

## **KEY AREA #1**

### **ETHICAL DEVELOPMENT—INDIVIDUAL AND ORGANIZATIONAL**

1. *The Army is a values-based institution.* We reflect the values of American society and the values of the profession of arms. These values have both individual applications (for example, personal integrity) and organizational applications (such as selfless service or obedience to the Laws of War).

2. Commanders must insure that both individual and organizational ethical climates are beyond reproach. This requires a two-fold approach.

a. The basic approach to individual ethical development lies in the identification, articulation, exploration, and internalization (by the individual soldier) of Army values and standards of conduct. So, for instance, a soldier can be taught the formal definition of integrity, discuss what it means in their own words, review what it might mean in the context of their specific military duties or personal life, and through this process internalize the value, transforming it into his or her personal standard of conduct.

b. Organizational ethical development is critically important to the Army because the nature of modern warfare demands that soldiers live, work, and fight as units. All Army training is designed to develop excellence in military arts—ethics is one of those arts. The line of approach to organization ethical development lies in identifying any policies and practices within your command which pressure (or are perceived as pressuring) soldiers and/or their leaders to act unethically.

3. This area is related to all other areas, but most particularly to Quality Individual Leadership, Team Building, and American Military Heritage.

*Historical example and case study:*

#### **TESTED TO THE EXTREME**

A soldier's personal integrity and sense of selfless service are severely tested in the heat of battle. And, if soldier experiences both defeat and capture by the enemy, he is tested to the extreme. Major General William F. Dean, commander of the 24<sup>th</sup> Infantry Division during the early stages of the Korean War, endured both defeat and three years as a prisoner of war (POW).

On June 25, 1950, the North Korea People's Army executed a surprise invasion of the poorly prepared Republic of Korea (ROK) and overwhelmed the ROK Army. President Harry S. Truman authorized reinforcement of the ROK Army by U.S. Army units stationed in Japan. General Dean's 24<sup>th</sup> Division was the first ground combat unit to arrive in South Korea in early July 1950. Dean's 24<sup>th</sup> Division succeeded in slowing down the North Korean drive in the vicinity of Taejon to facilitate a build-up of American units in the southeastern tip of the Korean peninsula. Possessed with superior numbers and firepower, however, the North Koreans forced the 24<sup>th</sup> to retreat.

General Dean chose to stay with his front-line troops during the critical fighting of July 19-21. He personally used the newly arrived 3.5-inch bazooka against the enemy's T-34 tanks and attempted to organize a breakout column. While fetching water for some of his wounded soldiers at night he fell down a slope and suffered a broken shoulder and multiple bruises. Separated from his men, Dean wandered alone for thirty-six days trying to reach safety and lost sixty pounds in the process. On August 25 two South Korean guides betrayed him and turned him over to the North Koreans.

Dean's long ordeal as a POW began, and American authorities would not know until late 1951 whether he was alive or dead. He was taken to the North Korean capitol of Pyongyang and then for a brief period into China. Dean's captors confined him to a small-unlit room, and he was forced to sit on the floor and never allowed to stand. He was not permitted out of doors for almost a year. The North Koreans tried to force Dean to denounce the United Nations' war in Korea and threatened him with torture and death, but he steadfastly refused to cooperate. In December 1951 the Communists revealed that Dean was one of their POWs and gave him better treatment. He was allowed better food and some physical exercise.

Nevertheless, Dean languished as a POW for almost two more years and was not repatriated until September 4, 1953, a week after the Armistice. Dean was surprised to learn that he had been regarded as a hero in the United States ever since his disappearance. The American government had awarded him the first Medal of Honor for service in the Korean War for his personal bravery with the 24<sup>th</sup> Division at Taejon. Accusations of collaboration with the enemy and confessions to war crimes by captured American soldiers received a lot of press coverage during the Korean War. Remembering his own suffering, Dean urged clemency for those American POWs who made confessions under severe duress.

This area is directly supported by the following *suggested lesson plans* contained in this publication:

The Drink

Professional Ethics

Religious Accommodation

Values, Attitudes, Behaviors, and Self-awareness

Group Development

Conflict Management

## **KEY AREA #2**

### **AMERICAN MILITARY HERITAGE**

- 1. America's Army has defended this Nation for over two centuries.* During that time our military traditions of service, symbol, and sacrifice have enriched the both the Army and our Nation as a whole.
2. Our younger soldiers and officers have, at times, not been exposed to American Military Heritage prior to entering military service. This deficiency can easily be corrected through educating soldiers on the meaning behind the military signs, symbols, customs, courtesies, and traditions which they see and experience every day. This material can be complemented and strengthened by incorporating lessons from military history, particularly those from the honors and lineage of your specific command into this program.
3. This area is related to every other area, but most particularly to Team Building, Quality Individual Leadership, Ethical Development, and Equal Opportunity.

