



State of California – Military Department
California Cadet Corps

CURRICULUM ON CITIZENSHIP

Strand C8: These UNITED States

Level 11

This Strand is composed of the following components:

- A. Common American Values
- B. Great Americans**
- C. Symbols of American Pride



“What We Stand For”

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B. Great Americans

Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

OBJECTIVES

DESIRED OUTCOME (Followership)

At the conclusion of this training, Cadets will be able to describe groups who have sacrificed for the benefit of the United States despite challenges and obstacles.

Plan of Action:

1. Define the warrior tradition and how that motivates Native Americans to serve their country today.
2. Describe how Native American communities support their soldiers and veterans through culture and ceremonies.
3. Describe the history of nursing in the US military.
4. Describe the Declaration of Sentiments.
5. Describe the timeline of the women's suffrage movement in the United States.
6. Describe who the Buffalo Soldiers were and what they did.
7. Identify the 65th Infantry Regiment, Borinqueneers, and their major successes and failures.
8. Describe the Lafayette Flying Corps and what they accomplished.
9. Describe the Doolittle Raid, when and how it occurred, and what it accomplished.
10. Describe the Navajo Code Talkers, what they accomplished, and how.
11. Describe the Tuskegee Airmen and what they accomplished.
12. Discuss the African American segregated units during World War II, name two of the most significant what they did, and what their challenges were.
13. Describe the history of the 442nd Regimental Combat Team / 100th Infantry Battalion, how they were formed and what they're known for.
14. Describe the role played by Nisei who served in the Army during World War II in the Pacific Theater.

Introduction

This section of Strand C8 looks at great Americans, not from the perspective of individuals, but of groups of people who, throughout our history, have acted heroically for the benefit of the United States of America. We put an emphasis on minority groups, as they've often been ignored in our history, and their actions in support of the United States have often been despite the fact that they lived with discrimination. We also focus, mainly, though not exclusively, on military history. With no priority of one group over another, we put this in chronological order, generally from the founding of the group. Have fun with some American history you may not have studied in your regular social studies classes!

B1. Native American Warriors

In our look at American history, we wanted to look at Native American warriors who fought heroically for their people. But does that mean their tribe? Or only those who fought for the United States? Do we go back before the American Revolution, or start then? We have four hundred years of history to cover – how can we possibly do that here?! We decided to take this lesson from the Warrior Tradition, a one-hour documentary made by WNED-TV, a PBS station in the Buffalo/Toronto area. This documentary is available at

<https://www.pbs.org/wned/warrior-tradition/watch/>

You can watch the full video, or break it into smaller lessons that are listed on the website at <https://www.pbs.org/wned/warrior-tradition/classroom/>. This documentary takes a look at the warrior tradition that exists in many Native American tribes, and how contemporary Native Americans blend that tradition into their lives today. Native Americans enlist and serve in the military at rates that proportionally far exceed every other ethnic group – as they have more many decades, and in many wars. (WNED-TV & Florentine Films/Hott Productions, 2019)



Note that lesson plans are available on the website, and instructors can select what they want to teach from this lesson. Also, this includes information on Navajo Code Talkers; we have a separate lesson on this group (Lesson B8).

What is the warrior tradition? Sitting Bull, of the Hunkpapa Lakota Sioux, said:

“The warrior, for us, is one who sacrifices himself for the good of others. His task is to take care of the elderly, the defenseless, those who cannot provide for themselves, and above all, the children – the future of humanity.” Being a warrior is more than about fighting it is about service to the community and protection of your homeland.

(WNED-TV & Florentine Films/Hott Productions, 2019)

B2. Military Nurses

There have been nurses tending the injured and ill soldiers and sailors of the US Military since there has BEEN a US Military, but they only became Military Nurses in 1901 (Army Nurse Corps) and 1908 (US Navy Nurse Corps). Even then, they didn't serve in the same status as military nurses do today.

In fact, what the world called Nurse didn't really gain a professional standing until the late 19th Century. Florence Nightingale formed a nursing service for the British Army during the Crimean War in 1854, and established an Army Training School for military nurses in 1860. Nursing schools opened in the United States in the 1870's and 1880's.

Women tended the sick and wounded during the Revolutionary War, assisted by common soldiers. Doctors were civilians working for the government, and nurses were basically untrained aids. The Medical Department became a part of the Army during the War of 1812, but doctors didn't hold rank until 1847.

During the Civil War (around the time Florence Nightingale was at work in Europe), nurses were sponsored by the US Sanitary Commission or by volunteer agencies. They didn't have much medical training, and weren't nurses in the sense we think of them today. They served alongside enlisted men appointed as hospital stewards. During the Spanish-American War, the Army hired civilian nurses to help with the wounded, and formed a permanent Nurse Corps in 1901.



The US Navy used junior enlisted men as nurses during the Civil War, along with a few African American women and some volunteer Catholic nuns. During the Spanish American War, the Navy employed female contract nurses in shore-based hospitals, and trained male nurses at sea. After the Navy Nurse Corps formed in 1908, the first twenty nurses served formally as members of the Navy.

Though they were generally treated as officers socially and professionally, and wore insignia similar to military rank, nurses weren't recognized as commissioned officers with actual military rank until 1944. Military nurses

were required to be single females (no male nurses back then!), and were mostly white. The Army accepted a limited number of African American nurses (48 in 1941, 476 by the end of the war, of 54,000 Army nurses). The Navy didn't accept African American nurses until 1945. After the war, in 1947, Congress passed a new law that established an Army, Navy, and Air Force Nurse Corps on a permanent basis, giving nurses regular commissions on the same terms as male military officers.

Since World War II, military nurses have become a fully integrated part of the US military medical establishment. The US military uses registered nurses in commissioned roles (appointed as lieutenants/ensigns), and licensed vocational nurses (LVNs) in enlisted positions, as well as medics/corpsmen that are the equivalent of emergency medical technicians or sometimes paramedics.

The history of military nursing is full of selfless women (and later, men) who wanted to contribute to the war effort, and provide care to the soldiers and sailors that were wounded or ill. They did so in often appalling living conditions, with little in the way of status or rank, high levels of discipline, long hours of emotionally draining work, and often in situations of official discrimination. Soldiers and sailors, and indeed the services themselves benefitted from the selflessness of these nurses. It is a selfless service to sacrifice for your fellow man – and military nurses, particularly those who served from the beginning of our nationhood through World War II, certainly made that sacrifice.

B3. Suffragettes

Suffrage is the right to vote in political elections.

Suffragettes were women advocating the right to vote through organized protest.

(Webster, 2020)



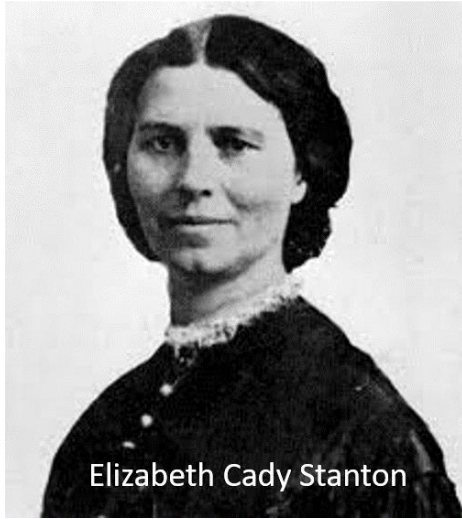
Though not related to military service, suffragettes played an important role in American history, and deserve our attention. The women's suffrage movement was active in the United States from about 1848 through the passage of the 19th Amendment giving women the right to vote in 1920.

The Constitution did not address the right to vote. The founding fathers left this to the states (they supported a system where the country's elites were more involved in making decisions for the country than the common people). In the 18th Century, only white male landowners were given the right to vote. This

has been gradually expanded due to political lobbying and changing opinions: In the early 19th Century, popular opinion caused new states to give non-landowners the right to vote. The 15th Amendment in 1870 gave non-whites the right to vote. And finally, in 1920, women won the right to vote with the 19th Amendment.

Historians note 1848, at an event in Seneca Falls, NY, as the real beginning of the women's suffrage movement in the United States. A group of abolitionist activists (for abolishing slavery) gathered to discuss women's rights. This was organized by Elizabeth Cady Stanton and Lucretia Mott. At the conference, Stanton

introduced her Declaration of Sentiments and Grievances, modeled on the American Declaration of Independence.



