoms are noticeable and present prior to the age of three. For some children, there may be a loss of skills and/or the developmental milestones may plateau. Children diagnosed with autistic disorder generally have more significant impairment compared to the other types of autism spectrum disorders. Approximately 50% of children with autistic disorder have impaired intellectual functioning.

Asperger's Disorder

Asperger's disorder is usually not identified until between the ages of four to five years or later. There is no speech and language impairment and no impairment in intellectual development. Children with Asperger's usually function well in adaptive skills of daily living, but have significant impairment in social functioning. Some children with Asperger's are very rigid with routines and rules, and spend an excessive time engaged in their "special interest." They may speak in a very formal speech pattern.

Pervasive Developmental Disorder, Not Otherwise Specified (PDD, NOS)

PDD, NOS is a subtype of autism spectrum disorder that is sometimes called "atypical autism." Children who meet criteria for this subtype usually have more mild symptoms but yet have significant impairment. The child may have symptoms from one or each of the three domains of impaired functioning. However, the symptoms are not severe enough to qualify for autistic disorder, but also do not meet the criteria for Asperger's disorder. There must be some level of impairment in social communication.

*Always
Unique
Totally
Intelligent
Sometimes
Mysterious
~ CafePress*

Screening

Screening for autism spectrum disorders (ASD) usually begins with the child's primary health care provider. Current recommendations through the American Academy of Pediatrics suggest that all children be screened for autism spectrum disorders at 18 and 24 months of age. Further screening for ASD should be conducted whenever the parent feels there are concerns about

speech and language delay and delay in social development. If parents have noticed their child has reached a "plateau" or lost previously learned skills in these areas of development, this may be a cause for concern. There are several screening tools for various age groups that the primary care provider can administer to determine if further diagnostic testing is warranted.

Symptoms of ASD may also be identified by a child's day care provider, preschool teacher or even a family friend. It is important that diagnosis be made as soon as possible so that early intervention and treatment may be initiated.



Leo Kanner

Diagnosis

Once a child is identified to be "at risk" or "screened positive" for autism, a full diagnostic assessment is warranted. The child is usually referred to a specialist who has experience and specialized training in diagnosing children with autism spectrum disorders. The specialist may be a developmental pediatrician, a child psychologist, a behavioral psychologist and / or a neurologist. A comprehensive assessment may entail developmental testing in speech and language, cognitive, personal-social skills and motor skills. Genetics testing and possibly imaging studies such as Magnetic Resonance Imaging (MRI) may be recommended.

Early Childhood School Evaluation

The first line of evaluation for any child with concern of a developmental delay is their own public school district. Children as young as one to two months of age who are identified as being "at risk" or with a known developmental delay should receive an evaluation by the early childhood education staff from their school. The following website may

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Autism continued from Page 6

assist in identifying who to call in your local school district: www.childfindidea.org. Child Find is a component of the Individuals with Disabilities Education Act to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services. If the child is identified as qualifying for services, early intervention strategies may begin in the home or the school setting.

Treatment

Treatment for autism spectrum disorders is individualized based upon the child's specific impairment and disability. Although there is no cure for autism spectrum disorders, there are many treatment interventions that can improve the child's functioning. For many children with ASD, multimodal therapy is necessary. Multimodal therapy entails more than one treatment intervention, and it may require various health care providers, therapists and teachers involved in the child's care. Along with Early Special Education Teachers, the health care staff involved may include a speech and language therapist, a behavioral psychologist, a developmental pediatrician and/or nurse practitioner, and an occupational and/or physical therapist. Although there are many treatment recommendations purported to improve the symptoms of autism, the following are the interventions that have been identified effective based upon solid research support.

Intensive Early Intervention

Intensive early intervention entails an individualized program for the child less than five years of age based upon the areas of impairment. This may be accomplished in the home, school or

a specialized clinic setting. The early intervention strategies involve shaping and teaching language skills, social skills and adaptive behaviors to support developmental milestones. Interventions to decrease inappropriate behaviors are also addressed. Research has shown that for some children with autism, at least 20 hours of early intervention services per week may be required to achieve the optimal outcomes for the child.

Behavioral Therapy

Behavioral therapy focuses on increasing and improving pro-social behaviors and reducing inappropriate behaviors for children of all ages. The treatment interventions for employing these behavior changes are based upon



principles of applied behavior analysis (ABA). When determining the best strategy to use, the therapist conducts an assessment which then informs the therapist how to best help change the behavior.

The applied behavior analysis strategies then focus on principles of learning through operant conditioning to increase or decrease the targeted behaviors. These strategies often include providing positive reinforcement to increase a behavior and sometimes punishment procedures to decrease a behavior (i.e., remove a privilege, time-out or loss of access to a favorite toy).

Speech Therapy

The goals of this treatment intervention center on improving the child's speech, language and overall ability to communicate with others. Although many children with autism spectrum disorders will receive speech and language therapy in the schools, additional support from a community speech therapist may be beneficial. The speech and language therapists assist with many

communication skills. Some of these skills may include improving articulation, labeling objects, forming sentences and using correct words. For some children who are nonverbal, the use of assistive technology (picture exchange communication or other computerized devices) may be recommended.



Medication Management

An experienced and qualified health care provider may recommend medication for children with autism spectrum disorders. There is no medication that can cure autism, but some medications may be helpful in reducing some of the symptoms of aggression, hyperactivity, impulsivity, anxiety and/or repetitive behaviors.

Social Skills Development

Social skills development is an important component of treatment for all children with autism spectrum disorders. There are a variety of strategies that can help support improvement in social interactions with peers and family members. It is recommended that social skills training be a part of the school treatment plan, but additional support outside of the school in a clinical setting may be needed. Social Stories, Circle of Friends, and Social Skills group training are strategies that have been shown to be effective. It is important for children who struggle with social deficits to have access to numerous opportunities socially so that they can practice social interactions in a variety of settings.

Conclusion

Autism Spectrum Disorders has become a common term with most people now knowing at least one child/individual and family member affected by the disorder. Unfortunately, there are still many

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NATURALIZED CITIZENSHIP SERIES PART 3

*Bridging the Gap is proud to continue our series focusing on
Naturalized Citizenship in the United States.*

LUIS A. ZENDEJAS-GARCIA: WHO AM I, WHAT IS MY PURPOSE, WHERE AM I GOING?

The best way to start is to introduce myself: my name is Luis Alberto Zendejas-Garcia, though many friends and acquaintances simply call me "Z." In the following paragraphs I will explain who I am, what my purpose is and where I plan on going. Through my life I have learned that one must be dedicated and motivated in order to accomplish his or her goals. I come from a Hispanic family with strong Mexican roots. Most of our family is now in the United States, but a few remain in Mexico.

The day was February 22, 1988, when I was born in Mexico in the state of Michoacán. My father was a day laborer in Mexico; he would work as a farmer, tending to his family's crops. When he was not in Mexico, he would come to the United States illegally to find work and send money back to his loved ones. During one of his journeys he was apprehended and taken to jail for one day as punishment for crossing the United States border illegally. My father said that during his frequent crossings of the border, he witnessed many horrors and events that haunt him to this day. My father was eventually able to get his paperwork to be in the United States legally. Although it was not easy, my father was able to obtain legal documents for my mother and me while he was working two jobs in Glendale, California,



the first as a cook at a local restaurant and the other as a janitor.

My journey to the United States started when I was five years old, with both my mother and father. I do not remember much, but the little that I do remember I shall share with you. It was a long drive, and I was in shock at the time because there were so many cars and lights. Back in my hometown of El Cerrito Colorado (Little Red Hill), horses, cows, pigs and chickens were very common. Before we embarked on our journey, we had to get rid of all our animals but one, my best friend Dandy, a little white furry dog who was born the same year and month as me. We couldn't bring him with us, and though I really missed the little pup, I was glad that my uncle volunteered to care for Dandy while we were in the U.S.

We started our long drive to the border, eventually crossing into El Paso, Texas. Then we drove what seemed to be countless hours through the deserts of

Texas, New Mexico, Arizona and California. Our journey ended in Glendale, California, where my father's family resides to this day. We lived in a very high apartment building with two small rooms in each unit. My father worked as a maintenance worker for a hotel. I was not enrolled in school the two years we lived in Glendale.

Our next journey took us to Hollister, California, where my mother's family lived. There my uncle offered to let us stay in his house. We lived in what many would call poor and crowded conditions. But through hope and dedication we were able to sustain an honest and humble living.

I was very curious as a child, and many will say that I have not changed. I enjoyed learning and eventually I was enrolled in school. I remember saying the *Pledge of Allegiance* every day. Today I hear that they might take such an honorable tradition away. I try not to worry too much, but in the end, I know that my children will be taught the *Pledge of Allegiance* and they will pass it on to their children, as I did to them.

A memory that remains in my mind was when a young student from our elementary school died of cancer. We sang a song that I fell in love with and I continue to sing to this day.

