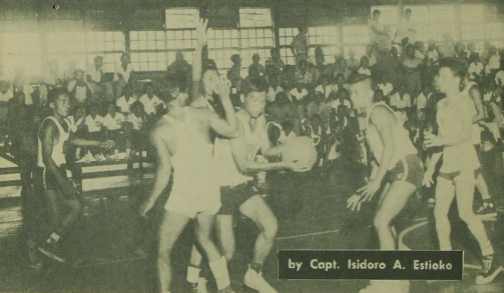


# Army Morale Procedures



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## Introduction

**N**APOLEON, the great strategist, have rated morale having a value of 3 to 1 compared with the materiel equipment of an Army. He recognized morale as an essential factor to victory. As the conditions in combat give to it the sanction of life or death, it is little wonder that since time immemorial maintaining the morale, of a unit has been the major responsibility of any line officer. This res-

ponsibility is carried through in all modern armies.

## Early Semblance of Morale Activities

In American history morale activities began with Washington's Armies. General Washington created a small traveling press to accompany his headquarters. Although Congress was unsympathetic, he used a one-man morale officer in the person of Thomas Paine. Paine marched with the troops. He was the first of the

G.I. correspondents, and "The Crisis" was well known to American soldiers as were Bill Mauldin's cartoons to the G.I.'s in 1945. In fact Paine's sacrifices were as great as Ernie Pyle's heroic feats in Iwo Jima or Benigno Aquino Jr's reputation in Korea to the Filipino soldier. President Lincoln's great concern over the defeatist Copperhead propoganda of the North during the Civil War should be reminisced. Equally great was the role of the civilian press in the Spanish - American War. However, the first approach to direct morale work on the General Staff level occurred in World War I. This was led by Brig. Gen. E. L. Munson at Camp Greenleaf in 1918. The school of Military Psy-

chology at the camp conducted morale programs including recreational, religious, and educational activities. The aim was not only to adjust the recruit in his first contacts with the Army but also to create an environment through which he could be adopted with relative ease to his later army experience. Morale was usually thought of in terms of entertainment and welfare activities, which were managed by private civilian agencies under a government commission.

In the Philippines, with the Philippine Constabulary as a nucleus of the Armed Forces there was no such thing as deliberate morale upliftment. The pre-war Philippine Constabulary's high morale

*Members of the Women's Club hold meetings to discuss plans for the improvement of morale boosting activities.*



was inherent in the organization, and any morale boosting activity just came by as a natural consequence of work or part of the routine. Constabulary men were fully regimented. A serviceman had to undergo ten days probation period before his application for enlistment in the Philippine Constabulary was considered. And when accepted, he had to go through six months' recruit training before he was considered a regular constabulary soldier. His graduation in a Constabulary School was not even considered as an assurance of his call to active duty as an officer. Since enlistment was held as a premium, the enlistee was well-adjusted to the rigorous constabulary life once he had been accepted. With the passage and implementation of the National Defense Act, the conti-

nuation of the services of unregimented soldiers after World War II in line with the program of expansion, necessitated a concerted effort toward morale revival. Discipline in a Citizen Army like that of the Philippines presents special problems. Leaders seek to achieve a combination of discipline and acceptance of authority on the one hand, and of independent thinking and initiative on the other. On the former, the Filipino soldier is trained to do as he is told, but on the latter, he lives as a member of a social unit in which individual initiative for his own benefit and for the group is encouraged. In a sense, this latter kind of discipline is a continuation of the soldier's role as a citizen out of uniform. In this capacity, he is used to freedom of speech, and to

*Military areas have their own theaters. Projectors are brought to the field so that troops in combat areas may have shews of their own.*





*The AFP Special Services hold stage shows for the entertainment of soldiers.*

the chance for self improvement and advancement. This is now the center of morale programs among filipino soldiers.

#### **Morale Activities in Anti-democratic Countries**

In the Japanese Army during the war, morale work was a very minor problem. The natural and cultivated nationalism of the Japanese soldier was unparalleled in the Far East. As a nation driven wild by hardships and injustice, they either got to survive or perish. For this reason a child born became a ward of the state. Their schools were an important link between the Army and the people, simultaneously strengthening their

national defense. Their rigidly supervised educational system, Shintoism, and network of thought control all contributed to moulding a people trained not to independent thought but to accept and not to question. A Japanese soldier was a well-regimented soldier. But we should not accept the fact that the Japanese Army was not interested at all in the welfare of its soldiers for even Geishas were found dead in Japanese foxholes during the liberation of Mountain Province in the Philippines.

