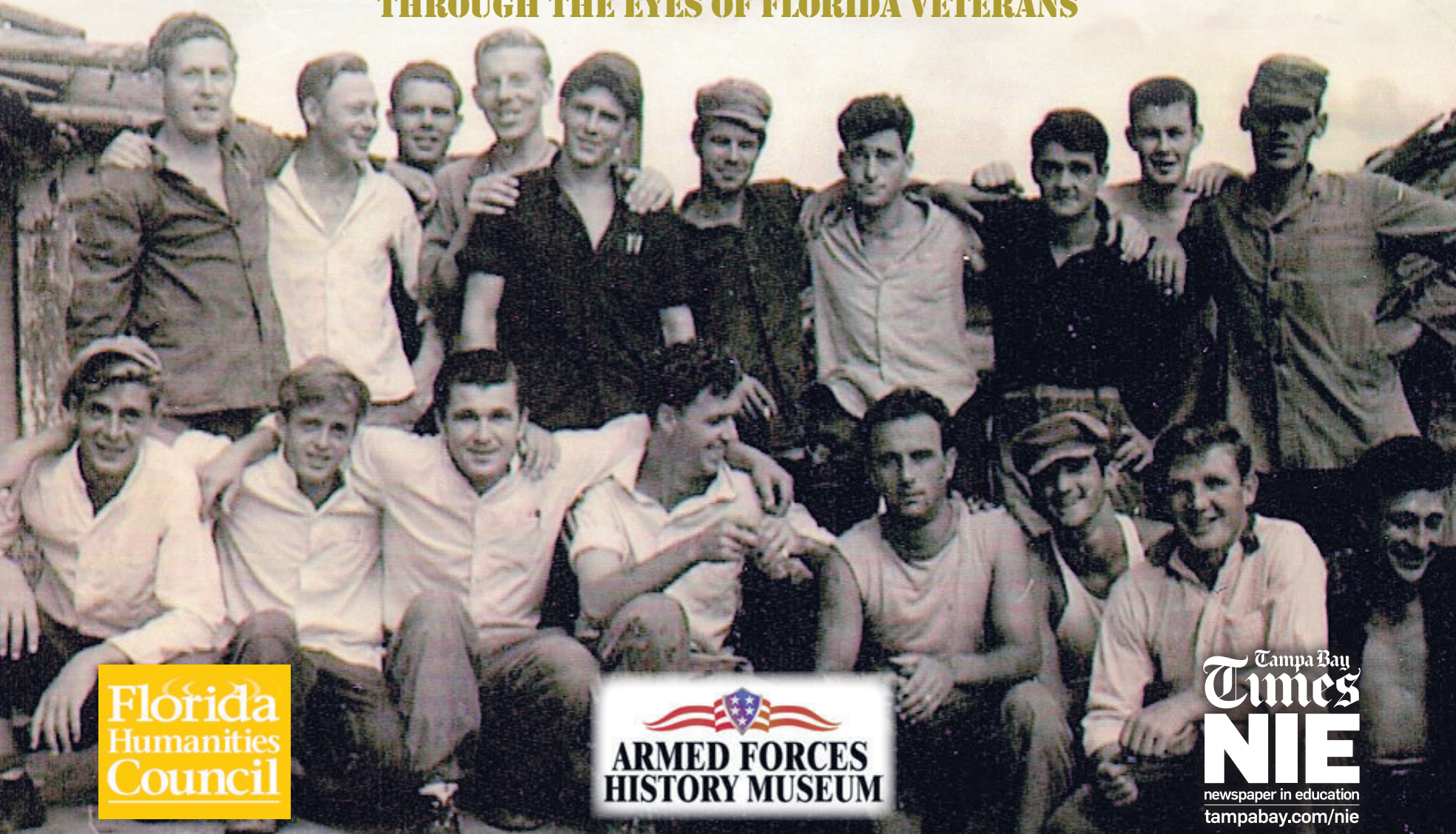


# FLORIDIANS AND WAR



AN EXPLORATION OF CONFLICT  
THROUGH THE EYES OF FLORIDA VETERANS

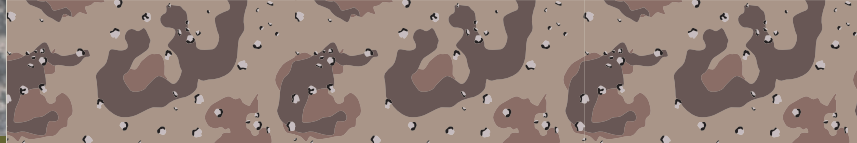


Florida  
Humanities  
Council

  
ARMED FORCES  
HISTORY MUSEUM

Tampa Bay  
Times  
NIE  
newspaper in education  
tampabay.com/nie

Above: This formation of B-29s is shown flying over enemy territory in Korea. Over twenty-four million pounds of bombs have been dropped from B-29 bomb bays during the months of July and August, 09/06/1950, National Archives Below: Bill Allen and other POWs in the Korean War.



*“Older men declare war. But it is youth that must fight and die.”*

- Herbert Hoover



# ON HOSTILE GROUND

Left: U.S. Army Spc. Daniel L. Jolly of Horse Cave, Ky., an automated logistics specialist with the 2123rd Transportation Company, Task Force Make A Way, waits for his flight June 14 from Kuwait to the United States so he can begin his annual leave. U.S. service members are allowed time home during their overseas deployments. Jolly's National Guard unit is conducting its mission in Afghanistan. U.S. Army photo by Staff Sgt. Gary A. Witte, 300th Mobile Public Affairs Detachment ; Right: As the sun crests the horizon, 1st Lt. Erik Rekedal, a platoon leader with A Troop, 5th Squadron, 4th Cavalry Regiment, 2nd Advise and Assist Brigade, 1st Infantry Division, United States Division-Center, and a White Bear Lake, Minn., native, guides Soldiers in a Humvee along a congested road while on a reconnaissance mission in Iraq, May 18, 2011. Members of the Iraqi Security Forces and U.S. forces have built strong relationships with many in the area, which has led to aid in tracking down insurgent activity. U.S. Army photo by 2nd Lt. Devin Osburn, 2nd AAB, 1st Inf. Div., USD-C

**W**ar is defined as “a conflict carried on by force of arms, as between nations or between parties within a nation; warfare, as by land, sea or air, or a state or period of armed hostility or active military operations,” according to Dictionary.com. A conflict is a fight, battle or struggle. There are many reasons for conflicts and wars, including economic, religious, land acquisition, nationalism, imperialism and militarism.

## Think about it: war a necessary risk?

The first worldwide global conflict, dubbed the “Great War,” began in 1914.

Four years later, more than 9 million soldiers and millions of civilians were dead. More than 21 million soldiers had been wounded. In 1918, United States President Woodrow Wilson said World War I was “a war to end all wars.” Yet, this was not to be the case.

World War II, which began in 1939 and ended in 1945, was “the most devastating international conflict in history, taking the lives of some 35 to 60 million people,” according to the History Channel.

Ian Morris, a professor of classics at Stanford



Top: “Peoples police” officer aims mounted long-lens camera at West Berlin reporters across the boundary at Berlin-Reinickendorf, 1961. Bottom: Watchful Communist Border Guard Mans The Berlin Wall and Keeps a Constant Lookout for Persons Attempting to Escape from East Berlin, ca. 1964. National Archives

University, is the author of *War! What Is It Good For? Conflict and the Progress of Civilization from Primates to Robots*. He writes: “In 1983, U.S. war games suggested that an all-out battle with the Soviet Union would kill a billion people — at the time, one human in five — in the first few weeks. And today, a century after the beginning of the Great War, civil war is raging in Syria, tanks are massing on Ukraine’s borders and a fight against terrorism seems to have no end.

“So yes, war is hell — but have you considered the alternatives? When looking upon the long run of history, it becomes clear that through 10,000 years of conflict, humanity has created larger, more organized societies that have greatly reduced the risk that their members will die violently. These better organized societies also have created the conditions for higher living standards and economic growth. War has not only made us safer, but richer, too.”

Sources: Ian Morris, History Channel

## The world at war

- Between 1946 and 2007, there were 1,912 state-based armed conflicts (the use of armed force between two parties, one of which is the government of a state).
- Between 2002 and 2007, there were 154 non-state-based armed conflicts (the use of armed force between two organized groups, neither of which is the government of a state).
- Between 1989 and 2007, there were 563 campaigns of one-sided violence (the use of armed force against civilians by the government of a state or a formally organized group).
- At least 108 million people were killed in wars in the 20th century.
- In 2014, there were 41 armed conflicts being waged around the world.

- In 2014, the world saw the highest number of refugees and displaced persons since World War II, including millions of children.
- Seventy-five percent or more of those killed or wounded in today’s wars are noncombatants.

Sources: GlobalSecurity.org, Human Security Research Group, the International Institute for Strategic Studies, the *New York Times*, UNICEF, United Nations

## THE COST OF WAR

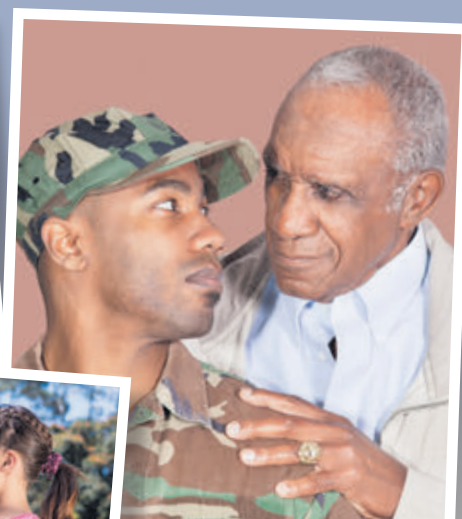
According to Chris Hedges, the author of *What Every Person Should Know About War*, “Of the past 3,400 years, humans have been entirely at peace for 268 of them.” That means that for 92 percent of history, humans have been at war. Hedges writes, “At least 108 million people were killed in wars in the twentieth century.” Since 1975, America has spent 30 percent of its federal budget on national defense. Hedges writes: “The cost of the Gulf War was approximately \$76 billion. Vietnam cost \$500 billion; the Korean War, \$336 billion; and World War II almost \$3 trillion.”



# Everyday people



While governmental institutions declare war, it is the average citizen who fights. A citizen is a person who legally belongs to a country and has the rights and protection of that country. In the United States, the military currently is composed of volunteer servicemen and women. In other countries, service in the armed forces is mandatory. The United States has not enforced a mandatory draft since the Vietnam War.



## What does it mean to be a citizen?

Today's students will become tomorrow's voters and leaders, responsible for making decisions about when and how the United States should become involved in conflict or war. They must be prepared to understand the causes, history, geography, politics and consequences of conflict and war and how they relate to local, national and global issues in our increasingly interconnected world. In a democracy, every person has a voice, and every person's actions make a difference.

In 1791, 10 amendments were added to the Constitution of the United States that guarantee certain rights to United States citizens, including freedom of speech, religion, assembly and the press, the right to trial by jury, and protection from unreasonable search and seizure. These are known as the Bill of Rights.

In a democracy, freedoms and rights are balanced by responsibilities. As citizens, we are responsible for things such as respecting others' rights, obeying laws, serving on juries and participating in government.

Civic engagement is the means through which people exercise their power. Engaged citizens do not have to be politicians or members of an organization. An engaged citizen is simply a person who chooses to act to benefit not only himself or herself, but also the community at large. In doing so, engaged citizens act as catalysts for social and political change.

According to the Center for Civic Education, "As a citizen of the United States, you have a right to say what you think government should do about problems in your community. You also have a right to say what you think about problems in your state, the nation and about international problems. You have the right to try to influence the decisions people in your government make about all of those problems."

Sources: Ben's Guide to the U.S. Government for Kids, Civic Voices; iCivics.org, National Archives, U.S. Citizenship and Immigration Services

USA Constitution: Bill of Rights				
Freedom of Speech, Press, Religion & Petition	Right to Keep & Bear Arms	Conditions for Quarters of Soldiers	Right of Search & Seizure Regulated	Provisions Concerning Prosecution
Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.	A well-regulated militia, being necessary to the security of a free State, the right of the people to keep and bear arms, shall not be infringed.	No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.	No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.
Right to Speedy Trial, Witnesses, Etc.	Right to Trial by Jury	Excessive Bail & Cruel Punishment	Rule of Construction of Constitution	Rights of States Under Constitution
In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.	In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.	Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.	The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

# TIMELINE: WARS AND CONFLICTS



Purple Heart medals are presented to Soldiers at Camp Laughman, Afghanistan, by the Chief of Staff of the Army, Gen. George W. Casey Jr., Oct. 11, 2010. The Purple Heart is a United States military decoration awarded in the name of the President to those who have been wounded or killed while serving. U.S. Army, photo by D. Myles Cullen.