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NATURALIZED CITIZENSHIP

SERIES PART 3



Luis Zendejas continued from Page 8

I Love You So

*America, America,
How can I tell you, How I feel?
You have given me many treasures,
I love you so.*

*America, America,
Land of hope and liberty,
Freedom rings from every
mountain,
From sea to sea.*

After living at my uncle's house for quite some time, my family relocated to one side of the house that was blocked off by a big piece of wood. That section was equipped with a small room, which had a small kitchen big enough to fit one round table, one bathroom and one small room where we would sleep on mattresses on the floor. At the time it was what we could afford and they were really comfortable. I remember during Christmas we would always go to events at which they would give toys to children for free. They would serve turkey, one bread roll, and mashed potatoes and gravy. I was as happy as a child could be. That is probably the reason I love turkey now, and that Thanksgiving is one of my favorite holidays.

On December 25, 1993, my mother gave birth to my twin brothers. I was the happiest kid in the neighborhood. I would always ask my mother to have brothers for me, because I was tired of being an only child. These were not easy times for us. Both my parents are very hard workers and they were working day and night in order to provide adequate necessities for my brothers and me. Sometimes I had to take care of my brothers while they were at work. It was not an easy task but I managed to pull it off. I was not like many of my friends. I matured at a much earlier age than most and I think that kept me out of trouble.

Eventually my uncle built a house in his backyard. When the project was completed he offered to rent it to my parents. We lived there for a few years until my parents were able to acquire good-paying jobs, and purchase a house through a program for families with low income. Our house was beautiful. It had one garage, three rooms, a kitchen, living room and a big backyard.

As I was growing up I gained an interest in the military. I would listen to stories of the war from an older Hispanic gentleman who lived in my uncle's neighborhood, a former Marine and a veteran of World War II. I remember hearing about Island Hopping but not knowing what that was. I was curious to know so I asked the fragile old man to explain it, and he obliged my request.

Island Hopping was a strategy employed by the military in the Pacific during the war with Japan. Allied Forces would intentionally pass islands of low interest and move forward to attack and

take control of islands that would serve a strategically important purpose. I was very interested by his knowledge, and, at the same time I was shocked because he was of Mexican background like me. I did not think that someone like me could go so far, and have the honor to serve our country.

A few years went by and my father was working at Calera Winery Vineyards, deep in the Mountains of San Benito County. It was a good job and it paid well but it was only a seasonal job. The down side to the job was the bad influence on my father, as numerous times he would come home drunk and on some occasions he would hit my mother. I remember

seeing this and I would always step in or try to take away the belt. Due to such events, during high school I was hanging out with the wrong crowd and I was looking up to bad people. I remember one time one of my cousins said that I was going to be an even bigger gangster than a previous cousin who was involved with a gang. Hearing that made me really happy.

Eventually my mother started to notice my growing gang-related interests, the way I was dressing, the friends I was hanging out with and the kind of music I was listening to. My mother is a very strong woman and she knew how to discipline me if I was not doing well in school or if I was being disrespectful. But even that could not stop me from hanging out with my friends at school.

*I am here to help people
and to gain knowledge
from this diverse world
that we live in. I am here
to help the community
and to make the world a
better place.*

Many years have passed and with the years, memories, some good and some bad. Mostly bad memories from what I remember when we lived in Hollister, California.

My uncle (whom had given us a home to stay in when we first arrived in Hollister) had now moved to Nebraska with his family due to personal reasons. Eventually he convinced my parents to move here as well. My parents were looking for a better life for us. They were also seeking better job opportunities. Coming to Nebraska was a great choice for our family. I know that if we had stayed in Hollister I would not have ended up with such a promising future.

We moved when I was 16 years old. It was difficult to get used to the lifestyle here in Nebraska. My school only had around three other students who were

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NATURALIZED CITIZENSHIP SERIES PART 3

Luis Zendejas continued from Page 9

of Hispanic origin. For the first year that I attended Millard South High School I sat by myself during lunch. People would just look at me like I was from another planet, and to be honest, I did not feel accepted. In the end I was able to make friends, thanks to one of my neighbors who also went to school with me. Through him I was able to meet other people and establish good friendships. I noticed that for some kids, it seemed as if they were trying to accept me; it was just very weird. But through great self-determination I made it through high school.

While attending Millard South, I was really excited because I finally began to see that I was not going to be a failure. I was actually doing something with my life and I did not come this far for nothing. I graduated from Millard South in 2006 and I even had an article about myself in the school's newspaper. I received a scholarship from Bellevue University, where I attended classes for several years. While attending the university something kept telling me that I should be doing something different. In the back of my mind I still wanted to join the military. I see it as an honor, and I figured it would be a way for me to repay the United States for all the good things that my family and I have been blessed with. I also wanted to better myself as a person. I wanted to make my family proud and show them that the sacrifices they made to give my brothers and me a better life have paid off.

I became involved with Air Force Reserve Officer Training Corps (ROTC) at the University of Nebraska – Omaha (UNO). This expanded my interest in the Nebraska Air National Guard. I was not ready to be full-time active duty and I still wanted to finish school. With the Air Guard I could accomplish both of those objectives.

On February 28, 2007, I was able to join the Nebraska Air National Guard. One

of the things that struck me immediately about the military was how accepting everyone was. Everyone in my unit accepted me for who I am. I did not feel like an outsider.

As my career progressed, I started to pursue my dream of becoming an American citizen. I became a United States citizen on September 15, 2008. The ceremony took place at the Omaha U.S. Citizenship and Immigration Services Office. It was a very proud moment for me, my family, friends and a big goal that I had accomplished in my life. To me what it means to be a United States citizen is to represent America in what it stands for - freedom and justice for all. Being an American means being brave; you can choose where you want to live, you can choose where you want to work, you can choose your religion, etc. Being an American is an honor not a privilege; you don't judge people because of their race, ethnicity, color, religion or their beliefs. To me, serving my country is making sure America, its territories and the people living here are free and safe from threats foreign and domestic. These freedoms came from our forefathers before us. These are things that we must not take for granted.

Being the oldest child in the family has many responsibilities. My purpose is to set a good example for my younger siblings. My parents did a good job raising me. They taught me right from wrong, good morals and good values and for that I am very thankful. I am here to help people and to gain knowledge from this diverse world that we live in. I am here to help the community and to make the world a better place. Two of my main purposes are to live a healthy lifestyle, and having my mind set on the future goals I plan to accomplish.

I graduated from Bellevue University in November 2011. I earned a Bachelor of Science degree in the field of Criminal Justice Administration. I also received

my Community College of the Air Force Associates degree in the field of Fitness, Recreation and Hotel Management Services. I have recently transferred to Security Forces.

In November 2011, I volunteered to deploy with the Nebraska Army National Guard. I attended numerous training courses in preparation for that mission. Some were Infantry School, Equal Opportunity School and Sexual Assault Victim Advocate training, just to name a few. The mission was cancelled in late Spring of 2012 (see ADT3 article on page 16). I was a bit disappointed but with opportunities lost came new avenues and opportunities that I would not have been able to take advantage of if my mission had not been cancelled. I looked at it in a positive way. I know if I was deployed right now I would be as happy as I am now, just planning my next move.

While reintegrating back to normal life after preparing for deployment, I was able to obtain a temporary position in the finance office as a Customer Service Representative. The job has been great and my knowledge in that field has greatly increased. During my time there I applied for several jobs with the State of Nebraska. Most of the positions I applied for were to become a probation officer. After countless applications and no phone calls or e-mails, I looked elsewhere. I came across a job posting for a Federal law enforcement job. I applied for it and after several months of interviews, tests and countless paperwork, the agency contacted me and offered me a job. I took it in the blink of an eye.

I completed my Active Guard/Reserve (AGR) tour at the end of August 2012 and began to train for my new civilian job in early September 2012. At this writing, I am also finalizing my transfer to the Montana Air National Guard Security Forces Squadron. I am transferring because my new job

Continued on Page 17

NATURALIZED CITIZENSHIP

SERIES PART 3



WEBSITE REVIEW: NEBRASKA MOSAIC

www.nemosaic.org

Review by SPC Lacey J. Bromley

As stated on Nebraska Mosaic's website, its purpose is to provide news and information for Lincoln's new Americans. On the home page, the site has a button link to local resources (Find it!) which provides tips and useful information for finding transportation, health care, emergency and government services, education, worship and charitable organizations and recreation. This page also contains a map which allows you to see how close you are to the various available resources. This page could be quite useful to anyone, not just someone who is new to Lincoln.

The Questions and Answers tab lists contacts from different organizations who are available to assist Lincoln's new Americans. The questions and responses identify the other organizations contributions and contact information. Each organization offers a different resource for refugees and immigrants and encourages people to ask for help with things they need.

Under the Contributors tab you will meet Mosaic's staff and contributors. The stories of ethnic backgrounds and traditions, relocation to the United States and appreciation for their roots are written by real people reflecting on real experiences. These stories provide authentic viewpoints from which we can begin looking at this group.

Clicking on the Work tab will lead

you to stories of Mosaic members helping refugees and immigrants with things such as attaining food, transportation, jobs, information, medical care, child care, education and training, and many other services. The hardships faced by new Americans are compounded by language barriers and biases, but Mosaic members encourage patience and perseverance.