*Historical example and case study:*

#### **THE ARMY FLAG**

Flags representative of many segments of the Army have existed in the past. The various combat arms had adopted their own flags and field armies, corps, divisions, regiments, and even specific commanders were represented by their own colors, standards, and guidons. No flag was truly symbolic of the Army as a whole. The first official U.S. Army flag was unfurled on June 14, 1956, the 181<sup>st</sup> anniversary of the establishment of the Army, at Independence Hall in Philadelphia, Pennsylvania, by then Secretary of the Army Wilbur M. Brucker. The flag was designed to meet the need for one banner to represent the entire Army.

The Army Flag, in the national colors of red, white, and blue with a yellow fringe, had a white field with the War Office seal in blue in its center. Beneath the seal is a scarlet scroll with the inscription "United States Army" in white letters. Below the scroll the numerals "1775" appears in blue to commemorate the year in which the Army was created with the appointment of General George Washington as Commander-in-Chief.

The War Office, whose seal adorns the Army flag, was at first known as the “Board of War and Ordnance.” It was the predecessor of The Department of War, which Congress established in 1789 and retitled as the Department of the Army by the National Security Act of July 1947. The historic War Office seal, somewhat modified from its original, is the design feature that gives to the Army Flag its greatest distinction. The center of the seal depicts a roman breastplate over a jupon, or a leather jacket. Above the breastplate rises a sword upon which rests a Phrygian cap. Rising from the breastplate to the left (facing the viewer) is a pike, or espointon, flanked by an unidentified organizational color. On the right side rises a musket with fixed bayonet flanked by the National Color. Above the sword is a rattlesnake holding in its mouth a scroll inscribed “This We’ll Defend.” To the lower left of the breastplate is a cannon in front of a drum with two drumsticks. Below the cannon are three cannon balls. To the right is a mortar on a trunion with two powder flasks below.

The flag, from its colors to its heraldic devices, is rich in symbolism that bespeaks to our nation’s and the Army’s origin and heritage. The colors used in the flag were selected for their traditional significance. Red, white, and blue are the colors, of course, of the national flag. Furthermore, those colors symbolize in the language of heraldry the virtues of hardiness and valor (red), purity and innocence (white), and vigilance, perseverance, and justice (blue). Blue is especially significant since it has been the unofficial color of the Army for more than two hundred years, its use reflected in the infantry flag whose use at times had represented the service.

The meaning of the symbols that make up the heraldic design of the seal can be fully understood only in terms of the eighteenth century origin. For example, the placement of the two flags shown on the seal – the organizational and the national flags – are reversed in violation of heraldic custom. The placing of the United States flag on the left (from the flag’s point of view) rather than on the right reflected the tendency of the leaders of the Revolutionary War period to discard traditional European concepts. The display of both an organizational color and the national flag was a common practice of the Continental Army during the Revolutionary War.

The implements of warfare – cannon, cannon balls, mortar, powder flasks, pike, and rifle – are all of the Revolutionary War type. Their inclusion in the seal reflects the powers and duties of the Board of War for the procurement and handling of artillery, arms, ammunition and other war-like stores belonging to the United States. The pike is of the type carried by subordinate officers of infantry. The drum and drumsticks are symbols of public notification, reflecting the tradition of a citizen militia. Drums also served various military purposes in the eighteenth century, such as the regulation of firing in battle by the drummer’s beat. The Phrygian Cap atop the sword’s point is the type of cap given to Roman slaves when they were granted freedom. During the French Revolution, the cap was adopted and worn as a “Cap of Liberty.” It is thus a traditional symbol of liberty. The coiled rattlesnake and scroll was a symbol that appeared frequently on colonial flags, particularly those representing groups opposed to some aspect of British rule. The exact origin and meaning of this symbol is not known.

Exemplifying selfless service in peace and war, as symbol of national strength and will, and honoring the heroic acts of supreme sacrifice by its members in the name of duty, honor, and country, the Army Flag is a living symbol of the Army’s deep taproots in our national history and touches the lives of generations of Americans. In receiving the Army Flag in June 1956, Army Chief of Staff General Maxwell D. Taylor accepted it as the “American Soldier’s Flag . . . for those who have gone before us, for those who man our ramparts today, and for those who will stand guard over our freedoms in all of our tomorrow’s.” The Army Flag remains today a symbol of the Army’s achievements in the past and of its readiness to meet the challenges of the future.

This area is directly supported by the following suggested lesson plans contained in this publication:

The Medal  
Racism & Sexism  
Diversity Training  
Values, Attitudes, Behaviors, & Self-awareness  
Conflict Management

## **KEY AREA #3**

### **QUALITY INDIVIDUAL LEADERSHIP**

1. Leadership is at the very core of military success. Leadership is what turns an armed group of individuals into a cohesive military unit. Good leadership can turn situations, which logically should lead to defeat into victory. Bad leadership can squander even the greatest advantages in position, firepower, equipment, or numbers.
2. Quality Individual Leadership involves technical, tactical, *and personal* competence and an ever-present awareness that subordinates are closely and continually watching the leader's attitudes, words, and actions. The approach to this area complements the tactical and technical skills taught elsewhere with a focus on awareness of self and others.
3. This area is related to all other areas, but most particularly to Team Building, Equal Opportunity, Gender Issues, and Family Concerns.

