



UNDERSTANDING
SACRIFICE

Activity: Design a Battle Monument



Guiding question:

How and why do we use art and architecture to commemorate wars, battles, and fallen heroes?

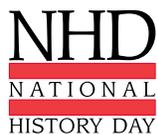
DEVELOPED BY CHERIE REDELINGS

Grade Level(s): 9-12

Subject(s): Art, Art History, Social Studies

Cemetery Connection: Netherlands American Cemetery

Fallen Hero Connection: Second Lieutenant Gordon Chamberlain



Overview

Students will learn about Gordon Chamberlain’s career as a glider pilot and Operation Varsity, the military action in which he perished. Students will then examine Chamberlain’s grave marker and several other art works at the Netherlands American Cemetery through visual images and text. After evaluating the style, purpose, and meaning of these art works, they will design their own memorial to commemorate Chamberlain and the soldiers who perished in the crossing of the Rhine. Art History students will have the option to connect World War II war memorials to art historical war memorials.

Historical Context

Gordon Chamberlain, a San Diego State College student, joined the U.S. Army in 1943 and trained as a glider pilot. He participated in airborne operations in Normandy, southern France, Operation Market Garden, and the Battle of the Bulge. Chamberlain was killed during the largest airborne operation of the war, Operation Varsity. He and other soldiers who perished in the liberation of Holland and the crossing of the Rhine were buried in temporary locations in western Germany and the Netherlands.

After the war, the American Battle Monuments Commission built eight cemeteries in Europe to honor and house the remains of their fallen soldiers. Chamberlain’s remains, along with the those of over 8,000 other soldiers, were moved from their temporary resting places to the Netherlands American Cemetery. Like other AMBC cemeteries, the Netherlands American cemetery contains war memorials such as a wall of the missing, a reflection pool, sculptures, inscriptions, gravestones, maps, and buildings. The artwork at the cemeteries was meant to record the heroic actions of American service members as well as to commemorate the sacrifice of the service members and their families with beauty and dignity.

Netherlands American Cemetery commemorates Gordon Chamberlain and others killed in Operation Varsity and other military actions to liberate the Netherlands from Nazi control.

“As an art history teacher, I like to involve students in the process of creating art. As a history teacher, I know it is important for students to participate in creating the memory of past events. By designing a war memorial, students will have an opportunity to do both.”
— Cherie Redelings

Redelings is a teacher at Francis Parker School in San Diego, California.

Objectives

At the conclusion of this lesson, students will be able to

- Design a war memorial to commemorate the sacrifice of fallen soldiers in Operation Varsity;
- Explain the rationale behind their design;
- Explain the reasons humans use monuments to commemorate their war dead; and
- Analyze the art works at one cemetery in commemorating the sacrifice of one fallen hero.

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Connections to C3 Framework

D2.His.3.9-12 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context

D2.His.7.9-12 Explain how the perspectives of people in the present shape interpretations of the past.

D2.Soc.9.9-12 Explain the role of social institutions in society

Documents Used ★ indicates an ABMC source

Primary Sources

Photograph, *Chamberlain in uniform*, 1945

Courtesy of Joseph McCulley

Gordon Chamberlain diary entry, June 11, 1944 (Normandy)

Courtesy of Joseph McCulley

Gordon Chamberlain diary entry, March 17, 1945 (Operation Varsity)

Courtesy of Joseph McCulley

Eloise Jenkins Chamberlain diary entry, 1961

Courtesy of Joseph McCulley

Photograph, *Gordon Chamberlain and sister Bobbie*

Courtesy of Joseph McCulley

Photograph, *Gordon Chamberlain high school portrait*, 1939

Hoover High School yearbook 1939

Photograph, *Gliders landing at Normandy*, 1944

National Archives and Records Administration

Photograph, *Horsa glider crash site*

National Archives and Records Administration

Photograph, *Los Sabres High School Officers Corps*

Courtesy of Joseph McCulley

Secondary Sources

Excerpt, Philippe Esvelin. *D-Day Gliders*.

Map of Operation Varsity ★

American Battle Monuments Commission

Michael MacRae, "The Flying Coffins of World War II"

American Society of Mechanical Engineers

<https://www.asme.org/engineering-topics/articles/aerospace-defense/the-flying-coffins-of-world-war-ii>

Netherlands American Cemetery Website Page ★

American Battle Monuments Commission

<http://www.abmc.gov/cemeteries-memorials/europe/netherlands-american-cemetery#.VUgtJtpVhHx>

Netherlands American Cemetery Visitor Brochure ★

American Battle Monuments Commission

http://www.abmc.gov/sites/default/files/publications/Netherlands%20508_03-26-2015.pdf

Netherlands American Cemetery and Memorial Visitor Booklet ★

American Battle Monuments Commission

http://www.abmc.gov/sites/default/files/publications/Netherlands_Booklet.pdf

Matthew J. Seelinger, "Operation VARSITY: The Last Airborne Deployment of World War II"

National Museum of the United States Army

<https://armyhistory.org/operation-varsity-the-last-airborne-deployment-of-world-war-ii/>

Major Leon Spencer, "Eight Missions"

National World War II Glider Pilots Association, Inc.

http://www.ww2gp.org/eight_missions.php

The Crossing of the Rhine: Operation Plunder and Operation Varsity

Liberation Route Europe

<http://liberationroute.com/the-netherlands/historical-location/the-crossing-of-the-rhine-operation-plunder-and-varsity>

Materials

- Design a War Memorial PowerPoint presentation
- A Glider Pilot in World War II handout
- In Memoriam Organizer
- Netherlands American Cemetery Visitors Brochure
- Design a War Memorial Assessment
- Evaluation Rubrics
- Graph paper and colored pencils

Lesson Preparation

- Print one copy of the lesson materials (A Glider Pilot in World War II, In Memoriam Organizer, Design a War Memorial Assessment, and Evaluation Rubric) for each student.
- Print one copy of the Netherlands American Cemetery Visitors Brochure for each group of three students.

Procedure

Activity One: Art Historical Monuments (30 minutes)

- Teachers will introduce the lesson using the guiding question, *How and why do we use art and architecture to commemorate wars, battles, and fallen heroes?*
 - Teachers can generate a brief discussion about why humans use art to commemorate war.
 - Teachers can encourage students to identify war memorials or battle monuments they have seen in their community, at battlefields, or in museums.
- Students will analyze famous war memorials and battle monuments from several cultures and time periods. Using PowerPoint presentation slides students will view and read about art historical memorials.
 - Students will answer questions about art historical monuments, and then decide on the “message” of the memorial.
 - Extension: If students have access to the Internet, they can research an art historical monuments in greater depth.

Activity Two: Historical Context (30 minutes)

- In groups of three, students will explore the military career of one fallen soldier, the function of military gliders during World War II, and the battle in which the soldier perished.
- Using the Activity Two PowerPoint slides in conjunction with the A Glider Pilot in World War II handout, students will explore one aspect of World War II historical context:
 - Student One: Gordon C. Chamberlain: Glider Pilot
 - Student two: Gliders in World War II
 - Student three: Operation Varsity
- Each student will read the handout and view the PowerPoint, then facilitate the completion of one aspect of the historical context on the In Memoriam organizer, sharing the information with other members of the group.
- If time permits, students can conduct more in-depth research on gliders, pilots, and Operation Varsity.

Activity Three: War Memorials and Battle Monuments (30 minutes)

- In groups, students will examine and discuss the war memorials in the Netherlands American cemetery by using the Netherlands-American Cemetery Visitors Brochure and/or viewing the PowerPoint slides.
 - Students will identify and describe five war memorials at the Netherlands American cemetery.
 - Students will discuss each war memorial using the following questions:
 - *Which population would especially relate to each particular war memorial?*
 - *Which war memorial would be especially meaningful to Gordon Chamberlain's wife? His parents? His fellow soldiers? A student on a school trip?*
 - *What does each war memorial tell us about the people who created it?*
 - *What is meaningful about the materials or style?*
 - *What would this memorial mean to later generations of Americans, or later generations of Dutch citizens?*
 - *In one sentence, what does this war memorial say to you?*
- Teachers can assess each student's contributions to the discussion using the Discussion Rubric.

Assessment

Design a War Memorial or Battle Monument

- This activity can be done in class or as a homework assignment. Ideally, the activity would be done after students have had a chance to discuss and reflect on the guiding question and subsidiary questions and plan their design.
- Students will use colored pencils and paper to design a war memorial to be installed at the Netherlands American cemetery in commemoration of the anniversary of Operation Varsity.
- Students will write a rationale supporting their design to the ABMC. This rationale should integrate information from Activity Two.
- Students will present their drawings and rationale to their group.
 - The presentation should include analysis of monuments already present at Netherlands American cemetery, integrating information from Activity Three.
- Finally, students should revisit the guiding question, *How and why do we use art and architecture to commemorate wars, battles, and fallen heroes?*
 - Responses during discussion should include information presented during the earlier activities.
- Teachers can assess the student's design for a war memorial using the Visual Image Rubric and the the student's rationale for a war memorial using the Written Rationale Rubric.

Methods for Extension

- Students can research another fallen service member buried at an ABMC cemetery.
 - Students can create a war memorial for the service member of his or her choice rather than for the soldier covered in the lesson.
 - Other ABMC cemeteries offer a brochure like the one at Netherlands American Cemetery, explaining monuments and memorials.
- For Art History students:
 - Students can research a war memorial from another culture or time period.
 - Students can compare and contrast the artistic styles of other war memorials with the ABMC World War II war memorials from Netherlands American Cemetery.
 - Students can research the purpose of the other war memorials.
 - Famous battle monuments and war memorials include:

- the stele of Naram-Sin
 - the plaque at Thermopylae commemorating the Spartan sacrifice
 - the Arch of Titus
 - India Gate (or All India) war memorial
 - Battle of Iwo Jima sculpture
 - Vietnam War Memorial
 - Yakasuni Shrine
 - “Gattamelata” equestrian statue
- Students can read about the controversy surrounding the construction of the Vietnam War memorial in Washington, D.C.
 - The American Battle Monuments Commission maintains U.S. military cemeteries overseas. These cemeteries are permanent memorials to the fallen, but it is important that students know the stories of those who rest here. To learn more about the stories of some of the men and women who made the ultimate sacrifice, visit www.abmceducation.org/understandingsacrifice/abmc-sites.

Adaptations

- For younger learners, teachers or support staff can read the handouts aloud or can use only the PowerPoint slides and the design activity.
- In Activity Three, teachers can divide the class into five groups and ask each group to describe one of the memorials in the Netherlands American Cemetery.

