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Valosta Rickford
Operator's Signature

10/16/03
Date

2003 HOUSE EDUCATION

HCR 3027

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Yolanda Richardson
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10/16/02

2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. HCR 3027

House Education Committee

Conference Committee

Hearing Date February 5, 2003

Tape Number	Side A	Side B	Meter #
1	x		3843-end
1		x	00-1400
1		x	4,350- end
2	x		00-400
Committee Clerk Signature <i>Linda Giechtner</i>			

Minutes: **Chairman Kelsch** opened HCR 3027

4000 Rep. Hunsakor, District 6, See Attached Testimony

I call your attention to the picture of a man on the picture. The flag is passing by and the people around the man in the wheel chair are sitting, while the man in the wheel chair stands up the best he can. Story of a young man going off to war in 1942.

I stand before you as a Veteran. To share a concern I have as a result of being involved in Memorial Day and Veteran's Day services for a number of years. For the most part the people attending these programs are middle aged or older, younger citizens who are involved win the program, band chorus. As a result our younger people are coming of age without a understanding of the sacrifice, heroism, and love of country are veterans have: displayed on the field of battle. As our younger citizens mature they need to understand that the defense of freedom comes at a cost that can not be repaid. For the above reasons, HCR 3027 urges the superintendent of Department of Public Instruction, school districts to work with local, state and federal military and veterans organizations to observe and promote Veteran's Day. By

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Operator's Signature

10/16/03
Date

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House Education Committee
Bill/Resolution Number HCR 3027
Hearing Date February 5, 2003

developing and disseminating to students in the elementary and secondary schools of this state, educational materials that will strengthen student awareness of a contribution and sacrifice made by veterans so that freedom can be enjoyed by all.

4647 I see students in grades K-6 accompanied by Veterans from that community visiting a local cemetery with their teachers and veterans from that community in uniform, if possible. The young folks placing a flower on a tombstone or on a grave site of a Veteran. In addition that teacher use criteria to strengthen student awareness of the importance of Veteran's Day, such as a skit, story, interaction with Veterans, listening to them talk and tell the story. I see students in grades 7-8 doing a report assigned to them by their teacher "Is the observation of Veteran's Day really important?" And these reports would be shared with area Veterans in the classroom setting and Veterans would have an opportunity to interact with the students. Student 9-12 sharing a play, involving students and Veterans in the play. A little imagination could create a powerful message. It is lacking in many of our schools. So do have a program, but some do nothing. Whatever is done, school boards, teachers, principle, to use materials from the Veteran's groups, Department of Public Instruction, or their own idea. I ask that you favor HCR 3027.

Sen. Nething, Veteran of the Korean War.

I urge you to work with this and send a message that this is very important. What should they do when Veterans go by, when the flag is presented. Kids and adults need to be taught. You stand at attention, salute if you prefer, military people when they are covered, hat, they will generally offer a hand salute. Others choose to offer a salute, by bringing their right hand over their heart. Sometime when you are at a athletic event, and they play the Star Spangled Banner, watch how the young people respond, some scratching, milling around, doing something totally different,

Yolanda Richardson
Operator's Signature

10/6/03
Date

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because no one has taken the time to tell them what the proper etiquette is. So as we talk about the awareness of the contributions and the sacrifice made by the Veterans, this will help.

Rep. Hawken: Actually sing the song when it is played. A lot of people don't know the words.

Rep. Herbel: Include the pledge of allegiance to the Flag

Chairman Kelsch Instructions are given at the beginning of sport events, It is for the parents more so than the kids, they need to set the example

Rep. Hunsakor What would you think if that could be channeled through Department of Public Instruction rather than resolution. Second thought, The grandpa was me.
flip tape.

Rep. Sitte At NDSU, they have classes that have courses in Government but know very little about this.

Arnold Beyer, WW II Disabled Veteran

We agree whole heartily to support this resolution. Educate students in schools is a god thing. In the schools there are students who don't know what the sacrifice was for the freedom they have in schools, churches and every day life. This is important that they know it, so that they grow up with the right attitude. What has been done for them in the past by their forefathers. I would agree that if a poll taken, 95% wouldn't know if there is a veteran in their family. Please support this bill.

John Jacobson, See Attached Testimony, Large Blue folder

There are some things being done, but lets do more. Created the Patriot Song Book, 22 songs, It has been used a couple of times. Rep. Sitte is our voice for Democracy and her daughter is a winner this year. Please Do Pass on this resolution.

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House Education Committee
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Wayne Sanstead, Superintendent of Department of Public Instruction, Korean War

Booklet

Department of Public Instruction viewpoint, I do believe that Korean and Vietnam Veterans are forgotten, We will make information available and be more helpful to the schools, by providing specific documents, also through our web site.

Opposition: none

Later that same day.

Chairman Kelsch : line 18 after Repaid; our countries and delete line 19

Rep. Jon Nelson moved the amendments, Rep. Herbel seconded

Rep. Mueller Why are we doing this.

Rep. Hunsakor As I read this I thought it would be clearer if added.

Chairman Kelsch Whereas our younger children, they will need to understand..... repaid. It fits better with the change.

Rep. Mueller Some part of this attempts to address some appreciation for what has gone on.

It just seems to me that it make good sense to do this, we want something to happen once it gets to the schools so that it is taken seriously.

Rep. Haas I understand, that will happen as a result of the 'be it result' part.

Rep. Williams Understand what the previous speaker, I agree with the appreciation stance. Our country history of military action, is all taught in the curriculum. If we go to far here we limit what is the more current things as well.

Rep. Sitte This is an important for the military history to be learned and washed down. This is our military it is us, people from our communities.

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House Education Committee
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Chairman Kelsch take the amendment off the table, Rep. Hunsakor could you come up with some better language for this and take it up this afternoon.

Vice Chair Johnson called the committee to order

Rep. Hunsakor reviewed the amendments

Rep. Hunsakor moved to adopt amendments, Rep. Haas second them. voice vote passed

Rep. Haas moved a DO PASS as amended and put on the concent calendar, Rep. Mueller seconded the motion. **Roll called: Passed 13-0-1, Rep. Hunsakor will carry the bill.**

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Salvatore Riccio
Operator's Signature

10/16/03
Date

33004. _____
Title _____

PROPOSED AMENDMENT TO HOUSE CONCURRENT RESOLUTION NO. 3027

Page 1, line 18, replace the third comma with "; and

WHEREAS, as our younger citizens mature, they will need to understand ~~that~~"

Renumber accordingly

line 19 after action remove comma.

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Salvatore Rickford
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10/16/03
Date

33004. _____
Title _____

PROPOSED AMENDMENT TO HOUSE CONCURRENT RESOLUTION NO. 3027

Page 1, line 18, replace "our country's" with a semicolon

Page 1, remove line 19

Renumber accordingly

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10/16/03
Date

33004.0201
Title.0300

Adopted by the Education Committee
February 5, 2003

VR
2/6/03

HOUSE AMENDMENTS TO HOUSE CONCURRENT RESOLUTION NO. 3027 EDU 2-07-03

Page 1, line 18, replace the third comma with "; and

WHEREAS, as our younger citizens mature, they will need to understand"

Renumber accordingly

Page No. 1

33004.0201

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Yolanda Richardson
Operator's Signature

10/16/03
Date

LP

Date: 2/5/03
Roll Call Vote #: 1

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO.

House HOUSE EDUCATION 3027 Committee

Check here for Conference Committee

Legislative Council Amendment Number Amendment

Action Taken _____

Motion Made By ~~Nelson~~ Hunskor Seconded By Herbert Haas

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch					
Rep. Johnson					
Rep. Nelson					
Rep. Haas					
Rep. Hawken					
Rep. Herbel					
Rep. Meier					
Rep. Norland					
Rep. Sitte					
Rep. Hanson					
Rep. Hunskor					
Rep. Mueller					
Rep. Solberg					
Rep. Williams					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

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LaCoeta Richardson 10/16/03
Operator's Signature Date

Date: 2/5/03
Roll Call Vote #: 2

2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 3027

House HOUSE EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number do Pass As Amended.

Action Taken on Consent Calendar

Motion Made By Haas Seconded By Mueller

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	X				
Rep. Johnson	✓				
Rep. Nelson	✓				
Rep. Haas	✓				
Rep. Hawken	✓				
Rep. Herbel	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓				
Rep. Hanson	✓				
Rep. Hunsakor	✓				
Rep. Mueller	✓				
Rep. Solberg	✓				
Rep. Williams	✓				

Total (Yes) 13 No 0

Absent 1

Floor Assignment Hunsakor

If the vote is on an amendment, briefly indicate intent:

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10/16/03
Date

REPORT OF STANDING COMMITTEE (410)
February 7, 2003 11:59 a.m.

Module No: HR-24-1988
Carrier: Hunskor
Insert LC: 33004.0201 Title: .0300

REPORT OF STANDING COMMITTEE
HCR 3027: Education Committee (Rep. R. Kelsch, Chairman) recommends
AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS**
(13 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HCR 3027 was placed on the
Sixth order on the calendar.

Page 1, line 18, replace the third comma with "; and

WHEREAS, as our younger citizens mature, they will need to understand"

Renumber accordingly

(2) DESK, (3) COMM

Page No. 1

HR-24-1988

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10/16/03
Date

2003 SENATE EDUCATION

HCR 3027

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Salvatore Riccardi
Operator's Signature

10/16/03

2003 SENATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. Engrossed HCR 3027

Senate Education Committee

Conference Committee

Hearing Date 3-18-03

Tape Number	Side A	Side E	Meter #
1	x		0 - 23.4
2	x		0 - 4.3
2		x	36.0 - 41.7

Committee Clerk Signature *Andrea Johnson*

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

CHAIRMAN FREBORG opened the hearing on Engrossed HCR 3027 which urges the schools and DPI to work with vets organizations to observe and promote Veterans Day and to make students aware of the contributions and sacrifices made by veterans so that freedom can be enjoyed by everyone.

Testimony in support of Engrossed HCR 3027:

SENATOR DAVID NETHING, Dist. 12, stated this will help promote the veterans and what they did to ensure the freedoms we have today. He spoke on improving the knowledge on flag etiquette for the general public and for students.

REPRESENTATIVE BOB HUNSKOR, Dist. 6, spoke on flag etiquette. He presented a picture of a disabled veteran standing as the flag passes by. (see attached) He related a story about his grandson who stated to him after a train ride that he was glad that his grandpa had ridden the

Page 2
Senate Education Committee
Bill/Resolution Number Eng. HCR 3027
Hearing Date 3-18-03

train many years ago when he was called to service so that now he had the freedom to ride the train. REP. HUNSKOR further spoke on the need to educate the young people about the veterans and their sacrifices for the freedoms we now enjoy.

ARNOLD MEIER, WWII veteran, testified that his grandchildren who are grown don't have adequate knowledge about the wars that have been fought and about the men who fought them.

JOHN JACOBSON, ND Veterans Council, presented a brochure to the committee that is sent to every school before Veterans Day. (see attached)

JIM COATS, Mandan, quoted "freedom isn't free". Mandan has several schools that are "veteran oriented" and give flags to all the first graders.

GARY GRONBERG, DPI, stated their support for this resolution.

SENATOR FLAKOLL asked what is being done in this area now. MR. GRONBERG stated they have given diplomas to the WWII veterans. He further stated that the curriculum is done at the local level as to what is taught. He feels the social studies standards do cover the wars and the efforts for freedom.

SENATOR CHRISTENSON asked if DPI puts out any materials to educate the students on the veterans and what they have done to preserve our freedoms. MR. GRONBERG stated no, the local school district decides on that.

SENATOR COOK asked if the resolution should also state the willingness for the current young people to serve, about their responsibility to make sacrifices and contributions to ensure the ongoing freedoms we enjoy. MR. GRONBERG stated there could be something put into the content of the minimum curriculum and then a requirement for it to be taught.

Page 3

Senate Education Committee
Bill/Resolution Number Eng. HCR 3027
Hearing Date 3-18-03

JOHN JACOBSON further stated that the student at Century High School in Bismarck have videotaped veterans on several occasions about their time in the service.

SENATOR TAYLOR asked if the VFW has taken a stance on the use of the flag. MR.

JACOBSON stated that using the flag for any reason other than displaying or flying it is forbidden, but depicting the flag is not. (example: a tie that looks like a flag, napkins, T-shirts, etc. that look like a flag).

There was no testimony in opposition to HCR 3027.

Hearing no further testimony, the hearing was closed.

SENATOR COOK is to work on an amendment.

Tape 2, Side A, 0 - 4.3

SENATOR FLAKOLL would like language added the would urge the veterans groups to educate prominent civic groups (ex: athletic groups, teams, Toastmasters, Rotary, etc.). We could use Flag Day to educate adults, but that is during the summer and the students are not in school.

SENATOR COOK will have the intern draw up an amendment to address the concerns of the committee members.

Tape 2, Side B, 36.0 - 41.7

SENATORS FLAKOLL AND COOK presented an amendment they would like drafted. (see attached)

SENATOR FLAKOLL moved to adopt the proposed amendment. Seconded by

SENATOR COOK.

Roll Call Vote: 6 YES. 0 NO. 0 Absent. Amendment Adopted.

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Senate Education Committee
Bill/Resolution Number Eng. HCR 3027
Hearing Date 3-18-03

SENATOR FLAKOLL moved a DO PASS AS AMENDED. Seconded by SENATOR TAYLOR.

Roll Call Vote: 6 YES. 0 NO. 0 Absent. Motion Carried.

Carrier: SENATOR CHRISTENSON.

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10/16/03
Date

Flakell/look

Proposed amendments to

ENGROSSED HOUSE CONCURRENT
RESOLUTION NO. 3027

Page 1, line 6, after "veterans" insert "proper flag etiquette, and continued necessity of participation in the armed services"

Page 1, after line 11 insert:

"WHEREAS, the flag is symbolic of the freedom our veterans' contributions and sacrifices have provided and which our armed forces continue to defend; and"

Page 1, line 20, after the comma, insert "the proper etiquette and use of the flag", after the first "the" insert "continued", and after the second "of" insert "and participation in"

Page 2, line 3, after "veterans" insert "proper flag etiquette, and the continued need for participation in the armed forces"

Page 2, line 4, after "and" insert "request that veteran's organizations provide written information to public events facilities throughout the state regarding proper flag etiquette and use; and"

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Salvatore Riccardi
Operator's Signature

10/16/03
Date

33004.0301
Title.0400

Adopted by the Education Committee
March 18, 2003

JCS
3-17-03

PROPOSED AMENDMENTS TO ENGROSSED HOUSE CONCURRENT
RESOLUTION NO. 3027

Page 1, line 3, replace "veterans" with "veterans"

Page 1, line 6, after "veterans" insert ", proper flag etiquette, and the continued necessity of participation in the armed services"

Page 1, after line 11, insert:

"WHEREAS, the flag is symbolic of the freedom our veterans' contributions and sacrifices have provided and which our armed forces continue to defend; and"

Page 1, line 20, after the comma insert "the proper etiquette and use of the flag," after the first "the" insert "continued", and after the second "of" insert "and participation in"

Page 1, line 25, replace "veterans" with "veterans"

Page 2, line 3, after "veterans" insert ", proper flag etiquette, and the continued need for participation in the armed services"

Page 2, after line 4, insert:

"BE IT FURTHER RESOLVED, that veterans' organizations be requested to provide written information to public events facilities throughout the state regarding proper flag etiquette and use; and"

Renumber accordingly

REPORT OF STANDING COMMITTEE (410)
March 19, 2003 1:16 p.m.

