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The Rochester Institute of Technology

Department of Communication

College of Liberal Arts

War Letters: A Thematic Approach and Comparison of Military Letters
from World War II and the Vietnam War

by

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in partial fulfillment of the Master of Science degree
in Communication and Media Technologies

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Dedicated to the memory of John J. Yamonaco
Army Veteran of World War II

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WAR LETTERS: A THEMATIC APPROACH AND COMPARISON OF MILITARY
LETTERS FROM WORLD WAR II AND THE VIETNAM WAR

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Abstract

Letters, a form of mediated interpersonal communication, provide readers and writers the opportunity to transcend space and time. Letters can also serve as a permanent record of communicated information. The present study compares themes of selected letters written by soldiers from two wars: World War II and Vietnam. Two research questions are posed: What are the themes expressed in soldiers' letters? Is there a difference in themes that relate to the particular war fought? This study analyzed 202 letters written by military personnel from both World War II and the Vietnam War. After content analysis of the 10 most prevalent themes, no significant differences were noted between the themes of either war.

Key words: war, soldiers' correspondence, soldiers' letters, Vietnam, World War II

War Letters: A Thematic Approach and Comparison of Military Letters from World War II and the Vietnam War

Mediated communication involves interactions using media such as letters, photographs, radio and television. Interpersonal interaction has traditionally required individuals to be visible to each other. Even with technologies such as Video Relay Service and Skype, which allow individuals to see each other from afar, both parties must still be able to communicate at the same time. Media such as letters allow individuals asynchronous communication. This type of communication format can be produced and read at any time, reviewed at a later date, saved, and shared (Cathcart & Gumpert, 1983). Soldiers' correspondence exemplifies mediated communication. Their thoughts can be sent to family and friends while also serving as archival and first-person historical accounts. The Legacy Project, an undertaking by author Andrew Carroll, has collected letters from the Revolutionary War through the Iraq War to chronicle these personal accounts. The Project has amassed 80,000 letters, compiled some in books, and put others on display. The Legacy project has given complimentary books to veterans, spurred History and PBS channel specials, and served as the focal point for Smithsonian and United Postal Service displays. Although on a smaller scale, Edelman (2002) has compiled letters written by soldiers serving in Vietnam. The resulting publication has been included in the New York Vietnam Memorial. Adler and McLennan (2002) also collected war letters from World War II for their book. For this research, unabridged letters from these four publications were used.

Examining the content of letters by soldiers offers a unique historical perspective on war. While books, documentaries, and commentary may discuss logistics, political motivations and

purpose, it is the soldiers who must carry through the actual war directives. Reading their words will offer insight not only into their experiences but what they view as important while in battle. Kim, Jerney-Davis, Kim, Raphael, and Lau (1995) indicated that no apparent research has been conducted into the content of the communication of deployed soldiers. Research into war letters has supported this finding. Letters seem to be interpreted for specific topics such as relationships or environment but are not assessed for specific content particularly when comparing two wars. This study attempts to provide that assessment.

This research is also motivated by social reasons. There is a resurgence of interest in veterans, particularly World War II veterans as that population ages and diminishes. Organizations such as Honor Flight are bringing veterans to the Washington World War II memorial to honor and show appreciation for their service while also compiling soldiers' narratives to keep permanent records of their experiences and perspectives (Gordon, personal interview). Vietnam veterans fought in a war that was controversial. In some ways, our present conflict in Iraq and Afghanistan has been compared to that war. Reading letters from soldiers in Vietnam may offer some insights into our present day conflicts and the necessary treatment of homeward bound veterans. The communication methods available to current soldiers are enhanced through newer technologies allowing them to use blogs, emails, and webcams at their disposal (and the discretion of their commanders). Traditional letter writing from former soldiers presents a specific genre of communication that may not be used as much with and by modern day soldiers.

An additional motivation for conducting this research is for more personal reasons. One is a fascination with both historical periods. The second reason stems from interviews read while

researching other papers. Stephen Spielberg and Tom Brokaw became fascinated with World War II because both had fathers who fought in the war. Drawn to that period for their own creative ventures, they sensed their motivation was to see the war through their fathers' eyes. As the daughter of a very quiet World War II vet who never talked about experiences including his unit's liberation of the German concentration camp at Dachau, I am doing the same.

Additionally, the Vietnam War took place during my lifetime, and I recall the societal reaction to it and to the soldiers. This research allows me to hear their voices as well.

The present study will examine letters written by soldiers in World War II and the Vietnam War with two research questions in mind:

RQ 1: What themes are prevalent in the content of these letters?

RQ 2: Is there a difference in thematic content between letters written by soldiers in World War II and those written during the Vietnam War?

Rationale

Letters are an integral part of the soldier experience because they help maintain the connection between the soldier and loved ones back home. Research has shown that letters maintain relations while providing important information about well-being, first-hand information and allaying fears or worry. While present day soldiers may have some degree of access to digital resources (Skype, Facebook, email), letter writing is still available when digital access is limited or prohibited. For Basic Training, as an example, cell phones are relinquished and phone privileges must be earned. Family and friends are encouraged to write letters and they, in turn, must wait for letters in return. (Go Army).

This research is important because it looks at an important aspect of deployment - a resource soldiers, their families and friends can use to relay information. Comparing two wars that on the surface seem quite different, World War II and Vietnam, will look at aspects of these letters that may provide greater insights into soldiering. It may also have continued applications into the communications by present day soldiers.

Literature Review

In previous research, the content of war letters has been interpretive and on a very small scale. McKenzie (2001) compared censorship in letters and postcards written by four soldiers and one female friend to one another during World War I. The military would censor letters describing battles or locations. However, McKenzie found that the men seemed to self-censor. When writing to each other, the men would describe the war and their experiences in vivid detail. When the female would ask questions, the men seemed to refrain from graphic information about these same battles. McKenzie's research indicated that soldiers tempered what they wrote out of concern for the reader.

Gates (2003) examined his great grandfather's letters during military service in the Civil War for key features depicting epistolary conventions and to demonstrate the value of primary sources. Letters began with a traditional greeting prevalent at that time and were written in the present tense. This allowed the reader to be "present" with the soldier as he described his life. Additionally, writing in the present tense allowed the soldier to allay fears of his well-being by saying what he was doing at the moment he wrote the letter. The letters often reflected past shared memories to further bond with the reader. Gates reports that soldiers told each other when they would receive mail from home so letters became a sign of social status. As a result, soldiers

often asked their letter recipients to write back so they could maintain this status with fellow soldiers. Salutation closings were also quite formal and offered respect and a sense of obedience to family elders who might be reading letters. Gates referenced epistolary theory for this set of letters, saying that the reader essentially shaped the content of the writer's correspondence. The soldier wrote what he thought his reader wanted to read (i.e. an assurance of his well-being and desire for information). Gates also looked for indications of literacy and formal education through the words used in the letters.