Design a War Memorial PPT

Design a War Memorial

Activity One: Historical Memorials

Activity Two: World War II Context

Activity Three: A World War II Cemetery

Assessment Activity: Design a War Memorial

Activity One: Art Historical Monuments

Why Do we Create War Memorials?

To answer the guiding question, consider the following:

- Where are war memorials placed?
- Who creates war memorials?
- What forms do war memorials take?
- To whom are the monuments important?
- Who or what do war memorials commemorate?
- Which war memorials are familiar to you?



Design a War Memorial PPT

Activity One: Art Historical Memorials

Standard of Ur



Standard of Ur, c. 2600 BCE, Sumerian. Shell, limestone, lapis lazuli, bitumen, 21.6 cm x 49.5 cm. British Museum. Subject of commemoration unknown.

Activity One: Art Historical Memorials

Arch of Titus



Arch of Titus (right) with Menorah Relief (left), 81 CE, Roman Empire. Marble, 15 m high. Rome, Italy. Commemorates the sack of Jerusalem by Roman general, Titus.

Design a War Memorial PPT

Activity One: Art Historical Memorials

Augustus

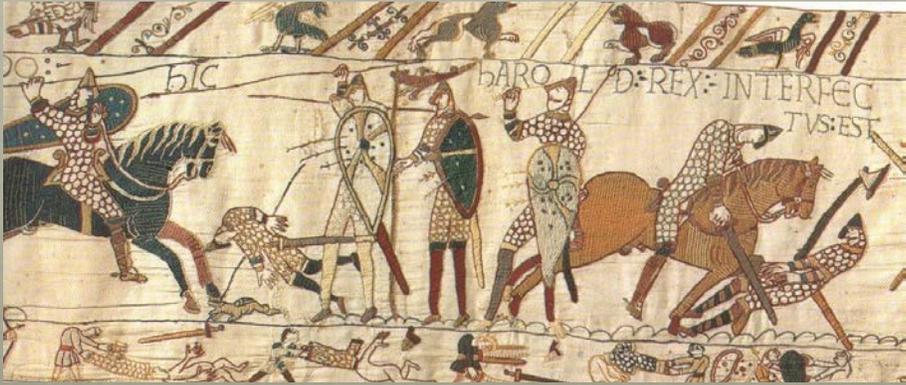
Augustus of Prima Porta, c. 20 CE, Roman Empire. Marble, 2 m. high. Vatican Museums. Commemorates Augustus' victory over the Parthians.



The image shows the Augustus of Prima Porta statue, a marble figure of the Roman Emperor Augustus. The statue is shown in two views: a full-length view on the right and a close-up of the chest on the left. The full-length view shows Augustus standing, wearing a cuirass (breastplate) with intricate relief carvings, a short tunic, and a draped cloak (paludamentum). He has his right arm raised in an adlocutio gesture, as if addressing his troops. A small Cupid figure is visible at his right foot. The close-up view highlights the detailed relief work on the cuirass, which depicts various mythological and historical figures.

Activity One: Art Historical Memorials

Bayeux Tapestry



Bayeux Tapestry, 1066 – 1080 CE, Romanesque England or France. Linen and wool, 70 m. x 50 cm. Bayeux, France. Commemorates William of Normandy's victory over the Anglo-Saxons at the Battle of Hastings.

The image shows a section of the Bayeux Tapestry, a medieval embroidery depicting the Battle of Hastings. The scene shows several knights on horseback engaged in combat. One knight on the left is on a dark horse, while another on the right is on a brown horse. They are wearing chainmail and carrying shields and spears. The tapestry is made of linen and wool and features Latin text above the figures, including "HIC" and "HAROLD REX INTERFECTUS EST".

Design a War Memorial PPT

Activity One: Art Historical Memorials

Yakasuni War Shrine



Yakasuni War Shrine, 1869 CE, Meiji Restoration. Wood, copper. Tokyo, Japan. Commemorates more than 2 million who died in war for Japan.

Activity One: Art Historical Memorials

India Gate (All India War Memorial)



India Gate, 1921 CE, British India. Red stone, 42 m. high. New Delhi, India. Commemorates 82,000 Indian soldiers who died during 1914 – 1921 in British wars.

Design a War Memorial PPT

Activity One: Art Historical Memorials

Monument to the Women of World War II



The image shows a large, dark bronze monument in Whitehall, London. It features a relief of women in military uniforms and a large, dark, rectangular base with the inscription "THE WOMEN OF WORLD WAR II". The monument is set against a backdrop of a grand, classical building with many windows.

Monument to the Women of World War II, modern Britain. Bronze, 6.7 m. high. Whitehall, London, England. Commemorates the hundreds of jobs women did during World War II.

Activity One: Art Historical Memorials

Vietnam War Memorial



The image shows the Vietnam War Memorial in Washington D.C., featuring a large, dark, reflective wall with the names of fallen soldiers. The wall is set in a park-like setting with green grass and trees. The Washington Monument is visible in the background.

Vietnam War Memorial, 1982 CE, modern U.S. Gabbro, 3 acres. Washington D.C., U.S.A. Commemorates over 58,000 U.S. soldiers who died in the Vietnam War.

Design a War Memorial PPT

Activity Two: World War II Historical Context

Gordon Chamberlain: Glider Pilot

Gordon Chamberlain was born in 1921 in San Diego, California. He and his sister, Bobbie, enjoyed taking driving vacations in the western states.



In 1939, two years before Pearl Harbor, Chamberlain wore a uniform for his senior portrait.



Chamberlain was a member of Los Sabres, the Hoover High School Officer's Club.

Activity Two: World War II Historical Context

Gordon Chamberlain: Glider Pilot

"A job which I knew held considerable peril..." Apr 1942

"Dropped paratroopers from gliders today and was it fun! I believe it may possibly change the future of combat gliders." Nov 1943

"Went to navigation classes today. Had some dope on radar..." Dec 1944

"Been back to England twice to get gliders... Things are shaping up to an airborne mission soon now." March 1945



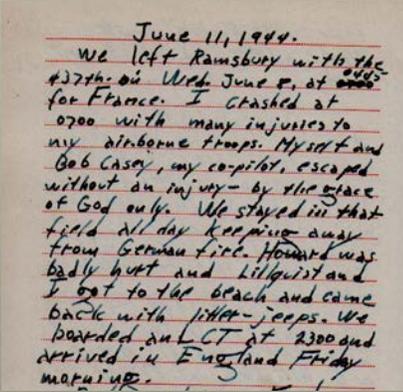
Chamberlain kept a diary to record his experiences as a glider pilot.

Design a War Memorial PPT

Activity Two: World War II Historical Context

Gordon Chamberlain: Glider Pilot

Chamberlain flew a glider in World War 2. He participated in the D-Day invasion, in Operation Market Garden, the Battle of the Bulge, and Operation Varsity.



June 11, 1944.
We left Ramsbury with the 437th Airborne at 0600 for France. I crashed at 0700 with many injuries to my airborne troops. Myself and Bob Casey, my co-pilot, escaped without an injury - by the grace of God only. We stayed in that field all day keeping away from German fire. Howard was badly hurt and Lilquist and I got to the beach and came back with litter-jeeps. We boarded an LCT at 2300 and arrived in England Friday morning.



GORDON G. CHAMBERLAIN
2 LT 52 SQ 436 TRP CARR GP
CALIFORNIA MAR 24 1945

Chamberlain crash-landed during the D-Day invasion. He waited for a lull in German fire to get a jeep from the beach to transport the wounded.

Chamberlain was killed on March 24, 1945, during Operation Varsity. He landed his troops and equipment, but was hit by enemy fire.

Activity Two: World War II Historical Context

Combat Glider program

Combat gliders were developed and tested by the Allies in 1942 and 1943. They were constructed of metal and wood and covered with fabric. Military transport planes towed them to their destinations.



Design a War Memorial PPT

Activity Two: World War II Historical Context

The Glider Program

The Allies used gliders during World War II to transport men and equipment behind enemy lines. Troops attacked enemy defenses and transportation links.



Known as “flying coffins” and “tow targets”, gliders were difficult to pilot. During Operation Varsity, in March 1945, ten percent of the glider pilots were killed.

Glider pilots were used to provide support to paratroopers during the invasion of Normandy in June, 1944.

Activity Two: World War II Historical Context

Operation Varsity: The plan

Operation Varsity was the code name for the airborne operation to secure a foothold across the Rhine River. It took place March 24 — 31, 1945.



Design a War Memorial PPT

Activity Two: World War II Historical Context

Operation Varsity: The Result

Transport planes released paratroopers, supplies, and gliders on the east side of Rhine River during Operation Varsity. It was the largest airborne operation of World War II. The operation was a success, but costly for the glider forces.



C-47 transport planes and CG-4A gliders on March 24, 1945, the first day of Operation Varsity.



Activity Three: Commemoration

World War II War Memorials

After World War II, several organizations erected monuments to commemorate those who fought in the war.



The Higgins Boat memorial recalls the tragic difficulties capturing the beaches during the D-Day invasion.



A heroic military figure on the Wall of the Missing commemorates fallen heroes at the ABMC cemetery in Cambridge, England

Design a War Memorial PPT

Activity Three: Commemoration

World War II War Memorials

Monuments erected at ABMC cemeteries contain religious motifs, and symbols of war.



St. Nabor, at the Lorraine cemetery, is a local saint historically revered by the French .



This mosaic at Cambridge American cemetery shows an angel flying with different airborne troops.

Activity Three: Commemoration

World War II War Memorials

Some recent monuments on European battlefields acknowledge the losses suffered by all participants in the war.



The "Freedom Tree" at Utah Beach in Normandy includes inscriptions in English, French, and German.

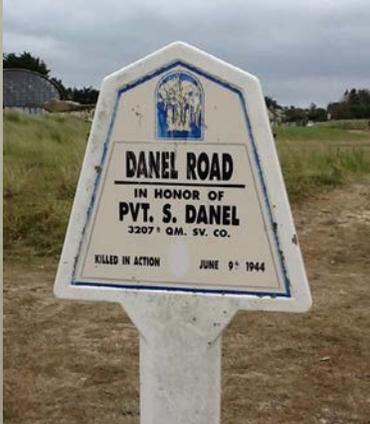


Design a War Memorial PPT

Activity Three: Commemoration

World War II War Memorials

Recent war memorials commemorate the anniversary of the Normandy landings.



