

NLCC CADET TRAINING SYLLABUS



***THE NAVY LEAGUE CADET CORPS
“A SET COURSE TO BETTER CITIZENSHIP”***

Revised March 2007

*Advancement and Training syllabus
for the
Navy League Cadet Corps*



*A Navy oriented youth program sponsored by the Navy
League of the United States*

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United States Naval Sea Cadet Corps

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13 January 1995

NSCC ACTION LETTER 3-95

From: Executive Director, U. S. Naval Sea Cadet Corps
To: Distribution
Subj: NLCC ADVANCEMENT AND TRAINING SYLLABUS
Ref: (a) NLCC Advancement and Training Syllabus, 1992
(b) NSCC/NLCC Advancement and Training Manual
Encl: (1) NLCC Advancement and Training Syllabus, 1995

1. **BACKGROUND.** The information contained in reference (a) has been revised and updated. The revised syllabus is forwarded as enclosure (1).
2. **DISCUSSION.** Enclosure (1) contains text material for training and advancement requirements for all NLCC ranks, as outlined in reference (b). It is arranged in "Parts" appropriate to each rate level. Unit commanding officers may copy these training materials, and issue them to instructors, cadets, and parents upon request, retaining the master syllabus in unit files.
3. **ACTION.** Enclosure (1) supersedes reference (a), and is effective upon receipt.
4. This action letter is canceled on 31 December 1995.


A. J. Kreiser

Distribution:
NSCC National Chairman (w/o encl)
NSCC National President (w/o encl)
NLCC/NLCC Regional/Associate Regional Directors
NSCC/NLCC Unit Commanding Officers.
NSCC Field Representatives

PREFACE

The Navy League Cadet Corps is a non-profit youth organization whose objectives are to give young people, ages 11 to 13, mental, moral and physical training through the medium of naval and other instruction. This training is to foster principles of patriotism, disciplines of duty, self-respect, respect for others and to build and develop the individual cadet's self esteem.

Sea Cadet training has been conducted for centuries by other nations under the auspices of the country's Navy League. In 1958, the Navy League of the United States and the Department of the Navy jointly inaugurated a cadet program for American youth, the Naval Sea Cadet Corps, offering a nautically oriented training program for young Americans, age 13 through 17. The Navy League formed the Navy League Cadet Corps as a junior program for younger people interested in the sea and the maritime services, including the U.S. Coast Guard under the Department of Transportation. Enrollment is voluntary and there is no obligation to join the Armed Forces at any future date.

This syllabus is intended for use by officers, instructors, and cadets. It presents information to assist participating cadets to advance through knowledge and experience. While it is not intended as a personal textbook for each person in the program, unit commanding officers may copy any or all parts to issue to cadets to assist in their study.

This training syllabus is effective upon receipt and replaces all previous editions of the Navy League Cadet Corps syllabus. Units and cadets who are using previous editions of the NLCC Training Syllabus should complete their chapters and convert to this manual if the cadet is less than one-half finished on the old manual. Cadets who are more than half way finished in old manuals have the option of converting to this syllabus or finishing their existing syllabus.

This manual was developed by an extremely dedicated group of NSCC officers who possess in-depth knowledge of the NLCC program, and have professional backgrounds in education and business. Most are former or present commanding officers that significantly added to their expertise in putting together this training syllabus. This manual has been reviewed and edited by present and former commanding officers on a national basis.

This training syllabus is a compilation of previous NLCC training manuals as well as other Navy material. It is a complete training syllabus and includes necessary lesson plans and tests for cadets. Also included are learning games that will provide the cadets with a fun learning experience and add to the interest of drills. Units are encouraged to use the games.

The following conditions and requirements are to be kept in mind when using this training syllabus.

- Passing grade of all promotion tests is 2.5
- The instructional materials in this syllabus are meant to be presented as classroom instruction, not assigned as a self study course.
- Individual cycles may be reproduced for cadet use.
- Individual lessons may be taught out of sequence to meet needs.
- Units are encouraged to use the Extended Learning/Hands On Training and to schedule extra lessons for outside presenters and shipboard training to attain lesson objectives.
- This syllabus is the first edition of the revised training program for NLCC Cadets. Please keep records of any additions, deletions or corrections you develop as you use the materials. These recommendations will be used for updating the second editions. We will notify you when we are ready for your input.

The initial feedback has been most positive on this manual. We wish you much success on your training program and wish to hear from you on your recommendations for improvement.

**NOTE TO NLCC COs
AND
NLCC TRAINING OFFICERS**

There are several special features of the revised NLCC Syllabus not in the old syllabus that we would like to draw to your attention. These features are intended to extend learning and provide hands on experiences that will raise the level of mastery of basic skills by NLCC Cadets. We hope you will find them useful.

1. This syllabus is a combination of the 1995 NLCC Syllabus and the NSCC/NLCC Advancement and Training Manual.
2. There are review questions at the end of each lesson. Some of them are on each Promotion Exam. As in the old manual answers are not provided for review questions at the end of each lesson. It is intended that the instructors will answer the questions as they prepare the lessons. Because this manual is to be printed on the web, answers to the exam questions are not included. The exams are a nearly the same as the 1995 manual and the old answer key is the same. NHQ will have the new answer key if your unit does not have one.
3. As before at the end of each lesson is the Extended Learning/Hands On page which lists activities that will raise the level of learning. It also has a space to list activities that you have used before.
4. The masters and for overhead transparencies for certain lessons has been removed. In the age of computers they are not necessary.
5. The Board games section has been kept. It is an excellent way to give cadets an opportunity to practice skills they have learned. Cadets should also be encouraged to develop their own games.
6. The Glossary section was also kept which we encourage you to use when developing vocabulary for each lesson.

NLCC ADVANCEMENT REQUIREMENTS

Refer to Chapter One of the NSCC/NLCC Administration Manual, for the latest advancement information.

NLCC ORIENTATION AND ENROLLMENT FOR PARENTS AND PROSPECTIVE CADETS

The Unit Commanding Officer or designated representative must personally interview the parent/guardian (friends and relatives cannot sign the forms) of each applicant for membership to make sure that they understand the aims and objectives of the program, the obligations of both parents/ guardians and cadets, and the training opportunities. (Give them a list of general responsibilities and the Unit Code of Conduct, if there is one).

1. When there are no more questions and the cadet decides to join the NLCC, parents must sign the Cadet Application and the Standard Release forms on the back of the application. They must be witnessed by a designated adult leader, and pay the required fees as the first step to enrollment. Be sure to give the parents/ guardians a receipt for money received and keep a copy for the unit files.

REFERENCE:

- a) NLCC Regulations
- b) NSCC Administrative Manual
- c) The latest Action Letter which outlines the fees

SUGGESTED OUTLINE FOR THE INTERVIEW AND PROCEDURES FOR ENROLLMENT

THE INTERVIEW

By applying for membership in the Navy League Cadet Corps, (NLCC), you express your wish to learn about the Navy and Coast Guard, their history and their traditions. During your time as a Navy League Cadet, you will have the opportunity to learn and experience many things about these services.

The NLCC is a voluntary youth program whose objectives are to provide young people between the ages of 11 and 14 mental, moral and physical training through Navy and Coast Guard oriented experiences. The training serves to develop principles of patriotism and discipline, and to instill a sense of duty, respect for others and self esteem.

Navy League cadets have many opportunities for different types of training, from classroom instruction to hands on activities as knot tying, Morse Code and Semaphore. Cadets may visit Navy and coast Guard ships and installations as well. During the summer, cadets attend Navy League Orientation. Navy League Orientation is a one week training activity, usually held on a Navy or Coast Guard installation, which gives cadets a chance to experience barracks living, eating in the mess hall, marching, and classes about many aspects of the sea services. They interact with cadets from other units and learn to work together as a team. Cadets who have attended Navy League Orientation can attend Advanced Training the next summer. Advanced training gives cadets the opportunity to take the Coast Guard Boating course or at other locations such as aboard Sea Cadet ships such as the "Grayfox" located in Michigan.

REGULATIONS

When you become a Navy League Cadet, you agree to obey the rules and regulations of the Navy League Cadet Corps. Imagine a football or baseball game with no rules, each player doing only what he or she wished. Before long, everyone would be very confused and it would be impossible to continue the game. The NLCC is really a large team of cadets and leaders in Training Ships and Companies throughout the nation. To make sure that everyone gets fair treatment and the same chance to advance, there are rules and regulations that everyone must follow.

ENROLLMENT

1. **AGE:** You must be at least 11 years of age and not yet 14. Cadets who are 13 may consider enrolling in the Sea Cadets. This decision, however, should take into account the maturity of the cadet and when his 14th birthday is. If the Cadet is planning to attend Sea Cadet Recruit training the following year he may be 14 before the training starts. If he can't attend Sea Cadet training the following it may be best to remain a League Cadet until his 14th birthday. The final decision is up to the Commanding Officer of the NSCC unit.
2. **SCHOOL:** You must be enrolled in school and must make satisfactory grades as established by local school authorities.
3. **UNIT VISIT:** Cadet applicants and their parents or guardians should visit at least one NLCC drill (meeting) together. This allows them to see the activities provided and to talk to some of the cadets and officers about the program before they decide whether to enroll.