*Historical example and case study:*

#### **AUDIE MURPHY**

Leadership is the art of influencing others to work together to achieve a common goal. Effective leaders also are concerned about the welfare of their subordinates and will not assign tasks they are unwilling to perform. Audie L. Murphy, America's highly decorated soldier of World War II, demonstrated not only a remarkable level of individual bravery on the battlefield but also quality individual leadership.

Audie Murphy, one of nine children, grew up as a farmboy in northeast Texas and knew deprivation first hand. His father abandoned the family in the early 1930s, and his mother died when he was sixteen. Audie dreamed of becoming a soldier and, following rejections by both the Marines and the paratroops because of his size, joined the infantry in the spring of 1942 at age eighteen. Having learned to shoot and hunt as a boy, he was good with guns and enjoyed drill and training. His stateside battalion commander commented that Audie was the most promising soldier in the entire battalion.

PFC Murphy landed in North Africa in February 1943 with the 15<sup>th</sup> Infantry Regiment, 3<sup>rd</sup> Infantry Division, the unit with which he would log more than 500 days of combat. The 3<sup>rd</sup> Division conducted four amphibious invasions and participated in ten campaigns. Promoted to sergeant in December 1943 and to staff sergeant in January 1944, Audie blossomed as a combat soldier and leader of small military units during the fighting in Italy. He demonstrated an almost fanatical sense of responsibility, keen senses, good judgment, and a fierce loyalty to his men. When they were fighting in the mountains near Naples, Italy, he carried the pack and rifle of members of his squad who could not keep up the pace. On another occasion he was temporarily bypassed for promotion for refusing to make his exhausted men perform close order drill after just returning from the front lines for a brief rest.

In March 1944 Audie won his first decoration for valor – the Bronze Star Medal with “V” device. During this stage of the fighting in Italy it was important to block the only passable road leading into the 15<sup>th</sup> Infantry’s sector. A German Mark VI tank was disabled on the road and destruction of the tank would prevent close armor support to the German infantry. Audie’s battalion commander selected Audie to destroy the tank. Rather than endanger any of his men, who provided covering fire, Audie crept forward and blasted off the tank treads with a grenade launcher. Mission accomplished. During the five month period of mid August 1944 to 26 January 1945, Audie Murphy won the three highest decorations for valor (the Silver Star twice, the Distinguished Service Cross, and the Medal of Honor), was wounded three times, and received a battlefield promotion to second lieutenant.

Audie Murphy was highly praised as a war hero after World War II and entered upon a film career in Hollywood. To the label of war hero Audie replied, “The true heroes, the real heroes, are the boys who fought and died, and never will come home.” Brigadier General Hallett D. Edson, Murphy’s regimental commander for part of the war, said that Audie’s individual exploits were far above and beyond the call of duty but his greatest attribute was his faculty to lead men into battle and inspire them to perform magnificently. Soldiers who served under Audie observed that he drove them forcibly to get the job done, but he was always concerned for their safety. One of his NCOs remarked, “If he ever took you out on patrol, you always came back. He had the right instincts.”

This area is directly supported by the following *suggested lesson plans* contained in this publication:

The Drink  
They Would Have Issued You One  
Prevention of Sexual Harassment  
EO Complaint Procedures  
Racism & Sexism  
Diversity Training  
Religious Accommodation  
Values, Attitudes, Behavior, & Self-awareness  
Communications Process  
Group Development  
Conflict Management  
Professional Ethics  
Alcohol & Drug Abuse  
Soldier Health & Safety Issues



## **KEY AREA #4**

### **TEAM BUILDING**

1. *The Total Army is an immense team dedicated to the Nation's defense.* The Total Army Team is composed of successively smaller teams, ultimately down to fire teams composed of two soldiers. No mission and no command, large or small, will be successful without teamwork. Soldiering is not an individual effort.
2. Team building is complicated by the differing natures of tasks assigned to teams. An infantry squad, for example, faces very different challenges than a water purification team; but if either team cannot perform successfully, then operations will fail. Also complicating team building are constant changes in team personnel, varying levels of tactical and technical proficiency among team members, and individual personalities. This area focuses on strengthening team members' awareness that they are dependent on each other and that their words, attitudes, and actions affect others and impact the team's mission.
3. This area is most particularly related to Quality Individual Leadership, Equal Opportunity, Gender Issues, and Safety.

*Historical example and case study:*

#### **FIRE SUPPORT BASE MARY ANN**

At Fire Support Base (FSB) Mary Ann on the night of 27-28 March 1971, the American defenders suffered 33 dead and 76 wounded, the largest number of casualties that the United States had taken in a single action in the Vietnam War in over two years. That action is a compelling example of the devastating consequences that can occur when commanders and senior noncommissioned officers neglect team building and allow complacency to undermine effective teamwork.