“Instants” is a memorial with painted and engraved handprints of veterans who fought on Utah Beach.

Inland roads from Utah beach are named for soldiers from the 1st Engineer Special Brigade who were killed in action.

Assessment: Design a War Memorial

The Challenge

Your firm has been invited to submit a design for a new monument to be placed in the Netherlands-American cemetery. The monument will commemorate the sacrifice of those who, like Gordon Chamberlain, died in the Rhine crossing.



Design a War Memorial PPT

Assessment: Design a War Memorial

Your PROPOSAL

Your proposal must include:

- A clear, careful, and detailed color drawing of the memorial you propose to build at the Netherlands-American cemetery
- Labels or notations indicating the dimensions of the memorial
- Location of the memorial within the cemetery
- Materials for the memorial
- A written rationale explaining
 - why you chose the design, materials, size, style, and location
 - the meaning or message of your memorial

Assessment: Design a War Memorial

Pre-Existing Monuments



Your design should complement the monuments already present at the Netherlands cemetery. (Left) The Memorial Chapel (Below) The Reflecting Pool, with Mourning Woman



Design a War Memorial PPT

Assessment: Design a War Memorial

Pre-Existing Monuments (2)



The map at the entrance to the cemetery is made of local materials; it shows military operations in northwestern Europe in 1944 and 1945.

The Wall of the Missing records the names of soldiers during whose remains were never recovered.

Assessment: Design a War Memorial

Pre-Existing Monuments (3)



Flowers and plantings have been a significant feature of war memorials.

Design a War Memorial PPT

Assessment: Design a War Memorial

Pre-existing Monuments (4)



The “Tree of Life” door to the chapel and inscription above the door.



(Left) the Mourning Woman, with flying doves.



(above) The Dutch crown in a field of stars, donated by the Dutch government.

In Memoriam Organizer

Design a War Memorial

Guiding question: Why and how do humans create war memorials?

Begin to explore the guiding questions by discussing the following questions.

<ul style="list-style-type: none"> • Which war memorials are familiar to you? • Who creates war memorials? • Where are war memorials placed? 	<ul style="list-style-type: none"> • What do war memorials commemorate? • What forms do war memorials take? • To whom are the monuments important?
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A. Art Historical War Memorials and Battle Monuments

List three well-known war memorials or battle monuments, and give information about each.

Memorial	Place	Purpose	Style/Description

Using visual and historical clues, give the “message” of each monument:

1.

2.

3.

B. Historical Context

Read the handout “A World War II Glider Pilot” and/or view the Powerpoint Presentation. Take notes on the following:

Gordon Chamberlain -

How do you think Chamberlain felt about serving in World War II?

What do you think he chose to be a glider pilot?

How did he feel about his role in the D-Day invasion?

How did he feel about his upcoming role in Operation Varsity?

Combat Glider Program -

How were gliders made?

What was the military role of gliders during World War II?

What were pilots in troop carrier squadrons supposed to do after they landed supplies?

How do you think glider pilots felt about their role?

In which missions did glider pilots participate during World War II?

Operation Varsity -

When and where did Operation Varsity take place?

Why did the Allies want to invade this part of Germany?

What was the role of gliders in Operation Varsity?

Would you call Operation Varsity a success?

C. Commemoration

Discuss the monuments erected by various groups, including the American Battle Monuments Commission, to honor the fallen soldiers of World War II:

- How would you describe the style of each monument?

- Is there a style or theme common to all ABMC monuments?

Discuss the five monuments in place at the Netherlands-American cemetery:

- How would you describe each monument?
- What is the “message” of each monument?
- For whom do you think each monument was designed?

If you were a member of Gordon Chamberlain’s family, would you feel that his sacrifice was adequately commemorated by these memorials? How might you feel about the grave adoption program?

Review and Reflect

Discuss the following questions again in light of your knowledge about World War II and the memorials that commemorate it:

- Who creates war memorials?
- Where are war memorials placed?
- What do war memorials commemorate?
- What forms do war memorials take?
- To whom are the monuments important?

A World War II Glider Pilot

Before the War

Gordon Clark Chamberlain was the eldest child of a middle-class San Diego family. Gordon, his sister Barbara, and their parents enjoyed exploring the San Diego backcountry and taking driving vacations in the western states. Always interested in the military, Gordon joined the Officers' Club of Hoover High School's R.O.T.C. unit in October of his senior year, one month after World War II broke out in Europe.

Chamberlain attended San Diego State University in fall 1940. He served on the Associated Students publicity committee, was president of the college Toastmasters organization, and starred in a college production, *The Colonel's Lady*. During the summers he worked at a local department store and became acquainted with his future wife, Eloise Jensen.

"A Job Which I Knew Held Considerable Peril..."

On December 29, 1941, Chamberlain enlisted at Fort Rosecrans, San Diego, as an aviation cadet. After 11 hours of flying, he was still unable to take a plane up on his own; he was eliminated from the program and discharged in March 1942. Three months later he tried again, this time enlisting as a glider pilot, "a job which I knew held considerable peril later on..." he wrote in his diary. Chamberlain graduated from the glider program in February 1943. He spent several more months in training in Louisville, Kentucky. In May, 1943, Eloise came to Kentucky and they were married.

Military Experience

Glider pilots were new for the U.S. Army in 1942. These wooden aircraft were attached by cable to military transport planes and towed to the target. Landing infantrymen and equipment behind enemy lines, gliders had some advantages over other aircraft. They flew silently, and thus were especially effective during night landings. They could land heavy equipment, such as tanks, jeeps, and anti-aircraft guns. Gordon Chamberlain was a glider pilot in the 436th Troop Carrier Group; his job was to land troops and men ahead of the Allied armies during an operation and then to make his way back to the nearest Allied base.

In January 1944, Chamberlain traveled on the *Queen Mary* to England. He and his squadron began flying training missions. There were long periods when the glider pilots could not fly because of the weather. The pilots went to village pubs, played poker, and slept until noon. On one of the missions, Gordon "cracked up my glider — into two others. Didn't get hurt,

but I was lucky." He was forced to work in the service squadron until all three gliders were repaired.

By the middle of May 1944, the pilots knew that invasion day was close. They took courses in paratroop drops and received new rifles. They went on nighttime navigation runs "about 7 miles across country."

"Thirty hours from now we will make our drive. We hope God will be with all of us."

The day before D-Day, Chamberlain and his fellow pilot, Casey, tossed a coin to see which one would act as pilot; Chamberlain won the toss. He wrote in his diary, "Thirty hours from now we will make our drive. We hope God will be with all of us." Their glider took off at 4:45 a.m. for France carrying infantrymen and heavy equipment. At 7:00 a.m. they crashed in an open field. The landing knocked Chamberlain and Casey unconscious. When they awoke they found their seats twisted to face the back of the glider; the infantrymen aboard their glider thought their pilots had been killed. Gordon and Casey delivered their troops and equipment and lay in the field for hours to avoid German fire.

Chamberlain then set off for the beaches to return with a litter-jeep to collect the injured. Once back on the beach, he and Casey were assigned to guard 217 German prisoners being sent to England. Chamberlain received a Presidential Unit Citation and the Air Medal for "superb performance in initial troop carrier phases of the invasion." In a letter to one of his professors at San Diego State University, Gordon responded to praise of his actions at Normandy by crediting the medics with extraordinary heroism. "I know of many an airborne man who would not be alive today had it not been for the tireless efforts of those [medics]... many of whom made excellent targets for German snipers."

Chamberlain's troop carrier group carried out other missions during 1944 and 1945. They dropped paratroopers in Holland during Operation Market Garden in September 1945. They assisted in dropping supplies to the 101st Airborne division surrounded at Bastogne. In December, Chamberlain attended navigation classes and learned about radar. "Pretty interesting!" he remarked in his diary.

Operation Varsity: the mostly costly glider mission

In February 1945, Chamberlain's group relocated to France. It was obvious that an important airborne mission was ahead. "We draw weapons tomorrow and get our glider assignments... I won't worry once I can act on the ground, but I know how scared I'll be while in the air." Operation Varsity, the crossing of the Rhine River into Germany, included 906 gliders, the

largest fleet in the war. It ended up being the most costly in terms of airborne casualties. Eighty-eight pilots lost their lives, including Gordon Chamberlain.

A San Diego State college friend, James Wallace, saw Chamberlain's final landing site and recalled: "I saw him in the field but there wasn't much anyone could do. He landed his load in good condition and took care of his troops." After landing his glider, Chamberlain was killed by enemy fire.

Commemoration

In late March, 1945, Gordon Chamberlain was buried in Margraten, Holland, in the site that would become the Netherlands American Cemetery. On Memorial Day 1946, Mary Knicknie, of Maastricht, Holland, wrote to Chamberlain's family, requesting permission to care for Chamberlain's grave. "I beg you to send me his home address. For I think that the picture I made from his grave are [*sic*] great souvenirs for his family." This program, still functioning today, is called "adopting" a grave. When Knicknie passed away, the Offermans family adopted Chamberlain's grave. "During the war, the Germans imprisoned my father for hiding Jews," Mr. Offerman says. "The Americans liberated him from a Nazi prison two days before he was scheduled to be executed. I show my appreciation for the sacrifice of these Americans by putting flowers on Gordon Chamberlain's grave at least once per month."

Assessment: Design A War Memorial

The American Battle Monuments Commission has invited your firm to submit a design for a new war memorial to be placed in the Netherlands American cemetery. The monument will commemorate the battle for the Rhine in 1944 and 1945, and those soldiers who, like Gordon Chamberlain, died in the Rhine actions.

Your proposal must include a visual image, drawn by you, and a written rationale.

The visual image should include:

- Your name and the name of your firm
- A clear, careful, and detailed color drawing of the memorial you propose to build at the Netherlands-American cemetery
- Labels or notations indicating the dimensions of the memorial
- Location of the memorial within the cemetery
- Materials for the memorial
- A written rationale explaining
 - why you chose the design, materials, size, style, and location
 - the meaning or message of your memorial

You will present the drawing and the rationale to class members.

Rubric 1: Discussion

Exceeds expectations	Meets Expectations	Approaches Expectations	Needs Improvement
Student produced profound, insightful, or original contributions, referred specifically to information presented, and responded meaningfully to contributions of others.	Student produced thoughtful, relevant contributions, listened and responded to contributions of others.	Student produced some contributions, but they may have been less relevant. Student may have responded, but failed to interact with ideas of others.	Student produced no contributions, or no relevant contributions. Student failed to listen to or respond to ideas of others.

