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EFFECTIVE SUPPLY DISCIPLINE

IN THE ARMED FORCES

Charles E. McArdle  
Major, Inf.

May 24, 1949

Effective supply discipline in the Armed  
Forces, by Maj C. E. McArdle. CGSC.  
1948-49.

JUN 21 1965

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(Date)

STUDENT RESEARCH DIRECTIVE FOR SUBJECT NUMBER \_\_\_\_\_

STUDENT \_\_\_\_\_  
(Name) (Rank) (ASN)

FACULTY ADVISOR \_\_\_\_\_  
(Name) (Room No.) (Tele. No.)

SUBJECT Effective Supply Discipline Throughout  
The Armed Forces

PURPOSE: To determine the steps necessary to improve the supply discipline of the peacetime armed forces and to insure effective supply discipline in our armed forces when expanded during an emergency.

SCOPE: (Brief outline of subject coverage)

1. Evaluate the training in subjects related to supply discipline, which was given to members of our armed forces preparatory to movement overseas.
2. Analyze the Mobilization Training Programs used during World War II, and the Military Training Programs now in use, with a view to adding subject matter which will create a proper mental attitude toward the need for conservation.
3. Study the incidents of waste which occurred during previous wars which can be attributed to the lack of supply discipline.
4. Review the process of the development and issue of new items of clothing and equipment to determine the amount of waste attributable to excessive or improper issue.
5. Make recommendations for the improvement of supply discipline throughout the National Military Establishment.

NOTE TO STUDENTS:

1. The scope suggested above is intended as a guide only and is not to be construed as a limitation on the student's perusal of the subject. The student is encouraged to modify the above scope as he may find necessary to outline and define the specific problem he visualizes and proposes to develop in his research study.

(over)

2. The references below are furnished to give the student enough material with which to begin his research. It is anticipated that the student will make use of other available sources in order to give adequate scope to his subject, and to include latest developments pertaining to the subject.

## REFERENCES:

1. T/E 21
2. AR 850-25
3. AR 145-20
4. AR 345-300
5. AR 35-6520
6. SR 710-5-20
7. File No L-142, Pam. Kohls, Supply Discipline.
8. Armed Forces Talk No 266. "Economy is Everybody's Job."
9. M 209 c.73 D4E2D Kohls, Supply Discipline.  
"Military Review", August 1948.
10. Mobilization Training Programs 7-1, 1943.
11. Army Field Forces Military Training Programs 7-1, July 1948.
12. Booklet - "Logistics in World War II" - Final Report of  
the Army Service Forces.

COORDINATION: (Confer with the authors of these subjects for pertinent information and coordination)

REMARKS:

3 December 1948 ~~X949XX~~STUDENT RESEARCH DIRECTIVE FOR SUBJECT NUMBER 1-10STUDENT McArdle, Charles E. Maj Inf  
(Name) (Rank) (ASN)FACULTY ADVISOR Lt Col Gray 245 24288  
(Name) (Room No.) (Tele. No.)SUBJECT Effective Supply Discipline Throughout the Armed  
Forces.

## PURPOSE:

To determine practicable ways and means of establishing and maintaining effective supply discipline throughout the Armed forces during peacetime and particularly under wartime conditions when the Armed Forces are greatly expanded.

## SCOPE: (Brief outline of subject coverage)

1. Evaluate the efforts made to establish and maintain supply discipline in each of the three armed forces during World War II with particular attention to the underlying causes for outstanding successes or failures.

2. Evaluate current efforts and practices pertaining to supply discipline in the three armed forces and in the National Military Establishment as a whole.

3. Explore the possibilities of improved supply consciousness and supply discipline through educational or training activities pertaining to the civil population as a whole, civilian educational institutions, the civilian components of the National Military Establishment, the regular components of the National Military Establishment and to other governmental or quasi-governmental agencies.

4. Analyze briefly the assignment of and execution of responsibility for supply discipline throughout the chain of command.