Elizabeth Cady Stanton



Lucretia Mott

The Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to affect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- He has never permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to laws, in the formation of which she had no voice.

- He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.
- Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.
- He has made her, if married, in the eye of the law, civilly dead.
- He has taken from her all right in property, even to the wages she earns.
- He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.
- He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.
- After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.
- He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.
- He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.
- He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.
- He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.
- He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.
- He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. (Stanton, 1889)

This declaration was signed by 100 attendees (68 women and 32 men) at the convention. (National Park Service, 2015) Many later withdrew their names because of the intense ridicule and criticism they received after the document was made public. (Cokely, 2017)

Stanton and Mott, and Susan B. Anthony led the suffragist movement in the 19th Century. There were isolated times and places when women were allowed to vote, but they weren't widespread. Women's suffrage was tied to the abolitionist movement, supported by the same general factions. This led to issues



with states in the South connecting the two issues, and Southern support for women's suffrage remained low until well into the 20th Century. There were 20 states and territories who gave women the vote prior to the passage of the 19th Amendment in 1920 - as early as 1869 in Wyoming.

For the most part, the suffragist movement in America wasn't as radical as their sisters in Great Britain, where the movement incurred violence, imprisonment, and hunger strikes. Some of that did occur here, though. Some groups pushed harder than others, including the Congressional Union founded by Alice Paul. They staged large protests, but they were generally peaceful. They also picketed the White House, which got them a lot of attention, and resulted in the arrest of over 200 women between 1917 and 1919. Refusing to pay fines or admit guilt, they "were met with violence, forcibly handled by guards, pushed and thrown into cold unsanitary and rat-infested cells." (Turning Point Suffragist Memorial Association, 2020) Alice Paul led the women in protest by initiating hunger strikes – a tactic that was prominent in England. Prison officials force-fed the women, and the movement used awareness of these tactics to win people to the suffragist cause. These women, who were willing to undergo harsh and demoralizing treatment, were the true heroes of the suffragist movement.



The wars that occurred during this period tended to tamp down progress on women's rights. This included World War I, but there was a bounce after the war that helped get the 19th Amendment, giving women the right to vote, across the finish line. Women worked on behalf of the war effort during the war, and this proved that they were just as patriotic and deserving of citizenship as men. (History.com Editors, 2020)

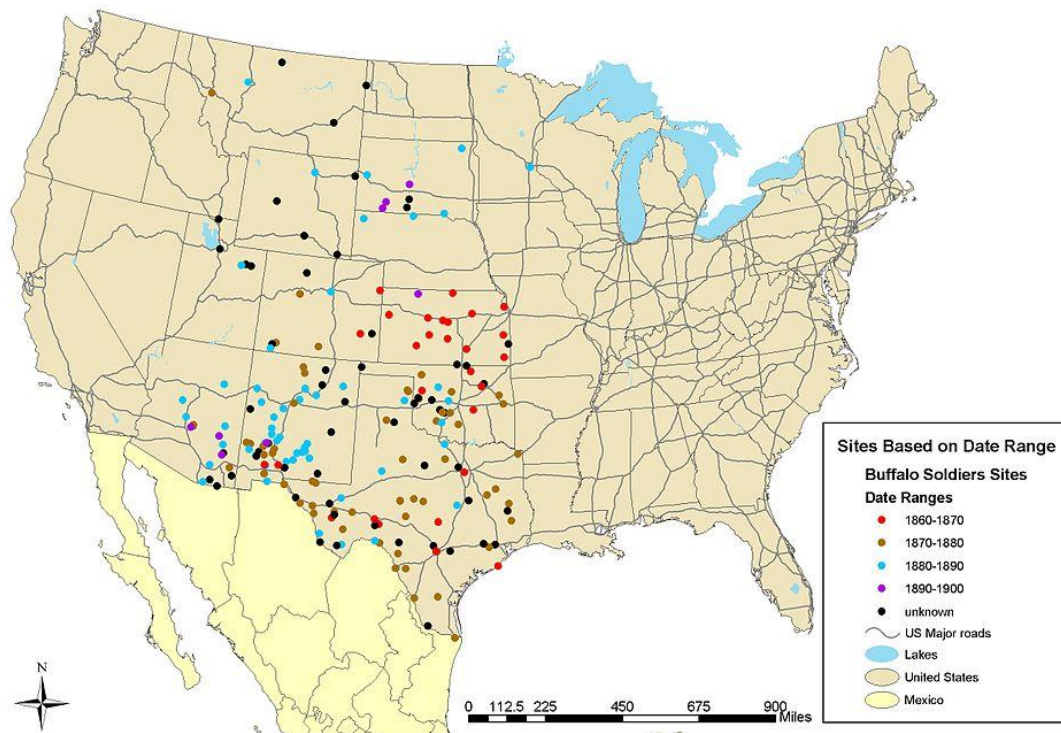
In 1920, the 19th Amendment granted women the right to vote. It passed by two votes in the Senate (it passed overwhelmingly in the House), and was sent to the states for ratification. 36 votes were needed to ratify, and they quickly got 35. The Southern states were opposed, due to conservative religious views, as well as the connection women's suffrage still (especially in the South) had with the abolition of slavery and the temperance movement (anti-alcohol). Tennessee's legislature was tied, and the decision came down to 23-year old Representative Harry T. Burn. Although he was opposed, his mother convinced him to vote for ratification. It took another 60 years for the remaining states to ratify the 19th Amendment, with Mississippi being the final one in 1984. (History.com Editors, 2020)

B4. Buffalo Soldiers

Thousands of African American men served in the Union Army during the Civil War. They proved they could be remarkable soldiers when given the chance. In 1866, Congress passed the Army Organization Act,



which authorized the formation of six regiments, four of cavalry, two of infantry, consisting of African American soldiers. This was the first inclusion of Black units in the regular Army. Their mission was “to help control the Native Americans of the Plains, capture cattle rustlers and thieves and protect settlers, stagecoaches, wagon trains and railroad crews along the Western front.” (History.com Editors, 2020) They did a lot of other missions too, like building roads and railroad and Army forts. They were stationed on the frontiers of the American West, from 1867 to 1896. They also supported the National Park Service in Yosemite and Sequoia National Parks. In later years, they fought in the Spanish American War in Mexico, served in the Philippines in the early 1900’s, and continued service until World War II, when some of the units were integrated into the 2nd Division, and some were deactivated. The original six units were the 9th and 10th Cavalry Regiments and the 38th, 39th, 40th and 41st Infantry Regiments. The Infantry units consolidated in 1869 into the 24th and 25th Infantry Regiments. Black units were segregated in the Army until 1947, when President Truman issued an Executive Order to desegregate the US Military.



By NPS map - National Park Service, CRGIS Buffalo Soldiers Mapping Project at [National Park Service Mapping Project, Buffalo Soldiers;](https://commons.wikimedia.org/w/index.php?curid=12730456)
<https://commons.wikimedia.org/w/index.php?curid=12730456>

The nickname Buffalo Soldier initially described troopers of the Tenth Cavalry, but the Ninth soon adopted the name as well. Although Native Americans bestowed the name upon the troopers, there are differing accounts as to the reason. One account suggests the name was acquired during the 1871 campaign against the Comanches, when Indians referred to the cavalymen as "Buffalo Soldiers" because of their rugged and tireless marching. Other accounts state that Native Americans bestowed the nickname on the Black troopers because they believed the hair of the black cavalymen resembled the hair of the buffalo. Another suggests that the name was given because of the buffalo-hide coats worn by the soldiers in cold weather. The troopers took the nickname as a sign of respect from Native Americans, who held great reverence for the buffalo, and eventually the Tenth Cavalry adopted the buffalo as part of its regimental crest. (Plante, 2001) The infantry regiments eventually took the title of Buffalo Soldiers as well.