The Community tab is where you can read about success stories as well as community projects and programs that provide aid to new Americans. Accounts are as varied as refugees and immigrants finding their voice in U.S. elections, to students using iPods to practice English, to students touring courts and the police department can be found in this section. This portion of the site is the largest, and is filled with more than 50 inspirational anecdotes. A few examples of articles available as of this writing include:

Mexican Children Feel Ties to Mexico and U.S., by Gabriel Medina Arenas; *Study: More Refugee Input Could Help Resettlement Process in U.S.*, by Charlie Litton; *Refugees Find Life Learning*



at Libraries, by Ryne Stefankiewicz; and many more.

The site is well-organized and provides useful information to anyone, especially new Americans. Links to a Mosaic newsfeed complete with

pictures and content filters, YouTube, Twitter and Facebook allow users to stay connected via social networking. On the main page there is a Refugee News Links section where readers can stay up-to-date with current events.

Overall, this website is well-designed and focused. It is easy to navigate and understand, grammatically correct and it gives credit to its partners such as the Health Department, the Center for People in Need, the Lincoln Journal Star newspaper, Lincoln Community Foundation, Lincoln Public Schools (LPS.org) and the Department of Health and Human Services, among others. The search bar allows you to search the website's content for specific themes. All the hyperlinks are functional and nothing says "currently under construction." The visual design is appropriate and effective for the site's purpose. This site is a great tool for people who are new to the Lincoln area as well as those individuals who would like to help Lincoln's new Americans.

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U.S. CITIZENSHIP QUESTIONS

For the next several issues of Bridging the Gap, the trivia questions will parallel the current theme in our Naturalization Series. You will be asked to answer the same questions that are asked of individuals applying to become U.S. citizens. Let's see how you do.

On October 1, 2008, the U.S. Citizenship and Immigration Services (USCIS) replaced the set of questions formerly used as part of the citizenship test. All applicants who filed for naturalization on or after October 1, 2008 are required to take the new test. For those who filed before October 1, 2008 these are questions from that test.

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. How many stripes are there in the flag? 2. What is the Constitution? 3. What do we call a change to the Constitution? 4. What are the three branches of our government? 5. Who becomes President of the United States if the President and the Vice President should die? 6. Can you name the thirteen original states? 7. Which countries were our enemies during World War II (WWII)? 8. Why are there 100 Senators in the Senate? | <ol style="list-style-type: none"> 9. How many Supreme Court justices are there? 10. What is the head executive of a state government called? 11. What is the basic belief of the Declaration of Independence? 12. Name three rights of freedom guaranteed by the Bill of Rights. 13. Whose rights are guaranteed by the Constitution and the Bill of Rights? 14. In what month do we vote for the President? 15. In what month is the new President inaugurated? |
|--|--|

Trivia Answers on Page 24

Website Review continued from Page 11

Sample Article from Nebraska Mosaic Website

SUDANESE REFUGEE'S ADVICE: NEVER GIVE UP

By Nyabuoy Chan

My name is Nyabuoy Chan, and I believe anyone can change for the better like I did.

I was born in what is now known as the Republic of South Sudan. South Sudan had been a part of Sudan, but it gained its independence on July 9, 2011, after 25 years of civil war.

My parents are Nyeboth Kuar and Chuol Chan, and I have two brothers, three sisters, and 12 stepbrothers and sisters. My father had four wives, which is a common custom in South Sudan. He died during the civil war, so my mother raised us by herself.

During the civil war, she took us to a refugee camp in Ethiopia. After the fall of the government in Ethiopia, the refugee camp was no longer a safe place for us to live, and we had to return to Sudan. We walked for two weeks before we reached our destination in South Sudan.

My mother worked very hard to provide what we needed and to put us in school.

My fiancé sponsored me to come to the United States. In 2004, after we got married, I arrived in the U.S. and settled in Rochester, New York, for one year. After six months, I got a job at a mail-sorting facility there.

I did not speak English at all when I arrived in the United States. This meant I had difficulty communicating with people, and as a result a lot of misunderstandings occurred at work. It was always hard for me to explain my side of any incident.

I came to Lincoln seven years ago and started English as a Second Language (ESL) classes at Southeast Community College. After practice and more practice with the help of a tutor, I gained English skills. I finished ESL classes in 2008 and started to attend college. Now I am working toward an associate degree in human services.

I also work for the Fusion Project at the Asian Community and Cultural Center as an AmeriCorps member. I have three young children.

My life has changed in a way I would never have thought of. I can now take my children to doctor's appointments and fill out my own application forms.

Sometimes people have difficult challenges in life, but these challenges help them grow stronger and stronger. My advice to non-English speakers who are struggling to learn a new culture or language is to persist in what they want to acquire.

Never give up.





Review by MAJ Drey Ihm

BOOK REVIEW: THE STORY OF EDGAR SAWTELLE

*Written by David Wroblewski
Publisher: Ecco; 1st edition: June 10, 2008*

I have to tell you before I go into this story that I absolutely love animals, especially dogs. So when I heard about this book I was excited to read it. Little did I know what a powerful response this story would evoke.

The Story of Edgar Sawtelle is a remarkable tale about a child with a speaking disability and how he learns to communicate with his family and the dogs his family breeds. If you are an animal lover, your heart will go out to these dogs. It is an extremely sentimental and heart-warming story. Not to give too much away, but it is also a retelling of Shakespeare's Hamlet, only with several of the main characters being dogs.

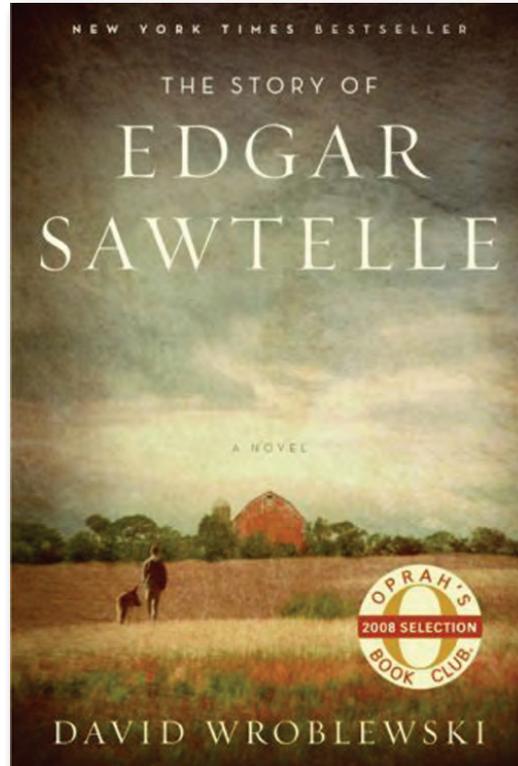
The main part of the story is set in the early 1970s, near the Chequamegon National Forest in Wisconsin. For over three generations, the Sawtelle family strove to establish their particular breed of Sawtelle dog, unmatched in intelligence and in having particular traits. Their goal is to produce thinking, choice-making dogs whose understanding of facial expressions and hand signals allows them to act in the best interests of themselves and their owners. Basically they want them to have as much agency to choose as humans do.

After several miscarriages, Trudy Sawtelle gives birth to Edgar, a boy who, like the family's dogs, can hear but cannot speak. This disability enables an almost supernatural connection between him and the dogs they breed. Edgar is smart, curious about his world, and the language he creates is a resourceful make-shift system of learned sign language and invented signs.

Edgar is very close to his parents. His father, Gar, teaches him how to work

with the dogs and learn about the genetic features that influence their character and behavior. His father entrusts Edgar with his training of a litter for the first time, and begins the process of watching over him and the pups as they fumble through the learning process. Enter Gar's brother, Claude, who has been away from the town and the family home for many years. Claude has many anti-social behaviors. He sleeps in the barn and doesn't interact with his family or most townspeople very much. He has many long-running disputes (many from before he left the family business) with Edgar's father about the breeding and training of the dogs. One day after Edgar watches his father and uncle furiously bicker, Edgar's father abruptly dies. Edgar knows in his heart, but cannot prove, that his Uncle Claude murdered his father.

Edgar fears for his and his litter's future so he runs away with three of them and lives in the woods where they break into houses to eat. At one of these houses he takes refuge with the single male owner who learns to love Edgar and his unique threesome of canines. Edgar does some growing and decides to return home with the intent of bringing out the truth



about his father's death.

Don't let the size of the big book dissuade you from reading it; it is a quicker read than many books half its size due to Mr. Wroblewski's story-telling ability. The first part, which gives the history of the Sawtelle dog breeding and how it came to be, can be a little slow. Trust me, keep going, because once you get to Edgar, he will capture your heart.

His faithful dog Almondine also caught my heart. There are sections devoted to this very intelligent animal, as the story is also told from her point of view. It is done with care, for, as most animal lovers know, their dogs are thinking all the time. This story gives us a glimpse into a very heart-warming, intelligent character.

I have to admit my sympathies probably aligned more with the dog's view of life than Edgar's, but, either way, the story really tugs at your heartstrings. If there are parts that get a bit wordy for you, keep going. The story is worth it. I, for one, felt like I was caught up in the lives of the Sawtelles and, for more than one reason, was sad when my time with Edgar ended.