Olsen (1999) also examined a soldier's letter to family during World War I. Like Gates, he noted the value of eyewitness accounts to the war. The letters described life in basic training and in preparation for deployment. Care was taken to reassure family members of his well-being while describing life in the military and encounters with other soldiers.

Cathcart and Gumpert (1983) referred to letters as mediated interpersonal communication. Media such as the Internet, photographs and television allow for communication that transcends time and space. Although these researchers do not specifically address letters, their research offers a broader method of analysis for letters as mediated communication rather than the strictly interpretive studies of Gates and Olsen.

Mediated communication can be looked at as attempts to hold together and maintain relationships. Measures have been developed to assess the types of emotional bonds and motivations individuals have for communication. Graham, Perse, and Barbato (1993) used the Interpersonal Communications Motives (ICM) measure developed by Rubin, Perse and Barbato (1988). This scale can be used to assess mediated and interpersonal communications. The ICM measures six factors: pleasure, affection, inclusion, escape, relaxation, and control.

Holladay and Crutcher (1997) also used the Interpersonal Communication Motives scale to analyze telephone communication and loneliness among older adults. It is important for the present study because it provides themes related to forms of mediated communication. The telephone allows communication that is independent of location. The researchers found that older people used the telephone for a variety of motives including safety and positive attitudes toward themselves. The telephone was a source of relaxation and social activity. Although speaking and hearing a voice on the telephone may be different from communication via letters, the simple outreach that a letter affords may similarly provide relaxation, emotional release, and a bond to loved ones.

Vaizey (2010) also examined the relationships specifically between soldier husbands and their wives in Germany during World War II. Rather than using an assessment scale, the 1500+ letters were looked at in relation to commonly held phenomena such as post-war marital crises and separation and to letter contents. Vaizey's research concluded that marriages were characterized more by strength than by dissolution. Many of the soldiers often asked their wives to share feelings with them which Vaizey asserted was an attempt to keep alive the marital connection. Husbands would rebuke wives whose letters were few and far between. Mail delivery was often impeded by enemy occupation, bombings, and post office disruptions. Disruptions to mail were exacerbated when soldiers were prisoners of war. Still, letters became important to acknowledge trials experienced by wives at home and to reaffirm affection. Some families were displaced by the effects of war that played out in their country, so husbands wanted a glimpse of what would await them when they returned. Letters helped calm soldiers and alleviate concerns of infidelity. Additionally, letters helped enhance appreciation for spouses

in light of the heightened chance that a soldier might not return. Soldiers acknowledged that readjustment might be difficult but also realized that talking about the future, complete with hopes and dreams, helped solidify the connection between spouses.

Utz (2007) examined the influence of media, particularly email and the telephone, on long distance relationships. As with the telephone and letters, email availability enables communication to occur without geographic proximity. Email, as with letters, provides the ability to contact others in a manner that is not time dependent as it would be when using the telephone. As with letters, emails can be reread and saved. Similarly, a reply can be immediate or delayed. The author cited research by Barge et al (2002) indicating a person may display a truer self when using the Internet as opposed to traditional face-to face communication. Though the telephone can provide more information regarding tone and expression, the author found email was a preferred method of communication for long-distance relationships. While researching war letters, some soldiers and their families indicated they wrote daily letters to keep a sense of contact with loved ones and to chronicle their experiences, thoughts, and emotions.

Kim et al. (2005) examined relationship maintenance used by married couples whose spouses were deployed. Unlike previous research about long-distance relationships, deployment is a mandated separation rather than a voluntary distancing. Mediated communication resources were found to be essential for maintaining relationships, but soldiers often had restrictions placed on availability. Six wives kept a journal of all of their communication with their spouses. They used Canary and Stafford's (1991) typology assessing positivity, openness, assurance, social networks and sharing tasks to assess all their journal entries. The wives found all these strategies were used in their communications with their husbands. This was one of the only studies

conducted on spousal communication with a soldier spouse. Although it assesses how couples try to maintain their relationships, it offers insight into the varied ways families can try to communicate when a loved one is in the armed forces.

War letters also provide important information for the military and the families alike. Englander (1994) reported that newspapers from the trenches during World War I linked families at home with their soldiers but letters contributed to an ongoing source of information and comfort. The postal services were seen as essential to the soldiers' morale and well-being. Military censors would not only read letters and eliminate excessive information that could be used by the enemy if intercepted, but assess soldier morale, attitudes, and emotions. France, in particular, used letter content in this manner. Englander said that although this calls into question the validity of letters in accurately portraying how soldiers really feel, the military censors would have a pulse on what soldiers were experiencing. Englander noted that many of these records are lost or classified.

Hunter (2007) looked at notifications of soldiers' deaths in a small village during World War I. Chaplains and higher ranking officers were often called upon to notify families about the loss of a loved one. Families frequently wanted to know more and would write to a soldier's friends. This seemed to have a dual purpose—the family received more information and the soldiers were able to write letters about a fellow soldier. This, according to Hunter, put soldiers in the role of mourners. While some letters seemed almost without intense emotions, Hunter stated that soldiers were able to reaffirm values and valor while providing personal perspectives of the fallen soldier. While some typical rituals surrounding death could not be performed, soldiers, in their letters, could exert a sense of some control over what they observed and carry

out a sense of duty to their friends. Hunter indicated that any lack of emotions when presenting the facts of the death seemed to be a way to get through an intense emotional reaction with the full extent postponed until the writer could return home.

Method

A content analysis was conducted on published letters found in four sources. Since Andrew Carroll's Legacy Project is most often referenced for war letters in reviewed databases, two of his books of letters, *War Letters and Behind the Lines*, were used. All letters written by soldiers and military personnel (such as nurses) from the two wars were chosen. Carroll's books included so few letters from Vietnam soldiers that a book by Bernard Edelman (2002), *Dear America*, was added. This book has a collection of letters that are part of the New York Vietnam Veterans Memorial Commission. Finally, letters were chosen from the Bill Adler and Tracy Quinn McLennan book, *World War II Letters: A Glimpse into the Second World War Through the Eyes of Those who Were Fighting It*. The Adler and McLennan book included letters by non-American soldiers that were included in this study.

The first research question asks what themes are present in all of the letters. Themes are defined for this research as specific categories of information. The themes will be examined by coders using the codebook found in Appendix B. Ten themes will be coded: combat, friendship/love, calm fears/worry, people, freedom/democracy, environment, media, mortality, fear, and value of letters. For each letter, the coder will place a "1" if a theme appears and a "0" if it does not. Some letters will have multiple themes. Intercoder reliability was found to be .94 for this research. Intracoder reliability was measured at .935. The second research question will

look at whether the themes differ depending on the war. A statistical analysis will be done to determine whether the themes differ significantly.