Module No: SR-49-5187
Carrier: Christenson
Insert LC: 33004.0301 Title: .0400

REPORT OF STANDING COMMITTEE
HCR 3027, as engrossed: Education Committee (Sen. Freborg, Chairman) recommends
AMENDMENTS AS FOLLOWS and when so amended, recommends **DO PASS**
(6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HCR 3027 was placed
on the Sixth order on the calendar.

Page 1, line 3, replace "veterans" with "veterans"

Page 1, line 6, after "veterans" insert ", proper flag etiquette, and the continued necessity of
participation in the armed services"

Page 1, after line 11, insert:

"WHEREAS, the flag is symbolic of the freedom our veterans' contributions and
sacrifices have provided and which our armed forces continue to defend; and"

Page 1, line 20, after the comma insert "the proper etiquette and use of the flag," after the first
"the" insert "continued", and after the second "of" insert "and participation in"

Page 1, line 25, replace "veterans" with "veterans"

Page 2, line 3, after "veterans" insert ", proper flag etiquette, and the continued need for
participation in the armed services"

Page 2, after line 4, insert:

"BE IT FURTHER RESOLVED, that veterans' organizations be requested to
provide written information to public events facilities throughout the state regarding
proper flag etiquette and use; and"

Renumber accordingly

2003 TESTIMONY
HCR 3027

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10/16/03
Date

Madam Chairman Kelsch and members of the House Education Committee.

I stand before you this morning to share a concern I have as a result of being involved in Memorial Day and Veteran's Day programs for a number of years.

For the most part, the people attending these programs are middle age or older. Younger citizens, who are present, are usually involved in the program.

As a result, many of our young people are coming of age without an appropriate understanding of the sacrifice, heroism and love of country our veterans have displayed on the field of battle.

As our younger citizens mature, they need to understand that the defense of freedom comes at a cost that cannot be repaid.

For the above reasons, House Concurrent Resolution 3027 urges the Superintendent of Public Instruction and the school districts of North Dakota to work with local, state and federal military and veteran's organizations to observe and promote Veterans Day by developing and disseminating to students in the elementary and secondary schools of this state educational materials that will strengthen student awareness of the contributions and sacrifice made by veterans so freedom can be enjoyed by all.

Madam Chairman Kelsch and members of the House Education Committee, I respectfully ask you to give HCR 3027 a DO PASS.

I will answer any questions you may have.

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10/16/03
Date

http://www.va.gov/vetsday

Veterans Day

Department of Veterans Affairs

Welcome to the Department of Veterans Affairs
Veterans Day Home Page
November 11

Veterans Day Homepage

History

FAQ

Classroom Projects and
Activities

Text Only



The 2001 Veterans Day National Ceremony at Arlington National Cemetery Memorial Amphitheater

2002

Veterans Day
Teacher's Guide

Veterans Day History

DC Area Events Schedule - Veterans Day 2002

Veterans Day National Committee

Veterans Day Host Organization - Blinded Veterans Association

Veterans Day Speaker Chronology

FAQ - Please check out the Frequently Asked Questions section to find answers to the most common questions

VA 1-Stop Service Inquiry Page - You can find even more answers to frequently asked questions

Patriotic Fact Sheet - Information about America's most beloved national customs, plus a list of patriotic activities for Veterans Day.

The President's 2001 Veterans Day Proclamation

White House Lessons of Liberty - The Veterans' Experience, an Education Website

Veterans History Project - The Library of Congress invites you to join it in collecting audio- and video- along with documents such as letters, diaries, maps, photographs, and home movies, of America's veterans who served in support of them during World War I, World War II, and the Korean, Vietnam, and Gulf Wars.

50th Anniversary of the Korean War - Historical information, images, interviews with Korean War veterans, and information for teachers and students.

Arlington National Cemetery Home Page

Burial of the Unknown Soldier - November, 1921 -- a first person account



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Loiseta Rickford
Operator's Signature

10/16/03
Date

State and Local Directors of Veterans Affairs



Disclaimer

Submit comments or questions about Veterans Day
or the Veterans Day web pages to vetsday@mail.va.gov.

[VA Home Page](#) / [Search](#) / [Site Map](#) / [Contact the VA](#) / [Facilities Locator](#) / [Current Benefits](#) / [Accessibility Notice](#)
[Privacy & Security Statement](#) / [Disclaimer](#) / [Freedom of Information Act](#)

Reviewed/Updated: November 6, 2002

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10/16/03
Date

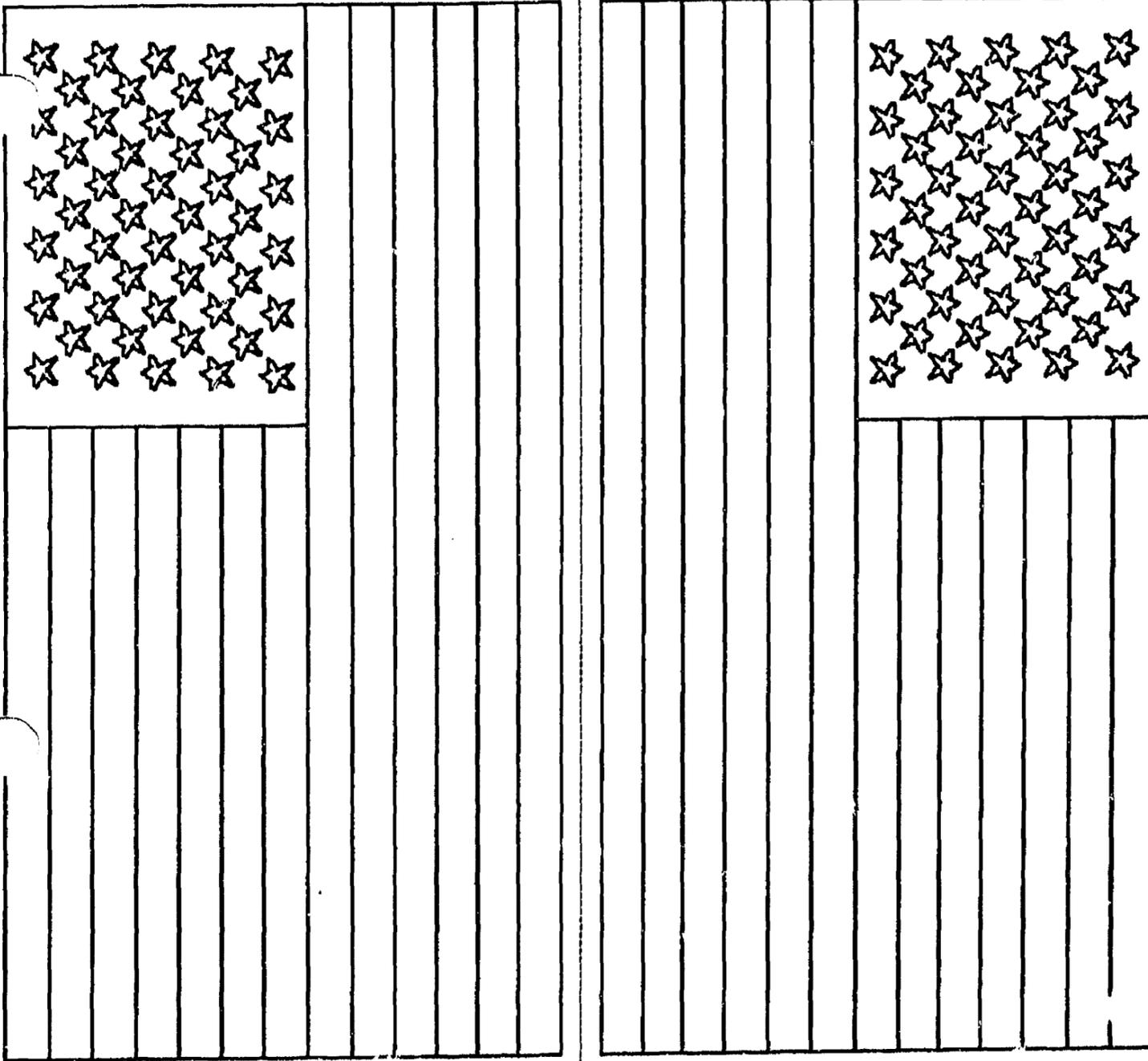
A	F	S	C	V	B	K	P	S	D	V	M	T	H	Z	X
B	M	N	K	G	D	F	H	I	U	S	A	F	O	P	K
U	O	E	G	D	S	A	T	E	S	Q	R	U	J	F	E
P	D	A	R	X	B	S	I	N	A	T	I	O	N	T	A
R	E	I	V	I	J	M	C	T	E	J	N	L	P	Y	G
D	R	U	I	O	C	K	R	A	S	X	E	Z	B	N	L
O	L	G	D	F	L	A	G	P	U	R	S	W	A	F	E
S	F	G	F	J	H	J	K	L	X	V	B	N	M	Z	Q
T	W	E	R	T	Y	U	I	O	P	A	W	S	D	F	G
A	H	J	K	L	Z	X	C	V	B	N	H	M	Q	W	E
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S	S	D	V	F	G	H	J	K	L	K	T	R	E	W	Q
R	F	V	E	E	H	T	U	F	R	E	E	D	O	M	U
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R	L	P	O	J	K	G	D	A	R	M	Y	E	R	Y	E
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I	O	P	L	H	G	Y	T	R	E	E	A	N	A	V	Y

1. AMERICA	6. MARINES	11. WHITE
2. FREEDOM	7. NAVY	12. BLUE
3. CEMETERY	8. USAF	13. STARS
4. VETERAN	9. FLAG	14. EAGLE
5. ARMY	10. RED	15. NATION

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Can you fold this flag?

After coloring the flag, see if you can fold it correctly.

Hint: Color both flags, then fold the page on the dotted line so that the flag sides face out. Tape or glue the flags together, then trim them along their edges before you start folding.



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**A BRIEF ACCOUNT
OF THE
KOREAN WAR**

50th Anniversary Commemorative Edition

Third Printing 2002

Korean War Association
5353 Cane Ridge, Suite 115
Antioch, TN 37013

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THE KOREAN WAR 1950-1953
Where Communistic Military Aggression Was Defeated

by Jack D. Walker

In 1987, military strategist Colonel Harry G. Summers, Jr., proclaimed that, "The Korean War appears to be the model for America's future wars." The truth of this statement became apparent in the Persian Gulf, where a coalition of nations fought a limited war to stop aggression.

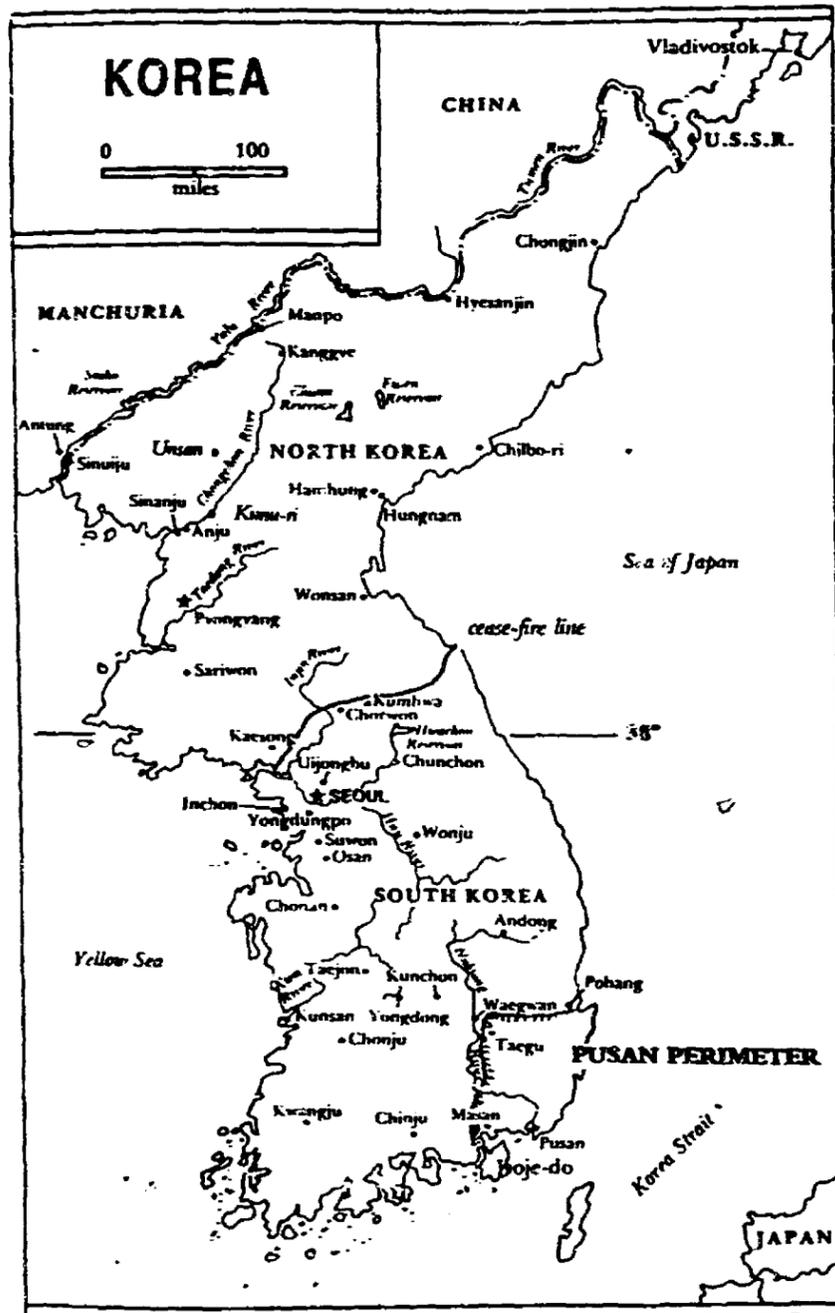
The booming of artillery awakened Captain Joseph R. Darrigo. Soon shell fragments and small arms fire were striking his house on the northeast edge of Kaesong. It was 5:00 a.m. June 25, 1950. As he headed south in a jeep to give the alarm, he could see the railroad station a half a mile away where two or three battalions of troops were off-loading. Previously, the track had been taken up by North Koreans to seal off their border with South Korea at the 38th parallel. Evidently it had been re-laid during the night, and an all-out invasion had been launched by the North.

Captain Darrigo, a member of the Korean Military Advisory Group (K MAG, pronounced Kay-Mag) assigned to the 1st Division of the Republic of Korea (ROK), was the only American officer on the parallel that morning. The attack was not expected because it was still the rainy season.

Jack James, a prize winning journalist with United Press in South Korea at the time, says many expected an invasion but thought it would come only after the rainy season. The North Korean build-up of forces on the border had been reported, but U.S. officials had questioned the report. There had been hundreds of border clashes in the past and the ROKs had a tendency to enlarge the number and severity of these instances to justify more military aid.

The North Koreans fielded a highly capable, Russian-trained, Russian-equipped army of 135,000 of whom almost one-third were veterans who had fought with the Chinese Communists. These forces had defeated the Nationalist Chinese, who fled to Formosa (Taiwan) in November the previous year and made China a Communist country.

Fearing the South would attempt to invade the North, the U.S. had only lightly armed the ROK army of 65,000 and had supplied 500



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American advisors (KMAG). The ROKs also had 45,000 policemen, but they were neither armed nor trained for combat.