Rubric 2: Visual Image

Exceeds expectations	Meets Expectations	Approaches Expectations	Needs Improvement
Design is clearly, carefully, and strikingly rendered in great detail, in color, and with all relevant elements, including labels for size and materials. Message is clear and compelling.	Design is clearly, rendered in color, with all relevant elements, including labels for size and materials. Message is clear.	Design is clear, though not detailed and may be lacking some relevant elements, including labels for size and materials, included. Message may be ambiguous.	Design is unclear and lacks detail, including labels for size and materials. Image shows little understanding of task.

Rubric 3: Written Rationale

Exceeds expectations	Meets Expectations	Approaches Expectations	Needs improvement
Written rationale is exceptionally clear, reflects information covered during activities, contains all required elements, and demonstrates profound and extended reflection on the history and purpose of war memorials.	Written rationale is clear, reflects some information covered during lesson, contains most required elements, and demonstrates some reflection on the history and purpose of war memorials.	Written explanation lacks some clarity, and may lack reference to information covered during activities. It demonstrates some reflection on and understanding of the history and purpose of war memorials.	Written explanation is mostly incomplete, lacking reference to information covered during lesson. It reflects a surface, or inaccurate grasp of the history and purpose of war memorials

Photograph, *Chamberlain in Uniform, 1945*

Courtesy of Joseph McCulley



Photograph, Gordon Chamberlain high school yearbook portrait, 1939

Hoover High School yearbook 1939



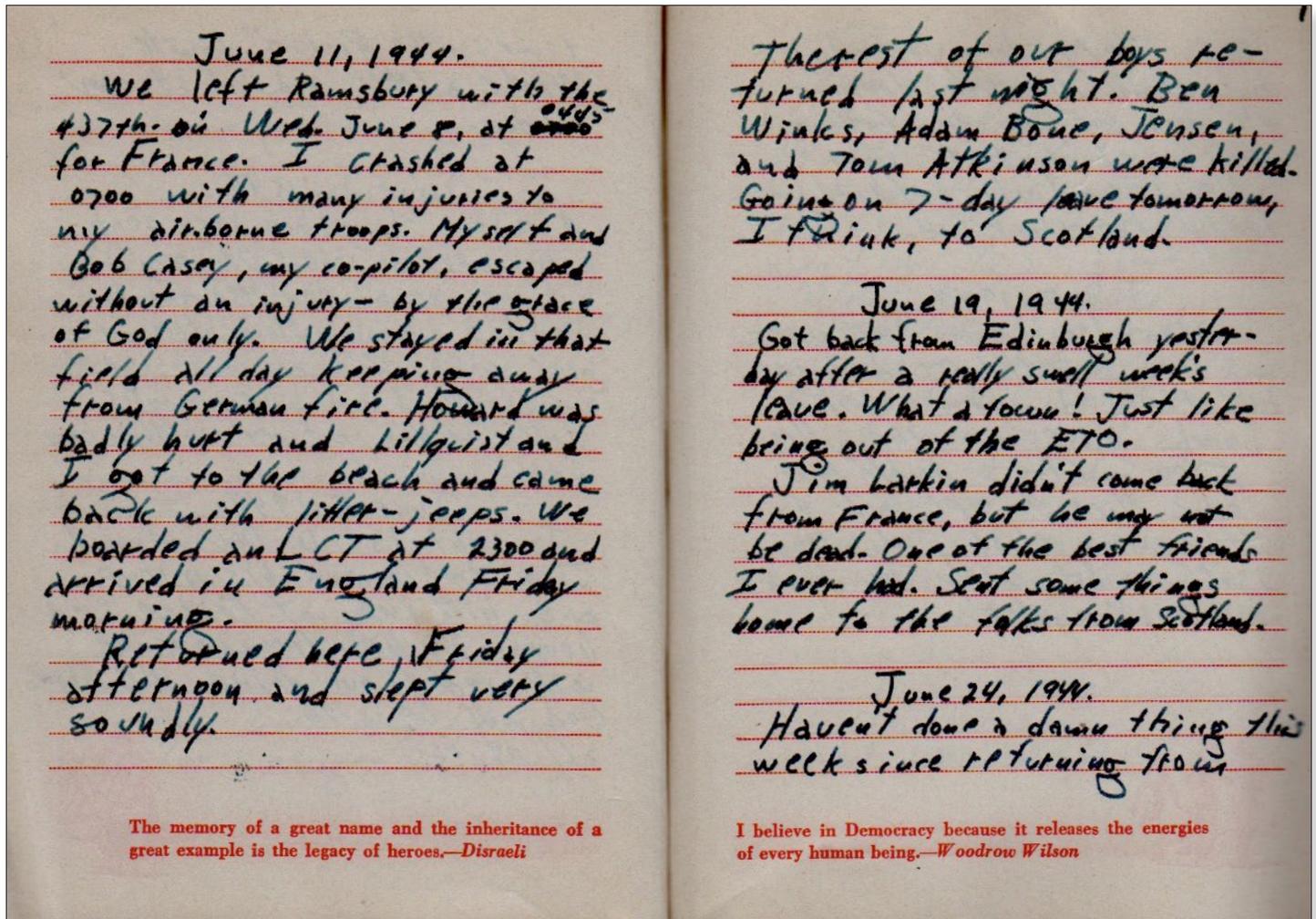
Photograph, *Gordon Chamberlain and sister Bobbie*

Courtesy of Joseph McCulley



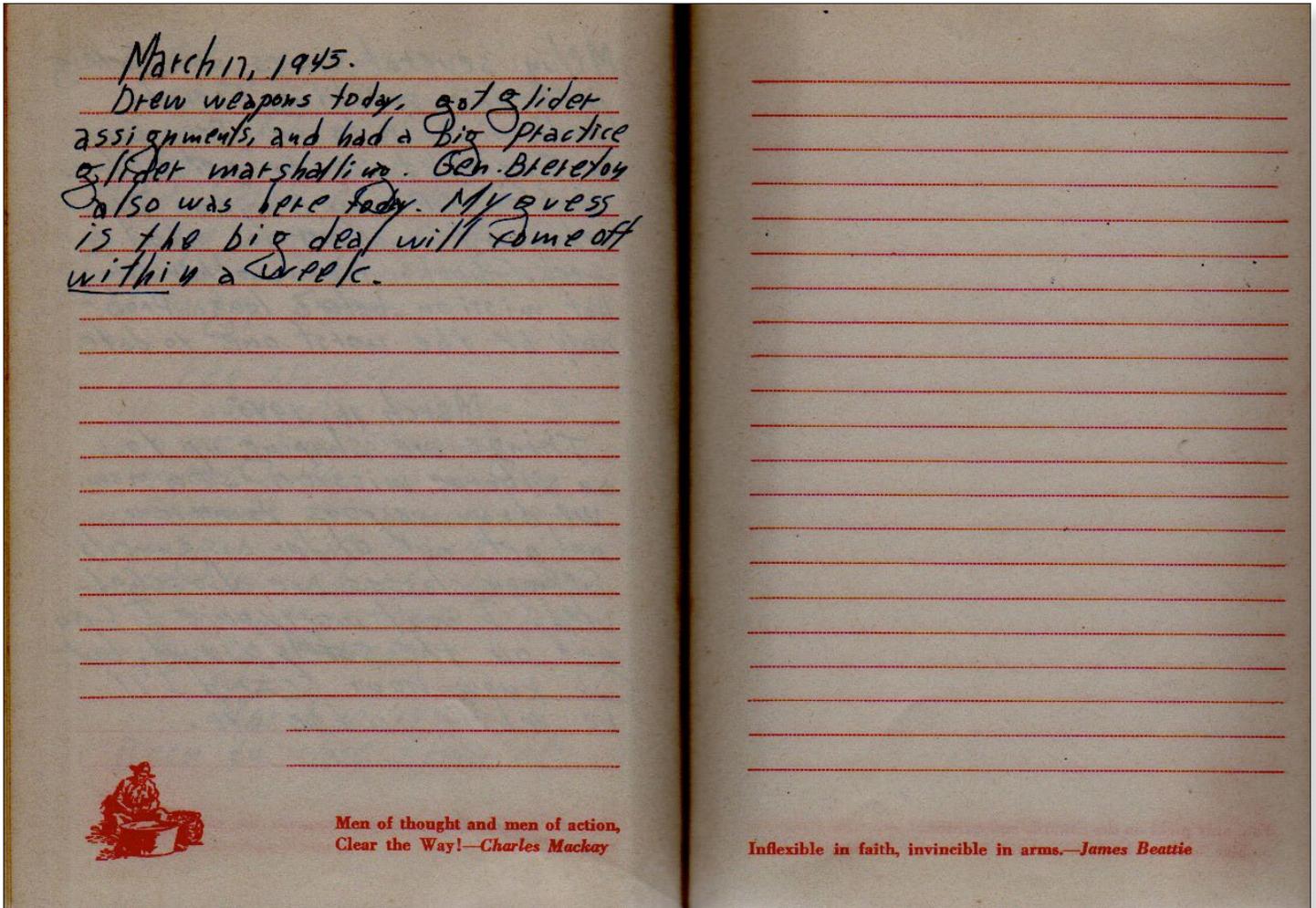
Gordon Chamberlain diary entry, June 11, 1944 (Normandy)

