

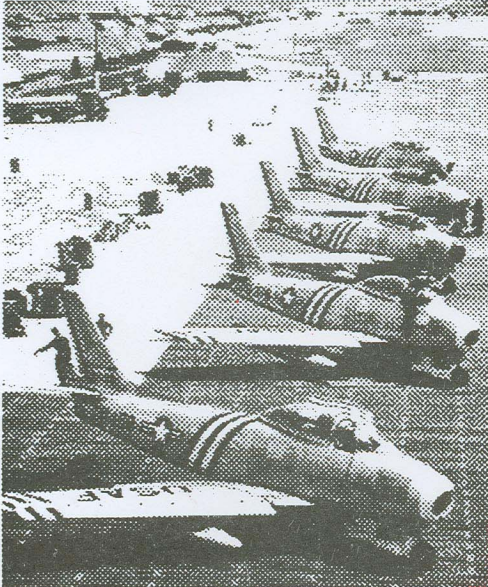


CENTER FOR THE STUDY OF THE KOREAN WAR

VFW
Veterans of Foreign Wars

REMEMBERING THE FORGOTTEN WAR

The Korean War in American History



REMEMBERING THE FORGOTTEN WAR: THE KOREAN WAR IN AMERICAN HISTORY

A teaching supplement for high school students produced by:

The National Archives and Records Administration—Central Plains Region
Kansas City, Missouri

The Department of Communication, Central Missouri State University,
Warrensburg, Missouri

Center for the Study of the Korean War
Independence, Missouri

and

Distributed by:
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Kansas City, Missouri

GUIDE TO THE VIDEOTAPE TEACHING UNIT BY:

Dr. Paul Edwards
Center for the Study of the Korean War
and

Tim Rives
National Archives-Central Plains Region

1999

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전 세계 노동자들은 단결하라!

**NORTH KOREAN LEADER
KIM IL SUNG**



PREFACE

NATIONAL ARCHIVES

The National Archives and Records Administration is the Federal agency responsible for preserving historically significant Federal records and making them accessible to the public. Along with two large facilities for the preservation and servicing of permanently valuable records in the Washington, DC, area, the Archives operates records centers around the country to house Federal records temporarily, and it maintains Presidential Libraries and Museums to preserve the records of every President since Herbert Hoover. It also publishes the Federal Register, and assists non-Federal historical publishing and archival preservation through grants from the National Historical Publications and Records Commission.

In 1967, the National Archives began to develop a network of regional archives branches in the major Federal administrative centers around the country. The regional archive branches maintain permanently valuable historical records generated by regional Federal agencies, and bring to the public many of the reference and educational services that were previously available only in the Washington area. One of the twelve regional archives, the National Archives-Central Plains Region is located in Kansas City, Missouri. It is responsible for historically valuable Federal records in Iowa, Kansas, Nebraska, and Missouri.

Since 1970, the National Archives Office of Educational Programs in Washington, and many Presidential Libraries and regional archives, have offered programs designed to make Government records available to secondary school students. Document facsimile kits, teaching units, teacher workshops, and institutes have all brought reproductions of important paper documents, sound recordings, and photographs, as well as techniques for their use in the classroom, to teachers around the nation. This videotape joins the array of the National Archives educational publications available to the American public.

In 1979, the National Archives and SIRS, Inc., issued *World War II – The Home Front*, a supplemental teaching unit which features reproductions of paper documents, sound recordings and photographs. We recommend that teachers consider acquiring *World War II – The Home Front* and the 1994 *Over Here, Over There* as supplements.

Our Mission Statement: NARA Ensures, For The Citizen And The Public Servant, For The President And The Congress And The Courts, Ready Access To Essential Evidence.

Please contact the following for information on National Archives educational services:

Education Branch (NWEE)
National Archives Building
Washington, DC 20408
(202) 501-5211
Web Site: www.nara.gov

National Archives-Central Plains Region
2312 East Bannister Road
Kansas City, Missouri 64131
(816) 926-7272

Central Missouri State University

Founded in 1871, Central Missouri State University is a four-year state institution located in Warrensburg, Missouri, about 50 miles southeast of Kansas City. More than 12,000 students attend the university, which offers undergraduate and graduate degrees in more than 150 subject areas. It has 44 full-time and 82 part-time faculty members, and is accredited by the North Central Association of Colleges and Schools.

The College of Arts and Sciences of the university includes the Department of Communication, co-producers of *Remembering the Forgotten War*. The department's primary mission is to give students an education in modern public information and communication techniques and technology, and to encourage innovation in the field of communication. While the university has a responsibility to extend its educational resources as widely as possible beyond its physical borders, the Department of Communication feels that its particular mission obliges it to take an active role in using contemporary technology to carry educational tools to the general public and educational specialists. This video is such a tool.

For more information contact: Department of Communication, Central Missouri State University, Warrensburg, Missouri, 64093. Web Site: www.cmsu.edu

Center for the Study of the Korean War

The Center is a public non-profit foundation dedicated to collecting, preserving, and maintaining an archival record of the Korean War. Founded in 1989, the Center is located on the historic square in Independence, Missouri, just outside Kansas City. The archives-library is interested in the preservation of individual documents, and the collection of secondary works related to the Korean War.