FSB Mary Ann was occupied by 209 Americans from Headquarters and C Companies, 1<sup>st</sup> Battalion, 46<sup>th</sup> Infantry of the 196<sup>th</sup> Infantry Brigade, 23<sup>rd</sup> Infantry Division (Americal), a reconnaissance platoon, elements of a mortar platoon, and two 155-mm howitzer sections from the 3<sup>rd</sup> Battalion, 16<sup>th</sup> Artillery. Also located at the base were 20 South Vietnamese artillerymen. The defense of FSB Mary Ann, like most FSBs in Vietnam, relied on the close coordination of perimeter and interior defense lines. Each member of the defense team was assigned a specific responsibility that was defined by operating procedures and a defense plan, which also specified how any one element of the defense related to another. Troop leaders were responsible for insuring that each man was familiar with his task, that he was properly equipped, and that the entire scheme of defense was coordinated. The teamwork that would be essential for an effective defense of the base could only be achieved through vigilant supervision and practice.

For several months prior to the attack, the level of enemy activity in the vicinity of FSB Mary Ann had been low and contact with enemy forces had been infrequent. During the three months before the attack, American patrols had become sporadic and limited to within 5000 meters of the FSB. The apparent absence of enemy activity and the expectation by members of the 1/46<sup>th</sup> that they would soon vacate the FSB tended to lull the Americans into a false sense of security.

At approximately 0230 hours, 28 March 1971, the VC mounted a coordinated mortar and sapper attack. Almost simultaneously with the mortar attack, sappers employed satchel charges and rocket propelled grenades (RPG) to penetrate the south side of the FSB's perimeter. Americans in the perimeter bunkers hunkered down until the explosions from the mortar rounds, satchel charges, and RPGs had subsided, but by then the sappers had breached the trench line and were inside the base. Once inside FSB Mary Ann, the sappers struck over half the bunkers, targeting first the company command post and the battalion TOC, which were completely destroyed. The enemy's success resulted in a temporary disruption of external communications and the loss of nearly all officers and senior NCOs.

The surprise that the enemy obtained at FSB Mary Ann was achieved because its American defenders were neither prepared for an attack nor alert. Much of their unpreparedness stemmed from the failure of battalion and company officers to enforce FSB Mary Ann's defense plan. In addition, the battalion commander and his staff were unaware of the FSB's actual defense and alert conditions. Company officers and NCOs had neglected to assign sectors of fire to soldiers in the perimeter bunkers. Some infantrymen were not informed as to the locations of wire-detonated claymore mines, trip flares, fougasses, and other defensive measures in their defense sector. Early warning was compromised by the reduced number of troops assigned to perimeter defense and the failure of some guards to remain awake or on an alert status. The alert status in effect on the night of the attack failed to take into account reduced visibility and provisions were not made for the use of night vision aids and searchlights. Interior bunkers also were manned with fewer than the minimum number of troops required by the base defense plan and some soldiers had reported for duty without all of their equipment. Contrary to the base security plan, the bunker line was not checked each hour after 2100 hours by squad leaders, senior NCOs, or officers, and the bunker line inspector did not report to the TOC duty officer after completion of his tour. The battalion commander also failed to provide a secondary security force to operate as a roving guard in the vicinity of certain interior facilities and to post security guards at the TOC entrance.

Battalion and company officers bore immediate responsibility for the lapses that contributed to the debacle at FSB Mary Ann. Brigade and division officers had failed to inspect the base and also were unaware of its actual defensive posture. Division directives that required brigade and division inspections of FSBs and written reports of the inspections had fallen into disuse. Division-level instructions on the security of FSBs were inadequate. Also indicative of the ineffectiveness of command at FSB Mary Ann was the failure of senior officers and NCOs to prevent the desecration of enemy dead in violation of higher regulations.

The failure at FSB Mary Ann did not stem from the misjudgment of any single commander. It developed over a period of time by failures of leadership at the division, brigade, battalion, and company levels. The lessons of FSB Mary Ann, however, transcend time and place. They are a stark reminder to commanders of the importance of the teamwork that must exist for the effective application of the tactics and techniques on which base security depends and the ease with which complacency and indifference can undermine essential teamwork and compromise the safety of a force.

This area is directly supported by the following *suggested lesson plans* contained in this publication:

They Would Have Issued You One  
Prevention of Sexual Harassment  
Extremism & Extremist Organizations  
Racism & Sexism  
Diversity Training  
Religious Accommodation  
Values, Attitudes, Behavior, & Self- Awareness  
Communications Process  
Group Development  
Conflict Management  
Professional Ethics



## **KEY AREA #5**

### **EQUAL OPPORTUNITY**

1. Equal Opportunity is based on the premise that soldiers have a right to excel unhindered by prejudice due to race, color, creed, gender, ethnic group, religion, or national origins. It is the institutional embodiment of the old NCO saying: "The only color I see standing in this formation is Army Green."
2. There is an entire system dedicated to promotion of Equal Opportunity in the Army, a system whose resources may be tapped for training support. This area further educates soldiers about racial, ethnic, and religious groups, which differ from their own and about the effects of their own actions, attitudes, and words upon soldiers of these differing groups.
3. This area is related to all other areas except Safety, but most particularly to Team Building, Quality Individual Leadership, and Gender Issues.