To the Soviets run a line of thinking almost parallel to the Japanese Army of World War II. To them the defense of the father-

land was the most sacred, the most cherished duty of a Soviet patriot. To the rejuvenated Soviet Army, improvements of morale were on the propaganda level. Trotsky wrote in 1919, "It is necessary to create such a situation, such a frame of mind in the country, that a deserter could find no place to lay his head, hide Cain, who betrayed his brother." Hence, capital punishment upon verdicts of military courts was used against desertion and abandonment of posts. Complaints as to the severity of punishment were not permitted. Yet, the morale of the Red Army was very low. However, the great purge in 1937 more than strengthened the loyalty and discipline of the Red Army. Stalin turned around and crashed the Soviet democratic international opposition within the Red Army by eliminating the low-cultured generals for the educated military leaders which was necessary for its modernization and mechanization. Hence, Marshal Timoshenko's energetic and intelligent work in rebuilding the discipline and improving the morale of the army in the months preceding Hitler's attack upon Soviet Russia, had an excellent effect. At present, it is quite impossible to offer an evaluation based on sufficient authentic evidence.

In contrast to armies accustomed to free institutions was the German Army. Education in Germany was mental, and physical preparation for total war. The programs of morale stimulation were

essentially the same for soldier and civilian. Except in detail and extent of application, German morale programs in World War I and II were similar. Propaganda consisted of heroics and reports of glorious victories, sinking of enemy ships, enemy weaknesses, vast preparations for the final offensive, promises of glory and the New Order. In World War II this propaganda was greater because in war the civilian was her partner. Morale discipline was strengthened through lectures on such subjects as *"Love and Sacrifice for Fatherland, One Reich, One people, and One Fuehrer."* Soldiers gathered together every day for explanation by their officers of current political events so that all might have immediate participation in them. German psychologists developed remedial programs for homesickness, suicidal tendencies, sex desire and individualism. Homesickness therapy consisted of frequent furloughs during early adjustment to Army life. Experiments were conducted to control fears of isolation, bombardment, gas and panic among soldiers.

#### Notable Changes and Improvement

Were there changes in our line of thinking in so far as morale activities and implementation are concerned? Taking the United States as an example, the War Department early in 1940 established in the office of the Adjutant General a Morale Division. It included a sub-division to handle va-

rious types of recreations, award of decorations and morale publicity. While there was no marked difference between morale activities conducted in World War I, yet for the first time it fixed on the army direct responsibility for the morale of the troops. Results of the research units under General F. H. Osborn, tended to show that the provision of recreation and welfare activities which had been over-emphasized was not a major factor in the maintenance of high morale. There were indications that absence of adequate facilities would tend to depress, but that such factors as job assignment,

competency of commissioned and non-commissioned officers, and a sense of duty and responsibility in the accomplishment of any mission were of far greater importance. In the years that followed, the Morale Division changed its name several times till it finally became Information and Education Division. Since it had no direct control over either personnel assignment or army training, it turned its attention to the information and education of the army. As a result, the Division had taken a major part in the establishment of various publications, radio broadcasts, film showings, and educa-

*The Troop Information and Education Division, GHQ, AFP, through its Non-Military Education Branch, established the AFPSEM for EM's educational advancement.*



tional advancement of personnel. Recently, physical privations were instituted in training camps to prepare the mind of the draftee in case of capture in the future.

Dean Keppel of Harvard University believes that three patterns are possible in the modern army for an effective administrative organization on morale. Authority may rest with (1) the line organization; (2) central administrative office with field representatives; and (3) a combination of both. Under line administration, the commanding officer is responsible with little help in policy training from higher echelons. In the second, morale officers are appointed to army units under the direction of a chief morale officer. A combination of these two is the more common today. Hence, special staff sections are responsible for over-all analysis of factors affecting morale. Specifically, the Special Services Division is responsible for providing active programs of entertainment and recreation, while the Information and Education Division, provides opportunities for personal advancement while in uniform.

#### Present Set Up of the AFP

In the present set up of the Armed Forces of the Philippines, Morale Boards in the Headquarters of Military Areas consist of the Personnel Officer, PRO, TI & E Officer, Medical Officer, Chaplain and Special Services Officer. These boards meet whenever directed by the commanding officer or upon call of the Chairman.

They advise the commanding officer about the state of morale of the command and make such studies in morale as may be directed. They coordinate the activities and consolidate the reports of the Battalion morale boards.

The Battalion Morale Board is composed of the Adjutant and S-1, Operations Officer, Battalion Intelligence Officer, Battalion Surgeon, TI & E Officer, and Special Services Officer. The Battalion Commander designates the Chairman. When an army chaplain is available, he is authorized to sit with the board and participate in its deliberations. The board assists the commander in the implementation of policies and directives from higher headquarters relative to morale.

It is believed that the creation of these boards will emphasize the responsibility of unit commanders of being informed constantly of the morale of their commands. In a nutshell, morale boards should be on the lookout for signs of lowering morale and immediately inform and advise their commander so that they can adopt timely measures to maintain a higher state of morale. However, one should not overlook the idea of developing plans and policies that may affect the motivations and attitudes of personnel. It would theoretically be desirable therefore to have a qualified research unit immediately available to provide information when these plans and policies are made.