“The fundamental purpose of our educational system is to instill a moral code in the rising generation and create a citizenship that will be responsible for the welfare of the nation.”

– HARRY S. TRUMAN
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Fall back in time. It is June, 1950. World War II ended five years ago. Americans are tired of war. President Truman is at home in Independence, MO when he receives a phone call from Secretary of State Dean Acheson who informs the president that nine hours earlier Communist Chinese have crossed into North Korea. Korea is a country split in two—North Korea under a socialist state and the south trying to set up a democracy. The U.S. supports South Korea. International peace is threatened, and the fate of the world is yours to decide.

Welcome to The White House Decision Center where your students will actively engage in crisis decision making through immersion in a historical situation President Truman faced!

The WHDC curriculum prepares students to be thoughtful about the decisions they make and to better understand the decision made by others. Through participation in The WHDC and our pre-visit modules, students will practice Common Core skills including:

- Literacy
- Primary source selection, reading strategies, and analysis
- Comparing and contrasting multiple points of view
- Leadership
- Decision making
- Group cooperation and communication
- Speech writing and public speaking
- Crafting evidence-based solutions for complex problems

The WHDC experience will also provide students with unique knowledge of:

- The inner workings of the executive branch, including the relationship between a president and his advisors
- How presidential decisions are made
- A model for decision making
- The historical perspective of Truman's decision

Preparation at school enriches students’ learning experience and enhances their success at The White House Decision Center. Four pre-visit modules, organizational forms, and optional assessment activities are included in this teacher’s manual. Each of the four pre-visit modules can be modified for students of every levels. Please do your best to complete all of the modules.

If you have any questions or concerns about The WHDC curriculum or your visit, please contact Mary McMurray, Director of The White House Decision Center (mary.mcmurray@gmail.com; 816.268.8241).
<table>
<thead>
<tr>
<th>Common Core State Standards</th>
<th>Compatible NCSS and C3 Literacy Skills</th>
<th>Applicable WHDC Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-Literacy.RH.</td>
<td>• Select Primary Sources</td>
<td>Module 1: Presidential Power and Influence</td>
</tr>
<tr>
<td>• 6-8-9;10-11-12.1</td>
<td>• Evaluate Primary Sources</td>
<td>Students read and analyze Truman's schedule for June 29, 1950 to explore the roles a president plays. As students research the roles of the president, they discover the many types of action a president might take in a given situation.</td>
</tr>
<tr>
<td>• 6-8; 9-10;11-12.7</td>
<td>• Select Primary Sources</td>
<td>Module 2: President Truman's Advisors</td>
</tr>
<tr>
<td>• Select Primary Sources</td>
<td>• Evaluate Primary Sources</td>
<td>Students select and prioritize briefings to assess the importance of each for their role. Additionally, students will source, contextualize, and corroborate their sources as they prepare to become one of President Truman's expert advisors.</td>
</tr>
<tr>
<td>• 6-8-9;10-11-12.9</td>
<td>• Select Primary Sources</td>
<td>Module 3: Right to the Source</td>
</tr>
<tr>
<td>• 6-8; 9-10;11-12.8</td>
<td>• Select Primary Sources</td>
<td>Students will select and prioritize primary documents to assess what information will be important in their role as presidential advisors. Students must also source, contextualize, and corroborate their sources as they apply to their individual roles. Finally, students will determine the relevance of each document they read and defend their conclusions.</td>
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<tr>
<td>• 6-8; 9-10;11-12.10</td>
<td>• Select Primary Sources</td>
<td>Module 4: Decisions and Dilemmas</td>
</tr>
<tr>
<td>• Select Primary Sources</td>
<td>• Question</td>
<td>Students will research and analyze a problem and decide which conditions proposed solutions must meet. Students will utilize a decision making matrix to solve a school-based problem, historical problem, or problem of their choice. The matrix encourages in-depth analysis of proposed solutions by asking students to weigh the positive and negative consequences.</td>
</tr>
<tr>
<td>• 6-8; 9-10;11-12.7</td>
<td>• Assess Options for Action</td>
<td>The White House Decision Center Visit On-Site Experience</td>
</tr>
<tr>
<td>• Select Primary Sources</td>
<td>• Assess Options for Action</td>
<td>Students assume the roles of Truman and his advisors to solve a major crisis. Using primary and secondary sources, students research and develop possible solutions to the crisis that they present in presidential advisory meetings. Through discussion and debate, students collaboratively sift through solutions, weighing the positive and negative consequences of each. Students then assume the role of a White House Press Correspondent and question selected advisors. Presidents confer with their advisors to craft their decision, which he/she then reveals in a second press conference. Students create and ask questions about the decision. In the last stage, students debrief their on-site experience sharing what they have learned about the roles of the president, government, and history.</td>
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<tr>
<td>• 6-8-9;10-11-12.1</td>
<td>• Analyze Social Problems</td>
<td>Assessment Activities</td>
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<tr>
<td>• 6-8-9;10-11-12.2</td>
<td>• Assess Options for Action</td>
<td>Activities such as presenting a speech to the school board or writing letters to their congressmen are included in these optional assessment activities</td>
</tr>
<tr>
<td>• 6-8-9;10-11-12.3</td>
<td>• Take Informed Action</td>
<td></td>
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<tr>
<td>• 6-8-9;10-11-12.4</td>
<td>• Question</td>
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<td>• 9-10-11-12.5</td>
<td>• Assess Options for Action</td>
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<td>• 6-8-9;10-11-12.6</td>
<td>• Use Geographic Data</td>
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<tr>
<td>• 6-8-9;10-11-12.7</td>
<td>• Question</td>
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<td>• 6-8-9;10-11-12.8</td>
<td>• Assess Options for Action</td>
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<tr>
<td>• 6-8; 9-10;11-12.10</td>
<td>• Use Geographic Data</td>
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</table>
OVERVIEW
The president wears many hats each day. In fact, there are seven roles for our country’s highest elected official. This module reviews those roles.