*Historical example and case study:*

#### **AFRICAN-AMERICAN VOLUNTEER INFANTRY REPLACEMENTS**

African-Americans have fought in every war in which this country has been engaged. Their heritage in the U.S. Army bespeaks of dedication and heroism as members of the U.S. Colored Infantry in the Civil War, as Buffalo Soldiers of the 9<sup>th</sup> and 10<sup>th</sup> Cavalry Regiments and the 24<sup>th</sup> and 25<sup>th</sup> Infantry Regiments on the frontier, and as members of the 92<sup>nd</sup> and 93<sup>rd</sup> Infantry Divisions in World War I. The 92<sup>nd</sup> and 93<sup>rd</sup> Divisions fought again in World War II, the former in Italy and the latter in the Pacific. African-American soldiers, however, were organized in racially segregated units. The use of African-American soldiers in World War II as infantry replacements in all-white divisions in Europe radically departed from traditional Army policy.

In December 1944, shortages of individual infantry rifle replacements in the European Theater mounted sharply. A deficiency of more than 23,000 riflemen threatened to curtail American plans to press the attack against Germany. White soldiers from service units and unseasoned recruits fresh from basic training were being assigned to Army infantry divisions in Europe but were insufficient to erase the deficit. In a break with Army policy that had provided for racially segregated units, African-American members of rear-area support units were asked to volunteer as private and private first class to serve as infantrymen in otherwise white units where their assistance was most needed. (There were no African-American infantry units in the European Theater.)

Army leaders in Europe had mixed feelings about this plan. Some foresaw “very grave difficulties.” More pragmatic officials, among them General Dwight D. Eisenhower, the Commander of Supreme Headquarters, Allied Expeditionary Forces, and Brigadier General Benjamin O. Davis, then Special Advisor and Coordinator to the Theater Commander on Negro Troops and the Army’s first African-American General Officer, thought otherwise. After much debate, Eisenhower directed that the African-American volunteers not be integrated individually but were to be organized and trained as infantry rifle platoons.

By February 1945, more than 4,500 African-Americans, many of them truck drivers, longshoremen, and cargo checkers, had volunteered for retraining as infantrymen. Noncommissioned officers who volunteered took a reduction in rank to serve in combat. Nearly fifty platoons were trained and in March were assigned to divisions in the 12<sup>th</sup> Army and 6<sup>th</sup> Army Groups. In the 12<sup>th</sup> Army Group the platoons were assigned to divisions in-groups of three, with each division then distributing one platoon to each regiment. The regiments, in turn, selected a company to which the unit went as a fourth rifle platoon and provided platoon leaders and sergeants.

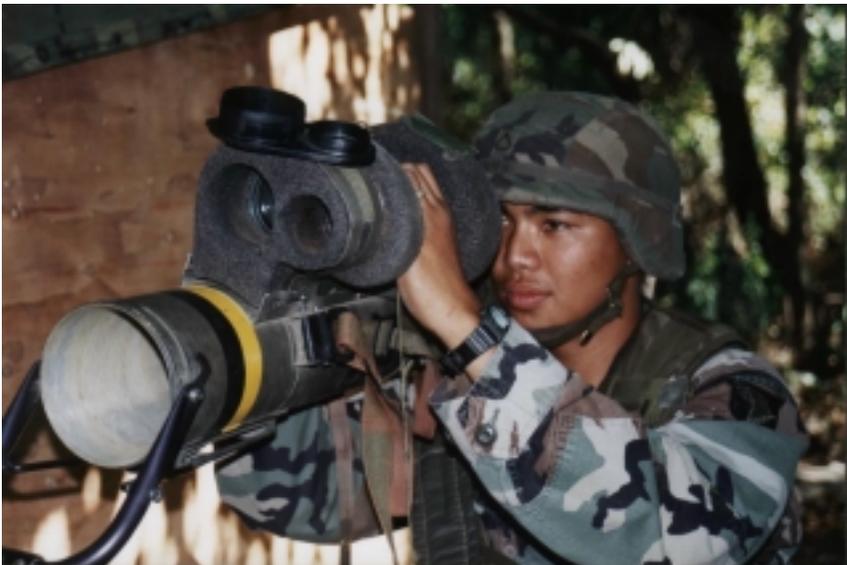
For the divisions poised for the Rhine River crossing, the new platoons were welcome reinforcements. For their part, the African-American platoons were quick to identify themselves with their parent divisions. Each platoon was closely watched and its combat record evaluated. In general, the divisions had only praise for the African-American platoons. The 104<sup>th</sup> Infantry Division considered their combat record “outstanding” and the caliber of men “equals to any veteran platoon.” The commander of the 78<sup>th</sup> Infantry Division, whose African-American platoons joined the division at the Remagen bridgehead, wished that “he could obtain more of the Negro riflemen.” The men of the 1<sup>st</sup> Infantry Division like to fight beside the African-Americans because of their aggressiveness. Without consideration of race or skin color, the African-American platoons fought as members of team, supporting elements of their company on the offense and rescuing besieged and wounded members of the battalion at formidable risks to their own safety. African-Americans acted as platoon leaders when white leaders fell in combat. On such occasions, no African-American platoon faltered in accomplishing its mission.