EXPERIENCING HISPANIC HERITAGE MONTH

By CW2 Corey Baker

September 15 through October 15 is Hispanic Heritage month. It is important to understand the history of Hispanic Americans, where they came from and why they came to the United States. Hispanic Heritage Month gives us the opportunity to focus on those stories.

In September 1968, Congress authorized President Lyndon B.

Johnson to proclaim National Hispanic Heritage Week, which was observed during the week that included September 15 and September 16. The observance was expanded in 1988 by Congress to a month long celebration, September 15 - October 15. America celebrates the culture and traditions of those who trace their roots to Spain, Mexico and the Spanish-speaking nations of Central America, South America and the Caribbean. September 15 was chosen as the starting point for the celebration because it is the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively.

As defined by the U.S. Census Bureau, the term Hispanic or Latino refers to Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. On the 2010 Census form, people of Spanish/Hispanic/Latino origin could identify themselves as Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or "another Hispanic, Latino, or Spanish origin." According to the 2010 Census, 50.5 million people or 16% of



My wife (striped shirt), her family and church members.

the population are of Hispanic or Latino origin. This represents a significant increase from the 2000 Census, which registered the Hispanic population at 35.3 million or 13% of the total U.S. population.

On December 5, 1998, I had the joy of marrying my wife, whose parents were born and raised in El Salvador. Marrying into her family and spending time with them and the Lincoln Hispanic community over the last thirteen years, has given me a great perspective on the lives of local Hispanics. Through our attendance at an all Spanish Pentecostal Church, I have gotten to know many Hispanics and have learned a great deal about their culture. Many of the Hispanics I have met have immigrated into this country. It is very interesting to me (coming from the perspective of an American-born, White

person) to understand the reasons why they came to the United States. I marvel at the hardships the majority of them have gone through to be able to call the U.S. their home. Each person has their own story and each has their own reason for coming here; many came for economic reasons, to escape civil wars in their home countries and many were just looking for a better opportunity for themselves and their children.

When the citizens of the United States look back into the history of their country, many still think fondly of the days of Ellis Island in New York,

where many of their forefathers entered into this country. From 1892 to 1924, Ellis Island was America's largest and most active immigration station, where over 12 million immigrants were processed. These immigrants entered the country legally and were recognized for helping to settle the west and bring about great growth in our nation.



My kids and me.

With the growing population of Hispanics, it is good to understand the value the Hispanic people bring to America. There are many important cultural gifts brought to America by Hispanics. I am not just referring to the Hispanic foods many of us enjoy such as the Mexican mainstays of tortillas,

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MOVIE REVIEW:

Review by CW3 Gena Hegemann

IRON JAWED ANGELS

Directed by Katja von Garnier

Written by Sally Robinson, Eugenia Bostwick-Singer, Raymond Singer and Jennifer Friedes;

Distributed by HBO Films; Release date January 17, 2004

Iron Jawed Angels illustrates a pivotal event in American history based on a true story. A century ago, in 1912, young activists Alice Paul and Lucy Burns took the women's suffrage movement by storm, putting their lives at risk to help American women win the right to vote.

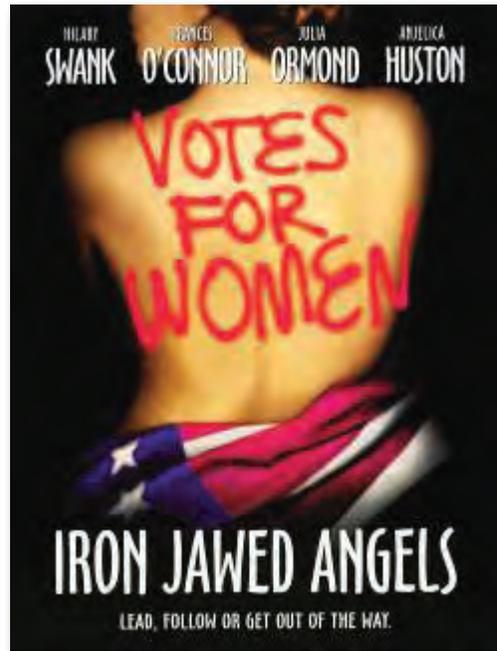
This movie takes a fresh and contemporary look at the women's suffrage movement. It is based on historic events, as portrayed in a book published in 1991 with the same title. The book's sub-title is *The Suffrage Militancy of the National Women's Party 1912-1920*. The book was written by Linda G. Ford.

This movie premiered at the Sundance Film Festival in 2004.

The primary actresses in the film are Hilary Swank (Alice Paul), Frances O'Connor (Lucy Burns), Angelica Huston (Carrie Chapman Catt), and Julia Ormond (Inez Mulholland-Boissevain). Just as a side note, Hilary Swank was born in Lincoln, Nebraska in 1974 and won the Best Actress Oscar for her performance as Brandon Teena in the movie *Boys Don't Cry* (1999). Hilary also won a Golden Globe award for her performance in *Million Dollar Baby*

(2004). Anjelica Huston won a Golden Globe Award in 2005, for her role in this movie, for best performance by an actress in a supporting role in a motion picture made for television. The film was directed by Katja von Garnier.

The film illustrates the experiences of women who actively sought to create an opportunity for women in every state across the nation to get the right to vote, as well as the sacrifices made by each of the women involved and the risks taken to actively engage in such a movement. The timing of their actions, though politically inconvenient, served to create unique challenges and barriers as they worked to create change. A few of the sacrifices and risks these women took included a hunger strike, the spouse of a Congressman secretly entering the cause at the expense of her marriage, and commitment to this effort at all cost, even death from exhaustion. These women exemplify the true courage and



selfless sacrifice that was instrumental in adding the Nineteenth Amendment to the Constitution, guaranteeing American women the right to vote.

There were several lines in the film that I really appreciated. One that really resonated with me was spoken by an African American woman who was organizing a group of supporters to march in a parade

and she requested that her group march alongside the Caucasian women. Alice Paul replied that if she allowed this to happen it would be risking the support of financial contributions which were very important and necessary to the effort. The African American woman replied "So, we dress up prejudice and call it politics?" Alice Paul did not offer a response. I feel that this question tells an unfortunate truth, even in the present.

I give the movie five stars because of the entertaining way that it captures this historical series of events and brings it to modern times. The costumes and settings are truly representative of the time in which it took place. I appreciate how Katja von Garnier chose actresses who are defiant and brilliant in the way they illustrate how the suffrage movement truly unfolded in our nation's history.





AGRIBUSINESS DEVELOPMENT TEAM 3

TEAM GRIFFIN

By COL Anita Curington

One of the hardest things I've had to do in my military career is tell 47 Soldiers and Airmen, who were less than 30 days from mobilization, that Agribusiness Development Team Three (ADT3) was no longer deploying as a unit. They were also to be informed that we were going to continue our month long training to ensure the twelve mobilizing personnel received the best training and support possible. ADT3 began the hiring process in the spring of 2011 and began drilling in July 2011 for a deployment in April 2012. In November of 2011, rumors began circulating through the ADT community that the Combatant Commander was considering reducing the personnel numbers within the ADT and Provincial Reconstruction Team (PRT) to meet his "Surge Recovery Phase II" personnel numbers by October 2012. With a deadline of October 2012, the ADT community felt that the current ADTs in the mobilization training pipeline would deploy as a unit and would then restructure during deployment to meet the suspense.

However, on March 5, 2012, the first day of our 21 day pre-mobilization annual training (PMAT) event, I informed the unit of the decision to immediately reduce our numbers to twelve.

To understand the issues and challenges associated with this late notice change to the mission, the

training timeline needs discussing. The unit's plan was to conduct PMAT March 5-25, 2012; Language and Cultural Training March 26-30; Prepare and Load for deployment April 2-6; Easter Weekend Pass April 7-8; Send-off Ceremony April 9; and then deploy on April 10. For all intents and purposes, when everyone arrived at Greenlief Training site on March 5, all final actions needed for deployment were complete: release from housing leases, release from civilian jobs and items placed in storage. Additionally, since we were leaving during the spring semester, students had not registered



Team photo taken during cultural and language training.

for spring, summer or fall classes. Upon learning of the downsizing of mission requirements, service members needed to make immediate decisions and begin "undoing" everything they had done to prepare for deployment while still training for another month to assist the twelve service members still deploying.

As commander, the first decision

I made after announcing the change was to inform all those not deploying that time would be allotted for them to look for housing, update their resumes, look for jobs and register for fall classes (although the registration deadline had passed for most colleges). Several Soldiers had left Active Duty Operational Support (ADOS) jobs with the Military Department and were not re-hired, as those are temporary jobs and do not meet the criteria for Uniformed Services Employment and Reemployment Rights Act (USERRA). The major concern for most Soldiers was financial in nature, especially for those without jobs and those who relied on tuition assistance to make ends meet. Senior Noncommissioned Officers (NCOs) and Officers held classes on building a resume, interviewing techniques, dressing for success, and communication in an effort to set up our Soldiers and Airmen for success. Organizations that assist veterans in finding jobs were contacted for assistance. Several personnel were



Authentic Afghan meal during cultural training.