LEARNING OBJECTIVES
Students will analyze and apply the seven roles of the president.

LENGTH OF LESSON
25 minutes

MATERIALS
1. Seven Roles, One President (Teacher’s Manual, 6-7; Official Briefing Papers, 4-5)
2. Truman’s Daily Schedule, June 29, 1950 (Teacher’s Manual, 8; Official Briefing Papers, 6)
3. Analysis of Truman’s Schedule (Teacher’s Manual, 9; Official Briefing Papers, 7)
4. Presidential Power and Influence (Teacher’s Manual, 10-12; Official Briefing Papers, 8-10)

GUIDING QUESTIONS
1. What are the president’s primary roles?
2. How are the roles of the presidency applied to various situations?

PROCEDURE
1. Read Seven Roles, One President (Teacher’s Manual, 7-8) as a group.
2. Examine Truman’s Schedule (Teacher’s Manual, 9).
   a. Note the crowded schedule and the amount of time allotted to meet with people. Ask students to consider who got the most time and why?
3. As a class, determine which presidential roles (if any) are reflected in the first two meetings listed on the Analysis of a Truman’s Schedule worksheet (Teacher’s Manual, 10).
4. Divide the group into small groups to complete the rest of the Analysis of the Day worksheet. Tell students that there could be more than one right answer and not to overthink the schedule. Share the answers as a group and discuss.
5. Apply the knowledge by completing one of three scenarios in the Presidential Power and Influence section (Teacher’s Manual, 11-13).
   a. Working as a large group complete “Chief of State” portion.
      i. Possible answers include making a speech or going on a presidential visit to provide exposure for the problem of starving women and children.
   b. Have the students complete the rest of the chart in their small groups.
   c. Share answers as a class.
   d. Teacher’s Note: Consider returning to the unused scenarios in another unit throughout the year or as a follow up to your visit.
Seven Roles, One President

1. CHIEF OF STATE
As the U.S. Chief of State, the president is a living symbol of the nation who stands for the highest values and ideals of the country.

Examples of Behavior:
• Presenting important national awards to citizens
• Congratulating U.S. Olympic gold medal winners
• Making a patriotic speech on the Fourth of July
• Pitching the first ball of the baseball season

2. CHIEF EXECUTIVE
As chief executive, the president employs millions of government workers in the Executive Branch, decides how to enforce the laws of the U.S., and chooses officials and advisors to help run the Executive Branch.

Examples of Behavior:
• Appointing the head of the Central Intelligence Agency (CIA)
• Holding a Cabinet meeting to discuss government business
• Reading a report and recommendations about problems in the management of the Federal Bureau of Investigation (FBI)

3. CHIEF DIPLOMAT
With the help of his advisors, the president makes the foreign policy of the United States. He or she also determines what American diplomats and ambassadors should say to foreign governments.

Examples of Behavior:
• Traveling to London to meet with British leaders regarding European issues
• Entertaining Japanese diplomats in the White House to discuss trade issues
• Writing a message or a letter to Russian leaders on arm control
• Trying to bring peace to the Middle East

4. COMMANDER IN CHIEF
As commander of the nation’s armed services, the president determines the size and deployment of the armed forces and, with Defense Department leaders and the highest military officers he or she appoints, shapes the defense policy. The president shares some military powers with Congress—top appointments, major military expenses, and plans to expand the armed forces require congressional approval; and only Congress can declare war.

Examples of Behavior:
• Inspecting a Navy yard
• Deciding whether to bomb foreign cities in wartime
• Calling troops to stop a riot
• Deciding on which new weapon systems to request in the budget
• Ordering troops to Afghanistan
5. CHIEF LEGISLATOR
While only Congress has the actual power to make law, the Constitution gives the president power to influence Congress in its lawmaking—a president may urge Congress to pass new laws and may veto bills that he or she does not favor.

