A Strategic Landing: Asan Beach Park, War in the Pacific National Historical Park

Introduction

Asan Beach Park has become a popular place for everyone to enjoy; families have picnics near the ocean, exercise enthusiasts make use of its circular track for biking and running, and its huge expanse of a flat center grass field makes it ideal for kite flying. But not too long ago in Guam’s history, this serene and peaceful stretch of beach, with its abundant rows of coconut trees, was the sight of one of the major battles during World War II.

Looking at it now, it’s almost hard to imagine the tremendous battle that took place here. On the morning of July 21, 1944, thousands of U.S. Marines came ashore and battled against the Japanese forces that controlled the caves, machine-gun nests, and artillery bunkers. It took the U.S. Marines all day to secure this narrow strip of beach, and once it was secured, the Americans used it as a staging area for assaults on Japanese strongholds at other parts of the island. These events lead to the Americans eventual victory over the Japanese forces on the island of Guam.

Asan Beach has evolved throughout the years and holds many key moments in the Guam’s history. It has been the site for Hansen’s disease hospital, a barracks camp, and a reception center for thousands of Vietnamese refugees. At one time, Asan villagers also cultivated rice paddies in the flat, open area prior to WWII. It really is so much more than just a beautiful place to enjoy and spend time. Asan Beach Park has earned its place as one of seven park units on Guam that commemorates the people World War II who fought, lived, died, and survived here.
General Citation

About This lesson
This lesson is based on the National Register of Historic Places registration file, “Asan Beach Park” with photographs and other source materials provided by the War in the Pacific National Historical Park regarding Asan Beach Park. Martha Tenorio, a secondary English teacher, and Mary Williams, a middle school, Social Studies teacher, wrote this lesson. This lesson is one in a series that brings the important stories of historic places into the classrooms across the country.

Where it fits into the curriculum
Topics: This lesson can be used in American History, History of Guam, and geography courses in units on World War II

Time period: Mid 20th Century

Relevant United States History Standards for Grades 5-12:
Era 8: The Great Depression and World War II (1929-1945)
Standard 3A – The student understands the international background of World War II
Standard 3B – The student understands World War II and how the Allies prevailed
Standard 3C – The student understands the effects of World War II at home.

National Council for the Social Studies (NCSS) Standards
Theme I: Culture
Standard B – Students give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference
Theme II: Time, Continuity, & Change
Standard A – Students demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views
Standard D – Students identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others
Theme III: People, Places, & Environments
Standard B – Students interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs
Standard E – Students locate and distinguish among various landforms and geographic features, such as mountains, plateaus, islands, and oceans
Standard H – Students examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions
Theme IV: Individual Development & Identity
Standard B – Students describe personal connections to place – especially place as associated with immediate surroundings
Theme V: Individuals, Groups, & Institutions
Standard E – Students identify and describe examples of tensions between and individual’s beliefs and government policies and laws

Theme VI: Power, Authority, & Governance
Standard F – Students identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations

Theme IX: Global Connections
Standard F – Students investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war

K-12 Content Standards for the Guam Department of Education (GDOE)

Grade 7: World Geography
Standard 7.3.1: Interpret maps, globes, satellite images, photographs, or diagrams

Grade 8: U.S. History from Reconstruction to Present
Standard 8.2.9: Identify the major causes and effects of American Involvement in World War II

High School: Guam History
Standard GH.2.3: Identify and describe historical periods and patterns of change during the eras of Guam history, including the Japanese occupation

High School: U.S. History from Ancient Times to Present
Standard US.2.13: Examine the events of World War II
Standard US.2.14: Describe the effects of World War II on the home front

High School: World Geography
Standard WG.2.1: Apply and synthesize key concepts, such as chronology, change, conflict, and complexity
Standard WG.3.1: Analyze maps, globes, satellite images, photographs or diagrams

High School: World History from Ancient Times to Present
Standard WH.2.26: Assess the worldwide impact of World War II

Objectives for students
1. To understand the significance of Asan Beach Park in the American’s quest to re-take the island of Guam from the Japanese forces.
2. To determine why Asan Beach made an ideal location for the U.S. Marine landing during the Battle of Guam.
3. To research the historical significance of Asan Beach Park throughout the years from pre-WWII to present.
4. To appreciate and commemorate the bravery and sacrifice of those participating in the Battle of Guam through the creation of a photo collage.