The Center, which serves as the historical office for the National Korean War Veterans Association, is interested in encouraging serious scholarly inquiry into the nature of the war, the preparation of historical and education materials, and fostering a greater understanding and appreciation for what was accomplished. Cooperation in the making of this film is in partial fulfillment of its mission.

For further information contact: Center for the Study of the Korean War, 308 W. Maple, Independence, Missouri, 64051.

Veterans of Foreign Wars

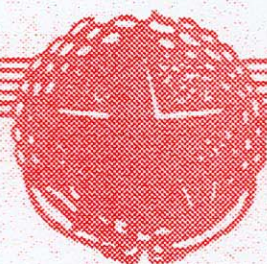
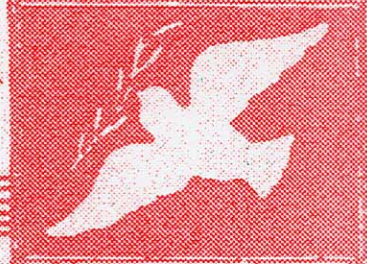
The VFW's roots are in the turn of the century conflicts which embroiled the United States in Cuba, Puerto Rico, the Philippines, and China. The first veterans of these wars formed organizations in 1899 "to secure rights and benefits for their service," which eventually grew into what we now know as the VFW.

The VFW has four objectives: To ensure the national security through maximum military strength. To speed the rehabilitation of the nation's disabled and needy veterans. To assist the widows and orphans and the dependents of disabled and needy veterans. To promote Americanism through education in patriotism and constructive service to the communities in which we live.

For more information on the Veterans of Foreign Wars contact:

VFW National Headquarters
406 West 34th Street
Kansas City, Missouri 64111
(816) 756-3390
E-mail: info@vfw.org
Web Site: www.vfw.org

THE GENERAL HEADQUARTERS,
OF THE KOREAN PEOPLES ARMY.



—Officers and men of the U.S., British
& other foreign forces! What are
your thoughts today?

*"Over a year of bitter warfare —
How much longer this useless, futile fight — Death
for me or crippled for life — Let the warmongers
do their own dirty underhanded work — How
can I help stop this death and destruction —
Surrender — Go home?"*

SAFE CONDUCT PASS

SHOW THIS PASS TO THE KOREAN PEOPLES ARMY, OR THE
CHINESE VOLUNTEERS & THEY WILL GUARANTEE FOR YOU:

1. SAFE CONDUCT TO A P.O.W. CAMP.
2. FULL RATION OF FOOD & TOBACCO
3. MEDICAL CARE
4. SUITABLE HOUSING
5. CLOTHING & NECESSITIES.

THIS PASS CAN BE USED BY ANY NUMBER OF MEN.

*Thousands of your buddies have already made this
decision, JOIN THEM NOW!*

**LAY DOWN YOUR ARMS, LIVE
TO SEE YOUR HOMELAND AGAIN**

ACKNOWLEDGEMENTS

Tricia North, Museum Coordinator, Korean War Veterans National Museum and Library, Tuscola, Illinois, wrote the first draft of this script for the National Archives-Central Plains Region while a student at Emporia State University, Emporia, Kansas. Even though Tim Rives of the National Archives-Central Plains Region, Dr. Paul Edwards of the Center for the Study of the Korean War, and Dr. John Smead, Professor of Mass Communication, Central Missouri State University, Warrensburg, Missouri, made copious revisions, the script remains true to Tricia's original version. We also want to acknowledge the courtesy readings provided by a variety of subject matter experts who wish to remain anonymous.

Nick Davis, Laura Downing, Paul Edwards, and Diana Duff, Director, Archival Operations, National Archives-Central Plains Region, supplied their considerable acting talents. Diana also served as the film's Executive Producer. This project would never have been completed without her guidance and expertise.

Dr. Smead's Advanced Television Production students did everything advanced students should do and then some.