9th CAV10th CAV24th IN REGT25th IN REGT

The Buffalo Soldiers were called to deploy to Cuba, and eventually the Philippines, during the Spanish American War. 3000 men from the 9th and 10th Cavalry and 24th and 25th Infantry Regiments deployed. They fought up San Juan Hill with Teddy Roosevelt's Rough Riders, and participated in the Battle of Kettle Hill. Five Buffalo Soldiers won the Medal of Honor during this war, adding to the 22 who had received it during the Indian Wars.

The Buffalo Soldiers were not just American Soldiers – they were ambassadors for their race. They served with pride and honor in a system that discriminated against them. They chose to serve – each man (and one woman who disguised herself as a man) freely enlisted. About half of them were veterans of the Civil War. Despite the tough conditions and the institutional racism, they did their job. 23 Buffalo Soldiers were awarded the Medal of Honor during the Indian Wars and Spanish American War. The Buffalo Soldier regiments earned a reputation as reliable, fierce Army units who were incredibly successful at doing the missions assigned to them.

It is an uncomfortable fact of history that a major mission of the Buffalo Soldiers was to pacify the Native American tribes in the West. They also did missions against lawless, and sometimes law-abiding, Mexicans along the US-Mexico border from 1910 into the 1920's. They performed their missions willingly, and reflected the common prejudices toward Native Americans and Mexicans that were part of United States culture at the time.

Being a Buffalo Soldier was an accomplishment for the men who served in these units. They served their country courageously and performed their missions superbly. They paved the way for later integration in the Army and in American society in general. They proved they were just as able to serve as anyone else – and better than most.

B5. 65th Infantry Regiment “Borinqueneers” and other Hispanics

The 65th Infantry Regiment is a unit of the Puerto Rican Army National Guard, first formed in 1899 as the Porto Rico Battalion of Volunteer Infantry, and serving today as 1st Battalion, 65th Infantry Regiment. It is lauded as the only all-Hispanic unit in US Army history. (Fratus, 2020) They adopted the name “Borinqueneers” during the Korean War. It refers to the Taino name for the island we now call Puerto Rico – Borinquen.



Authorized just a year after Puerto Rico became a US territory after the Spanish-American War, the unit was formed in Puerto Rico as part of a new infantry regiment. One of their first missions was to support the inauguration of President McKinley in Washington DC in 1901. Unlike other segregated units, the 65th had Puerto Rican officers along with the Puerto Rican enlisted men. The units of the regiment were forced to segregate into “white” and “black” units, based on the ancestry of their members. The regiment fired the first American shot of World War I, in 1915, from a cannon at El Morro fort, forcing a German supply ship on its way out of the harbor to resupply German submarines to return to port, where its supplies were confiscated. (New York Times, 1915)



During World War I, the regiment was activated to serve in Panama, where they guarded the Panama Canal. They were called up for World War II, where they again deployed to Panama in 1942. In 1944, they deployed to North Africa, then Corsica, where they guarded airfields. They saw action in Italy, France, and Germany before returning to Puerto Rico in November 1945.

In August 1950, the 65th deployed to Korea. As part of the US Army’s 3rd Infantry Division, they were heavily involved in fighting the North Koreans and Chinese People’s Army throughout the war until the Armistice in 1953. One noteworthy member of the 65th during this time was First Lieutenant Richard Cavazos, who went on to be the first Hispanic promoted to four-star rank in the US Army. He was one of many non-Puerto Rican Hispanics who served with the 65th during the Korean War. (Villahermosa, 2001)

The Korean War was not all victories for the 65th, and the unit changed a lot during the war, with casualties being replaced by incoming soldiers, and after a while, many of the officers were replaced with non-Puerto Ricans. In 1952, a new (non-Hispanic) Commander was appointed to the 65th, and the officer staff was also replaced with non-Hispanic officers. A series of poor decisions and orders led to poor morale, and many of the men in L Company refused to continue to fight. Over a hundred men were arrested, and 95 were tried by court-martial. 91 were found guilty and sentenced to prison terms averaging 5 years, but ranging up to 18 years of hard labor. The court martials were reviewed a few months later and the Secretary of the Army cancelled the sentences and granted clemency and pardons to all involved.



The Puerto Ricans forming the ranks of the gallant 65th Infantry on the battlefields of Korea ... are writing a brilliant record of achievement in battle and I am proud indeed to have them in this command. I wish that we might have many more like them.

(Douglas MacArthur)

izquotes.com

The breakdown of the 65th resulted from a number of factors: a shortage of officers and non-commissioned officers, a rotation policy that removed combat-experienced leaders and soldiers, tactical doctrine that led to high casualties, a shortage of artillery ammunition, communication problems between largely white, English-speaking officers (replacements for casualties and redeployments) and Spanish-speaking Puerto Rican enlisted men, and declining morale. The report also found bias in the prosecution of the Puerto Ricans, citing instances of Continental soldiers (the term used for soldiers from the states) who were not charged after refusing to fight in similar circumstances. The collapse of the 65th, the courts-martial and the ensuing public outcry prompted the Army to integrate the regiment. In the spring of 1953, the 65th was reconstituted as a



fully integrated unit by transferring thousands of Hispanic soldiers to units throughout Eighth Army and bringing in thousands of white and Black personnel. Only a small core of 250 Puerto Ricans remained, and the 65th thus ceased to be a true Puerto Rican unit.

The 65th's colors remained in Korea until November 1954, when the regiment returned to Puerto Rico. Today, only the 1st Battalion remains as part of the Puerto Rico National Guard, a testimony to a unique regiment that has served the United States for a hundred years. (Villahermosa, 2001)

The 65th, until the Army mixed it all up during the Korean War, was a segregated unit. The entire list of mostly Hispanic units, usually National Guard units from areas with large Hispanic populations, is quite large. The 158th Infantry (Bushmasters) from the Arizona National Guard was mostly Mexican American and Native Americans from 20 tribes in Arizona. They fought in the Indian Wars, Spanish-American War, against Pancho Villa in 1915, and during World War I under the 40th Infantry Division (California Army National Guard). During World War II, they started their service in Panama, then deployed to Australia and on to New Guinea. After fighting in New Guinea, they went on to the Philippines, where they fought quite heroically. They were slotted to participate in the invasion of Kyushu, Japan when the war ended, and occupied Yokohama instead. General MacArthur said of the Bushmasters: "No greater fighting combat team has ever deployed for battle." (Melton & Smith, 2003)

Another largely Hispanic unit that acquitted itself particularly well during World War II was the Texas National Guard's 141st Infantry Regiment. Countless Hispanic Soldiers served in other integrated units that fought bravely, earning countless medals for valor and bringing victory for the United States and its allies in both the European and Pacific theaters of operation. A total of six Hispanic Americans were flying aces in World War II and the Korean War.

B6. Lafayette Flying Corps

Back more than a hundred years ago, in 1914, it seemed like the whole world was going to war. The United States was staying out of it, but there were many people in the US who felt passionately about the situation, and they wanted to be a part of the solution.



Before the formation of the flying squadron, Americans were able to volunteer to serve in the American Volunteer Ambulance Services. More than 3500 Americans volunteered to drive ambulances, mostly with the French Army. Funded by wealthy patriots, they provided ambulances and medical care to get wounded back to England or hospitals in France. They operated mostly under the auspices of the British or American Red Cross. Many of the young men recruited for this volunteer duty came from east coast Ivy League universities: Harvard, Yale, Princeton, Dartmouth, and Cornell; and UC Berkeley and Stanford from California. (Gregory, 2018) Some Americans also joined the French Foreign Legion. Around 50 members of the Ambulance Corps later transitioned into the Lafayette Flying Corps, which is the generic name for Americans flying for the French Air Service, either in the Lafayette Escadrille or in other French Air Service squadrons. Some Americans also were able to join the French Foreign Legion, and served as infantrymen for the French Army, and later in the Lafayette Flying Corps.