The North Korean Peoples Army (NKPA) was spearheaded by Russian-made T-34 tanks, believed by many to be the best tank of World War II. Without adequate anti-tank weapons, brave ROK soldiers attacked these steel monsters with satchel charges. But after losing ninety men without much results, this practice was stopped.

The ROK defenses crumbled under the heavy weight of the NKPA attack. About one-third of the South Korean soldiers were on leave. Refugees fled the panic-stricken capital of Seoul. Unfortunately, the bridge over the Han River was blown prematurely, which prevented ROK troops from withdrawing south with what little heavy equipment they possessed. Many of their good officers and NCOs were lost north of the Han. The NKPA occupied Seoul June 28th. Political opponents by the thousands were rounded up and executed. Later, when in North Korea, the ROKs wanted to reply in kind, but close supervision by U.N. officials kept these reprisals on a smaller scale.

Colonel Paik Sun Yup did manage to get two of the three regiments of his 1st ROK Division south of the river. Shocked and dismayed by this initially overwhelming defeat, the staff officers repeatedly voiced the question, "Will the Americans help us?" "Will the Americans help us?"

Some time later, American fighter-bombers came in low and mistakenly strafed these ROK troops. Although saddened by this loss to "friendly fire," Colonel Paik did turn to his staff and state, "See there, the Americans *will* help us."²

Why had war erupted on the Korean Peninsula? Why was the United States getting involved?

UNITED NATIONS AND AMERICAN INVOLVEMENT

Washington got word of the invasion from Jack James' UPI dispatch, which arrived before the official cable to the State Department. President Harry Truman and the United Nations, which had supervised the elections in South Korea, were notified. Trygve Lie, Secretary General of the U.N., declared, "This is war against the United Nations."³ President Truman ordered Five-Star General Douglas MacArthur, U.S. Commander in the Far East, headquartered in Tokyo, to provide logistical support for the ROKs while the U.N. called for

withdrawal of North Korean troops. When this appeal was ignored, the U.N. called for its members to ". . . furnish such assistance to the Republic of Korea as may be necessary to repel the armed attack and to restore international peace and security to the area." Truman ordered U.S. naval and air forces to assist the ROKs. After a personal reconnaissance revealed the plight of the ROK troops, General MacArthur advised that only U.S. ground troops could halt the invasion. These were ordered to Korea on June 30th by the President, his most difficult decision while in office.

Although excluded from the American perimeter of defense, General Omar Bradley noted in a 1948 meeting of the National Security Council that some moral obligation did exist since the Republic of Korea was an American creation. It was decided that one possible way to save South Korea, should it be invaded, would be by a United Nations "police action" to which the U.S. could contribute troops.

The bulk of the U.N. forces to serve in Korea would be American, whose peak strength reached 348,000. Altogether 5.7 million were in uniform during the period, while 1.8 million were rotated in and out of Korea. Battle deaths for the three-year period numbered 33,627 as compared to 47,367 for the ten-year Vietnam War. Combat deaths in Korea by service were: Army 27,704; Marines 4,267; Air Force 1,198; Navy 458.

Other countries to furnish combat units, with their peak strength, were: Australia (2,282), Belgium/Luxembourg (944), Canada (6,146), Colombia (1,068), Ethiopia (1,271), France (1,119), Greece (1,263), Netherlands (819), New Zealand (1,389), Philippines (1,496), Republic of South African (826), Thailand (1,294), Turkey (5,455), and the United Kingdom (Great Britain 14,198).

Medical units were furnished by Denmark, India, Italy, Norway, and Sweden.

The Republic of Korea's armed forces reached a strength of 590,911 and suffered 272,975 casualties - killed, wounded, missing. Korean civilian deaths, both North and South, have been estimated to have been over 2 million.

Both the U.N. and ROK troops were placed under command of General MacArthur. For the first time in history, a world organization would use force to stop military aggression.

During World War II, President Franklin Roosevelt had asked the leader of the Soviet Union, Joseph Stalin, to enter the war against Japan. Stalin said he would two or three months after Germany's surrender. He could hardly refuse. The U.S. and Great Britain had

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shipped, free of charge, huge quantities of war supplies, including almost 500,000 American-made trucks and jeeps to the Soviets, which enabled them to stave off a defeat by the Germans during the early part of the war.

The Germans surrendered in May 1945. By August, the Soviets were trying to obtain more concessions and incentives for entering the war against Japan. The U.S. refused because Japan was on the verge of collapse and Russian help was not needed. The first atomic bomb was dropped on August 6 and the second bomb was dropped on August 9, the same day the Soviets declared war on Japan. The Japanese surrendered on August 14, 1945, five days later.

The Soviet failure to conduct free and open elections, in accordance with the Yalta agreements, in Poland and other eastern European countries, which they had overrun, had aroused U.S. suspicion and had sown the seeds for the cold war. As their troops moved into Korea, which the Japanese had annexed in 1910 and harshly occupied, the U.S. contacted Moscow and asked them to accept surrender of the enemy troops above the 38th parallel, while the U.S. would do so south of that line. The Soviets agreed. Japan traditionally had regarded the Korean peninsula as a dagger pointing at their country.

1945 TO 1950

Korea may well be called the 'Belgium of the East' because being located between the great powers of China, Russia, and Japan, it has been caught up in their conflicts such as the Sino-Japanese War 1894-1895 and the Russo-Japanese War 1904-1905.

The Koreans are an ancient, hardy, and talented people who developed movable metal type, devised a 26-letter alphabet (although it failed to gain wide usage), an ironclad ship, and produced a body of skilled workers. Their peninsula was a pathway for cultural, educational, religious, scientific, and industrial exchanges between Japan and continental Asia. Twice in the late sixteenth century, Japan invaded Korea, caused appalling levels of brutality, death, and destruction, and took many of the Korean skilled artisans back to Japan. Unfortunately for the Korean people, foreigners once again would bring war, misery, and suffering to their country on an unprecedented scale.

However, U.S. troops landing in the south in 1945 brought much needed assistance in the form of Government Aid and Relief in Occupied Areas (GARIOA). Because of Soviet intransigence in eastern Europe, President Truman set aside a previously agreed plan for a trusteeship, which included the Soviets, to oversee Korea until self-rule could be established.

Feeling fully capable of governing themselves, most Koreans initially were against the trusteeship. But when the Soviets called for the trusteeship, those factions with communist sympathies sided with the Soviet Union. No agreement could be reached on free elections since the Russians wanted to deny the vote to those who were against the trusteeship and those accused of collaboration with the Japanese, while the U.S., of course, felt everyone should have a vote.

The U.S. sought to dissolve the barrier at the 38th parallel between North and South, but the Soviets refused to do so until a united Korean government had been established. Also, the industrial North (population 9 million) added to the chaos in the agricultural South (population 21 million) by greatly curtailing the supply of coal, electricity, and other goods, such as fertilizer, to the ROKs. Additional hardships had to be borne because approximately two million people fled to the South to escape the atrocities and plunder of Russian troops, and to avoid persecution because of their opposition to Soviet occupation policies. These refugees had to be fed and housed in the South. Several thousand crossed over from South to North.

The U.S. measured each action in its sector so as not to offend the North; allowed political dissent, which was mostly restricted in the North; and refused to recognize any political faction until free elections could be held, although these groups continued to multiply causing political confusion and instability. Syngman Rhee, an exile, who had lived in the U.S., arrived against State Department wishes.

Unable to reach an agreement with the Soviets, the U.S. turned the problem over to the United Nations in September 1947. Elections, under the auspices of the U.N., were held in May 1948, but North Korea refused to participate. A National Assembly of 198 members was elected. One hundred seats were left vacant for North Korea to fill, but without response.

Syngman Rhee was elected president, while in the North a Soviet style election was held which chose a Korean exile who had lived in the Soviet Union, Kim IL Sung, as premier. Both leaders advocated unification, by force if necessary. The North became a closed society. A British minister, who was a well experienced Asian

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hand, visited the South and declared the ROK government the most encouraging he had seen. It did have flaws, however, but democracy had no tradition in the Orient.

The Russians trained and equipped an army in the North, withdrew, and challenged the U.S. to do likewise. The South Koreans wanted the American troops to stay, however the Army had neither the will to leave troops on the Asian mainland nor funds to provide them for both Korea and the newly forming North Atlantic Treaty Organization (NATO) in Europe. They were withdrawn.

Over 200 historians attending a seminar on the war, agreed that had the U.S. troops remained, there would have been no war. U.S. troops remained in West Germany and Communist East German did not invade. Clearly, the Korean War could have been prevented by an adequate peacetime defense budget.

Hearts were saddened in the North, as well as in the South, over the division of their country. Kim IL Sung pointed out how his Communist comrades had fought with the Chinese to help defeat the hated Japanese. They now would fight to unite Korea. The youth developed a zeal for this reasonable, desirable goal and great crusade.

According to Nikita Khrushchev's memoirs, which were published in 1970, Kim went to Moscow for Stalin's approval. Russian staff officers planned the details, but Stalin, fearing Americans would detect Soviet involvement, withdrew most of the 7,000 Russian advisors in Korea. Khrushchev believed that had they remained, the North would have succeeded. Kim had promised that the war would last only a short time because the South Koreans would rise up against Rhee's oppressive government and overthrow it. This never occurred. For the most part, South Koreans remained loyal to their government.

TASK FORCE SMITH

On July 4, 1950, two rifle companies, B and C, one-half of Headquarters Company, one section of 75mm recoilless rifles, and two 4.2 inch mortars, under their battalion commander Lt. Colonel Charles "Brad" Smith, were air-lifted from Japan to Pusan, Korea. They were from the 21st Infantry Regiment, 24th Division, on Japanese occupation duty. A train took them north where they were deployed near Osan, about 35 miles south of Seoul. They were joined by a battery from the 52nd Field Artillery Battalion. Rifleman had 120

rounds of ammunition and each man had two days of "C" rations. They stood 540 men strong.

Their mission: make an arrogant display of force and delay the main advance of the NKPA until more U.S. troops arrive. Brad Smith was 34. Most of his men were twenty years old or younger. About one in six had combat experience.

Many were draftees, while others had volunteered for the draft in order to get their service obligation behind them. Some had joined to "see the world." Fighting? Why should there be any fighting? We beat the Germans and Japanese, didn't we?

From a soft life in Japan, with servants to wash their clothes and shine their boots, these American youth were suddenly uprooted and flung into harm's way. There was no "Remember Pearl Harbor." Why were they there? Some bandits had crossed the border and would flee as soon as they saw American uniforms, was the circulating story.

The next morning at 7:00 a.m., NKPA troops appeared in the distance. They were elements of two regiments, about 5,000 men with thirty-three T-34 tanks. Artillery and recoilless rifle fire had no effect on the advancing tanks. The 105mm howitzer was not an anti-tank weapon; however, a special HEAT (high explosive anti-tank) round had been developed for emergency purposes. One field piece had been deployed well forward for direct fire down the road. The crew only had six HEAT rounds, which was 50% of the allotment for the Far East. The rest had been shipped to Europe, which had priority.

These teenagers were able to destroy two tanks before running out of HEAT rounds. The next tank knocked them out. As the remainder of enemy armor ran through their position, Lt. Ollie Connor fired 22 rounds from a 2.36 inch rocket launcher into rear of the tanks at very close range, with little appreciable effect. The ammunition was old and many rounds failed to explode. The weapon had been found to be ineffective against German armor in 1943. The T-34s shot up the Americans' vehicles parked in the rear as they continued southward down the road.

The NKPA infantry with three tanks now approached. Heavy fire from Task Force Smith halted their frontal attack. While continuing a steady fire into the defender's position, the North Koreans began moving large forces around each flank.

As the ammunition supply dwindled, LTC Smith gave the order to withdraw at 2:30 p.m. It didn't reach one platoon and the task force suffered most of its casualties during this phase. Panic seized some as

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they fled to the rear, weaponless but careful to skirt the village where the enemy tanks were.

These American youngsters had held up the enemy for almost a day and inflicted 130 casualties while losing 185 of their own. Brad Smith reported that the fighting qualities of the NKPA had been greatly underestimated by U.S. Intelligence.

The 34th Infantry Regiment, 24th Division was the next U.S. unit to engage the invaders. The equipment furnished the regiment was a national disgrace, according to the operations officer (S-3), Major John J. Dunn, who claimed that between 25% and 50% of the small arms were unserviceable. Sergeant Roy F. Collins found in their first combat that twelve of the thirty-one rifles in his platoon were defective.⁴ Mortar ammunition was so old that, in some cases, eight out of ten rounds failed to explode. Few radios worked.

In order to get to Korea, the rest of Task Force Smith's regiment had to commandeer three rusty Japanese freighters and a couple of war surplus LSTs (Landing Ship Tank) before they could embark. One GI said, "It was a hell of a way to go to war."

AMERICAN DEFENSE POLICY

Again and again, U.S. forces committed piecemeal to battle were outnumbered, out-gunned, and outflanked by the highly motivated NKPA. The greatest nation on the face of the earth had committed its youth to battle, **understrength, undertrained, ill-equipped, and ill-supplied.** Experienced field grade officers lamented that, "It was just criminal to commit our troops to battle, manned and equipped the way they were."⁵ In peacetime, Army units stood at two-thirds strength, meaning that infantry regiments had only two rifle battalions instead of the usual three, around which battlefield tactics were formulated. In practice, rifle companies were mostly 50% or more below their authorized strength of 200 men.

At the end of World War II, the United States had the greatest armed force the world had ever seen. But now, five years later, she was hard pressed to stop a fourth-rate power, North Korea. Why? Why?

Traditionally, America had never been prepared for a war. It was a dispute over a peacetime defense budget that initiated the events which led to the Revolutionary War. The colonists wanted the

protection of the British troops during the French and Indian War. With the Crown's treasury depleted when the fighting ended, the King's minister asked the Americans to pay one-third of the cost of the twenty battalions of redcoats stationed in the colonies. They refused, fearful that large standing armies could support oppressive governments or military strongmen who would arise. Determined to collect *some* funds, the sugar tax was rigorously enforced and when that didn't work, there was the Stamp Act, and then the tax on tea, all of which brought forth "taxation without representation" which, of course, led to the revolution.

While teaching a class at the Army War College, which involved a crisis in American history, Colonel Harry Summers, Jr., was asked by an officer from a third world country - many of whom were in attendance - "What was the chance of a military coup?" The American officers just laughed.⁶ The principle of civil control is so ingrained in the military that never, never has such an act been possible in this country, although it has happened throughout the world.

Being true to form, post-war defense budgets were small. Thinking to get more bang-for-the buck from the Air Force, who would drop A-bombs on any enemy and win a quick victory, the Truman administration gave that branch the largest portion. The Navy was out some, but the biggest reduction was handed to the Army. Everyone knew the next war would be fought with push-buttons, rockets, missiles, etc. . . . and there would be little need for foot-slogging riflemen. This proved to be a grave mistake, costing the country numerous unnecessary casualties and some humiliating defeats.

In August 1949, the Soviet Union exploded its first atomic bomb. The U.S. no longer had a nuclear monopoly. By October of the same year, the Red Chinese controlled the mainland, China became a Communist country. Due to these changes in the international scene, the National Security Council recommended to the President (NSC-68) that U.S. ground forces would have to be built up to an unprecedented peacetime level in order to counter the threat of the huge conventional forces of the Soviet Union. Although favorable to the idea, Truman knew that neither the Congress nor the American people would approve of spending the 50 billion dollars the plan called for, for peacetime defense. The present budget was 13 billion. NSC-68 remained on the shelf until the North Korean attack, at which time it was approved.