Results

Ten themes were found to be the most common in the letters. Letters expressing friendship and/or love were more prevalent for both wars than the other themes. There was uniformity in the ranking of the themes for both wars (See table 1).

Table 1

Themes in Letters by War and Nationality

	Vietnam	WWII (U.S.)	WWII (Non-U.S.)
Friendship/Love	96	44	9
Combat	88	44	6
Environment	71	32	8
People	61	32	5
Mortality	50	35	2
Value of letters	33	22	6
Calm/Don't worry	23	14	2
Freedom/Democracy	20	9	1
Fear	12	6	1
Media	10	6	1

Much of the research cited in the Literature Review focused on relationship building. Kim et.al (2007) and Vaisey (2010), for example, both cited the need by soldiers to show

empathy to family at home and to gauge the health of the relationship through letters. Englander (1994) notes that post offices were seen as crucial to the well-being of soldiers. Friendship and love was the predominant theme for both wars in the letters used for this research which seems to confirm the findings of previous research about the importance of these emotional connections. These results transcended the countries soldiers were from.

Olsen (1999) found that soldiers described military life and actions as a way to convey well-being while Hunter (2007) stated that soldiers may have used requests for information as a way to mourn and to work through what they witnessed in war. This may be why the combat theme was the second most common theme. Soldiers may have needed to vent, share with loved ones or work through what they witnessed by writing it to another. Additionally, soldiers, particularly in World War II, were encouraged to bear witness to what they saw. Letters home, even with censorship, provided those on the home front with first person accounts of the war.

The themes of environment and people were more common in Vietnam letters; they were of equal number in the World War II letters. They differed in content as well. Soldiers in Vietnam often wrote about weather conditions (i.e. monsoons) and jungle booby traps. The letters from the World War II wrote of hardships encountered in battles (ex. the terrain at the beaches of Normandy or how vulnerable Pearl Harbor was). The Vietnam letters were often about the effects of the war on the people or how difficult it was to know if a person was Viet Cong (enemy) or not. In contrast, the World War II letters mostly would describe other soldiers or, after the concentration camps were liberated, the few prisoners they could release. Though numbers were high for this theme, the exact content of the themes differed by war. It is

surprising that soldiers wrote of the environment and people in numbers higher than that of mortality.

Although soldiers would self-censor or try not to worry others, that theme and the theme of valuing letters were evident but not prominent in numbers. More Vietnam War soldiers reiterated their purpose (fighting for freedom and democracy) but that may have been in response to society's waning support of the war.

Each theme and war was statistically analyzed using chi square. There were no significance differences between the wars fought and the themes presented in the letters (See table 2).

Table 2

Chi Square Values between Wars by Theme

Themes	χ^2	p
Friendship/Love	0.775	0.379
Combat	0.36	0.549
Environment	0.163	0.686
People	0.022	0.883
Mortality	1.567	0.211
Value of Letters	2.552	0.11
Calm/Don't worry	0.238	0.625
Freedom/ Democracy	0.142	0.706
Fear	0.053	0.817
Media	0.100	0.752

Each branch of the American military instills a value code in soldiers from boot camp. The Marines and Navy focus on three—“honor, courage and commitment.” (Marines, Navy). The Air force focuses on “integrity first, service before self and excellence in all we do.” (Air Force). The Army has seven core values: “Loyalty, Duty, Respect, Selfless Service, Honor, Integrity and Personal Courage.” (Army). These values may be so ingrained in soldiers that this is the basis of their military lives. If so, it is conceivable that these values are the common bond that joins soldiers and could explain the lack of difference in the themes between the wars.

The results from this thesis can be further explained by the words of psychotherapist Carl Rogers. While humans often think their experiences and thoughts are distinctly their own, Rogers (1961) observed “what is most personal is most general” (p. 26). This could account for the commonality of themes in the soldiers’ letters, the need for friendship and love, the sorrow of loss, the need to connect and to observe surroundings. All of this shared by many though powerfully and acutely felt by the beholder as if he was alone. Rogers was a humanistic therapist who believed that people inherently wanted to strive toward growth and self actualization regardless of difficult experiences. This, too, could serve to explain the decency and tender feelings soldiers expressed in letters that were also filled with the sadness and horrors of war.

Discussion

The statistical analysis of the themes yielded surprising results in that there were no significant differences. At first, the two wars chosen, World War II and Vietnam, appear to be quite different in purpose and scope. The impetus for officially declaring war in World War II was the bombing of Pearl Harbor and the reasons to fight in that war were more accepted by the

American public. In contrast, Vietnam was an undeclared war with diminishing support from a public that could often see battles and combat activities on the evening news. It is that diminished public support that led to the second research question—would there be a difference in the themes written in letters during both the wars. Negative responses to Vietnam were covered in news media. It was reported that soldiers were called “baby killers” or spat upon when they returned home. This differs from the response that soldiers received when they returned from World War II. Since there was less censorship and more media coverage during the years Vietnam was fought, it seemed logical that the soldiers would be more open about their feelings toward fighting and purpose. The soldiers themselves may have even questioned why they were there or even if they should be there. The letters, however, did not seem to reflect the general mood of the country at that time. Soldiers in Vietnam did know they were fighting a different kind of battle. As one soldier wrote: “You could ask somebody from World War II or Korea if they ever killed anybody and they would probably say ‘Well, I don’t know.’ And they’re probably telling the truth. They were firing at long ranges, long distances, to encampments... This isn’t that kind of war. This is a people-to-people war. We’re firing from 600 meters away. We fire, we hit, we see what we hit” (Carroll, 2005, p. 185). Media coverage gave the American public a view of the war but also gave the soldiers a view of protests back home. One soldier wrote: “We were well informed here about the demonstrations by both sides.... I still have an open mind--realizing, of course, that an immediate pullout or anything of the sort is out of the question. It would degrade the heroic deaths of those who never returned” (Carroll, 2005, p. 212). Yet another soldier, writing to a cub scout pack who had sent letters and gifts, said “We all hear of protests and riots and get mad. When our buddies die, we wonder why,

but we also think of the boys of Den I and Den V (cub scouts) and know why this must be done, and we know how lucky we are to live in America. I pray that none of you will ever have to put on a uniform for hostile reasons” (Carroll, 2005, p. 213).

Though the conditions of both wars may have differed, the predominant themes did not. This answered the first research question—what were the main themes found in the letters. Despite more letters by Vietnam soldiers than WWII letters for this thesis, the themes and ranking of letters for each theme were the same as for the World War II letters.