A few courageous Americans wanted to make more of a difference than they felt they were in the French Foreign Legion. Norman Prince and some friends lobbied officials in Paris to create an all-American squadron within the French Air Service. They wanted to give more Americans the opportunity to fight in the war, and also hoped it would drum up support for America to enter the war. The French government

approved the concept in August 1915, and designated the squadron Escadrille Americaine (American Squadron), under the command of a French pilot, Captain George Thenault. (US WWI Centennial Commission, Accessed in NOV 2020) The squadron stood up on 18 April 1916, manned by seven American pilots plus French Army personnel until more Americans could be recruited and trained. Due to complaints about Americans breaking the neutrality the American government had declared, the name was changed to Lafayette Escadrille, after the French hero of the American Revolution, the Marquis de Lafayette. The unit first flew in combat at Verdun on 13 May 1916. They flew aggressively and developed a good combat record. (Gutierrez, Accessed NOV 2020)

Most of the pilots who joined the unit were at best novice aviators, and they had to go through a lot of training to be ready to fly in combat. Offensive flying operations were a new addition to warfare, and the Americans had no experience at all. Over the 21 months the unit was active, 38 American pilots flew as part of it. There were many more volunteers, and eventually the French Air Service farmed them out to fill positions in other French squadrons. A little over 200 American pilots flew for the French Air Service, wearing French uniforms and flying French aircraft.

The Lafayette Escadrille was disbanded in February 1918 when America entered the air war. Its pilots transitioned into the US Air Service as members of the 103rd Aero Squadron. They continued to fly, and became pilot instructors for the new American pilots, and the 103rd racked up a great combat record of 45 kills (and another 40 unconfirmed kills) before the war ended in November. Many Lafayette Flying Corps pilots went on to command units in the American Air Service.

Who were these young men who fought so hard to fight a war – someone else’s war? Many were college students, and all were courageous young men who desperately wanted to be ‘part of the fight.’ They were willing to volunteer (unpaid), endure a long wait (many joined, and waited 8-10 months before they were allowed to start training), miserable conditions – especially in the training environment, and poor odds of making a big difference in the war. 69 members died during the war, 42 of them during combat action. The Flying Corps is credited with 159 enemy kills. It amassed 31 Croix de guerre (the top French medal), seven *Médailles militaires* and four *Légions d'honneur*. Eleven of its members were deemed flying aces, claiming five air kills or more. The Lafayette Escadrille was credited with 41 kills, and suffered nine losses. (Franks, 1992) The Group La Fayette earned eight citations, bearing the right to wear the Fourragere with ribbon colors of the *Croix de guerre* or *Medaille Militaire*.

Norman Prince accomplished what he undertook. The Lafayette Escadrille attracted a lot of media attention in America, and the men who went to fight for France were considered heroes. Their dedication to “the Defense of Right and Liberty” is memorialized on the Lafayette Escadrille Memorial Arch, completed in 1928, still standing proudly (and containing the remains of many of the killed in action from the squadron) outside Paris.



B7. Doolittle Raiders

In December 1941, the Japanese Empire dealt a great blow against the United States by their surprise attack on Pearl Harbor. 2400 people were killed, 1200 wounded, 5 battleships were sunk, and another 10 ships damaged, 188 aircraft destroyed and another 159 damaged. The US Military was caught unprepared and the country was shocked and devastated by the attack.



President Roosevelt asked the military to come up with a response of some kind. The Navy developed the concept, and Army Air Corps Lieutenant Colonel James Doolittle was given the mission. They would fly Air Force B-25 bombers off an aircraft carrier and bomb Japan. He solicited volunteers from the 17th Bombardment Group, crews experienced in flying the B-25 bomber. Every airman in the 17th volunteered for the mission. They had to prove it was possible for a B-25 to take off from an aircraft carrier, then prep the planes and train the crews to do it. They had 24 trained crews, 16 of which got to do the mission.



The 16 bombers were loaded on the aircraft carrier USS Hornet at the naval base in Alameda, California, and sailed in a task force to a point about 600 miles east of Japan. The Japanese had some indication there was going to be an attack, and were searching for the carrier task force. The ships were spotted by a Japanese patrol boat, which was able to radio the presence of the fleet. Though not as close to Japan as they wanted to be, Lt Col Doolittle made the decision to go early, before the Japanese could mount a response. The planes took off from the Hornet about 650 miles east of Japan, and proceeded toward the Japanese home islands, with targets of Tokyo, Yokosuka, Yokohama, Kobe, and Nagoya. (Naval History and Heritage Command editors, 2019)



The planes dropped their bombs on target, then proceeded to China to get away (one plane landed in Vladivostok, Russia, and was interned – the Russians had denied the US request to land there, not wanting to anger the Japanese at that point in the war). It was always a long shot – they knew going into the mission that making it through the bombing and landing and getting away in Japanese-occupied China was going to be difficult. But all the planes made it. A couple ran out of fuel and landed in the surf on Chinese beaches (two crewmen drowned). The other eight crewmen in those two planes were captured by the Japanese. Three were executed, and the other five imprisoned, where one died while in custody. The others were mistreated, but made it through the war as prisoners, and were repatriated in 1945.

The other crews bailed out of their planes over China, or crash-landed, and were assisted by Chinese civilians. The crews all made it safely back to US lines, where they continued their service in the Army Air Corps. Of the 80 men who participated in the raid, 64 continued to fight (Nat'l Museum of the USAF Editors, 2015) in the various theaters of the world war; ten would eventually lose their lives in action, and nine would be shot down and taken as prisoners of war.



All received a promotion as a result of their participation in the Doolittle Raid. Doolittle was promoted two grades to Brigadier General and awarded the Medal of Honor by President Roosevelt. He went on to command the 12th Air Force in North Africa, the 15th Air Force in the Mediterranean, and the 8th Air Force in England over the next three years. All 80 Raiders were awarded the Distinguished Flying Cross, and also a top award from the Government of China. In 2015, a Congressional Gold Medal was presented to the Doolittle Tokyo Raiders.

The Japanese Imperial Army conducted a campaign in China after the Doolittle Raid, partly as revenge for Chinese civilians assisting the Raiders, and partly to prevent the eastern coast provinces from being used again. They laid waste to a large area, and killed an estimated 10,000 civilians while searching for the American crews. They destroyed whole towns, including the town of Nancheng, torturing, raping, and murdering thousands, and even spread disease pathogens (cholera, typhoid, plague and anthrax) which killed around 1700 Japanese troops in addition to thousands of civilians. The estimated civilian death toll was about 250,000. (Scott, 2015)

The Doolittle Raid was considered a great success, despite the little actual damage that was done, and the after-effects. It buoyed American morale at a time when almost all war news was bad, and it stunned the Japanese people, who didn't think they were vulnerable to attack in Japan. As importantly, it shook up the Japanese command, and caused them to bring troops back to Japan to serve in defensive roles to protect the homeland. Japanese desire to respond led to the Battle of Midway, a sound defeat for the Japanese and probably the turning point of the war in the Pacific.



Doolittle Raiders: A China Story:

<https://vimeo.com/266803924>

The Doolittle Raiders were heroes by any definition. They eagerly volunteered to participate in a dangerous mission which was very likely to end in their death. They courageously carried out their mission, successfully showing the world that America was down but not out, and capable of unpredictable response to the aggressions of our enemies.

B8. Navajo Code Talkers

For video on the Code Talkers, go to:

<https://navajocodetalkers.org/story-of-the-navajo-code-talkers/>

More are available at:

<https://navajocodetalkers.org/category/interviews/>

In early 1942, the US Military was rapidly gearing up to respond to the attack on Pearl Harbor by the Imperial Japanese Navy.

The Marines knew they'd be fighting in many battles in the Pacific in the coming years. One thing they needed was a reliable but secure way of communicating by radio. The military had code-making machines, but they were unwieldy, and took about 30 minutes to encode a message. That's way too long in the heat of battle – they needed a code that the Japanese couldn't break that could be rapidly encoded, sent, and decoded.



Philip Johnston had grown up on the Navajo reservation as the son of missionaries, spoke fluent Navajo, and was aware that Native American languages had been used in the past, during World War I, as codes for the military. He approached the Marine Corps with his idea of using the Navajo language as the base for a code that could be used in the field. After some testing and analysis, the Marine Corps endorsed the idea. (History.com Editors, 2020)



The Marines recruited 30 Navajos, and 29 started basic training at Camp Elliott near San Diego in May, 1942. In addition to learning to be Marines, they developed the code that would be successfully used throughout the war in the Pacific, and the Navajo Code Talkers were born. About 400 Navajos eventually participated in the program as code talkers, with 13 being killed in action. The code was never broken by the Japanese, and was hailed as a major factor in some of the victories Marines won in battle during the Pacific war.