One battalion commander concluded that: in courage, coolness, dependability, and pride, they are on a par with any white troops I have ever had occasion to work with . . . White men and colored men are welded together with a deep friendship and respect born in combat and matured by realization that such an association is not the impossibility that many of us have been led to believe.

The experimental platoons were disbanded during demobilization after World War II. Except in the 6<sup>th</sup> Army Group where the platoons were misused by combining them to form armored infantry companies, the experiment was highly successful. African-Americans had always looked to the Army as an avenue of opportunity—for training, education, and advancement—when they were turned away by other segments of American society. The experimental platoons had opened the door of opportunity even further. But more important the African-American infantry platoons demonstrated that opportunity could be expanded with equality, rather than on a segregated basis.

This area is directly supported by the following *suggested lesson plans* contained in this publication:

Prevention of Sexual Harassment  
Extremism & Extremist Organizations  
EO Complaint Procedures  
Racism & Sexism  
Diversity Training  
Religious Accommodation  
Values, Attitudes, Behaviors, & Self-Awareness  
Communications Process  
Group Development  
Conflict Management  
Professional Ethics



## KEY AREA #6

### GENDER ISSUES

1. As this publication is written, women soldiers comprise 14.7% of the Active Army. The Army will not be combat ready if our male and female soldiers cannot work together.
2. Commanders must insure that neither their own perspectives nor those of unit members hinder the ability of men and women to work together in a professional manner. The approach combines education about the roles and status of female soldiers in today's Army with lessons designed to introduce or reinforce soldiers' awareness of differences in perception between genders.
3. This area is particularly related to Team Building, Ethical Development, Equal Opportunity, Family Concerns, and Quality Individual Leadership.

*Historical example and case study:*

#### **THE 6888<sup>TH</sup> CENTRAL POSTAL DIRECTORY BATTALION**

Most Americans take the daily delivery of mail for granted. For soldiers, especially those serving overseas in wartime, mail is a vital link to home and loved ones. Troop morale often waxes and wanes based on the reliable delivery of mail. Insuring that the mail gets through is one measure by which soldiers also gauge the concern and consideration accorded their welfare by their leaders.

By 1945, as army units moved quickly across Western Europe into Germany, a gigantic snag had developed with regard to the delivery of mail to servicemen. A shortage of manpower had allowed mail to accumulate in British warehouses for months and delayed its delivery to the frontlines. Further delays in the delivery of mail had the potential of dampening soldier morale as American armies thrust into the German homeland, where they expected to meet stiff resistance.

To alleviate the backup of undelivered mail, Army leaders turned to the 6888<sup>th</sup> Central Postal Directory Battalion. The battalion was the only unit of African-Americans in the Women's Army Corps (WAC) to serve overseas. With a strength of 855 African-American women – 824 enlisted women and 31 officers – the 6888<sup>th</sup> was composed of African-American women from a variety of military occupations who previously had been assigned to Army and Army Air Forces installations throughout the United States. While most of the African-American WACs of the 6888<sup>th</sup> were postal clerks, others held service and support positions and operated the 6888<sup>th</sup>'s own mess halls, motor pools, and supply rooms, making the 6888<sup>th</sup> almost entirely self-sufficient.

When the WACs of the 6888<sup>th</sup> reached Birmingham, England, in January 1945, floor-to-ceiling stacks of undelivered mail and packages and the trainloads of mail that continued to arrive overwhelmed them. The magnitude of the task and limited workspace necessitated working around the clock in eight-hour shifts. Poor working conditions added to the stress of their monumental task. Eyestrain was common because of the poor lighting from windows painted black for war-related blackouts. The inadequate heat forced women to work in their ski pants and field jackets. Ventilation was especially poor. But by May 1945 the 6888<sup>th</sup> had reduced the backlog of troop mail in England.

Transferred to Rouen, France, in May 1945, the 6888<sup>th</sup> faced a similar heavy task. Most of the mail in France had been held up for months; some items for as long two or three years. Directed to eliminate the backlog in France in six months, members of the battalion, aware of the importance of mail for front-line soldiers, were determined to get the job done in three months. Despite living and working in less than ideal conditions at Rouen, members of the 6888<sup>th</sup> had developed strong group ties and a strong sense of sisterhood that enabled the units to work efficiently. Selfless individual dedication, teamwork, and methodical attention to detail by members of the 6888<sup>th</sup> reduced the backlog of mail France.

For the vast majority of American soldiers in Europe in 1945 the African-American women of the 6888<sup>th</sup> were anonymous, as were the names on the millions of pieces of mail that members of the 6888<sup>th</sup> processed. The 6888<sup>th</sup> took great satisfaction in its accomplishments, recognizing that its work improved the quality of life of millions of GIs. For each member of the 6888<sup>th</sup>, enlistment in the Army also fulfilled some individual need as well. For women, and for African-American women in particular, World War II offered unprecedented opportunities to serve their country. The deployment of racial minorities and women in the Army during World War II represented milestones that led in subsequent years to racial and gender integration in the Army and all the armed services.