Previously, in 1948 when first elected premier of North Korea, Kim IL Sun had repeatedly asked Stalin for permission and support to invade the South. Stalin continued to refuse, not on moral grounds, but

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because Kim's army was not strong enough and because of the adverse world opinion it would cause. The Soviet leader suggested that should the South attack the North, this would justify offensive action by the NKPA.

Only after a buildup of North Korean forces and only after the change in the international situation did Stalin agree. At the time of the invasion, the Communists claimed the South had attacked first. This idea was propagated in the United States by well known journalist I.F. Stone. The opening of the Russian archives revealed that Stone had been on the KGB payroll.

WITHDRAWAL CONTINUES

The NKPA main thrust was along the Seoul, Taejon, Taegu,

Pusan axis. The U.S. 25th Infantry Division (Tropic Lightning) began arriving July 10. It was positioned to back ROK troops in the central sector and prevent an enemy drive on Taegu. But the ROK troops were able to hold in this better defensive, mountainous area where few T-34 tanks were employed. So well, in fact, that the NKPA corps commander was relieved because of his slow progress.

On July 19, the town of Yechon, an important road junction, fell but was retaken by the all black 24th Infantry Regiment of the 25th Division. War correspondent Tom Lambert reported it as the "... first sizeable American ground victory of the Korean War." Captain Charles Bussey, a black fighter pilot during World War II, won a Silver Star as a combat engineer. Back in the U.S., blacks began appearing at the recruiting offices, asking to get in that 24th Regiment.

On the morning of July 18, Lieutenant General Walton Walker, commander of the U.S. Eighth Army, which included all American and ROK forces in Korea, arrived at Taejon and asked Major General William Dean, the 24th Division Commanding Officer (CO), if he could hold the city until the 20th when units just landing from the U.S. 1st Cavalry Division would be in position to reinforce him. (It was "cavalry" in name only.) Although he had intended to evacuate Taejon, Dean told Walker he could hold. It was the biggest mistake of his life. Attacked, outflanked, and overrun by the NKPA 3rd and 4th Divisions, the city fell. Dean was captured and spent three years in POW camps.

American GIs fought bravely at times. At other times when confronted with overwhelming, numerically superior forces, they

"bugged-out" to the rear, cursing their government for sending them to this stinking, God-forsaken place where human feces were used to fertilize the land.

The battered U.S. 24th Division, which was relieved by the 1st Cavalry on July 22, stood at about one-half its strength 17 days earlier. It had lost enough equipment to field a full division, including thirty-one 105mm and five 155mm howitzers. There was a terrible toll on senior officers. Besides General Dean, three regimental COs were lost, one killed, one wounded, and one relieved. One regimental executive officer was wounded while two staff officers were captured. Five rifle battalion commanders were lost, including two killed, one captured, and two medically evacuated. Numerous other field-grade officers were killed, captured, wounded, or sacked, including two from the field artillery battalions (FAB)

PFC Sheffield Clark, whose 63rd FAB entered combat on July 6, remembers it this way: "It was the frantic hit-and-run tactics - and the running war south. We were short on ammo and supplies. Tiger tanks (Russian T-34s) were our nightmare and we had no ammo for our rocket launchers (anti-tank weapons). At one time, our field artillery unit was 2,000 yards ahead of the 34th Infantry we were supposed to be supporting.

"Infiltrators were picking us off - dressed up like old Korean women - with pistols held at real old Korean women to get past our outposts, posed as refugees moving south away from the fighting. Our position was overrun by infiltrators who came in behind us. The attack was so swift that our machine gunners were killed and our own machine guns were turned against us. They captured our 105s, then captured a trainload of ammo for them. There were only twelve of us left out of my battery by the time we got back to Taejon."

The need for replacement in these front-line units was acute. Supply and service personnel in Japan were reclassified as infantry and sent to Korea. Reservists were quickly called to active duty. Master Sergeant Ralph Yelton, who saw combat in Europe during World War II, was re-called, given five days' orientation, and sent to Korea where he participated in the heavy fighting during the first year. He was wounded for a second time and paralyzed from the waist down.

Bewildered Korean youth were taken off the streets, given ten days' training, and assigned to U.S. units. Thrown in with strangers with a strange language and strange customs, some performed remarkably well. But most were, not surprisingly, unable to do what

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was expected of them, so the KATUSA (Korean Augmentation To The U.S. Army) was gradually phased out.

This extreme shortage of front line replacements was the "necessity" that became the "mother" of full integration in the Army. Although President Truman ordered such in 1948, in practice black soldiers were still assigned to all black units, such as the 24th Infantry Regiment. The 9th Infantry CO, Chin Sloane, would accept black fillers. Butch Barberis, one of his battalion commanders, remembers it this way: "I was very, very low on men - less than half strength - and raised hell to get more troops. The division G-1 (personnel officer) called and, knowing that I had previously commanded a battalion of black troops, said he had almost 200 from labor units in Pusan that had served in my battalion who would transfer to infantry if they could serve with me. I agreed. In fact, I was proud to have them. They were good fighting men."⁹

From this beginning in Korea, the Armed Services have become an outstanding equal opportunity employer. While blacks make up only 13% of the population, the services are well over 30% black. African-American General Colin Powell became a highly regarded and effective recent Chairman of Joint Chiefs of Staff.

Jim Harris, a member of the 70th Tank Battalion serving as school troops at Fort Knox, was scheduled to get out of the service soon. When war broke out, the 70th was given 96 hours to pack up for the move to Korea. A special appeal was made to the 13 men who did not have enough time left on their enlistment to be sent overseas: "American GIs were being shot to hell by Russian-made tanks. They need your help." All 13 reenlisted except one, who later showed up in Korea with the 2nd Division.

The battalion was so short of tanks that those on concrete pedestals as monuments around Fort Knox had to be taken down and made operational by installing engines, transmissions, and other equipment. Such parts had to be flown in from various areas of the country. The men worked straight through with almost no sleep, but the deadline was met.

When these M-4 and M-26 medium tanks, which could stand up to the enemy T-34s, roared up to the front lines on August 14, the haggard, combat-worn, and weary front-line troops, some openly sobbing, ran forward to meet them. They crowded around the ugly steel monsters and patted them as if they had been bloodied horses. It was then that Jim Harris knew that he had done the right thing to

come to the aid of his countrymen. The emotion is still there as he tells the story today.¹⁰

Rusting hulks were collected from old Pacific World War II battlefields, refurbished in Japan and used to equip another, much needed tank battalion, the 89th. Its commander, 34-year-old Tom Dolvin (West Point '39), received verbal orders on a golf course in the United States on July 12 and was in combat in Korea on August 2. Whew!

The 1st Cavalry Division, which relieved the luckless 24th Division, had only 11,000 of its authorized wartime strength of 18,900 men. Around 750 of its noncommissioned officers had been transferred to the 24th when it first went into action. The Cav made a strong stand on the Taejon/Taegu road and delayed the advance of the NKPA. During the heavy fighting, one battalion (the 2nd of the 8th regiment) was encircled and cut off. Artillerymen found themselves fighting as infantry. They lowered their tubes for direct fire into the oncoming enemy. Repeated attempts to break through to the surrounded men failed, but cost 275 casualties. Finally, on the night of July 24/25, the battalion split up, leaving their vehicles and heavy equipment, and infiltrated back to friendly lines.

The 27th Regiment (Wolfhounds) of the 25th Division was the first American regiment to completely defeat a full-scale NKPA attack. One of its two battalions was on line, with the other well to the rear in reserve. The initial assault was repulsed after heavy, close combat; however, six tanks penetrated to the battalion command post (CP). Three were destroyed by ground fire, while the other three were knocked out by Air Force F-80 jets.

Believing the enemy would recount the attack that night, Lt. Colonel John Michaelis (CO) had the front-line unit pull back, *quietly*, along side the reserve battalion just after dark. The attack was renewed at dawn. The NKPA, seeking to double envelope the abandoned position, moved troops around both flanks which naturally passed in front of the two Wolfhound battalions. Their heavy fire was so devastating that it was quite awhile before the enemy could mount an offensive in that sector.

Michaelis said, "The kids won a battle - won it big - and that was very important for the outfit. They developed that all-important confidence right away. In fact, they became so cocky they were almost intolerable."¹¹ General Walker would use the Wolfhounds in the coming weeks as his fire brigade, sent to trouble spots around the perimeter.

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THE PUSAN PERIMETER

As the Eighth Army continued to reel under the withering blows of the NKPA, General Walker received a visit from General MacArthur, who promised, "Help is on the way." Walker would be reinforced by the 2nd Infantry Division, the 5th Marines and the Army's 5th Regimental Combat Team (RCT). There were to be no more withdrawals. Walker had to hold for six weeks while a reserve force of two divisions was built up and landed behind enemy lines at the port of Inchon on the Yellow Sea. This would cut off supplies to the NKPA in the south and assure their defeat. Without question, the Eighth Army *must* hold. Walker issued to his troop commanders what the press dubbed as his "stand or die" order. There would be no more retreating. "We are going to hold this line. We are going to win."¹²

The U.N. forces dug in along their meager toehold in southeastern Korea, which became known as the Pusan Perimeter. The western edge, manned by U.S. troops, ran from the Korea Strait north along the Naktong River for about 85 miles. Just north of Taegu, the line turned east and ran for about 50 miles to Pohang on the Sea of Japan. ROK troops defended in this mountainous sector. They had performed better than expected and inflicted severe casualties on the attackers. They had naval gunfire support from U.S. and British ships. Once retreating down the coast, the 3rd ROK Division was surrounded. The Navy took them off and landed them farther south.

Kim IL Sung ordered his North Korean troops to take Pusan by August 15 (Korean time), regardless of casualties. It was the anniversary of the Japanese surrender. Astrological reckoning, timing, and dates are important in the Orient. The fighting was furious. The NKPA suffered the casualties, but *they did not take Pusan*. It was a moment to be proud of American arms.

Undaunted by these losses, the North Koreans poured more troops into the area to continue the struggle. Time was against them. They must prevail now before the U.N. forces were built up to a level which would preclude a NKPA victory. Astonishingly, they were able to maintain a high morale and keep their troops supplied, in spite of the U.N. control of the air, by moving men and material at night. ROK Colonel Min Ki Sik had formed a scratch force of regimental size (Task Force Min), delayed their advance through the southwest, and added to their ration problem by confiscating much of the rice in the area and shipping it to Pusan. The NKPA was expected to live off the land.

The Pusan Perimeter was not a series of two-man foxholes every few yards - there were too few troops for this - but rather an offensive-defense. Observation posts were strung along the front and when enemy movement was detected, troops located in strong points well to the rear would come forward to attack and push the NKPA back across the Naktong River. They were greatly aided by the Air Force and Navy performing observation and close ground support. Forty-four percent of these tactical missions were flown by the Navy and Marines from carrier decks stationed off shore. The Air Force operated at considerable disadvantage at this time, however, for there were only two strips in Korea suitable for use by F-51 and C-47 type of aircraft - K-2 at Teagu and K-3 at Yonil on the east coast. Both were dirt strips. Most of the tactical planes flew from Japan.

The fighting was fierce. U.N. forces were holding on by the skin of their teeth. New units arriving at Pusan were quickly thrown into the battle. Two battalions of the 29th Infantry from Okinawa were committed before they had cleaned all the cosmoline (packing grease) from their newly issued weapons.

The Wolfhounds, in Army reserve, were shifted here and there to the hot spots. Twice the First Marine Provisional Brigade was called to eject an enemy penetration at the Naktong Bulge. The Army troops of the 24th and 2nd Infantry Divisions had fought their hearts out for eleven days in this area and stopped the enemy advance, but were too weak to push the North Koreans back across the river.

Lt. William R. Ellis, who experienced combat in World War II, says the 9th Infantry Regiment fought magnificently. "The original group of officers was gallant and far under-ranked. Most of the company commanders were (only) first lieutenants, which was a disgrace itself. They were forty-year-old, gray-haired World War II veterans (reserves called up) and still lieutenants in combat in 1950. I knew them all and have regretted at times that I did not join them (in death) for they by-and-large died unknown and unrewarded for their bravery." E Company had all its officers wiped out on five occasions.¹³

Enlisted man, Charles Payne of the 34th Infantry regiment, remembers it this way: "Masses of gooks (enemies) poured over the hills and through the gaps like a flood. Our people were fighting like seasoned troopers, but were just being overpowered.... Hour after hour we held the North Koreans off ... time and time again gooks rushed us. Each time we would lose a man, they would lose many. The ground was covered with their dead. We stacked our dead around us for protection. The battle seemed to go on forever."¹⁴

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Few Americans today, or even then, know of the desperate struggle, the pain and suffering, the utmost heroic effort and valor displayed to stop the North Korean assaults. The U.S. suffered its highest casualties of the entire war during these six weeks. If and when the public does become conscious of this all-important battle, it will, no doubt, be ranked alongside Bunker Hill, the Alamo, Bataan, and Corregidor.

THE INCHON LANDING

This clever and risky operation of landing at Inchon far behind enemy lines was conceived by General MacArthur on his personal reconnaissance to Korea June 29, but it had to be postponed to commit the troops he planned to use in order to delay the NKPA steamroller pushing down the peninsula.

The Navy and Marines, the country's amphibious experts, as well as most Army people not on MacArthur's staff, were against the operation. One admiral said, "We drew up a list of every natural and geographic handicap to a landing and *Inchon had them all.*" The narrow channel to the landing site could easily be blocked, currents were as high as 8 knots, there were no beaches, only the easily defended city of Inchon ... and many more. The worst of all were the 32 feet high tides which left nothing but mud flats at low tide, forcing a 12-hour wait for a second landing.¹⁵

At a Tokyo meeting on August 23, the Navy spent 85 minutes in a gloomy presentation of the obstacles, but concluded that while it would be a most difficult operation, it was not impossible. Present were chiefs of Navy, Army, Fifth Air Force, General MacArthur, and some of his staff.

MacArthur then made a masterful presentation of the complex military operation. "Spellbinding" was how Navy Chief Admiral Forrest Sherman and Army Chief General J. Lawton Collins described it. Admiral James Doyle said that if MacArthur had gone on stage, the world would have never heard of John Barrymore (famous American actor of the 1920's and 1930's).¹⁶

The Inchon Landing became one of the most brilliant moves in American military history. The slaughter of slugging it out head-to-head and toe-to-toe around the Pusan Perimeter would cease; thousands of casualties would be prevented and a decisive victory would be won.

No other nation in the world had the means and the knowledge to put together, on such short notice, over 200 ships to land 70,000 troops successfully in such a precarious place. "The Navy has never shone more brightly" were the words of the Far East Commander.

The First Marine Division landed a battalion (2 BN, 5th Regiment) on Wolmi-do (the fortified island guarding the entrance to Inchon) at 6:33 a.m. on September 15, 1950. An hour later, the island was secure. Because of the high tides, the next 12 hours would be sweated out before the other landings at Inchon proper could take place. When they did, the 1st Marine Regiment and the remainder of the 5th reached their objectives with light opposition from the surprised enemy; Marine and Naval air ruled the skies.