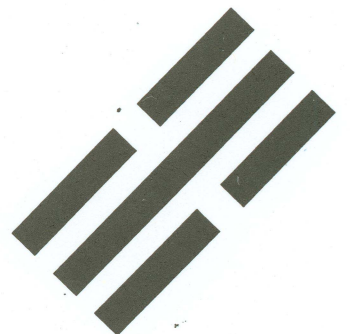
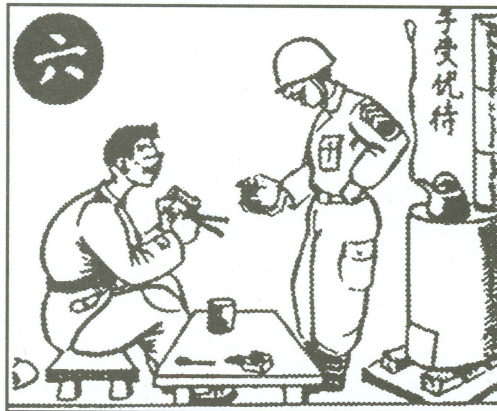
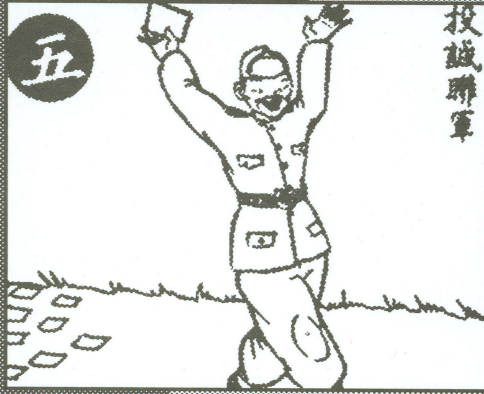
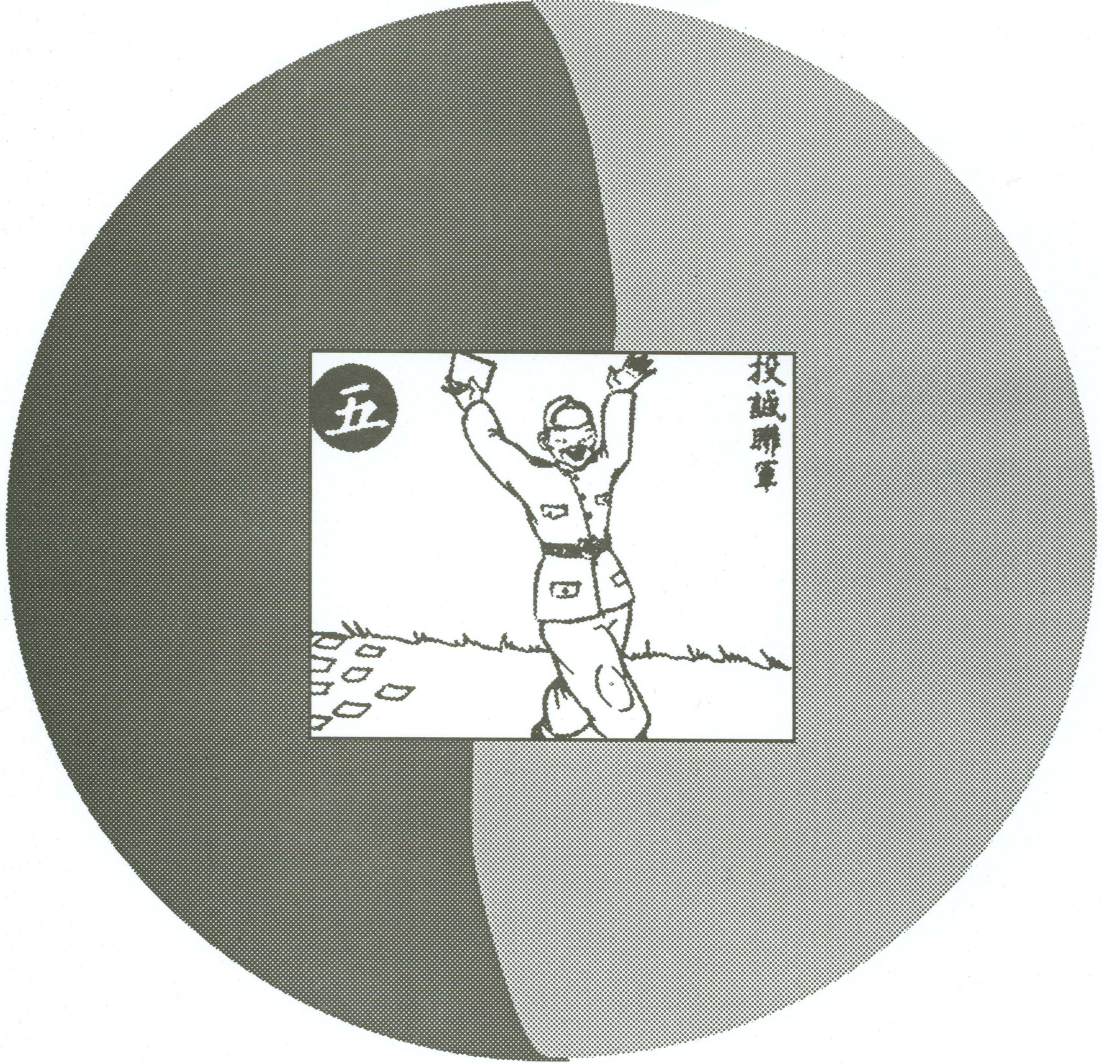
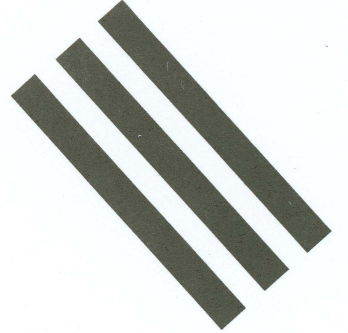
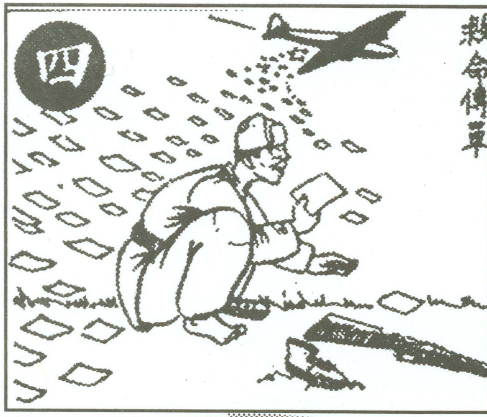
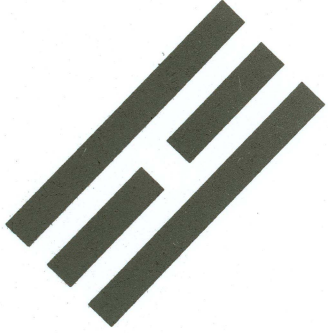
Dr. Lydia Fish, Director of the Vietnam Veterans Oral History and Folklore Project, Buffalo State College, Buffalo, New York, provided valuable guidance on the subject of military folklore. Jerry Silverman, folk song singer, writer, and scholar extraordinaire, gave us the rights to use his wonderful material, as did Major Arthur Dorie, Bard of World War II and Korean War veterans. Robin Rives Taylor and Justin Taylor contributed their enormous musical gifts to this project, too.