This area is directly supported by the following *suggested lesson plans* contained in this publication:

Prevention of Sexual Harassment  
EO Complaint Procedures  
Racism & Sexism  
Diversity Training  
Values, Attitudes, Behaviors, & Self-awareness  
Conflict Management  
Professional Ethics



## **KEY AREA #7**

### **FAMILY CONCERNS**

1. *Well over 50% of our Army is married.* The percentage is even higher among career soldiers and officers. Family concerns are a readiness concern, a retention concern, and a basic morale concern for every commander.
2. Family Concerns go far deeper than simply insuring that Family Care Plans are maintained or that a Family Support Center (or unit Family Support Group) is in place during times of deployment. Family dissatisfaction is one of the major causes for failure to retain professional, career soldiers or for unit reenlistment problems. This dissatisfaction often relates to the place and role of family concerns in day-by-day unit life, not in critical times such as deployments. This area introduces soldiers to conflicts between family and duty expectations and the values and attitudes they bring to their decisions about these issues.
3. This area is most particularly related to Quality Individual Leadership, Team Building, Gender Issues, and Ethical Development.

*Historical example and case study:*

#### **THE U.S. ARMY AND THE FAMILY: FROM NEGLECT TO CONCERN**

The Army's relationship with its families from 1775 to the present has changed from relative neglect to one of concern and partnership. Recent Army family policies recognize that soldiers perform more efficiently if they are not distracted by overwhelming family concerns. Policies that support and promote the stability of Army families are now seen as contributing to soldier effectiveness, organizational productivity, and as determinants of military retention and readiness.

The nation's new Army, composed largely of young single men, neglected the wives and dependents of its members. It had no legal obligation to provide for the dependents of married officers and NCOs either while they were on active duty or in the event of his death. The first formal acknowledgment of a financial responsibility for its family members was in 1794, when the Army allotted cash payments to widows and orphans of officers killed in battle, a benefit that was soon extended to the families of NCOs.

Married soldiers, as a rule, provided for their families' needs. Wives, known as "camp followers," could receive half-rations when they accompanied their spouse and performed services such as cooking, sewing, cleaning barracks, working in hospitals, and even loading and firing muskets. After the Army authorized company laundresses in 1802, dual-income NCO families were not uncommon. While the low pay for enlisted men dissuaded most from marrying, Army regulations barred officers from marrying until their captaincy. NCOs and enlisted men, moreover, required permission of their company commander to marry. But in 1847 Congress prohibited the enlistment of married men in the Army.

Throughout the post-Civil War era the Army policies sought to discourage soldier marriages and reduced the number of married families. Family quarters, for example, were provided only for senior officers. Other policies denied enlisted men separate housing, free family transportation, and obstructed the reenlistment of married soldiers. The Army provided for married soldiers' families who had fallen on hard times primarily through informal voluntary measures by the wives of officers and NCOs. Female volunteerism, a traditional feature of Army life in the pre-World War II Army, was the wellspring of today's military family support movement. In general, though, Army policies reinforced the notion of an unmarried enlisted corps, and gave rise to the adage, "If the Army had wanted you to have a wife, they would have issued you one."

Except for the conscription of married men during World War I, the peacetime Army banned enlistment of married men and provided little assistance to service members with wives and children. World War I, however, ushered in the first program of family allotments for officers and enlisted personnel, voluntary insurance against death and disability, and other family assistance measures. On the eve of World War II, Congress furnished government housing for soldiers E-4 and above with family members. After the start of hostilities the Army issued a basic allowance for quarters for military families residing in civilian communities. With the exclusion of married men from the service no longer feasible, the Army granted monthly family allowances for a wife and each child. Married females, on the other hand, were barred from enlistment and could be separated from the service because of pregnancy, marriage, and parenthood, a policy that remained in effect until 1975. To deal more effectively with family emergencies, the Secretary of War created the Army Emergency Relief (AER) in February 1942. The AER adopted the slogan; "The Army Takes Care of its Own."

The benefits given to military families during World War II and the creation of the AER signaled a new outlook by the Army toward its families. Family concerns such as the deplorable housing conditions of many married enlisted men, the lack of basic social services, and better educational facilities persisted after the war. Post-Korean War problems in career retention prompted the Army to examine the role of Army families on career decisions of service members. The Army's approach to addressing family concerns remained reactive and piecemeal. The development of the Army Community Services (ACS) organization in 1965 was the Army's first attempt to create an umbrella approach for family support.

Family and quality of life issues grew in importance in the Army during the next several decades. The transition to an all-volunteer force, the large influx of married soldiers, the entry of married women into the workplace, and the service's to gender discrimination in dependency benefits were an impetus for the Army to reevaluate its personnel and family policies. A significant shift in the Army's philosophy on families occurred in 1983 when Army Chief of Staff General John A. Wickham, Jr. issued "The White Paper—The Army Family." This landmark document underscored the Army's recognition that families affect the Army's ability to accomplish its mission. It also provided a mechanism, the annual Army Family Action Plan, whereby the Army could identify and analyze family issues, explore ways to meet family needs and recommend solutions, define area for future Army family research, and evaluate progress. The establishment of installation-based Family Centers have become the focal point for coordinating a rapid response to family needs during periods of crises. The Centers have grown in importance in supporting Army families during each stage of family life and career cycle and when normal patterns of family life are disrupted because of family separation, relocation, and transition to civilian life.