5. Make specific recommendations for improvement of supply discipline throughout the military establishment.

## NOTE TO STUDENTS:

1. The scope suggested above is intended as a guide only and is not to be construed as a limitation on the students perusal of the subject. The student is encouraged to modify the above scope as he may find necessary to outline and define the specific problem he visualizes and proposes to develop in his research study.

(over)

2. The references below are furnished to give the student enough material with which to begin his research. It is anticipated that the student will make use of other available sources in order to give adequate scope to his subject, and to include latest developments pertaining to the subject.

REFERENCES:

1. D.A.Cir 2 II 1947 Supplies and Equipment
2. T/E 21
3. TBQM - 32
4. FM 100-10
5. AR 615-40
6. File NO L-142 Pam. Kohls, Supply Discipline.
7. WD Ltr 29 Oct 1946. Care and Prevention of Supplies and Equip.
8. M 209 G.73 D4E2D Kohls, Supply Discipline "Military Review"  
Aug 1948
9. G 15965-C The P.Ms History Far East Command 1941-47
10. N 13639-B GO No 22 Continental Advance Section ETOUSA  
23 Sept 44.
11. R 15713 Conservation Directive 5th A. 11 Apr 44.
12. R 7866 Conservation 2 Jan 45.
13. R 16024 ASF Conservation of Property Nov 45.

COORDINATION: (Confer with the authors of these subjects for pertinent information and coordination)

REMARKS:

COMMAND AND GENERAL STAFF COLLEGE

Fort Leavenworth, Kansas

Logistics Specialized Course  
Regular Class 1948-1949

EFFECTIVE SUPPLY DISCIPLINE

IN THE ARMED FORCES

Charles E. McArdle  
Major, Inf.

May 24, 1949

RETURN TO  
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COMMAND AND GENERAL STAFF COLLEGE  
Dept. of Logistics  
Fort Leavenworth, Kansas

File No 1-10

May 24, 1949

SUBJECT: Supply Discipline

TO: Director, Dept of Logistics, C&GSC

1. PROBLEM:-To determine ways and means of improving supply discipline throughout the armed forces, both during peacetime and under emergency conditions requiring a great expansion.

2. ASSUMPTIONS:-a. That in any future war in which the United States shall become engaged for a prolonged period, our resources, both natural and industrial, shall be taxed to a point where maximum conservation of supplies and equipment will be mandatory.

b. That because of mandatory conservation there is a definite need for making all troops of present and future armed forces more conscious of the necessity for conservation and supply discipline.

3. FACTS BEARING ON THE CASE:-a. During World War II the economy and industrial capacity of the nation were so taxed as to require several years in which to effect a recovery.

b. Trails strewn with equipment and reports of black market activities during World War II evidenced the lack of supply discipline in many units.

c. Improved supply discipline will reduce the strain on our national economy and help to assure victory in a prolonged war. (See Annex 3)

4. DISCUSSION:-a. In early school training potential members of the armed forces are engendered with the belief that our resources are unlimited. (See Annex 4)

b. During basic training following induction, instruction in supply discipline is confined to one or



two hours a week devoted to Maintenance of Clothing, Equipment and Quarters. (See Annex 5)

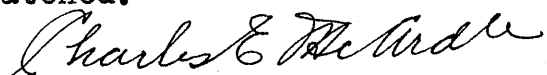
c. In several instances troops have been issued items of clothing and equipment which they could not use or which were in excess of their needs. (See Annex 6)

d. During World War II, commanders of all echelons found it necessary to attempt improvement of the supply discipline through the media of directives, posters, and training lectures. (See Annex 7)

5. CONCLUSIONS:- a. That training programs must prescribe sufficient training time for educating all troops as to the economic implications of wasting or destroying equipment and materials.

b. That prior to the issue of any new item the utmost care must be exercised to assure that it is appropriate and beneficial to the troops for which it is intended and is issued only in the required quantity.

6. RECOMMENDATION: That the attached letter (Annex 2) to the Director of Logistics, GSUSA, recommending that a "Troop Acceptance Test" be conducted on all new items of individual clothing and equipment, and further that he coordinate with the Director, Organization and Training Division to insure that there is included in the MTP at least two (2) hours per week on the subject of supply discipline, be signed and dispatched.