The ‘code’ wasn’t just the Navajo language – it was just the start, since very few non-Navajos spoke it, and it’s not a written language. The Marines and the initial group of 29 code talkers developed the code by using Navajo words to represent words they knew would be needed to communicate on the battlefield.

<div> <div>NAVAJO CODES</div> <div>NAME OF PLANES</div>  </div>		
PLANES	WO-TAH-DE-NE-IH	AIR FORCE
DIVE BOMBER	GINI	CHICKEN HAWK
TORPEDO PLANE	TAS-CHIZZIE	SWALLOW
OBS. PLAN	NE-AS-JAH	OWL
FIGHTER PLANE	DA-HE-TIH-HI	HUMMING BIRD
BOMBER PLANE	JAY-SHO	BUZZARD
PATROL PLANE	GA-GIH	CROW
TRANSPORT	ATSAH	EAGLE

So the Navajo word for ‘humming bird’ became the code word for ‘fighter plane.’ In addition, they put together a list of words that could be used to spell out words in code. To make it harder to crack, most letters had several options to use as the code word. This, combined with the fact that the words were in Navajo, made it a very difficult code. The code wasn’t written down, so couldn’t be taken off a code talker in battle. And without knowing the words in the code, even native Navajo speakers couldn’t figure out what the messages said.

Practical Exercise: Can you use the code? Get the code at

<https://www.history.navy.mil/research/library/online-reading-room/title-list-alphabetically/n/navajo-code-talker-dictionary.html>

then try to decode this message (check for translation at the end of Lesson B9)

**YIL-TAS SEIS BE-DELH-NEED. BA-GOSHI BE-LA-SANA BE DZEH D-AH KLESH YAH-TAY-GO-E-ELAH
BILH(W) BAH-HAS-TKIH!**

A Navajo Code Talker could decode that in seconds. They had the code completely memorized. They just needed to write down the message while it was being sent, then a simple message like this could be immediately decoded.



The Japanese code breakers could barely make out the words, much less translate them from Navajo, then figure out what they might mean. After weeks of study, the best they might do is work out some letters. That's why the code has several choices for most letters of the alphabet, so even that becomes exponentially more difficult. They did try to get Navajo prisoners of war to translate the code, but with no success.

The Navajo Code Talkers fought with their Marine units in every major battle in the Pacific, including Guadalcanal, Iwo Jima, Peleliu, Tarawa, and Okinawa. (Rosenberg, 2019)

After the war, the government declared the code still a secret, in case they might need to use it again. The 400 or so Code Talkers were sworn to secrecy, and they kept that oath until the government finally lifted the ban in 1969. (Author, 2018) This delayed credit for their contribution to the war effort for decades. It was really only in the 1990's that the Code Talkers started getting recognition for what they had accomplished. In 2001, Congress presented the survivors of the first 29 Code Talker platoon with a Congressional Gold Medal. The rest of the Code Talkers received a Congressional Silver Medal. If you didn't listen to President Bush's speech, which is one of the videos at the beginning of this lesson – go back and listen – it's a great speech!



Just a note: the Navajos weren't the only Code Talkers used in World War II, just the most prominent and famous. The US Army used Code Talkers from the Lakota, Meskwaki, Mohawk, Comanche, Tlingit, Hopi, Cree, and Crow tribes. The Army had used Cherokee and Choctaw Code Talkers during World War I.

B9. Tuskegee Airmen

The Tuskegee Airmen were the first African American military aviators in the US armed forces. The group of people considered to be Tuskegee Airmen were pilots, navigators, bombardiers, support personnel, nurses, and mechanics who trained at Tuskegee Institute in Alabama from 1940 to 1945.



Prior to World War II, many people didn't believe African Americans were able to ably fly planes, and the military rejected their applications to train. In 1938, President Roosevelt announced a new civilian pilot training program in the US, which would help the country be better prepared if war came. Black lobbyists argued that Black Americans be included. In January 1941, the Tuskegee Training Program was born. (Department of Defense, 1985) A visit to Tuskegee by First Lady Eleanor Roosevelt in March 1941 gave a huge boost to the program. During a visit to the Tuskegee Institute, she consented to a flight with the chief civilian instructor, C. Alfred Anderson. Anderson, known as the "Father of African American Aviation" flew the First Lady around the field for the better part of an hour. When they landed, she told him, "Well, you can fly, alright." (Franklin, 2017) The photos and resulting publicity are credited, partly anyway, for keeping the program on track.



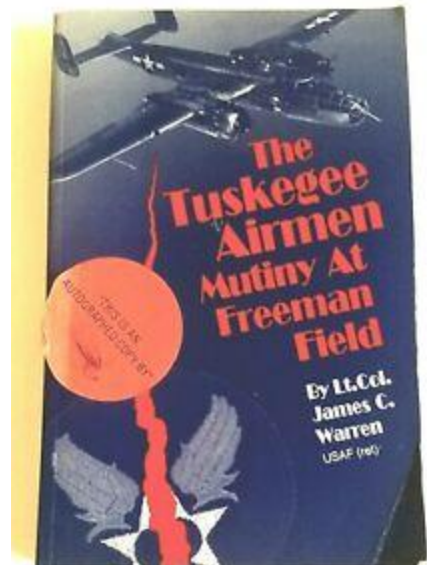
The program at Tuskegee Institute was almost sure to succeed – the quality of the applicants was very high.



They got the cream of the crop of Black men who wanted to fly for their country, and they were determined to do what was needed for success. At the beginning of the program in 1941, there were only two Black officers in the US military. Benjamin O. Davis, Jr. was in the first pilot training class at Tuskegee, and became the Commander of the first Black flying squadron, the 99th Pursuit Squadron. Davis, only the fourth Black man to graduate West Point, was the son of Brigadier General Benjamin O. Davis, Sr., who was the only other non-chaplain Black officer in the Army at the time. He would go on to a successful military career, topping out at Lieutenant General in 1965, and promoting to General as a retired officer in 1998. It took a year to build the

99th Pursuit Squadron from the ground up, and in April 1942, they deployed to North Africa.

A major part of the story of the Tuskegee Airmen is the segregation, discrimination, and unequal treatment the airmen were subjected to throughout their training. Certainly, the fact that they were in Alabama didn't help – relations with local civilian authorities were poor, and the locals didn't want Black troops in their town. Most of the military leaders (most of whom were white) making decisions about facilities and where the Black airmen were allowed to go continued the racist treatment of these airmen. This came to a head in many small ways, but one significant incident involved officers from the 477th Bomb Group at Freeman Field, Indiana. The base had established two officers' clubs – one for whites and one for Blacks. When that seemed to go against military policy, the commander changed it to one club for instructors, and one for trainees. It just happened that all the instructors were white, and all the trainees were Black. In a planned display of resistance, Black officers started entering the white 'instructor' club. Over several days, over 60 Black officers were arrested (and the club was closed). The post commander released the arrested officers, but pursued court martials on three. On top of that, he came up with a new regulation, and required all the officers to sign a statement



acknowledging understanding of it, under penalty of the 64th Article of War, which indicated that refusal to obey a direct order may result in the death penalty. 101 officers refused to sign, and were arrested. Soon the whole unit was shipped out to another base – with Army Air Corps leaders hoping they could get the whole program eliminated. General George Marshall, the Army Chief of Staff, ordered the 101 arrested officers released. Letters of Reprimand were put in their records. Col Benjamin Davis was put in command of the 477th and Godman Field; Major General Frank Hunter, Commander of 1st Air Force and responsible for much of what had gone on, refused to attend Davis' change of command ceremony. Finally, the three officers originally arrested were court martialed. Two were found not guilty, and the third was found not guilty of disobeying an order, but guilty of "jostling a superior officer." He was fined \$150, which was collected and paid by his fellow officers. (Hankins, 2020)