Courtesy of Joseph McCulley



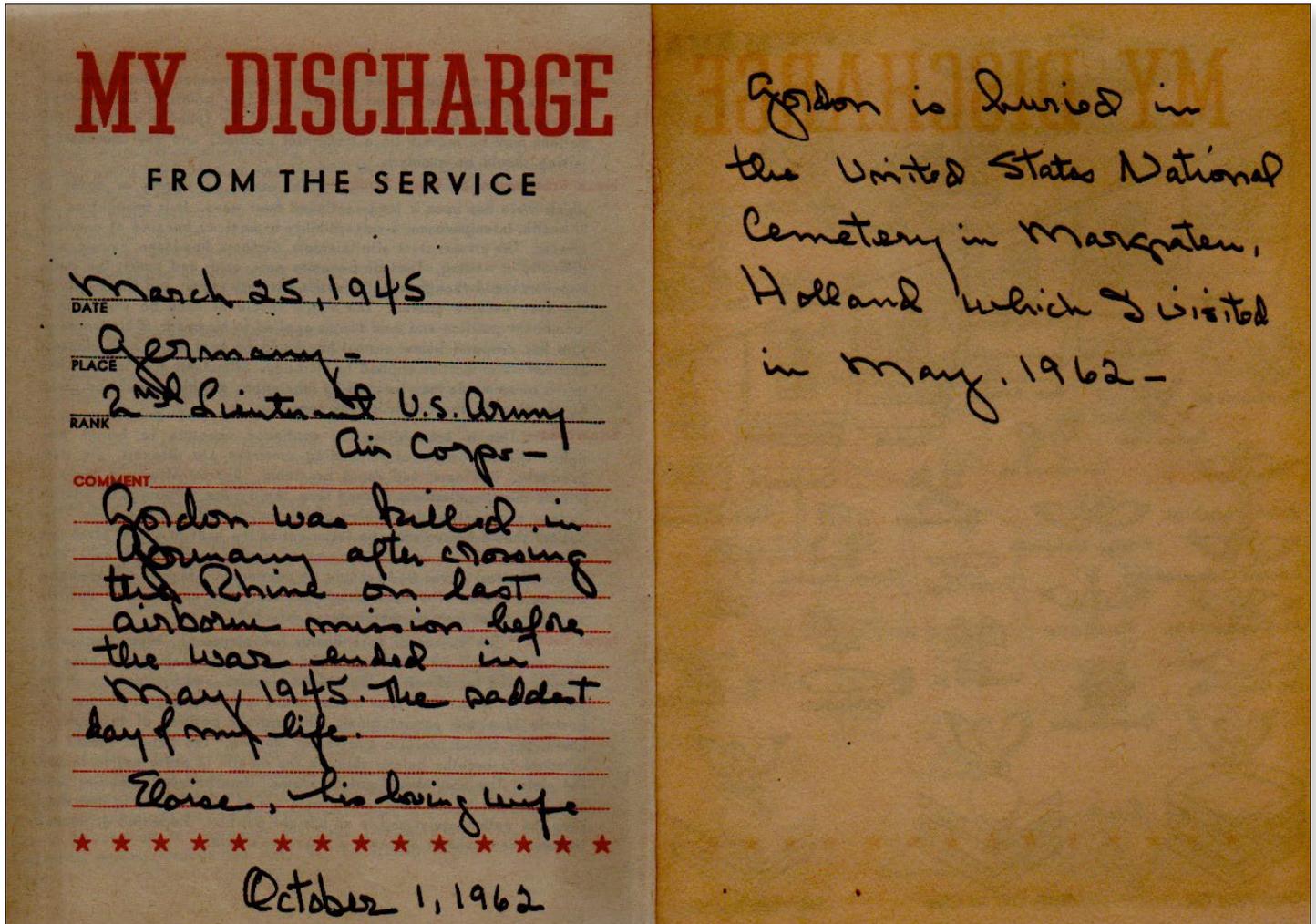
Gordon Chamberlain diary entry, March 17, 1945 (Operation Varsity)

Courtesy of Joseph McCulley

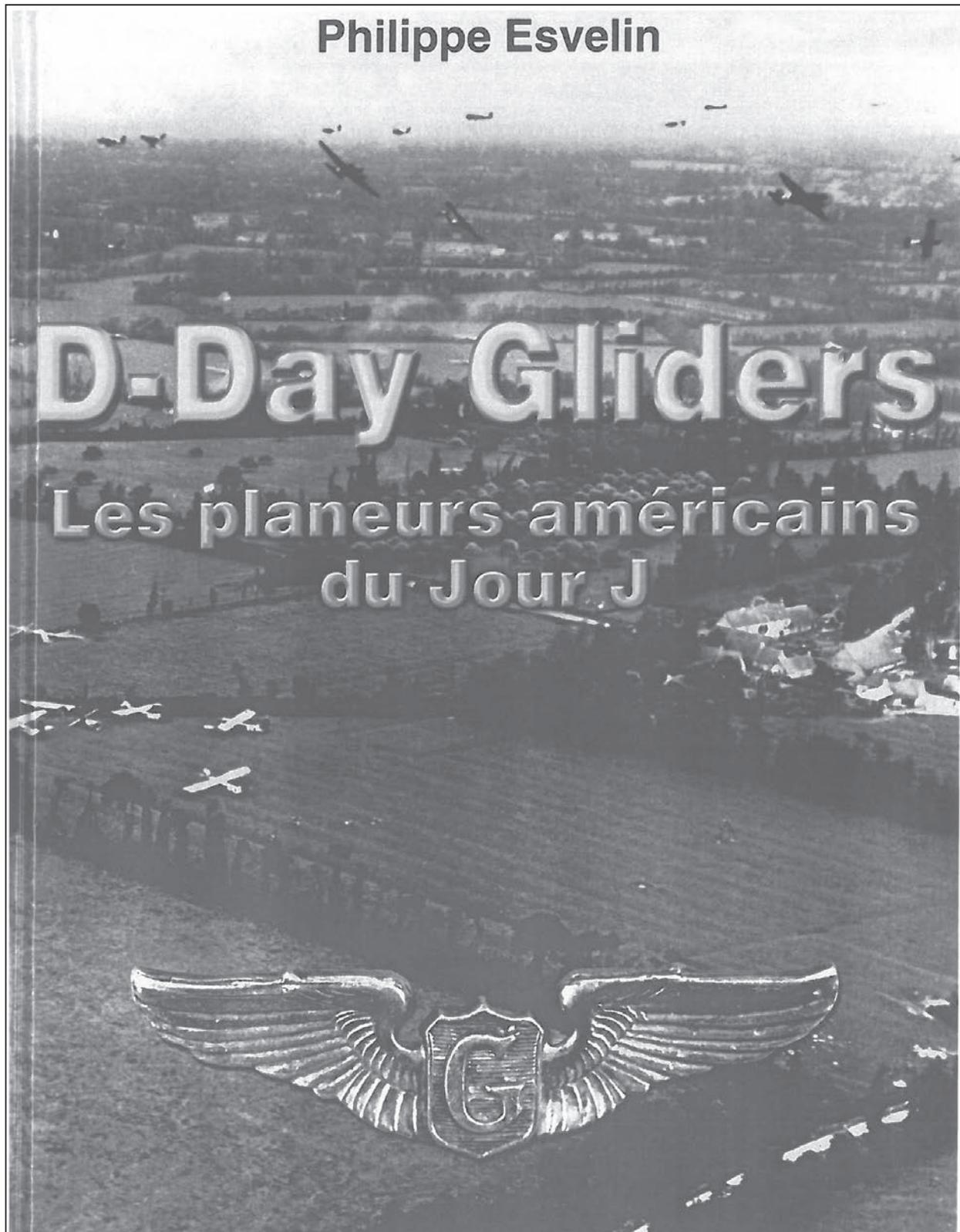


Eloise Jenkins Chamberlain diary entry, 1961

Courtesy of Joseph McCulley



Excerpt, Esvelin, *D-Day Gliders*



Excerpt, Esvelin, *D-Day Gliders*

Philippe Esvelin

D-Day Gliders

Les planeurs américains du Jour J

Préface de Robert C. Casey

Traduction : John Lee

HEIMDAL

Excerpt, Esvelin, *D-Day Gliders*

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Excerpt, Esvelin, *D-Day Gliders*

Mission « GALVESTON » :

Le 7 juin, d'autres missions de planeurs sont organisées afin d'amener le *325th GIR* de la *82nd Airborne* et le *401st GIR* en renfort. La première mission, nom de code « Galveston », est composée de deux groupes devant atterrir sur la LZ W. Cependant, ayant enfin été informé de la résistance rencontrée sur cette LZ, le quartier général du *53rd TCW* a ordonné aux pilotes de C-47 de diriger les planeurs sur la LZ E à l'ouest de Saint-Marie-du-Mont. Cela devait éviter aussi les tirs de DCA des canons allemands situés au nord de Sainte-Mère-Eglise.

Le premier groupe comporte 32 Wacos et 18 Horsas du *437th TCG* et décolle de Ramsbury. Il transporte 717 soldats du 1^{er} bataillon de la *325th GIR*, ainsi que d'autres soldats de la compagnie A du *307th Airborne Engineer Bn*. De plus, il transporte de Jeeps, des canons et du matériel.

Le deuxième groupe se compose de 50 Wacos du *434th TCG*, au départ d'Aldermaston. Cette mission doit emmener 251 soldats de l'état-major du *325th GIR*, le reste de la compagnie A du *307th Airborne Engineer Bn*, ainsi que des hommes de l'*Airborne Reconnaissance Platoon* et de l'*Airborne Division Artillery*. A cela s'ajoutent 41 Jeeps (dont l'une des Jeeps de commandement du *508th PIR*), 20 pièces d'artillerie et 26 tonnes de matériels divers.



Parmi tous les pilotes prenant part à cette mission, l'un d'entre eux, le F/O Robert C. Casey, est particulièrement pressé d'arriver en France. Son père y a combattu pendant la Première Guerre mondiale et a épousé une jeune Française, Lucienne Didier, qui travaillait dans un hôpital à Tours. De cette union était né Robert qui considérait la France comme sa deuxième patrie. Passionné par les souvenirs que son père lui racontait à propos des combats aériens, il voulait devenir pilote de chasse mais les délais d'attente étaient trop longs et on lui proposa une nouvelle spécialité qu'il pourrait intégrer rapidement, le *Glider Training Program*.

Il suivit le *Primary Training* à Antigo au Wisconsin, puis le *Basic Training* à 29 Palms, Californie, et reçut enfin ses « *Glider Wings* » à la fin de l'*Advanced Glider Training* en avril 1943 à Victorville, Californie. Il fut affecté au *82nd TCS* du *436th TCG*. Son unité traversa l'Atlantique sur le *Queen Mary* et arriva à Greenock en Écosse le 30 janvier 1944 puis rejoignit Membury en Angleterre. Pendant quatre mois, il a participé aux divers entraînements destinés à parfaire leurs techniques de pilotage. Le 30 mai 1944, Robert C. Casey a été détaché au *85th TCS* du *437th TCG* à Ramsbury. En effet, juste avant les missions de combat, le commandement déplaçait parfois en effet les pilotes d'une unité vers une autre en fonction des besoins.