**War of 1812** 1812-1815

**Mexican War** 1846-1848

**Spanish-American War** 1898

**World War II** 1939-1945

**Korean War** 1950-1953

**Bay of Pigs Invasion of Cuba** 1961

**Operation Restore Hope (Somalia)** 1992-1993

**Operation Enduring Freedom (Afghanistan)** 2001-Present

1775-1783 **American Revolution**

1817-1818 **First Seminole War**

1835-1842 **Second Seminole War**

1855-1858 **Third Seminole War**

1861-1865 **American Civil War**

1914-1918 **World War I**

1946-1991 **Cold War**

1955-1975 **Vietnam War**

1990-1991 **Persian Gulf War (Operation Desert Shield/Desert Storm)**

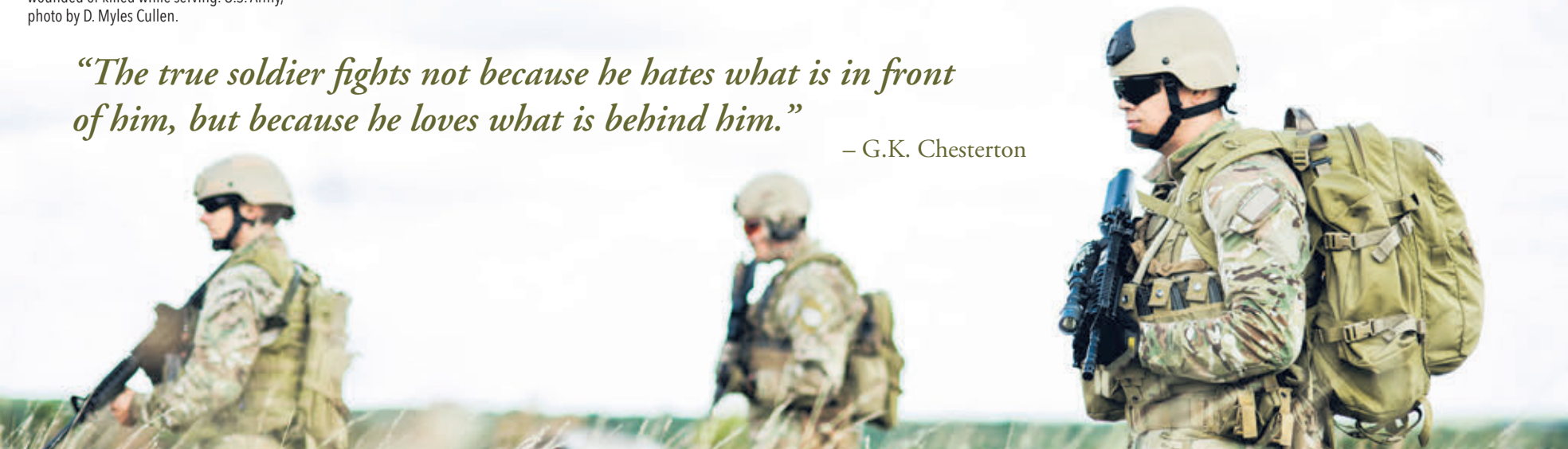
1992-1995 **Bosnian War**

2003-2010 **Operation Iraqi Freedom (Iraq)**



*“The true soldier fights not because he hates what is in front of him, but because he loves what is behind him.”*

– G.K. Chesterton





## Rights and responsibilities

Being a United States citizen entitles you to certain rights, but with those rights comes responsibility.

### Rights

- Freedom to express yourself.
- Freedom to worship as you wish.
- Right to a prompt, fair trial by jury.
- Right to vote in elections for public officials.
- Right to apply for federal employment requiring U.S. citizenship.
- Right to run for elected office.
- Freedom to pursue “Life, liberty and the pursuit of happiness.”

### Responsibilities

- Support and defend the Constitution.
- Stay informed of the issues affecting your community.
- Participate in the democratic process.
- Respect and obey federal, state and local laws.
- Respect the rights, beliefs and opinions of others.
- Participate in your local community.
- Pay income and other taxes honestly, and on time, to federal, state and local authorities.
- Serve on a jury when called upon.
- Defend the country if the need should arise.

Source: U.S. Citizenship and Immigration Services

## Do the research

War and conflict are ever-present parts of our world. Since our founding fathers made a bid for freedom, the United States government and citizens have been a part of many of those wars. With a partner, research one of the wars or conflicts on the timeline. Read as much as you can, using expert and reliable sources. Create a presentation responding to the following questions:

- What was the cause of the conflict?
- Who were the players involved in the conflict?
- How long was the conflict being fought?
- What was the outcome of the conflict?
- Could this outcome have been achieved in another manner (besides fighting)?
- Evaluate your sources: Were they reliable? Why or why not?



## Global citizens

The anti-poverty organization Oxfam defines a global citizen as someone who:

- Is aware of the wider world and has a sense of his or her own role as a world citizen
- Respects and values diversity
- Has an understanding of how the world works
- Is outraged by social injustice
- Participates in the community at a range of levels, from the local to the global
- Is willing to act to make the world a more equitable and sustainable place
- Takes responsibility for his or her actions

According to the National Conference on Citizenship’s Florida Civic Health Index 2011, “Florida Millennials have the depressing distinction of being the most disengaged group in one of the most civically disengaged states in the nation.”

Florida’s Millennials are ranked 48th in the nation regarding participation in any type of civic, community, school, sports or religious group and Florida is among the bottom 10 states for community engagement, such as volunteering, attending public meetings and working with neighbors in the community.

## THINK ABOUT IT

### CHILDREN AND CONFLICT

Tens of millions of children are growing up in countries affected by armed conflict. In countries such as Afghanistan, the Central African Republic, Democratic Republic of Congo, Iraq, Nigeria, Somalia, South Sudan, Syria and Yemen, children are being killed, maimed, abducted, sexually abused and recruited and used by armed groups. Children and teens make up a third of fighters in the armed groups fighting in Yemen. Of the 20 countries with the world’s highest under-5 mortality rates, 13 are affected by conflict or violence.

Use the website of the Office of the Special Representative of the Secretary-General for Children and Armed Conflict ([childrenandarmedconflict.un.org](http://childrenandarmedconflict.un.org)) and the *Tampa Bay Times* to find out more about one of the conflicts above. Plan a service-learning project based around this issue. Your plan should include academic and service goals and strategies for assessment. Visit the Corporation for National and Community Service’s website at [serve.gov/?q=site-page/toolkits](http://serve.gov/?q=site-page/toolkits) for lots of resources to help you plan your project.

Sources: GlobalSecurity.org, Human Security Research





He recalled the American soldiers were called gray beards. “What beards we had would freeze solid (with) snow and you had to crack it. We would literally freeze standing up,” he said.

“I was with a group that volunteered to carry the wounded. They told us they were going to take two GIs to stay with the wounded because they knew that they couldn’t take the march. We didn’t know who they were going to choose to stay with them, so everybody wrote down their name and address and gave it to everybody else, so no matter what two guys they picked, they could inform our families that we were alive. A little over a year and a half later, I received word from home that the fellow I was carrying contacted my parents. So they knew I was alive, but the bad part of that is if something happens, then they have to go through that all over again,” Allen noted.

“From the time I got there, we had approximately 3,000 prisoners buried,” Allen stated. He recalled that more than half of them died because of starvation and lack of medical treatment. Allen noted that he was “fortunate enough to be captured by Chinese. If you were captured by Koreans, there was an 80 percent chance that you were dead meat.”

Allen and his fellow prisoners did what they could to survive. He said when the Chinese took over the camps, they tried to brainwash the American prisoners by lecturing about the benefits of communism. There would be loudspeakers going all day and night with pro-communist propaganda. The Chinese officers were highly educated and spoke English well. Many had been educated in American universities.

“We didn’t think we would ever get rescued because we were so far north,” Allen said. “The main goal was to stay alive until they quit fighting.” Allen recalled that 21 men stayed behind and became “turncoats.” The Chinese soldiers would “break you down to the point where you have no resistance and then they have to build you back up. Some people fell for it.”

With no information or supplies from the outside world, many of the prisoners became desperate and hopeless. “We lived on moments,” Allen said. He tried to think positive thoughts and get involved in little things to be distracted. He said he tried to involve himself with prisoners he thought he could trust and keep busy. He also would daydream about his future.

When Allen was finally freed, he didn’t want to go to a hospital. He just wanted to go home. When he was captured he weighed 180 pounds. At the time of his release, he weighed 100 pounds. Allen credited his wife for getting him through his transition and medical issues. Married for 60 years, he stated, “I owe her everything.”

Although Allen recalled many details from his time as a POW, he tried to put the experience in a box when he came home. He admitted that he wasn’t mentally prepared to deal with what happened when he first came home. It took him 45 years to tell his story.

“When I came home from Korea, my dad had a scrapbook for me, and it had all the articles about the Korean War. I wasn’t mentally prepared to go through this scrapbook, so I just pitched it away and put it in the closet. I carried that box

around for 45 years and I never opened it. In 1995, when they said they were going to build a memorial to the Korean War in Washington, D.C., I opened the box for the first time. Then I went into a room, all by myself, and I started writing. I started writing a journal to my grandchildren. It took me about a year.”

That journal, titled *My Old Box of Memories*, is available at the Armed Forces History Museum in Largo. All proceeds from the book sales have been used to give back to the community, either in the form of college scholarships or donations to causes championed by the nonprofits Rolling Thunder and Heaven on Earth for Veterans.

Allen, who recently lost his battle with leukemia, was an advocate for veterans and was working on a petition for the United States Postal Service to introduce a POW/MIA forever stamp when he died in December 2014.

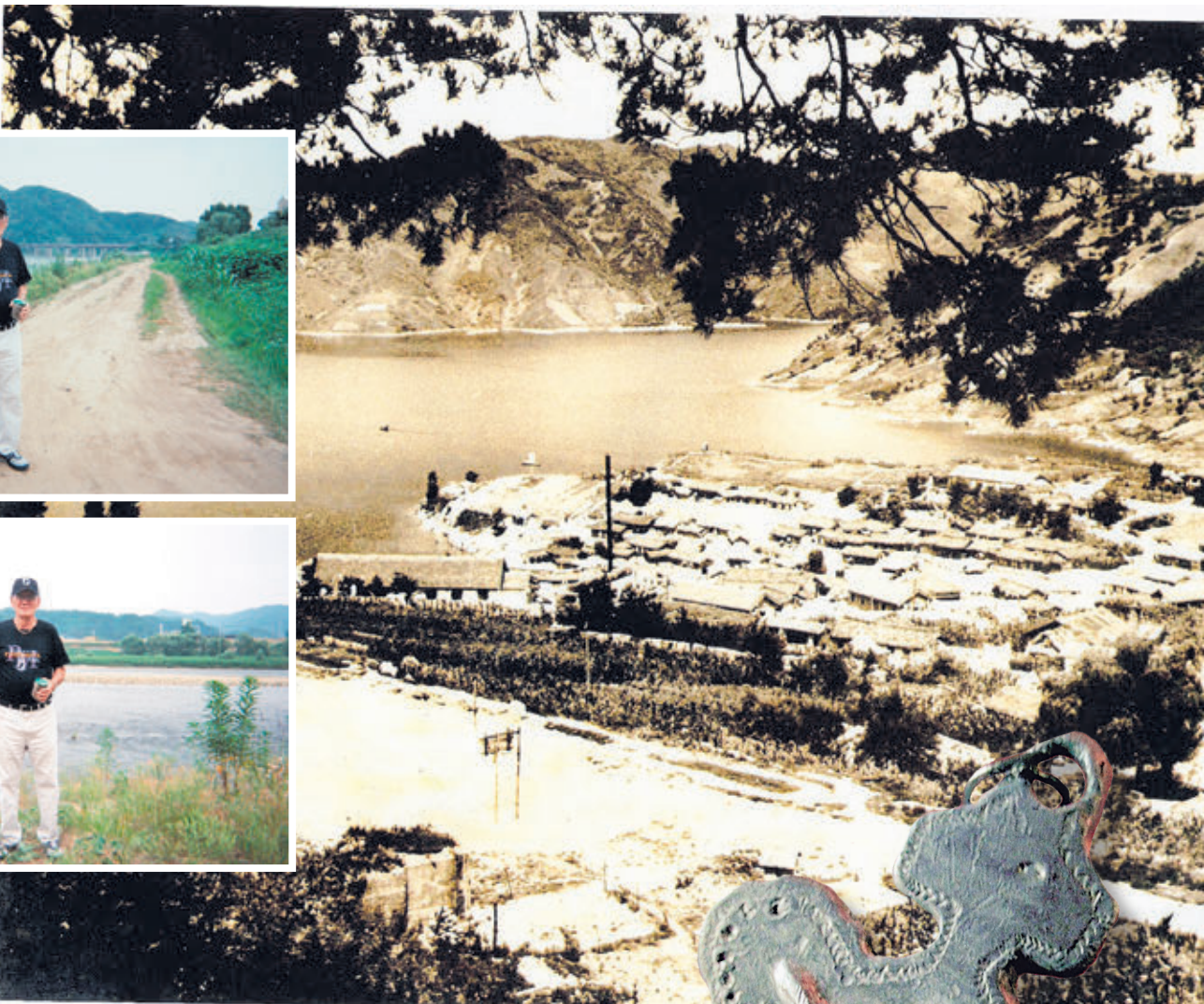
Allen believed public awareness and teaching young people



American soldiers in Korean POW camp, Bill Allen (right).