Continued on Page 17



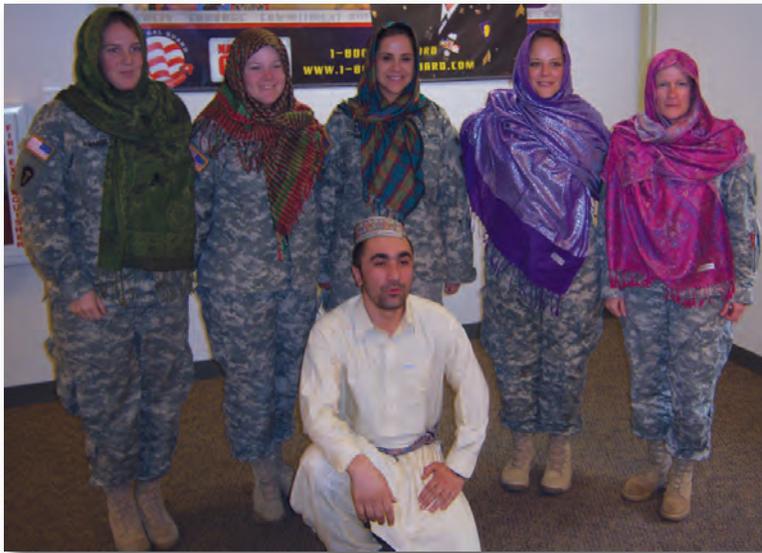
ADT3 continued from Page 16

released for the day (as needed) to attend job/career fairs, job interviews and to look for housing. Several personnel requested hardship waivers, so we completed the required paperwork and submitted it to National Guard Bureau for consideration.

The training plan was adjusted as well due to the drawdown of personnel. There was no need to qualify on crew-served weapons anymore, and we needed to adjust positions during the battle drills to ensure those deploying were in key leadership positions for evaluation purposes. This allowed some free-time in the evening as makeup Theatre Specific Individual Readiness Training / Theatre Specific Leader Training (TSIRT / TSLT) was not required.

For emotional and spiritual support, the Chaplain's office was notified of the situation. Therefore, after Sunday services the Chaplain conducted a "walk about" and visited with the service members. The Chaplain also conducted a suicide prevention/awareness discussion due to a family member of one of our Soldiers committing suicide during PMAT. This discussion also reminded all of us to watch out for our buddies during this turbulent time of adjustment and change.

Laughter became our best stress reliever. Sergeant Major (SGM) Haith developed an awesome Morale, Welfare and Recreation (MWR) plan that provided stress relief in the evening. Some of the activities included movie night, skit night and tournaments in ping-pong (single/doubles), foosball, pool (singles/doubles), pitch, dance revolution and air hockey. Smack talk ran amuck during the competitions. At the end of PMAT we held an awards ceremony and the winners received certificates. One of the funnier things that happened, occurred when our unit coins arrived. The coin read "Agribusiness Development Team" which had been reviewed by all the primary



The females of ADT3 learning how to wear a scarf during cultural training. I am on the far right in the pink scarf.

staff prior to purchase. The running joke became that we intentionally left the "m" out of Development because we weren't mobilizing.

Personally, having experienced turbulence throughout my life, making adjustments to this change was not a major issue. It did cause some additional financial changes because I had traded in two vehicles to buy my son a new vehicle and my daughter planned to drive my car during the deployment. Since I had traded in her car to buy her brother a new car, I had to purchase another car within a month and adjust the family budget to accommodate this unexpected expense. Another financial issue resulted when my oldest daughter transferred from a college in Texas to the University

Luis Zendejas continued from Page 10

opportunity will take me to the one place I have always wanted to live since I was a child. I see it as a true blessing from God and I am a firm believer that someone is watching over me. I know that looking back over my life I have accomplished many things, but to me this is just the beginning.

I personally thank God, my mother and father, all those who have believed in me, the Nebraska Army and Air National Guard, countless military men and women with whom I have had

of Nebraska-Omaha so that all the kids were in the same state and close to each other for emotional support during the deployment. Because some of her classes did not transfer she needed an additional year to graduate. This meant that the Post 9-11 GI Bill was not going to cover all her college expenses because she exceeded the 36-month timeframe, and as a family we needed to begin saving for her extra year of college.

What caused me the most pain was watching these young Soldiers and Airmen attempt to reorganize their lives and accept the fact that they were not deploying and may not get a deployment before the drawdown of the wars. These young people did not have the life experiences to develop strong resiliency within them and it was evident in their expressions, behaviors, actions and comments throughout PMAT. The best thing about the experience was that we remained together for another month to provide support and assistance to each other. We remained a tight-knit family. The greatest compliment I received from the evaluation team was that they could not tell who was deploying and who was not because everyone gave 100% all the time. These service members will always be a part of the TEAM GRIFFIN family and have a special place in my heart. 

the privilege to serve throughout my military career, and my teachers and friends who have been with me through thick and thin.

I am a goal-oriented human being. I like to set goals for myself - both long-term and short-term goals. One day I plan to have a family of my own, with a beautiful wife and children. Eventually I plan to retire from the military and a civilian job as well. I am looking forward to the experiences God has planned for me in my future endeavors. 



MENTORING INSIGHTS FROM AARON DAVIS TO NATIONAL GUARD MEMBERS

By LaVonne Rosenthal

The Nebraska National Guard was fortunate to have Aaron Davis, national motivational speaker and former University of Nebraska –Lincoln (UNL) football player, speak to our leaders on August 7, 2012 at Memorial Hall - Camp Ashland. Aaron's passion for sharing what he's learned about mentoring over the years was evident from the moment he stepped in front of the room. He engaged the group by asking them to think about what their obituary might say. This exercise caused us to think about how we want to be remembered, and to evaluate whether or not we're actually doing anything to leave a legacy. According to Davis, we are all mentors. We don't know who's watching us, but there's always someone watching. We may see our frailties, but others see our successes. It's not what we know, it's what we do. The session was geared to help attendees find ways to take action as mentors using three steps: think – process – execute.

While Aaron prefaced his remarks with "I'm not going to tell you anything that you haven't heard before," his presentation still provided new perspectives as he brought to light the importance of putting what we hear into practice. One of the more compelling statements he made (related to taking time for mentoring) was to realize that often many of us say "I don't have time to mentor someone." It's important to realize that mentoring comes from the heart.

A mentor is a trusted and wise advisor. Do your mentees trust you? Are you a trustworthy person? These challenging



questions were presented by Davis as food for thought.

In small groups, attendees shared their answers to this question: "If I knew then, what I know now, what would I have done differently?" Their responses were highlights of what they could share with young Soldiers and Airmen to guide them more smoothly through their careers. According to Davis, they will only be as good as you teach them. That's mentoring.

Evidence that change is inevitable was brought home by Davis through his demonstration of how music presentations have changed from vinyl records to eight-track tapes to cassettes, all the way from a Walkman to CD players to the iPods. When we mentor young people, it's valuable to help them realize that change will happen whether we like it or not. A concept Davis shared

was that if you don't like change, you'll despise irrelevance. He shared how Eric Hoffer* stated that there are two types of people: the learners who will inherit the earth and the knowers who will be beautifully equipped to function in a world that doesn't exist. It is our responsibility to encourage our mentees to keep learning and stay thirsty. If you, as a leader, keep all your knowledge to yourself, you are being selfish.

A presentation by a former UNL football player isn't complete without stories of Coach Tom Osborne.** Davis told us how even though Coach Osborne was busy, he still had time to be a TeamMates mentor. On the football field, Coach Osborne cared more about the next 40 years of his players' lives than how fast they ran the 40-yard dash. Osborne focused on the four years he had with each of the football players. Davis then asked us, how many people can you pour yourself into in a day?

Davis rounded out the afternoon by sharing ten tips to be an effective mentor:

1. Facilitate not clone. Remember that you are sharing your mentee's journey, not yours. If you act more as a facilitator for knowledge, experience and personal development, you'll avoid the temptation to create another "you" and you'll allow the person to develop into the "who" they want to be.
2. Uniqueness is important. Some people don't know what makes them unique. Help them find what makes them special.
3. Consistency is crucial. If it's not a priority, it doesn't get done. If you're not consistent, don't do it.

Continued on Page 19



Mentoring continued from Page 18

***“Leaders...should influence others...
in such a way that it builds people up,
encourages and edifies them so they can
duplicate this attitude in others.”***

~ Bob Goshen

4. Faking it is not making it. Be honest in your conversations with your mentee. You don't have to share details; just show that you're not perfect.
5. Empower rather than solve. This is made more explicit in the proverb: If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime. Let a mentee solve his or her own problems.
6. You are not responsible – you have shared responsibility. Let them know that from the start.
7. Appreciate what you're giving. The biggest hurt in society is the lack of appreciation.
8. It's not coaching; it's mentoring. There is a difference.
9. Honor your limits and boundaries. If you're giving more to your mentee than your family, that's an indicator that boundaries aren't set. It's okay to say “no” for the right reason. You don't have to apologize. Set boundaries early.
10. Listening is hard, but giving advice is easy.

To reiterate an earlier point, Davis summarized the success of mentoring in that it's not a matter of time or skills that makes a good mentor. If your heart really wants to help, you'll find a mentee.