FORMS

When you decide to enroll, there are several forms which you and your parents must complete. The most important are:

- 1) Cadet Application form which has a release form on the back. It provides your name, address and other important information. The release form authorizes military and private medical facilities to treat you for minor illness and injury that may occur during authorized training and ensures that parents will not sue the NLCC or any other sponsor/ support organization in such cases.
- 2) Medical forms: You must have a physical exam to ensure that you can participate in NLCC training, especially the outdoor activities and one week of Navy League Orientation. This exam is like those you take at the beginning of each school year or when you sign up for sports. Note the reverse side of the medical form lists conditions that will disqualify the young person from joining the program.
- 3) Before you take the physical exam, you and your parents must complete a medical history form that gives the doctor a record of your medical history. When you are enrolled, these forms become an important part of your service record.

SPECIAL NOTE: MEDICATION

Prospective cadets who must take any medication, either prescription or over the counter, must be informed that as long as they are on medication they are not allowed to attend NLCC Orientation or Advanced Training. While attending NLCC Orientation or Advanced Training is not a requirement for NLCC promotion, not attending does seriously limit a cadet's opportunity to participate fully in the NLCC program. Taking a cadet off all medication for the duration of the summer training is not advised without a doctor's permission, as it may pose a health hazard. Parents of cadets, who have to take medication, should be advised to give serious consideration to other youth organizations, whose programs are not so physically demanding, before making a decision to enroll their child in the Navy League Cadet Corps.

FEES

Applicants must pay the administrative and insurance fees established by NSCC National Headquarters (NHQ). These fees cover the cost to administer the NSCC and NLCC programs and provide the insurance for medical treatment as necessary. (Tell parents the cost of the enrollment fee and any expenses for uniforms or other costs that the unit assesses. This is also a good time to mention fees for NLCC Orientation and Advanced Training so parents can plan ahead.)

INSURANCE COVERAGE

MOST IMPORTANT (NOTE TO INTERVIEWER)

(Parents/Guardians must also understand the nature and coverage of the mandatory insurance program and the amount of deductible that they must pay if medical treatment is required during authorized training activities.) It is also a good idea for the parents to sign a copy of the insurance coverage. Keep this form in the units records incase there is a question if they understood their obligations in case of a claim.

SPECIAL NOTE TO UNIT COs

It is most important that enrollment forms, along with a unit check, be forwarded to NHQ within 10 days of receipt. Cadets are not covered by insurance unless NHQ has received a check and processed the cadet's application. When you get the cadet's ID card back from NHQ, you have proof that they have the insurance in effect.

The same rule applies for re-enrollment. Cadets whose enrollment has expired are not covered by insurance. It is important to send in re-enrollment fees in a timely manner, before the expiration date if possible. Cadet's who drill while uninsured are the liability of the local unit.

UNIFORMS

The Commanding Officer will provide you with a “seabag list”, the types of clothing needed for the NLCC uniform. When possible, certain items will be provided from unit supplies. If supplies are not available, in most cases the clothing may be obtained at local discount stores at reasonable prices. Many units charge a fee for use of NLCC uniforms provided for cadets.

It is your responsibility to keep your uniform neat and to wear it correctly whenever you participate in NLCC activities. You will learn how to wear and care for your uniform properly during class instruction.

HAIR

NLCC cadets, while in uniform, are expected to wear their hair in a manner which meets Navy grooming standards. Males should wear their hair trimmed neatly, tapered at the back and along the sides. Female cadets should arrange their hair so that it touches, but does not fall below, the collar at the back. Hair for either males or females may not cover the ears or appear below the front brim of the cover. (hat)

NLCC ID CARD

Upon receipt of your enrollment fees, NHQ will issue your NLCC ID card and forward it to your commanding officer. This card, which you must carry with you whenever you participate in NLCC activities, identifies you as a properly enrolled member of the NLCC and affords you special privileges not available to other youth programs. You must sign your ID as soon as you receive it and you must observe the following rules.

1. Should you lose or misplace your NLCC ID card, or should it become damaged, you must report it at once to your commanding officer, following the chain of command. You will not be in trouble, but the CO must order a replacement for you right away so that you don't miss any activities. Some units charge a fee for replacing the ID card.
2. Never loan your NLCC ID card to anyone for any reason. Your card is the property of the NSCC and is issued to you so that you may enjoy the opportunities and privileges it affords. From time to time someone in authority may request to see your NLCC ID card for official purposes, but will return it to you in a few minutes.
3. When you aren't carrying your NLCC ID card with you, keep it in a safe place so that you can find it when you need it. Be careful to check your clothing before you put it in the laundry! Many ID cards are destroyed or damaged when they are left in pockets and go through the washer and dryer.

THE NLCC PROMISE

1. Upon acceptance in the NLCC, you will make the following promise that you will do your very best to live up to the standards of the NLCC, and to obey all the rules and regulations, no matter how strict they may seem at times. You will usually recite the NLCC promise in ceremonies with your unit.
2. Many units administer the NLCC Promise to a cadet when the ID card arrives. This is done at a unit muster and parents are invited to attend and participate in the ceremony.

“I, (STATE YOUR NAME) PROMISE TO SERVE GOD, HONOR OUR FLAG, ABIDE BY THE NAVY LEAGUE CADET CORPS REGULATIONS, CARRY OUT THE ORDERS OF THE OFFICERS APPOINTED OVER ME, AND SO CONDUCT MYSELF AS TO BE A CREDIT TO MY SHIP, THE NAVY LEAGUE CADET CORPS, THE NAVY AND MY COUNTRY.”

Congratulations, and WELCOME ABOARD!

INTEGRATING THE NLCC RECRUIT CADET

Since the main objective of this section is orientation and integration, the following suggestions are directed at making sure new cadets feel included and are integrated into the unit. All of the suggestions are important because the first three months are crucial to getting the new cadet settled comfortably into the unit.

1. Assign a “Buddy” to show the new cadet around, introduce him to everyone, and give him information about unit SOP’s. The assigned Buddy should follow through for at least 2-3 meetings.
2. Have the new cadet’s Squad Leader or LPO call the cadet before the next meeting to remind the cadet about the meeting; answer any questions and make sure the cadet knows he is part of the unit and you are looking forward to his attendance.
3. Have an officer in the unit call cadet’s parents and answer any questions (especially those concerning uniform) they might have.
4. Invite parents to observe parts of the drill activities.
5. Plan “inclusion” activities that give cadets a chance to interact in a different environment. Some examples: team games, partner learning, one on one instruction (facing movements), etc.

SPECIAL NOTE:

There is a book called Tribes that has many activities that help build a team or group spirit. There are many “inclusion” activities in this book. It can be found in most stores that sell materials to teachers. Look under materials for self-esteem.

CORE Training for NLCC Cadets

Note: This instruction is meant to be taught, not assigned as a self study course. There are questions for review and discussion at the end of each lesson and Promotion Exams are located in the appendix

In accordance with Navy policy, this manual endorses the following statement;

Although the words “he,” “him” and “his” are used sparingly in this manual to enhance communication, they are not intended to be gender driven nor affront or discriminate against anyone reading this text.



PART I

NLCC APPRENTICE CADET

OBJECTIVE: ORIENTATION AND INTEGRATION INTO UNIT

- 1. NLCC/NSCC Organization – Chain of Command**
- 2. NLCC Uniforms**
- 3. Health and Personal Hygiene**
- 4. Military Courtesy**
- 5. NSCC Officer Ranks and NLCC Cadet Rates**
- 6. Basic Military Drill (without arms)**
- 7. Basic Marching and Drill**
- 8. Personal Relations**

The NSCC Committee Chairman, appointed by the sponsoring organization, coordinates the administration, financial support, publicity, recruiting and training arranged locally. NSCC Committees may sponsor several NLCC/NSCC units within a large geographic area.

UNIT

The unit Commanding Officer directly supervises all unit activities, represents the unit to the community and works closely with local civic, industrial and military leaders to promote the NLCC and NSCC programs. The Commanding Officer shall direct the efforts of the unit toward attainment of the education goals and objectives of the NLCC/NSCC. The commanding officer is accountable to Regional Director and NHQ Representative for compliance with these Regulations and for all matters relating to the proper administration and operation of the unit. The Commanding Officer is only responsible to the sponsoring organization for financial oversight matters.

The Executive Officer is second in command. When the Commanding Officer is absent, the Executive Officer takes charge. The Executive Officer is responsible to the Commanding Officer for the proper operation and administration of the unit and for such duties as may be delegated to that officer.

The Training Officer is responsible to the Executive Officer for instruction and training of cadets and adult leaders.

The Operations Officer is responsible to the Executive Officer for the proper conduct of inspections, drills and other military evolutions conducted by the unit.