Examples of Behavior:
- Inviting members of Congress to lunch to discuss pending legislation
- Signing a bill passed by Congress
- Making public statements supporting or opposing pending legislation in Congress

6. CHIEF OF PARTY
As chief of his or her political party, the president helps members of his or her political party get elected or appointed to office.

Examples of Behavior:
- Choosing leading party members to serve in the Cabinet
- Speaking at a rally for a party nominee to the U.S. Senate
- Attending events to raise funds for his party’s congressional candidates

7. CHIEF GUARDIAN OF THE ECONOMY
The president does not control the economy, but he or she is expected to help run it smoothly. As the chief guardian of the economy, the president is concerned with economic factors including unemployment, inflation, taxes, business profits, workers’ wages, and the general prosperity of the country.

Examples of Behavior:
- Meeting with economic advisors to discuss ways to reduce unemployment
- Meeting with business and labor leaders on how to avert a possible strike
- Propose a tax cut to stimulate the economy

“You have to know something to be a president. You have got to be a jack-of-all-trades and know something about all of them.”

— HARRY S. TRUMAN
“Being a president is like riding a tiger. A man has to keep on riding or be swallowed.”

— HARRY S. TRUMAN
### ANSWER KEY

#### ANALYSIS OF TRUMAN'S SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Meeting with</th>
<th>Likely Topic</th>
<th>Role(s) Reflected</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:55 am</td>
<td>Walter Gates</td>
<td>He was Bess Truman's cousin. This was just a courtesy call. Note short time allowed for meeting.</td>
<td>Chief of State</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Staff</td>
<td>Regular review meeting with probably many assignments and topics discussed.</td>
<td>Chief Executive/Administrator</td>
</tr>
<tr>
<td>11:00 am</td>
<td>Fredrick Lawton, Bureau of Budget</td>
<td>Discussed cost estimates for several budget areas as well as an airbase and a civil aeronautics board decision.</td>
<td>Chief Guardian of the Economy</td>
</tr>
<tr>
<td>11:30 am</td>
<td>Charles Brannan, Secretary of Agriculture</td>
<td>Probably regarding agricultural issues.</td>
<td>Chief Guardian of the Economy and possibly Chief Legislator if there was a farm bill</td>
</tr>
<tr>
<td>11:45 am</td>
<td>E.B. Cochrane, Head of M.I.T.</td>
<td>Off the record meeting arranged by Admiral Dennison.</td>
<td>Chief of State or possibly Commander-in-Chief (was there an award or discussing a military project in development at MIT)</td>
</tr>
<tr>
<td>12:00 pm</td>
<td>Edward Dudley, American Ambassador to Liberia</td>
<td>Probably the traditional meeting between a president and his ambassador.</td>
<td>Chief Diplomat</td>
</tr>
<tr>
<td>12:10 pm</td>
<td>George Biddle and Donald Dawson</td>
<td>Off the record meeting. Dawson handled appointments and personnel matters for the president. Biddle was appointed to the Commission Fine Arts.</td>
<td>Chief of State</td>
</tr>
<tr>
<td>12:15 pm</td>
<td>Overseas Employees of the State Department</td>
<td>See Truman's schedule.</td>
<td>Chief Executive/Administrator</td>
</tr>
<tr>
<td>12:30 pm</td>
<td>Dean Acheson, Secretary of State</td>
<td>Regular Thursday appointment.</td>
<td>Chief Executive/Administrator &amp; Chief Diplomat</td>
</tr>
<tr>
<td>1:00 pm</td>
<td>Lunch</td>
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<tr>
<td>4:00 pm</td>
<td>Press and Radio Conference</td>
<td>Some topics included Korea, Mexican loan, funding for Marshall Plan, and statehood for Alaska and Hawaii.</td>
<td>Chief Guardian of the Economy, Chief Diplomat, Chief Legislator</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>See listing of attendees on Truman's schedule</td>
<td>Major policy discussion concerning Korea, especially regarding Soviet role</td>
<td>Chief Diplomat</td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Finance Committee of Democratic National Committee</td>
<td>Attended dinner</td>
<td>Chief of Party</td>
</tr>
</tbody>
</table>
Millions of soldiers and civilians perished in Europe during WWII. Many survivors are experiencing starvation, poverty, and sense of hopelessness. Most European nations are in a weakened condition, having suffered great physical ruin (bombed out factories, homes, transportation, and stores) and shattered economies.

The U.S. and its western European allies fear that people will be attracted to communism in these dire times. The U.S. State Department believes that swift action must be taken to help Europeans rebuild before they lose faith in democracy. In 1947, Secretary of State George C. Marshall proposed to President Truman a $16.5 billion recovery program whereby America will assist European nations in rebuilding after the devastation of the recent war.

