



From the Commander

Post Trauma Stress Disability (PTSD) is a relatively new phenomenon if you follow it on the popular media. After the Viet Nam war, vast number of veterans returning home had functional disabilities though no physical injuries. Recognizing this, the Disabled American Veterans initiated "The Forgotten Warrior" Project, the first to diagnose, treat, and give a name to "a traumatic event beyond the normal human experience". The format was later adopted by the Veterans Administration and the psychiatric community.

Though symptoms of PTSD were recognized well back in history, they were not given credence, often considered personality weaknesses in the sufferer. World War I was the most destructive and traumatic war in history, affecting more soldiers than ever before or since. Huge numbers of soldiers suffered from what was then called "shell shock" and there was often no sympathy given to those who suffered. In fact, when a soldier was so traumatized that he couldn't perform his duties, especially in combat, he was often branded a coward and in some instances court martialed and executed. My grandfather, who headed a psychiatric hospital in Northern England claimed that there was an enormous inflow of new patients after the war. This kind of castigation continued through WW II and the Korean war.

The correlation between combat and PTSD is undeniable. Between 1942 and 1945, 10% of American troops were hospitalized for mental disturbances, and after 35 days of continuous combat, 98% of them manifested psychiatric disturbances. In many cases this was termed "battle fatigue". Now that this syndrome is recognized, it has been found that 40% of veterans returning from the Mid-East wars have symptoms of PTSD or other similar disorders which appear much like PTSD.

To what extent did PTSD affect the civilian prisoners of the Japanese in the Philippines? In his study of the health of Santo Tomas internees after liberation, Dr. Emmet Pearson commented that there were no significant mental health issues. These prisoners had been subject to 6 months of American air raids when they needed to take shelter from falling debris such as anti-aircraft, bomb fragments, and aerial combat munitions, and some of their fellows were severely wounded when unprotected. During liberation they had been subject to, or witnessed, an intense fire fight. Then they were subject to three days of Japanese artillery attack aimed directly at them, and witnessed the killing or wounding of more than 100 of their fellows. Finally, they endured a month of the Battle of Manila with frequent small arms fire in the nearby street and heavy combat taking place only 1 to 2 miles away. Perhaps the euphoria of liberation subverted the signs of trauma that Dr. Pearson missed.

But PTSD is often not manifested immediately. It lies within the inner recess of the brain, and then without warning a flashback is triggered by an event – a sound, smell, touch, or one of our other senses – that brings that trauma to the surface. Depending on how strong that reaction is the victim may feel anything from nervousness to severe distraction and physical debilitation.

In my own case, I had a brush with PTSD. During the Battle of Manila, I was sitting with a group outside of our shanty when an aircraft engine started winding up as it made a diving bomb run. I became very nervous and antsy. A GI sitting with us noticed and said, "Don't worry, it's one of ours". There was no rational reason for feeling the way I did, and for the next several years I always

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California History Curriculum

Through the efforts of Cecilia Gaerlan, and others in the Filipino community, the California State Board of Education approved the inclusion of World War II in the Philippines in the revised history curriculum for the state. This part of WWII history will be included in the Grade 11 U.S. history curriculum. The following is from the press release issued by the Bataan Legacy Historical Society (BLHS).

Chapter 16 of the Grade 11 U.S. History will include the following: The Philippine Commonwealth; the creation of the United States Army Forces in the Far East (USAFFE) comprised of Americans and a majority of Filipinos; the disruption of the timetable of the Imperial Japanese Army by the USAFFE Forces despite suffering from massive disease and starvation and fighting without any air support; the Bataan Death March and the thousands of casualties; the role of the Filipino and American guerrillas during the liberation; the American soldiers who were transported in hell ships to labor camps in Asia; the Battles of Leyte Gulf and the destruction of Manila.

This will be the first time that WWII in the Philippines will be taught to high school students in California and even in the United States. California's new history curriculum framework can become the model for teaching this seminal point of WWII history in the U.S. BLHS has formed a curriculum steering committee to create a sample curriculum template that schools can use to implement Chapter 16 of the Grade 11 U.S. History. BLHS is also organizing an exhibition that will open on October 15 at the War Memorial Performing Arts Center and a conference on October 29 at the San Francisco Main Library.