The Administrative Officer is responsible to the Executive Officer for all unit administrative matters.

The Personnel Officer is responsible to the Executive Officer for maintenance of cadet/officer service records and for monitoring the enrollment status of all hands.

The Supply and Fiscal Officer is responsible to the Executive Officer for maintenance of unit fiscal records and for the safe custody/accounting of all material which is the property of the unit or which is on loan from the supporting Naval activity. Regulations require a two signature checking account, normally the Committee Chairman and the unit Commanding Officer.

Classroom instructors work under the guidance and direction of the Training Officer and instruct classes or give other assistance in their areas of expertise.

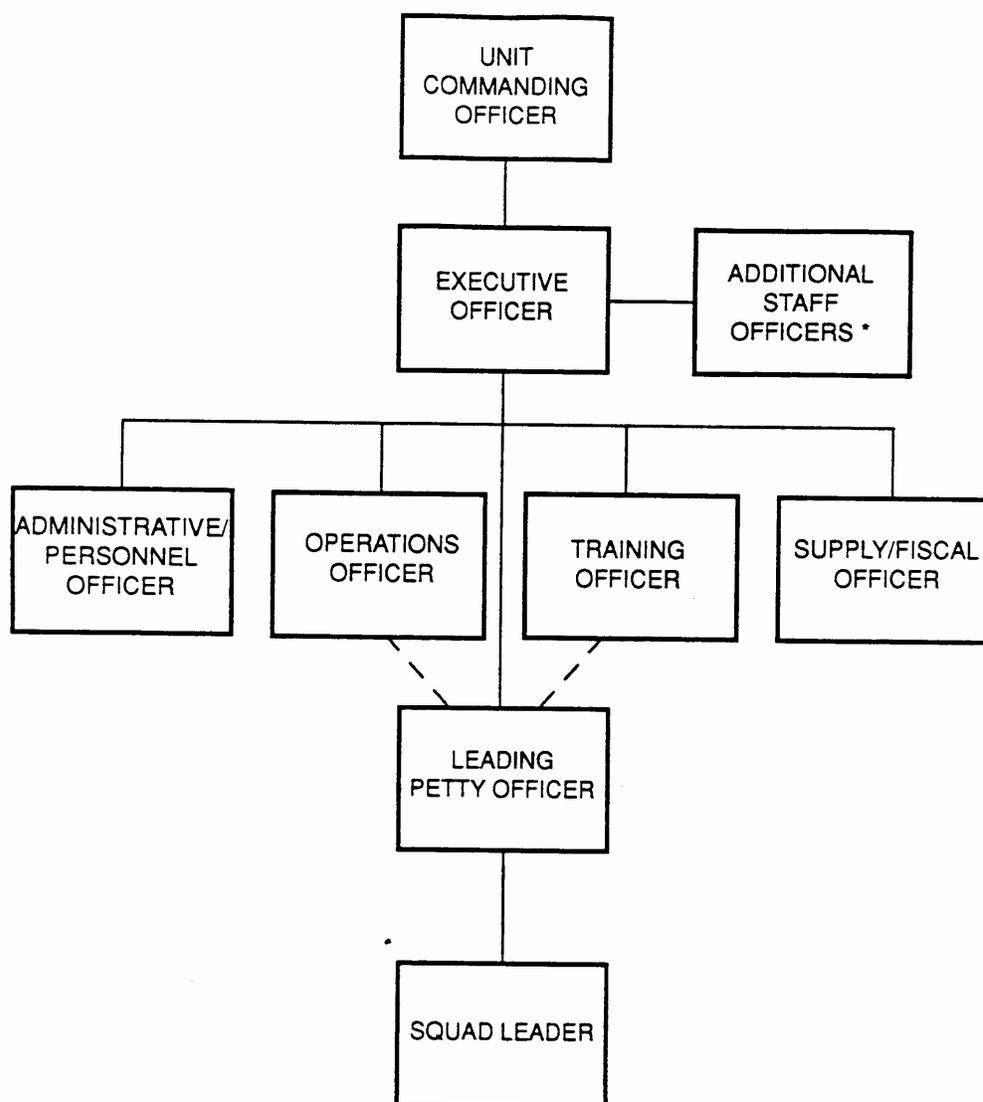
Special Assistants may include a Chaplain, a Medical Assistant, and Division Officers.

The Cadet Leading Petty Officer is the direct link between cadets and officers. The LPO directly supervises cadet activities and maintains order and discipline in the unit.

CHAIN OF COMMAND

When you need a new uniform, or feel that you are ready for an advancement exam, how do you know whom to see? When you have lost your ID card or wish to discuss a problem with the CO, how do you make your concerns known to someone who can help you? Fig. I-1-1 is a suggested Organizational Chart. Your squad leader or LPO will show you how your local unit is organized. It is very important to follow the Chain of Command. When someone tries to take a short cut by going around people, they only slow things down and create confusion. The person jumping the Chain of Command, either up or down, is soon recognized as a trouble maker. However, you always have the right to go over your immediate supervisor on occasions of that person's misconduct or lack of attention. The unit functions more smoothly when all hands follow the Chain of Command.

NLCC/NSCC UNIT ORGANIZATION



*Additional Staff Officers may include a Public Affairs Officer, Medical Officer, Recruiting Officer, Chaplain, etc.