Le 5 juin à la tombée de la nuit, les planeurs et les C-47 sont alignés sur la piste. Casey et son copilote, le *2nd Lieutenant* Gordon Chamberlain, contrôlent leur appareil et ont besoin d'un coup de main. Ils aperçoivent au loin un para de dos et l'appellent. Celui-ci ne venant pas, Casey court vers lui afin de lui demander son aide. Il arrive au niveau du para et quand celui-ci se retourne, Casey voit une étoile sur son casque désignant le grade de général. « *Excuse me sir !* » bafouille-t-il et il retourne à son Horsas. Il apprendra plus tard que c'était le général James Gavin, commandant de la *82nd Airborne Division*, qui inspectait les appareils chargés de transporter le *325th GIR*.

Le mardi 6 juin 1944, Casey assista au retour des C-47 qui venaient de participer à la première vague d'assaut sur la Normandie. Aucun ne manquait à l'appel même si certains d'entre eux étaient très endommagés. Le lendemain matin 7 juin, c'est à présent leur tour. Chamberlain et Casey tirent à pile ou face pour savoir qui sera pilote. Ce sera Chamberlain. Le groupe dont il fait partie doit quitter Ramsbury à 4 h 37 du matin. Leur Horsas transporte 29 hommes du *325th GIR* dont Dave Stokely, commandant de la *C Company*, ainsi que des munitions. L'appareil accuse une surcharge de 300 kg, ce qui devient évident lorsque les pilotes se rendent compte qu'au moment du décollage, le C-47 les remorquant quitte le sol avant leur planeur. Il s'élève enfin dans les airs quelques mètres seulement avant le bout de la piste. Un autre Horsas surchargé n'arrive pas du tout à décoller. Le vol se déroule sans problème, excepté pour un des Horsas qui se détache au-dessus de Portland et atterrit sans dommage dans un champ.

Au-dessus d'*Utah Beach*, ils aperçoivent les centaines de bateaux et de barges ayant servi au débarquement.

Les C-47 volent bas afin d'éviter les tirs de DCA mais certains sont néanmoins pris pour cible par les

Photo prise en janvier 1944 du F/O Robert C. Casey et de sa mère française Lucienne Didier. (Robert C. Casey.)

Photo of F/O Robert C. Casey and his French mother, Lucienne Didier, taken in January 1944.

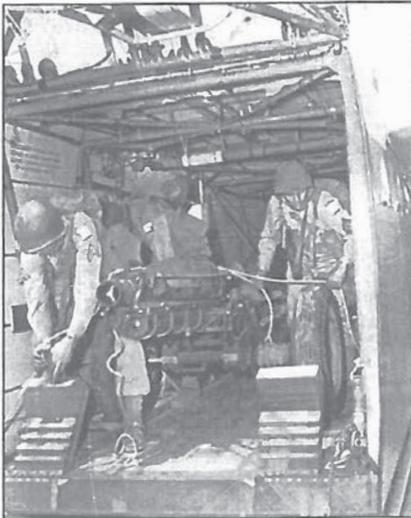
Excerpt, Esvelin, *D-Day Gliders*

Ci-dessus : Ce planeur est celui du F/O Ralph G. Smith (pilote) et du F/O Harald L. Boggs. Ils se poseront en Normandie le 7 juin. On assiste au chargement d'une Jeep par des soldats de la 82nd Airborne.

Ci-dessous : Cales permettant de maintenir le canon dans le Waco. (National Archives.)

Above : This is the glider of F/O Ralph G. Smith (pilot) and F/O Harald L. Boggs, who landed in Normandy on June 7. We see a Jeep being loaded by men of 82nd Airborne.

Below : Chocks to hold a gun in place in the Waco.



Mission GALVESTON

On June 7, further glider missions were arranged to bring in 325th GIR, 82nd Airborne, and 401st GIR as reinforcements. The first mission, code-named Galveston, comprised two serials to land at LZ W. However, upon learning of the resistance encountered at that LZ, 53rd TCW headquarters ordered the C-47 pilots to direct the gliders to LZ E, west of Sainte-Marie-du-Mont. This was also intended to avoid the German anti-aircraft guns to the north of Sainte-Mère-Eglise.

The leading serial comprised 32 Wacos and 18 Horsas of 437th TCG, and took off from Ramsbury. It was carrying 717 troops of 1st Battalion, 325th GIR, and more men of A Company, 307th Airborne Engineer Bn. It was also carrying jeeps, guns and equipment.

The second serial comprised 50 Wacos of 434th TCG, leaving from Aldermaston. This mission was to take 251 men of the general staff of 325th GIR, the rest of A Company, 307th Airborne Engineer Bn, and the men of the Airborne Reconnaissance Platoon and the Airborne Division Artillery. To this were added 41 jeeps (including one 508th PIR command jeep), 20 artillery guns and 26 tons of various equipment.

Of all the pilots taking part in this mission, one, F/O Robert C. Casey, was in more of a hurry than the rest to get to France. His father had fought there during World War I and had married a French girl, Lucienne Didier, who worked in a hospital at Tours. The couple had a child, Robert, who viewed France as a second home country. Fascinated by his father's memories of aerial combat, he had wanted to become a fighter pilot, but the waiting list was too long and he was offered a new speciality that he could join quickly, the Glider Training Program.

He did his primary training at Antigo (Wisconsin) and his basic training at 29 Palms (California), finally receiving his glider wings upon completing his advanced glider training at Victorville in April 1943. He was assigned to 82nd TCS, 436th TCG. His unit crossed the Atlantic on board the *Queen Mary*, arriving in Greenock, Scotland, on January 30, 1944 before moving on to Membury in England. For four months, he took part in various training exercises aimed at improving their flying skills. On May 30, 1944, Robert C. Casey was seconded to 85th TCS, 437th TCG in Ramsbury. Just before combat missions, the command sometimes moved a pilot in this way from one unit to another according to their needs.

Excerpt, Esvelin, *D-Day Gliders*

Les hommes du 325th GIR de la 82nd Airborne posent pour la photo quelques minutes avant le départ. (National Archives.)

The men of 325th GIR, 82nd Airborne pose for the camera a few minutes before taking off.



Ci-dessous : Photo prise le 6 juin au soir à Ramsbury par le F/O Casey. C'est dans le planeur n° 13 qu'il s'envolera le lendemain pour l'opération « Galveston ». (Robert C. Casey.)

A droite : C-47 tirant des Wacos au-dessus d'Utah Beach, vraisemblablement le 7 juin. (National Archives.)

Below : Photograph taken by F/O Casey at Ramsbury on the evening of June 6. The next morning he took off in glider n° 13 on Operation Galveston.

Right : C-47 towing Wacos over Utah Beach, probably on June 7.

armes légères des soldats allemands. Ils arrivent au-dessus de leur LZ à une altitude de 500 pieds, ce qui est bas. A cette altitude, les planeurs qui se détachent ne disposent que de 30 secondes pour se poser. Apercevant un champ de taille suffisante, Chamberlain se détache du C-47 et, instantanément, le Horsa commence à piquer du nez. Chamberlain n'arrive pas à redresser le planeur ; Casey prend alors les commandes, ce qui n'est théoriquement pas son rôle en tant que copilote. Cependant, il se rappelle d'une technique qui lui avait été enseignée par un instructeur anglais en Angleterre quelques mois plus tôt : il ouvre les ailerons au maximum, ce qui permet de ralentir le planeur et de lui faire redresser le nez. Cependant, cette manœuvre doit être effectuée juste avant le contact avec le sol, car le planeur perdant de la vitesse risque de ne plus avoir assez de portance et de tomber comme une pierre. Casey tente sa chance et permet au Horsa surchargé de se poser tant bien que mal. L'atterrissage est brutal et ils percutent une haie, ce qui endommage l'avant du planeur. Quand Chamberlain et Casey retrouvent leurs esprits, ils se rendent compte qu'ils sont assis à leur place dans la cellule frontale, mais font face à la queue de leur appareil, ce qui témoigne de la rudesse du choc !

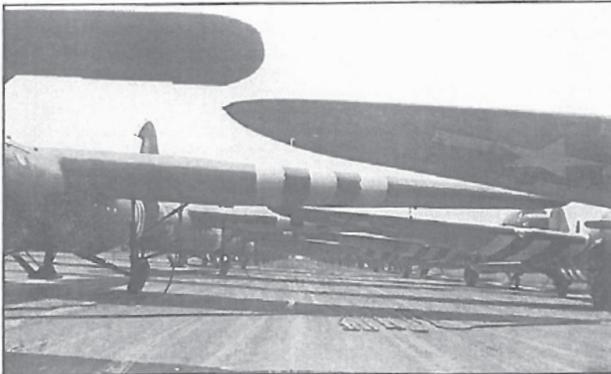
Parmi les soldats qui sortent du planeur, ils entendent un déclarer en voyant l'avant du Horsa : « Laisse tomber, ils sont morts ! » Ils sont stupéfaits de les voir s'extraire indemnes de l'enchevêtrement de contre-plaqué et de plexiglas.

Parmi les passagers, cinq sont blessés, dont le capitaine Stokely qui souffre d'une jambe cassée. Un

autre Horsa se pose dans le même champ, effectuant un atterrissage parfait. Soudain, un troisième heurte en vol un poteau téléphonique avec son aile droite et s'encastre dans le Horsa intact, ce qui occasionne neuf autres blessés.

On les rassemble à l'écart afin d'éviter d'autres accidents. Les soldats se regroupent et rejoignent leur objectif. Deux pilotes de planeurs partent à la recherche d'infirmiers et les autres restent auprès des blessés. C'est alors que Casey aperçoit un fermier tirant sa vache. Il lui montre sa carte afin de savoir où ils se trouvent en utilisant les quelques mots de français qu'il a appris par sa mère. Le fermier n'est pas vraiment coopératif, ne regardant même pas les cartes que lui tend Casey. Ce dernier sait qu'ils se trouvent près de Saint-Marie-du-Mont, mais à quelle distance ? Casey reste toute la journée avec son groupe en attendant des secours. Ils entendent des échanges de coups de feu sporadiques leur rappelant qu'une guerre est en cours mais n'en sont jamais la cible. L'après-midi, ils observent un combat aérien opposant trois avions allemands à cinq ou six chasseurs de la RAF et un appareil ennemi s'abat en flammes.

En fin d'après-midi, un camion arrive afin de les rapatrier sur la plage d'Utah où les blessés sont enfin soignés. Casey et Chamberlain retrouvent des pilotes de planeur de leur groupe et échangent leurs impressions. Ils passent la nuit sur la plage. Vers 10 h 00 le lendemain matin, on les dirige vers un LCI où ils servent de gardiens pour 217 prisonniers allemands (dont le pilote de l'avion qui avait été abattu la veille) que l'on ramène en Angleterre.