### Presidential Power and Influence

#### ISSUE: REBUILDING EUROPE AFTER WORLD WAR II

Check up to three presidential roles that apply to this issue:

- Chief of Staff
- Chief Executive
- Chief Diplomat
- Commander in Chief
- Chief Legislator
- Chief of Party
- Chief Guardian of the Economy

What kind of action(s) might the president take in this role?
ISSUE: MCCARTHYISM
(CHARGES OF COMMUNIST INFILTRATION AND SPYING IN THE U.S. GOVERNMENT)

In the years immediately following WWI, the U.S experienced the “Red Scare.” Some believed that radicals were terrorizing and actively infiltrating the U.S. government. In the 1930s, some Americans feared that Roosevelt’s policies were leaning toward socialism and that Russia was trying to subvert American institutions.

After WWII, there were many charges that Soviet spies had gained access to U.S. atomic bomb secrets and infiltrated the United States. Pressure is placed on President Truman to weed out federal employees suspected of supporting Soviet communism. He establishes loyalty review boards and loyalty oaths for federal workers. A Wisconsin Senator, Joseph McCarthy, is making speeches claiming to have a list of Soviet spies working inside the U.S. State Department. President Truman is being accused by some of being too lax in guarding United States institutions from Soviet infiltration.

Check up to three presidential roles that apply to this issue: What kind of action(s) might the president take in this role?

- [ ] Chief of Staff
- [ ] Chief Executive
- [ ] Chief Diplomat
- [ ] Commander in Chief
- [ ] Chief Legislator
- [ ] Chief of Party
- [ ] Chief Guardian of the Economy
CURRENT ISSUE:

Check up to three presidential roles that apply to this issue:  What kind of action(s) might the president take in this role?

- Chief of Staff
- Chief Executive
- Chief Diplomat
- Commander in Chief
- Chief Legislator
- Chief of Party
- Chief Guardian of the Economy
OVERVIEW
Presidential advisors play pivotal roles influencing a president’s decisions and policies. President Truman called on the best and the brightest around him to advise him; he expected all of his advisors to be knowledgeable and have excellent strategic, communication, and relationship-building skills.

LEARNING OBJECTIVES
Students will analyze historical issues from the perspective of their advisory role and use communication skills to share their knowledge.

LENGTH OF LESSON
45 minutes

MATERIALS
1. Role Assignment Worksheet (Teacher’s Manual, 15)
2. Copies of the Advisory Role Profile Cards (Teacher’s Manual, 16-23)
3. Copies of the Briefings on Three Scenarios: Korea, 1945-1950; Military Forces; and the Cold War (Teacher’s Manual, 24-26)
5. Advisory Evaluation Form (Teacher’s Manual, 28-29; Official Briefing Papers, 22)

GUIDING QUESTIONS
1. Who advises the president?
2. How do presidential advisors gather information and determine what to share with the president?

PROCEDURE
   a. Teacher’s Note: Assign roles to the students in whatever manner best fits your class. Please make sure that students are distributed evenly in the letter groups.
2. Distribute copies of the Advisory Role Profile Cards (Teacher’s Manual, 16-23).
   Direct students to read the card that corresponds to their assigned role and highlight important information.
   a. Teacher’s Note: Check for understanding by randomly asking student(s) to share who they are with the class.
3. Direct students to sit with others assigned to the same role.
4. Read the Authority, Power, and Influence in the Truman White House: An Organizational Chart (Official Briefing Papers, 11). Have students highlight their path of communication to the president. As a class, consider the following questions: Who answers only to the president? Who answers to multiple people? Do advisors have to agree with one another?
5. Divide the three briefings amongst the groups. Each group should read their briefing and complete the Advisory Evaluation Form (Official Briefing Papers, 12-13). If time allows, exchange the briefings with another group and read the remaining briefings.
**ROLE ASSIGNMENT WORKSHEET**

Assign students to equal teams with one president for each letter group used.

<table>
<thead>
<tr>
<th>President Truman</th>
<th>Press Secretary Ross</th>
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<tbody>
<tr>
<td>A. ____________________________</td>
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<td>H. ____________________________</td>
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<thead>
<tr>
<th>Secretary of Defense Johnson</th>
<th>Secretary of State Acheson</th>
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<tbody>
<tr>
<td>A. ____________________________</td>
<td>A. ____________________________</td>
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<tr>
<th>Chairman of the Joint Chiefs of Staff Bradley</th>
<th>Special Ambassador to the United Nations Jessup</th>
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<thead>
<tr>
<th>Special Assistant Harriman</th>
<th>Vice President Barkley*</th>
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* If a role must be dropped to accommodate smaller groups, then you may drop this role.
BRIEF BIOGRAPHY
Born and raised in Missouri, you helped work the family farm in your youth. You could not afford to attend college. After serving as an Army officer during WWI, you briefly operated a clothing store before being elected administrator of the government of Jackson County, Missouri. In 1934, you were elected to the U.S. Senate. Ten years later, you were elected vice president of the United States. In April 1945, President Roosevelt dies in office, and you assume the presidency after less than three months as vice president.