ROK Marines occupied Inchon while the U.S. Marines, moved out toward Seoul twenty miles away. The 7th U.S. Infantry Division landed and moved south of the city to protect the Marine flank, cut off NKPA personnel fleeing from the South, and link up with forces breaking out of the Pusan Perimeter.

The landing troops were designated X Corps and under the command of Major General Ned Almond, a brusque, overbearing officer who had offended the 1st Marine Division Commander, Oliver Smith. Smith was suspicious and resentful of being under Army command. As the Marines attacked the heavily fortified area west of Seoul, General Almond suggested to Smith that he send one regiment to the south and cross the Han River right into the capital city. Major General Smith refused, saying that he wanted to keep his regiments together. As Marine casualties continued to mount, Almond sent the Army's 32nd Regiment across without losing a man or piece of equipment. They were followed by the 17th ROK regiment. After a strong attack on the Army unit the major NKPA force withdrew, but their rear guard continued to offer stiff resistance to the Marines fighting into the heart of the city.

NORTH KOREAN INCURSION

The Inchon Landing had changed the fortunes of war almost overnight, insuring a NKPA defeat. Lieutenant General Matthew Ridgway said if it had been suggested that MacArthur could walk on water, most would have believed it. But now the Far East Commander made a serious mistake.

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On September 27, he was ordered by the Joint Chiefs of Staff to cross the 38th parallel without fanfare and with little publicity. The objective was to destroy the remaining NKPA forces and unite the North under the government of South Korea. With some reluctance, the U.N. approved this action. Some of the reasons given (NSC-81) were (1) 2,500 American and 25,000 ROK POWs were being held; (2) Red China, which had massive economic and social problems and with an Army lacking armor, heavy artillery, and air support, would probably not intervene; (3) taking North Korea away from Russian influence would increase U.S. chances of rapprochement with China; (4) if left intact, North Korea might invade again after it recovered; (5) Syngman Rhee was intent on unifying the country and would be difficult to hold in check; (6) Americans were outraged at the atrocities committed by the enemy against U.S. forces; and (7) with the total victory of World War II so recent, it would be hard for the Truman administration, accused of being soft on Communism, to settle for anything less. MacArthur was to engage any Chinese forces encountered in Korea "...as long as, in your judgment, action by forces now under your control offers a reasonable chance of success."

Needing additional port facilities to supply both the X Corps and Eighth Army, and to meet the possibility of stubborn resistance at the North Korean capital of Pyongyang, MacArthur withdrew the X Corps for a landing at Wonsan on the east coast. It would attack across the "narrow waist" of Korea toward Pyongyang from the east while the Eighth Army attacked from the south. This was a tragic mistake not only because of the delay it caused, which allowed some recovery among NKPA units and time for Chinese to deploy, unseen in Korea, but it overloaded the transportation system - heavily damaged by U.N. bombing - to the extent that it was very difficult to keep the Eighth Army supplied for its incursion into North Korea. It so happened that resistance was light and Pyongyang was taken by the 1st CAV and 1st ROK Division on October 19. The ROK troops advanced so rapidly up the east coast that they took the landing site of Wonsan before the X Corps arrived by sea.

A well executed air drop by the 187th Airborne Regimental Combat Team north of Pyongyang was too late to rescue a trainload of U.S. POWs, who were massacred before the paratroopers landed. A NKPA force of 500 was caught between the 187 and the Australian Battalion, 27th British Commonwealth Brigade advancing to link up with the troopers. Fearing their fire would hit the Americans, they fixed

bayonets, charged the enemy, killed 270, and captured 200, while miraculously sustaining only seven wounded of their own.

CHINESE INTERVENTION

By the 1860's, expansionist Russia, under the Czars, reached the Pacific at Vladivostok. Defeated in a conflict with Japan (1904-1905), Russia regarded that country as her natural enemy in the area. During the 1930's and during World War II, Joseph Stalin had supported the Nationalist Chinese under Chiang Kai-shek because, from a practical standpoint, they were the only force capable of opposing the Japanese at that time.

Popular with the Chinese Communists was Mao Zedong, who, although not trained in Moscow as were other Chinese, would become the leader of the party in China. He was in a constant struggle to maintain his leadership within the party and to avoid destruction from his sworn enemy Chiang Kai-shek. Relations between Mao and Stalin were cool.

When the Nationalists were defeated (October 1949) and the People's Republic of China was established by the Communists, U.S. far eastern policy changed. Support for Chiang had ceased sometime before because his corrupt regime did not have popular support.

In December of 1949, U.S. embassies were advised that should Formosa (Taiwan) - where the Nationalists had fled - fall to the Communists, it would not be considered a threat to U.S. security. A rapprochement would be made to the People's Republic, showing that Russia, coveting Manchuria as she did, was China's real enemy. It appears that Stalin became aware of this change. McLean, Burgess, and Philby, working in British Intelligence with access to U.S. information, were later discovered to be Soviet spies. (During the war MacArthur would sense that someone was reading his messages.) Continued success by Mao would make him a rival for the leadership of international Communism. As Stalin had promised to help the North Koreans, he had also offered aid to the Chinese who had massed 200,000 troops opposite Formosa for the invasion. Did Stalin coerce Kim IL Sung to invade first so that he would have an excuse to delay help to the Chinese? Was his support of the Korean invasion an effort to impede U.S./China rapprochement?

When the Inchon Landing changed the whole course of the war in Korea, Stalin urged the Chinese to intervene, promising them air power. At an October 1st meeting, most Chinese leaders were against intervention, although 80% of Chinese heavy industry was in Manchuria and most dependent on electric power generated in North Korea. General Peng Teh-huai, who would command Chinese Communist Forces (CCF) in Korea, said that if the Americans reached the Yalu River (border between Korea and Manchuria), they would find an excuse to invade China. Mao felt that China should come to the aid of its neighbor. A decision was made to intervene, which appeared to be based on their own national interest and not Russian pressure.

Moving at night and using excellent camouflage, troops of the CCF Fourth Field Army (200,000) already in Manchuria crossed into Korea while troops of the Third Field Army (120,000) headed north to reinforce them. These forces were undetected by U.N. aerial reconnaissance which was mostly employed in a strategic role: location of targets and evaluation of bombing. Chairman Mao instructed his commanders in the field to first destroy two or three divisions of the "puppet, running-dog Syngman Rhee." And, if the U.S. Forces did not advance beyond the Pyongyang-Wonsan line, the CCF were to wait six months while being supplied with Russian artillery and air power and then expel all enemy forces from Korea.

U.N. forces continued their advance and, on October 25 at Unsan (oon-san), about 70 miles north of Pyongyang, the ROK 15th Regiment was stopped by Chinese, who had crossed the border October 18 (American time) and deployed in the mountains. The U.S. 8th Cavalry Regiment sent to their aid was badly mauled, losing a whole battalion. A regiment from the 6th ROK Division made it to the Yalu, but was destroyed. Two other ROK regiments coming to its assistance were routed. Then the Chinese mysteriously withdrew. The same thing happened in the eastern sector where the Marines were stopped in their advance to the Chosin Reservoir, and then the enemy withdrew. Prisoners sent back to headquarters were confirmed to be Chinese. Intelligence estimated that there were no more than 27,000 (later upgraded to 70,000) Chinese in Korea. There were 320,000!

The advance of the Eighth Army (118,000) resumed on November 24, despite a shortage of supplies, including winter clothing. Some riflemen had as few as 16 rounds of ammunition. On the night of the 25th, the CCF struck the II ROK Corps on the Army's right flank with a massive attack which disorganized the South Koreans and sent them reeling to the rear. To their left, the U.S. 2nd and 25th Divisions

were also hit with furious assaults and penetrated in some spots, but were able to restore the situation and hold. The collapse of the ROKs exposed the flank of the 2nd Division and forced the U.N. forces to withdraw. Two regiments of the 2nd were almost destroyed at Kunu-ri, but the rest if the Army withdrew in good order, using their mobility to outdistance the slower moving CCF, who could maintain an offensive for only a few days.

In the X Corps sector in the east, one regiment of the 7th Division reached the Yalu at Hyesanjin, but the Marines were stopped at the Chosin Reservoir. Oliver Smith, sensing more enemy in the area than being reported, moved more slowly than Ned Almond was urging him. He stockpiled ammunition and supplies along the way. His caution contributed greatly to saving his command. An Army task force of two mismatched battalions, artillery, and other supporting units were hurried into position to protect the Marine right flank.

The bulk of the 120,000 CCF in the area hit the Marines and the Army Task Force. Winter had set in with temperatures of 24 degrees below zero. Flesh stuck to metal. Weapons and vehicles froze. In their fighting withdrawal, the Marines inflicted horrendous casualties on the enemy while sustaining 4,418 battle casualties and 7,313 nonbattle casualties (mostly weather-related). For the first time in history, flying boxcars (C-119-type aircraft) dropped a treadway bridge which enabled them to get their heavy equipment out over Funchilin Pass, where a bridge had been destroyed. Paratrooper Fred Fisher said a practice drop in Japan had failed. By December 11, the last man reached the safety of the lodgment area of Hungnam, held by the U.S. 3rd Division. Plagued by the Katusa factor, low ammunition, and the loss of all four senior commanders, the ill-fated Army unit (Task Force MacLean/Faith) held out for five nights and four days to its own destruction. Of its original strength of 2,500 only 385 were fit for duty, but they did protect the Marine right flank and rendered combat-ineffective the CCF 80th Division and elements of a second division.

The CCF forced the U.N. out of North Korea, but at a tremendous cost. Sources favorable to the Communist side estimate that the U.N. inflicted casualties on their adversary at the rate of 20 to 1. It was reported that General Peng flew to Mao's headquarters, dragging him out of bed to complain that the troops were exhausted and their clothing, equipment, and support was totally unsuited for such a campaign.

The X Corps was evacuated by sea with almost 100,000 civilians unwilling to live under Communist coming out with them.

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Because of its shattered right flank the Eighth Army retired to a more narrow portion of the peninsula about 45 miles south of the 38th parallel where they were joined by the X Corps.

The U.N. asked for an armistice at the parallel, but the elated Chinese, who had gained world acclaim, refused to consider seriously the proposal. Pouring in more troops, their goal was the expulsion of U.N. forces in South Korea. General Walker was killed in a jeep accident on December 24. Lieutenant General Matthew Ridgway was given command of the Eighth Army, which was plagued with defeat, disappointment, and low morale. Ridgway, who believed the plight of the withdrawal had been greatly exaggerated in the press, soon had his troops turned around and began pushing the CCF and NKPA back into North Korea. Five-star General Omar Bradley, Chairman of the Joint and Chiefs of Staff, said that his brilliant, driving, uncompromising leadership turned the tide of battle as no other general in American military history.¹⁷

AMERICAN POLICY

One false concept which hampered American policy throughout the cold war was that all Communists were directly controlled and every action dictated from Moscow. Although U.S. Russian experts, such as George Kennan, Chip Bolen, and Averell Hamman, believed that the Soviet Union was not ready for war, did not want war, Americans were ready to accept that the North Korean invasion might well be the beginning of World War III. Therefore, the U.S. 7th Fleet was sent to the Formosa Strait to prevent an invasion from the mainland of Nationalist China. This, of course, sent an entirely hostile signal to the People's Republic to whom, in December 1949, the U.S. was seeking rapprochement.

During World War II, victory in Europe was the first goal, while the Pacific was of secondary priority. After the turnaround at Inchon, the Joint Chiefs asked MacArthur how soon he could release a division or two for Europe. Here's where the real concern was. The Chinese intervention heightened U.S. fears of World War III. It was in reference to widening the war to mainland China that General Bradley said we would be fighting the wrong war at the wrong place at the wrong time. During the fighting in Korea, six U.S. divisions were sent to Europe, while the most U.S. divisions on line at any one time in Korea was seven. That's right, seven!

Fearing for Europe, President Truman wanted to cool down the war in Korea. The legendary hero of World War II in the Pacific, Douglas MacArthur wanted to expand the war, believing a victory in Asia would secure peace in Europe. Although warned, he continued to publicly express these views, so he was relieved of command in April 1951. A big uproar ensued, but soon died down in the public mind, as the war was to do also.

Seoul had been retaken in March as U.N. forces continued to push northward. A CCF counteroffensive failed in April to recapture the capital and, in May in east central Korea, their attack became known as the May Massacre because of their heavy losses. When the war broke out the year before an action was taken by the U.N. to support South Korea, the Soviets were boycotting the meetings because Red China had not been admitted. In June 1951, Soviet delegate to the U.N., Jacob Malik, who had returned, proposed truce talks. The Chinese had suffered an unbelievable number of casualties, had shot their bolt, and were ready to talk peace. The Soviets had lost face in the Communist world. The U.S. had sent troops to aid its ally, South Korea, and Russia had not. Chinese influence in North Korea increased as Russia's decreased. Mao gained stature as a world leader. Both Great Britain and the U.S. embarked on huge rearmament programs. NATO became a reality under the command of an American general. West Germany moved toward being a sovereign state, with its own military force. American defense spending in Japan - Toyota was almost bankrupt - propelled her toward being an economic super power. The Soviets had come up short everywhere. Their only success: U.S./China rapprochement was delayed until President Nixon's time, 20 years later.

TRUCE TENT AND THE FIGHTING FRONT

The talks began on July 10, 1951. Expecting the cease fire line to be exactly on the parallel, the communists balked when the U.N. refused to move back from their good defensive positions just north of the line to where none existed at the parallel. The CCF/NKPA delegates

* The Russian archives indicate that the North Koreans and Chinese persuaded Stalin to ask for peace talks. Pulitzer Prize Winner John Toland, the only American to examine the Chinese archives, maintains that both countries were not only surprised but somewhat dissatisfied with Stalin's action.

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walked out. The U.N. renewed their offensive action, which had been curtailed to show sincerity during the peace talks. In hard, hard fighting, the U.S. 2nd Division, the French Battalion, and some ROK troops forced the NKPA from Bloody Ridge and Heartbreak Ridge. The North Koreans claimed it was their most difficult battle of the whole war.

The pressure brought the Communist back to the peace table on November 27, 1951 and slow, slow progress was made, although they were most difficult in negotiations. The last item to be settled was the exchange of prisoners. A huge number of U.N.-held prisoners did not wish to be returned to the Communist side, while the Communists naturally argued that all should be returned. Disagreement on this point prolonged the fighting for 15 months and at the world could see that "...liberty and justice for all..." was not merely an empty phrase with the United States of America.

During the lull in U.N. offensive action, the NKPA/CCF improved their position to an extent not possible for their less mobile forces during normal activity. They brought up artillery until they had more guns on line than the U.N. They prepared well dug-in positions in depth, some as far back as 20 miles.

Static warfare developed. After November 1951, the U.N. forces staged no all-out offensives since the U.N. believed that peace was near at hand and ground gained would have to be relinquished. But, small actions were initiated by both sides to improve the positions they held. There were battles in the Punch Bowl and Iron Triangle areas, and names such as "Old Baldy," "White Horse," "Jackson Heights," "T-Bone," and "Pork Chop" became personal experiences where men were maimed, bled, and died while they struggled to be "king of the mountain," this mountain or that mountain. They fought the blistering heat, the stench, the rats and bugs, the rain, the extreme cold, the snow and ice, and life in the bunkers. They performed everlasting patrol duty to keep contact with the enemy. The 45th and 40th Divisions replaced the 1st CAV and 24th Divisions, which went back to Japan.