Excerpt, Esvelin, *D-Day Gliders*

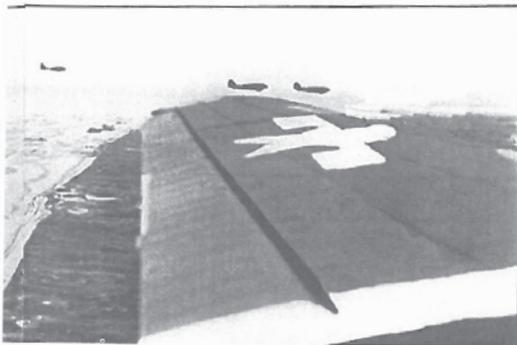
Le LCI les conduit au large jusqu'à un LST (10) plus imposant destiné à transporter les troupes et le matériel lourd. Le 9 juin vers 10 h 00 du matin, ils débarquent à Portsmouth. Robert C. Casey vient de prendre part à sa première mission de guerre (11) qui, hormis son atterrissage, s'est déroulé sans difficulté. Il est alors fier d'avoir participé au point de départ de la libération d'un pays auquel il est sentimentalement attaché.

Partant d'Aldermaston avec le deuxième groupe de cette mission, le 1st Lieutenant Archie Dickson du 71st TCS du 434th TCG a connu une expérience plus difficile. Il s'envole à bord d'un Waco chargé d'une tonne d'équipements de transmission et de huit soldats de la 82nd Airborne. Après avoir survolé la Manche sans le moindre problème, il arrive à proximité de Sainte-Mère-Eglise. Il se détache du C-47 et commence sa descente vers un champ qu'il a repéré. Soudain, ils sont la cible de canons antiaériens allemands. Un éclat fracture le tibia droit d'Archie Dickson et le copilote Don Akin est lui aussi blessé. Ils peuvent tout de même poser le planeur sans que les passagers ou la cargaison ne soient endommagés. Dickson arrache la ceinture de sécurité de son siège afin de se faire un garrot et sort tant bien que mal du Waco. Les huit soldats de la 82nd ont déjà disparu. Dans l'incapacité de se mouvoir, Dickson s'administre une injection de morphine afin de calmer la douleur.

Akin et lui restent à proximité de leur planeur toute la matinée, immobiles, et ce n'est qu'en début d'après-midi qu'un infirmier accompagné de soldats vient soigner sa plaie et lui administre une autre piqûre de morphine. Un Allemand apparaît au loin et est pris pour cible par un des Américains. Il s'éloigne à toute allure et c'est le seul ennemi que les deux pilotes virent en Normandie. En fin de journée, Archie Dickson est placé sur un brancard et installé dans une Jeep. Un photographe de l'armée, Peter Carroll, prit une photo qui fit la « une » de la plupart des quotidiens américains car c'était l'une des premières disponibles. Ils sont transportés jusqu'à Utah afin d'être évacués vers l'Angleterre. Comme la mission « Elmira » de la veille au soir, la mission « Galveston » fut elle aussi meurtrière : 17 hommes tués, 85 blessés, 10 Horsas détruits, 7 endommagés, 9 Wacos détruits et 15 endommagés.

(10) Ce bateau surnommé « Large Slow Targets » (« grosses cibles trainardes ») mesurait 98,4 mètres de long et permettait le transport de 2 000 tonnes d'hommes et de matériels.

(11) Il participa ensuite à l'opération « Market-Garden » aux Pays-Bas et à « Varsity » pour la traversée du Rhin. Il quitta l'armée en juin 1945.



At nightfall on June 5, the gliders and C-47s lined up on the airstrip. Casey and his co-pilot, 2nd Lieutenant Gordon Chamberlain, were inspecting their machine and needed a hand. They saw a paratrooper in the distance with his back to them and called out to him. When he failed to come, Casey ran up to him to ask him to help. He went right up to the paratrooper, and when he swung round, he saw a general's star on his helmet. He mumbled "Excuse me sir!" and went back to his Horsa. He was later told that it was the 82nd Airborne Division's commander, James Gavin, who was inspecting the planes responsible for carrying 325th GIR.

On Tuesday, June 6, 1944, Casey witnessed the return of the C-47s that had just taken part in the first assault wave to Normandy. Whilst some were badly damaged, not one was missing. The next morning, on June 7, it was their turn. Chamberlain and Casey tossed a coin to see who should be pilot. Chamberlain won. The group he was with was to take off from Ramsbury at 0437 hours. Their Horsa carried 29 men of 325th GIR, including the commander of C Company, Dave Stokely, and also ammunition. The glider was 300 kg (660 pounds) overweight, which became clear when the pilots noticed that on take-off their tug plane left the ground before their glider did. The glider finally got off the ground only yards before the end of the runway. Another overloaded Horsa failed to get in the air at all. The flight proceeded without a hitch, except that one Horsa came loose over Portland Bill and landed safely in a field.

Passing over Utah Beach, they saw the hundreds of boats and landing craft used in the landing.

The C-47s flew low to avoid flak, but some were the target of German light arms fire. They arrived over their LZ at a height of 500 feet, which is low. At that altitude, the gliders had only 30 seconds in which to land after casting off. Spotting a suitably big field, Chamberlain cut loose from his C-47 and the Horsa immediately began to nosedive. Chamberlain was unable to level out, so Casey took over the controls, although technically this was not within his remit as co-pilot. However, he remembered a ploy his English instructor had taught him in England only a few months before; he opened the ailerons as far as they would go, which slowed the glider down and straightened it up. However, this maneuver is supposed to be done just before touching down, as a glider losing speed is liable to lose lift and drop like a stone. Casey tried his luck and managed to bring down his Horsa more or less safely. It was not a soft landing and they hit a hedge, damaging the front of the glider. When Chamberlain and Casey came to, they realized that they were sitting in the front airframe, but facing the tail of the glider, which just showed how heavily they had crash-landed!

Among the men emerging from the glider, one they heard saying, on seeing the front end of the Horsa, «Forget it, they are dead!» They were amazed to see them climb out unhurt from the tangle of plywood and plexiglas.

Five of the passengers were injured, including Captain Stokely, who had a broken leg. Another Horsa made a perfect landing in the same field. Suddenly a third in midflight hit a telegraph pole with its right wing and crashed into the intact Horsa, injuring another nine.

They were brought together some distance away so as to avoid any further accidents. The fighting men mustered and went on to their objective. Two glider pilots set off to find medical orderlies, while the rest stayed beside the injured. Then Casey spotted a farmer pulling a cow along. He showed him his map, to try and find out where they were, using the odd words of French he had learnt from his mother. The farmer was not very cooperative and would not even look at Casey's maps. Casey knew they were not far from Sainte-Marie-du-Mont, but not how far. He stayed with his party all day as they awaited help. They heard occasional gunfire being exchanged to remind them there was a war going on, but they were never a target. That afternoon, they watched a dogfight between three German aircraft and five or six RAF fighters, and one enemy plane was shot down in flames.

Late in the afternoon, a truck arrived to take them back to Utah Beach, where the injured finally received treatment. Casey and Chamberlain joined the other glider pilots in the group and exchanged their impressions. They spent the night on the beach. At around 1000 hours the following morning they were moved to an LCI where they acted as guards to bring back to England 217 German prisoners (including the pilot of the

Excerpt, Esvelin, *D-Day Gliders*

The LCI took them out to sea as far as a bigger LST (10), a transport ship for troops and heavy equipment. They landed at Portsmouth on June 9, at around 1000 hours. Robert C. Casey had just completed his first war mission (11) which, apart from the actual landing, had gone smoothly. He was proud to have taken part in the start of the liberation of a country to which he had a sentimental attachment.

Starting out from Aldermaston with the second serial of the mission, 1st Lt. Archie Dickson of 71st TCS, 434th TCG, had a harder time of it. He took off in a Waco loaded with a ton of signalling equipment and eight men of 82nd Airborne. After flying over the Channel without any problem, he came in close to Sainte-Mère-Eglise. He cut loose from his C-47 and began to glide down to a field he had spotted. Suddenly, they became a target for German flak guns. Archie Dickson was hit by shrapnel in the right shin and his co-pilot Don Akin was wounded too. Despite this, they managed to bring down their glider with no damage to either passengers or cargo. Dickson pulled off his seat belt to make a tourniquet and clambered out of the Waco. The eight men of 82nd had already disappeared. Unable to move, Dickson gave himself a morphine injection to relieve the pain.

Akin and he stayed close to their glider all morning, without moving, and it was only early in the afternoon that a medical orderly arrived to clean his wound and give him another morphine injection. A German appeared in the distance and was shot at by one of the Americans. He took to his heels, and was the only enemy the two pilots ever saw in Normandy. Late in the day, Archie Dickson was set on a stretcher and placed in a jeep. An army photographer, Peter Carroll, took a picture that hit the front pages of most U.S. dailies, being one of the first available. Then they were taken to Utah Beach for evacuation to England.

Like Mission Elmira the previous evening, Galveston was another murderous mission, with 17 men killed, 5 injured, 10 Horsas destroyed, 7 damaged, 9 Wacos destroyed and 15 damaged.

(10) Landing Ship Tanks, nicknamed "Large Slow Targets", were 322'10 long and could transport 2,000 tons of men and equipment.

(11) He later took part in Operation Market Garden in Holland, and in Varsity across the Rhine. He left the army in June 1945.



Photo du 2nd Lieutenant Robert C. Casey prise en décembre 1944. On note le port de l'insigne de la 9th Airforce rehaussé du patch « Airborne » du fait de leur appartenance aux planeurs. (Robert C. Casey.)