An avid reader of history, you have a good grasp on international and domestic policies. Your experience as a county administrator, in the military, and as chairman of the Senate committee investigating national defense (the “Truman Committee”) during World War II provides you with a strong background in decision making. You have been criticized for not doing enough to prevent the “fall” of China to Communist forces in 1949.

LEADERSHIP STYLE
Publicly, you are known as a tough, combative character, represented by your nickname “Give ‘Em Hell Harry.” Privately, you are patient, sympathetic, modest, considerate, and appreciative. You are not afraid to make difficult decisions. You often draw upon your knowledge of history, which has convinced you that aggression by totalitarian nations must be checked if peace and democracy are to be preserved. You accept the responsibility for making decisions, as the sign on your desk that reads “The Buck Stops Here” indicates. When things go wrong, you take the blame; when things go well, you give your advisors the credit. Your subordinates greatly admire you; you rely heavily on them to give you the best advice. You expect and receive loyalty.

PLACE IN THE POWER HIERARCHY
You are the highest government official in the United States. You, and your officials, are bound by the Constitution and the laws passed by Congress.

SPECIFIC DUTIES
The Constitution charges you with executing the laws of the United States and presiding over the executive branch of the federal government. Cabinet departments, federal agencies, and your White House staff assist you. You direct U.S. foreign policy and are the Commander in Chief of the U.S. Armed Forces. You also appoint Cabinet officials, heads of federal agencies, U.S. Supreme Court Justices and judges of the lower federal courts, and U.S. ambassadors to foreign nations; the U.S. Senate must confirm your nominations to these offices.

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BRIEF BIOGRAPHY
As a Senator from Kentucky, you served as majority and minority leader of the Senate until your election as vice president in 1948.

LEADERSHIP STYLE
You are known to be gregarious, well liked, fond of jokes, and politically shrewd.

When you ran for Senate Majority Leader in 1937, you won, but Truman voted for your opponent. You hoped Roosevelt would select you as his vice presidential candidate in 1944, but he selected Truman instead. When Truman became president, you commented that he lacked a sense of humor. During the 1948 election, the convention, not Truman, selected you as the vice presidential candidate. Once elected, you worked closely with Truman, especially on foreign affairs. In January of 1952, Truman noted in his diary that you “made a great vice president” and that “No president and vice president have been as cooperative as Barkley and I.”

PLACE IN THE POWER HIERARCHY
You operate under the authority of the president. The people of the United States elected you to your position. Despite your high office, you have little independent authority and are not usually consulted on major issues. President Truman likes you, however, and respects your opinion—particularly in regard to Congress, an institution in which you have great experience.

SPECIFIC DUTIES
As vice president of the United States, you are the second highest official of the U.S. government. Your only Constitutional duty is to preside over the Senate, where you vote only in the event of a tie. You succeed to the presidency in the event of the president’s removal from office, death, or resignation.
SECRETARY OF STATE
DEAN ACHESON

BRIEF BIOGRAPHY
You are a graduate of Yale and Harvard Law School. After military service as a Navy ensign, you served as private secretary Supreme Court Justice Louis Brandeis. You then worked as an attorney at a law firm where you eventually became a partner. Roosevelt appointed you Assistant Secretary of State. Before Truman appointed you Secretary of State in 1949, you served the Truman Administration as the Under Secretary of State. When Truman assumed the presidency in April 1945, he had limited knowledge of international affairs. Therefore, he relies heavily on you. You work well with President Truman, who places full trust in you as his senior advisor and principal voice on foreign affairs.

LEADERSHIP STYLE
You are viewed as an imposing figure who has been at President Truman’s side for his most significant foreign policy decisions including the establishment of the Truman Doctrine, Marshall Plan, and NATO. During your regular meetings with the president, you present issues in a crisp, clear fashion.

PLACE IN THE POWER HIERARCHY
President Truman appointed you Secretary of State in 1949. You operate under the authority of President Truman and answer directly to him. You are a close friend of President Truman, who has great confidence in your judgment.

SPECIFIC DUTIES
As head of the State Department, you are responsible for all State Department activities. You are also the principal advisor to President Truman as he determines and executes U.S. foreign policy. You are a member Truman’s Cabinet and National Security Council.

DEAN
ACHESON

• BORN: 
April 11, 1893 
in Middletown, CT

• SPOUSE: 
Alice Stanley

• CHILDREN: 
David, Jane, and Mary

• POLITICAL PARTY: 
Democratic
BRIEF BIOGRAPHY
You are a boyhood friend of President Truman. The two of you graduated from Independence High School—you were valedictorian. Like Truman, you love reading. After graduating Phi Beta Kappa from the University of Missouri, you worked for the St. Louis Post Dispatch, where you won a Pulitzer Prize for journalism. You helped start the world’s first school of journalism at the University of Missouri.