Bill Allen visited Korea in 2010.



View of Korean countryside outside POW camp.

about history are very important. “I remember one time during an interrogation, they asked me, ‘Do you think the Chinese People’s Army could invade the U.S. and I said, ‘Well, you know, anything’s possible, but you would probably get as far as the first five and dime store and you’d be so impressed that you wouldn’t want to go any farther.’ And he really got mad at that. But now in hindsight, looking back today, they own all the dime stores. We’re indebted to a country that hates us.”



One of Bill Allen’s treasures from his box of memories.

# LIFE INTERRUPTED

The Vietnam War has disrupted Bruce Burnham's life for 20 years. The Tampa native and Armwood High School history teacher served in Vietnam from March 1972 to March 1973. Forty years later, he admits that Vietnam is a large part of his psyche.

Burnham is proud of his military service. As a history teacher and veteran, Burnham has spent a lot of time contemplating the Vietnam War and its aftereffects. He believes the U.S. went into Vietnam "with less knowledge than we needed."

Burnham explains, "The most important thing is you should never get into a conflict without knowing what it's going to take. We went into Vietnam very foolhardy. I know we had good intentions, but the bottom line is Vietnam is such a tragedy because we were very foolhardy in the sacrifices of so many men, without a goal, without a real clear-cut goal."

Although the strategy of war is important, Burnham



Bruce Burnham was a Military Police officer.

knows the importance of the human aspect. "There's a human side, too," Burnham explains. "Don't bury these men's stories just because the war was unpopular, just because the war didn't end up the way we wanted it to. Each one of them gave a part of their life, a valuable part of their life, a young part of their life, and every one of them was affected by the war."

Burnham notes that many veterans were so deeply affected that they have never gotten over some aspects of the war, including him. He saw a lot of destruction, especially during rocket attacks, when he was often surrounded by burning bodies. The memory of the smell of burning flesh instantly

brings tears to his eyes. "I remember the screams of the children," he states. "I remember the screams of the mothers who lost their sons or husbands or uncles or family members, and I remember very vividly the smells."

Burnham notes that while human beings have the abil-



ity to cope, they cannot bury their thoughts and memories. "We can't just say what these men did isn't important because we lost," he says. "We didn't lose. The government lost. They made the choice to retreat."

In 1971, Burnham was a 19-year-old newlywed who was getting ready to register for classes at the University of South Florida when he received his draft card number: 37.

With a new baby and wife at home and a low draft card number, Burnham wasn't sure what to do, so he went to talk to the Army recruiter. The recruiter told Burnham the military was planning on drafting people in numbers 1-50 in the next couple of weeks. Burnham was told he

## A costly conflict



M-113 armored personnel carriers stand by as Vietnamese refugees evacuate the village of My Tho, Dinh Tuong Province during the Tet Offensive, 1968; National Archives



"The Vietnam War was a long, costly armed conflict that pitted the communist regime of North Vietnam and its southern allies, known as the Viet Cong, against South Vietnam and its principal ally, the United States. The divisive war, increasingly unpopular at home, ended with the withdrawal of U.S. forces in 1973 and the unification of Vietnam under communist control two years later. More than 3 million people, including 58,000 Americans, were killed in the conflict," according to the History Channel.

In March 1973, the American combat soldiers departed South Vietnam. With this departure, the war was officially over for the United States. According to the Public Broadcasting System, more than 1,000 soldiers were missing in action and approximately 150,000 Americans were seriously wounded.

Sources: History Channel, A&E Television Networks, LLC, and Public Broadcasting System



would be given his draft notice by the beginning of the year, but that he probably wouldn't be going to Vietnam because they were sending people home. In order to avoid going into battle, Burnham joined the Army three weeks early.

The history teacher smiles as he says, "As it turns out, I probably wouldn't have gone to Vietnam if I had waited. We were the last draftees to go to Vietnam."

Since Burnham had a year of college under his belt, he was made a company commander. At 6 feet 2 inches tall, he was chosen to become a military police officer (MP).

Burnham was used to warm climates, but he notes the climate in Vietnam was brutal. His first thought when he stepped off the plane was, "God it's hot. It wasn't as much hot as it was thick. The heat just hits you. It was 106 (degrees), 85 percent humidity. It was stifling hot."

Burnham went from a camp in Saigon to the battlefield in Da Nang. "We were replacements," he says. "The 714th Battalion was getting ready to go home. For the first couple of months, I was going from unit to unit." The last seven months of his tour, he was in a combat MP unit.

At this point in the war, the job of the U.S. military was to prevent the communists from taking more land, he recalls. "We were trying to hold the line," Burnham reflects.

"When I went, we were retreating already," Burnham says. "One of the most difficult things for me, even today, is whatever lands the communists held in South Vietnam they were allowed to keep when we left. It's absurd, but that's how bad we wanted out."

Burnham explained that Americans were dying in record numbers at the end of the war because even though the Americans were bombing the enemy "like crazy, at night the Viet Cong were coming back into the tunnels. They were crawling back into the villages and putting up their flag. They wanted to hold whatever they could when that peace treaty went into effect on Jan. 27."

Burnham was injured in a rocket attack in Da Nang. He credits the American Army nurses for saving his life and arm.

Leaving Vietnam was bittersweet for Burnham. After living with and working alongside the local Vietnamese for a year, leaving was traumatic for many of the soldiers, and Burnham was no exception. "I literally cried when I left Vietnam," Burnham says. "Of course, I was happy to leave, but I literally cried because I had interpreters who I had become very close to, and I knew they were dead."

After the treaty was signed in January 1973, Burnham and his battalion stayed three more months "to process deserters," he notes. "The deserters had two choices: stay in country or go, in handcuffs, on a prison plane to Leavenworth." Most deserters chose to go to prison, knowing the communists would kill them.

The world view of the Vietnam War has been greatly influenced by the press. Vietnam is the first war that had extensive on-the-scene press coverage. Burnham, a

Bruce Burnham and his "MP gang" on patrol. The beauty of the Vietnam countryside.



A man and a woman watching a film footage of the Vietnam war on a television in their living room, 1968; Library of Congress, LC-U9- 18633-25



former journalist, said the press had good intentions, but the reporters made bad decisions. "The drive, the competition for getting stories in often overrode death, and that hurt us as soldiers." He says the information the public was receiving did not always reflect truthfully on what was happening on the battlefield.

When Burnham returned home, he tried to adjust back to his prior life, but that was easier said than done.



Bruce and Pam Burnham

"I had to get my head together when I came home. I was very angry. Nobody could tell me what to do."

He realized he wanted to be a teacher, but he had to drop out of college for financial reasons. He became a delivery driver for Arnold's Bakery. For eight years, he worked 70 to 80 hours a week. He grew his hair long,

would not listen to anything people told him to do and continued to let his anger take precedence.

One night in 1983, Burnham and his wife had a long talk about their future. Burnham admits that he almost lost his wife because he had become a different man than

the one she married. That fateful night, he and his wife planned how he would get his life back in order and become a teacher. Two years later, he graduated from USF and began looking for a teaching job.

"My first interview was at Armwood," Burnham says with a smile. He had nine other interviews set up, but after speaking with the Armwood High School principal, Burnham canceled the rest of his interviews. He has been a proud Armwood staff member and Hawk for 30 years.

Burnham's life changed drastically when he went to Vietnam. His life took some

unexpected turns, but he is proud of his service. While in Vietnam, he earned a Bronze Star and Cross of Gallantry. "My life changed when I got that draft number and where I wound up from all that. I had no idea what was going to happen in my life."

Burnham advises young people to never give up on their goals. Burnham says his current life is the result of never giving up on his dreams and goals. "Everything has happened because I never quit. I never quit on myself. I never quit on my family. I never quit on society. I feel like I am stronger because of it."



# Women and war

Even though women actively served in Vietnam, relatively little official data exists about female Vietnam War veterans. "The Vietnam Women's Memorial Foundation estimates that approximately 11,000 military women were stationed in Vietnam during the conflict," according to the History Channel. "Nearly all of them were volunteers, and 90 percent served as military nurses, though women also worked as physicians, intelligence officers, clerks and other positions in the U.S. Women's Army Corps, Navy, Air Force, Marines and the Army Medical Specialist Corps."

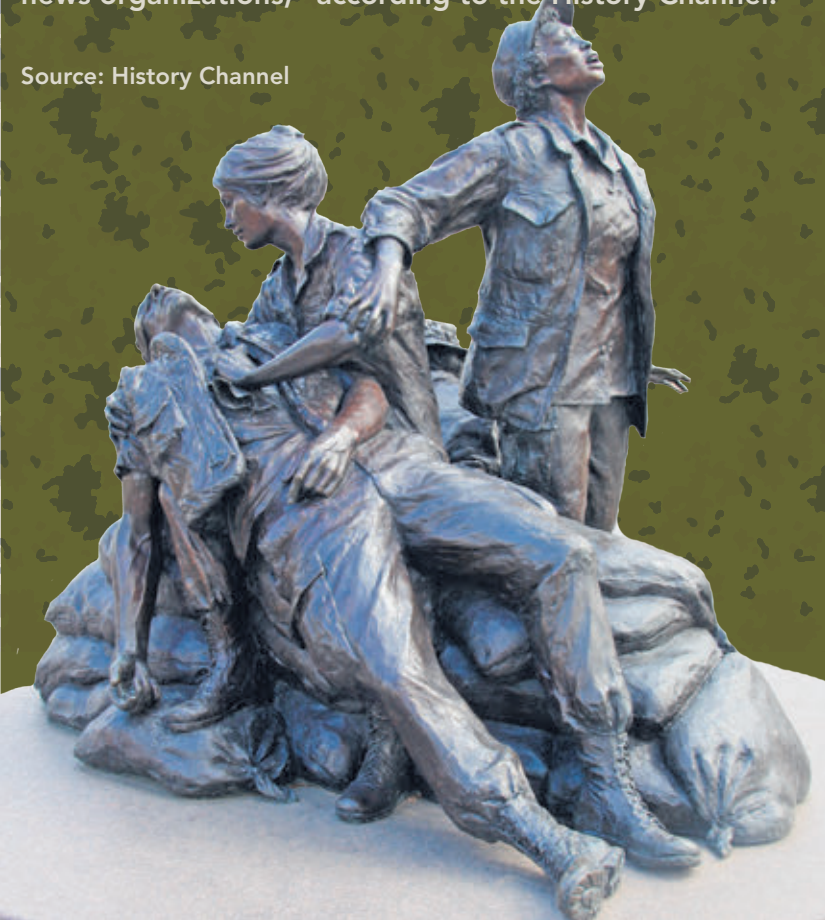


Linda Pugsley at the Vietnam Women's Memorial in 2013.