Kim et al. (2005) wrote that couples used letters to maintain their relationships. The predominant theme found in letters for this thesis involved the theme of friendship and/or love. Even when soldiers discussed heart-wrenching battles with loss of life, they would still wish family members a happy holiday or express affection for family members. A World War II soldier wrote:

Got back from a mission at 4:00 this afternoon... and what did I see the deacon waving at me as I walked up the road to the shack? A small yellow envelope...I thought it was a little early but I quit breathing completely until the wonderful news was unfolded—A son! What a ridiculous and worthless thing a war is in the light of such a wonderful event. Darling, I love you more and more and more (Carroll, 2001, p. 229-230).

Sharing information and affection could very well support Vaisey’s (2010) study that showed that couples who were separated by military service worked to keep their relationships strong. In many ways, when the soldiers expressed love or exchanged greetings or inquiries about life at home, they may have been doing their best to lessen the impact of long

deployments. It helped keep both those at war and those at home in tune with what was happening so they would be less estranged.

Here I am settling down to write of my love for you and the horrors of war, Right now I'm pretending that I'm talking to you. I can picture your face in front of me, and our home and our children. Oh! How much the things we take for granted can mean so much (Edelman, 1985, p. 60).

Keeping in touch also involved not only words of love and affection but telling the reader about battles and military life—the second most common theme. Some soldiers wrote of their first kill. Others wrote of battles (some well known) or military life in general. Despite the censorship imposed on letters during World War II, surprisingly, there was much information about the battlefield. For example, one soldier, sneaked a letter out describing the “true” story of Pearl Harbor as he witnessed it—and in contrast to how it might be reported (Carroll, 2001). Another wrote of his thoughts and fears about D-Day (Carroll, 2001). One German soldier told his wife about American soldiers placed in camps and the need to supervise them. “Within the next two days 300 American officers will arrive simultaneously! This will be a hard job, especially for the assistant who has to take charge of the newly arriving prisoners” (Adler & McLennan, 2002, p. 200). The soldiers fighting in Vietnam sometimes would preface their comments by recognizing that the reader might have seen or heard of the battle—or would see it on television (Edelman, 1985). Many times they would explain about their fellow soldiers and the bravery they would see. “You should have seen my brave men. It'd give you goosebumps,” wrote one soldier from Vietnam (Edelman, 1985, p. 177). Some soldiers saw their sense of duty as going beyond the battlefield--asking that money or supplies be sent to provide for orphanages.

I went to the orphanage the other day, and these little kids are pitiful... The reason I want you to tell everyone to help them is because I feel I may have killed some of their parents and it makes me feel sick to know they have to go on with nothing (Edelman, 1985, p. 110).

It was never clear if talking about battles of fellow soldiers was cathartic or to just communicate but it serves another function—to provide first person eye-witness accounts to historical events. Carroll (2001) reports that Eisenhower ordered American troops in the vicinity of Dachau to bear witness to what the Nazis had done.... Eisenhower wrote to Gen. George C. Marshall on April 15, 1945. “I made the visit (to Dachau) deliberately in order to be in the position to give first hand evidence of these things if ever, in the future there develops a tendency to charge these allegations merely to ‘propaganda’” (Carroll, 2001, p. 274). Soldiers, in fact, did this and reported this to families in letters.

I previously had read about DACHAU and was glad of the chance to see for myself just to prove once and for all that when I had heard was propaganda- But no it wasn't propaganda at all—if anything some of the truth had been held back (Carroll, 2001, 275). Some soldiers took and sent pictures of what they had seen. One soldier had escaped Germany and imprisonment in the camps for the United States. He enlisted in the military, only to be among those who liberated Dachau. “Twelve years ago, I missed it by the skin of my teeth. This time I saw it – I shall never forget it, and nobody will, who has seen it.” (Carroll, 2001, p. 273). And finally, many witnessed the end of the war.

The war is over.....I listened to the tramp .. of Nazi boots.... No longer marching proudly....And now I saw them stop for a rest, and was amazed to see them begging GIs

for a smoke, a cigarette butt... We felt like spitting at them.... They walked with shoulders stooped, heads bowed...beaten. We didn't mock them as they passed, for our hatred was deeper than mocking (Carroll, 2001, p. 280).

McKenzie (2001) found that soldiers often engaged in self-censorship when writing and this thesis supports that. Soldiers seemed to try to balance the need to tell what was happening with the need to protect others from gorier details. Others would ask that the reader not tell other relatives (particularly a mom) about frightening details. Letters often took on this pattern—writing to a male, a Dad, for example, and then saying “Tell mom only what you think she should know” (Edelman, 1985, p. 68). Sometimes, this did not work out exactly as the soldier had planned. One soldier, to his sister, wrote “I want to tell you about that 12 day mission so that you can keep Mom from worrying.” Later, in another letter to his sister he said “Mom wrote me in a letter and said you worry a lot too. Please don't” (Edelman, 1985, p. 59). Or letters would be written to one relative who the writer thought might be able to handle the news better.

Mom, I don't know if I should tell you things that happen over here or not because not to (sic) many of the guys write home about it. But the pressure builds up in me and I just have to tell somebody. If Linda knew, she might not be able to live with me knowing that her husband has killed a person (Carroll, 2005, p. 191-2).

Interestingly, Hunter (2007) wrote of the need of families to know more about their loved ones' deaths in combat. Often, this meant that they wanted to hear from fellow soldiers in addition to the traditional notifications by the military and by chaplains. Though Hunter investigated this about World War I, there were letters for this paper that involved writing to family members about what happened in combat. For example, one WWII soldier wrote to his

aunt about her son's contribution to the advancement of their military objectives. "He died instantly but his hand was still clutching the trigger. As a result of his continued fire, the platoon was able to advance on their objective.... I talked to Jim, Aunt Mima. He was ready to go—I know" (Carroll, 2001, p. 243). Hunter suggested that when soldiers wrote condolences, they were able to reaffirm for themselves the values that they shared. One military chaplain, who had been with a soldier on the field, consoled his grieving father, by writing "Be proud of your son. He died doing something he believed in. And I am sure his death has not been for naught. We are all trying to help these people live freely. He gave his life for this" (Edelman, 1985, p. 125).

Some soldiers wrote their own form of "obituary"—writing letters in case of their own deaths. One WWII soldier, a POW, for example, felt the end was near and wanted his family to know he loved them, leaving some words of advice to them. "Take care of my nieces and nephews don't let them ever want anything as I want even warmth or water now" (Carroll, 2001, p. 194). He also held on to another late soldier's medals, asking his family to make sure his friend's mom got them. Or another, touching letter was written by a father to his daughter.

With this letter, you will find a war bond of \$25.00 maturity value and a list of names. A list of names to you, honey, buddies to me. Men of my company who adopted you as their sweetheart when you came into the world.... should God decree that you never know your father I want you to have this sample of my handwriting" (Carroll, 2001, p. 227).

For soldiers who wrote letters such as these, it was an opportunity to reaffirm why they fought and to leave the intended reader with a glimpse of their affection, advice and connection.