  
CHARLES E. MC ARDLE  
Maj. Inf.

Annexes:

1. Memo to Commandant, C&GSC
2. Letter to Dir. Log. Div. GSUSA
3. Effect of Supply Discipline on the cost of war
4. Effect of early training on supply discipline
5. Training during Mobilization Training Period
6. Issue of Inappropriate and Excess Equip.
7. Efforts made during World War II
8. Bibliography

Concurrences: - Omitted

Non-Concurrences: - Omitted

Consideration of Non-Concurrences - Omitted

Annexes Added: - None

APPROVED.

31 May 1949

F. A. HENNING  
Colonel, F.A.  
Director







COMMAND AND GENERAL STAFF COLLEGE

FORT LEAVENWORTH, KANSAS

SUBJECT: Supply Discipline

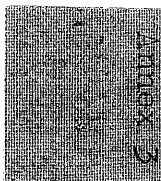
TO: The Director  
Logistics Division, GSUSA  
The Pentagon  
Washington 25, D. C.

1. The attached staff study entitled "Supply Discipline" is transmitted to you for consideration and appropriate action.

2. The research study was prepared by a student of this college and occurred in by the Director, Department of Logistics. The recommendations that the subject of "Supply discipline" be included in Mobilization Training Programs, and that a "Troop Acceptance Test" be conducted on all new items prior to general issue, appear to have some merit.

M. S. EDDY  
Lt. General, USA  
Commandant.

Annex 2.



ANNEX 3

EFFECT OF IMPROVED SUPPLY DISCIPLINE ON THE COST OF WAR

1. In planning the amount of any given item of supply which will be needed to maintain the desired stock levels in a theater, replacement factors are used. Such factors are based on experience, and represent expenditures or the number of replacement items issued during a given period, in proportion to the number of such items in the hands of troops.

2. One of the results of improved supply discipline is the reduction of this replacement factor. For purposes of illustration, let us assume that in a given theater the following factors are accurate and appropriate:

a. Number of troops in the theater	4,000,000
b. Allowance of shoes per man	2 pairs
c. Total pairs of shoes in hands of troops	8,000,000
d. Replacement factor	.07 per mo.
e. Amount needed as replacements	560,000
f. Cost per pair	\$8.00
g. Monthly cost of replacements	<u>\$4,480,000</u>

3. Let us now assume that the same troops had been properly trained in supply discipline, and specifically in the proper care of shoes, and the economic results of waste. Based upon experience during World War II the following might well have been true:

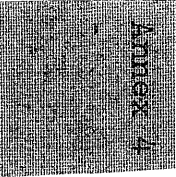
a. Number of troops in theater	4,000,000
b. Allowance of shoes per man	2 pairs
c. Total pairs of shoes in hands of troops	8,000,000
d. Replacement factor	.04 per mo.
e. Amount needed as replacements	320,000
f. Cost per pair	\$8.00
g. Monthly cost of replacements	<u>\$2,560,000</u>

4. It will be readily observed from this hypothetical situation that a saving of nearly two million dollars per month could be effected because of the improved state of discipline. The figures used in making this comparison, although not based on an actual situa-



tion which may have existed, do serve to indicate the amount of money which might have been saved on a single item in a prolonged war.

In addition to the savings in dollars we must consider the reduced strain upon the productive capacity of our nation, and upon our supply of raw materials.



## ANNEX 4

### EFFECTS OF EARLY TRAINING ON SUPPLY DISCIPLINE

1. During the early school days, from childhood through adolescence, an elementary study of the geography of the world is undertaken. Throughout the course of this study pupils are taught of the mineral and other natural resources which abound, together with the comparative productivity of different countries in the various fields of industry.

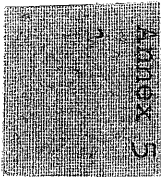
2. It is inevitable that the result of such comparative study will be the impression on the mind of the pupil of the leading role which the United States plays in the major fields of industry. It is during this very formative period that the potential members of our armed forces receive their first insight into the logistic capabilities of the countries of the world.