This area is directly supported by the following suggested lesson plans contained in this publication:

- They Would Have Issued You One
- Prevention of Sexual Harassment
- Extremism & Extremist Organizations
- EO Complaint Procedures
- Racism & Sexism
- Values, Attitudes, Behaviors, & Self-Awareness
- Communications Process
- Group Development
- Conflict Management

## **KEY AREA #8**

### **HEALTH, SAFETY, AND DRUG & ALCOHOL ABUSE**

- 1. Commanders are responsible for the health and safety of their soldiers.* The use of illegal drugs has long been recognized as intolerable in a military setting. More recently, the Army has recognized that the abuse of alcohol also presents unacceptable health and safety risks—as well as being a personal tragedy for the soldiers and family members involved.
2. Health, safety, and substance abuse: these can be separate categories, but often are related. Commanders recognize that health and safety are both readiness and ethical issues; that soldiers who are ill or hurt will not be assets to the unit in time of war, and that there is little or no excuse for the existence of unsafe practices which may potentially kill or maim soldiers. This area provides information concerning drug and alcohol abuse, healthy lifestyles, and stress reduction. A parallel focus is for soldiers to identify safety concerns they encounter in their normal duties.
3. This area most particularly relates to Quality Individual Leadership, Family Concerns, and Ethical Development.

*Historical example and case study:*

#### **COMBAT STRESS CONTROL: A FORCE MULTIPLIER**

Stress can be as debilitating as any physical injury and can detract from a soldier's overall fitness, health, and performance. Combat related stress was first identified among Army troops during the Civil War. During that conflict, otherwise healthy soldiers were perceived as suffering from a syndrome known as "irritable heart," whose symptoms included shortness of breath, palpitations, fatigue, headache, and disturbed sleep. Another Civil War stress syndrome was a severe form of homesickness that medical practitioners of the day called "nostalgia." This condition was characteristically accompanied by extreme apathy, loss of appetite, diarrhea, and obsessive thoughts of home.

Many of the same symptoms observed among soldiers during the Civil War appeared again during World War I. Army doctors called a complex of symptoms that included headaches, dizziness, confusion, lack of concentration, forgetfulness, and nightmares as “soldier’s heart” or “effort syndrome.” The symptoms appeared to be exacerbated by exertion and exhaustion from lack of sleep in the trenches. The onset of the symptoms sometimes was associated with burial duties. In addition to this syndrome, Army physicians also identified an acute illness attributed to combat stress, which they called “shell shock” or “trench neurosis.” Typical manifestations of this stress reaction included breakdown in battle, dazed or detached behavior, exaggerated startle response, and severe anxiety. Army doctors at first evacuated soldiers with acute stress symptoms to England for observation and treatment. During the war the Army learned that soldiers showing signs of acute stress could be more rapidly rehabilitated if they were cared for near the front. Soldiers so treated were more likely to return to combat duty than those evacuated out of the theater.

The Army’s manner of dealing with wartime psychological stress during World War I became the model for the identification and treatment of such cases in later conflicts. Acute combat stress reactions, known during World War II and the Korean War as battle fatigue, combat exhaustion, or operational fatigue, had become better understood since World War I as having a psychological or psychoneurosis basis. During World War II and the Korean War, soldiers with acute combat stress, as shown during World War I, were more likely to return to duty if they were treated quickly and near their units and their condition addressed as a normal response to extreme stress rather than as an abnormal condition. The most prominent stress-related illness related to the Vietnam War was post-traumatic stress disorder, which more often refers to long-term consequences of extreme psychological stress rather than to an immediate acute combat stress reaction.

In the Persian Gulf War, the quick intervention of mental health specialists of the 528<sup>th</sup> Medical Detachment (Psychiatric) reduced the number of soldiers needing evacuation for psychiatric reasons by at least fifty percent. Many of the stress problems encountered by this unit were “situational adjustment disorders” that stemmed from family separation, isolation, and overwork rather than from battle fatigue. More recently, the Army’s brisk operating tempo has multiplied opportunities for the occurrence of stressful situations. Soldiers on peacekeeping, humanitarian, and disaster relief missions or experiencing the pressures of downsizing and modernizing have shown themselves to be as susceptible to stress as combatants. Combat stress control units in the active and reserve components of the Army have served with Army forces in Bosnia, Somalia, and Haiti.

Since World War I the Army has viewed the control of combat stress as a force multiplier, enabling the service to retain soldiers whose skills can be used productively or to prevent an individual's stress from overwhelming a unit. The management of stress, whether in a combat or garrison environment, is regarded today as an important element of readiness. Like drug or alcohol abuse, which may indicate stress, acute stress poses health and safety concerns. Left untreated, the corrosive effects of stress can destroy a soldier's life, endanger the lives of his colleagues, and ravage family ties.

This area is directly supported by the following suggested lesson plans contained in this publication:

The Drink  
Cold & Hot Weather Injuries  
HIV and "Safe Sex" Practices  
Alcohol and Drug Abuse