The majority of military women who served in Vietnam were nurses. They came from all backgrounds. Members of the Army Nurse Corps arrived in Vietnam as early as 1956 and the number of nurses continued to increase in the 1960s. More than 5,000 nurses served in Vietnam during the course of the war.

Aside from official military status, there were quite a few civilian women who "served in Vietnam on behalf of the Red Cross, United Service Organizations (USO), Catholic Relief Services and other humanitarian organizations, or as foreign correspondents for various news organizations," according to the History Channel.

Source: History Channel



Linda Pugsley in 1969 and 2011

## THE BEST AND WORST OF TIMES

There are two rules in war, Vietnam veteran nurse Linda Pugsley states. Rule number one is that young men and women die in war. "Rule number two, the medics can't change rule number one."

Pugsley was 21 years old when she joined the military. One year later, she found herself in the middle of the Vietnam War. She served two tours in Vietnam: from June 1968 to June 1969 and from January to July 1972. It took her about 15 years to talk about her experiences.

Pugsley began her nursing career in the surgery unit at a hospital in Boston. She saw a lot of trauma patients as the result of shootings, car accidents and other catastrophes. She thought her experience working in a city hospital prepared her for working in a combat zone.

She was wrong.

The veteran admits she was not prepared for what she experienced in Vietnam and she notes that nothing she has seen before or after compares. "It was like the best of times and worst of times," she states. "It was the most intense, exciting experience I have ever had."

Everything in Vietnam was very fast-paced,



Ambulance bus with wounded being brought from Casualty Staging Unit (CSU)

Pugsley recalls. "There were so many things jammed down your throat you didn't have time to mourn. You didn't have time to have an emotional response. (We) just had to keep the guys alive." Pugsley spent the majority of her time on planes

and helicopters caring for and transporting the wounded soldiers. She notes that the nurses often went from Vietnam to Washington, D.C., and back within 72 hours.

Pugsley describes her experiences in Vietnam as intense. “I think it’s the intensity that sticks with you,” she says. “You don’t want it; you don’t want a war, but that intensity sticks in your soul. It is part of you. It was a privilege and tremendous experience to serve those young men.”

She notes, “I think the hardest thing, it wasn’t taking care of them medically and surgically because you have skills for doing that. It was the heart-wrenching knowledge that a



Linda Pugsley teaching CPR once back home.

young man was going back with both legs and an arm off. They were often doomed to wallowing in some crappy VA hospital,” she says. “Their families didn’t know what to do with them. They didn’t know what to do with themselves.”

Pugsley saw a lot of trauma during the war, but one memory stands out strongly. “I remember one young fellow – he had both legs gone,” she recalls. “He had massive abdominal wounds. He was in massively bad shape: massive abdominal wounds, testicles shot off, blind.” He had shrapnel wounds on his face. “On one side of his face, it was like someone took a black marker and made dots,” she says. “We got him loaded up on the litter and were just about ready to go and he called out for a nurse.”

Pugsley says, “He just said something that stuck with me forever. He said, ‘Do you think my girlfriend will still love me when I get home?’ I remember stating to him, ‘Sure, honey, she’s gonna love you all the more because you’re gonna go home a hero.’ And then I got home, and I found out they’re being bashed and called baby killers.”

Shocked that the soldiers returning home from Vietnam were not being hailed as heroes, Pugsley was unsettled and became angry. She describes Vietnam soldiers as the “finest threads of America’s cloth.” She was angry when she saw the news reports, which she says featured random and often inaccurate facts. She recalls there was no audio to the newsreels and many of the images being shown were the result of Viet Cong actions and not U.S. military actions.

“When I came home, I was ready to put my foot through the television,” she says. “I couldn’t believe it. My heart was still breaking for these guys.”

In addition to being angry, Pugsley was frustrated when she left Vietnam. There were so many wounded, and she could not stay and help them. She recalls that in the fall of 1968, they were evacuating about 10,000 wounded a month. Pugsley repressed her feelings. “I didn’t know that I was suffering so much. I was angry, and I’m not that kind of person,” she says. “I became even more impatient. I had a lot of dreams.”

Pugsley is vehement when she discusses American foreign policy. Her biggest pet peeve is when people accuse the United States of being a warmongering, imperialist country. She says the U.S. military only goes to war when “someone has called us in or we see a problem.” She says it would be immoral to “sit here with our wonderful blessings and securities and let the rest of the people in the world all die.”

After her work as a nurse, Pugsley volunteered as a chaplain with the Army National Guard. “For me, it was like a full circle,” she notes, “as a young nurse to minister to soldiers’ physical wounds, as a mature woman, as a pastor, to



Top: Soldiers carry a wounded comrade through a swampy area., 1969; National Archives; l. to r.: Linda Pugsley preparing for duty. Her brother Skip is to her right; Linda Pugsley at a Christmas party in Tan Son Nhut, 1968. Her brother Skip is to her right.

minister to their emotional wounds.”

Pugsley says, “I saw the same things with the warriors coming back from Iraq and Afghanistan as the ones in Vietnam, except there was one difference: The soldiers returning from the Middle East received accolades for their work and appreciation. The Vietnam vets didn’t, but they still had some of the same problems, and I think it’s really heightened as a problem when you are demeaned for what you did.”

She says that she believes “the vets from Afghanistan and Iraq are feeling the same frustrations as the Vietnam vets. It’s one thing to go in and fight a war like World War I and World War II and win, or even Korea – at least South Korea is still free. Vietnam began the process of our country saying we are tired of fighting, and we are just going to stop, and I think that’s what tears your heart out.”

Pugsley is proud of her service to the wounded and also for the help she could give to the children at the Phu My orphanage. She says the American military helped fix the schools and roads, and American soldiers gave food, medicine and gear to the French nuns running the orphanage and the children.

“What warriors in other armies do this?” she asks. She notes it is the strong moral code of the U.S. military members that makes the armed forces great. “I’d rather come from a country whose warriors weep and grieve and mourn for years after rather than one whose forces will behead a child, who will behead others, who will rape a woman in front of her family, who will take a drill into a kid’s arm, just to make a parent do something and come under their will.”

Pugsley notes that the Americans helped with humanitarian efforts while they were in Vietnam. She recalls the Vietnamese lived in “little huts made of wood and tin that

were left over from the bases. Some of our guys over-ordered knowing they would have leftovers, and they left them on the side of the roads knowing that these people would take it. Little tin huts were considered a mansion over there.”

She notes the bathroom conditions were unsanitary. People were living in homes with dirt floors, and livestock, such as pigs and chickens, would live inside the homes. There was no running water, no showers, no bathrooms. Pugsley emotionally describes that the children were dying of cholera, dysentery, small pox, yellow fever and dengue fever. These were diseases people never see in the U.S. She says, “We need to fight to uphold the dignity of people, and we have the capacity to do that.”

Pugsley is proud of her work with the military. “I love this country. A country not worth dying for is a country not worth living in. As screwy as our system is, we have the best one out there. I think the moral code of our country is very powerful and very strong. It is strong moral code with a value for life.”

# GOING BEYOND THE T

## What makes a hero?

In the history of the United States, 3,493 people have been awarded the Medal of Honor, the highest award for valor in action against an enemy force that can be bestowed upon an individual serving in the armed services of the United States.

Individually or in pairs, read five Medal of Honor Citations on the Congressional Medal of Honor Society website at [cmohs.org](http://cmohs.org).

What elements of heroism are presented in each? What is required to make a hero? Create your own list of "heroic" characteristics (bravery, honesty, selflessness, creativity, kindness, etc.) and share it with the class. Next, write a list of "heroic" situations (situations in which a person could be called on to act heroically: war, social injustice, grave illness, peer pressure, etc.), and share it with the class. Using the Trading Card Creator at [readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html](http://readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html), create a trading card about one of the Medal of Honor recipients you read about.

Adapted from: "What Makes a Hero: Studying Heroes in WWII" by the National WWII Museum Group, the International Institute for Strategic Studies, the *New York Times*, UNICEF, United Nations

## Citizenship in the 22nd century

At various times throughout history, citizenship has been granted or denied based on criteria such as age, class, property ownership, gender, ethnicity, religion and place of birth.

In Robert A. Heinlein's Hugo Award-winning novel *Starship Troopers*, set on a post-World War III Earth, citizens do not automatically have the right to vote. Instead, they must earn the right to vote by serving in the military. In *Starship Troopers*, only veterans may vote or hold public office, and the majority of the population cannot participate

in government. Although they enjoy all the rights and protections of citizenship, they are barred from arguably its most important responsibility.

Is military service the only way to serve your country? Do veterans deserve to receive benefits not enjoyed by all citizens? Is participation in government an "unalienable right?" Is non-service a good justification for denying some people participation in the government under which they live? What other reasons might justify denying people the right to vote?

Source: The Heinlein Prize Trust

## Women warriors

While women's roles in the military and during war have changed considerably in the past decade, women have always had some presence in battle. Whether it is taking care of their homes and families, making gun powder or rivets, or helping in hospitals or on the battlefield, women have been involved in war since the inception of the United States. There is little historical documentation about women in war, though. How much information can you find about women's roles in assisting or serving in the military? Research this topic and write a report based on your findings. Be sure to document your sources.

## A new enemy

What is terrorism? The History Channel notes, that it is difficult to come up with a definition of terrorism. The root of the word is "terror," in other words, fear. According to the History Channel, "An act of terrorism seeks to use fear to compel a group of people or a government to act in a certain way in response to violence or the threat of violence. Terrorist acts have been committed by a variety of people representing a wide range of political,



religious, cultural or social viewpoints, ranging from lone individuals to large coordinated groups. Generally, a characteristic of terrorism is that the victims are often civilians who are not in any way representative of the object of the terrorism. With your class, discuss the issue of terrorism. Based on the veteran interviews in this publication, relate the concept of terrorism to war. How has terrorism changed how battles are fought? Research these ideas and share your thoughts with your classmates.

## Parts of a whole

There were three parts to the Gulf War: Operation Desert Shield, Operation Desert Storm and Operation Desert Sabre. Research these three components and create a chart showing the timeline and importance of each.



## Read like a detective. Write like a reporter.

The Vietnam War was a long war. The Second Indochina War, which took place from 1954 to 1975, evolved out of the long conflict between France and Vietnam. With many outside influences, the war was influenced by many factors.

With a partner, research one of the following topics that relates to the war and write a research paper about the topic. Be sure to answer the who, what, when, where, why and how of the topic. Make sure you document all of your sources. After your paper has been written, present what you have learned to your class.