Fig. I-1-1

REGIONS OF NSCC

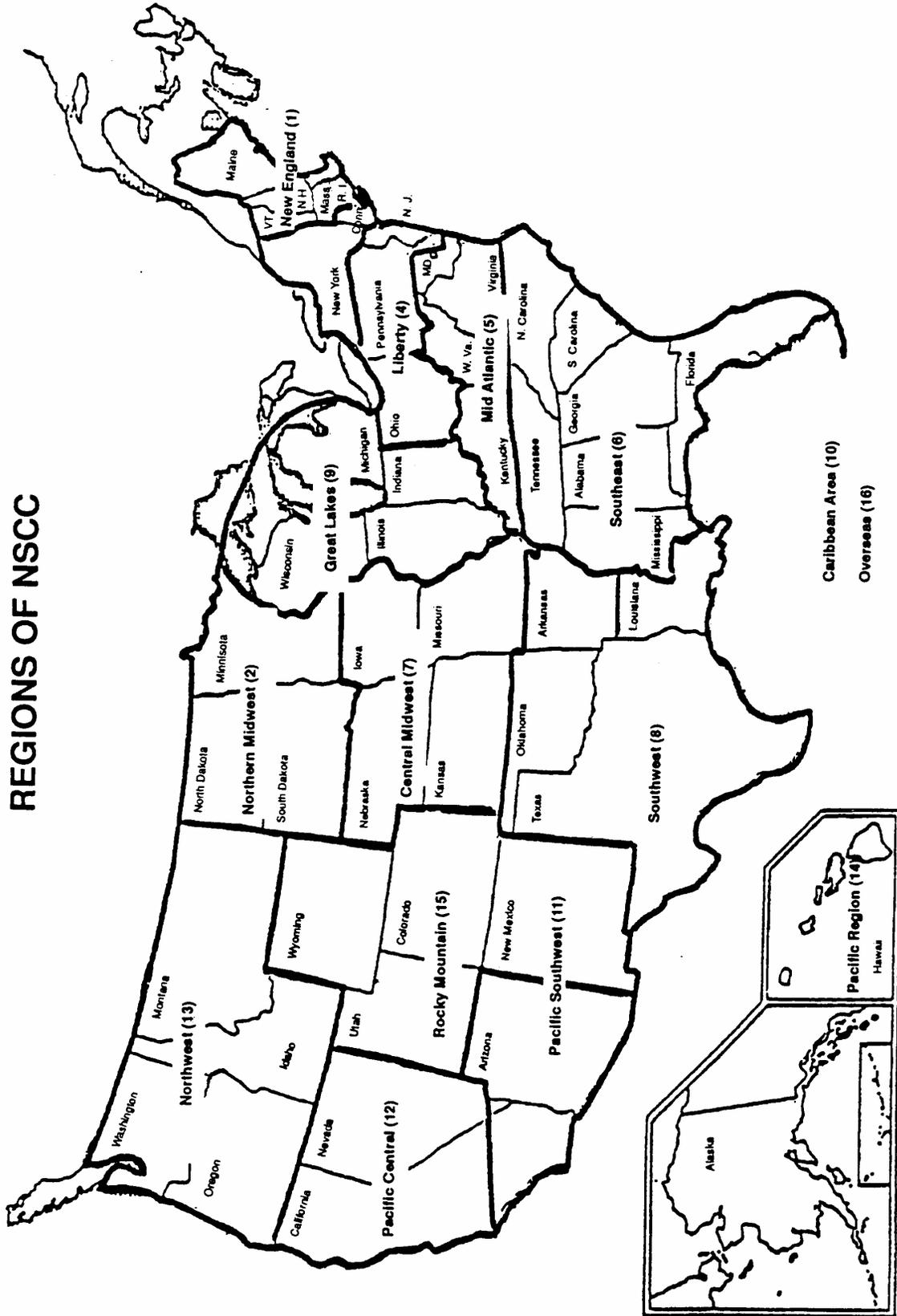


Fig. I-1-2

NSCC FIELD ORGANIZATION

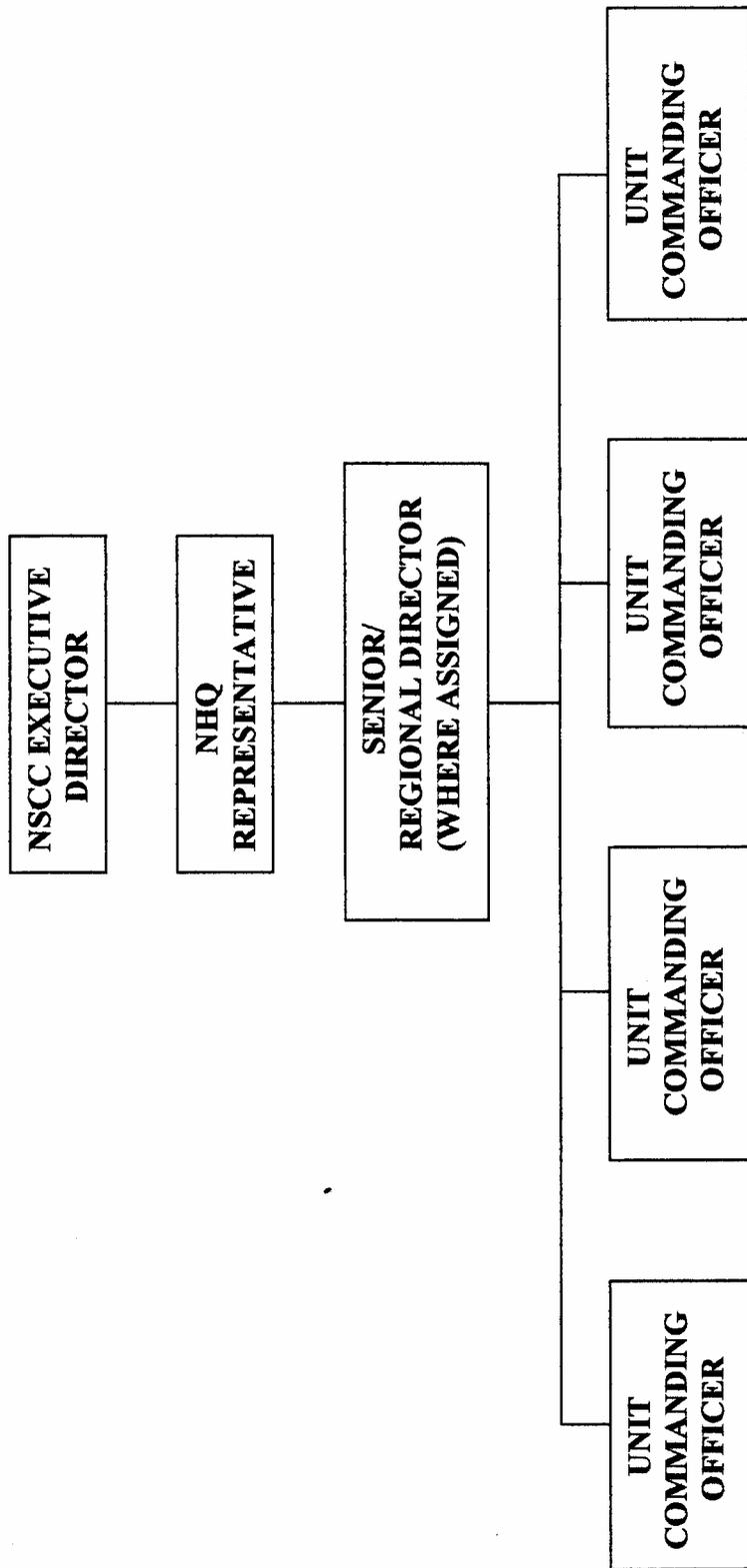


Fig. I-1-3

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 1
NLCC/NSCC ORGANIZATION AND CHAIN OF COMMAND

1. Acquaint cadets with local unit organization. Introduce support personnel.
2. Make a chart of unit chain of command and post it in full view. Include cadet leaders and officers photos if possible. It might help to post the Chain of Command chart in several places, i.e. the drill deck, quarterdeck, etc.
3. Present an overhead of the National Organization chain of command. (Include during instruction).
4. Monitor cadets' use of the Chain of Command.
5. Have cadets take a blank Chain of Command sheet around at drill and get signatures of each of the people in the chain of command.
6. Review as often as needed for additional/new people, or whenever there are changes in the chain.
7. .
8. .
9. .
10. .

**NLCC APPRENTICE CADET
PART I LESSON 1 QUESTIONS
NLCC/NSCC ORGANIZATION AND CHAIN OF COMMAND**

1. Who is responsible for determining NLCC policies and programs?
 - a. National Board of Directors
 - b. Regional Directors
 - c. Unit Executive Officers
 - d. National Civil Liberties Union

2. In each unit, the _____ is second in command?
 - a. Training Officer
 - b. Executive Officer
 - c. Leading Petty Officer
 - d. The Chief

3. Special Assistants to the CO may include:
 - a. Chaplain
 - b. Medical Assistant
 - c. Division Officers
 - d. All of the above

4. The Executive Director implements the policies established by the Board of Directors.
 - a. True
 - b. False

5. The _____ Officer is responsible to the Executive Officer for instruction and training of cadets.
 - a. Personnel Officer
 - b. Training Officer
 - c. Administrative Officer
 - d. Recruiting Officer

Black socks **

Black leather shoes **

*May be worn with work uniform in cold weather

**When engaged in athletics, or working around boats, cadets will wear white socks with nonskid white athletic shoes

Although the above list of uniform items has been authorized by NHQ, many units still wear the traditional undress (without neckerchief) Navy jumpers with NLCC insignia, if available locally, and the entire unit is uniform in dress. (See Action letter 11-92)

RULES

The Commanding Officer (CO) prescribes the Uniform of the Day (the uniform you wear to and from drill) in accordance with local regulations, and publishes it in the Plan of the Day (POD). You must wear the complete uniform when you report for drill.

Your NLCC uniform reflects your pride in yourself and your Ship. It must be clean and pressed neatly and include the correct insignia for your rank and organization.

A proper uniform is more than just clothing; it includes proper haircuts or hair styling. Male haircuts and female hair styling conform to Navy and Coast Guard standards. Males have their hair trimmed neatly, tapered and the back along the sides. Females arrange their hair so that it touches, but does not fall below, the lower edge of the collar at the back. Hair may not cover the ears nor appear below the front brim of the cover (hat).

There are certain items that you may NOT wear with your uniform. You may not wear large rings or rings with very large stones, bracelets, large necklaces, or earrings. Dog tags, religious medals, or chains will be worn inside the shirt, not showing in any way. Females may wear small "ball type" silver earrings (approx. ¼ or 6mm in diameter).

CORRECT WEAR

To look your best, you should wear your uniform properly at all times, as follows: (Fig. I-2-1)

HATS: NLCC cadets wear hats squarely on the head, "two fingers" above the eyebrows, with the bottom of the brim parallel to the ground. Do not wear your cover on the back of your head, or cocked to one side. White hats must be spotless. The brim is straight, not rolled or bent outward in "wings". When white hats become yellow with age, turn them in for re-issue. Hair should not show below bottom of the front brim.

SHIRTS/BLOUSES: Press shirts and blouses neatly and tuck them into the trousers or skirt. Button the sleeves of long-sleeved shirts. Replace stained or worn out shirts and blouses.

TROUSERS/SKIRTS: Trousers are clean and neatly pressed "fore and aft" although traditional navy blue trousers are pressed flat with inboard creases "port and starboard", as are some white trousers. Dungarees are traditionally not pressed. Brush away lint, and clip loose threads. Skirts are clean and pressed neatly. The bottom hem must be no higher than two inches above the knee.

SOCKS: Except when females wear skirts, or when white athletic socks are prescribed, cadets wear black socks with all uniforms. Socks must not have holes in them, show lint, nor sag at the ankles. Female hosiery should fit well and be free of “runs”.

UNDERWEAR: Wear only white underclothing with NLCC uniforms. Do not wear T-shirts that are printed or have colored neck and sleeve bands, but only white, well-fitted round necked T-shirts, free of stains or holes.

INSIGNIA: Cadets wear rate insignia on the right sleeve, centered between the shoulder seam and the elbow (or centered between the shoulder seam and the hem of the sleeve with short-sleeved shirts and blouses). NLCC petty officers wear the PO badge and chevrons in the same manner.

The NLCC Shoulder Flash is worn on the left sleeve, centered one inch below the shoulder seam. Use black thread when sewing on insignia and flashes.