Materials for students
The readings, maps, and photographs listed below can be used directly on the computer or can be printed out, photocopied and distributed to students.

1. Three readings: Each reading provides the student with a different perspective of the battle at Asan Beach. One from the brother of an American soldier’s point of view, a second is to give understanding of the Japanese soldier’s state of mind and his culture, and the third from a young Chamorro man’s point of view.
2. Three maps: The first map is a map of Guam which shows the location of Asan Beach and other World War II historic areas that are protected by the War in the Pacific National Historical Park, the second demonstrates the American strategy in their island hopping for control over the Pacific area and the areas under Japanese control, and the third map shows the strategic attack movement of the American forces onto Asan Beach.

3. Three visual evidence photos: The first shows an aerial view of the battle Asan Beach Park and a map of the American invasion strategy, the second of Asan Beach during the height of the battle on July 21, 1944, and the third is a photo of Asan Beach in its present state.

Visiting the park
The War in the Pacific National Historical Park is comprised of the T. Stell Newman Visitor Center and seven National Park Service sites located throughout Guam. The units are at Asan Beach, Asan Overlook, Piti Guns, Mt. Tenjo/Mt.Chachao, Apaca Point, Mount Alifan, and Fonte Plateau. The T. Stell Newman Visitor Center is open daily from 9:00 A.M. to 4:30 P.M., except Thanksgiving, Christmas, and New Year’s Days. The information desk can be contacted at (671) 333-4050.
Teaching Activities

Getting Started

Inquiry Question

(Courtesy of National Park Service)

1. What details do you notice in the picture? (Ex., people, objects, activities)

2. What other information, such as the reason the photo was taken, can you gather from the photo?

3. What other questions do you have about this picture and where might you find the answers?
A Strategic Landing: Asan Beach

Setting the Stage

Just four hours after the bombing of Pearl Harbor in Honolulu, Hawaii, nine Japanese warplanes flew over the island of Guam in formation of threes bombing the villages of Sumay, Piti, and Hagåtña, and other populated areas of the island. The date was December 8, 1941, and it was the feast of the Immaculate Conception. Many of the residents were in Hagåtña for the annual procession at the Dulce Nobre de Maria Cathedral. The people of Guam were struck in terror and surprise as they scrambled around seeking safety and protection from the air attacks. Guam was immediately drawn into World War II and life on this tiny island was completely changed.

Three months after the initial invasion, some 14,000 Japanese army and navy forces took over all government and church buildings, seized many private homes, and turned the island into a military camp. Guam was now under the complete control of Japanese rule, and would remain so for the next two and a half years. It was a time of hardship and suffering for the island residents, which resulted in the deaths of 1,170 Chamorros, with another 14,721 suffering the atrocities of war.

On July 21, 1944, the tides of war changed with the coming of American invasion forces, which began with the landing at Asan and Agat. The full liberation of Guam took three weeks, with 1,800 U.S. servicemen killed and a total of 7, 400 casualties, plus another 17, 500 casualty for the Japanese forces.
A Strategic Landing: Asan Beach

Locating the Site

Map 1: Asan Beach in Warin the Pacific National Historical Park

(Courtesy of National Park Service)

The green areas on this map represent lands that are protected by the National Park Service today. The Asan Beach Unit is the site of the northern landing beach. It was here that the 3rd Marine Division came ashore for the initial assault and was met by troops of the Japanese 320th Independent Infantry Battalion. Today, the remains of some American military equipment and coral-encrusted ordnance lie underwater.

Questions for Map 1

1. Identify important locations:
   a. Draw a circle around Asan Beach unit on the map.
   b. Draw a square around Adelup Point on the map.