The Freeman Field Mutiny, as it became known, actually led to policies preventing segregation on bases, some discriminatory policies, and paved the way for African American officers in the 477th to be allowed to serve in command positions. (Hankins, 2020) There was still significant racism in the Army Air Corps and the rest of the military (and the US), but the significant accomplishments of the Black units, and the moral fights such as the Freeman Field Mutiny, led toward desegregation of the US Military by President Truman in 1948. Fifty years after the incident, in 1995, the US Air Force exonerated those who had been arrested, finally removing the letters of reprimand from records and expunging Lieutenant Terry's conviction. (Hankins, 2020)



The overall program started with the formation of the 99th Pursuit Squadron. It was gradually created with the recruiting and training of the enlisted men who would support the squadron's operations, followed by the flight

training. The 99th deployed to North Africa in 1943, as part of the 33rd Fighter Group. Eventually, three more Black squadrons joined the 99th, and the four units served as the 332nd Fighter Group – the 99th, 100th, 301st, and 302nd Fighter Squadrons flying missions out of Italy. They flew P-39 Airacobras and P-40 Warhawks, and later transitioned to P-47 Thunderbolts and P-51 Mustangs, including long-range escort missions of bombers deep into Germany. (Hankins, 2020)



The 332nd performed well – justifying the premise that had started the 'Tuskegee Experiment' in the first place. Claims that the Group 'never lost a bomber' were made during and after the war, but this has proven to not be true. The 332nd lost about 27 bombers to enemy action; but their all-white fellow units lost an average of 46 bombers. They shot down 94 enemy aircraft, though no Tuskegee Airmen achieved Ace status. (Hankins, 2020) By the time the 332nd flew its last combat mission on April 26, 1945, two weeks before the German surrender, the Tuskegee Airmen had flown more than 15,000 individual sorties over two years in combat. They had destroyed or damaged 36 German planes in the air and 237 on the ground, as well as nearly 1,000 rail cars and transport vehicles and a German destroyer. (History.com Editors, 2020)



The 477th Bombardment Group was formed in January 1944, but never saw combat. They had four squadrons of B-25 Mitchell bombers – the 616th, 617th, 618th, and 619th Bombardment Squadrons. The (white) Group Commander, Colonel Robert Selway, did not support the concept of African American crews, and worked actively to prevent them from being promoted to command positions. He was supported in these

efforts by the base commander, Colonel William Boyd, and the commander of the First Air Force, Major General Frank Hunter. All three of these leaders worked actively to segregate and discriminate against the airmen of the 477th Bomb Group, with the approval of General Henry “Hap” Arnold, the commander of the Army Air Force. (Hankins, 2020)



In late May 1945, General Arnold replaced all white officers in the 477th with Blacks commanded by Colonel Benjamin O. Davis, Jr. Plans were written to send the unit, now a composite Group of B-25s and fighters located at Godman Field, Kentucky, to the Pacific to fight in the war against Japan. Davis quickly improved the morale and fighting fitness of the Group. A First Air Force inspection noted the improvement in the Group's effectiveness under Davis, and especially registered the vast increase in the unit's morale. Before the 477th could deploy, however, the war in the Pacific ended. The 477th went into the post war era as a bomber and fighter outfit. It is true that the 477th had never met the foreign enemy,

but it had engaged the domestic foes of racism and bigotry, and had won. (East Coast Chapter, Tuskegee Airmen INC., Accessed NOV 2020)

From 1941 to 1946, the Tuskegee Institute trained 992 pilots, 335 of whom were deployed overseas. 66 were killed in action, 12 killed in training, and 32 were captured as prisoners of war.



Although many of the Tuskegee Airmen made remarkable combat achievements, their greatest victories were against systemic racial injustice, forcing the nation to hold closer to the ideals of liberty and equality enshrined in its founding documents. Seventy-five years later, that fight is far from over. The tactics used by the 477th of peaceful civil disobedience combined with forging connections to activist organizations and press outlets to put political pressure on national leaders all served to further their cause. Those efforts serve as a powerful example of how meaningful change can still be achieved. As Col.

Benjamin Davis Jr. said: “The privileges of being an American belong to those brave enough to fight for them.” (Hankins, 2020)

Answer to practical exercise in Lesson B8 (Navajo Code Talkers):

YIL-TAS SEIS BE-DELH-NEED. BA-GOSHI BE-LA-SANA BE DZEH D-AH KLESH YAH-TAY-GO-E-ELAH BILH(W) BAH-HAS-TKIH!
Code is effective. C a d e t s succeed with secret!

B10. World War II Black Units

We looked at the Tuskegee Airmen – the only Black units in the Army Air Corps during World War II. Were there other Black units (the US military didn't desegregate until 1948)? Yes – but it came at a cost to their dignity and freedom. Their success paved the way for desegregation just three years after the end of World War II.

The US Military was segregated up until 1948, but they did have segregated units that played a part in World War II. The 92nd and 93rd Infantry Divisions were Black divisions, the Red Ball Express was famous for getting supplies and equipment from the landing sites to units at the front, and there were cavalry, armor, field artillery, anti-aircraft artillery, coast artillery, tank destroyer, and engineer units at the battalion and regimental level as well. The Marines only had two segregated units, the 51st and 52nd Defense Battalions. The Navy had many Black sailors, but they were mostly spread throughout the navy in support roles.



Black Americans wanted to serve their country during World War II as much as any other Americans. But they had to battle racial discrimination that was rooted in every aspect of America at the time. The military leadership didn't believe Blacks could be good soldiers. They were unwilling to give Black leaders the opportunity to command, or even supervise any white troops, and often didn't want Black soldiers in fighting roles (versus support roles) in combat. The treatment, facilities, equipment, and training received by Black troops, and even the missions they were given, were of a lesser quality than their white peers received. And still, men signed up (or reported for the draft) and served to the best of their ability amid discrimination both on and off base, here in America and overseas.

There was slightly more support for having Blacks in support roles, and they excelled. The fact that Blacks could be truck drivers, cooks, and manual labor was great – but they wanted the chance to fight on the front lines alongside white soldiers. It was ironic that America was supposedly fighting a war for democracy and freedom, and yet failed to offer that to a significant portion of the American people.

Black newspapers and the NAACP (National Association for the Advancement of Colored People) lobbied throughout the war for more equality for African Americans. They used every leverage they could find to get opportunities for Blacks to do their part. They found allies in President Roosevelt and, even more, First Lady Eleanor Roosevelt, both of whom intervened to increase equality for minorities.

The **761st Tank Battalion** fought in four campaigns, including the Battle of the Bulge. They were assigned to General Patton's Third Army. Their performance in battle was outstanding. The battalion's soldiers were awarded 11 Silver Stars, 69 Bronze Stars, and about 300 Purple Hearts. Sonia Schreiber Weitz, a prisoner in a concentration camp liberated by the 761st wrote, as part of a poem she called "The Black Messiah":

Black GI stood by the door
 (I never saw a black before)
 He'll set me free before I die
 I thought, he must be the Messiah
 (Mattimore, 2020)



The **Red Ball Express** was a huge logistics operation that kept units on the front lines supplied with bullets, food, gasoline, and everything else they needed to win against the Germans. Without resupply, the mission ground to a halt. After the D-Day landings, US forces built up against the German defenders, and finally started pushing away from the beachheads. But the supply lines grew longer and longer, and couldn't keep up with the moving front lines. Logisticians developed a plan that would keep our armies moving. It prioritized two major roads, one heading away from the beaches and one heading back to the beaches, to be used only by supply vehicles. They gathered up all soldiers available to drive, and all available trucks, and started a

24/7 resupply operation that lasted months. It relied on dedicated support soldiers who drove night and day, week after week. 75% of the drivers were African Americans. (Colley, Accessed NOV 2020)



The 92nd Infantry Division was the only segregated African American division-level unit to fight in Europe during World War II. It had also been active during World War I, where it took the name of Buffalo Soldier Division as a tribute to the Buffalo Soldiers of the 9th & 10th Cavalry Regiments and 24th & 25th Infantry Regiments. The division deployed to Italy in 1944, assigned to the US Fifth Army. They were involved in fighting against Italian and German forces, with not much success. Some historians believe that reports of poor

performance by the 92nd were racially motivated and overstated. One of the division's regiments was pulled from the fighting and was replaced by the 442d Regiment of Japanese American soldiers. The 92nd did have two soldiers awarded the Medal of Honor (medals awarded in 1997). (Yared, 2016)