This will be an opportunity for members of BACEPOW to volunteer at their local high schools to present first-hand facts about the Japanese occupation of the Philippines.

“LOYALTY UP, LOYALTY DOWN” LEADERSHIP: A DAUGHTER’S REFLECTIONS ON C.W.NIMITZ

This article was written and submitted by Sister Mary Aquinas Nimitz, O.P. – Daughter of Admiral Chester W. Nimitz. She gave this speech as the keynote address on leadership styles in the Pacific during WWII a couple of years ago. The conference was in Fredricksburg, Texas organized by the Nimitz Museum

Mr. Boroff, Admiral Grojean, generous sponsors, distinguished panelists and guests, it is a pleasure to be here with you for this symposium on *The Commanders*. Thank you so much for your gracious invitation.

My father summed up his thinking on leadership in 1965, saying: *"Leadership consists of picking good men and helping them to do their best for you. The attributes of loyalty, discipline and devotion to duty on the part of subordinates must be matched by patience, tolerance and understanding on the part of superiors. 'Loyalty up and loyalty down,' the Navy calls it."*

And in an address to the graduating class at Annapolis in 1946 (3) he said: *"Inspiration comes seldom to the ignorant. So often timely inspiration - which some call genius - marks the successful leader, but in reality this inspiration or genius is the result of lessons well learned or experience properly exploited. Intellectual gifts need to be matched by sense of responsibility and devotion to duty, and by sufficient adaptability, flexibility and resourcefulness to meet a totally unexpected crisis."*

In 1997 my brother, Chet, wrote (6): *"Dad's apparent serenity - particularly in times of crisis - stemmed from his basic confidence that men of good will always do what they should if their instructions are clear. He reinforced this sense of reliance by giving his subordinates free rein without onerous or carping oversight."*

The serenity was sometimes studied. Dad wrote, (1): *"During the Battle of Leyte Gulf, all of us at CINCPAC Headquarters eagerly awaited news of the outcome. I was on pins and needles, but couldn't show it. So I went to my quarters to pitch horseshoes, telling my staff, 'If word comes, you can*

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was nervous when there were aircraft flying overhead. I realize now, that it was a very minor manifestation of PTSD, an intrusive thought which unconsciously made me recall nearby combat, and soon it was no longer an issue.

Others who were in the camps may also realize that they were affected to some degree, minor or major, by trauma. If you were one, we'd like you to know we care about what happened and how it has or has not affected your life, mainly because we are trying to help and educate people about a forgotten part of history, which is not taught in schools, about civilian children held in captivity. We would like to invite you to participate with us as we try to pull into focus the psychological effects of war-time imprisonment on civilians.

If you have experienced emotions that you couldn't easily explain, and would like to discuss them with others who have similar experiences, please let us know. Together, perhaps we can help others who have been in similar circumstances to understand and overcome trauma that may have affected their lives. Please contact Sascha Jansen at mabuhay-ma45@gmail.com or me at hacepow@earthlink.net so we can explore how to use your experiences to help others.

Angus Lorenzen

reach me there."

As a young boy Dad's ambition had been to become a surveyor - until two West Point graduates dropped in at the Nimitz Hotel during time off between nearby Army maneuvers. A high school student, Dad listened attentively to all they said and re-set his sights for West Point. However, Congressman Slayden of San Antonio informed him that the only appointment he had available was to U.S. Naval Academy. Dad later wrote (1): *"Being a poor boy, I realized this might be my only chance of getting an education beyond high school so I swallowed my disappointment and set my course for Annapolis instead of West Point."*