2. Today, what can people do in the waters of Asan Beach Unit?

3. Why do you think the National Park Service chose Asan Beach as one of the sites on Guam to protect?
For America and its allies, air and sea power were the keys to victory in the Pacific Theater of World War II. In 1942, the U.S. high command adopted a strategy of island hopping. This meant that troops would attack and seize only certain Japanese-held islands.

Questions for Map 2

1. In what direction did the U.S. forces move in order to take control of the Pacific region?

2. What island did the Americans and its allies take from the Japanese prior to arriving on Guam in 1944?

3. Why do you think the US chose to adopt the island hopping strategy?

4. Why was it important for the U.S. to control the Mariana Islands?
The Americans landed on Asan Beach at 8:29 am on the morning of July 21, 1994. The map above shows the movement of American and Japanese troops.

Questions for Map 3

1. How did the American forces take advantage of the geographical layout of Asan Beach to advance inland?

2. What made Asan Beach an ideal landing site for American forces?

3. What were some of the disadvantages of the American’s choosing to land at Asan Beach?
Determining the Facts

Reading 1: The Lasting Legacy of a Liberator

William C. Jerdonek of Parma, Ohio, wrote the letter to John Blaz, administrator of the Veterans Office on Guam on the behalf of his brother, Paul P. Jerdonek. William wrote that he had heard that Guam Governor Joseph F. Ada was inviting people who took part in the capture and liberation of Guam in 1944 to participate in 50th anniversary activities. Without great emotion but filled with the feeling of a man who loves and misses his brother, William provided details about his brother:

"His name was Paul P. Jerdonek, a Private First Class in the Third Regiment, Third Division of the U.S. Marine Corps. He was the B.A.R. man in his squad and was mortally wounded on the first day (July 21, 1944) of the invasion of Guam. He was unable to be evacuated until the following day and suffered greatly until he was transferred to the "U.S.S. Solace" hospital ship, upon which he passed away from the wounds on July 27, 1944. He was buried on Kwajalein Atoll in the Marshall Islands until after the war ended."

The letter continued on, matter-of-factly:
"Paul Jerdonek came from Cleveland, Ohio, one of a family of 15 children born to immigrant parents and raised through tough years of the depression, serving in the C.C.C. camp in Idaho in the late 30's. When the war started he worked in a defense plant in Cleveland until he enlisted in the Marine Corps in Feb. 1943. While stationed in Virginia at an arsenal where the Marines had a Guard Duty detachment he volunteered for overseas duty and shortly after was shipped out in a Replacement Battalion and joined the Third Regiment in the Solomon Islands. The rest is history."

Onto his letter, William stapled a small photo. Brown and faded, the image was from more than 50 years ago and merely a glimpse of his brother, Paul. In it, Paul, his strong-jawed face in a slight smile, has slung his rifle over his right shoulder. Wearing his dungarees, which he has cut a few inches above the top of his boots, Paul has his left hand at his hip, his stance confident. He looks as any Marine would look posing for a snapshot to be sent to his family.

William also provided a copy of a July 28, 1944, letter sent by Chaplain Edward Monchton to comfort Mrs. Christine Jerdonek, he and Paul's mother. The Catholic chaplain wrote the mother noting that doctors had quickly attended to her 20-year-old son when he was transferred to the hospital ship Solace.

"Immediately our medical staff realized the seriousness of his condition. Forthwith they endeavored to check the ravages of the injury by supplying him with every aid that medical science could muster. Unfortunately they were unable to save him. He passed away peacefully at 7:30 a.m. July 27th, 1944," the chaplain wrote in his letter of comfort, probably one of the hundreds, maybe thousands he had to write during World War II, during that terrible time.

He wrote Mrs. Jerdonek that Paul had gone to confession before the day of battle and received Holy Communion. He noted to the mother that he had given the last rites to her son. "As he breathed his last he held the miraculous medal in his hand as
it hung from the chain around his neck," Chaplain Monchton wrote in his letter.