3. In nearly all of the fields of war making potential - oil, steel, etc. - the pupil is impressed with the vastness of the resources of our nation. The likelihood of our exhausting our supply of a certain item in the course of fifty to seventy five years, at present peacetime rates of expenditure, seems so remote that it only tends to produce the feeling that such an occurrence is too far in the dim future to be of any concern of the pupil. This feeling of security, based on a belief of unlimited resources, is engendered through adolescence and results in a state of mind which allows little thought of conservation.

4. In the rapid expansion of our armed forces during an emergency, great numbers of men are still in the age groups wherein such a feeling of economic wealth pervades. It therefor follows, that efforts directed toward developing an understanding of the need for care

and conservation of supplies and equipment, must include an understanding of the non-receptiveness of the average inducted serviceman to instruction in supply discipline.

5. It is the belief of the writer that a very large percentage of the waste caused by the abuse and discarding of property during World War II can be directly attributed to the lack of an understanding of the logistical implications of such waste.



## ANNEX 5

### TRAINING IN SUPPLY DISCIPLINE DURING MOBILIZATION TRAINING PERIOD

1. During the closing months of World War II, specifically during the period July '45 to August '47, the writer was assigned to duty with several replacement training centers. During most of this period, his principal duty was as a staff officer of a training regiment functioning as a S-3. Such duty required a thorough knowledge of the Mobilization Training Programs which were in effect during that period.

2. The amount of time devoted to the subject of supply discipline or to subjects related to supply discipline in replacement training centers during that period can be grouped under two headings; (1) That which was scheduled in accordance with the Mobilization Training Program; (2) that amount of non-scheduled time which the commander thought necessary.

3. The only items appearing on the Mobilization Training Program, hence on the daily or weekly training schedules, which were directly related to supply discipline were "Care and Cleaning of Equipment" and "Inspections".

4. Under the subject of "Care and Cleaning of Equipment" an average of two (2) hours per week were spent on instruction as to the purely mechanical aspects of Conservation. This instruction included such things as the care of the rifle, with which all trainees were equipped, and the technique of how to care for shoes by applying dubbing. Too often, the company commander, faced with inspections by some higher headquarters, was more concerned with the showing his

organization would make than he was in the training and instruction of his men.

5. Inspections, which were conducted weekly were primarily aimed at determining how well the trainee had learned to perform the simple mechanical aspects of caring for his equipment. Further, such inspections, were used as an indication of the state of discipline of the organization. Needless to say, it was usually only necessary to deny the soldier a pass to the nearest town on the following week-end in order to achieve the desired disciplinary results.

6. During this most important period in the training of our potential combat forces, when habits and even the trend of thought are in the most formative stage, little or no thought or effort was devoted to the tremendous implication of individual waste in an army of several million men. Further, and of greater importance, was a need for instruction in care and preservation of individual equipment under combat conditions, when inspections are nearly impossible.

7. It is only through the formation of a desire on the part of the individual to care for and conserve the supplies and equipment issued to him that real supply discipline can be created. This desire, in the mind of the American serviceman, can only be created if he is taught why it is necessary. The teaching must start immediately upon induction and be continued through all phases of training. During this course of basic and unit training it is not sufficient that the man learns to care for his equipment only under garrison conditions, and solely because of his fear of losing certain privileges.

Amex 5  
9 X6WU7



## ANNEX 6

### ISSUE OF IMPROPER AND UNNECESSARY ITEMS

1. It is an accepted fact that the American serviceman is gifted with the capacity to think for himself. We have learned to understand and appreciate this fact, to keep it uppermost in our minds in all phases of military life, and to consider it as an important factor in the execution of command.

2. What, then, can be the expected reaction in the mind of the average American serviceman when he has thrust into his hands a piece of equipment or an article of clothing which, he is convinced, is absolutely worthless and will only serve to increase the load he must carry? If he is convinced that this new article is of no value to him as an individual, and will in no way improve either his comfort or his efficiency, can we reasonably expect that he will have any desire to care for it, or that he will even retain it for long, when the swamp or jungle he must travel make his pack seem heavier?