The 93rd Infantry Division was the only segregated African American division-level unit to fight in the Pacific during World War II. This division, too, was activated for World War I, but the Division HQs never deployed, though its four infantry regiments deployed and fought under French Army command. When called up in 1942, they trained at Fort Huachuca, Arizona, and shipped out to the South Pacific Theater of Operations in January 1944. Whether because of racially discriminatory reasons or not, they weren't given much of a chance to fight. The division was mostly used for combat support missions such as construction and security, and relieved smaller elements after battles in Guadalcanal, Bougainville, New Georgia, and the Solomon Islands. Senior commanders criticized the division and rumors spread that it was no good. They continued with mop-up and security missions in New Guinea and other islands, and in the Philippines. (Jefferson, 2008)

More than 1.5 million African American men and women served in the US military during World War II. They were deployed all over the world, but encountered unequal treatment and limited opportunities for promotion due to the segregation and discrimination practiced by the military. Despite the 1940 US Selective Service and Training Act, which outlawed racial discrimination, it was prevalent throughout the war. African American troops were segregated in their own units, and within the facilities on bases, almost always in second-hand facilities compared to their white peers. They were not allowed command over white soldiers, and were often under the command of white officers. It was not until 1993 that the first Medal of Honor was awarded to an African American World War II veteran. (University of Kansas Library editors, Accessed in NOV 2020)



Around 4000 African American women served in the Women's Army Corps during World War II. Their situation wasn't as demeaning as their male counterparts', but they generally held menial positions. A small number served in postal units, and as nurses, usually supporting segregated Black troops. (University of Kansas Library editors, Accessed in NOV 2020)

The United States Naval Women's Reserve (better known as WAVES) recruited Black women starting in 1944, and the following year, the first Black woman enlisted as a member of the Navy. Despite the additional obstacles and barriers, Black submariners and sailors played an integral role during World War II. (Diaz, 2020)

The Navy did not want Black sailors in its ranks – especially aboard ships. Major General Thomas Holcomb, commandant of the Marine Corps, called the enlistment of black men “absolutely tragic,” and told the General Board that African Americans had every opportunity “to satisfy their aspiration to serve in the Army.” Their desire to enter the naval service, he said, was largely an effort “to break into a club that doesn't want them.” (Goldberg, 2020)

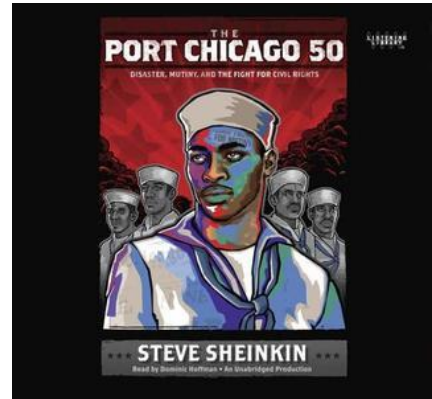
President Roosevelt overruled the Navy's desire, and demanded that they open more Navy jobs to Blacks. This allowed thousands of Black men the opportunity to train as quartermasters, machinists and electricians, in addition to the mess attendants already serving. In 1944, the Navy put 16 sailors



through officer training, and commissioned the first African American officers in the Navy as a result. Despite harsh treatment, the candidates excelled. Like the Tuskegee Airmen, they had been carefully selected, and they knew they had to succeed to show that Blacks could. Though all 16 excelled, the Navy only commissioned 12 – the same rate a normal class of white candidates would graduate. No reason was given to the four who didn't make it – they were just sent back to the enlisted ranks. The new officers were not to be allowed to go to combat or command white sailors – they were given make-work jobs and discriminated against throughout their service. It wasn't until the 1970's that the Navy acknowledged their accomplishments. But they had paved the way for those who came after them. (Goldberg, 2020)

The Port Chicago 50. In 1944, the deadliest stateside disaster of World War II struck at Port Chicago, an hour east of San Francisco, California. Port Chicago was a base where ammunition and explosives were loaded onto cargo ships for transportation to the Pacific Theater. The work, like that of stevedores or longshoremen, was hard and dangerous and done in a hurry – with the added risk of handling live munitions. But the war in the Pacific depended on it. (Dillon, 2017)

The work was done by African American sailors, with little training or emphasis on safety. The sailors were told that the larger bombs didn't have fuses and would be armed when they arrived at their destination, but that wasn't always the case. They received minimal training on handling munitions or operating winches.



On the night of the incident, the E. A. Bryan cargo ship was about half full of explosives and fuel. The Quinalt Victory was moored on the other side of the pier with boxcars full of bombs parked on the dock between the two ships. Two explosions tore through the docks, killing 320 men. When the rubble was cleared, the sailors were ordered back to work. The conditions were the same, no improvements had been made, and it was just as unsafe as before. More than 250 men refused to return to the docks. The Navy labeled it a mutiny and arrested the sailors. Under threat of death if convicted of treason, 208 sailors went back to work. 50 were prosecuted for mutiny, conspiring to undermine the

authority of the officers, and disobeying orders. All 50 were found guilty and sentenced to 8-15 years in prison and dishonorable discharge from the Navy. (Dillon, 2017)

Thurgood Marshall, lead counsel for the NAACP, said, “This is not 50 men on trial for mutiny. This is the Navy on trial for its whole vicious policy toward Negroes. Negroes in the Navy don’t mind loading ammunition. They just want to know why they are the only ones doing the loading!” (Dillon, 2017)

Two divisions of white sailors were sent to work at Port Chicago. Soon, black and white sailors were working, training, living and eating together on ships and bases around the world. The case of the Port Chicago 50 helped pave the way for the Navy to desegregate well before President Truman desegregated the military in 1948. (Dillon, 2017)



The convicted sailors were quietly released after a year and a half in federal prison. Most were shipped out to serve in the Pacific after the war ended. The last survivor of Port Chicago blast, Freddie Meeks, was pardoned by President Bill Clinton in 1999, as part of a campaign to raise awareness about this chapter of World War II history. The rest of the Port Chicago 50 refused to ask for pardons because they believed only the guilty need to ask for forgiveness. They maintained all along that they’re not guilty of mutiny and pushed for exoneration instead. Meeks died in 2003. (Dillon, 2017)

Over a million African American men and women served in the US military during World War II, an average of about 11% of servicemembers: (US , 2003)

- 902,651 in the Army
- 158,789 into the Navy
- 16,005 into the Marine Corps
- 1,667 into the Coast Guard

B11. World War II Nisei Units

America’s official role in World War II started when the naval forces of the Empire of Japan attacked the military installations at Pearl Harbor, Hawaii on December 7, 1941. On December 8th, the USA declared war on Japan. This caused the government to look at Japanese citizens who were resident in the United States, and at Japanese American citizens. In the terror of the time, and with the prevalence of racism that ran through US society, there was great fear that anyone of Japanese descent might be an enemy agent. There was no evidence that this was the case, but facts didn’t get in the way of terror and racism. Many military and government leaders advocated to intern Japanese Americans.

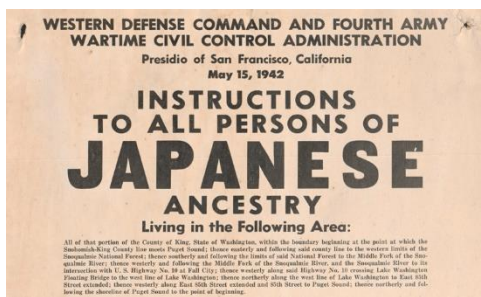


First Generation Immigrants (those who moved here) = Issei

Second Generation (children of Issei) = Nisei

Third Generation (grandchildren of Issei) = Sansei

About 125,000 Japanese Americans were living in the continental United States in 1941; most of them on the West Coast. 63% were children (or grandchildren) of immigrants – born in the USA and American citizens. The Issei were ineligible to become citizens because of anti-Asian laws in place in the US. In Hawaii, there were over 150,000 Japanese Americans – over one third of the population.



Executive Order 9066, issued by President Roosevelt in February 1942, forcibly interned anyone of Japanese ancestry who was living in all of California and western parts of Oregon, Washington, and Southern Arizona. There was very little evidence that Japanese Americans might act as saboteurs or spies, but fear and racism combined to declare all people of Japanese ancestry suspect, and they were interned, incarcerated, and detained. The vast majority were loyal American citizens.