In William's letter to the veterans office, he provided its purpose. "This letter is not intended for any other reason than to recognize one of the "liberators" of Guam. He was one of the 1290 who gave up their lives among a total of 7083 listed as casualties in that battle. They all deserve the unending gratitude of all the citizens of Guam and our country.

"All of the family had been saddened by the loss of our brother and son Paul and as the years have passed he surely has not been forgotten. His remains lie here at Calvary cemetery in Cleveland."

"Please remember the great sacrifices made by these valiant men."

Thank you.
William C. Jerdonek…

*According to the staff in the Veterans Affairs Office, letters like William's about his brother Paul are received occasionally. They are written by people - brothers, sisters, cousins, and friends - who possess a lingering sadness, a bit of grief that lives on despite the passage of years.

Questions for Reading 1

1. What happened to Paul Jerdonek on Guam?

2. Why do you think Paul Jerdonek volunteered to go to war?

3. Why do you think the brother of a Liberator of Guam would want to write and share his knowledge of his brother’s experiences fifty years later?

4. In your opinion, what is a “liberator” of Guam?

Determining the Facts

Reading 2: Japanese soldiers: Death before dishonor

The Japanese defender of Guam on July 21, 1944, was certainly fighting not only the enemy U.S. forces but also tremendous odds.

The Japanese defenders of Guam, numbering perhaps 17-18,000, would be engaging in battle with more than 50,000 U.S. Marines and Army infantry. There would also be no relief from the strikes and strafing of U.S. warplanes; likewise, there would be no respite for the soldier from Japan from the shattering support of the guns aboard the U.S. ships cruising so close to shore. And there would be no resupply of his rapidly dwindling resources.

Strategy, though of course vital, was not complex for the Japanese defending force. To perhaps oversimplify, the strategy on July 21, 1944 was this: defend on the shores the weakest points of the lines of defense, destroy the enemy on those beachheads, and deny him progress from beyond that battle line.

The trouble for the Japanese defender was that the American attacker would be ready to thrust himself onto those same beaches with massive effort to establish a beachhead for continued attack.

"It seems evident that both we and the Japanese have been thinking along the same lines, that is, the beaches that we find best for landings are those the Japs find most dangerous to them and have fortified the most," wrote the intelligence staff of Marine Maj. Gen. Roy S. Geiger in making their conclusion of strategy prior to the invasion day.

U.S. planners and strategists also would be handed a tactical advantage by their foes. Although the physical geography of the Gilberts and the Marshalls — thin but long atolls — are quite different than the geography of Guam and Saipan — high islands, that is with mountains, hills, ravines — the Japanese doctrine of defense never changed. The Japanese standard greatly emphasized defending the beaches and consequently placed less significance on defenses beyond those areas.

American forces, with their superiority in the air and on the sea unchallenged, would capitalize on the Japanese failure to adapt their defenses to the terrain of Saipan or Guam.

So, the Japanese defender in July 1944 was stripped of support, without hope of relief, his strategy and alternatives fairly estimated by the enemy. But surrender even in the face of tremendous obstacles was not even a consideration. And the reason for that is stated in one word: Bushido.

The one characteristic of the World War II Japanese soldier that would never fail to amaze, confound, arouse fear in his foe was his dedication to the code of Bushido, the way of the warrior.
The code was Japanese chivalry in practice, with members of the Japanese army and navy its greatest followers, particularly officers. Emphasizing discipline, loyalty, courage and death before dishonor, the Bushido ethic of the samurai of feudal Japan was entrenched in the mind and in the soul of the 20th century Japanese soldier. So many would give their lives in suicidal charges thought to be honorable, their lives given in sacrifice for the Emperor and Japan.

To Marines and soldiers who experienced a banzai charge, it was fearful. "Unbelievable, just unbelievable. It was the most traumatic experience I ever had," said retired Marine Capt. Jack Eddy, a veteran of the battles of Bougainville, Guam, and Iwo Jima. On the night of July 25, in Guam, Eddy and his platoon repulsed the charge of not one, not two, but seven banzai attempts.