Finally, the value of letters is two-fold. For family and friends, a letter is an opportunity to maintain contact with a deployed loved one. In return, a letter from home allows the soldier to feel a part of the family/friend relationship. An injured and recuperating George Bush (Sr.) wrote : “This great distance seems so much closer with your letters to fall back on” (Carroll, 2005, p. 253). Twenty four years later, in Vietnam, a soldier wrote to his father “Over here, I enjoy your letters that I get regularly....For seven years now, you have ‘kept them coming.’ Amazing how little things like that can mean so much” (Edelman, 1985, p. 241).

Limitations

One of the biggest struggles for this thesis was the lack of adequate information for the literature review. Research has generally been done on letters written by either family members or by a limited number of soldiers (often, just one) from one war. Analysis consisted of descriptions of the content rather than any statistical evaluation. There were not many models to guide this thesis on both methodology and statistical analysis, as a result.

The other limitation was finding original letters. Although some letters can be found on the Internet, they often are abridged. Honor Flight Rochester has been interviewing World War II veterans to compile a video history but could not/would not share information about the vets. The National Archive and the Smithsonian said they did not have letters (despite the fact that some of the Legacy Project was on display at the Smithsonian).

Although the Legacy Project has 80,000 letters in its archives, and they can be used for research (according to the Website), emails to the project went unanswered. The Website says that it may take months or longer to reply because it is an all-volunteer organization. Letters are in Carroll’s books, museums throughout the country, and online in select Websites. Some

Websites such as the Gilder Lehrman Institute of American History require written permission from the Legacy project to refer or to quote from any of the letters. Since the Legacy Project does not respond to emails for months or longer, this seriously limits research. Other letters accessible by the public are housed at memorials (such as the Battery Park Vietnam Memorial) and other Websites. Thus, there is no one repository (except for the Legacy Project) for war letters. This limits research and random sampling.

The Rochester chapter of Honor Flight is asking veterans to give narratives of their service. The chapter historian has permission from these veterans and was not at liberty to share the information.

A strong limitation is the lack of wide ranging research available in journals. Dissertations and journal articles did not apply any statistical analysis to the letters. Additionally, journal articles may have involved a large number of letters but were limited to one to six soldiers.

Future Research

Current technology has broadened the types of media available to soldiers. No longer are soldiers restricted to pen and paper. Web cameras, email and blogs allow soldiers to communicate with their family and friends whenever the military allows. These media can serve to broaden this current research topic.

Although finding letters may be challenging, the value of researching soldiers' letters is valuable. Reading about a war is informative but reading about a war from soldiers' perspectives gives the reader a first person account that enriches one's experience and knowledge. It makes the content much more personal and gripping. There are sub categories of topics that could be

explored further. The number of World War II soldiers is sadly dwindling, but it would be interesting to follow-up with the soldier writers from both wars. (With the help of Google, I did look up some of the soldiers whose letters I used for this paper. I wanted to know more about them and what happened to them). A follow-up could provide greater insights into the war experience. In addition, reading letters from different wars—and from the perspective of different sides of the battles (“enemy” and “non-enemy”) could provide interesting analysis. From this research, there are more similarities than differences – would this be true if other wars were looked at?

Some of the letters were Dear John/Dear Jane letters so a follow-up into war’s impact on relationships or relationship maintenance might be an interesting aspect for research. Other letters told about how the soldiers coped with the loss of friends and fellow soldiers. This research might help with the understanding and awareness of the emotional impact of war on soldiers. One of the letters by Major Edward Alan Brudno was written when he was a prisoner of war in Vietnam. Despite being a POW held for 7.5 years, by all accounts from the men he was with, he was strong physically, mentally, and spiritually. After his release and return to the United States, he realized that what he focused on—fighting for democracy and the people at home--was not met with support but with scorn by the many who were against the war. Even his wife had become disillusioned with the purpose for the war. Distraught and depressed, he killed himself four months after his release. His name was not initially placed on the Vietnam Veterans Memorial because he did not die in action despite dying as a result of his service. For 20 years, his family fought and eventually won the right to have his name put on the memorial. He is regarded as the “poster child” for PTSD (post-traumatic stress

disorder) and because of him, soldiers are watched carefully for signs of distress upon returning home. Real life stories, such as this, exemplify the knowledge and understanding we gain through the lives and words of our soldiers.

Finally, future research can assess the qualities that seem to enable soldiers to carry out the type of service they engage in. What is it that allows a soldier to continue to fight when seriously injured or to engage in combat despite horrific conditions and sights? Could these qualities be taught or enhanced to instill resilience in others?

Conclusion

Letters and other mediated communication have consistently proved valuable and necessary, particularly when loved ones are far away. This is particularly the case when families and friends must deal with deployment during wartime. A literature review found some information about the scope of mediated communication and its expression in communication with service men and women. This thesis examined the themes of letters for two groups: World War II soldiers and those who fought in Vietnam. Two questions were asked: what were the themes and was there a difference in the themes expressed in the letters. Statistical analysis did not find a significant difference. Themes such as friendship and love, information about combat and concern for family at home seems to encompass the thoughts of soldiers writing home.

Although we live in a world with many more devices for ease in communication beyond letters, it is the need to communicate that transcends any particular method. It makes a study such as this applicable to whatever technology may be used for contacting a loved one far away. Further research can be done on these methods. Also, we live in a world touched by many

military involvements and the words of soldiers provide us with eyewitness accounts and insights that should be heeded and valued.

Though there were limitations to this thesis, the value of the soldiers' words was limitless.

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To Larry O'Heron a Navy vet. I had expected to see drastic differences in letters from these two wars until Larry told me that he could have shared rapport with any vet; the sense of duty supercedes whatever differences or views soldiers may have. They shared, as he called it, the "human experience." Speaking with him changed the way I viewed this work. I no longer saw the wars as different from the soldiers' perspectives but I saw that there is a soldiers' perspective to their sense of duty regardless of what the call to action is. To Joshua Andress, an Army vet, who said the very same thing Larry told me while also noting that "people don't generally understand this."

To Cora Gordon, from Honor Flight in Rochester and the Librarian from the World War II museum in New Orleans, Louisiana, for their insights into soldiers' letters and service.

To my late father, John Yamonaco, a World War II vet. He never spoke about the war- not even telling my mother that his unit had been part of the liberation of the concentration camp Dachau – until a book of the experience, compiled by the military, arrived. A poor farm boy from Retsof, New York, he spent five years in Algeria, Germany, France and Italy. He saw sights and horrors I cannot imagine, yet he returned from all of that to be a kind, gentle man, a

loving father and husband who valued life and the people around him. He read books about World War II constantly and through that example, instilled in me a continual interest in that war.