When Truman became president, you were one of the first people for whom he sent; you reluctantly agreed to serve as press secretary. Truman often creates problems for you when he shoots from the hip with the press.

LEADERSHIP STYLE
Although you provide background information to White House press correspondents, you see your job as assisting the president craft his public image. You are not especially well organized and often do not provide enough press coverage for President Truman. Still you are a hard worker, taking only five vacation days in four years.

You advocate restraint and try to intercept President Truman’s angry letters before they are sent. Truman listens to your advice, often softening statements and speeches. You create an atmosphere of moderation throughout the White House.

PLACE IN THE POWER HIERARCHY
President Truman appointed you; you operate under his authority. You are President Truman’s life-long friend. He often calls upon you for “common sense” advice.

SPECIFIC DUTIES
You advise and assist President Truman in presenting himself and his policies to the press and the public.
SECRETARY OF DEFENSE
LOUIS JOHNSON

BRIEF BIOGRAPHY
Born and raised in Virginia, you attended the University of Virginia Law School and, later, served West Virginia in the House of Representatives. In World War I, you were a major in the American Expeditionary Force. Truman so admired your success as chairman of the Democratic National Finance Committee during his 1948 presidential campaign that he appointed you Secretary of Defense in 1949 and charged you with reducing the size of the military budget and unify the U.S. Armed Forces.

LEADERSHIP STYLE
Military leaders dislike you because they believe you do not listen to their advice. You try to merge the Marine Corps with the Army and Navy to save money. You can be so rude that Secretary of State Dean Acheson thinks you are mentally unbalanced. After you cancel the production of a naval carrier needed to test new technologies, Congress investigates you. Truman depends more on Acheson than you in many military matters.

PLACE IN THE POWER HIERARCHY
President Truman appointed you; you serve under his authority and answer directly to him. You are unpopular with the Armed Services because of your role in cutting defense appropriations over the past year. You also have poor relations with Secretary of State Dean Acheson and President Truman, who has lost confidence in you. You are politically ambitious and would like to be president in the future.

SPECIFIC DUTIES
You are the civilian head of the Defense Department, which Truman created in 1947 and controls the U.S. Armed Forces. As Secretary of Defense, you are a member of the Cabinet and the National Security Council. You are the principal advisor to President Truman on all matters relating to national security.
BRIEF BIOGRAPHY
During World War I, you served with the American Expeditionary Forces. You earned a law degree from Yale Law School in 1924 and earned a Ph.D. in government from Columbia University in 1927. You served at the United States’ first representative to the U.N. General Assembly in 1943. President Truman appointed you Ambassador at Large in 1949. Senator Joseph McCarthy accused you and others off being communists. Before McCarthy’s accusations of communist subversion, you had considered returning to your academic career. Instead, you chose to remain active in government.

LEADERSHIP STYLE
According to President Truman, you are “outstandingly well qualified” for the job of Ambassador at Large. In addition to being a lawyer, a public servant and a scholar, you spent three months in Korea on Secretary Acheson’s behalf in the spring of 1950. Upon your return, you addressed the United States people via a radio address in which you outlined the tension and actual battles between North and South Korea.

PLACE IN THE POWER HIERARCHY
President Truman appointed you Ambassador at Large; you operate under the authority of the president. You report directly to Secretary of State Dean Acheson.

SPECIFIC DUTIES
As Ambassador at Large, you are the highest rank of diplomat and represent the U.S. internationally.
BRIEF BIOGRAPHY
Born into poverty near Clark, Missouri, you became a great student and star athlete in high school. After high school graduation, you attended West Point. You had a distinguished career as a four-star general during WWII; in 1945, you commanded 1.3 million troops. During WWII, Eisenhower praised you as the “best-rounded combat leader” he had met. When WWII ended, Truman asked you to head of the Veterans Administration. Although this appointment disappointed you because you wanted a military role, you were very effective. In 1948 Truman appointed you as the Army Chief of Staff, which pleased you. In that role, you had to balance Truman’s policies of containment and an army weakened by budget cuts. You supported the removal of U.S. troops from South Korea following their first free elections in 1948. You worked closely with President Truman during the Soviet blockade of Berlin in 1948 and 1949. President Truman appointed you as the first Chairman of the Joint Chiefs of Staff in 1949. Truman appointed you to the rank of five-star general in 1950.

LEADERSHIP STYLE
You are polite, courteous, and reticent. Your relationship with President Truman is based on mutual respect. Truman relies heavily on your professionalism and you greatly admire the president. Like President Truman, you believe the greatest threat to peace is the Soviet Union. You always defer to civilian control of U.S. Armed Forces.