Eddy had settled his platoon of the 3rd Marine Regiment, of the 3rd Marine Division, on the frontlines, near the present day Commander Naval Forces Marianas headquarters. Marines had fought their way all day from the ridges overlooking Asan to the top, near Fonte Plateau. As the Marines dug in, Japanese Lt. General Takashina was preparing a counter-attack in a gap that his patrols had detected between the 3rd Marines and 21st Marines. At 0300, the counterattack erupted; the Japanese were trying to roll down the gap and onto the beach to cut off Marines from supplies and reinforcements.

"I had expected to be in battle, but never anything like this. When you think about fighting, you think that you're 100 yards away, but this was pretty gruesome, fighting them from 20 feet away and they're running all around you and screaming.

"They were of a different culture. They did things that Marines wouldn't do - yelling, screaming. They didn't give a shit if they got killed; they just wanted to make sure that you got killed. That was what got to you - they wanted to die. They were willing to sacrifice themselves.

"It was a nightmare, truly a nightmare. I can still remember the flares, the eerie green light (of illumination) over the battlefield. And it was like the lights in ... in a disco, and all the people are jumping around, slow motion. It was completely eerie," said Eddy, who won a Silver Star for bravery during that night.

The next day, where Eddy's platoon and others were, Marines counted about 900 dead; through the gap and down to the beachhead 3,500 Japanese dead were found. "The numbers are no exaggeration," Eddy said. One of his machine gun section sergeants, Dale Whaley, received the Navy Cross for gallantry on that midsummer's night. "He was credited with 80 Japanese that night. I saw stacks of them in front of his machine gun."

Those soldiers, under their code, in the center of their mind and soul was tremendous loyalty to the Emperor, who was the symbol of Japan, and a reverence for authority.

With Bushido at the heart of Japanese culture - in the home, in the schools, in the military, in general society - the Japanese soldier was a tremendous and fearsome
opponent no matter the odds, the superiority of force brought up to face him, no matter the enemy to go before him.

Questions for Reading 2

1. What were some of the challenges that the Japanese forces faced in the battle of Guam?

2. How did the American soldiers in this article describe the battle at Asan Beach?

3. What is bushido? How did this cultural practice make it difficult for an American soldier to fight against a Japanese soldier?

Determining the Facts

Reading 3: Ohara: From such silence, what is salvation?

I remember Ohara because of the human dimension he gave to the war. I was thirteen when the Japanese invaded Guam in December 1941. Tall for my age and big boned, I was mistaken to be much older and was put to work in a labor battalion along with the adult men of my strip that we built was expanded to become the U. S. Naval Air Station which eventually became the international Airport on Guam.

Most of the work was done with hand tools - machetes for felling trees, shovels for digging, burlap sacks for carrying dirt coolie-style as we leveled the ground. The work left us lying exhausted on our mats each night, and it was during these dark quiet evenings that I got to know Ohara, a young Japanese Army lieutenant who was stationed in our village. He wanted to study the United States. It had been his dream long before the war exploded such things, and he would come to our farm to learn English from my father in exchange for his teaching me rudimentary Japanese.

Ohara was a strangely quiet man given to long breaks in conversation. He would look off into the dark as if he were drawing from the whispering bamboo some private wisdom. And there was about him that air of gentleness that forbade associating him with any evil. We knew of the executions for civilians. Later we heard of the rapes and the massacres, but the guilt by association that fell on our other captors escaped Ohara. It was if he floated somehow beyond the pale of battle and the horrors of war.

He asked the question again when he came to say good-bye before departing to face the imminent U.S. invasion in July 1944. Finding us had been no easy matter. The pre-invasion softening up the island had been on for days and we were scattered. The goodbyes were necessarily brief, but he took a final moment to ask the question again, "Why is this happening? Why are we at war?" Seeing him there in full battle gear, his eyes haunted as if he knew a dream were eluding him, I was struck by the incongruity of it all, and again, I could say nothing and neither could my father. I suppose I realized the completeness of the approaching end. Nothing before or after could ever be the same. Faced with such cataclysm, we try to preserve the past in fallow ground. We try to leave the roots undisturbed.