Author's note: Many people in the workshop that afternoon are in positions where they may be seeking a mentor. My recommendation for those Soldiers and Airmen is to find a person you admire, share these ideas with them and ask them to be your mentor. If that's

uncomfortable for you, there are other more subtle ways to approach someone. It may be just a matter of asking a trusted individual for their advice on a particular issue that's troubling you. That could be the beginning of a mentor-mentee partnership.

Numerous venues in the Guard have been focused on mentoring and the importance it has to successful careers. This workshop was an opportunity for attendees to see where the rubber meets the road, which sounds like – to me – that it begins with one step toward someone, followed closely with a willing and committed heart.

*Eric Hoffer (July 25, 1902 – May 21, 1983) was an American social writer. He was the author of ten books and was awarded the Presidential Medal of Freedom in February 1983. His first book, *The True Believer*, published in 1951, was widely recognized as a classic, receiving critical acclaim from both scholars and laymen, although Hoffer believed that his book *The Ordeal of Change* was his finest work.
- http://en.wikipedia.org/wiki/Eric_Hoffer

**Thomas William “Tom” Osborne (born February 23, 1937) is currently the athletic director at the University of Nebraska. He was the head coach of the Nebraska Cornhuskers football team for 25 years, succeeding Bob Devaney. After coaching, Osborne was elected to Congress in 2000 and served six years in the U.S. House of Representatives as a Republican from Nebraska's third district.
- http://en.wikipedia.org/wiki/Tom_Osborne

*Ernest Shackleton and Diversity
continued from Page 4*

However, he could be divisive and aristocratic. Recognizing his talents and his tendency to go against the grain, Shackleton invited Hurley to share his tent after abandoning ship. This proved to be brilliant. Shackleton would encourage his best behavior and praise his talents daily. Problems with the rest of the crew subsided. Hurley thought it was an honor to share the boss's tent.

Shackleton knew if they were to survive together they needed to be a cohesive group. He formed the team into a “classless society.” Although there were significant differences in ideals, temperament, education and age, they developed an unusual degree of mutual respect.

Do you have a mutual respect for your team? Respecting differences in backgrounds, abilities and limitations takes work and sometimes personal sacrifice. Hurley wasn't the best tent mate, but making a few adjustments helped keep the team together. Is your team falling apart?

You don't need an epic failure to recognize you are surrounded by a diverse and multi-talented team. However, if you are as open-minded as Ernest Shackleton and approach your most challenging tasks by valuing the individual team members as your most important asset, you may achieve more than you ever hoped.

*Example: In the past, some teachers would cane or flog students who misbehaved.

Source Acknowledgements

Shackleton: The Antarctic Challenge by Kim Heacox, © National Geographic Society, 1999

Shackleton's Way by Margot Morrell and Stephanie Capparell. © Margot Morrell and Substantial Films Inc., 2001

Leading at the Edge by Dennis N. T. Perkins. ©Dennis N. T. Perkins 2000

Some Shackleton Leadership Lessons by Alan S. Mann, 2009.





RAMADAN

By Jessie Bockelman



During the ninth month of the Islamic calendar (which focuses on the moon's cycles rather than just passage of days) Muslims celebrate Ramadan. During Ramadan, Muslims abstain from eating, drinking and other physical needs during the day. They view this as a time to cleanse and purify their souls and to be closer to God. There is definitely more to this holiday than just fasting. It's considered a time to closely examine and evaluate your life, your relationships and your choices in order to ensure that they are aligned with your religious beliefs. Ramadan is not only a time to abstain from food and drink, but it is also a time to abstain from evil thoughts, words and deeds.

Chapter 2, Revelation 185 of the Quran states:

"The month of Ramadan is that in which was revealed the Quran; a guidance for mankind, and clear proofs of the guidance, and the criterion (of right and wrong). And whosoever of you is present, let him fast the month, and whosoever of you is sick or on a journey, a number of other days. Allah desires for you ease; He desires not hardship for you; and that you should complete the period, and that you should magnify Allah for having guided you, and that perhaps you may be thankful."

According to the Quran, the ninth month of the lunar calendar is when Muhammad received revelations, and it is

considered the most holy month on the Islamic calendar.

To understand Ramadan, we must look into the Muslim religion. The Muslim religion is built around the Five Pillars of Islam which are:

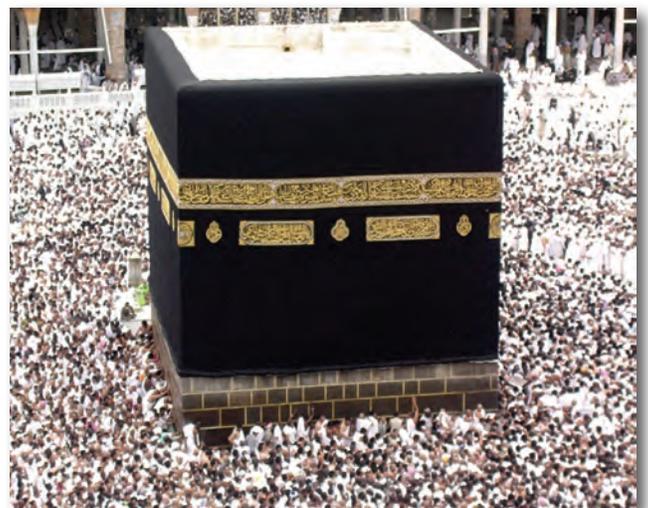
1. "Shahadah" or declaring that there is only one true God (Allah), and that Muhammad is his messenger.
2. "Salat" or prayer times. Muslims must pray five times per day (at specific times of the day) always facing Mecca. They must also always wash themselves before beginning prayer.
3. "Zakat" or alms-giving is practicing charity.
4. "Sawm" or fasting during Ramadan is required of all Muslims who have reached puberty, unless they have health issues such as old age or pregnancy which would prevent them from being able to fast.
5. "Hajj" or pilgrimage to Mecca is the last pillar of Islam. This pilgrimage occurs during the Islamic month of Dhu al-Hijah. Every Muslim who is able to make this pilgrimage must do it once during their lifetime. Once the person making the journey is ten kilometers (6.2 miles) away from Mecca they must change into two white sheets known as "Ihram clothing." There are several places they must walk

and things they must do while there to make the journey complete. These include walking seven times around the "Kaaba," touching the "Black Stone," walking seven times between Mount Safa and Mount Marwah and a symbolic stoning of the Devil.

The most well-known aspect of Ramadan is fasting. Fasting for Ramadan begins at sunrise and ends at sunset. Muslims typically awaken early to have a meal before the sun rises; this meal is called "Suhoor." They ensure that they are done with this meal before the sun rises, and start their first prayer of the day as the sun comes up, called the "Fajr prayer." Once the sun sets, the evening meal called "Iftar" commences. In many countries, this meal has turned into a banquet. It is a time to celebrate families, friends and community. The fast is typically broken by eating three dates, as Muhammad did (according to the Quran) and then another prayer is given before the main meal commences.

Another aspect of Ramadan is giving to charity. Just like with Christian holiday seasons, Muslims have heightened

Continued on Page 21



Kaaba



Review by LaVonne Rosenthal

RESTAURANT REVIEW: GRATEFUL GREENS GOURMET CHOPPED SALADS

1451 O Street, Suite 200; Lincoln, Nebraska; 402-261-8388; www.gratefulgreenssalad.com



I don't consider myself a health nut. Lunch is often a quick run through the drive-through window at McDonald's and dinner could be a bowl of cereal. However, my son Matthew introduced me to a very healthy and tasty restaurant in downtown Lincoln called Grateful Greens Gourmet Chopped Salads. Their website explains how they began: "Grateful Greens started as a way to offer something fresh and different in Lincoln. We wanted to address issues of health consciousness and adhering to a philosophy of supporting local businesses. You can choose one of our classic salads, sandwiches and panini [and wraps] or create your own classic by choosing the

size of salad you want, the type of greens and only the ingredients you love. Then watch as we chop it up fresh right in front of you."

I love being able to select my own personal salad ingredients, and the way they chop them up into bite-sized pieces is great.

If you choose a regular bowl and five ingredients (my favorites are chow mein noodles, cucumbers, hard-boiled eggs and sunflower seeds to start), the cost is \$6.99. It is prepared right before your eyes, with you being asked by the preparer "tell me when," as to how much salad dressing you want. I've had their panini as well, and they are piping hot when delivered to your table. If you prefer standard salads, their menu lists Greek, Caesar, Chef, Cobb or Nicoise, just to name a few pre-designed options.

The atmosphere is simple, with office-type, padded aluminum chairs and

tables on a cement floor. You may miss the entrance as you walk along "O" Street, but it's between a flower shop and another restaurant. They also serve alcoholic beverages, with a designated happy hour posted in their window.

Matthew and I began going there after his evening class at the University of Nebraska - Lincoln last semester, and now we're well known by the wait staff and owner. They are very personable people, ready to serve fresh ingredients in a shiny silver bowl. Please make a change in your diet long enough to try a local Lincoln restaurant. You will be "grateful!" 



Ramadan continued from Page 20

awareness and an increased amount of money or food is given to charity during Ramadan. There is even a fixed percentage of income that is required to be given to charity, most or all of that is generally given during Ramadan. Muslims also believe that if they give more than the required amount, it will benefit them when Judgment Day arrives.