Before the war, there was little option for military service for American citizens of Japanese descent. There were a few in the National Guard, but no Japanese American units had been formed. When America started the draft in 1940, it opened the service to qualified volunteers regardless of race. Many Nisei young men were drafted into the US Army, especially in Hawaii, where Japanese Americans made up about a third of the population. They were motivated to excel and prove themselves, and did.



When the draft started, the War Department also federalized the National Guard. In Hawaii, the 298th and 299th Infantry Regiments were the major units. The units were comprised of Hawaiians, about 50% of whom were young Nisei men. They trained through 1941 and proved to be good soldiers. After Pearl Harbor, the 298th and 299th were used to man defenses in Hawaii and build military installations.

By late May 1942, the Japanese Americans soldiers in the 298th and 299th Infantry regiments of the Hawaii National Guard and some Army engineer units had been summoned to Schofield Barracks, where their weapons were confiscated. They were separated from their non-Japanese fellow soldiers and organized into an all-Japanese unit called the Hawaiian Provisional Infantry Battalion which would be designated the



100th Infantry Battalion after it reached Oakland, California. The men were told that they would be sailing overseas to an unknown destination and that they should tell no one. However, as the battalion moved by train from Schofield Barracks in the countryside to Honolulu Harbor in the city, they saw friends and family members lining the railroad tracks, waving good-bye and wishing them well. Some came bearing lei or gifts for the men. They encouraged them to do their best. The men, most having come from homes where duty and haji (shame) were important values, understood their underlying message: "Do not bring shame unto the family." "Fight hard for your country, even if it means sacrificing your life." (100th Infantry Battalion Veterans, Accessed in NOV 2020)

The 100th Infantry deployed to North Africa and Italy in mid-1943. They fought at Salerno, Cassino, and Anzio, and pushed the Germans north of Rome.

Meanwhile, the 442nd Regimental Combat Team, consisting of the 442nd Infantry Regiment, the 522nd Field Artillery Battalion, and the 232nd Combat Engineer Company was activated at Camp Shelby. The RCT was made up of Japanese Americans from the internment camps, Hawaii and states where Japanese Americans had not been interned, and Japanese Americans who were already in the US Army. They trained for a year, and deployed to Italy in June 1944. They were attached to the 34th Division, which was already the higher headquarters of the 100th Infantry Battalion. The 100th was moved under command of the 442nd, and served as its 1st Battalion (though it retained its historical name), along with 2nd and 3rd Battalions, 442nd RCT. (Wakamatsu, Accessed NOV 2020)



The 442nd (including 100th IN) fought in the following major battle campaigns: (Wakamatsu, Accessed NOV 2020)

Mediterranean Theater of Operations (Italy)

Naples-Foggia Campaign: September 1943 to January 1944 (100th Battalion)

Rome-Arno Campaign: January 25, 1944 to September 1944 (100th Battalion, 442nd RCT)

European Theater of Operations (France)

Rhineland Campaign-Vosges: October 10, 1944 to November 1944

Rhineland Campaign-Maritime Alps: November 21, 1944 to March 17, 1945

Mediterranean Theater of Operations (Italy)

Northern Apennines Campaign: April 1-4, 1945 (442nd Regiment less 522nd FAB)

Po Valley Campaign: April 5, 1945 to May 5, 1945 (442nd Regiment less 522nd FAB)
(considered as one campaign)

Other Campaigns (France & Germany)

Southern France Campaign: August 15, 1944 to September 14, 1944 (Anti-Tank Co., 442nd RCT)

Central Europe Campaign: March 22, 1944 to May 11, 1945 (522nd Field Artillery Battalion)

The 442nd and 100th IN Bn were ferocious fighters. They were a very disciplined, dedicated unit (some would attribute that to their Japanese-based culture), and were certainly motivated by the desire to prove their loyalty to the United States. They quickly gained a reputation for accomplishing the mission, whatever it took. They suffered high casualties, but never lost their morale or esprit de corps. Their motto was "Go for Broke!" and they did.

One mission the 442nd is best known for is the rescue of the Lost Battalion. The 442nd had been in battle pretty much continually, and they were sent to rest. But then they received the order to try what no one else had been able to do. The 141st Infantry Regiment had been surrounded by Germans. They were dug in and cut off. The 442nd threw everything they had at it. Finally, Companies I and K of 3rd Battalion “went for broke”. On the afternoon of 30 October 1944, they reached the 141st, rescuing 211 soldiers at the cost of 800 casualties over five days. They fought on until finally ordered back on 17 November. From an original 1432 men the 100th fielded a year earlier, they now had 239 Infantrymen and 21 officers. Second Battalion was down to 316 riflemen and 17 officers, and 3rd Battalion less than 200. The entire RCT was down to less than 800 soldiers. They lost 140 killed and 1800 wounded, with 43 missing in three weeks of October/November 1944.



The men of the 442nd were certainly courageous. Some critics believe that their sacrifice, though voluntary, was partly the result of their Division Commander’s belief that they were expendable – cannon fodder.

The 442nd RCT, including 100th IN Bn, is the most decorated military unit for its size in American history. (Vachon, 2015) Members of the regiment received more than 18,000 awards, including:

Purple Hearts:	9500
Bronze Star Medals:	5200
Silver Stars:	588
Distinguished Service Crosses:	52
Distinguished Unit Citations:	7
Presidential Unit Citations:	8
Congressional Medals of Honor:	21









The 4000 men who initially made up the unit had to be replaced nearly 2.5 times. In total, about 14,000 men served. (Vachon, 2015)





As significant as the 442nd was in the history of World War II, they weren't the only Japanese Americans who served in the US Military during the war. About 6000 Nisei served the US Military as translators or interrogators in the Military Intelligence Service. Not all were native speakers of Japanese; the Military Intelligence Service Language School trained over 5000 soldiers to speak Japanese during the war. They served in every campaign in the Pacific after Midway. 14 MIS linguists were assigned to Merrill's Marauders, the special operations unit that would evolve into the Army Rangers. 5000 MIS trained linguists served during the occupation of Japan after the war, assisting in everything from rebuilding the Japanese government and military to support at the war crimes trial of Japanese military personnel. They served as translators for key American military personnel, helped liberate prisoner of war camps, and translated thousands of pages of captured enemy documents. Many of their missions were secret, and stayed state secrets for 30 years after the war. Like most people involved in intelligence operations, these soldiers rarely received credit for their achievements. In 2000, the MIS was awarded the Presidential Unit Citation. They were included, with the 442nd RCT and 100th Battalion, in the award, in 2010, of the Congressional Gold Medal to Nisei Soldiers of World War II.



<p><i>"Don't you recognize your own classmate?"</i></p>  <p>TECHNICIAN THIRD GRADE Takejiro Higa Military Intelligence Service</p>	<p><i>"Whatever you do, do not dishonor the family and do not dishonor the country."</i></p>  <p>CAPTAIN Daniel K. Inouye 442nd Regimental Combat Team</p>	<p><i>"You, as one of the US Army, have your part in delivering us from our suffering."</i></p>  <p>SECOND LIEUTENANT Susumu "Sus" Ito 442nd Regimental Combat Team</p>	<p><i>"Not a step back! Never! You can't win by going backwards!"</i></p>  <p>STAFF SERGEANT Kazuo Masuda 442nd Regimental Combat Team</p>
<p><i>"You never know how much punishment a human body can endure..."</i></p>  <p>PRIVATE FIRST CLASS Sadao Munemori 100th Infantry Battalion</p>	<p><i>"I thought I could be of help to my country."</i></p>  <p>CORPORAL Terry Toyome Nakanishi Military Intelligence Service</p>	<p><i>"Loyalty is where you are born."</i></p>  <p>MAJOR Kan Tagami Military Intelligence Service</p>	<p><i>"We were fighting two wars, one for democracy and the other against prejudice."</i></p>  <p>CAPTAIN Sakae Takahashi 100th Infantry Battalion</p>

(Rafu Shimpo LA Japanese Daily News, 2016)

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