Highly valued by the ground troops was the close support U.N. fighter-bombers provided. Initially, the Air Force encountered difficulty in establishing a uniform system of close support for ground troops - the most complex of its tactical missions - from the three different systems used in World War II; one from Europe, one from Central Pacific, and one from Southwest Pacific. Tactical Air Control Parties (TACP) were assigned to each infantry regiment which was expected to use its own artillery for any targets within 1,000 yards of its front

line. The Marines provided controllers for each rifle battalion (three battalions per regiment at full strength) which expected to use air support as its artillery, based on the invasion of small islands during W.W.II where sufficient artillery was often not available. Controversy over the systems continued throughout the war.

The heavy bombing of North Korea certainly hampered their war effort, but proved to be not as decisive as its advocates claimed. Early in the war, the U.N. Air Forces easily defeated the small North Korean Force. B-29 Superforts ranged over the North but by November 1950 were forced into mostly night operations as China entered the war. Russian pilots, disguised as Chinese, flew their MiG-15 fighters from air fields in Manchuria (off limits to U.N. planes) to attack bombers over the north. In the first aerial combat between jet aircraft, the Migs outclassed the U.N. F-80s and F-84s. However, the superiority of U.N. pilots maintained air supremacy until the arrival of the F-86 Saberjet, a match for the Russian plane. A 10-to-1 kill ratio was achieved over the MiGs. Communist air was never used to support their effort on the ground.

The new Mobile Army Surgical Hospitals (M*A*S*H), stationed up close to the fighting front, reduced the deaths due to battle wounds by 50% of World War II figures. Helicopters were first used to evacuate wounded, supply and transport troops.

Most of the American POWs were captured during the first six months of the war. About 50% died due to wounds, disease, exposure, and malnutrition. Those that did survive in harsh, primitive, subhuman conditions were subjected to "brainwashing," a program to destroy faith in their country and convert them to Communism. Much publicity was given to the "turncoats," the 22 (one British) who stayed behind, while 3,766 Americans and 977 British returned to their homeland. The "brainwashing" could hardly be termed successful.

Embarrassed that so many of their POWs were refusing repatriation, the Communists instigated their hard-liners in U.N. custody to riot. They captured a camp commandant and although he was later released, it was a very humiliating incident. About 22,000 Communist-POWs screened by troops from neutral India refused to return. Another 25,000 were released against U.N. wishes by President Syngman Rhee to fade into the countryside.

In May and June 1953, the NKPA/CCF launched some of the largest attacks of the war, mostly against ROK troops, in an effort to influence the peace talks. Rhee was refusing to sign an armistice that left his country divided. Now with experienced leadership, better equipment, and better trained personnel, the South Korean units were

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no longer the undependable force they had been at the beginning, but were able to hold and inflict heavy losses on the enemy. These greatly improved troops occupied two-thirds of the U.N. line. Rhee agreed not to invade the north, but never did sign the cease-fire agreement which the other belligerents did on July 27, 1953. Elected in 1952, President Eisenhower had let it be known in May '53 that if a negotiated settlement could not be reached, he was prepared to seek a military solution, implying the use of atomic bombs and earlier measures advocated by MacArthur.

The Korean War was one of the most important events of the 20th Century because for the first time force was used to contain communism. So stated PBS News Hour historians. Had North Korea succeeded in adding territory to the communist bloc of nation through a force of arms, they would have tried again and again. A degree of stability came upon the world scene because **COMMUNISTIC MILITARY AGGRESSION WAS DEFEATED IN KOREA.**

A worldwide alarm had been sounded to aggressors that force would be met with counterforce. A degree of stability came on the world scene which cannot be calculated. The U.S. had completely shed its traditionally isolationist shell and fully accepted the role of leadership of the free world thrust upon it by the results of World War II. Before Korea, America had only one commitment outside of the western hemisphere - NATO. By the mid - 1950's, there were 450 military bases in 36 countries with links to 20 countries outside of Latin America, including Australia, New Zealand, Pakistan, South Korea, Taiwan, and Japan.

North Korea remains a closed, totalitarian state, widely regarded as a threat to world peace. South Korea is an economic miracle, America's seventh largest trading partner and staunchest ally. By 1995, she had become the world's eleventh strongest economy and the fifth largest producer of automobiles. For once, in their long history, able to act solely in their own national interest, they have produced an astounding level of prosperity, with the freedom to enjoy it.

"It was a war in which we turned the tide against Communism for the first time. Our defense of freedom laid the foundation for the march of democracy we're seeing today around the world."
President George Bush, May 1, 1990.

The U.S. Army, with a strength of 591,000 in 1950, had to be tripled in order to meet international commitments and fight a war on a 150 mile-wide peninsula. In 2001, with almost twice the population of then, Army strength had been reduced to below the 1950 level.

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The author, who served with KMAG in Korea, has read all 56 books listed in the bibliography and is indebted to these writers for much of this presentation.

Korean War Association
5353 Cane Ridge, Suite 115
Antioch, TN 37013

IF

What is being said about
A BRIEF ACCOUNT OF THE KOREAN WAR:

"The most lucid, brief account of the Korean War available." Professor Richard Thornton, George Washington University. Author of "ODD MAN OUT: Truman, Stalin, Mao and the Origins of the Korean War".

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"An excellent booklet on the war.- Clay Blair, Author of 24 books including the highly valued *The Forgotten War, America in Korea, 1950-1953*.

4CR 3027

Department of Veterans Affairs

HONORING ALL Who Served



VETERANS DAY
NOVEMBER 11, 2002



TEACHERS RESOURCE GUIDE

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Christina Richard
Operator's Signature

10/16/02
Date



The U.S. Department of Veterans Affairs and the Veterans Day National Committee is pleased to provide this Teachers Resource Guide to nearly 110,000 schools again this year. It is our hope that by thanking America's veterans and their families for their service and sacrifice, we can reward them with the honor they so richly deserve.

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"Let us solemnly remember the sacrifices of all those who fought so valiantly, on the seas, in the air, and on foreign shores, to preserve our heritage of freedom, and let us reconsecrate ourselves to the task of promoting an enduring peace so that their efforts shall not have been in vain."

Dwight D. Eisenhower
Presidential Proclamation 3071
Veterans Day 1954

La Costa Richardson
Operator's Signature

10/16/03
Date



VETERANS DAY NATIONAL COMMITTEE

NOVEMBER 11



VETERANS DAY NATIONAL COMMITTEE

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President of the United States

CHAIRMAN
HON. ANTHONY J. PRINCIPI
Secretary of Veterans Affairs

VICE CHAIRMAN
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ASSOCIATE MEMBERS
AMERICAN GOLD STAR MOTHERS
FLEET RESERVE ASSOCIATION
GOLD STAR WIVES OF AMERICA
VETERANS OF WORLD WAR I OF THE USA
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BLUE STAR MOTHERS OF AMERICA
AIR FORCE ASSOCIATION
NAVY SEABEE VETERANS OF AMERICA
AIR FORCE SERGEANTS ASSOCIATION
UNITED SPANISH WAR VETERANS
STATE DIRECTORS OF VETERANS AFFAIRS

Dear Principal:

As citizens, we have a responsibility to educate our youth on the contributions and sacrifices veterans have made throughout the years. As a new school year begins, and another Veterans Day approaches, it is imperative to remember those men and women who fought to preserve our freedom.

The annual celebration to recognize our Nation's 25 million living veterans should not be limited to one day or even one week a year. Accordingly, it is my pleasure to provide you with this year's Veterans Day poster and a Teachers Resource Guide for both elementary and secondary school classes.

The enclosed materials will help you prepare and present Veterans Day lessons and programs in your school to honor veterans. I encourage you to reproduce and distribute this material throughout your school.

Please feel free to download this year's Teachers Resource Guide, poster and other information from our Web site at <http://www.va.gov/vetsday>. You will find excellent ideas and current information on projects and events that are being created to thank our veterans and encourage pride and patriotism.

Thank you for helping our Nation's students gain an appreciation for the contributions America's veterans have made for all of us. On Veterans Day, please join us in honoring the more than one million American service members who died in the service of this country and more than 1.4 million who live with the wounds they suffered while fighting for us.

Our Nation's history is the history of America's veterans, individuals who stood the watch every moment of every day of every year. Let us never forget!

Sincerely yours,



Anthony J. Principi
Secretary of Veterans Affairs

DEPARTMENT OF VETERANS AFFAIRS (002C), 810 VERMONT AVE., N.W., WASHINGTON, D.C. 20420

Area Code (202) 273-8109 <http://www.va.gov/vetsday/>

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History of Veterans Day

"A SOLDIER KNOWN BUT TO GOD"

In 1921, an American soldier—his name "known but to God"—was buried on a Virginia hillside overlooking the Potomac River and the city of Washington, DC. The burial site of this unknown World War I soldier in Arlington National Cemetery symbolized dignity and reverence for America's veterans.

Similar ceremonies occurred earlier in England and France, where an "unknown soldier" of the Great War was buried in each nation's highest place of honor (in England, Westminster Abbey; in France, the Arc de Triomphe).

These memorial gestures all took place on November 11, giving universal recognition to the celebrated ending of World War I hostilities at 11 a.m., November 11, 1918 (the 11th hour of the 11th day of the 11th month). The day became known as "Armistice Day."

Armistice Day officially received its name in America in 1926 through a Congressional resolution. It became a national holiday 12 years later by similar Congressional action. If World War I had indeed been "the War to end all wars," November 11 might still be called Armistice Day. But in 1939, World War II broke out in Europe and shattered that dream. Of the 16 million Americans who served in the armed forces during World War II, more than 400,000 died.



"TO HONOR VETERANS OF ALL WARS"

Raymond Weeks of Birmingham, Ala., organized a "Veterans Day" parade for that city on November 11, 1947, to honor all of America's veterans for their loyal service. Later, U.S. Representative Edward H. Rees of Kansas proposed legislation changing the name of Armistice Day to Veterans Day to honor all those who have served America in all wars.

In 1954, President Eisenhower signed a bill proclaiming November 11 as Veterans Day, and called upon Americans everywhere to rededicate themselves to the cause of peace. He issued a Presidential Order directing the head of the Veterans Administration, now the Department of Veterans Affairs, to form a Veterans Day National Committee to organize and oversee the national observance of Veterans Day. In addition to fulfilling that mission, the committee oversees the annual production and distribution of the Veterans Day Poster and this Veterans Day Teachers Resource Guide.

In 1968, Congress moved Veterans Day to the fourth Monday in October. However, it became apparent that the November 11 date was historically significant to a great many Americans. As a result, Congress formally returned the observance of Veterans Day to its traditional date in 1978.

"We must not forget the past. We must not forget those who sacrificed, but we must also remember the reason for their sacrifice. They died so tyranny would die. They died to create a better world for those of us who followed them. Their sacrifice was not in vain."

Secretary of State Colin Powell
As Chairman of the Joint Chiefs of Staff
50th Anniversary of Pearl Harbor
December 7, 1991

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Veterans Day National Ceremony

The Veterans Day National Ceremony is held each year on November 11 at Arlington National Cemetery. At 11 a.m., a color guard, made up of members from each of the military services, renders honors to America's war dead during a tradition-rich ceremony at the Tomb of the Unknowns.

The President or his representative places a wreath at the Tomb and a bugler sounds "Taps." The balance of the ceremony, including a "Parade of Flags" by numerous veterans service organizations, takes place inside the Memorial Amphitheater, adjacent to the Tomb.

In addition to planning and coordinating the National Veterans Day Ceremony, the Veterans Day National Committee supports a number of Veterans Day Regional Sites. These sites conduct Veterans Day celebrations that provide excellent examples for other communities to follow.

Suggested Veterans Day Programs

Many schools and local communities throughout America sponsor activities to honor veterans on their special day. There is no one "right" way to celebrate Veterans Day. Even the simplest observances can be very meaningful. Participation by veterans organizations and other patriotic groups can enhance many of the activities suggested in this guide.

1. VETERANS DAY CEREMONY

Because the weather can be quite raw in November in many parts of the country, an indoor assembly program eliminates the need to draw up foul weather contingency plans. The scope of such a program may be large enough to permit invitations to the community at large. This outline represents a typical one-hour program. Organizers should feel free to modify this program in any way.

Prelude and Posting of Colors — As the audience enters to be seated, a school or community musical organization may offer several appropriate selections. A procession and posting of the Nation's colors (the American Flag) is always a stirring event. Local veterans service organizations often participate in such programs with their impressive array of military banners and American flags.

Pledge of Allegiance to the Flag and Singing of the National Anthem — The program chairperson, school principal or student body president should invite the audience to stand and join in the Pledge of Allegiance and singing of the National Anthem.

Introductory Remarks — Brief introductory remarks set the tone for the program. Consider reading the President's Veterans Day Proclamation, which the White House issues and posts on the Internet shortly before Veterans Day. For more information go to the Web site at <http://www.whitehouse.gov>. Additional remarks and suitable quotations for speeches can be found on the Veterans Day Web page (<http://www.va.gov/vetsday>).

Special Musical Selection — A band or choral group could offer one of the more impressive patriotic selections available.



Introduction of Guests — Consider inviting special guests, including local government officials, school alumni with distinguished military service, veterans from the community who represent different periods of service and faculty members who are veterans.

Principal Speaker — Your principal speaker should be invited far enough in advance to allow adequate preparation for your program.

Student Essay or Reading — In school programs, student body participation may be increased by including in the program various presentations by individual pupils. Selected essays from class or school-wide competitions may be offered by the student-author. A reading by a student of a well-known patriotic address by an American President or military hero is also effective. There are a number of published musicals/narratives which can enhance your program.

Moment of Silence, Taps — While Veterans Day is primarily a tribute to America's living veterans, and is typically observed more as a celebration than as a somber remembrance, it is always appropriate to include a moment of respect for those who gave their lives for their country. The signing of the World War I Armistice took place in a railway coach near the battle zone in France. The bugles sounded "cease firing" and the hostilities ended, marking a most significant moment in world history. Although 11 a.m. remains a traditional hour for this type of tribute, a moment of silence is appropriate at any point in the program. This may be followed by a rendition of "Taps."

Closing — The Master of Ceremonies announces "Retire the Colors." Accompanied by appropriate music, such as a John Philip Sousa march, the colors are paraded out of the assembly area, concluding the ceremony.

2. MESSAGE TO VETERANS

One of the most personal and meaningful Veterans Day activities for students is to send notes or cards to hospitalized veterans or those living in veterans homes. Students can design and send individual notes or cards or work together as a group and send an oversized card or poster signed by all of the students in the class, then mail them in one large envelope to the nearest VA medical center or state veterans home.

Addresses for state veterans homes and VA medical centers in your area can be found in the blue government pages of the telephone book. There also is a link to the VA facility locator on the Veterans Day Web page (<http://www.va.gov/vetsday>). Envelopes sent to medical centers should be addressed to "Voluntary Service Director" and those sent to veterans homes should be addressed to "Administrator."



3. FLAG-RAISING CEREMONY

Weather permitting, outdoor flag-raising ceremonies highlight an activity that occurs daily at many schools, but often goes unnoticed. Such a ceremony, although brief, should include the Pledge of Allegiance and the playing of the National Anthem. A special guest may be invited to participate.

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4. MUSICAL PROGRAMS

Veterans Day offers an excellent opportunity for school or community musical organizations to display their talents. A midday concert at the school or at a central location in the community may be especially dedicated to Veterans Day. An innovative program might include selections known to have been popular during America's wars.