Ribbons, worn in horizontal rows of three, are centered immediately above the left breast pocket, with the bottom edge of the ribbon bar parallel to the top of the pocketed flap. Senior ribbons are “inboard” (closer to the buttons on the shirt); junior ribbons are “outboard” (toward the side). The NSCC Ribbon Chart shows all NLCC and NSCC ribbons in order of precedence.

Name tags are worn on the right, centered above the right breast pocket, with the bottom edge even with the bottom edge of the ribbons on the left.

UNIFORM CARE

Uniforms may be “wash and wear”, but should be well pressed before drill. Be careful not to use too much bleach with white clothing. You can remove most spots and stains with soap and warm water, but may require a cleaning solvent (NOT gasoline or lighter fluid) for difficult grease spots. Lint will come off when you pat the uniforms with a piece of masking tape wrapped around your palm sticky side out.

You can do the pressing your self. Both dress uniform shown in Fig. I-2-1 and working uniforms are pressed like normal clothing. For most uniforms, use a steam iron set for the type material the uniform is made of. Lay the uniform flat on the ironing board, and press outward, moving from the center to the seams and bottom hem. When pressing the sleeves, move from the seam to the outer edge. Always use care not to burn or scorch the material.

Press shirts and blouses flat, without outward creases in the sleeves. Press trousers using steam as necessary to get a good crease. Lay trousers flat on the ironing board, one leg at a time and press outward, from the seam to the outside edge for the entire length of the side. Be careful not to scorch the uniform; reduce the iron heat if the material smells like it may be burning.

Once you have pressed your uniform, fold neatly or hang it in a closet to maintain shape and prevent dust or lint.

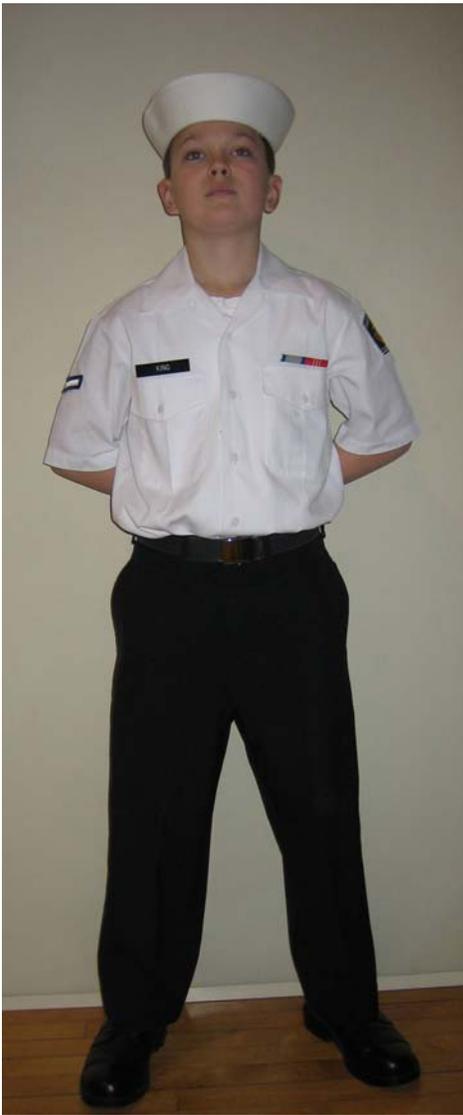


Fig. I-2-1, The standard Navy League dress uniform worn by both male and female cadets.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 2
NLCC UNIFORMS

1. Style show modeling different uniforms and proper wearing of each uniform
2. Have the Supply Officer demonstrate appropriate method of ironing, then set up several ironing boards and have senior cadets oversee practice of pressing all types of uniforms.
3. Invite parents to a “sewing party” and demonstrate proper placement of flashes and insignia. Instruct on proper wear and care of the uniform. These activities are for both parents AND cadets.
4. Demonstrate the proper method of packing a sea bag. Have senior NLCC cadets monitor/observe junior cadets packing their sea bag.
5. Have a shoe-shine party and show how to properly shine and care for shoes.
6. Invite female Navy personnel, or female NSCC officer or senior cadet, to show female cadets hair styles and grooming standards and personal hygiene. (Parents may be notified/invited to attend, if they so desire).
7. Invite Navy personnel or a senior Sea Cadet to discuss grooming standards and personal hygiene with male cadets.
8. Bring in a barber, (or someone qualified), to demonstrate a military haircut for inspection.
9. .
10. .

**NLCC APPRENTICE CADET
PART I LESSON 2 QUESTIONS
NLCC UNIFORMS**

1. A Proper NLCC uniform includes correct:
 - a. safety shoes
 - b. haircuts or hair styling
 - c. civilian clothing
 - d. jewelry
2. All NLCC uniforms, regardless of style, are pressed inside out.
 - a. true
 - b. false
3. After ironing, fold your uniform neatly to keep it wrinkle free.
 - a. true
 - b. false
4. To know which uniform to wear to drill, you read the:
 - a. daily newspaper
 - b. NLCC Regulations
 - c. quarterdeck log
 - d. plan of the Day
5. The NLCC has only one standard uniform
 - a. true
 - b. false
6. The bottom edge of the name tag, when worn, should be even with bottom edge of the:
 - a. chevrons
 - b. shoulder flash
 - c. ribbons
 - d. neckerchief or tie
7. Cadets wear athletic shoes only with
 - a. winter uniforms
 - b. summer uniforms
 - c. working/athletic uniforms
 - d. none of the above
8. To remove lint, pat the uniform with:
 - a. masking tape
 - b. magnetic tape
 - c. tissue paper
 - d. sandpaper
9. You can remove most small spots and stains from uniforms with:
 - a. gasoline
 - b. lighter fluid
 - c. masking tape
 - d. soap and water
10. Male covers are worn _____
 - a. on the back of the head.
 - b. cocked to one side of the head.
 - c. squarely on the head.
 - d. at all times

Your hair makes an excellent nest for many types of parasites. No matter which hair style you may prefer, you should wash your hair thoroughly every few days, and at least once a week.

Athlete's Foot is a common foot disorder. At times you may notice an uncomfortable itching between your toes (or fingers), and cracked skin where they join. To prevent this, wash your feet every day, dry them thoroughly, use a suitable foot powder, and change socks daily.

Dirty finger and toe nails transmit germs when you scratch yourself. It isn't necessary to break the skin. Many people neglect their nails, allowing dirt and other material to collect underneath them. You should clean your nails regularly and trim them to prevent ingrown nails.

When you neglect your teeth, cavities and gum disorders, as well as unpleasant odors, result. You can't always prevent cavities, but you can brush often. When eating out, rinse with fresh water after you eat.

PHYSICAL FITNESS

Good exercise does more than keep you "in shape". It promotes growth, fights disease, and helps to control weight. You are physically active both at school there are organized athletics, but at home, especially in summer, many of you sit around watching TV. You can set up a good exercise program and follow it about the same time each day. Physical fitness is covered in detail in Part VI.

FOOD

Bad eating habits are developed by eating "fast" foods such as hamburgers, French fries, and less of the meals prepared at home. While occasional treats are relatively harmless, don't let them be a substitute for regular, well balanced meals. Fast foods provide quick energy, but lack nutrients. In general, they are mainly fats and sugars.

TOBACCO AND DRUGS

Like other young people, you will seek new experiences, following both the good and bad examples set by adults and your friends. Many of you may experiment with tobacco, alcohol, and other drugs. No one can really stop you from trying these substances, but apart from the fact that they are illegal for people your age, there are other factors to consider. For example Mom and Dad, older brothers and sisters, and even a few of your friends may smoke. To be like them, and to feel "older", you may try it one day. It is dangerous! Smoking contributes to high blood pressure, heart and lung problems, and cancer. Sooner or later heavy smokers realize that they can't do as many things as they could before they started to smoke, and once they start, it is very hard to stop.

Alcohol is acceptable in most human societies. Though most people can control their drinking, the less fortunate become alcoholics. Medical science still cannot say just who is likely to become an alcoholic, but they come from every part of society: poor and rich, male and female, young and old. Advanced alcoholism leads to liver and brain damage, and eventually death.

Whether someone drinks a little or a lot, he or she slows down temporarily and needs time to recover. During that time they do not think clearly and their reactions are slower. Intoxication results in inhibited motor control, affecting one's ability to think, speak, and move, making the individual a

danger to himself and others, especially if he insists on driving or taking part in other activities requiring sharp thinking skills or quick judgment.

Much like the misuse of alcohol, the illegal or improper use of drugs may have a damaging effect on physical and mental health. It can jeopardize individual safety and the safety of others. It may, in fact, lead to criminal acts resulting in prosecution.

The abuse of drugs is counterproductive to the high degree of mental, physical, and psychological preparedness required to function successfully in society, as well as NLCC or NSCC trainings. Cadets found in possession of controlled substances or using them face expulsion from the Corps (see NLCC Regulations for specific information).