Dad was a firm believer in education, and his belief made him a systematic educator of others. Potter, writing of early 1930s, tells us (3): *"In the early days of his command on the China Station, Nimitz from time to time had a box thrown overboard and then, under his personal supervision, required the junior officers to take turns bringing the ship alongside it as if it were a wharf. He next shifted from make-believe to the real thing. He kept a record and made sure that each of the junior officers had experience in entering and leaving harbors. Once, coming in, Ensign ...Waters got rattled and failed to reduce speed. As a result he had to back the ship full power and lay out 90 fathoms of chain before he got her stopped, then had to heave back to 60 fathoms. Captain Nimitz remained silent until the ship was secure. Then he said, 'Waters, you know what you did wrong, don't you?'"*

"Yes, sir, I certainly do," replied Waters. *"I came in too fast." "That's fine,"* said Nimitz, and that was the end of it.

Dad wanted others to learn even from *his* own mistakes. Still on the China station, he was positioning the U.S.S. Augusta next to the oiler, Pecos, for refueling when the wind suddenly changed and caused the bow of the Augusta to swing about and to cut into the bridge structure of the Pecos. After getting the ships safety apart Dad sent for the young officer, Lieutenant ... Thompson, who had assisted in the separation.

"Thompson, what did I do wrong?" "Well, sir, you were overconfident and misjudged the effect the wind would have on a ship riding lightly in the water." "Now, Thompson, what should I have done?" "Probably the safe thing to have done, sir, would have been to have gone ahead, dropped the starboard anchor, and to have backed down on it." "That's right," said Captain Nimitz, "and, Thompson, don't you ever forget it."

When it came time for Dad to leave the Augusta, he found at the foot of the gangway his junior officers in full dress uniform--epaulettes, chapeaus, and gold-striped trousers --ready to row him to the *President Lincoln*, on which he was to return to the United States.

That same wisdom which teaches without humiliating is seen again in the letter Dad wrote to the fleet after the terrible typhoon of December 18, 1944, but even the essence of that letter is too long to quote here. (7)

Dad's wisdom in dealing with people came from lessons he had learned.

When Dad's class returned to Annapolis in 1904 it

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learned that, due to an expanding Navy and the pressing need for junior officers, the class of 1905 would graduate in January instead of in June. One consequence of the earlier graduation was that the first classmen were granted a "free gate" to Annapolis during non-study hours for the purpose of visiting the tailors who were preparing their uniform outfits. They made creative use of this "free gate" privilege. There were parts of the roof of Bancroft Hall that could not be seen from other parts of the academy, and from time to time the midshipmen organized *verboten* beer parties and drew lots to determine who would get the beer. In time the lot fell to Dad. With a suitcase he walked calmly out of the Main Gate to his tailor, Mr. Schmidt. When he reached the tailor shop, a clerk directed him to Mr. Schmidt's private office. When Dad observed that Mr. Schmidt had a visitor, a handsome, swarthy man of distinguished appearance, he retreated, but Mr. Schmidt insisted he come in and asked what he could do for him - *without* introducing his caller. When Dad explained the need to get one dozen bottles of cold beer into his suitcase, Mr. Schmidt replied that he would have his clerk do just that and Dad could return in thirty minutes.

The beer party was a great success, but, Monday morning when Dad marched his section of midshipmen into chemistry class and turned to report his section to the instructor, he was horrified to see in the instructor's chair, a Lieutenant Commander in a bright new uniform - a handsome, swarthy man of distinguished appearance. When the hour for departure from class arrived Dad fully expected Lieutenant Commander Bertollette to tell him to march the section out and then return for a conference. This did not happen, nor in the next few days did he receive a summons to the office of the Commandant of Midshipmen. Many days passed, however, before he breathed easily.

This escapade taught him two important lessons: not to play fast and loose with the regulations and to be lenient with first offenders. (8)

How many in this audience know that Dad, as an ensign, was court martialled and publicly reprimanded for running the *U.S.S. Decatur* on to a mud bank in the Philippines? It could have been the end of Dad's career, but the members of the court martial gave him a second chance. They looked at the mistakes Dad made in light of his total record and potential, his youthfulness, and his having reported the grounding himself.