Muslims typically focus on reading the entire Quran during Ramadan. It is not required, but many will recite the entire Quran by performing special prayers. This is just another example how Muslims focus deeply on their faith during Ramadan.

The end of Ramadan is called "Eid ul-Fitr." The day after Ramadan is completed, Muslims around the world show unity and recognition of Allah (God). Eid ul-Fitr can be celebrated for one, two or even three days. This is a time when Muslims forgive and forget any wrongdoings that have occurred during the year and try to start over with a clean slate. The fasting also ends on this day, and Muslims are actually forbidden to fast during Eid ul-Fitr. There are several general rituals associated with this day, although they may vary slightly from country to country. Some of these include showing of happiness, giving to charity, various prayers and the reading of scriptures in an open field.

The Five Pillars of Islam are carefully observed and come to the forefront of thoughts and actions during the month of Ramadan. Its overall goal is to reinforce beliefs that should be held throughout the year. Learning more about Ramadan and the Muslim faith can provide greater insight into the culture.

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<http://en.wikipedia.org/wiki/Ramadan>

http://en.wikipedia.org/wiki/Five_Pillars_of_Islam

http://en.wikipedia.org/wiki/Eid_ul-Fitr 



SEP MEMBER HIGHLIGHT: MASTER SERGEANT MATT DORSEY

**Headquarters 209th Regional Training Institute (Nebraska),
Operations Noncommissioned Officer in Charge (NCOIC)**



I was born to Lyle and Donna Jean Dorsey on November 1, 1969. My sister, Jennifer, preceded me in July 1967. When I was only five years old, my Mom died from an aneurysm (1974). Dad later re-married which added a stepsister, Kris, to our family.

My father was a plumber and taught me the importance of hard work at an early age. I graduated from Lincoln Southeast High School (Go Knights) in 1988. At the time, I knew college was not for me. I also knew taking over Dad's business was not what I wanted either.

In came the United States Army! I always wanted to fly helicopters and joined the Delayed Entry Program as a 67N (Huey Mechanic). The recruiters told me I could work my way up to being a crew chief. Seemed like the perfect opportunity and then 45 days before I was to ship out to basic training, I injured my back which delayed my ship date. Once I was cleared, the Army was no longer in need of Huey mechanics; instead they

needed Light Wheel vehicle mechanics. This became my new direction. I went to Basic Training at Fort Dix, New Jersey in November 1988. Upon completion, I transitioned to Advanced Individual Training (AIT), also at Fort Dix. Halfway through the course, they asked for volunteers to attend wheeled vehicle recovery school. Learning to operate the large wrecker sounded like fun and I figured anytime the Army wanted to provide me with extra training, well, it had to be a good thing.

I graduated from AIT and went to my first duty station at Fort Bliss, Texas. I was assigned to Echo Battery, 1/7 Air Defense Artillery (ADA). Upon arrival, I discovered I was part of a cohort unit that was transferred to Germany within a year. In 1990 I moved to Giebelstadt, Germany, now with Delta Battery 8/43 ADA. We deployed to the Gulf War at the end of November. As a Patriot Missile Battery (long range missile designed to detect and eliminate enemy missiles at

a great distance away) there was never a dull moment.

After the war, I returned to Lincoln and married my high school sweetheart, Mary, in 1991. In 1993, I PCS'd (permanent change of station – when the Army decides it is time for you to move) to Fort Drum, New York, 2nd Infantry Brigade. The highlight of my time there was my deployment to Haiti as part of the initial humanitarian force to bring ousted President Jean-Bertrand Aristide back into power. Seeing the people and their way of life truly made me appreciate the comforts we enjoy: running water, indoor plumbing and the ability to live and move about freely. It was also amazing to see another side of the island with a white sandy beach which was once a stop for a cruise ship.

I then moved to Bamberg, Germany in 1995 as the Motor Sergeant/Platoon Sergeant of the 7th Corps Support Group (CSG). Before long, I deployed to Tazsar, Hungary for Operation Joint Guard/Endeavor. Then in April 1999, I deployed to Tirana, Albania to facilitate the introduction of troops to the region. It was reassuring to climb off the C-17 and be shown the nine pictures of poisonous snakes in the area, especially since they had the anti-venom for only eight of them. I left the active Army in May of 2000.

The transition to civilian life was tough and I realized how much I missed the Army. Had it not been for a friend of my Dad's calling me to explain the error of my ways and throwing away over ten years of active service, I would not be where I am today. In September 2000, I had the opportunity to join the 267th



WESTERN CARIBBEAN CRUISE

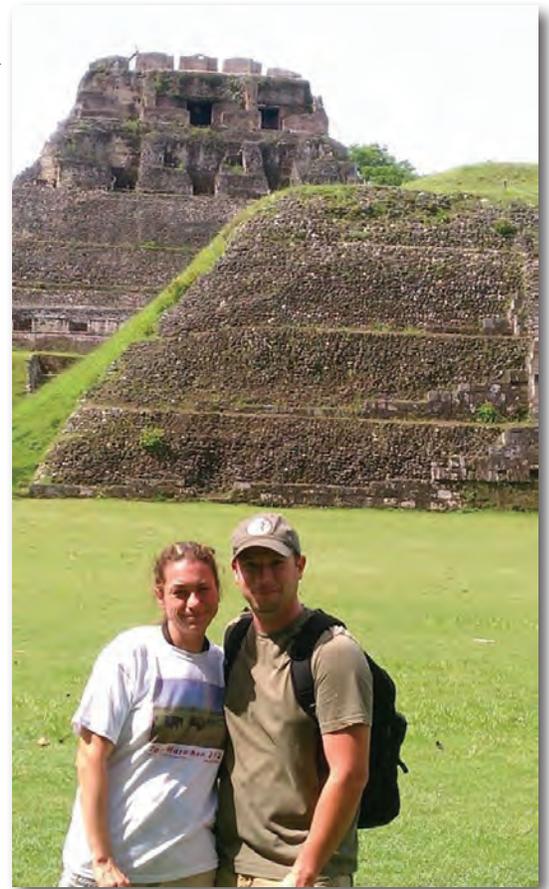
By MSgt Jennifer Eloge

This summer I was very fortunate to have the pleasure of going on a Western Caribbean cruise with my mother, father and husband. We visited Cozumel, Mexico, Belize, Rotan Honduras and Grand Cayman. We set sail from the sunny port of Miami and headed to our first stop in Cozumel. My husband and I had not been to any of the locations and were ready to explore. The first excursion started in Mexico when we went on a jeep ride to a tequila factory. This was fun as we got the history and background on how tequila is produced; and of course, free samples. Then we moved on to the beautiful beaches of Cozumel and enjoyed the local cuisine, which really wasn't much different than our local Mexican restaurants. Our day ended in Mexico with margaritas near the dock - which were just amazing.

The next day we stopped at Belize, which is not as pristine as Cozumel. We took the opportunity to go see some Mayan ruins. We took a 1.5 hour bus ride followed by a hand crank ferry ride across a river. Let me just say the ferry ride in itself was an adventure. The Mayan ruins we visited are called Xunantunich (pronounced "CHEW-nahn-too-nee-ch") which lies just eight miles from the Guatemalan border. Xunantunich was a major ceremonial center during the Classic period of the Maya. This was home to 25 temples and palaces including the second tallest Mayan structure in Belize. When we walked to the top of the highest structure we had a great view of the Guatemalan border. Just seeing the ruins themselves was an amazing experience. The people during this period of time (judging by the size of the beds and rooms) must have been short. However, it was odd because the steps were high even for me. I asked the tour guides and they said their best guess was that this deterred enemies from coming up. I also saw wild monkeys in the trees during our walk through the ruins.

After we left the ruins, we were taken to a small village to enjoy Belizean cuisine. The dish they provided was a piece of spiced chicken, coconut rice with red beans, coleslaw and fried plantains. I loved the rice, the chicken and plantains, but the coleslaw was different. I also had the pleasure of trying local rum which was very good and smooth - unlike the rums we have here in the states. The country of Belize is English speaking, so for the most part we were able to communicate. However, they speak Belizean Kriol, (an English-based creole language linked to other Caribbean English creole languages) which sounds like its own language. Another interesting thing about Belize is that most of their food supply (including peanuts, potatoes, corn, beans, tomatoes, watermelon, carrots, papaya, sweet peppers, cabbage, coriander, milk, butter, cheese, and meat from cattle and chickens) comes from the Mennonites who moved to Belize over 50 years ago from the U.S. and Canada. We drove by the Mennonite country on the way to the ruins which was a contrast of culture.

The next stop was Roatan Honduras. I will start by saying that this was by far the hottest and most humid place I have ever been. We took a boat ride to a private island and went snorkeling. The snorkeling here was beautiful as it was right along a gorgeous coral reef. The island also had an animal preserve and we were able to see a jaguar and many different types of monkeys. I was fortunate enough to interact with a sea lion. I got to hug, kiss and shake his flipper. The island was a nice place and again we sampled the local cuisine which consisted of chicken, fried fish, coconut rice with red beans and fried plantains (similar to the previous day's meal). In addition we had a spectacular view of the mountains of Honduras. Honduras



is pretty with mountains and ocean, but definitely not cold.