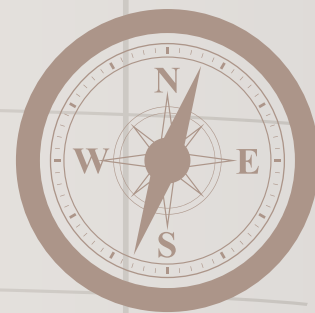
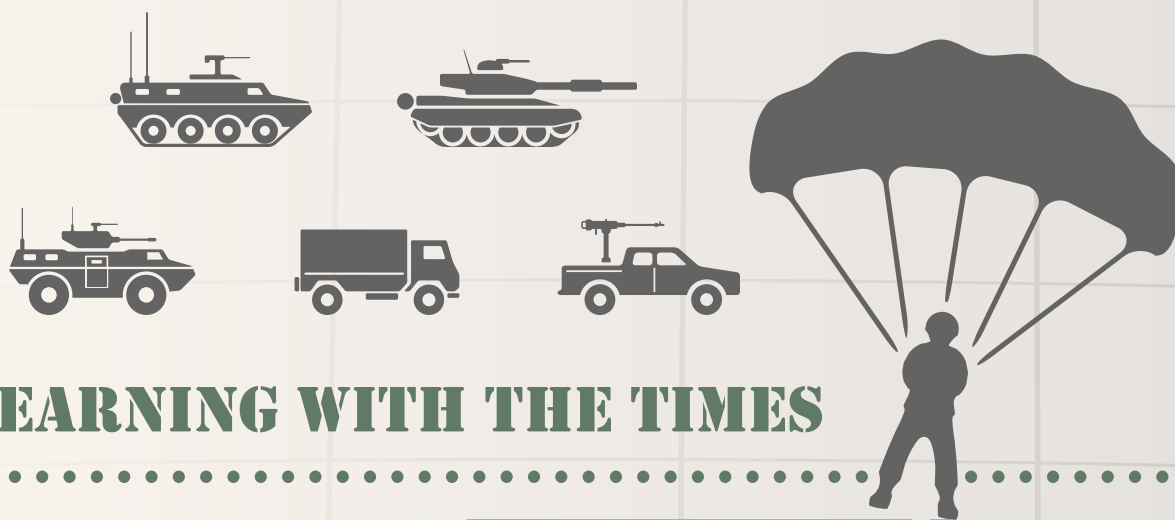
The National Liberation Front  
Agent orange  
Ngo Dinh Diem  
December 1961 White Paper  
Strategic Hamlet Program  
Gulf of Tonkin Resolution

U.S.S. *Maddox*  
Operation Rolling Thunder  
Tet Offensive  
Richard Nixon's Vietnamization plan  
The Paris Peace Agreement  
French rule in Vietnam

Ho Chi Minh Trail  
Operation Chopper  
Operation Ranch Hand  
General William Westmoreland  
Operation Starlite  
Battle of the Ia Drang Valley

Operation Crimp  
Operation Birmingham  
Demilitarized Zone  
Operation Hastings  
Operation Attleboro  
Operation Cedar Falls

Operation Junction City  
My Lai  
Operation Pegasus  
Operation Menu  
Operation Lam Son 719



## LEARNING WITH THE TIMES

### Journaling to self awareness

Keeping a journal or writing a blog is a great way to learn more about what you are studying, the world around you and yourself. Who are you? How do conflict and war affect you and your family? Why do you do what you do? Do the actions of people in foreign countries affect you? Do you have strong convictions? Are you able to stand up to others when your ideas are questioned? In your journal, record your general thoughts as well as your thoughts about articles you read in the *Tampa Bay Times*. To begin your journal, write about something that you have read in this Newspaper in Education supplement or the *Tampa Bay Times* that directly affects your life.

### Positive character traits

Veterans exemplify good character qualities, such as loyalty, courage, responsibility and respect. With your class, create a list of positive character traits and see if you can list a specific example for each trait. Next, look for stories in the *Tampa Bay Times* about people that exhibit both good and bad character traits. What differentiates an action between good and bad? What choice did the person in the article make that showed good or bad character? What was the outcome of the decision? What are the good or bad character traits that he or she exhibited? What can you learn from the person's choices and actions? Write down your responses in your journal. Share your thoughts about this information with your classmates.

### Preserving liberties

Many veterans and public servants, such as law enforcement officers, firefighters and teachers, have made sacrifices to preserve the liberties American citizens hold dear. With your class, discuss First Amendment rights and other liberties that Americans enjoy on a daily basis. Look for articles in the *Tampa Bay Times* about other countries where the rights are withheld or are being violated. Write your thoughts in your journal about what you have read. Then, write an editorial about what you think should be done to help the people whose rights have been violated.

### Forming an argument

What is a Florida Millennial? What do you think about the statements on Page 5 about this generation of people? Do these statements and facts correspond to the behavior that you observe at your school and in your community? Why or why not? Do the articles you read in the newspaper refute or support these claims about Florida Millennials? Discuss this topic with your classmates. Using articles from the *Tampa Bay Times*, as well as your personal observations, write an argument essay about this issue. Be sure to support your ideas with specific examples.

your school or community. Look for an article in the *Times* that identifies a need or problem in your community and develop a class or school service-learning project to help resolve the issue.

### Learning new words

When you study new things, you often come up against some tough vocabulary words, such as "citizenship," "strategies" and "demilitarized." Most vocabulary words are learned from context clues, but sometimes it is necessary to look up the definition in a dictionary. While you read this publication, be sure to highlight or circle words you



## Putting others above self

Veterans have unselfishly made sacrifices for the sake of their country. Some would define veterans as being heroes. Look through the *Tampa Bay Times* to find an article about a person who put someone else's needs above his or her own. Would you define this person's act as being heroic? What were the consequences of the unselfish act? What might have happened if the person had not acted? Write down your responses in your journal, along with a short summary of the article. Share your thoughts about this information with your classmates.

### Serving others

What is the definition of "hero"? Think about what that word means to you and then look up the definition in a dictionary. Does your definition match the researched one? Write down your thoughts about what a hero is in your journal. Discuss this idea with your class. Look for articles that exemplify the idea of a hero in the *Tampa Bay Times*. What is it about the people in the articles that shows heroic characteristics? What is it about the person's service that makes it stand out beyond being a regular job? What sacrifices may the people in the article have to make as part of their service? Discuss ways that you and/or your class can serve

don't know. Try to figure out the words' meanings by looking for clues in the sentences around them. Write down your best guess, and then look the words up in a dictionary. As a group activity, make a list of the words your classmates identified and see which ones stumped the class. Next, use these words for a news scavenger hunt. See if you can find these words in the *Tampa Bay Times*. The group that finds the most words wins the game.



# What you can do for your country



Vietnam War exhibit at the Armed Forces History Museum

Susan McLean graduated from college in 1970 with a degree in elementary education. Her parents wanted her to get married, join the country club and start a family. But McLean had other ideas. A year before her college graduation, she went to Europe. There, she had a close-up view of communism when she visited East Berlin. What she saw made an impact on her, and with the Vietnam War raging, she felt the need to get involved in the battle against communism.

"I knew I wanted to do something. I thought the only way you could go over was as a nurse, and I was about to graduate as an elementary school teacher. I knew I couldn't be a nurse. I found out about the Donut Dollies and volunteered." At the age of 22 and coming from a rather sheltered life, McLean had no idea how this experience would change her life.

McLean recalls, "We grew up with (John F.) Kennedy. When he said what are you going to do for your country, we believed it. I was going to do my part. We were going to do something for our country. I just wasn't sure what." When McLean joined the Red Cross to do her part, she had the choice of going to Korea or Vietnam. She chose Vietnam. Her parents were horri-

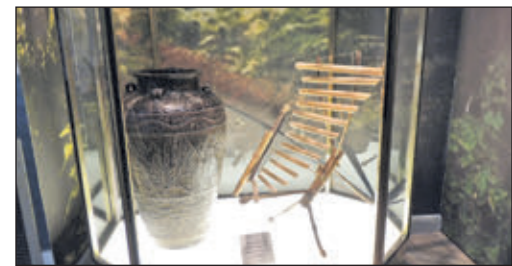
fied by her decision.

McLean admits she was not prepared for what she encountered when she stepped off the plane in Vietnam. The heat, the people, the living conditions, the smells of burning diesel and excrement were nothing she had ever encountered. Her world turned completely upside down three days later, when a good friend and fellow Red Cross volunteer was murdered by an American soldier.

"I had no idea what we were getting into," McLean says. "None of us knew what we were getting into. We had no clue." There were 29 young women in McLean's group when they entered Vietnam. Within the first couple of weeks, there was only a handful left.

"After Ginny (Kirsch) was murdered, they gave us the opportunity to go home. In my class, all but six went home. My class became very small. We didn't ever think we'd be murdered."

The concept of war and murder was completely foreign to McLean. "For us back in those days, we didn't talk about murder," she recalls. "If someone did get murdered, it was on the 'other side of the tracks.' Murder wasn't in our world. We didn't have violence.



Montagnard exhibit at the Armed Forces History Museum. Many Montagnards fought alongside American troops in the Vietnam War. These Montagnard artifacts were donated by Susan McLean.

## Boosting morale

In an article in the *Huffington Post*, Vietnam veteran Doug Bradley Getty writes that while he served in Vietnam, he saw many members of the Red Cross Supplemental Recreational Activities Overseas (SRAO) program, or Donut Dollies. "Donut Dollies were single, female college graduates who were used primarily as morale boosters for U.S. combat troops in Vietnam. Many of these young women were as motivated by JFK's call to duty and service as we guys were. But their training manuals instructed them to present themselves as reminders of girlfriends, wives and sisters waiting back home."



l. to r.: FSU student Barbara Bolger in Tallahassee making a sale during fund drive for servicemen overseas, 1965, State Archives of Florida, Florida Memory; Melinda Pendino, right, plays a game with soldiers during the Vietnam War. The Tampa resident and other workers spent time in field hospitals and at recreation centers entertaining troops. Special to the *Times*.



l. to r.: Donut Dollies on China Beach in Vietnam between 1968 and 1969, *Tampa Bay Times*; Salvation Army volunteer handing cup of coffee to U.S. airman, 1967, State Archives of Florida, Florida Memory.

We didn't understand. The fact that it was a GI that did it was even worse."

McLean's mantra during the war was "quitters never win and winners never quit. I was not going to be a quitter," she states. "The guys couldn't go home if they didn't like it," so she wouldn't either.

While some of the Red Cross volunteers stayed in the air-conditioned pool and recreation halls, playing pool and poker and doing art projects, others organized theme parties or worked in the library. McLean chose to go to the men out on the battlefield.

Most Red Cross units moved once or twice during their year in Vietnam; McLean wound up moving five times. During one of her stints, she inadvertently broke up a drug ring and had to go into hiding for a couple of months. When she recalls the experience now, she admits she had no clue at the time. She remembers being warned to always look down when she was walking – a habit she has to this day – because using trip wires was the preferred method of killing someone, so it would look like the Vietnamese did it.

It took McLean decades to come to terms with some of the traumas she faced while in Vietnam, including when her life was threatened by an American GI when she was at a party.

What people don't understand about trauma is you don't remember a lot of facts," McLean says. She didn't realize she was still traumatized until she would hear the song that was playing at the time of the incident, *Close to You* by the Carpenters, and then she would break down sobbing. "I didn't know what was causing it," she recalls. She credits rapid eye therapy for helping her battle the issue.

She remembers being in a helicopter crash. She remembers going to her friend's memorial service. She remembers the men. But as she talked about the traumas she had, she notes that the time frames run together. Although she remembers a helicopter crash, she says, "I could not tell you where it happened or when it happened." She never saw the reports, and she never got people's names.

"Your subconscious has no timeline," she says. "When you're in that fight-or-flight mode, you're chemically out of balance." McLean notes that no matter what happened, "you had to smile and keep going."

McLean is proud of her service and how she helped the soldiers she met. But she notes that "no war is a good war."

She played games with veterans, and they confessed to her. She was close up and personal with the atrocities of war and how it affected the soldiers' behaviors.

She says the hardest part of the war for the soldiers was knowing they were not supposed to win. She remembers there were restrictions on the soldiers on who and when they could shoot. The politics were not important to the Red Cross workers. "When we went over we didn't care about the politics," McLean says. "We went for the guys. We went to serve the guys, so we really didn't keep up with the politics and we really didn't have too many opinions on that because that's not why we were there. It's not the politics; it's the people. We were young and dumb," she matter-of-factly states.

McLean says the reports about the war through the media resulted in the war being so unpopular. She notes that reporters would take something that happened and blow it out of proportion. By seeing the same footage day after day, the public thought the same things were repeatedly happening.

McLean says, "Right now the greatest people in my life are Vietnam veterans. I love my reunions and being with the guys." She has donated some of her military memorabilia to the Armed Forces History Museum. She feels the museum is important, as it helps people remember and honor the war.



A BREAK IN THE RAIN—Two battle weary Leathernecks of the 26th Marine Regiment take a break, rain and all, during Operation Bold Mariner. The cordon operation on the Batangan Peninsula in Quang Ngai Province is aimed at uncovering and destroying the dreaded Viet Cong and his political infrastructure that preys on defenseless Vietnamese in remote villages and hamlets, National Archives.

Now at the tail end of a long teaching career, McLean sits in her Pinellas County classroom and reflects on her experiences. Forty-five years after her service, McLean is adamant when she says the experience was not worth the end results. "Knowing what I went through and have gone through, I would never do it again," she says.

As a civilian who participated in the Vietnam War, McLean is not given veteran status by the government. She is not entitled to health care for her PTSD or the physical effects she has suffered as the result of being exposed to Agent Orange toxins: skin problems, thyroid issues and cancer.

"I used to say there were two Susans, the one before Vietnam and the one now," McLean states. "For some reason, I always think about what my life would have been like if I had not been so traumatized, and I think about what kind of a mother I would have been if I had not been so traumatized. I think we all pay the price. The whole family pays the price for Vietnam."