PLACE IN THE POWER HIERARCHY
President Truman appointed you; you operate under his authority. You report directly to Secretary of Defense Johnson. As President Truman’s principal military advisor, you enjoy his respect and confidence and wish to maintain it.

SPECIFIC DUTIES
You advise President Truman and the Secretary of State on military matters and head the Joint Chiefs of Staff, which includes the Army and Air Force Chiefs of Staff as well as the Chief of Naval Operations. You also formulate military strategy and logistical plans, develop military training policy, and work with the U.N.’s Military Staff Committee.

CHAIRMAN OF THE JOINT CHIEFS OF STAFF
GENERAL OMAR BRADLEY

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SPECIAL ASSISTANT TO THE PRESIDENT

W. AVERELL HARRIMAN

BRIEF BIOGRAPHY
You were born into an enormously wealthy family, educated at Yale, and a successful business man before entering government service. You served as the U.S. Ambassador to the Soviet Union from 1943 to 1946. As Ambassador to Russia, you developed close personal relationships with Winston Churchill and Joseph Stalin. President Roosevelt considered you one of his closest advisors. You played a crucial role in shaping U.S. policy toward the Soviet Union, advocating a firm policy. You also served President Truman as Secretary of Commerce and the European administrator of the Marshall Plan.

LEADERSHIP STYLE
You are single-minded in your work and possess a great attention to detail. President Truman respects your reliability and knack for getting things done. You and President Truman have a deep mutual admiration for one another. Loyal, you defend Secretary of State Acheson when Republicans attack him.

PLACE IN THE POWER HIERARCHY
President Truman appointed you; you operate under his authority and report directly to him.

SPECIFIC DUTIES
You advise President Truman on national security affairs.

W. AVERELL HARRIMAN

- **BORN:**
  November 15, 1891,
  New York, NY

- **SPOUSE(S):**
  Kitty Lanier Lawrence (divorced)
  Marie Norton Whitney (d. 1971)
  Pamela Beryl Digby Churchill Hayward

- **CHILDREN:**
  Mary and Kathleen

- **POLITICAL PARTY:**
  Republican (until 1928)
  Democratic (1928–1986)
During World War II, American planners did not regard Korea as important to American security interests, and they assumed it would be governed through an international trusteeship after the war ended. The United States did not want Japanese troops in Korea to surrender only to Soviet troops, however, and a few days prior to the sudden Japanese surrender on August 14, 1945, an American colonel working on a document describing the process of the Japanese surrender drew a line across a map of Korea, just to the north of Seoul, the capital city, which the United States wanted included in its occupation zone. This line was the 38th parallel. The Soviet Union accepted this dividing line, and their troops occupied Korea to the north of the 38th parallel, while American troops occupied Korea to the south of the 38th parallel.

The United States tried, but failed to negotiate an agreement with the Soviet Union that would make Korea into a trust territory. As a result, the occupation of North and South Korea continued. Truman gradually came to consider Korea as a place, similar to Greece and Turkey, where the United States would demonstrate its firm resistance to Soviet aggression.

The American occupation government faced serious problems in South Korea, however. In 1948, the United States asked the United Nations for help. The United Nations called for elections in Korea to elect a single national government. The Soviet Union refused to allow the elections to take place in North Korea, but they went forward in South Korea, and Syngman Rhee, a strong anti-Communist, was elected president of the new Republic of Korea, which was proclaimed on August 15, 1948. In response, the Soviet Union responded established the Communist Democratic People’s Republic of Korea in the north and supported Kim Il-sung as the leader.

The new governments were extremely hostile to one another. The border area along the 38th parallel was a virtual war zone, with cross border raids occurring almost nightly and artillery duels occurring as well. Both North Korean and South Korean armed forces built up their forces, but North Korea did so much more successfully and with much more support from the Soviet Union than South Korea got from the United States.

In June 1949, the United States withdrew its troops from South Korea, leaving only an advisory group behind. During the first six months of 1950, Truman administration officials made several statements that seemed to indicate that the United States was distancing itself from South Korea.

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Once American troops were withdrawn from South Korea in June 1949, Kim Il-sung began arguing to Soviet Premier Stalin that North Korea should invade South Korea and destroy the Republic of Korea. Stalin approved the idea in late March 1950, provided that Mao Tse-tung also approved. Kim got Mao’s approval in mid-May. The invasion began in the early morning hours of Sunday, June 25, 1950.
Briefing on Military Forces in 1950

The United States Armed Forces underwent a drastic demobilization in the months following the end of World War II. The size of the U.S. military dropped from approximately 12 million men and women in 1945 to just 1.5 million in 1948. The Truman administration’s focus on balancing the federal government’s budget led to continued cuts to the military budget and an even smaller fighting force. By June 1951, the army’s manpower fell to 591,000 people—considerably lower than the 677,000 people authorized for the branch. Of the 591,000 members of the Army, 94,300 were stationed in Europe and 108,500 were in the Far East.