As Lieutenant Michael Edwards pointed out in a prize-winning essay (5), selection boards can easily seize on any mistake in an individual's record and use it as grounds for denying the promotion. However, if mistakes are regularly followed by non-promotion, individuals learn not to try anything new or different, never to take risks, and perhaps even try to cover up their mistakes. A more balanced approach results in keeping individuals who have learned from their mistakes and who may be an organization's best leaders because they are willing to take risks.

Dad took risks. He put his career on the line in trusting the intelligence supplied to him by Rocheforte and Layton and putting the fleet at Midway when leaders in Washington were confident that the main Japanese thrust would be elsewhere. He appreciated Halsey for his willingness to risk leading a carrier striking force to raid Japanese naval bases in the Gilbert and Marshall Islands at a time Dad's staff almost uniformly rejected the plan. Later when Halsey was criticized related to the battle for the Philippines, Nimitz recalled this Halsey's loyalty up and responded with loyalty down, refusing to participate in the censure. (2)

Dad could do the hard thing when necessary. He re-

placed one of his own classmates at one point in order to put someone more aggressive into the command. (4) But the hardest thing of all was having to send men into battle knowing that many would not return.

Occasions for relieving the grimness of war and for boosting morale were important and often came from the many letters written by mothers and school children.

"An anxious Mississippi mother wrote that her son on Kwajalein was homesick. He had written her, 'If I could only get my feet into some of that good old Mississippi mud again, I'd feel better.' She also sent a five-pound sack of dirt. Mixed with water, it was guaranteed to produce Mississippi mud." (1) Dad sent word to the boy's commanding officer to round up all the Mississippians on the island and give them a chance to squish that mud between their toes.

Early in World War II a young sailor from Texas stationed at Pearl Harbor bet his friends \$20 that he could get in to see Admiral Nimitz. He succeeded and when he rose to go, Dad sent for a photographer so that a picture together would provide him with incontrovertible evidence. (1)

In closing, I want to return to the notion of second chances. Dad received them but also gave them. When he reached Pearl Harbor in December 1941, he retained Kimmel's staff. He wrote (1): *"To restore fleet morale and confidence after America's worst naval defeat, I decided to keep the staff intact. Nobody was transferred, nobody sent home in disgrace, nobody court-martialed. My instincts were right. By giving them a second chance, I restored the self-confidence of those CinCPac officers. I've never known a harder working, more dedicated staff, and to them must go much of the credit for the ultimate victory in the Pacific."*

Credit for the ultimate victory in the Pacific belongs to all who fought there, and isn't that what this splendid Museum of the Pacific War is all about?

Sources:

1) "My Way of Life, the U.S. Navy" as told to Andrew Hamilton. This first appeared in the January 1966 issue of *BOYS' LIFE*, a magazine for the Boy Scouts of America. It has also appeared as a pamphlet entitled *Some Thoughts to Live By* published by the Admiral Nimitz Foundation, Fredericksburg, Texas. (P.O. Box 777, Fredericksburg, Texas 78624).

2) The biography called *NIMITZ*, written by E.B. Potter and published by the Naval Institute Press in 1976.

3) Dad's address to the midshipmen graduating from the Naval Academy on June 5, 1946.

4) A series of letters Dad wrote to my mother - and he wrote her virtually every single day he was away from her.

5) *The Court-Martial of Chester W. Nimitz* by Lieutenant E.M. Edwards, U.S. N., published in the *U.S. NAVAL INSTITUTE PROCEEDINGS*, June 1994.

6) E-mail from my brother, Chester W. Nimitz, Jr, May 20, 1997

7) Pacific Fleet Confidential Letter 14CL-45, 13 February 1945. From Commander in Chief, U.S. Pacific Fleet to Pacific Fleet and Naval Shore Activities, Pacific Ocean Areas. Subject: Damage in Typhoon, Lessons of.