Many National Archives entities and staff deserve thanks. Pauline Testerman of the Harry S. Truman Presidential Library, Kathleen Struss of the Dwight D. Eisenhower Presidential Library, Charles De Arman of the Motion Pictures Branch (Archives II), and Kate Flaherty of the Still Pictures Branch (Archives II), were conspicuous in their efforts to aid our project. Dr. Alan Perry and Mark Corriston of the National Archives-Central Plains Region also readily gave their support and advice.

Dr. Paul Edwards, Director, Center for the Study of the Korean War, Independence, Missouri, deserves mention again and again. Without his experience as author, educator, and veteran, this project would have been incomplete.

Excerpts from Paramount News newsreels appear courtesy of the Sherman Grinberg Film Library, New York.

The history of American involvement on the Korean peninsula is now more than 50 years old. Three generations of this writer's family have lived in Korea because of the American military commitment to the region. We want to thank all those men, women — and families — who have served in Korea from 1945 to the present, uncertain day.



I N T R O D U C T I O N

This video is designed to supplement readings and instruction by high school social studies teachers. It is our hope the video will spur classroom discussions and activities that will, in turn, help students to understand and appreciate the lessons, as well as the costs, of the Korean War. The video hopes to portray the military participation of American and United Nations forces, and to take a look at what was going on at home during that time.

It is anticipated that the viewing of this video, and the discussions which follow it, will follow a previous study of World War I and World War II, as well as the period between when the Second World War ended and 1950, when the Korean War began. This was a period of growth and regrouping after a major national effort, but it was also a period of considerable unrest.

The Korean War came unexpectedly and fell upon a people who felt they had already paid a great price for peace. Many were bitter about their experience, many had lost loved ones, some felt the war was wrong. Even today, discussion of the Korean War triggers an emotional response. But it is a significant part of American history, and as a key to understanding the Cold War, it needs to be understood.

Before viewing the video there would be great value in some general preparation by students and the teacher. The following are some recommendations.

- * Look at a map of the Pacific and locate Korea, Japan, China, Formosa.
- * Identify primary materials that might be of help in learning more about the Korean War. These ideas will be of use when it comes to addressing the class projects suggested in this guide.
- * Try and identify with the characters who appear in the video. While they are obviously actors, they nevertheless represent real persons and reflect much of what is currently known about the war.
- * Talk about war. War is harsh, violent, cruel, and often very costly to the people involved. Hollywood tends to romanticize it. Take some time to discuss war in class.

Goals: After the viewing and discussions it is hoped that students would be able to do the following:

- * Discuss the causes for the Korean War, including the domestic problems and the international conditions.
- * Discuss American culture during the period 1948 and 1954 and to see how it was related to the war in Korea.
- * Be familiar with the location and use of at least a few primary research tools, as well as some secondary sources that deal with the Korean War.
- * Be able to compare their contemporary American life with the life of someone who was 15 years old in 1950.



SEGMENT NOTES and DISCUSSION TOPICS

In order to encourage discussion, a brief commentary is provided about each segment, followed by a series of questions concerning the segment. The film is a conversation between the student whom we call Nick, his mother, the teacher Mrs. Atkins, the voice of a young Marine, and Mr. Empey, a veteran of the Korean War. The student discovers some unusual items in the family attic, which cause him to ask questions about the Korean War. His mother and his teacher try and help provide the answers. Eventually, Mr. Empey is invited into the discussion to share his wartime experience. On several occasions, you heard the voice of a young man who, aged 22, was a lieutenant in the Marines. The words come from the actual letters and diary of such a person.

While the questions are designed to spark discussion, the best conversations will emerge if the students, after watching the film, come up with questions of their own. They should be encouraged to do so.

I. Notes on Segment One:

Having discovered some Korean War memorabilia while helping his mother clean the attic, Nick asks his teacher questions about the 1940s and 1950s, and the outbreak of the Korean War.

Questions:

The items that Nick found in the attic are called artifacts. That is, they are items and documents that portray a historical period. Have you saved such items from important events in your life? Consider why you save them, and what these items would tell some future grandchild about you and the way you lived.

If, during this time, the United States did not trust the Soviet Union, why did we agree to divide Korea with them?

What did people mean by the term Cold War? Compare the relations between the United States and Russia in 1950 and 1998.