She adds, "So would I do it again? No, I wouldn't and I wouldn't want my child to do it. There's no way I would want my son to see what these guys saw and do what they had to do."

She recalls one soldier who she met at a reunion who told her the Donut Dollies saved his life. "He was about to commit suicide when the Donut Dollies landed and they played games and he said, 'I realized what I was fighting for – that this was going to be at home. So I didn't kill myself.' Literally they saved his life."

McLean says, "We did a wonderful thing, but the price we paid was way too steep – mentally, physically and emotionally it was too big a price. It will never ever be a (closed chapter). No matter how you deal with it, your PTSD is still with you every day." She notes, "Triggers are everywhere when you have been that traumatized. You don't get over it ever. It is still there. It will always be there."



Donut Dolly Susan McLean in Vietnam



## The complexities of war

War is never a black and white thing. There are many reasons for wars, conflicts and invasions, and there are many reasons why allies, foes or neighboring countries may become involved. From 1983 through 2003, the United States was involved in six major conflicts across the globe.

**1983**

Grenada - United States Intervention

**1989**

U.S. Invasion of Panama

**1990-1991**

Persian Gulf War

**1993-1996**

U.S. Intervention in Bosnia and Herzegovina. United States, as part of NATO, acts as a peacekeeper in former Yugoslavia

**2001**

Invasion of Afghanistan

**2003**

Invasion of Iraq

## Do the research

Research the specific facts of these conflicts. Create a chart with the research you find. Label your chart with the following categories:

- » Who are the main players in the conflict?
- » What is the main focus of the conflict?
- » What does each participant hope to accomplish when the war is over?
- » What are the political implications of the conflict?
- » What are the social implications of the conflict?
- » What are the ethical and moral issues taking place?
- » What are the economic reasons for the battle?
- » What is the outcome of the conflict?

Be sure to document your sources. Share your chart and the information you have learned with the rest of your class.

# THE HUNDRED HOUR WAR



Marine Corps League Commandant Frank Correa 2010, Times Photo

Veteran Frank Correa is the Armed Forces History Museum historian. He also is a senior docent and credits the museum with giving him a purpose. A veteran of the first Gulf War, Correa stumbled upon the museum while it was under construction. “This place has truly saved my life,” he says.

After Correa graduated from Jefferson High School in Tampa, he joined the Marines. He and his unit were among the first troops to land in the Middle East, by way of Singapore, in 1991, during the first

Gulf War. After 48 hours of crossing the world, Correa and his unit boarded ships bound for the Indian Ocean hoping for some down time and real food. When they boarded the ships, they were told to be on high alert for pirates.

“We were in this area called the Malacca Strait that is pretty notorious for these pirates,” he recalls. “It turns out that whole area is infested with pirates – even to this day there are a lot of pirates that go after merchant ships and take their payroll – just like we saw with Somalia.”

Correa says his unit didn’t get much sleep the first night. “We were waiting for pirates to come on board and mess with our things. When night time came around, the captain turned off all the lights on the ship to keep us as stealth as possible.” The men were finally able to relax 24 hours after they hit the open seas. “We never saw any pirates,” he adds. “They were out there somewhere, but they never made a move on us.”

Correa remembers the stress of the journey. Everyone was on high alert. They didn’t know what to expect. It took two weeks for the ship to reach the Indian Ocean. During that time, the marines trained, stayed on watch, exercised, watched movies and read.

During their journey to the Middle East, he notes, his unit was “able to prepare physically and mentally. Quite honestly, it





was pretty boring. Things didn't get interesting until we got into the mouth of the Gulf of Oman. We were approaching the Persian Gulf. We knew that when we got close to the Persian Gulf we would receive protection. In other words, they would assign a naval ship to keep an eye on us."

Correa recalls being on the bridge when the ship entered the Gulf of Oman. Oman was to the left and Iran was to the right. It was the middle of the night and the temperature was around 115 degrees.

"It was really eerie and it was really dark, and I remember seeing the refineries on both sides," he recalls. The refineries were spitting out fire. "It had that horror movie feel – really dark and hot. You could see these massive flames from a distance. It is a really narrow strait, where you could see land on both sides. I remember seeing a World War II battleship of the Iowa class that was out there for security."

Correa says the ship entered the port at Jebel, which was south of Kuwait. "As soon as we pulled in, they started unloading the equipment off our ships," he says. The primary job of the marines was to provide security while the materials were being unloaded.

While the marines were on the ship, they had clean water and air conditioning, but eventually they, too, had to live in the giant aluminum warehouses, which housed 500 men. The warehouses protected them a little from the sun, but the conditions were still harsh. There was no running water, and Correa notes that it never rained. The temperature during the day was 130 degrees, "The highest I experienced was 141 degrees," he recalls. "We were sweating the whole time."

The marine notes, "You are always walking around with bottled water, and you constantly need to be drinking and staying hydrated."

Correa says they were on high alert and adrenalin was running high. "We were getting reports that Saddam is amassing 700,000 to 800,000 troops on the border. He likes to attack in a full moon. The Iraqi army is the fifth-largest army in the world. They are experienced. They had just fought almost 10 years against Iran. These are battle-hardened, experienced fighters. We are outnumbered five to one and the odds are stacked against us."

He says that at the time, if Iraqi leader Saddam Hussein "had decided to roll into Saudi Arabia, which was the big concern because of the oil fields and our dependency on oil and all that stuff, I don't think – at the early months – that there would have been much we could have done." But surprisingly, Hussein 'paused'.

Correa says that on Sept. 2, which was a month anniversary since Hussein attacked Kuwait, the marines were really on alert. Based on the analysts' reports that Hussein liked to attack during a full moon, the soldiers were waiting for the Iraqi troops to roll into the area. "Quite honestly, I am not sure we would have been able to hold them off," he says. "It was stressful." But the attack never happened. After a few months, the marines left.

Correa says that it is not the job of the soldier to get into politics. But even so, Correa says the war felt "unfinished."



Persian Gulf War exhibits at the Armed Forces History Museum



Hussein had "committed atrocities against humanity. The world's a better place without Saddam Hussein," Correa says. "He was an evil man."

Correa is proud of his time in the military and enjoyed the brotherhood of the Marines. He notes that his time in the Marines gave him a purpose. The veteran has traveled around the world and says there is no place like the United States of America. "The freedoms that we have and the opportunities are endless. My love for the United States grows every day. Yeah, we're not perfect but I'll tell you what, we're the best deal there is out there."

Correa lost his purpose for a while once he was home. "For a long time I was a lost soul," he says, "going through the motions, raising a family, looking for that next thing that I could embrace."

He found that purpose at the Armed Forces History Museum. "It has given me a tremendous amount of

purpose – my calling," Correa says. In addition to helping with the painting and organizing of the museum, he has provided tours for military and political officials, as well as school children and community members.

Correa feels his mission is important because there has been a disconnect between the general population and the military during the past few years. "My message to the American people is that those that serve – in the past and

today – are selfless. They could have taken another path in their lives. We have not had a draft since 1973. Since 1973, anyone who is in the military has done so by choice. They honestly believe that they want to give something of their lives in defense of this marvelous nation.

"They're certainly not doing it for the money," he notes. "They do it because they want to serve, and these guys and girls are doing a fabulous job. They are the best of what the country is producing right now."





# Operation Just Cause

**O**n Dec. 20, 1989, the United States invaded Panama with the goal of arresting President Manuel Noriega for drug trafficking. By invading the nation, the U.S. broke international law and its own government policies.

Noriega had been in power since 1983, and during this time frame corruption and violence was widespread. When the former office of the Panamanian defense force accused Noriega of cooperating with Colombian drug producers, in 1987, the U.S. imposed economic sanctions on Panama.

According to the Military Advantage website, "On December 15, 1989, the Panamanian legislature declared Noriega president and that the U.S. and Panama were in a state of war. Following the shooting of a U.S. marine, President George Bush ordered Operation Just Cause, an invasion consisting of over 25,000 soldiers. The military was able to quickly achieve its goals, as Noriega surrendered on Jan. 3, 1990. He was taken to the U.S., tried, convicted and jailed on drug trafficking charges and is currently serving his 40-year sentence in Miami."



Above: President Manuel Noriega; Operation Just Cause map; Below, l. to r.: an M551 Sheridan tank outside the Apostolic Nunciature, the Vatican's embassy, during negotiations for Noriega's surrender.; Protestors leave a car burning during today's demonstrations called in spite of a government ban to call for the ouster of General Noreiga. The car allegedly belonged to a government informer. 1987; Noriega being taken into custody by members of U.S. Drug Enforcement Agency. Army.mil





# PROUD TO SERVE

Brig. Gen. Hector E. Pagan addresses hundreds of Soldiers, Sailors, Airmen and Marines after assuming command of the U.S. Special Operations Command South during a change of command ceremony at Homestead Air Reserve Base on July 18, 2008. U.S. Army photo by Sgt. 1st Class Felix A. Figueros, SOCSOUTH PAO.

**B**rig. Gen. Hector Pagan has had a long and successful career in the military. “I think I always thought that I would want to go into the military,” Pagan says. When Pagan graduated from college in 1979, he was ready to serve. In January 1980, he went into the Army. “I did that until 2011, and that was the only job I ever had,” he says with a smile. “By the time I retired, I had been a paratrooper for the last 24 years of my career. I was a graduate of the United States Army Ranger School, and I was a Special Forces officer.”

Pagan recalls that he and his family moved 17 times in 31 years. He has no regrets. He is proud of his service, and he is proud of his daughter, who is currently in the military and has served in both Afghanistan and Iraq. He and his daughter were in Iraq at the same time, and he had the privilege of placing captain’s bars on her uniform.

“I believe that I belong to a generation of army officers who actually believed that we could probably spend a 20-year career without seeing combat,” Pagan notes. As a product of the Cold War, Pagan is part of a generation that was raised and molded by the constant threat of conflict.

Pagan was in Panama during Operation Just Cause. He then did two tours in Iraq.

The invasion of Panama, dubbed Operation Just Cause, was “interesting from a historical perspective because we had been friends with Panama for a long time, and we had a history of the Panama Canal.” Pagan says, “A lot of people on the Panamanian side did not believe that we would strike, and so we gained the element of surprise,” even though U.S. government officials warned President Noriega that the troops would attack.

“Noriega did not believe that we would do anything,” Pagan says. “In fact, we did everything short of saying we are going to attack you at this time on such and such day. The idea really was to avoid a fight.”

Pagan says the U.S. government wanted Noriega to acknowledge that the Panama-

nian people did not want him there. “If he had agreed to leave, he probably could have found some place nice to enjoy the money that he stole. He would probably still be a free man and in better health than he is today.”

Pagan believes that Panama is a better and safer country today because of the actions of the United States. He notes that Operation Just Cause was significant because it was the first time America had displayed its might and influence since the Vietnam War.

Although the U.S. was involved in Grenada before Operation Just Cause, that battle was too short and too limited in scope, Pagan explains. In Panama, there were “deeper, broader implications because what happened in Panama affected the

in Iraq and make a connection,” he says. However, he asserts that people should care about what is happening in other countries because the world is connected in so many different ways.

“What happens in the Middle East has ramifications that impact the rest of the world. So we should care, perhaps most importantly because this is a compassionate nation, and even on a sad, dark day in our country, this is a country of morals. This is a country where people care, and this is a country that when we see suffering and injustice somewhere we would want to go do something to make it better, and then because we were attacked by people whose base of operations and influence emanates from that part of the world.”

come at any time? Yes, they did.”

The enemies of the United States before the Cold War were different than the enemies we face today, according to Pagan. “Now we find ourselves fighting an enemy that works in the shadows and an enemy that will not stop. Back in the Cold War, we could go to the negotiating table with the Soviets because at the end of the day, they were practical people, so you could negotiate with them and they would come to the negotiation table to give you something in exchange for something else.”

He says that now “Violence becomes a language – beheadings on the Internet, massacres – these things are done to send a message. This is violence as an instrument of psychological warfare.”

**“Wars are started because our political mechanisms fail. We would rather fix it diplomatically. We would rather talk, but when talk fails, when sanctions fail, when another way of getting things achieved other than war fails, then we have to go into a war.”**

– Brig. Gen. Hector Pagan

entire region. In Grenada, the war and its effects were isolated to a small island. Panama becomes, then, the first test of are we willing to do what we say.”