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 3
HEALTH AND PERSONAL HYGIENE

1. Invite a speaker to discuss drug and alcohol abuse (for example-Friday Night Live, Teen age AA groups or County Mental Health groups).
2. Invite a senior NLCC or NSCC Cadet to discuss barracks living.
3. Show films on drug and alcohol abuse (Call your Navy Reserve Center or Navy Recruiter for films).
4. Show films on barracks living (Call your Navy Reserve Center or Navy Recruiter for help).
5. The Navy has counselors assigned to work with those with substance abuse problems; try to get one of them to speak.
6. Have cadets think of someone they know who abuses controlled substances. Have them think about why this person abuses drugs. **NO NAMES**. Discuss, with the group, reasons why people do drugs. Then discuss ways to avoid using them. Lead cadets to develop the idea that hanging out with people who use drugs is a strong temptation to “experiment” with drugs also. Find friends who don’t do drugs.
7. .
8. .
9. .
10. .

**NLCC APPRENTICE CADET
PART I LESSON 3 QUESTIONS
HEALTH AND PERSONAL HYGIENE**

1. Smoking contributes to high blood pressure
a. true b. false

2. Eating meals at “Fast Food” establishments is the best way to get wholesome nutritious foods.
a. true b. false

3. Communicable diseases are caused by inherited/genetic factors.
a. true b. false

4. Good exercise promotes growth, fights disease, and helps to control weight.
a. true b. false

5. To treat athlete’s foot, you should:
 - a. Wash your feet every day
 - b. Use a suitable food powder
 - c. Change socks daily
 - d. All of the above

SOME POINTS TO REMEMBER ARE:

1. Always salute the National Ensign when it passes close aboard.
2. When you hear the National Anthem (Star Spangled Banner), whether or not you see the flag, come to attention, face the Ensign or music, and salute smartly, holding the salute until the music stops completely.
3. Personnel in ranks do not salute as a group except upon command or when dismissed. In all other situations, the person in charge of the group salutes.
4. Salute the CO on every occasion, other officers on first daily meeting.
5. If you aren't sure whether to salute, do so. It is always better to be courteous and show good manners.

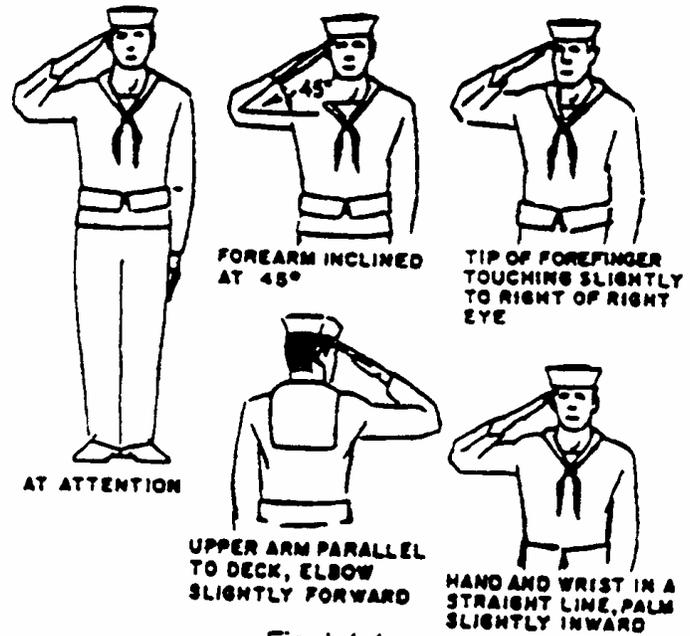


Fig. I-4-1

COURTESY TOWARD OFFICERS

In lesson 5 you will learn to address officers by rank. In ordinary conversation it is awkward to repeat someone's rank every time you speak, and it may sound a bit disrespectful. When answering a question or acknowledging an order, use the terms "sir" or "ma'am".

SHIPBOARD COURTESY

QUARTERDECK: The Quarterdeck is a special area designated by the CO for official business. Visitors board and leave the Quarterdeck; The Officer of the Deck (in port) stands watch there. Because of its importance, you should be especially courteous and respectful on or near the Quarterdeck. The following rules must be observed:

1. Don't go onto or across the Quarterdeck unless on official business.
2. Unless on a cleaning detail, wear the uniform of the day when on the Quarterdeck; even working uniforms must be neat.
3. Don't play around, skylark, make loud noises, or otherwise create a disturbance on or near the Quarterdeck.
4. Don't hold idle conversations with members of the watch team.
5. Don't eat or drink on the Quarterdeck.

BRIDGE: The Bridge is the part of the ship that houses the wheel, engine controls and navigation equipment. When ships are underway (at sea), all business takes place on the bridge. Like the Quarterdeck in port, the bridge is a busy place. Do not go there unless on official business.

SICK BAY: In Sick Bay, the ship's medical department, always remove your cover and speak quietly, showing consideration for the ill and injured.

MESS HALL: The Mess Hall is the crew's eating area, lounge and social center. Here the crew relaxes after duty hours, may watch movies, or conduct Divine Services (see below).

During meals, always remove your cover when entering the Mess Hall (unless on duty), and if eating, finish your meal quickly. Space is limited and many people must eat. Don't loiter or hold conversations during meal hours, and never skylark.

BERTHING AREAS: Ships operate around the clock; people are on duty both day and night. Because of this, many seamen are authorized to sleep during the day. To show consideration for them, help keep the noise level down and stay clear of berthing areas when compartment cleaners are a work.

DIVINE SERVICES: Although larger ships may have chapels, most ships do not have churches on board. Divine Services (church) takes place in specially designated areas such as the Forecastle or Mess Hall. When services are in progress, never make loud noises, play games, or otherwise disturb worshipers. Unless on duty, or Jewish services are in progress, always remove your cover when you enter an area of Divine Services.



Fig 1-4-2 When To Salute An Officer



Fig I-4-3 When Not To Salute An Officer

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 4
MILITARY COURTESY

1. Practice a smart, not overly exaggerated, hand salute.
2. Practice Quarterdeck procedures for boarding ship or leaving ship.
3. Establish a Quarterdeck and have all personnel observe Quarterdeck procedures.*
4. Remember to render a proper salute and practice in the classroom periodically.
5. Acknowledge an order.
6. Practice what to do when an officer enters a classroom, and observe this courtesy in your unit.
When the CO enters a classroom, who calls “Attention on Deck”?
7. .
8. .
9. .
10. .

* (when drilling at a military facility, check with the CO for local ground rules)

**NLCC APPRENTICE CADET
PART I LESSON 4 QUESTIONS
MILITARY COURTESY**

1. According to NLCC Regulations, you may never salute a foreign flag.
 - a. True b. false
2. You salute the _____ each time you meet.
 - a. Executive Officer
 - b. Chief
 - c. Commanding Officer
 - d. None of the above
3. Aboard ship, you must be especially courteous and respectful in or near;
 - a. the dining facility
 - b. the Quarterdeck
 - c. the CPO mess
 - d. the bridge
4. The most common example of military courtesy is _____.
 - a. the salute.
 - b. Standing when officer comes by.
 - c. Turning of your head.
 - d. None of the above.
5. When entering Officer or CPO Country on official business, you:
 - a. salute everyone you see
 - b. stay clear of messing areas
 - c. never salute anyone
 - d. remove your cover, unless on duty
6. In a proper salute, the tip of the forefinger (right hand) touches:
 - a. the tip of the nose
 - b. the bottom of the ear
 - c. to the right of the right eye
 - d. the center of the forehead
7. If you are not sure whether someone is an officer, you should:
 - a. salute him or her
 - b. ask him or her
 - c. ignore him or her
 - d. avoid him or her
8. Persons in ranks do not salute as a group until:
 - a. an officer passes nearby
 - b. the National Ensign passes by
 - c. they are dismissed
 - d. the band plays the National Anthem
9. The Commanding Officer designates the Quarterdeck as a/an
 - a. crew's recreation room
 - b. snack bar
 - c. official place of business
 - d. uniform storage area
10. You remove your cover in all of the following situations except when entering:
 - a. Sick Bay
 - b. Officers Country
 - c. Dining facilities
 - d. Jewish divine services
11. The National Ensign is:
 - a. the American flag
 - b. a high ranking officer
 - c. a famous junior officer
 - d. a NLCC officer applicant
12. Unless on official business, you should stay clear of the:
 - a. mess hall and recreation room
 - b. Quarterdeck and bridge
 - c. Chapel and library
 - d. Port and starboard side

2. Lieutenants (LT) – Unit Commanding Officers, Executive Officers, Special Assistants, or Department Heads
3. Lieutenants Junior Grade (LTJG) – Executive Officers and Department Heads.
4. Ensigns (ENS) – Department Heads or Division Officers.
5. Warrant Officers (WO) – Division Officers or Departmental Assistants
6. Midshipmen (MIDN) – Department/Divisional Assistants

NLCC CADET RATES

Officers have “ranks”, NLCC cadets have “rates”. Chevrons on the right sleeve identify the six levels of NLCC cadet rates. In general, NLCC cadets serve or train as follows:

1. NLCC Recruit (LC-1) – Cadets who have just joined the NLCC and are learning basic seamanship and leadership skills
2. NLCC Apprentice (LC-2) – Cadets who are learning advanced seamanship and leadership skills, assistant squad leaders
3. NLCC Able (LC-3) – Cadets who are mastering advanced seamanship and leadership skills, preparing to be squad leaders.
4. NLCC Petty Officer Third Class (PO3 [LC-4]) – Squad Leaders, Division Officer assistants
5. NLCC Petty Officer Second Class (PO2 [LC-5]) – Division PO’s, Division Officer assistants
6. NLCC Petty Officer First Class (PO1 [LC-6]) – Company Commanders, Special Assistants
7. Ship Leading Petty Officer – NLCC PO1, selected from qualified PO1’s as the most outstanding cadet, to assist in administration and training, and to serve as the main liaison between cadets and the CO

TERMS OF ADDRESS

As a mark of respect, NLCC and NSCC personnel address one another by rank or rate: “LCDR Jones”, “LT Smith”, “Petty Officer Brown”, etc.