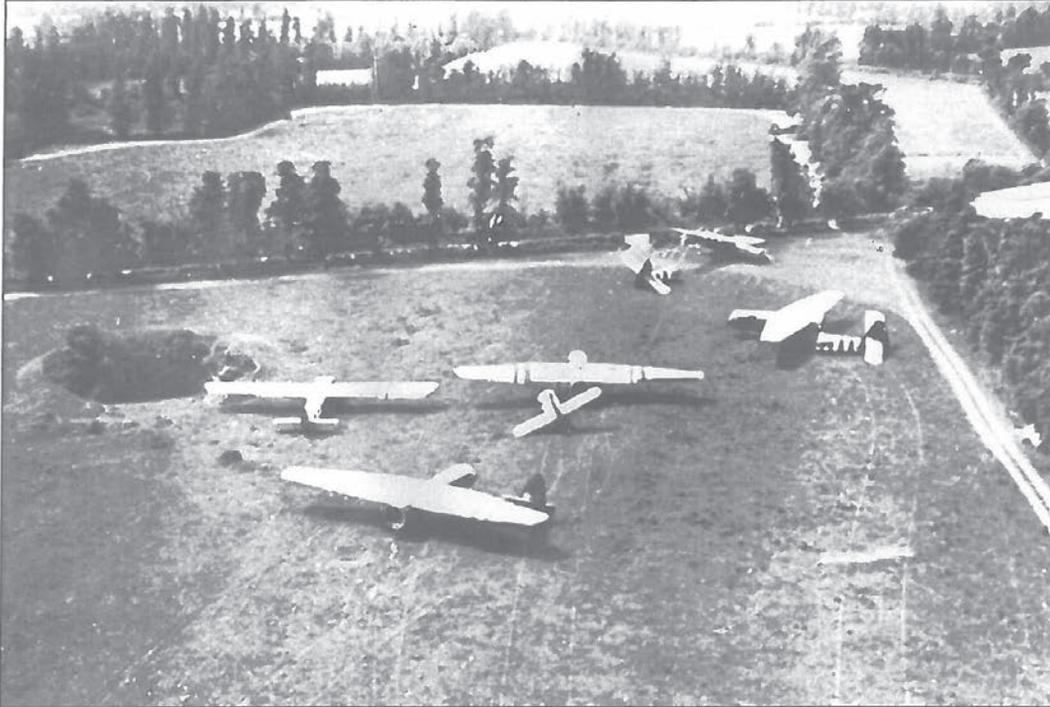
Photo of 2nd Lieutenant Robert C. Casey taken in December 1944. Note how he is wearing the insignia of the 9th Airforce together with the « Airborne » patch for the glider men.



Le 1st Lieutenant Dickson du 71st TCS du 434th TCG. Photo prise le 7 juin 1944 alors qu'il attend d'être ramené vers la plage. (Archie Dickson.)

1st Lieutenant Dickson of 71st TCS, 434th TCG. Photo taken on June 7, 1944 as he waited to be taken back to the beach.

Excerpt, Esvelin, *D-Day Gliders*



Ci-dessus : Wacos et Horsas après l'atterrissage. On note que l'arrière des Horsas a été ouvert pour permettre le déchargement du matériel. (National Archives.)

Ci-dessous : Quelque part en Normandie le 6 juin 1944. Des soldats américains dégagent l'épave d'un Horsa pour faciliter le passage de véhicules. (National Archives.)

Above : Wacos and Horsas after landing. Note how the rear section of the Horsas was opened in order to unload equipment.

Below : Somewhere in Normandy on June 6, 1944. U.S. troops clear away the wreckage of a Horsa to let vehicles through.



Excerpt, Esvelin, *D-Day Gliders*



Ci-contre : Le 7 juin, des paras du 506th PIR examinent une carte avec des MP d'une unité amphibie. On remarque l'excellent atterrissage des deux Horsas. (National Archives.)

Ci-dessous : Victimes d'un « crash » de planeur. (National Archives.)

En bas : Waco ayant heurté une haie à l'atterrissage le 7 juin 1944. (National Archives.)

Opposite : On June 7, paratroops of 506th PIR examine a map with MPs from an amphibious unit. Note the excellent landing made by the two Horsas.

Below : Victims of a glider crash.

Down : Waco glider that hit a hedge upon landing on June 7, 1944.



Excerpt, Esvelin, *D-Day Gliders*

Les missions de planeurs du Jour J *D-Day Glider missions*

6 juin 1944
June 6, 1944

Mission <i>Mission</i>	TC. Group <i>TC. Group</i>	Objectif <i>Objective</i>	Type de planeurs <i>Glider types</i>	Aérodrome <i>Airfield</i>	Départ <i>Take-off</i>	Atterrissage <i>Landing</i>
Chicago	434th	LZ E	52 Wacos CG4-A	Aldermaston	01.19	03.54
Detroit	437th	LZ O	52 Wacos CG4-A	Ramsbury	01.29	04.04
Keokuk	434th	LZ E	32 Horsas	Aldermaston	18.30	20.53
Elmira	437th	LZ W	8 Wacos CG4-A, 18 Horsas	Ramsbury	18.40	21.04
Elmira	438th	LZ W	14 Wacos CG4-A, 36 Horsas	Greenham- Common	18.50	21.00
Elmira	436th	LZ W	2 Wacos CG4-A, 48 Horsas	Membury	20.42	22.55
Elmira	435th	LZ W	12 Wacos CG4-A 38 Horsas	Welford	20.50	23.05

7 juin 1944
June 7, 1944

Mission <i>Mission</i>	TC. Group <i>TC. Group</i>	Objectif <i>Objective</i>	Type de planeurs <i>Glider types</i>	Aérodrome <i>Airfield</i>	Départ <i>Take-off</i>	Atterrissage <i>Landing</i>
Galveston	437th	LZ E	32 Wacos CG4-A 18 Horsas	Ramsbury	04.30	06.55
Galveston	434th	LZ E	50 Wacos CG4-A	Aldermaston	04.32	07.01
Hackensack	439th	LZ W	20 Wacos CG4-A 30 Horsas	Upottery	06.30	08.51
Hackensack	441st	LZ W	50 Wacos CG4-A	Merryfield	07.00	08.59

Marquages des escadrons de transport engagés le Jour J *Markings on transport squadrons engaged on D-Day*

53rd Transport Carrier Wing

434th TCG		435th TCG		436th TCG		437th TCG		438th TCG	
71st	CJ	75th	CK	79th	S6	83rd	T2	87th	3X
72nd	CU	76th	CW	80th	7D	84th	Z8	88th	M2
73rd	CN	77th	IB	81st	U5	85th	90	89th	4U
74th	ID	78th	CM	82nd	3D	86th	5K	90th	Q7

50th Transport Carrier Wing

439th TCG		441st TCG	
91st	L4	99th	3J
92nd	J8	100th	8C
93rd	3B	301st	Z4
94th	D8	302nd	2L

Photograph, *Gliders landing at Normandy, 1944*

National Archives and Records Administration



Photograph, *Horsa glider crash site*

National Archives and Records Administration



Map of Operation Varsity in Netherland American Cemetery Visitors Brochure

American Battle Monuments Commission

Allied Operations, September 1944 – Spring 1945

KEY: † Military Cemetery Parachute Drop West Wall – German Defensive Line

Netherlands American Cemetery and Memorial
American Battle Monuments Commission

Netherlands American Cemetery and Memorial
American Battle Monuments Commission

The U.S. 30th Infantry Division liberated this site on September 13, 1944. A battlefield cemetery was established here on November 10, 1944. The government of the Netherlands granted its free use as a permanent burial ground in perpetuity without charge or taxation.

This agency of the United States government operates and maintains 25 American cemeteries and 26 memorials, monuments and markers in 16 countries. The Commission works to fulfill the vision of its first chairman, General of the Armies John J. Pershing, Pershing, commander of the American Expeditionary Forces during World War I, promised that “time will not dim the glory of their deeds.”

American Battle Monuments Commission
2300 Clarendon Boulevard
Arlington, VA 22201
USA

Netherlands American Cemetery
Amerikaanse Begraafplaats 1
6269 NA Morigatien Netherlands
TEL (31) 43 45 81 208
GPS N50 49 26 0 E5 4 8 2 3

For more information on this site and other ABMC commemorative sites, please visit www.abmc.gov

The broad Allied advance across Belgium and the Netherlands included the U.S. 1st and U.K. 2nd Army Groups as well as the First Canadian and Second British Armies. This advance ultimately resulted in the penetration into Germany and hastened the end of the war.

Netherlands American Cemetery Visitors Brochure

Visitor Building
Here you can meet our staff and get your questions answered, sign the guest register, and rest and refresh yourself.



Court of Honor with Reflecting Pool
The names and information of the 1722 Missing of the Army and Army Air Force are engraved on the walls flanking the reflecting pool of the Court of Honor.



The Maps
Three maps are engraved on walls within the museum present: (a) the airborne Operation MARKET GARDEN; (b) crossing of the Roer and advance to the Rhine; (c) military operations from Normandy landings to war's end.



The Chapel
The chapel is on the east, or burial, side of the tower. Its bronze doors depict a Tree of Life in outline.



Successful Allied operations followed landings in Normandy and Southern France. However, logistical shortages slowed momentum. Autumn priority in Northern France, Belgium, and the Netherlands was given to capture of Channel ports and to advance through or around German frontier fortifications (West Wall) into Northern Germany.

Key actions in the ensuing campaign included:

- SEPTEMBER 14:** Maastricht was the first Dutch city to be liberated.
- Mid SEPTEMBER to OCTOBER 21:** U.S. First Army besieged and captured Aachen, Germany.
- Mid SEPTEMBER to EARLY MARCH:** saw sustained fierce fighting in the Hürtgen Forest.
- SEPTEMBER 17:** Operation MARKET GARDEN began in the Netherlands. Airborne and armored forces seized key bridges, but not the northernmost bridge at Arnhem.
- NOVEMBER 16 – DECEMBER 15:** U.S. forces advanced slowly toward the Roer River.
- DECEMBER 16:** German counteroffensive in the Ardennes (Battle of the Bulge) stopped the Allied advance for one month.
- FEBRUARY 23:** U.S. Ninth Army began crossing the Roer River in Operation GRENADE.
- MARCH 23-24:** U.S., British, and Canadian forces launched Operation PLUNDER, crossing the Rhine River around Wesel. Its airborne component, Operation VARSITY, put U.S. and British airborne divisions north of Wesel. This cleared the way for Allied forces to encircle the vital Ruhr region and advance to the North German Plain.

Throughout the period, Allied aircrews flew hazardous strategic missions against German industrial targets and tactical missions in support of the ground forces.

Layout



From the Visitor Building and museum room, the Court of Honor leads to the tower containing the chapel. Farther east, the 16 plots of the burial area are defined by the broad central mall and grass paths. The 8,301 headstones sweep in parallel arcs across the green lawn.

Headstone Location

PLOT:

ROW:

GRAVE:

Useful Information

DIMENSIONS: 65.5 ACRES
HEADSTONES: 8,301
LATIN CROSSSES: 8122

STATUES OF DAVID, TIGER
MISSING IN ACTION: 1,722
SETS OF BROTHERS: 40

MEDAL OF HONOR RECIPIENTS: 6
DEDICATED: JULY 7, 1960