8) Letter to Midshipman W.S. Williamson, U.S. Naval Academy, Annapolis, Maryland, January 23, 1962

BACEPOW IS ON THE WAY..... HERE WE COME NEW ORLEANS 2017

The next BACEPOW reunion will be held in New Orleans in February 2017 and will include a visit to the National World War II Museum. This is an exciting excursion for our members and has been greeted with great enthusiasm. In addition to our own activities there is an enormous variety of historical, cultural, and entertainment opportunities to keep you busy. Hotel reservations are already filling at the Embassy suites, which is very close to the museum, and will be the site of our banquet.

Here is our official schedule, but you can extend your visit by arriving early and staying later.

February 1, 2017 Arrive in New Orleans

February 2 Banquet dinner at the Embassy Suites
5:30 PM - Manager's cocktail party
7:30 - Banquet

February 3 All day visit to the WW II museum including exhibits, films, and tours

February 4-6 departure dates

Our hotel is the Embassy Suites & Convention Center - New Orleans - located in the center of town and close to the river waterfront and the French Quarter. Room rate* is \$139 per night for two people with one bed and \$159 two people with two beds, which is available from February 1 - 6. (The rate is slightly higher for additional people in the room.) For reservations call 800 EMBASSY (362-2779) and provide our group code - BAC. Hotel reservations must be made before January 17, 2017.

*This rate is also available for 3 days before and 3 days after our official contract dates based on hotel availability.

PLEASE CALL TO BOOK YOUR ROOM ASAP! You can always cancel if you find you can't make the trip. Contact Sascha Jansen for questions regarding the trip. Mabuhayma45@gmail.com or (707) 448-2909.

BANQUET CHOICE The banquet includes Creole Tomato Soup, entrée, Bananas Foster flamed with New Orleans rum, and iced tea and coffee service. There are three choices of entrée for the banquet:

Chicken breast, Tasso crème sauce
Bourbon sweet potatoes
Chef's selection of vegetables

Pork Tenderloin
Pan seared, Creole Mustard sauce
Bourbon sweet potatoes
Chef's selection of vegetables

Vegetarian ravioli, light crème sauce
Chef's selection of vegetables

Registration Form

The reunion fee per person including registration, banquet, and museum entry and movie is:
\$75 for members and \$85 for non-members

Name(s)	Member Y/N	Banquet Choice	Reunion Fee \$75 / \$85
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL			_____

**Please send a check made out to BACEPOW to:
Sascha Jansen
213 Grand Canyon Drive
Vacaville, CA 95687**

**DEADLINE FOR RECEIVING CHECK IS:
JANUARY 15, 2017**
Checks received after this date will have to be returned

BACEPOW Mini-Reunion

In May, BACEPOW held a mini-reunion at the Sacramento Riverside Embassy Suites Hotel that was enthusiastically attended. Registration started on Saturday, and Sunday included an all-day program and banquet.

The Sunday morning program started with Melanie Chapman showing an interesting clip from her documentary on the Philippine internment camps. Many of the attendees recognized themselves as she featured interviews that spanned the entire internment experience from imprisonment to liberation.

Cecilia Gaerlan reviewed her progress of the Bataan Legacy Historical Society in creating a framework of the WW II events in the Philippines as part of the California Board of Education efforts to update the high school curriculum to include the war in the Pacific. This effort is going well and their recommendations were unanimously accepted by the Instructional Quality Commission and will now be forwarded to the State Board of Education.

Sascha Jansen described plans for the next reunion, which will be held in New Orleans and include a visit to the National World War II museum in February of next year. The plans were received enthusiastically and people were already making plans to attend.

Dan Doolan chaired a meeting of the Descendants group. After reviewing the mission statement for the group, they discussed how to achieve it by formalizing the mission. Ideas presented included the following:

- Having more formalized meeting agendas and activities

- Having semi-frequent meetings (at least several times a year)
- Utilizing the skill sets among the group to be more active in promoting the group mission
- Meeting possibilities discussed included the idea of periodic face to face meetings and/or meetings that use distance conferencing technologies such as group phone calls, Zoom, and/or other such distance conferencing technologies
- Having one or more members active in grant writing was an idea; such grants could be used for a variety of mission related activities including but not limited to sponsoring work such as Melanie's documentary work and/or similar types of activities
- The group needs to be sensitive to the career and family needs of members; a sentiment was repeated emphasizing that we could benefit from a group structure that facilitates members participating to the degree they are available to do so, with the knowledge that our availabilities ebb and flow

The keynote speaker at the banquet was Tomoyo Nakao, a Fulbright Scholar of American and Japanese affairs of WW II, who traveled from Cornell University to be with BACEPOW. She described her efforts to improve the education of Japanese students about the history of the war, and in particular about how Allied prisoners were treated by the Japanese.