No matter what the rank, you ordinarily address the Commanding Officer (CO) as “Captain” without the last name. The CO usually wears a small badge centered just above the name tag; officers who commanded units in the past, but are still active in the program, wear the badge centered just below the ribbons.

The Commanding Officer represents not only your unit, but the entire Navy League and Naval Sea Cadet Corps in public. He or she has a very responsible job to ensure that the unit runs smoothly and that everyone has an opportunity to advance. The Commanding Officer answers to NHQ, the Regional Director, and the sponsoring organization for all activities, accounts, and discipline within the unit.

Regardless of rank, you should address the Executive Officer as “Commander”, without the last name.

The Executive Officer (XO) is the chief assistant to the commanding officer. When the CO is absent, the XO takes charge. Because the CO often deals with the public and sponsoring organizations, the XO supervises the details of running the unit. As second in command, his orders have the same effect as those of the CO.

As a courtesy, you may address LCDR’s (other than the CO or XO) as “Commander” and LTJG’s as “Lieutenant”.

Although military chaplains, doctors, and dentists are officers, you usually address them by their professions (dentists are “doctors”).

Navy and Coast Guard Master Chief Petty Officers (MCPO’s), Senior CPO’s are addressed according to their rates. Address all other PO’s as “Petty Officer” (Fig. I-5-1).

NLCC shipmates who are not petty officers are addressed as “Cadet” and instructors as “Instructor”.

OFFICER AND CADET INSIGNIA

NSCC Uniform Regulations show the collar and sleeve insignia for officers and cadets. Gold stripes, as indicated, appear only on dress blue uniforms and shoulder boards. When wearing dress blue or white uniforms, officers do not wear the collar devices shown. When in working uniforms (Khaki or Winter Blue), officers and midshipmen wear the collar device on the right hand collar tab; on the left tab they wear a miniature NSCC device. Officer/Midshipmen and Instructor shoulder flashes are the same color as the basic uniform. Sleeve and collar insignia are as follows:

INSTRUCTORS	(if uniformed) No sleeve rank insignia, NSCC device on both collar points.
MIDN	No sleeve rank insignia, gold anchor on right collar point
WO	One ½ gold sleeve stripe with ½ inch breaks of bright blue, metal bar of blue background with two gold breaks on right collar.
ENS	One ½ inch gold sleeve stripe; gold bar on right collar
LTJG	One ½ inch gold sleeve stripe with one ¼ inch gold stripe above it; silver bar on right collar
LT	Two ½ inch gold sleeve stripes; two silver bars on right collar
LCDR	Two ½ inch gold sleeve stripes with one ¼ inch gold stripe between them; gold Oak leaf on right collar

NLCC Cadets wear rate insignia on the right sleeve, centered between the shoulder and the elbow (or the hem of the sleeve on short-sleeved shirts and blouses). NLCC petty officers wear the PO badge and chevrons in the same manner. Insignia is as follows: (Fig. I-5-2)

- LC-1 One chevron (Recruit) note: this is not issued and is the same as “no stripe”
- LC-2 Two chevrons (Apprentice)
- LC-3 Three chevrons (Able)
- LC-4 PO3 PO badge, 1 chevron
- LC-5 PO2 PO badge, 2 chevrons
- LC-6 PO1 PO badge, 3 chevrons
- SLPO PO badge, 3 chevrons, gold star over eagle’s head