Why would the Berlin Blockade have anything to do with a war in Korea? Relate the events in the other parts of the world with what was happening in Korea during the 1940s and 1950s.

Senator Joseph McCarthy led the fight against communists in American government. Were there communists in the American government at this time? If America is free, and people are allowed to think what they want, why were the people so willing to support McCarthy in his anti-communist attacks?

II. Segment Two

In a continuing conversation with his teacher, Nick discovers that the events behind the outbreak of war were not simple, but involved relations between North Korea and China, China and the Soviet Union, and such other pressures as the Chinese Civil War and America's support of Nationalist China.

Nick and Mrs. Atkins discuss America's reaction, the discussions and involvement of the member nations of the United Nations, and the fact that President Truman made the decision to become involved, but did so without a formal declaration of war by the Congress.

Questions:

Mrs. Atkins tells Nick that Joseph Stalin considered a war in Korea as a means of testing the United States willingness to "fight" communism. What had happened to make Stalin question American resolve?

During this period, the Cincinnati Reds changed its name (temporarily) to the Redlegs. They would later change it back. Discuss why this change might have happened.

If fifty-one of the fifty-nine member nations approved the UN resolution to intervene in Korea, who were the nations who voted against it, and why did they vote that way?

The first Americans to face the North Koreans were not able to stop the advance. There are many reasons for this fact. Identify them and discuss why those conditions existed.

Investigate and explain how the president can involve America in a war without the permission of Congress. How was this procedure used later in American history?

One of the more important events to occur in 1948 was the order to desegregate the military. How was the military segregated before?

III. Segment Three

Following a successful landing at Inchon, and the breakout at Pusan, the United Nations forces moved across the 38th Parallel and headed for the Yalu River. The plan was to have the United Nations troops home by Christmas. China was alarmed. After issuing several warnings, the Red Chinese attacked across the Yalu and caught X Corps at Chosin and the Eighth Army in the west.

The unexpected attack and the awesome weather forced the evacuation of United Nation's troops from along both coasts.

Questions:

If Inchon was such a risk, why would the Joint Chiefs of Staff allow General MacArthur to attempt a landing there? What were the reasons why a victory there would be so important?

During the post-Inchon fighting, Communist China tried to warn the United States that if American troops crossed the 38th Parallel, China would enter the war. Why was Red China so concerned? Why did the United Nations ignore the warning? What were other options available to the United Nations at that time?

General Smith, who was involved with the Marines at Chosin, described the evacuation from the area as "Attacking in another direction." Look at the retreat and describe what other troops were there, how they got out, and how more than 100,000 people were evacuated at Hungnam.

IV. Segment Four

In order to get better first hand answers, Mrs. Atkins invites her neighbor, a Korean veteran, to talk with the student. Mr. Empey talks to Nick about the military situation and the change in the fighting from an all-out push for victory to a limited war. Truman was behind an effort at peace, but he and MacArthur disagreed and eventually the president had to relieve the general. His replacement, General Ridgway, managed to re-invigorate the United Nations forces and fought back to about the 38th Parallel. There the war settled down to a form of trench warfare much like World War I. When an armistice was finally signed, there was very little celebration or reaction. The troops went home.

Questions:

President Truman was the last American president who had the choice of a third term as president. Why did President Truman pull out of the race for the presidency?

The same National Security document that sent troops into Korea also sent advisors into Vietnam. What are the connections between these two Asian wars? Explain the differences on the home front.

Psychological warfare became very important during the Korean War. In some ways it is no different from commercials on television that are designed to make you want to buy something. Consider how many different forms of psychological warfare there are in your life. Why do you think it works so well?

After General MacArthur was fired and returned to the United States, why did he receive such a resounding welcome? What happened to him after he left the service?

Final Exercise.

Locate a picture of the Korean War Veterans Memorial in Washington, D.C. Look at the way the Korean War is symbolized for Americans. Consider the monument and what it means to you, and to the million or more veterans.



Military Occupational Folk Song

ON TOP OF OLD PYONGYANG

*On top of old Pyongyang, all covered with flak
I lost my poor wing man, he'll never get back
For flying is pleasure, and dying a grief
And a quick-triggered Commie, is worse than a thief.*

*For a thief will just rob you
And take all you save
But a quick-triggered Commie
Will send you to the grave
The grave will decay you, and turn you to dust
Not a Commie in a thousand
Can an old Mustang trust.*

*Now the moral of this story, is easy to see
Don't go to Sinanju, or old Kunuri!*

Military Folklore

Superimposed on the back cover of the study guide is a poem, "Red Harrington." A Korean War veteran wrote this poem in tribute to a friend. There is a parody of the "Marine Corps Hymn" near the end of segment two which

both expresses pride in a military service and directs acceptable criticism at a national leader. You have also heard several military folk songs in the soundtrack of this video.

Military folklore is the body of songs, slang, marching chants, parodies, and poetry of men and women in uniform. It gives voice to the common soldier, airman, sailor, and marine, providing for the expression of pride, hope, fear, and protest. It transmits occupational lore and language, records and preserves individual and group experience, and pays tribute to fallen comrades. It is an important part of democratic military life. The study of military folklore offers students an understanding of the war as it was experienced by the average service member in a way that cannot be duplicated in situation comedies on television or even motion pictures.