To the men and women who have served this country, particularly those whose letters I read. Their duty to our country and to us is not to be taken lightly. Their purpose is to serve. To do that, they willingly risk their lives, all they cherish and, too many times, their futures. I am forever changed after reading their words and by their selfless sacrifices.

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Interview: Cara Gordon, Historian, Honor Flight, Rochester chapter

Appendix A**Codebook: Thematic Descriptions**

1. Combat
 2. Friendship/love
 3. Calm fears or worry
 4. People
 5. Freedom/democracy
 6. Environment
 7. Media
 8. Mortality
 9. Fear
 10. Value of letters
-
1. Combat refers to: descriptions of battles (some may be named such as “D-DAY), impact of the battles (in terms of effect on war effort), military life (adjustment to military, information about preparation for role in military), injuries sustained by self, military unit or enemy. May indicate first kill or first battle. May refer to fellow soldiers.
 2. Friendship/love refers to keeping in contact with friends, relatives or letter writers. May refer to advice given to friends or relatives, expressions of affection or well-wishing for special days (holidays, birthdays or anniversaries).
 3. Calm fears or worries: soldier may tell recipient not to worry about his/her well-being or will ask the recipient to not tell the contents of the letter to family members (ex. Don’t tell mom). Soldier may indicate self censorship (ex. Will tell the recipient more about his experiences when he returns home).
 4. People: may involve enemy soldiers encountered, townspeople (including children) met. May also involve concern for people and their needs.
 5. Freedom/democracy – references may be in the context of sense of purpose (fighting in the war to protect freedom/democracy in one’s own country or in the country at war).

6. Environment: references may include the physical landscape, weather conditions, specific named locations, destruction of land due to war
7. Media: references to television, radio, newspaper accounts of war effort. May include interviews of soldiers. May also include any letters or contact by soldiers to media sources
8. Mortality: to include references of deaths to fellow soldiers, enemies or residents. May also include sense of one's own mortality (ex. If I don't make it, please give this letter to my daughter/son)
9. Fear: expressions of being afraid when in combat or going into combat
10. Value of letters (references to keeping letters to re-read), request for letters, gratitude for letters. Also refers to the soldiers' need to write letters (as testimony, comfort, affiliation)

Appendix B**Codebook: Format Instructions****Coder name:****Instructions:** Read each letter:

1. Put the name of the soldier for each letter, under the heading “Letter” and the page number.
Ex. Paul, p. 184
2. Put the abbreviation for the book, in the next column. The abbreviations are as follows:
WL= War letters
BL= Behind the Lines
DA= Dear America
WW= World War II letters
3. For the column titled “War,” if it is Vietnam, put “1,” if it is World War II, put “0.”
4. For the column titled, “Soldier,” if the soldier is American, put the number “1,” if the soldier is from another country, put “0.”
5. For the theme columns, if a theme is present in a letter, put “1,” if the theme is not present, put a “0.” Some letters may have multiple themes.

Appendix C

Coded letters

soldier's name/ page	book	war	country	combat	friendship/love	calm fears/don't worry	people	freedom/democracy	environment	media	mortality	Fear	value of letter	Comments
Paul/184	WL	0	1	1	0	0	1	0	1	1	1	1	1	
JM/192	WL	0	1	1	1	0	1	0	0	0	1	0	0	
Tommie/194	WL	0	1	1	1	1	1	0	0	0	1	0	0	
Edgar/197	WL	0	1	1	1	0	1	0	1	0	1	0	0	
Paul/210	WL	0	1	0	1	0	0	0	0	0	0	0	0	
Bill/221	WL	0	1	0	1	1	1	0	0	0	0	0	1	
Walter/227	WL	0	1	1	1	1	1	1	0	0	1	0	1	
George/229	WL	0	1	0	1	0	0	0	0	0	0	0	0	
Vera/231	WL	0	1	1	1	1	1	0	1	0	1	0	0	
Paul/233	WL	0	1	1	0	0	1	0	1	0	1	1	0	
Dom/234	WL	0	1	1	0	0	1	0	1	0	1	0	0	
Eugene/236	WL	0	1	1	0	1	1	1	1	0	0	0	0	
Charles/241	WL	0	1	1	1	1	1	1	1	0	1	0	0	
George/244	WL	0	1	1	1	0	1	0	0	0	1	1	1	
Jack/245	WL	0	1	0	1	0	0	1	0	0	1	0	1	
June/247	WL	0	1	1	0	0	0	0	1	0	1	0	0	
George/251	WL	0	1	1	1	1	1	0	0	0	0	0	1	
Mac/254	WL	0	1	1	0	0	0	0	0	0	0	0	0	
Fritz/256	WL	0	1	1	0	1	1	0	1	0	1	1	0	
Douglas/262	WL	0	1	0	1	0	0	0	0	0	1	0	0	
Dick/265	WL	0	1	1	1	0	0	0	0	0	0	0	0	
Chick/267	WL	0	1	1	0	0	0	0	0	0	1	0	0	
Frank/268	WL	0	1	1	1	0	1	0	1	0	1	0	0	
Carroll/270	WL	0	1	0	0	0	1	0	1	0	1	0	0	
Fritz/273	WL	0	1	1	0	0	1	0	1	1	1	0	0	
Horace/275	WL	0	1	1	1	0	0	0	1	1	1	0	0	
Richard/277	WL	0	1	1	1	1	1	1	1	0	1	1	0	
Bill/280	WL	0	1	1	0	0	1	0	0	0	1	0	0	
Sidney/285	WL	0	1	0	1	0	0	0	0	1	0	0	0	