Finally, he looked away, an expression of chagrin on his face as if we had denied him the simplest of favors. As he was about to leave, to our astonishment, he turned around, clicked his heels, and bowed to my father and me. For the first time in the 31 months of enemy occupation, my father and I returned a bow to a member of the occupation forces, instead of initiating one, as we were required to do under the threat of torture for refusing. We returned Ohara's bow out of respect, instead of fear.

When the invasion began, we cheered the shell burst. We were oblivious to the destruction of our homes, of everything familiar. It was like an incredible Fourth of July celebration, and we elated because we knew we were being liberated. When it was all over, we celebrated.
Questions for Reading 3

1. Describe what life was like for the author during the Japanese occupation.

2. How was Ohara different from other Japanese soldiers?

3. Do you think Ohara believed in the Code of Bushido?

4. How do you think the author would have felt about Ohara as when he saw the shell bursts?

5. In what ways were the Chamorros, Japanese, and Americans similar?

Visual Evidence

Photo 2: U.S. Forces Landing on Asan Beach

(Courtesy of National Park Service)

Questions for Photo 2

1. Who do you think took the photo on the left?

2. What are some of the details that you notice from this photo?

3. What kinds of things can you learn in this photo that are not evident in the map next to it?
A Strategic Landing: Asan Beach

Visual Evidence

Photo 3: Invasion of Asan Beach

(Courtesy of National Park Service)

Questions of Photo 3

1. What military activities were used to secure Asan Beach?

2. What do you think might be a Chamorro’s reaction to this scene on the day it occurred?

3. Where do you think the Japanese forces were doing their counter-attacks?

4. Explain how this photo enhances your understanding of the magnitude of the Battle at Asan.
Visual Evidence

Photo 4: Asan Beach Today

(Courtesy of National Park Service)

Questions for Photo 4

1. How is this present scene of Asan Beach different from the images of the battle in 1944?

2. Why has this area become a significant site in the history of Guam?

3. How can visiting this park today help people to understand the battle at Asan Beach?
Putting It All Together

The following activities will help students to understand how the events at Asan Beach affected the course of history for the people of Guam, and to allow them to express appreciation for the many sacrifices that took place on the historical site.

**Activity 1: Asan Beach through Time**

Have students create a timeline of the changing uses of Asan Beach beginning from pre-WWII to its present use. As they discover some of its uses/events that took place on it, ask them to explain why Asan Beach made an ideal place for each of these occurrences/events. Students should expand their research to include photographs of these stages. Ask students what they would build or add to this site if they were allowed to, and to explain why. Remind them of its historical significance and encourage them to commemorate that history into their design plan.

**Activity 2: Walkway Quotes and Commemorative Plaques**

On the 50\(^{th}\) Anniversary of the landing at Asan Beach, the National Association for Uniformed Services, Guam Chapter and the 3D Marine Division Association, Guam Chapter built the Liberator’s Memorial to commemorate and show appreciation for the “heroic and gallant effort” of the U.S. Armed Forces in the Battle of Guam and specifically the battle at Asan Beach. Have students read over the different walkway quotes that were inlaid into the ground as one walked toward the memorial. Discuss who wrote each quote and their role in Guam’s history. Discuss in what ways the sentiments similar are to each other, and ask students to try to explain why these individuals felt as they did. Have students then create their own walkway “plaque” on paper on which they express their own gratitude for the sacrifices made on that historical day in Guam’s history (see walkway quote photos attached).

**Activity 3: Asan through Images**

Have students create a collage of various sights and scenes of Asan, from the still standing machine-gun bunker, to the different memorials and WWII objects that are to be found on the park. They may also include pictures of the past pre-war images, war-scarred images of the beach, and present day images. The purpose of their collage is to show Asan Beach through the years in a way that only pictures and images can.
Activity 2
Walkway Quote Photos
Supplementary resource
A Strategic Landing: Asan Beach

"...the years have dimmed the sight but not the memory. there is a special place in life for those who fought on the beach of Asan that cannot be shared. nowhere else does the brotherhood of battle stand so fully between the liberators and the liberated breathing because nowhere else were the experiences so mutually identifiable ... we have put each other's pain ... and we are grateful for a precious turning point in our lives."