Pagan says that people in the rest of the world probably find themselves in two different camps regarding the American way of war. “The unfortunate reality is that sometimes we need to make war to achieve peace. I’ve never met anybody who said, ‘I love war. I’d really like to be in combat.’ If I ever heard somebody say that, I would probably say there is something wrong with them. There is nothing fun about being in war.”

Sometimes, when all other political methods fail, war is the only option left, Pagan says.

Pagan says, “Wars are started because our political mechanisms fail. We would rather fix it diplomatically. We would rather talk, but when talk fails, when sanctions fail, when another way of getting things achieved other than war fails, then we have to go into a war. Why are we back in Iraq?” he asks. “Because things are not right, and we cannot sit this one out.”

The brigadier general says that the general public has a difficult time understanding why the military is involved in other countries. “It’s really difficult for people in Tampa, Fla., to look at what happens

Pagan continues by explaining, “We care because, at a very basic fundamental level, we were attacked from that side, and if we do nothing, we leave ourselves open for another attack. From the very basic level, I would rather fight them over there than fight them over here.

“We have to keep our enemies at bay because if we leave ourselves open to another attack, billions of human lives could be lost,” Pagan asserts. He notes that before Sept. 11, 2001, very few people ever imagined that an enemy would attack the U.S.. Everything changed when the airplanes hit the World Trade Center and Pentagon. “Very quickly, we had to come to the realization that life as we knew it had ended.”

Pagan says, “Now we have a generation of Americans who only know that you need to take off your shoes and belt when checking in at the airport. You want to know if Al Qaeda won? Go to an airport and find out. Look at the trillions of dollars we have spent (on security).”

Pagan continues, “Did they succeed in making us change? Yes, they have. Did they succeed in hurting us by challenging us to change the way we live? Yes, they did. Did they succeed in making us spend time and treasure to prepare because an attack may

This career military man says that war is necessary when compromise fails. “When everything else fails in society, we need men and women who are willing to follow the orders of our elected leaders to go fight somewhere,” Pagan notes. “It’s not to make nice. It’s not to build better governance. It is not to do things that could be construed to be benign or nice. We have an army to go fight and we should be grateful, as Americans, that we have men and women who are willing to go to do that – volunteers.”

Pagan notes that America’s reputation should be a deterrent to keep others at bay, but that is not always the case, so “every now and then you have to show people we are willing to fight.”

Pagan has fought on the battlefield and has been part of military intelligence in Washington, D.C. He says the way battles are fought changed with Operation Desert Storm.

“Goals change and methods of fighting have changed. Fighting against enemies who hide in the shadows and brag about their violent acts is now the norm.”

He asserts that soldiers have rules but terrorists do not. “I don’t see us ever sitting down with the self-proclaimed leaders to negotiate,” he says.



# Between war and peace


Whenever there is conflict in a nation, there are often detrimental effects on the people who live in the nation being torn apart by war, conflict or terrorism. Throughout history, the United States military and the military forces of its allies have provided humanitarian aid to those in need.

Both the United States Army and the British Army are actively engaged in operational duties across the globe. From peacekeeping to providing humanitarian aid and from enforcing anti-terrorism measures to helping combat the international drug and human trafficking trades, these military agencies often work together to elicit positive changes.

Research the concepts of peacekeeping and humanitarian aid in connection to the countries discussed in this publication. Based on your research, create a time line and infographic illustrating what you have learned. Share the information you have learned with the rest of your class.



# PUSHED >>>> TO EXTREMES



**P**aul Ward, Times Publishing Co. security supervisor, traveled the world during his 23 years with the British Army. When he retired after his last deployment to MacDill Air Force Base in Tampa, he decided to move to the U.S. permanently.

Paul Ward in Afghanistan

Ward's military career involved tours throughout the world, where he encountered different cultures, people and challenges. But it was his last tour, before his being stationed in Tampa, that he remembers being the most challenging.

In 2008, Ward was deployed to Afghanistan. It was the first tour he was sent to after he had a wife and son at home. Although he had an office job, he went out on frequent convoys. The atmosphere was tense and the culture different than what he was used to seeing. He recalls, "I don't think the whole time I was there I saw a local female. It was surreal."

Ward says, "You couldn't trust anybody. It was the time when you were building up trying to hand over (power) to the Afghan National Army, the ANA. They were on some of our convoys, and they would hold our convoys up because they would turn up late. A lot of the time, they would turn up and they would actually be smoking drugs,



which was so scary because they had weapons.”

Ward recalls there was a lot of tension with the Afghani people. “You could tell they didn’t want us there. Even though they were on our side and against the Taliban, they totally didn’t want us there.” Ward says the foreign military was trying to train the local soldiers, but things were very tense and the communication was not good.

“I remember we had mine vehicles that would clear the way, and we would go miles and miles across the desert. All of a sudden, they (ANA soldiers) would split from the convoy and go across the desert to get water. You had no control over them. They were a liability.”

The lack of control, the dangerous and unpredictable actions and the improvised explosive devices (IEDs) were a deadly and frightening combination, Ward says. Between the stress, the danger and the temperature, the tour was physically challenging for the British and American soldiers. Ward describes the heat as “unbearable. You could put a bottle of water on your vehicle and then pour it over a tea bag and you’d have a hot cup of

He explains that while the U.S. tours were 12 months, the British Army’s tours were shorter, but more regularly scheduled. “When you go on operations, they are only six months long. Ours were more regular, but only six months at a time. Back in those days you could sign for three, six or nine years.”

It was during Ward’s third tour in Northern Ireland, in 1991, when the first Gulf War began. While his unit stayed in Ireland, the rest of the regiment went to the Gulf. “We were so jealous of them because they were doing something completely new,” he says.

In 1995, he was deployed to Bosnia as part of a support battalion at the request of NATO and the United Nations (UN). His unit was the first to be part of the implementation force. “We were going to a location that hadn’t really been set up,” Ward says. “We got off at the airport and split in Croatia. We waited for our vehicles to be shipped over because we didn’t have vehicles. Once they were shipped over – massive, massive convoys – we drove down and we were actually sta-

soldiers were there as peacekeepers.

Ward’s next deployment was for the second Gulf War. He describes this deployment as completely different from the other tours. “When we got there, we were basically sweeping up the country and following the infantry,” Ward says. His most vivid memory is the smells of the area, especially the smell of burning flesh. “You never forget the smell,” he says.

His saddest recollection is of seeing children who were starving. They were in rags and running out into the streets with their hands out. “We used to drive our convoys and the children used to come out and we used to give them food,” he says. But, “we had to stop doing that because they would come so close to the vehicles it was becoming dangerous. That was hard – we would see these little children holding up their hands.”

Throughout his tours in Ireland, Germany, Bosnia, Kosovo and Iraq, Ward maintains that the cost of sending the military is worth it to help the people. The children and poverty he saw in his travels has made a lasting impact on him.



Paul Ward (left) in Afghanistan, 2008



Afghanistan convoy operation

tea. It was that hot. You couldn’t touch metal. You had to have gloves on. The heat was unbelievable.”

Ward and his fellow soldiers were always fatigued. “You would go into these outposts to deliver their supplies, and you had to be so focused on where you were driving, following the tracks at the same time.” He said he was so exhausted that it was easy to understand how people drifted off and fell asleep while driving. He recalls that there was air conditioning in some of the vehicles, but since the top of the vehicle was open, the air conditioner was pointless.

“Sometimes we were out for three days delivering supplies,” Ward notes. “It was physically and mentally hard. Soldiers were living in temporary forward operating bases (FOBs) in groups of 50 to 100. From the main camp, the soldiers would take the supplies out in convoys. They had to be vigilant and constantly alter the routes due to the danger of IEDs. As a result, a trip that usually took one hour could take four or five once you altered your direction.”

Ward was 18 when he joined the British Army. He decided to join after spending a year in college. His goal was to learn a trade. He wanted to be a fireman in the Air Force, but he didn’t want to wait a year for admittance, and he was impressed with what the Army offered.

He was not prepared for 10 weeks of hard work in basic training. “You’ve got to be so strong minded,” he says. “They push you to your limits.” He says keeping his sense of humor got him through the training.

Ward’s first post was in Germany, where he was on the front lines of the Cold War. In 1989, the soldiers were preparing to fight the Russians. Ward had three tours in Northern Ireland, where the Irish Republican Army (IRA) had their bases. The deeply embedded animosity of the Irish people for the British people was prevalent.

tioned in Sarajevo. It was a hotel complex called Elites.”

While Ward was in Sarajevo, the UN troops were moving in as the Serbian soldiers were moving out. He describes it as “surreal.” The Serbian soldiers had left their uniforms hanging when they left. “We were warned to be careful – the place could be mined,” Ward says.

“The first thing that hit you was, wow, what a beautiful country,” Ward recalls. “The scenery and everything was so beautiful, but it was kind of like going into a time warp. There were people on horses and carts.”

Ward describes the people and situation as sad and desperate. There was no leadership in the country and the people needed food and water. The British troops were bringing in supplies while the fight for territory among the Serbians, Bosnians and Muslims was going on.

In 2000, Ward was deployed to Kosovo. Ward recalls that the situation in Kosovo “was similar to Bosnia – the way people lived, their houses.” It was a rural community, and the soldiers did not interact much with the local people. The



The results of an IED strike in Afghanistan, 2008.



Ilidza Hotel in Sarajevo being used as a British Army Headquarters, 1995.

# WOMEN WARRIORS

## TO PROTECT AND SERVE

Lauren Holley is committed to protect and serve. After spending four years on active duty with the Army, she joined the Army National Guard, where she is currently an active officer, working nights and weekends. During the day, she proudly dons a Hillsborough County Sheriff's Office deputy uniform.

Holley was commissioned straight out of training and went on active duty as a second lieutenant. She says, "I didn't know anything. It was crazy and awesome." After officer's school, she went to jump school and then to Korea, where she was a platoon leader.

Born and raised in Hillsborough County and a graduate of Durant High School and Florida Southern College, Holley achieved the rank of captain in the Army. "The Army honestly saved my life," she says. "All of the good stuff I have gotten out of the Army far outweighs the bad stuff. They paid for school and they gave me discipline to do the right thing."

In the Army, Holley was a signal officer and manager of a platoon. In the National Guard, she became a logistics officer. "Overseas in Kuwait, we ran a camp of soldiers coming out of Iraq," she says. "So anything life-related in that camp, I was responsible for."

Holley was in the Middle East during the "drawdown in Iraq" in 2010. "It was a huge logistical nightmare," she says. While she says she is not a sheltered person, Holley's year in the Middle East was eye opening. "Life over there is so hard," she says.

Holley describes Kuwait as "dirty, hot and disgusting." She says, "I felt like I understood why people were miserable there, because that is a miserable place to live." The heat was brutal, reaching 130 degrees. "The sandstorms were dumbfounding," she notes. "You see this brown wall coming at you. It's scary."

Holley says they stayed inside as much as possible during sandstorms, but there "were times when we got caught in one walking to and from the chow hall, and I couldn't see my hand in front of my face. It is absolutely horrible."

As a female, Holley had a difficult time living in the Middle East. There were areas where she traveled where she had to cover her hair and body in accordance with local religious and cultural traditions. "I have a huge issue with that," she says.

As the officer in charge of the emergency operation center, Holley was on call all of the time. She said there was a lot of stress. "There were a lot of things going on, especially because of the drawdown and all of the troops coming from Iraq into our camp," she says. "There was a lot that needed to get done and there were safety issues."



Lauren Holley in Kuwait

Holley was the Deployed Sexual Assault Response Coordinator for the female soldiers. She says that was a struggle, especially since her camp was transient, with people coming into the camp on their way stateside. "We were the middle ground in between," she says. "By the time you realized what was going on or you were able to handle it, (the people involved) were already gone."

She says the same problems people have at home, they experienced overseas: finances, drinking, drugs, depression and boredom. She says, "People look for ways to cope. You put certain types of people in environments, you are going to see the worst. That environment and constant stress take a toll on people." She notes that "it is important to deal with the issues immediately when they arise in order to effect change."

Holley says men and women need to be respectful of the uniform they are wearing and act accordingly. "It is not a gender issue," she says. "Women should absolutely be in the military, and we have a huge role and a huge heart."