Speakers at the reunion included Cecilia Gaerlan, on the left, who described the effort to get the California school system to teach about the Pacific war, and Tomoyo Nakao who described her efforts to improve Japanese students' knowledge of the war.

Transition to Normality

Life changed after liberation for the people who had spent more than 3 years in the Japanese-occupied Philippines during WW II, and it was particularly notable for the children. Many had not been "home" for years before the war and then spent time in one of the internment camps with a distinctly different lifestyle. So when they did go "home" it was to a very different culture. For most, the transition was easy - freedom, lots of good food, movies, new friends and schools, and so many other differences, but all good by comparison to what they'd just endured. But there were some quirks that required changing the way we had to think.

Like so many others, I had never lived in America before being interned, so I was in for quite an experience. Since my father was still in China with the OSS, my mother took my sister and me to her parents' home in England. I had to spend two years there before coming to America to start another whole new transition. The schooling was totally different from anything I'd experienced previously because in the English equivalent of 4th and 5th grade, I was expected to have already studied French and Latin, and Algebra and Geometry. And just to prove to me how superior they were, my English teacher failed me in spelling.

But that was just academic stuff. Where the transition was truly difficult was in the real functional world of economics and sports, where I was totally out of my depth.

In those days, the British were still using their traditional monetary system. Not only did I have to master the strange conversions, but also the patois that went with it. Let's see, 4 farthings or two ha'pennies made a penny, and 12 pennies made a shilling. 5 shillings made a crown or 2 1/2 shillings a half crown. 20 shillings or 4 crowns made a pound, or 21 shillings made a sovereign. Well OK that could be memorized but when you encountered a local shopkeeper and bought something, he might tell you that it cost a tanner or maybe a bob, and then you'd have to know that was either 6 pence or a shilling. And what was a quid? Alright, laugh at their system, but when

I came to America, I had to deal with a nickel or dime, perhaps a quarter, and what was a buck or a sawbuck? It's a wonder that I wasn't bankrupt by the time I was 13, but found it easier to just not spend money. In fact, I was able to bank a quarter from my half buck weekly allowance.

Sports were also a challenge. Cricket was the summer game and the at-bat team would stay on the field until all of its players were out, which took hours, if not days. All of the at-bat team, except the two batters on the field, sat around drinking tea and making restroom runs. And if you were on the field team, you were expected to catch the rock-hard ball with your bare hands. This was not the most exciting game to watch, but then in America, baseball was the equivalent, but at least the teams got to change positions after only three of the at-bat team were out, and the field team could use a mitt to catch the ball.

Rugby was the more challenging game for an autumn sport. It had some vague similarities to "American" football, except the players didn't get to wear protective gear. The ball was kept in play almost constantly with the players carrying it or kicking it along, until it was downed when a player was tackled or fell on the ball. Substitution was not common, and if a player was hurt, the team continued while he went to the sideline to have his injury treated, then return to the game. And the scrum was a brutal mess where the ball was put into play, after being downed, by tossing it into the middle of two groups of opposing team players with heads interlocked pushing at each other trying to kick the ball to their own backs. Players in the back of the scrum had their heads between the butts of the players in line ahead of them, and with all of the pushing and jostling, they were lucky to end the game without cauliflower ears.

When I returned to America, it took me a couple of weeks to understand "American" football, but then discovered that I enjoyed it because you only had to play for about 1 minute in 5, and got to wear all of that neat padding.

And as for the academic stuff, when I returned to an American school, I had to learn to spell all over again.

BACEPOW Newsletter
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