3. The answer to the above questions is all too obvious. The result, too, is equally obvious - waste, resulting from equipment or supplies which have been discarded. Can we, then, understanding the mind of the American serviceman, charge such waste to a lack of individual supply discipline?

4. One example of waste resulting from the issue of improper items of clothing and equipment occurred in the South Pacific during World War II. During the Spring of 1943 all members of the unit of which the writer was a member, were issued jungle boots. This boot had a rubber sole with canvas upper about eight inches high. This boot had apparently been designed

with the idea that the jungle was mostly of a swamp base and there was a need for a water-proof boot for wear in that climate. Regardless of what may have prompted the design and issue of such a boot, the designer and those who approved the design failed to consider that the Infantry soldier still has to reach his objective by walking. With his feet tightly encased in canvas, and with perspiration increased because of the rubber soles, the foot soldier could not travel very far before his feet gave out, and he returned to the conventional leather shoe. The result was that the jungle shoes were either discarded entirely or the men cut the tops down and used the shoes for athletics while in rest areas.

5. No amount of training will serve to prevent the waste which results in cases where the individual, and more specifically the mental reactions of the individual, are not considered. There must be no failure to recognize the fact that whether it be orders or shoes that are issued, if the soldier does not understand the reason for their issue, there is little chance of avoiding a mental rebellion. Such a mental reaction may not appear too evident while the soldier is training in the zone of the interior and maximum supervision is possible. Under combat conditions, however, when this supervision is not possible, the American soldier reacts as his mind and body dictate.

ANNEX 7

ANNEX 7

EFFORTS MADE DURING WORLD WAR II

1. In an effort to improve the supply discipline of members of our armed forces during World War II, commanders of all echelons issued directives, to be read to all personnel, on the need for conservation of food and for the proper maintenance of military supplies and equipment.

2. The following are examples of publications issued by commanders during World War II:

- a. Bulletin, "How to Get Home Sooner"  
Published by Hq Peninsula Base Section,  
APO 782, 10 February 1945.

EXTRACT

\* \* \* \* \* \*Here's What You Can Do.

1. If you see any of our supplies being diverted into civilian hands, notify the MP'S.

2. If you run across a person or place that's selling GI supplies, notify the MP'S

3. Don't give clothing or supplies to civilians. You'll get them and yourselves in trouble.

4. Don't waste supplies entrusted to your care whether it's just a sheet of paper or a five-ton truck.

- b. LETTER, Hq 5th Army, 11 April 1944  
Subject: Illegal disposition of Government Property

Par. 3 b. (1) (e) WRONGFUL ACTS

"Consuming gasoline and oil and causing wear and tear in driving vehicles on any unofficial mission. Use of vehicles for organized recreation is not prohibited.

Par. 4 CORRECTIVE MEASURES

a. (2) By all unit commanders down to and including companies, batteries or similar units.

(a) Conduct thorough education and training of personnel as to responsibilities and policies outlined above, by means of study, conferences and discussions so that each individual understands his responsibilities.

3. Although such publications, and the actions resulting therefrom, served to indicate to members of

units where such instructions were conscientiously followed up that conservation was necessary, they failed to overcome the belief that the United States is a land of limitless resources, hence the impact of these efforts was cushioned by the state of mind of the men to whom it was directed.

4. The company or battery commander to whose lot it usually fell to implement such directives, was often busily engaged in actual combat or in the preparation for combat. If the opportunity did afford itself to instruct the men in the contents of the directives, it made little or no impression on the mind of the individual soldier who felt that the loss of a rifle was of little importance as compared with reaching cover from the next artillery shell. He was a soldier in the United States Army - and the United States could easily send him a new one.

5. The most important single aspect of training in supply discipline is the formation of proper habits. Once a man has landed in the Theater of Operations the formation of new habits or the correction of old ones is very difficult.



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