The final stop was Grand Cayman. We took a party boat out in the ocean and snorkeled off the boat. I have never done this before and was quite intimidated, but I am glad I did it. There is nothing like snorkeling in the deep water with beautiful exotic fish swimming by. It was like I was swimming with Nemo and his friends. Then we went to Seven Mile Beach and tried fried conch fritters. These were very tasty. We also enjoyed some kayaking in the ocean which was much different than kayaking in Branched Oak Lake in Nebraska. The waves were very challenging as a tropical storm was on its way. Luckily, we only felt part of the tropical storm on our way back to Miami which meant a bumpy return cruise and lots of rain. Seeing the different cultures made it a truly great experience and made me very happy that I live in the United States.





NATURALIZED CITIZENSHIP SERIES PART 3

U.S. Citizenship continued from Page 12

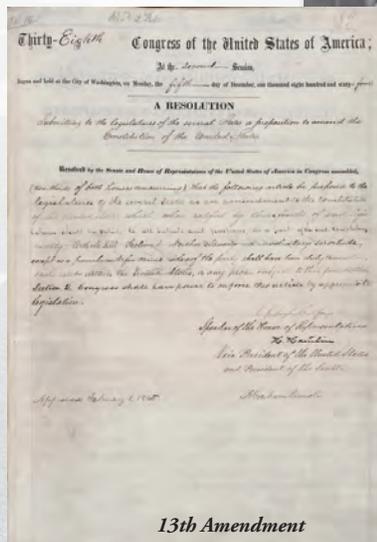
U.S. CITIZENSHIP TEST ANSWERS

1. There are 13 stripes on the American flag.
2. The Constitution is the supreme law of the land.
3. An Amendment is a change to the Constitution.
4. The three branches of our government are: Legislative, Executive and Judiciary.
5. In the event that both the President and Vice President should die, the Speaker of the House of Representatives would assume the duties of President.
6. The 13 original colonies are: Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island and Maryland.
7. The enemies of the U.S. during WWII were Germany, Italy and Japan.



April 30, 1789: George Washington taking Inaugural oath at Federal Hall, New York, New York.

8. There are two (2) Senators to represent each state.
9. There are nine (9) Supreme Court Justices.
10. The head executive of a state government is called Governor.



13th Amendment

Section 1 of the 13th Amendment says: Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. Section 2 says: Congress shall have the power to enforce this article by appropriate legislation.

11. The basic belief of the Declaration of Independence is that all men are created equal.
12. The rights of freedom guaranteed by the Bill of Rights are:

The right of freedom of speech, press, religion, peaceable assembly and requesting change of government.

Each president recites the following oath, In accordance with Article II, Section I of the U.S. Constitution:

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).

The government may not quarter, or house, Soldiers in the people's homes during peacetime without the people's consent.

The government may not search or take a person's property without a warrant.

A person may not be tried twice for the same crime and does not have to testify against him/herself.

A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer. The right to trial by jury in most cases.



U.S. Citizenship continued from Page 24



David Christy Butler (December 15, 1829 – May 25, 1891) was a U.S. political figure. He was the first Governor of Nebraska, serving from 1867 until 1871. He was the first Governor of Nebraska after statehood and the only Nebraska Governor to date to be impeached.

Protects people against excessive or unreasonable fines or cruel and unusual punishment.

The people have rights other than those mentioned in the Constitution.

Any power not given to the Federal government by the Constitution is a power of either the State or the People.

13. The rights of everyone (citizens and non-citizens) living in U.S. are guaranteed by the Constitution and the Bill of Rights.
14. We vote for the President of the U.S. in November.
15. The new U.S. President is inaugurated in January.

<http://www.usa-flag-site.org/history.shtml>
www.whitehouse.gov/our-government/the-constitution

http://congressforkids.net/Constitution_threebranches.htm (very nice site for kids wanting to learn about our government)

<http://www.usa.gov/>

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<http://www.elcivics.com/13-colonies.html>

Hispanic Heritage continued from Page 14

tamales, enchiladas and tacos, or the El Salvadorian Papusa with curtido (my personal favorite). In my opinion, the best part of the Hispanic culture is the extremely close and strong bonds that tie families together.

A key piece of this family value is the respect they have for their elders - especially parents and grandparents. Children typically rely on their parent's guidance and advice, and in many instances live in the family home well into their twenties or until married. I have noticed this close-knit structure also extends to the local Hispanic community.

For instance, many Hispanics choose to shop at stores owned by other Hispanics and where Spanish is openly spoken, which can be partly due to one or both of the following: a limited understanding of the English language or a desire to have a connection to other Hispanics and to their countries of birth. Also, many items sold in these stores are not normally sold at most of the other grocery stores in town.

As in many other cultures, Hispanic holidays fall into three categories: religious, patriotic and personal. One of the biggest holidays in the Hispanic culture is the celebration of La Noche Buena or Holy Night, which is observed on December 24. Families gather together and eat a very late meal and then open presents after midnight. Another more commonly known



patriotic holiday is Cinco de Mayo (May 5) where those of Mexican ancestry celebrate the Battle of Puebla, which marked the end of the French Intervention in Mexico in 1862. Birthday celebrations

include a wonderful tradition of the candy filled piñata, which is the highlight of any birthday party. Another interesting holiday (which is somewhat

different from the American Sweet 16) is the Quinceañera, a debut or formal introduction of a girl into society on her 15th birthday. The term from quince (fifteen) and año (year) is celebrated as elaborately as a wedding.

We can all benefit from recognizing and embracing the differences between our cultures. Let's encourage each other to learn more about our uniqueness.

For demographic information about Hispanics in the United States, please see the United States Census Bureau, Facts for Features.

(http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb12-ff19.html)

Sources

<http://www.infoplease.com/spot/hhm1.html>

http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb12-ff19.html





BTG
DIVER-CIPE
CORNER

Submitted by
MSgt Jennifer Eloge

NEW ENGLAND
BOILED
DINNER



This dish is great as the weather gets cooler, plus it makes a large enough portion to share or served as leftovers. My mother used to make this in the late fall as the leaves were falling and the temperature was dropping back home in Massachusetts. It is very hearty and warms you up on chilly days. This recipe came from my grandmother's family who is from Newfoundland, and is actually a modified corned beef and cabbage dish which is typical of the Irish. My family is not Irish, but for some reason this dish has become a family favorite.



Ingredients

- 1 corned beef
- 1 head of cabbage
- 3 onions
- 1 package of carrots
- 5 lbs potatoes
- Lawry's season salt and garlic to taste
- The packages of seasoning that come with the corned beef (if you don't get one just add pepper to taste)

Boil the onion and meat together usually for 4 hours (however, double check meat package as this is by weight). Add potatoes, carrots and cabbage for an additional hour.

Eat and enjoy!



Dorsey continued from Page 22

Maintenance Company of the Nebraska Army National Guard. I had always heard about the National Guard and after all the years on active duty, I expected a tough transition. I was pleasantly surprised at the unit's capabilities when I first trained with them and the professionalism displayed by all.

On September 11, 2001, my older sister Jennifer, who worked for Aon, was on the 92nd floor of the World Trade Center, south tower in New York City when the terrorists struck. She did not make it out.

In November 2001, I began as a Small Group Leader for the Warrior Leader Course; what a tremendous opportunity

to assist Soldiers in learning the fundamentals of leadership. In 2004, I transitioned to a Senior Small Group Leader. This position confirmed there is no greater reward than training Soldiers. In 2007, I moved to Battalion operations. In January 2009, I took over as the Regimental Quality Assurance Officer. In November 2011, I was moved to the Regimental Operations NCOIC position. I continue to appreciate the experience and the quality of the Soldiers I work with on a daily basis.

I have been married for over 21 years and have two children; our daughter Miranda is 13, and our son Morgan is 12.



Autism continued from Page 7

unanswered questions about the disorder, including the cause, why there seems to be an increase in prevalence and even treatment interventions.

For families of children with autism, there are numerous struggles. Some of the struggles may include lack of qualified mental health providers, teachers and day care providers; insurance coverage; and the day to day management of behaviors. We should all strive for a healthy community. I would suggest that it is everyone's responsibility to consider strategies to help a family member or friend, the community and our country in helping improve the lives of children with autism. The following are web sites for further information: www.autismspeaks.org; <http://health.nih.gov/topic/Autism>

*Leo Kanner (pronounced "Conner") (June 13, 1894 – April 3, 1981) was a Jewish American psychiatrist and physician known for his work related to autism. Kanner's work formed the foundation of child and adolescent psychiatry in the U.S. and worldwide. He was the first physician in the world to be identified as a child psychiatrist, founder of the first academic child psychiatry department at Johns Hopkins University Hospital and his first textbook, *Child Psychiatry* in 1935, was the first English language textbook to focus on the psychiatric problems of children. His seminal 1943 paper, *Autistic Disturbances of Affective Contact*, together with the work of Hans Asperger, forms the basis of the modern study of autism.

- http://en.wikipedia.org/wiki/Leo_Kanner

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Morbidity and Mortality Weekly Report, 61, 1-19.