5. SCHOOL NEWSPAPER ACTIVITIES

Veterans Day stories can be featured in school publications. Publish a roster of faculty members who are veterans. Describe Veterans Day activities being held in classrooms throughout the school.

6. POSTER CONTEST

The creative talents of students can be encouraged through participation in a school-wide Veterans Day poster contest. Winners should be appropriately recognized and awarded certificates. Local newspapers should be invited to photograph the winning entries.



7. LIBRARY ACTIVITIES

School or community libraries can prepare lists of recommended reading material suitable for Veterans Day. An appropriate display of book jackets or a special shelf containing selected publications can be used to call attention to the project. For more ideas, go to the Library of Congress Web site for children at <http://www.americaslibrary.gov>.

8. PLAYS AND SKITS

A short dramatic scene can make Veterans Day meaningful for students by providing an opportunity to perform historical research and use creativity to express their feelings about veterans. The script for a play written for elementary school students to perform can be found on the Veterans Day Web page at <http://www.va.gov/vetsday>.

9. FOOTBALL GAMES

Veterans Day is observed at the time of year when schools and clubs are engaged in football competition. The presentation of the colors and playing of the National Anthem may be keyed to Veterans Day by an appropriate public address announcement. Halftime presentations by school bands afford an ideal opportunity to offer special patriotic selections and marching routines. Card section displays may also be used to spell out phrases such as "Thank You Veterans" or "Veterans Day" in stadium stands to visually recognize those who served on Veterans Day.

10. SCHOOL CAFETERIA ACTIVITIES

Patriotic decorations in school dining areas add a colorful reminder of Veterans Day. Create special menu items such as decorated cupcakes or cookies. Download VA's Veterans Day 2002 poster from the Web site for placement in the cafeteria, in classrooms and on school bulletin boards.

11. PATRIOTIC GROUPS

Local veterans, historical or other patriotic organizations may enliven Veterans Day programs by providing period-uniformed flag bearers, fife and drum corps, and other marching and musical units. These organizations may also provide speakers with unique military experiences to share. One of the most popular activities among students is to meet with local veterans during an assembly or in individual classrooms to hear veterans share their experiences and answer student questions. The veterans can be relatives of students or members of local veterans service organizations.

12. WRITING ASSIGNMENTS

Veterans Day themes can be included in writing assignments. Accounts of military service told to students by relatives or friends can help develop narrative skills. Assign students to investigate the various benefits offered to veterans by government agencies. Write about veterans who are receiving educational benefits from the Department of Veterans Affairs. Describe various veterans memorials which may be located nearby.



13. UNIFORMS AND EMBLEMS

The colorful and varied uniforms and emblems worn by members of the armed forces throughout our history offer students of all ages ideal subjects to draw and paint. Elementary school children enjoy opportunities to create and exhibit costume items. Making colored construction paper hats representing various military eras is a modest and effective way of interesting pupils in Veterans Day subjects. The official emblems and seals of the Army, Navy, Marine Corps, Air Force and Coast Guard can be portrayed by students in a variety of methods, such as mosaics, applique, decoupage, as well as the traditional painting and drawing approaches.

14. STUDENTS' RELATIVES

Ask students to research and list all their known relatives who have served in the Armed Forces. With more than 30 percent of the United States population comprised of veterans, their dependents and survivors, students may tap into a rich history going back as far as the Revolutionary and Civil Wars.

15. MOVIES AND DOCUMENTARIES

To introduce students to a particular war or period of service, show appropriately rated movies and documentaries and use as a starting point to discuss the history, politics and meaning behind each war. Why not bring a veteran into the classroom to discuss his or her personal experience in service and how it compares to what is portrayed in the movie.

16. THE DEPARTMENT OF VETERANS AFFAIRS

Local VA facilities — medical centers, regional benefits offices and national cemeteries — can serve as sources of information and speakers for Veterans Day programs. They can also provide contact with local veterans service organizations and arrange visits, tours and other special programs for students. To contact your local VA facilities, look under Department of Veterans Affairs in the Federal government listings in the local telephone directory.

8

★★★★★★★★★★
USA Freedom Corps

President George W. Bush has called on all Americans to commit to at least 4,000 hours -- the equivalent of two years over the course of their lives -- to the service of others. By serving something greater than themselves, young people will learn about their rich democratic traditions as Americans, help meet vital community needs and become responsible citizens. Given the challenges we face as a Nation, educating our young people to be knowledgeable and skillful participants in a free society has never been more important. American schools have long encouraged students to participate in volunteer service in many forms -- ranging from individual volunteer activities, to service projects organized by student groups or faculty members, to formal service projects that link to academic lessons and credit. For more information on the President's Freedom Corp School Volunteer Program, go to the Web site at http://www.usafreedomcorps.gov/for_organizations/schools/index.asp.

★★★★★★★★★★
VA's Voluntary Service Program

In conjunction with the President's call to volunteerism, the Department of Veterans Affairs Voluntary Service Program (VAVS) assists veterans by bringing in student volunteers to assist staff at VA medical centers, outpatient facilities, veterans outreach centers, national cemeteries and regional offices. VAVS offers student volunteers excellent opportunities to learn about veterans first hand, gain community service credit and receive valuable experience and training which will benefit them in applying for college and jobs. A scholarship opportunity is available to qualified students who volunteer at VA medical centers through the James H. Parke Memorial Youth Scholarship Award. There are currently more than 24,000 student volunteers nationwide providing service to veterans. For more information on VA's Voluntary Service Program, go to <http://www.va.gov/volunteer>.

★★★★★★★★★★
Lessons of Liberty

Last year, President George W. Bush introduced a new initiative called "Lessons of Liberty," which urges schools to invite veterans to visit their facilities and speak to students about their experiences in serving our country. The President said, "*In these difficult days here in America, I ask all of us, children and adults, to remember the valor and sacrifice of our veterans. American veterans have extraordinary stories. We should listen to them . . . and we should learn from them.*" Lessons of Liberty is supported by VA, the U.S. Department of Education and veterans' groups all across America. Every American should recognize the debt of gratitude we owe to our veterans. Veterans Day should be a perfect time to show our appreciation. For assistance in finding a veteran to speak, contact your local VA facility or veteran service organization or go to <http://www.va.gov/veteranedu>.



Colista Richardson
Operator's Signature

10/16/03
Date

America's Wars



AMERICAN REVOLUTION (1775 - 1783)

Total Servicemembers..... 184,000 to 250,000
 Battle Deaths..... 4,435
 Non-mortal Woundings..... 6,188



WAR OF 1812 (1812 - 1815)

Total Servicemembers..... 286,730
 Battle Deaths..... 2,260
 Non-mortal Woundings..... 4,505



INDIAN WARS (Approx. 1817 - 1898)

Total Servicemembers..... 106,000
 Battle Deaths..... 1,000



MEXICAN WAR (1846 - 1848)

Total Servicemembers..... 78,718
 Battle Deaths..... 1,733
 Other Deaths in Service..... 11,550
 Non-mortal Woundings..... 4,152



CIVIL WAR (1861 - 1865)

Total Servicemembers (Union)..... 2,213,363
 Battle Deaths (Union)..... 140,414
 Other Deaths in Service (Union)..... 224,097
 Non-mortal Woundings (Union)..... 281,881
 Total Servicemembers (Confederate)..... 600,000 to 1,500,000
 Battle Deaths (Confederate)..... 74,524
 Other Deaths in Service (Confederate)..... 59,297**
 Non-mortal Woundings (Confederate)..... unknown



SPANISH - AMERICAN WAR (1898 - 1902)

Total Servicemembers (Worldwide)..... 306,760
 Battle Deaths..... 385
 Other Deaths in Service..... 2,061
 Non-mortal Woundings..... 1,662

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Coloeta Rickford
 Operator's Signature

10/6/03
 Date

America's Wars



WORLD WAR I (1917 - 1918)

Total Servicemembers (Worldwide).....	4,734,991
Battle Deaths.....	53,402
Other Deaths in Service.....	63,114
Non-mortal Woundings.....	204,002
Living Veterans.....	less than 500*



WORLD WAR II (1941 - 1945)

Total Servicemembers (Worldwide).....	16,112,566
Battle Deaths.....	291,557
Other Deaths in Service.....	113,842
Non-mortal Woundings.....	671,846
Living Veterans.....	4,651,000*



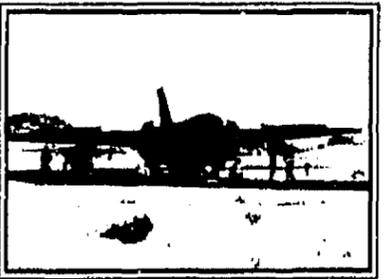
KOREAN WAR (1950 - 1953)

Total Servicemembers (Worldwide).....	5,720,000
Battle Deaths.....	33,686
Other Deaths (in Theater).....	2,830
Other Deaths in Service (Non-Theater).....	17,730
Non-mortal Woundings.....	103,284
Living Veterans.....	3,728,000*



VIETNAM WAR (1964 - 1975)

Total Servicemembers (Worldwide).....	9,200,000
Battle Deaths.....	47,410
Other Deaths (in Theater).....	10,788
Other Deaths in Service (Non-Theater).....	est. 32,000
Non-mortal Woundings.....	153,303
Living Veterans.....	8,382,000*



GULF WAR (1990 - 1991)

Total Servicemembers (Worldwide).....	2,322,332
Battle Deaths.....	147
Other Deaths (in Theater).....	235
Other Deaths in Service (Non-Theater).....	914
Non-mortal Woundings.....	467
Living Veterans.....	1,852,000*

AMERICA'S WARS TOTAL

(America's Wars Figures are through September 30, 2002)

Military Service During Time of War	41,865,460 to 42,831,460
Battle Deaths.....	650,953
Other Deaths (in Theater).....	13,853
Other Deaths in Service (Non-Theater).....	524,605
Non-mortal Woundings.....	1,431,290
Living War Veterans.....	(18,613,500)*
Total Living Veterans.....	24,934,000*

Source: Department of Defense, unless otherwise indicated.

"Other Deaths in Service" is the number of service members who died while on active duty, other than those attributable to combat, regardless of the location or cause of death.

Total Living Veterans includes veterans who served during periods other than those shown above.

* VA estimate based on improved statistical analysis from 2000 census

** An estimated additional 26,000 to 31,000 died in U.S. prisons.

Photos:

National Archives and Records Administration: <http://www.nara.gov/nara/html>
 Defense Visual Information Center: <http://www.dodmedia.osd.mil>

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Colista Richardson
 Operator's Signature

10/16/03
 Date

Fly Your Flag Regularly And Correctly



The U.S. flag, when carried in a procession with another or other flags, should be either on the marching right (the flag's own right) or, if there is a line of other flags, in front of the center of that line. Never display the U.S. flag from a float except from a staff, or so suspended that its folds fall free as though staffed.



When other flags are flown from the same halyard, the U.S. flag should always be at the peak. When other flags are flown from adjacent staffs, the U.S. flag should be hoisted first and lowered last. No flag may fly above or the right of the U.S. flag (except flags of other nations; see below).



When displayed from a staff in a church or public auditorium, the U.S. flag should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergy's or speaker's right facing the audience. Any other flag so displayed should be placed on the left of the speaker or to the right of the audience.



The U.S. flag, when displayed with another flag against a wall from crossed staffs, should be on the U.S. flag's own right, and its staff should be in front of the staff of the other flag.



When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



If displayed flat against the wall on a speaker's platform, the U.S. flag should be placed above and behind the speaker with the union of the flag in the upper left-hand corner as the audience faces the flag.



The U.S. flag should be at the center and at the highest point of the group when a number of flags of states or localities or pennants of societies are grouped and displayed from staffs.



When the U.S. flag is displayed from a staff projecting from a building, the union of the flag should be placed at the peak of the staff unless the flag is at half staff. When suspended from a rope extending from the building on a pole, the flag should be hoisted out, union first from the building.



When the U.S. flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground. The flag, when flown at half staff, should be first hoisted to the peak for a moment and then lowered to half staff position. The flag should be again raised to the peak before it is lowered for the day.



When the U.S. flag is displayed other than from a staff, it should be displayed flat, or so suspended that its folds fall free. When displayed over a street, place the union so it faces north or east, depending upon the direction of the street.

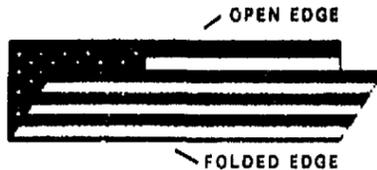


The U.S. flag should form a distinctive feature at the ceremony of unveiling a statue or monument, but should never be used as the covering for the statue or monument.



During a ceremony when hoisting, lowering or when the flag is passing in parade, all persons should face the flag, stand at attention and salute. A man should remove his hat and hold it with the right hand over the heart. Men without hats and women salute by placing the right hand over the heart. The salute to the flag in the moving column should be rendered at the moment the flag passes.

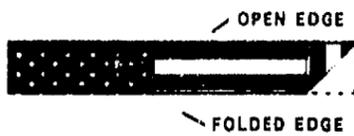
Correct Method of Folding The United States Flag



(a) Fold the lower striped section of the flag over the blue field.



(b) Folded edge is then folded over to meet the open edge.



(c) A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.



(d) Outer point is then turned inward parallel with the open edge to form a second triangle.



(e) Triangular folding is continued until the entire length of the flag is folded in the triangular shape with only the blue field visible.



Respecting Your Flag

Important Things to Remember

The Pledge of Allegiance to the Flag should be rendered by standing at attention facing the flag with the right hand over the heart. If not in uniform, a person should remove his or her hat with the right hand and hold it at the left shoulder, with the hand over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

Display the U.S. flag every day, but especially on national and state holidays. On Memorial Day, the flag should be flown at half-staff in the forenoon (sunrise until noon), then raised to its normal position at the top of the staff. When raising the flag to half-staff, first raise it to the top of the staff, then lower it half-way. When lowering a flag that has been flying at half-staff, first raise it to the top of the staff, then lower it all the way. The U.S. flag should be displayed on or near the main building of every public institution, in or near every school on school days, and in or near every polling place on election days. Always hoist the U.S. flag briskly. Lower it slowly and ceremoniously.

Things Not to Do

Never show disrespect to the U.S. flag. Never dip the U.S. flag to any person or thing. Regimental colors, state flags, and organization or institutional flags are dipped as a mark of honor. Never display the U.S. flag with the field of stars at the bottom, except as a distress signal. Never let the U.S. flag touch anything beneath it — ground, floor, water or merchandise. Never carry the U.S. flag horizontally, but always aloft and free.

Always allow the U.S. flag to fall free — never use the U.S. flag as drapery, festooned, drawn back or up in folds. For draping platforms and decoration in general, use blue, white and red bunting. Always arrange the bunting with blue above, the white in the middle and the red below. Never fasten, display, use or store the U.S. flag in a manner that will permit it to be easily torn, soiled or damaged in any way. Never use the U.S. flag as a covering or drape for a ceiling or use it for receiving, holding, carrying or delivering anything. Never place anything on the U.S. flag and never have placed upon it, or on any part of it, or attached to it, any mark, insignia, letter, word, figure, design, picture or drawing of any nature.

The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like; printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard; or used as any portion of a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, fire fighters, police officers and members of patriotic organizations. Advertising signs should not be fastened to a staff or halyard from which the flag is flown. When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a dignified way, preferably by burning. Many veterans groups perform this service with dignified, respectful flag retirement ceremonies.