Bill/297	WL	0	1	1	0	1	0	0	1	0	1	0	0	
Erma/41	BL	0	1	0	1	0	1	0	0	0	0	0	0	
Harry/47	BL	0	1	0	1	0	0	0	0	0	0	0	1	
Joseph/79	BL	0	1	0	1	0	0	0	0	0	0	0	0	
William/86	BL	0	1	0	1	0	0	0	0	0	1	0	1	letter imp. - he asked his wife to have it put aside
Maitland/104	BL	0	1	1	0	0	1	0	1	0	0	0	0	
William /156	BL	0	1	1	0	0	0	0	1	0	1	0	1	
Thomas/173	BL	0	1	1	0	0	1	0	1	0	1	0	1	
Roy/175	BL	0	1	0	0	0	1	0	1	0	1	0	0	
John/185	BL	1	1	1	0	0	1	0	1	1	1	0	0	
Robert/187	BL	1	1	1	1	1	0	0	0	0	1	1	0	
Ray/192	BL	1	1	1	0	0	0	1	0	0	0	0	0	
Jerry/196	BL	1	1	1	1	0	1	1	0	0	1	0	0	
John/197	BL	1	1	1	1	0	0	0	0	0	0	0	0	
Bob/37	DA	1	1	0	0	1	1	0	1	0	0	0	0	
johnny/41	DA	1	1	1	1	0	0	0	0	0	1	0	0	
George/42	DA	1	1	1	0	0	1	0	1	0	0	0	1	
Michael/44	DA	1	1	1	1	1	0	0	1	0	0	0	0	
Dennis/45	DA	1	1	1	1	0	1	0	1	0	0	0	0	
Desmond/46	DA	1	1	1	1	0	0	0	1	0	1	0	1	
George/49	DA	1	1	1	0	0	1	0	1	0	0	1	1	
Al/51	DA	1	1	1	1	0	1	0	0	0	0	1	0	
Gerry/51	DA	1	1	1	1	0	1	0	1	1	0	0	1	
Johnny/53	DA	1	1	1	1	0	1	0	1	0	0	0	1	
Sal/59	DA	1	1	1	1	1	1	0	1	0	1	0	0	
Fred/60	DA	1	1	1	1	0	0	0	1	0	0	0	1	
Sandy/61	DA	1	1	1	1	0	1	0	1	0	1	0	0	
Carm/62	DA	1	1	1	1	0	0	0	1	0	1	0	0	
Bob/67	DA	1	1	1	1	1	1	0	1	0	1	1	0	
Fred/68	DA	1	1	1	1	0	1	0	1	0	0	0	1	
George/70	DA	1	1	1	1	0	1	0	1	0	0	0	1	
Alan/72	DA	1	1	1	1	0	1	0	1	0	0	0	0	
Kenny/73	DA	1	1	1	1	0	1	0	0	1	1	0	1	
Louie/74	DA	1	1	1	1	0	1	0	1	0	1	0	1	
Charles/76	DA	1	1	1	1	0	1	1	1	0	1	0	0	
Jim/79	DA	1	1	1	1	1	0	0	1	1	1	0	1	
Kevin/80	DA	1	1	1	1	0	0	0	1	0	1	1	0	

Dennis/81	DA	1	1	0	1	0	1	0	0	0	1	0	0	
Don/82	DA	1	1	1	1	0	1	0	1	0	1	0	0	
George/83	DA	1	1	1	0	0	0	0	1	0	1	0	0	
Rob/87	DA	1	1	1	1	0	0	0	1	0	1	0	0	
John/88	DA	1	1	1	1	1	1	0	1	0	1	0	0	
Michael/89	DA	1	1	1	1	0	1	0	1	0	0	0	1	
Dick/92	DA	1	1	1	0	0	0	0	1	0	1	0	0	
Fred/93	DA	1	1	1	1	0	0	0	1	0	0	0	0	
Jim/94	DA	1	1	1	0	0	0	0	0	0	1	0	0	
David/99	DA	1	1	1	1	0	1	0	1	0	0	0	0	
George/105	DA	1	1	0	0	0	1	1	1	0	0	0	0	
Tom/106	DA	1	1	1	0	0	1	0	1	0	1	0	0	
Matt/107	DA	1	1	0	1	0	1	0	1	0	0	0	0	
Fitz/108	DA	1	1	0	0	0	1	0	1	0	0	0	0	
Paul/109	DA	1	1	1	0	0	1	0	1	0	0	0	1	
Dan/110	DA	1	1	1	1	0	1	0	1	0	1	0	0	
Bruce/111	DA	1	1	0	0	0	1	0	1	0	0	0	0	
Sandy/113	DA	1	1	1	1	0	1	0	0	0	0	0	1	
Rob/114	DA	1	1	1	1	0	1	0	0	0	0	0	0	
Billy/119	DA	1	1	1	1	0	0	0	1	0	1	0	0	
Pete/120	DA	1	1	1	0	0	1	0	1	1	1	1	0	
Dick/121	DA	1	1	1	1	0	1	0	1	0	0	0	0	
Rick/123	DA	1	1	1	1	0	0	1	0	0	1	0	0	
Paul/124	DA	1	1	1	1	1	0	0	1	0	1	0	0	
Fr. Jalbert/125	DA	1	1	0	0	0	0	1	1	0	1	0	0	
Al/126	DA	1	1	1	1	1	1	1	0	0	1	0	0	
Ray/127	DA	1	1	1	1	1	0	0	0	0	1	1	0	
Pete/129	DA	1	1	1	1	0	0	0	1	0	0	0	0	
George/130	DA	1	1	1	1	1	0	0	0	0	0	0	0	
Brian/131	DA	1	1	1	1	1	1	0	0	0	1	0	0	
Don/133	DA	1	1	1	1	0	1	0	1	0	0	0	1	
Rod/136	DA	1	1	1	1	0	0	0	1	0	1	0	0	
Sandy/137	DA	1	1	0	1	0	0	0	1	0	0	0	0	
Delta Co/144	DA	1	1	1	0	0	0	0	1	0	1	0	0	
Fred/171	DA	1	1	1	1	0	1	0	0	0	0	0	0	
Mike/171	DA	1	1	1	1	1	0	0	1	0	0	0	0	
Joey/172	DA	1	1	1	1	1	0	0	0	0	0	0	0	
Bobby/173	DA	1	1	1	1	0	0	0	0	0	0	0	0	
Dennis/174	DA	1	1	1	0	0	0	0	1	0	1	1	0	
Jim/176	DA	1	1	1	1	1	1	0	1	0	1	1	0	
Gary/178	DA	1	1	1	0	0	1	0	0	0	0	0	0	
Mike/180	DA	1	1	1	1	1	1	0	1	0	1	0	0	