JOHN DINGELL, JR.
FIFTH DISTRICT REPRESENTATIVE
U.S. HOUSE OF REPRESENTATIVES
WASHINGTON, D.C.
FEBRUARY 1999

“We remember these heroes. who were these people. they will ask. they were soldiers. marines, sailors and airmen. they came from the farms, the hills, the little towns, and cities. they left families and past dreams and old ways. they had to do ... because it is an American thing to do ... duty. honor. country. God.”

COLONEL ROBERT F. BROWN
CHIEF OF STAFF
U.S. ARMY 1951
EIGHTH ARMY
FEBRUARY 1952

"We remember those heroes who were these people. They will ask. They were soldiers, marines, sailors, and airmen. They came from the farms, the hills, the little towns, and cities. They left families and past dreams and old ways. They had to do ... because it is an American thing to do ... duty, honor, country, God.”

COLONEL ROBERT F. BROWN
CHIEF OF STAFF
U.S. ARMY 1951
EIGHTH ARMY
FEBRUARY 1952
TO MY FRIENDS AND FELLOW MARINES OF THE THIRD MARINE DIVISION OF WORLD WAR II, I SALUTE YOU...TO MY BUDDIES AND COMrades WHO MADE THE GREATEST SACRIFICE AT GUAM, IVAN, AND TWO ISLANDS, MAY YOU BE BLESSED IN HEAVEN. YOU HAVE OUR DEEPEST GRATITUDE FOR ENABLING US TO LIVE IN PEACE AND ENJOY FREEDOM.

SEMPER FIDELIS

CAPTAIN J. E. SMITH, USMC (Ret.)

This tablet was dedicated in 1973.
Supplementary Resources

Critical Past
With more than 57,000 historic clips and 7 million stills for immediate download, www.criticalpast.com is a source for imagery of worldwide events, people, and B-roll spanning the 20th century. Drawn largely from U.S. government sources, the site contains a vast collection of vintage military and war footage, as well as 20th century propaganda and educational films from many countries. The CriticalPast war collection includes footage from World War I, World War II, The Korean War, The Vietnam War, and The Cold War.

Guampedia Foundation, Inc.
Guampedia is Guam’s online encyclopedia that was created as a community project in order to provide a resource on Guam history, Chamorro culture and people. Its website is www.guampedia.com and in it you will find many useful resources on the topics of art, environment, government, history, society, and villages related to the island of Guam.

Guam Preservation Trust
The Guam Preservation Trust (GPT) was created in 1990 as a non-profit, public corporation governed by a Board of Directors. It is dedicated to preserving Guam’s historic sites and culture, as well as educating the public about these issues. Their website www.guampreservationtrust.org includes photos of historic structures both pre and post war Guam.

The History Channel
Its website on www.history.com allows access to articles, videos, and speeches related to various topics of WWII both on Guam and around the world.

Micronesian Area Research Center (MARC)
MARC located at the University of Guam seeks to acquire, preserve and provide access to collections of archival maps, photographs, texts and cultural materials. Their website, www.uog.edu/micronesian-area-research-center/marc-home, hosts much of their collections and they continue to expand and dedicate staff time to digital resources.

National Park Service
The War in the Pacific National Historical Park provides detailed resources about World War II in Guam. Their website, www.nps.gov/wapa, showcases WWII photos and multimedia. It also provides links to pages, digital books, and articles (sponsored by the National Park Service) relating to the battles across the Pacific Theater, including Guam. There are also digital brochures and literature that can be downloaded to learn about the events that led to the outbreak of the Pacific War, the Battle of Guam, and the role the Mariana Islands played in helping to end WWII.