In addition to decreased manpower, supplies were dwindling. The stockpiles of materiel left over from WWII had been used in the years following the war. New weapons were being developed at a slow pace due the decreasing defense budget.

The country’s stockpile of atomic bombs, however, grew exponentially during this period. In 1948, the U.S. possessed 100 atomic bombs; by June of 1950, the U.S.’ atomic arsenal grew to approximately 450 bombs.

Despite the United States’ growing atomic arsenal, the sheer size of communist fighting forces concerned military officials. The Soviet Union’s Army included approximately 3 million men. The newly established People’s Republic of China stationed nearly 450,000 men near the Korean border. Veterans of China’s civil war, these troops were probably the best indigenous fighting force in Asia. The North Korean Army included approximately 135,000 experienced soldiers. General Matthew Ridgway, member of the U.S. Joint Chiefs of Staff in June of 1950, worried about the impact of these cuts on national security, noting that the military was “in a state of shameful unreadiness.”

Like their U.S. counterparts, communist fighting forces were undersupplied. The People’s Republic of China’s new army included only a few tanks and heavy artillery, and they had almost no air force. The Soviet Union supplied the North Korean army with approximately 150 modern Soviet tanks and a small air force.

In stark contrast to the experienced communist fighting forces, the South Korean army was made up of approximately 100,000 poorly trained men. Like their communist counterparts, this army was also ill equipped. The South Korean army included no tanks, heavy artillery, or air force. With the exception of a small group of advisors, the U.S. had no troops stationed in Korea in June of 1950.

For Review:

- Truman
- Barkley
- Acheson
- Johnson
- Bradley
- Harriman
- Ross
- Jessup
Briefing on the Cold War

Although allies during World War II, tensions between the United States and Soviet Union began to develop even before the war ended. The two superpowers disagreed on the organization of the postwar Eastern and Central Europe—the U.S. wanted democratic governments for the countries supportive of U.S. foreign policy; the Soviet Union wanted communist governments that would support them.

The different visions of the postwar world made it very difficult for the two superpowers to reach agreements about the postwar world. The Truman administration gradually became convinced that the Soviet Union was determined to expand its influence to neighboring countries (and even Western Europe) through aggression and subversion. By the end of 1947, the two superpowers were clearly locked in what became known as the Cold War.

In response to the Soviet threat, Truman and his advisors developed the Truman Doctrine, a policy of containing communism. Economic and military assistance programs such as the Marshall Plan, AID, and the Mutual Defense Assistance Program as well as formal military alliance were used to stave off communist advances. The U.S. also entered into the North Atlantic Treaty in April 1949, which was the first formal peacetime alliance since the ratification of the Constitution. The North Atlantic Treaty bound the U.S., Canada, and ten European countries together—an attack on one would be an attack on all.

International incidents exacerbated the communist threat. In February 1948, Communists seized power in Czechoslovakia, eliminating the last independent democracy in Eastern Europe. In March, General Lucius D. Clay, commander of U.S. Forces in Europe, warned that there had recently been "a subtle change in Soviet attitude" that made him believe that war could come with dramatic suddenness. In April, the Soviet Union began a total blockade of all surface travel between West Germany and Berlin. In response, the U.S. and Great Britain supplied the city by air until the Soviets lifted their blockade of Berlin in May 1949. In September of that same year, the Soviet Union exploded its first atomic bomb. The next month, the Communist People’s Republic of China was proclaimed. In May of 1950, communist China entered into a formal alliance with the Soviet Union.

By late spring 1950, both the Soviet Union and the U.S. were carefully monitoring events throughout the world and planning their next moves. Truman's National Security Council issued a report, “NSC 68,” that described a Soviet-led global Communist offensive and recommended the U.S. significantly increase its defense spending.
AUTHORITY, POWER, AND INFLUENCE IN THE TRUMAN WHITE HOUSE:
An Organizational Chart

HARRY S. TRUMAN
PRESIDENT OF THE UNITED STATES
Commander in Chief, chief diplomat, and chief executive and administrator

CHARLIE ROSS
PRESS SECRETARY
Advises and assists President Truman in presenting himself and his policies to the press and the public.

LOUIS JOHNSON
SECRETARY OF DEFENSE
Advises President Truman on national security policy and directs the U.S. Armed Forces.

ALBEN BARKLEY
VICE PRESIDENT OF THE U.S.
Like all other presidents, President Truman determined his vice president’s role.

OMAR BRADLEY
CHAIRMAN OF THE JOINT CHIEFS OF STAFF
Senior military advisor to President Truman and Secretary of Defense Johnson.

DEAN ACHESON
SECRETARY OF STATE
Advises President Truman on foreign policy and implements the president’s diplomatic vision.

PHILIP JESSUP
SPECIAL AMBASSADOR TO THE UNITED NATIONS
End of Preview