Questions:

What is "acceptable" criticism? Should members of the armed forces be allowed to criticize their leaders?

Why is criticism of national leaders — presidents, generals — acceptable if it is presented as parody?

Do you know any military folklore? You may and yet not even know it. Many traditional American folk songs began in wartime. "Johns Brown's Body" and "When Johnny Comes Marching Home Again" are two well known songs that became popular during the American Civil War. Can you think of any others?

Suggestions:

Ask an older relative if he or she knows any songs from World War II, the Korean War, or the Vietnam War. If they do, write it down and record it in your family history.



THIRD MARINE DIVISION
 "The New Marines Hymn"

In answer to the President's speech of 5 September 1950

I.

From the Halls of Montezuma
 To the shores of Tripoli
 Will police our gods good Navy
 as long as they're at sea.

First to fight the Army's battles
 and to win the Navy's fights
 And still our old Harry
 Try to louse up all our rights.

II.

Our Flag's been flown from every ship
 since the Navy had its start
 A marine detachment in their midst
 Kept the fleet from falling apart.

Uncle Harry's says we're just police
 and he should really know
 we've arrested wars since we begin
 and dealt the final blow.

III.

We have honor, we have glory
 we're the finest ever seen
 But still our propaganda
 Is a second rate machine.

Harry's Army & his Navy
 never look on heavens scenes

cause they know the Angels are in love
 with the United States Marines.

"Devil Days"

Select Bibliography

The following list is a sampling of recent books dealing with the Korean War and the American reaction at home. These books are generally available in any library. While the narrative history of this period is not as vast as, say, World War II, there are many fine works available to be consulted.

Surveys:

Blair, Clay. *The Forgotten War: America in Korea, 1950-1953*. New York: Times Books, 1987.

Fehrenbach, T. R. *This Kind of War: A Study in Unpreparedness*. New York: Macmillan, 1963.

Isserman, Maurice. *The Korean War: America at War*. New York: Facts on File, 1992.

Paik, Son-Yup. *From Pusan to Panmunjom*. Washington, D. C.: Brassey's, 1992.

Stueck, William. *The Korean War: As International History*. Princeton, New Jersey: Princeton University Press, 1995.

Dictionaries and Almanacs:

Summers, Harry G. *Korean War Almanac*. New York: Facts on File, 1990.

Matray, James I. *Historical Dictionary of the Korean War*. Westport, Connecticut: Greenwood Press, 1991.

On American Reaction:

Bowers, William T. *Black Soldiers, White Army: The 24th Infantry Regiment*. Washington D. C.: Center for Military History, 1996.

Cumings, Bruce. *War and Television*. London: Verso, 1992.

Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 1992.

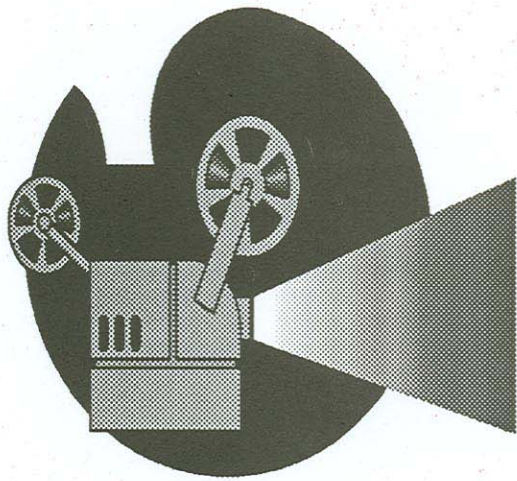
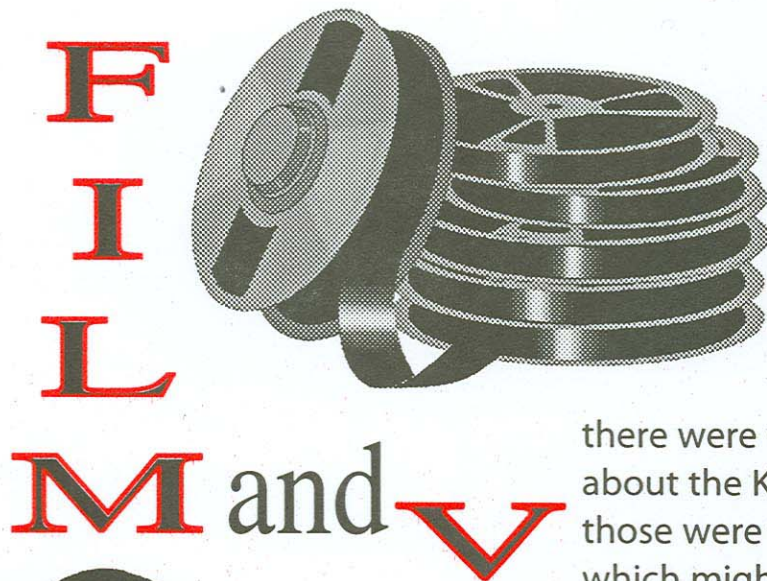
Military Folklore:

Cleveland, Les. *Dark Laughter: War in Song and Popular Culture*. Westport, Connecticut: Praeger, 1994.