Holley explains that the military is in locations where there are no front lines. When soldiers provide support for the infantry brigade, the soldiers – men and women – are with the infantry on the battlefield. She says soldiers need to treat each other with respect, no matter their gender.

Holley says, "When you become a soldier, and you sign on the dotted line, you sign on the dotted line to protect the nation against all enemies foreign and domestic, and we have enemies everywhere. It is my job to protect the nation."

# BEING ALL SHE CAN BE

Felicia Pecora grew up in Tallahassee. She describes herself as a meek young woman who had no idea what to do with her life. She joined the Army Reserves at the age of 22. It was one of the best decisions she ever made.

In 1992, she went into basic training. Being in an all-female company was a positive thing for Pecora. By the end of the eight weeks of training, she was a strong, self-assured platoon leader. She learned she had leadership skills and the ability to fix things. She worked as a motor pool sergeant and trainer. Her main job was postal worker.

Pecora says she is not sure she would have had the opportunity to become a leader if she was not in an all-female training unit because she “did not show up assertive. I was a wallflower who didn’t talk, didn’t look people in the eye and spoke softly. The Army got me to feel like it was okay to be a leader. It was okay to be the person who has the idea and to tell people your ideas.”

In 1995, Pecora deployed to Haiti as part of a humanitarian effort. “It was amazing,” she says. “We set up a post office at the airport. We moved a lot of mail.” Pecora explains that mail was classified because it was important to keep unit locations secret. “You had to have special clearance to be on a postal unit.”

During her six-month mission, her unit lived at the airport. “We had this little courtyard with a big fence that went along this road. So kids would come up to the fence and we’d throw MRES (military rations) over for them. Sometimes we’d have a new big box, and we’d throw the box over and that became their new house. It was crazy. A lot of males were dead, so (the kids) didn’t have any fathers. There were a lot of orphans.”

Pecora says the soldiers were required to put tape over their bullets to avoid accidental discharges. She explains that soldiers guarding the mail at the airport would be surrounded by crowds. “There would be one of us with an M16 and the bullets taped. You would pull your charging handle to get the crowd moved back.”

After the tour in Haiti, Pecora finished her studies at Florida A&M, where she majored in criminal justice with a psychology minor. When Pecora graduated in 1998, she got orders to go to Bosnia. She was there nine months. She says before she went to Bosnia, she had counterterrorism training, in which she learned about landmines. The former Yugoslavia had more than one million unmarked landmines.



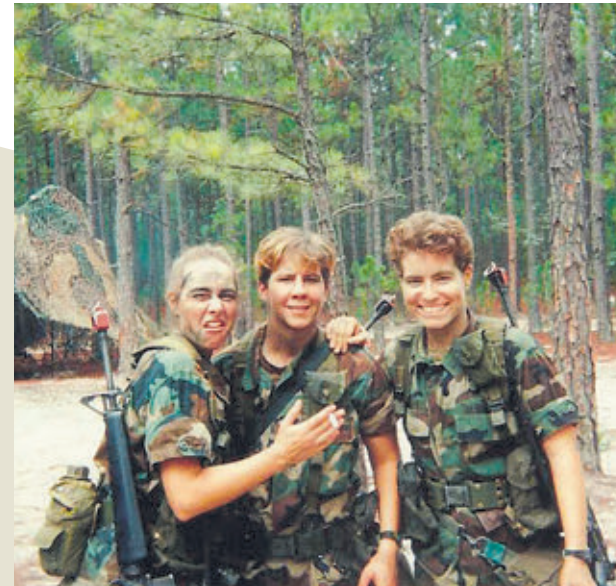
Felicia Pecora in Haiti, 1995



Graduation from basic training: Felicia Pecora was a Platoon Guide and won the Honor Award.



Felicia Pecora (left) in Korea



Felicia Pecora (right) during basic training at Ft. Leonard Wood, 1992

In Bosnia, the pollution was thick in the air. Most of the soldiers had hacking coughs for a year after they left the country. Pecora slept in a tent and carried her gun everywhere, including the shower.

“One of the biggest things in Bosnia, from a supervisory point of view, was we had to pull guard duty,” she says. The guard units were composed of all-male engineering and field artillery units. The guard posts were outside of the main camp.

Pecora says there was a lot of aggressive, inappropriate sexual behavior with some of the male soldiers who hadn’t seen a woman for six months, and didn’t view the women as fellow soldiers. Pecora notes that during the 1990s, women were seen as submissive and were objectified.

“The military changed my life,” Pecora says. Without the experiences and training in the military, “I never would have known about the leadership qualities I had. I never would have gotten in touch with that at all. I would have just been this meek girl who didn’t talk and read all the time, who looked down on education and would have been

stuck in my minimum wage job.”

Pecora liked the order and rules of the military, but didn’t want to join the regular Army. When she discovered the similarities between the military and law enforcement, she decided on her future career. In October 2000, she joined the Tampa Police Department. She has been with the gang squad unit, the bomb squad unit and was an investigator.

“My theme is I am not supposed to be here,” the Tampa Police Department sergeant says. “I came from a family that was Italian, where the guys got to sit on the couch and the girls went and washed the dishes. Now I am the head of my household. I’m the head of my family now. Even my old father looks to me for opinions and guidance and help, and the path to make that happen for me started when I had the gumption to join the Army and not listen to my friends.”



# ARMED FORCES HISTORY MUSEUM

*Because Heroes Who Don't Wear Capes Are Worth The Find*

The Armed Forces History Museum is a nonprofit 501(c)(3) organization, founded in 2008, dedicated to preserving military history and providing education to the public of the many sacrifices made to protect our freedom. The museum is committed, through its collections and outreach, to being a vital partner in the cultural life of the Tampa Bay and Central Florida communities and strives to achieve this goal through the highest professional standards in keeping with military traditions.

The museum features interactive exhibits and dioramas about conflicts from World War I through present day. In summer 2015, the museum opened new exhibits on topics including the Women's Army Corps, the Merchant Marines, the USO and the Holocaust. Dioramas on Operation Desert Storm and other recent conflicts are planned by the end of 2015.

## Operation Education

The Armed Forces History Museum is proud to offer students in Title I schools in Hillsborough, Pasco and Pinellas counties the opportunity to visit the museum free of charge. Operation Education provides museum admission, bus transportation and a healthy lunch.

## Duffel Bag Program

The Armed Forces History Museum's Duffel Bag Program offers teachers and homeschoolers in selected geographic areas the opportunity to incorporate authentic



WWI, WWII, Korea and Vietnam artifacts into their lesson plans. Duffel bags include a selection of authentic artifacts, a DVD, book(s) and lesson plans and are available for students in fifth through 12th grades.

For more information about the Armed Forces History Museum, visit [armedforcesmuseum.com](http://armedforcesmuseum.com).



## Sgt. William 'Bill' Allen Memorial Scholarship

The Sgt. William "Bill" Allen Memorial Scholarship honors the memory of Korean POW and longtime museum volunteer Bill Allen, who is featured in this publication.

Students in JROTC programs in Hillsborough, Pasco and Pinellas counties are invited to apply for the scholarship by submitting a 750-word essay on the theme of "What freedom means to me" beginning Sept. 11, 2015 –

Allen's birthday. The winner will be chosen by Allen's family in December.

Allen's memoir about his nearly three years as a POW, *My Old Box of Memories*, is available for purchase in the museum store. Proceeds from sales of *My Old Box of Memories* benefit the Armed Forces History Museum.



## In the know. In the Times.



The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and Times Publishing Co. to promote the use of newspapers in print and electronic form as educational resources.

Our educational resources fall into the category of informational text, which is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. NIE provides schools with class sets of informational text in the form of the daily newspaper and our award-winning, original curriculum, at no cost to teachers or schools.

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Our teaching materials cover a variety of subjects and are consistent with Florida's educational standards.

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For additional copies of this NIE publication, email [ordernie@tampabay.com](mailto:ordernie@tampabay.com).

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### Florida Standards

This publication and the activities focus on the following Florida Standards for middle and high school: Language Arts: LAFS.910.RI.1.1; LAFS.910.RI.1.2; LAFS.910.RI.1.3; LAFS.910.RI.2.4; LAFS.910.RI.2.5; LAFS.910.RI.2.6; LAFS.910.RI.3.7; LAFS.910.RI.3.8; LAFS.910.W.1.1; LAFS.910.W.1.2; LAFS.910.W.1.3; LAFS.910.W.2.4; LAFS.910.W.2.5;

LAFS.910.W.2.6; LAFS.910.W.3.7; LAFS.910.W.3.8; LAFS.910.W.3.9; LAFS.910.W.4.10; LAFS.910.SL.1.1 LAFS.910.SL.1.2; LAFS.910.SL.1.3; LAFS.910.SL.2.4; LAFS.910.SL.2.5; LAFS.910.SL.2.6; LAFS.910.L.1.1; LAFS.910.L.1.2; LAFS.910.L.3.4; LAFS.910.L.3.5; LAFS.910.L.3.6; LAFS.910.RH.1.1; LAFS.910.RH.1.2; LAFS.910.RH.1.3; LAFS.910.RH.2.4; LAFS.910.RH.2.5; LAFS.910.RH.2.6; LAFS.910.RH.3.7; LAFS.910.RH.3.8; LAFS.910.RH.3.9; LAFS.910.WHST.1.1; LAFS.910.WHST.1.2; LAFS.910.WHST.2.4; LAFS.910.WHST.2.4.5; LAFS.910.WHST.2.6; LAFS.910.WHST.3.7; LAFS.910.WHST.3.8; LAFS.910.WHST.3.9; LAFS.1112.RI.1.1; LAFS.1112.RI.1.2; LAFS.1112.RI.1.3; LAFS.1112.RI.2.4; LAFS.1112.RI.2.5; LAFS.1112.RI.2.6; LAFS.1112.RI.3.7; LAFS.1112.RI.3.8; LAFS.1112.W.1.1; LAFS.1112.W.1.2; LAFS.1112.W.1.3; LAFS.1112.W.2.4; LAFS.1112.W.2.5; LAFS.1112.W.2.6; LAFS.1112.W.3.7; LAFS.1112.W.3.8; LAFS.1112.W.3.9; LAFS.1112.W.4.10; LAFS.1112.SL.1.1 LAFS.1112.SL.1.2; LAFS.1112.SL.1.3; LAFS.1112.SL.2.4; LAFS.1112.SL.2.5; LAFS.1112.SL.2.6; LAFS.1112.L.1.1; LAFS.1112.L.1.2; LAFS.1112.L.3.4; LAFS.1112.L.3.5; LAFS.1112.L.3.6; LAFS.1112.RH.1.1; LAFS.1112.RH.1.2; LAFS.1112.RH.1.3; LAFS.1112.RH.2.4; LAFS.1112.RH.2.5; LAFS.1112.RH.2.6; LAFS.1112.RH.3.7; LAFS.1112.RH.3.8; LAFS.1112.RH.3.9; LAFS.1112.WHST.1.1; LAFS.1112.WHST.1.2; LAFS.1112.WHST.2.4; LAFS.1112.WHST.2.5; LAFS.1112.WHST.2.6; LAFS.1112.WHST.3.7; LAFS.1112.WHST.3.8; LAFS.1112.WHST.3.9 Social Studies: SS.912.A.1.1; SS.912.A.1.2; SS.912.A.1.3; SS.912.A.1.4; SS.912.A.1.5; SS.912.A.1.6; SS.912.A.3.10; SS.912.A.6.12; SS.912.A.6.13; SS.912.A.6.14; SS.912.A.7.10; SS.912.A.7.11; SS.912.A.7.12; SS.912.A.7.15; SS.912.A.7.3; SS.912.C.2.12; SS.912.C.2.13; SS.912.C.2.2; SS.912.C.2.3; SS.912.C.2.8; SS.912.C.3.13; SS.912.C.4.3; SS.912.G.2.1; SS.912.G.6.4; SS.912.P.9.3; SS.912.P.9.5; SS.912.S.2.11; SS.912.S.2.12; SS.912.S.4.9; SS.912.S.5.11; SS.912.S.8.7; SS.912.W.1.1; SS.912.W.1.3; SS.912.W.1.5; SS.912.W.8.10; SS.912.W.8.2