13

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Richard Costa
Operator's Signature

10/16/03
Date



National Veterans Awareness Week

On July 23, 2002, the United States Senate passed Senate Resolution 293 declaring November 10 through 16 as "National Veterans Awareness Week" for the "purpose of emphasizing educational efforts directed at elementary and secondary students concerning the contributions and sacrifices of veterans."

Tens of millions of Americans have served in the the Armed Forces of the United States during the past century and hundreds of thousands of Americans have given their lives. The contributions and sacrifices of these men and women who served have been vital in maintaining our freedoms and way of life. During National Veterans Awareness Week, the Department of Veterans Affairs asks all citizens to remember those who have served throughout this country's history.



Veterans History Project

The United States Congress voted unanimously for legislation to create the Veterans History Project on October 27, 2000, through Public Law 106-380. Congress recognizes the urgency of collecting wartime memories and stories, which become more and more precious as the number of veterans dying reaches more than 1,500 each day.

The mission of the Veterans History Project is to collect the memories, accounts, and documents of war veterans from World War I, World War II, the Korean, Vietnam, and Gulf Wars, and to preserve these stories for future generations. The goals are to stimulate the opportunities for public learning, by inviting individuals and groups to participate; to engage veterans, military, history, educational and civic organizations as partners to identify, interview and collect documents from war veterans and their families; and to preserve and present collected materials to the public through the Library of Congress.



The Library of Congress, through its American Folklife Center, has developed a program to collect and preserve audio- and video-recorded oral histories from America's war veterans, along with documentary materials such as letters, diaries, photographs, and films. The American Folklife Center will make this material accessible to the American people by developing online presentations of the collection as part of the National Digital Library.

How can you participate? Children can interview their grandparents; students can talk with veterans and homefront supporters in the community; veterans can interview each other; and libraries, museums, and civic groups can start their own projects.

For more information about participating in or submitting material for the Veterans History Project, click on the "Project Kit" link at <http://www.loc.gov/folklife/vets/vets.htm> or go to VA's Voluntary Service Program Web site at <http://www.va.gov/volunteer>.

LoCoeta Rickford
Operator's Signature

10/16/03
Date



World War II Memorial

For more information on the establishment and construction of the World War II Memorial go to <http://www.wwiimemorial.com>. For additional sites on World War II go to <http://www.ibiblio.org/pha>.

50th Anniversary of the Korean War

From June 25, 2000, through November 11, 2003, VA joins the Department of Defense and all Americans in recognizing the tremendous contributions servicemen and women made during the Korean War. For more information on this commemoration go to the Korean War 50th Anniversary Commemoration Web site at <http://korea50.army.mil>.

20th Anniversary of the Vietnam Veterans Memorial

This year marks the 20th anniversary of the dedication of the Vietnam Veterans Memorial. Dedicated in 1982 in Washington, D.C., the Wall honors all Americans who served their nation in the Vietnam War and includes the names of all those who perished in that war. For more information on events and anniversary activities, go to the Vietnam Veterans of America Web site at www.vva.org or call 1-301-585-4000.

Veterans Day on the Web

Please feel free to visit the Department of Veterans Affairs "Veterans Day" Web site at <http://www.va.gov/vetsday>. A search on the Internet regarding "Veterans, Veterans Day, Veterans Day and Kids, or Veterans Day and Education" will find a large number of possible sites to explore. Fact sheets about Veterans Day and other patriotic topics can be found by clicking on <http://www.va.gov/pubaff/celebAM/CAIndex.htm>.

Additional sites can be found on the Library of Congress Web site for children at <http://www.americaslibrary.gov> or Veterans Day and other holidays Web site at <http://www.eagle.ca/~matink/holidays.html#VET>

The Veterans Day National Committee and the Department of Veterans Affairs thank all teachers for the important work you do in the classroom every day. We also thank you for honoring America's veterans by making Veterans Day meaningful for your students. We hope you find this Veterans Day resource guide useful.

15



THE WHITE HOUSE

WASHINGTON

July 8, 2002

I send greetings to students and teachers observing Veterans Day in schools across America.

Each year on Veterans Day, we take time to remember and honor our veterans who have defended our Nation's freedom. Since its founding, our country has faced many threats that have tested our courage. But America has remained united and steadfast, because generations of brave men and women have courageously fought and died to defeat tyranny and protect our democracy.

Today, as we continue to rely on our Armed Forces in the war against terrorism, we look to our veterans for their example of courage and sacrifice. Their selfless service has made our Nation strong and our world a better place. America's veterans deserve our deepest respect and enduring appreciation.

Mrs. Bush joins me in sending our best wishes, and we encourage you to learn more about our country's history and our veterans.

The Veterans Day 2002 Teachers Resource Guide is published
in honor of U.S. veterans by the
VETERANS DAY NATIONAL COMMITTEE
Department of Veterans Affairs
Office of National Programs and Special Events (002C)
810 Vermont Avenue, N.W.
Washington, DC 20420
<http://www.va.gov/vetsday>
(Revised 2002)

Attack on Pearl Harbor - 60th Anniversary

When dawn broke on the Hawaiian Island of Oahu on the Sunday morning of December 7, 1941, a gentle wind blew through the palm trees as people attended church services, prepared to do some Christmas shopping or just enjoy a typical weekend day in that peaceful paradise. At 7:55 a.m., local time, those gentle winds turned to winds of war, as military bases all around the island came under attack from aircraft launched from Japanese aircraft carriers.

Barely two hours later, 2,403 Americans were dead, more than a thousand more were wounded. Navy, Marine, Army and Coast Guard units all came under fire. Two-thirds of the 223 American military aircraft on the island and 21 naval vessels were destroyed or damaged. However, the military's oil depots were not destroyed and no American aircraft carriers were damaged, as they were at sea conducting maneuvers at the time of the attack. More than 1,100 of the 1,177 sailors who perished aboard the battleship USS Arizona are still entombed in the ship's sunken hull. To this day, visitors to the USS Arizona Memorial can see small rivulets of oil seeping from the ship beneath the memorial.

The entire Pacific region seemed to burst into flames, as Japanese forces attacked Malaya, Hong Kong, Guam, the Philippine Islands and Wake Island that same day, and Midway Island the next. On December 8, in an address to Congress, President Franklin D. Roosevelt called December 7, 1941, "a date which will live in infamy."

Using the information above, along with your own research, answer the following essay questions.

1. What factors allowed the "date which will live in infamy" to occur?
2. Could the attack have been avoided?
3. How did the absence of U.S aircraft carriers affect the outcome of the war?
4. Could there ever be "another Pearl Harbor"?



The Veterans History Project

The Library of Congress, through its American Folklife Center, has developed a program called the "Veterans History Project" to collect and preserve audio- and video-recorded oral histories from America's war veterans, along with documentary materials such as letters, diaries, photographs, and films. The American Folklife Center will make this material accessible to the American people by developing online presentations of the collection as part of the National Digital Library.

How can you participate? Children can interview their grandparents; students can talk with veterans and homefront supporters in the community; veterans can interview each other; and libraries, museums, and civic groups can start their own projects.

The mission of the Veterans History Project is to collect the memories, accounts, and documents of war veterans from World War I, World War II, and the Korean, Vietnam, and Gulf Wars, and to preserve these stories for future generations.

To get details about submitting material, click on the "Project Kit" link on the Veterans History Project's World Wide Web page: <http://www.loc.gov/folklife/vets/vets.html>.

1

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Yolanda Rickford
Operator's Signature

10/16/03
Date

RESPECTING YOUR FLAG

Important Things to Remember

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Display the U.S. flag every day, but especially on national and state holidays. On Memorial Day, the flag should be flown at half-staff in the forenoon (sunrise until noon), then raised to its normal position at the top of the staff. When raising the flag to half-staff, first raise it to the top of the staff, then lower it half-way. When lowering a flag that has been flying at half-staff, first raise it to the top of the staff, then lower it all the way.

The U.S. flag should be displayed on or near the main building of every public institution, in or near every school on school days, and in or near every polling place on election days.

Always hoist the U.S. flag briskly. Lower it slowly and ceremoniously.

Things Not to Do

Never show disrespect to the U.S. flag.

Never dip the U.S. flag to any person or thing. Regimental colors, state flags, and organization or institutional flags are dipped as a mark of honor.

Never display the U.S. flag with the field of stars at the bottom, except as a distress signal.

Never let the U.S. flag touch anything beneath it — ground, floor, water or merchandise.

Never carry the U.S. flag horizontally, but always aloft and free. Always allow the U.S. flag to fall free — never use the U.S. flag as drapery, festooned, drawn back or up in folds. For draping platforms and decoration in general, use blue, white and red bunting. Always arrange the bunting with blue above, the white in the middle and the red below.

Never fasten, display, use or store the U.S. flag in a manner that will permit it to be easily torn, soiled or damaged in any way.

Never use the U.S. flag as a covering or drape for a ceiling or use it for receiving, holding, carrying or delivering anything.

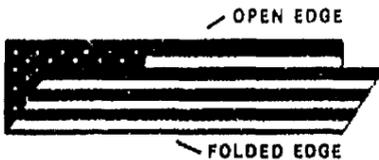
Never place anything on the U.S. flag and never have placed upon it, or on any part of it, or attached to it, any mark, insignia, letter, word, figure, design, picture or drawing of any nature.

The U.S. flag should not be embroidered on such articles as cushions, handkerchiefs, and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard; or used as any portion of a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, fire fighters, police officers and members of patriotic organizations. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

When the U.S. flag is no longer in suitable condition for display, it should be destroyed in a dignified way, preferably by burning. Many veterans organizations perform this service with dignified, respectful flag retirement ceremonies.

11

CORRECT METHOD OF FOLDING THE UNITED STATES FLAG



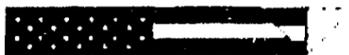
(a) Fold the lower striped section of the flag over the blue field.



(b) Folded edge is then folded over to meet the open edge.



(c) A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.



(d) Outer point is then turned inward parallel with the open edge to form a second triangle.



(e) Triangular folding is continued until the entire length of the flag is folded in the triangular shape with only the blue field visible.



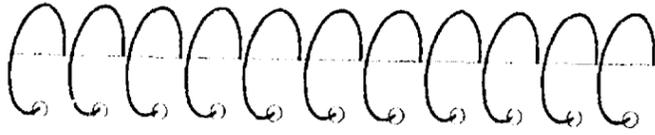
WHO SAID IT?

Match the quotations on the left with the names on the right.

1. "The power and diversity of the Armed Forces, active Guard and Reserve, the resolve of our fellow citizens, the flexibility in our command to navigate international waters that remain troubled are all essential to our security."
2. "It is foolish and wrong to mourn the men who died. Rather we should thank God that such men lived."
3. "To be prepared for war is one of the most effectual means of preserving peace."
4. "They that are on their guard and appear ready to receive their adversaries, are in much less danger of being attacked than the supine, secure and negligent."
5. "Honor to the soldier, and Sailor everywhere, who bravely bears his country's cause. Honor also to the citizen who cares for his brother in the field, and serves, as he best can, the same cause."
6. "No man is worth his salt who is not ready at all times to risk his well-being, to risk his body, to risk his life, in a great cause."
7. "That is not to say that we can relax our readiness to defend ourselves. Our armament must be adequate to the needs, but our faith is not primarily in these machines of defense but in ourselves."
8. "Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty."

- ___ President John F. Kennedy
- ___ President George Washington
- ___ Admiral Chester Nimitz
- ___ Abraham Lincoln
- ___ President Gerald R. Ford
- ___ Benjamin Franklin
- ___ General George S. Patton, Jr.
- ___ President Theodore Roosevelt

(Answers on page 15.)



...the heart
of every
North Dakota
community.

me 4054666
39

Holly

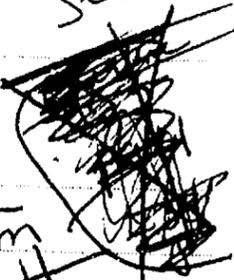


Crown & Anchor
Numbers

258-5155
1:41 p.m.

lower
left
seller

Sign off
on back



Way
on p
bottom
Part 3 on bottom
call
Signature
#5
DOT

1435 Interstate Loop
Bismarck, ND 58503
701-223-6397
www.ndna.com



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Ja Costa Richardson
Operator's Signature

10/16/03
Date



Answers to "Who Said It?"

(from page 12)

1. President Gerald R. Ford (1913 - present): 38th President of the United States; played on the University of Michigan national championship football teams in 1932 and 1933; served in the U.S. Navy during World War II.
2. General George S. Patton (1885-1945): Four-Star U.S. Army general; veteran of World Wars I and II; during WW II, led allied troops to victories in North Africa, Sicily, France and Germany.
3. President George Washington (1732 - 1799): 1st President of the United States; led all American Forces during the Revolutionary War as Commander-in-Chief of the Continental Army.
4. Benjamin Franklin (1706 - 1790): American writer, printer, philosopher, scientist and statesman; helped draft the Declaration of Independence; signer of the Declaration of Independence and the United States Constitution.
5. President Abraham Lincoln (1809-1865): 16th President of the United States. In his second inaugural address, Lincoln pledged his support for the Nation's veterans, declaring that America must "care for him who shall have borne the battle and for his widow and his orphan."
6. President Theodore Roosevelt (1858-1919): 26th President of the United States; affectionately known as "Teddy" or "T.R."; led U.S. cavalry troops, known as the "Rough Riders," during the Spanish-American War.
7. Admiral Chester Nimitz (1885 - 1966): Five-Star U.S. Navy Admiral; commanded U.S. Naval Forces in the Pacific during World War II. On September 2, 1945, he accepted the Japanese surrender, which was signed in Tokyo Bay on board the American Battleship, USS Missouri.
8. President John F. Kennedy (1917-1963): 35th President of the United States; wrote Pulitzer Prize winning book, "Profiles in Courage"; commanded PT Boat 109 in the Pacific during World War II.

The Veterans Day National Committee and the Department of Veterans Affairs thank all teachers for the important work you do in the classroom every day. We also thank you for honoring America's veterans by making Veterans Day meaningful for your students. We hope you find this Veterans Day resource guide useful.

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THE WHITE HOUSE

WASHINGTON

August 31, 2001

I am pleased to send warm greetings to the students and teachers observing Veterans Day in schools across America.

Every November 11, we honor the men and women who have kept America free and secure by serving in the Armed Forces of the United States. Veterans Day is a fitting tribute to the courageous men and women who were willing to fight for the ideals of liberty. In defense of freedom, they have cleared the seas, charged the hills, and covered the skies. They have never let us down.

Through their service, our veterans have joined a long line of patriots willing to risk all to preserve our freedom and the American way of life. Many have died in defense of this country, and we cannot measure the value of the freedoms secured by their supreme sacrifices. While America can never repay the debt it owes to its veterans, we can express our gratitude by remembering their valiant service.

This Veterans Day, I encourage you to learn about the sacrifices our veterans have made and continue to make for all of us. America's 25 million living veterans deserve our lasting respect and appreciation.

Best wishes for a meaningful and memorable observance.

The Veterans Day 2001 Teacher Resource Guide is published
in honor of U.S. veterans by the
VETERANS DAY NATIONAL COMMITTEE
Department of Veterans Affairs
Office of Public Affairs (80D)
810 Vermont Avenue, N.W.
Washington, DC 20420
<http://www.va.gov/pubaff/vetsday/index.htm>
(Revised 2001)

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La Costa Rickford
Operator's Signature

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