Edwards, Paul M. *The Hermit Kingdom: Poems of the Korean War*. Independence, Missouri: Center for the Study of the Korean War, 1995.

Silverman, Jerry. *The American History Songbook*. Pacific, Missouri: Mel Bay Publications, Inc., 1992.

York, Dorothea. *Mud and Stars*. New York: Henry Holt, 1931.



When war broke out in Korea, the American film industry saw a chance to return to the heyday of World War II film success. As it turned out, however,

there were very few films made about the Korean War, and most of those were "B" films, the action of which might have taken place anywhere. There was never the public demand, and unlike World War II, the government was not encouraging the production of films designed to support the war. There have been, nevertheless, several films that take place during, or are about, the Korean War. Many of the better films are available. Since they are so easily available from video rental stores, it is suggested that several films be used in conjunction with other projects.

Books:

Koppes, Clayton R. and Gregory D. Black. *Hollywood Goes to War*. New York: Free Press, 1987. This book is not directly about the Korean War film, but is the best book about the influence of films on the understanding and memory of war.

Downey, Andrew. *The Film of the Fifties: The American State of Mind*. New York: Morrow, 1973.

Edwards, Paul M. *A Guide to Films on the Korean War*. Westport, Connecticut: Greenwood Press, 1997.

Suggested Commercial Films Still Available:

Military Realism:

Pork Chop Hill [United Artists: Lewis Milestone director, Gregory Peck, George Peppard, and Harry Guardino] 1959 film which provides an excellent view of the hill and trench warfare of 1952-1953.

Desegregation:

All the Young Men [Columbia: Hall Bartlett director, Alan Ladd, Sidney Poitier, and Maria T sien] 1960 film which follows a desegregated unit into personal and military trauma.

Prisoners of War:

Time Limit [United Artists: Karl Malden director, Richard Basehart, Richard Widmark, and June Lockhart] 1957 film which deals with the problems of returning POWs.

Brainwashing:

The Manchurian Candidate [United Artists: John Frankenheimer director, Laurence Harvey, Angela Lansbury Frank Sinatra, and Janet Leigh] 1962 film which portrays the reason behind America's fear of brainwashing.

Chosin:

Retreat, Hell! [Warner Brothers: Milton Sperling director, Frank Lovejoy, Richard Carlson, and Rusty Tamblyn] 1952, an excellent film of the courage of the X Corps retreat from Chosin.

Korean Country and People:

Battle Hymn [Universal-International: Douglas Sirk director, Rock Hudson, Dan Duryea, and Teru Shimada] 1957 film of the life of Dean Hess, fighter pilot and minister, who started a series of orphanages in Korea.

Other good films to consider:

The Steel Helmet (1951)

The Bridges of Toko-Ri (1957)

I Want You (1951)

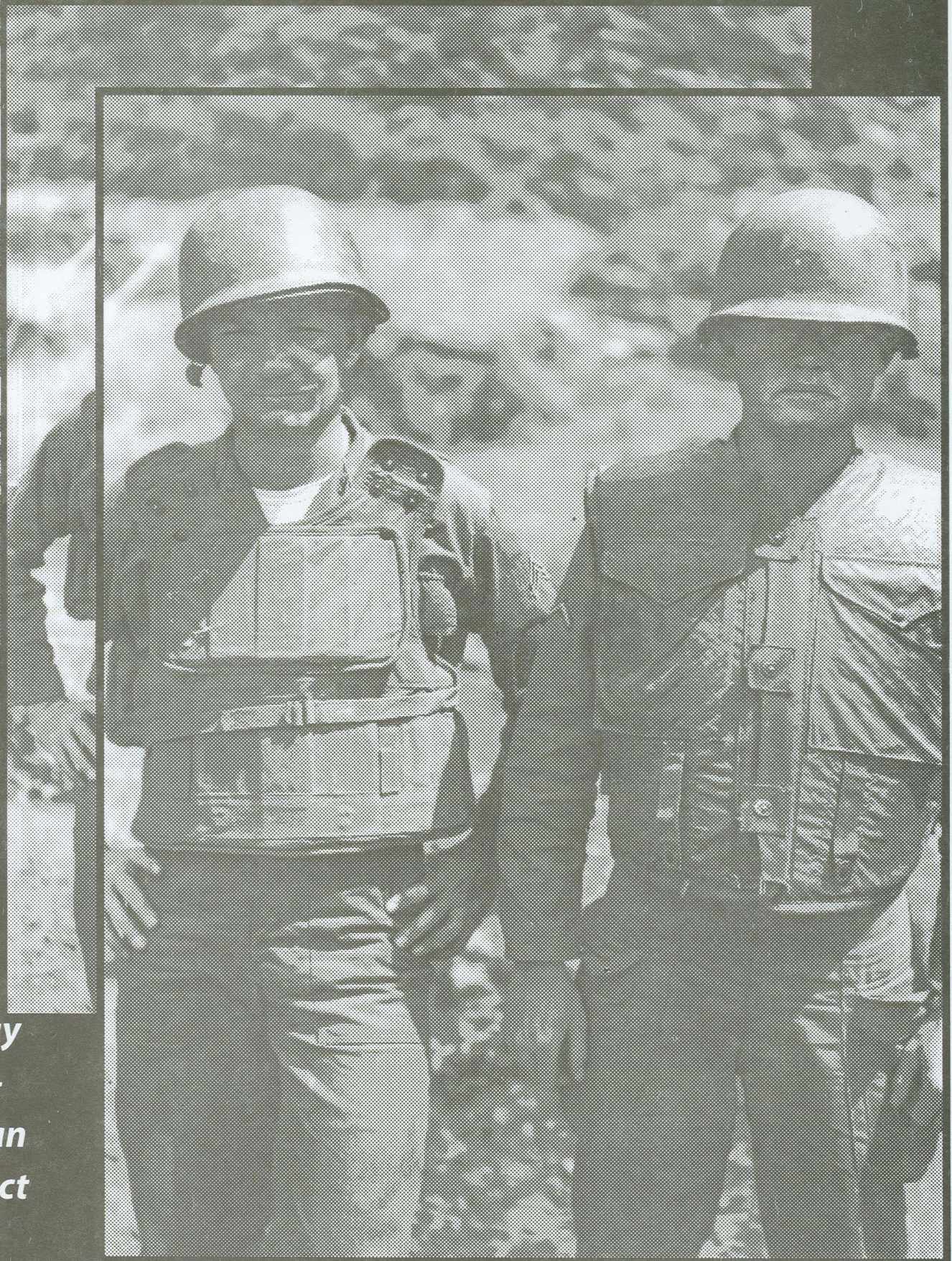
One Minute to Zero (1952)