Sandy/182	DA	1	1	1	0	1	0	0	0	0	0	0	0	
Kenny/184	DA	1	1	1	1	0	0	0	0	0	0	0	1	
Fred/186	DA	1	1	1	1	0	1	1	1	0	1	0	1	
Tom/198	DA	1	1	1	1	0	0	0	0	0	1	0	0	
Richard/199	DA	1	1	1	1	0	1	0	0	0	1	0	0	
Johnny/200	DA	1	1	0	0	0	1	0	0	0	1	1	0	
Jack/205	DA	1	1	0	0	0	0	1	0	0	0	0	0	
Robert/205	DA	1	1	0	0	0	1	1	0	0	0	0	0	
Rodney/207	DA	1	1	1	1	0	1	1	1	1	0	0	0	
Rod/209	DA	1	1	1	1	0	0	1	1	0	1	0	1	
Stephen/212	DA	1	1	0	1	0	1	1	0	1	0	0	1	
David/212	DA	1	1	0	1	0	1	1	1	0	0	0	0	
Phillip/213	DA	1	1	1	0	0	1	1	0	1	1	0	0	
Phil/215	DA	1	1	1	1	0	0	0	0	0	0	0	0	
Doug/216	DA	1	1	1	0	0	1	0	0	0	0	0	0	
Johnny/217	DA	1	1	0	1	1	1	1	1	0	0	0	0	
Jack/219	DA	1	1	0	1	0	0	0	0	0	0	0	0	
George/219	DA	1	1	1	0	0	0	0	0	0	1	0	0	
Chicky/221	DA	1	1	1	1	0	1	0	0	0	0	0	0	
Bobby/222	DA	1	1	1	1	1	1	1	0	0	0	0	0	
Joe/223	DA	1	1	0	1	0	0	0	0	0	0	0	1	
Mike/225	DA	1	1	1	1	1	0	0	1	0	1	0	0	
Greg & co/227	DA	1	1	0	0	0	0	0	0	1	1	0	0	
Tom/227	DA	1	1	1	1	0	1	0	1	0	1	0	1	
Bill/230	DA	1	1	1	1	0	1	0	0	0	0	0	0	
Eddie/237	DA	1	1	0	1	0	0	0	1	0	0	0	0	
Michael/237	DA	1	1	0	1	0	0	0	1	0	0	0	0	
Joe/238	DA	1	1	0	1	0	0	0	1	0	0	0	0	
Nick/239	DA	1	1	0	1	1	1	0	0	0	0	0	1	
Dan/240	DA	1	1	1	1	0	0	0	1	0	0	0	1	
Rod/241	DA	1	1	0	1	0	0	0	0	0	0	0	1	
Michael/242	DA	1	1	0	1	0	0	0	1	0	1	0	1	
Ron/243	DA	1	1	0	1	0	1	0	0	0	0	0	0	
Bernie/245	DA	1	1	0	1	0	0	0	0	0	0	0	0	
Tyrone/245	DA	1	1	0	1	0	0	0	0	0	0	0	0	
Clarence/246	DA	1	1	0	1	0	0	0	1	0	0	0	1	
Jim/247	DA	1	1	0	0	0	0	1	0	0	0	0	0	
Henry/248	DA	1	1	0	1	0	0	1	1	0	0	0	0	
Ray/249	DA	1	1	0	0	0	1	0	0	0	0	0	0	
Dave/250	DA	1	1	1	1	0	0	0	1	0	0	0	1	cards=letters ?
Jim/251	DA	1	1	0	1	0	1	0	1	0	0	0	1	

Bill/252	DA	1	1	1	1	0	0	0	0	0	0	1	0	
Peter/253	DA	1	1	0	1	0	0	0	0	0	0	0	1	
Eddie/254	DA	1	1	1	1	0	0	0	0	0	0	0	1	
Pete/255	DA	1	1	1	0	0	0	0	1	0	0	0	0	
David/256	DA	1	1	0	1	0	0	0	0	1	0	0	0	
Richie/257	DA	1	1	0	1	1	1	0	1	0	0	0	0	1
Jerry/258	DA	1	1	1	1	0	0	0	0	0	1	0	0	
Jim/260	DA	1	1	1	0	0	0	0	0	0	0	0	0	
Howie/261	DA	1	1	0	1	0	0	0	0	0	0	0	0	
Dick/262	DA	1	1	1	0	0	0	0	1	0	0	0	1	
Pete/263	DA	1	1	0	1	0	0	0	0	0	1	0	0	
Alan/265	DA	1	1	1	1	0	0	0	0	0	0	0	0	
Butch/274	DA	1	1	0	1	0	0	0	0	0	0	1	0	
Jim/279	DA	1	1	0	1	0	0	0	0	0	0	0	0	
Johnny/279	DA	1	1	1	1	1	0	0	1	0	1	0	1	
Paul/47	WW	0	1	0	0	0	0	0	1	0	1	1	0	
Louise/67	WW	0	1	0	0	0	0	0	1	0	0	0	0	
Wallace/76	WW	0	1	1	1	0	0	1	0	0	1	0	0	
Robert/81	WW	0	1	1	1	1	1	1	0	0	1	0	1	
Paul/85	WW	0	1	1	0	0	0	0	0	0	0	0	0	
Karl/87	WW	0	1	1	1	0	0	1	0	0	1	0	0	
Charles/90	WW	0	1	1	0	0	0	0	0	0	0	1	0	
Fielding/92	WW	0	1	1	1	0	1	0	1	0	1	0	0	
Walter/98	WW	0	0	1	1	0	0	0	0	0	0	0	0	
Bud/102	WW	0	1	0	1	0	0	0	1	0	0	0	1	
Vernon/107	WW	0	1	1	0	0	0	0	0	0	0	0	0	
JM/115	WW	0	1	1	0	0	0	0	0	0	0	0	0	
Lawson/118	WW	0	1	1	0	0	0	0	0	0	0	0	0	
Clif/120	WW	0	1	1	1	0	0	0	1	0	0	0	1	
JE/125	WW	0	1	0	1	0	0	0	0	0	0	0	0	
YM/127	WW	0	1	1	1	0	0	0	1	0	0	0	0	
Tom/130	WW	0	0	1	1	1	1	0	1	1	0	0	1	
David/135	WW	0	0	1	1	0	0	0	1	0	1	1	1	
Hitch/138	WW	0	1	0	1	0	1	0	1	0	0	0	1	
Arthur/140	WW	0	1	1	1	0	1	0	0	0	0	0	1	
Franklin/142	WW	0	1	0	1	0	0	0	0	0	0	0	0	
C. Robert/143	WW	0	1	0	1	0	0	0	1	1	0	0	1	
Dad(Lilliard)/147	WW	0	1	1	1	0	0	0	0	0	0	0	0	
Stan/153	WW	0	1	1	1	0	1	0	0	1	1	0	1	
Robert/157	WW	0	0	1	1	0	1	0	1	0	0	0	1	
Gilbert/159	WW	0	1	0	1	1	1	0	1	0	0	0	1	

Robert/167	WW	0	1	1	1	0	1	0	1	0	0	0	1	
Walter/168	WW	0	0	0	1	0	0	0	1	0	0	0	0	
Clarence/170	WW	0	1	0	1	0	1	0	1	0	0	0	1	
Keith/173	WW	0	0	0	1	0	0	0	1	0	0	0	0	
Charlie/175	WW	0	0	0	1	0	1	0	1	0	0	0	1	
Jim/185	WW	0	0	1	1	1	1	1	1	0	1	0	1	
Willibald/199	WW	0	0	1	1	0	1	0	1	0	0	0	1	
Will/206	WW	0	1	1	1	1	0	0	0	0	0	0	0	only read the first letter
John/208	WW	0	1	1	1	0	0	0	1	0	0	0	0	
Paul/216	WW	0	1	0	1	0	0	0	0	0	1	0	0	
Aubert/217	WW	0	1	0	1	1	1	1	0	0	1	0	1	
Keith/223	WW	0	1	1	1	0	0	0	1	0	1	0	1	mortality, dead city (refers to how many people died from the atomic bomb)