For information on acquiring Government-made films, contact:

National Archives-Central Great Plains Region

2312 East Bannister Road

Kansas City, Missouri 64131 (816) 926-7272



*25 May
1952 -
Korean
Conflict*

Notes on the Covers and other Illustrations

Front cover: Upper left photograph: "View of F-86 airplanes on the flight line getting ready for combat." June 1951. Air Force. (USIA). National Archives and Records Administration.

Front cover: "With her brother on her back a war weary Korean girl trudges by a stalled M-26 tank, at Haengju, Korea." June 9, 1951. Maj. R.V. Spencer, USAF. (Navy). National Archives and Records Administration.

Front cover: Lower right photograph: "Missouri infantrymen with the 19th Inf. Regt. along the Kumsong front with Happy New Year to the state side folks." December 14, 1951. Cpl. Mervyn Lew. (Army). National Archives and Records Administration.

Front cover: Lower left photograph: "Lt. Gen. Matthew Ridgway; Maj. Gen. Doyle Hickey; and Gen. Douglas MacArthur, Commander in Chief of U.N. Forces in Korea, in a jeep at a command post, Yang Yang, approximately 15 miles north of the 38th parallel, April 3, 1951." Grigg. (Army). National Archives and Records Administration.

Front cover: Middle side photograph: "1st Lt. Alvin Anderson, one of the many repatriated POW's to return home aboard the USNS Marine Phoenix, embracing his mother and sister as other members of his family look on." Fort Mason, CA, September 14, 1953. Herb Wiess. (Army). National Archives and Records Administration.

Rear cover photograph: "A wounded chaplain reads a memorial service over the snow-covered bodies of dead Marines. Koto-ri, Korea." December 3, 1950. Cpl. W.T. Wolfe. (Marines). National Archives and Records Administration. Poem: "Corporal Red Harrington," by Paul M. Edwards. All rights reserved.

Photograph following the Title Page: "Astonished Marines of the 5th and 7th Regiments who hurled back a surprise onslaught by three Chinese communist divisions hear that they are to withdraw." December 1950. Sgt. Frank C. Kerr. (Marine). National Archives and Records Administration.

Photograph and slogan following the Table of Contents page: North Korean leader Kim Il Sung. The slogan above his picture reads, "Workers of the world unite!" Courtesy of the Center for the Study of the Korean War, Independence, Missouri.

Document following Preface: North Korean propaganda leaflet urging United Nations soldiers to surrender. Courtesy of the Center for the Study of the Korean War, Independence, Missouri.

Document following Acknowledgments: United Nations propaganda urging communist soldiers to surrender. Courtesy of the Center for the Study of the Korean War, Independence, Missouri.

Photograph following Introduction: "The front line position and observation post of Co. F, 14th Infantry Regiment, 25th U.S. Infantry Division, on a hill at Heartbreak Ridge." October 4, 1952. (Army). National Archives and Records Administration.

Song following Segment Notes and Discussion: "On Top of Old Pyongyang." Courtesy of the Center for the Study of the Korean War, Independence, Missouri.

Document following Military Folklore section: "The New Marines Hymn." Courtesy of the Center for the Study of the Korean War, Independence, Missouri.

Photograph following Film and Video section: "Cpl. Joseph Clark of Atlanta, Ga. (Left) and Pfc. Ralph Ireland of San Antonio, Texas, members of the 27th Infantry Regiment, 25th Infantry Division, model a modified version of armored vests which are used to stop shrapnel." May 25, 1952. (Army). National Archives and Records Administration.

CORPORAL RED HARRINGTON

I sought your name among
those carved into black stone
seeing my face reflected as I looked.

You were not there.

does that mean you did not die?

Or was I mistaken about the war,

looking where only others

are remembered?

P.E.