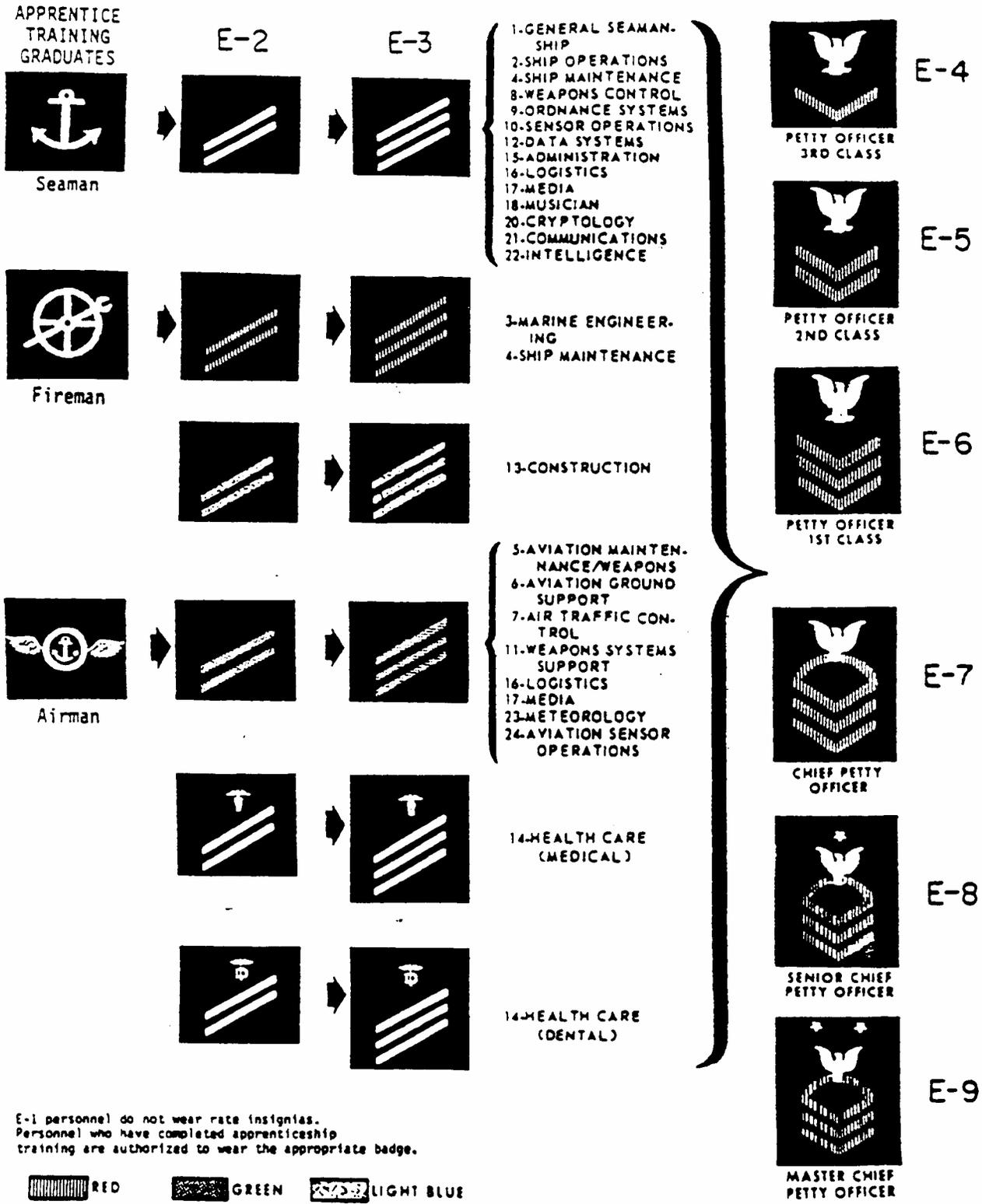


Fig. I-5-1 Navy enlisted rate insignia

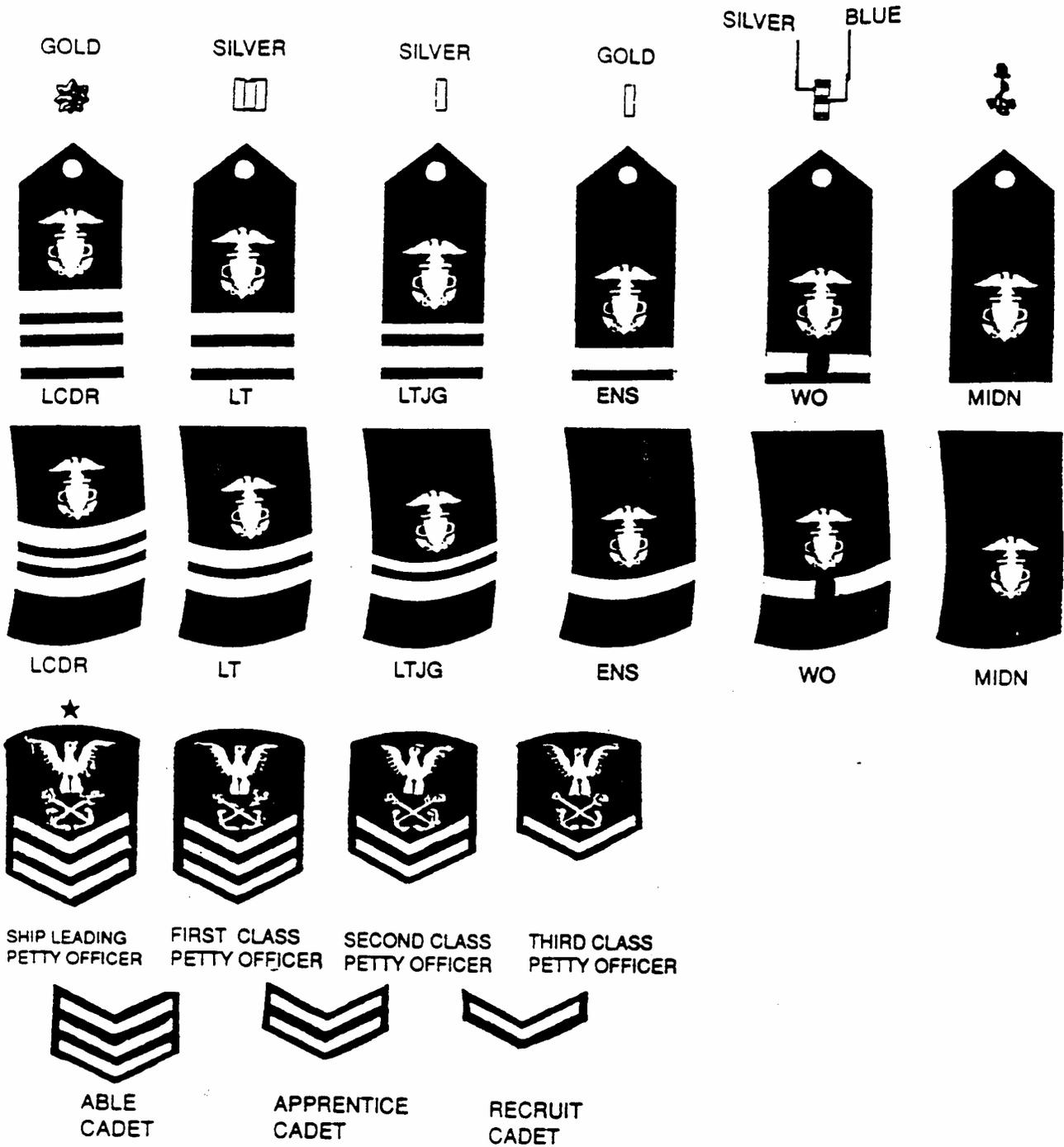


Fig. I-5-2 NLCC/NSCC Ranks and Rates

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 5
NSCC OFFICER RANKS AND NLCC CADET RATES

1. Introduce officer promotion chart, complete with insignia to denote rank. (May also add instruction on comparable ranks in other service branches; Army, Marines, Coast Guard, Air Force).
2. Make flash cards to identify ranks and rates.
3. Use board game – “Ranks & Rates” (R&R) (Direction and game materials are found in the appendix.
4. Questions at the end of each lesson are formatted so that you can copy, laminate, and cut into cards to develop your own trivia games as well as using the game boards to reinforce learning.
5. .
6. .
7. .
8. .
9. .
10. .

NLCC APPRENTICE CADET
PART I LESSON 5 QUESTIONS
NSCC OFFICER RANKS AND NLCC CADET RATES

1. Adult leaders, 21 and over, who are not NSCC officers, are called:
 - a. midshipmen
 - b. instructors
 - c. petty officers
 - d. trainees
2. Cadets address the Executive Officer as _____ regardless of rank.
 - a. Commander
 - b. Executive
 - c. Captain
 - d. Lieutenant
3. To be a Navy League Cadet you must be at least _____ years of age and no older than _____ years of age.
 - a. 12 and 14
 - b. 11 and 14
 - c. 10 and 13
 - d. 12 and 13
4. NLCC PO1's wear the petty officer badge and:
 - a. one chevron
 - b. two chevrons
 - c. three chevrons
 - d. four chevrons
5. The Commanding Officer selects the most outstanding NLCC PO1 as _____.
 - a. LPO
 - b. Chief
 - c. ALPO
 - d. None of the above
6. If the unit Commanding Officer is an Ensign, cadets may address him or her as:
 - a. Commodore
 - b. Captain
 - c. Commander
 - d. Lieutenant
7. All Navy and Coast Guard CPO's are addressed as "Chief", Regardless of rate.
 - a. true
 - b. false
8. NSCC Lieutenants wear _____ on jacked sleeves and shoulder boards.
 - a. one ½ inch gold stripe
 - b. one and one half gold stripes
 - c. two ½ inch gold stripes
 - d. two and one half inch gold stripes
9. In working uniforms, officers and midshipmen wear their rank insignia on (the) _____ sleeve(s).
 - a. left sleeve
 - b. left collar tab
 - c. right sleeve
 - d. right collar tab
10. NLCC cadets wear rate insignia on (the) _____ sleeve(s).
 - a. right
 - b. left
 - c. both
 - d. neither

GUIDE The individual on whom the Formation regulates its alignment; The guide normally takes position To the right.

PACE The length of a full step (about 30 inches).

STEP The distance from heel to heel Between the feet of a person who Marches. **HALF STEP/BACK STEP** is about 15 inches; **RIGHT/LEFT STEP** are about 12 inches (see Fig. I-6-1)

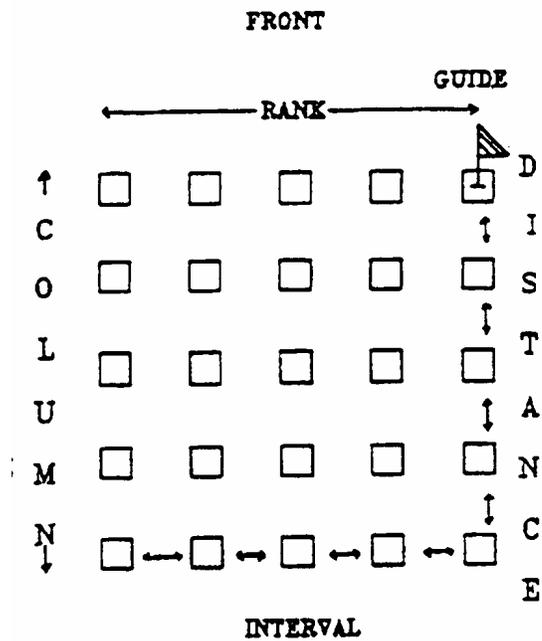


Fig. I-6-1

COMMANDS: There are two types of commands:

- a. Preparatory command indicates the type of movement or positions to be executed. When appropriate, includes unit designation. To cancel a Preparatory Command, the instructor orders "As You Were". The formation then resumes the original position.
- b. Command of Execution causes the desired movement to be executed and may be combined with the Preparatory Command. Commands of Execution cannot be cancelled.

POSITIONS IN A FORMATION

ATTENTION The basic military position indicating that cadets are alert and ready for instruction. Heels together, feet as a 45 degree angle, head and eyes to the front. Head and body upright, hips and shoulders level, chest lifted. Arms hang naturally, fingers along the seams. Legs straight but not stiff (Fig. I-6-2)

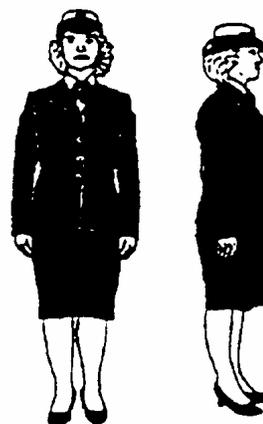


Fig. I-6-2 Attention

PARADE REST

Cadets relaxed somewhat, but remain ready for further commands. Move the left foot smartly, 12 inches to the left. Join hands behind back, right hand inside left, holding left thumb, fingers straight. Head and eyes front, as at ATTENTION (Fig. I-6-3)

AT EASE

Provides greater rest for cadets during long periods in ranks. Right foot remains in place, cadets may shift left foot about. Hands clasped loosely behind back



Fig. I-6-3 Parade Rest

REST

Similar to AT EASE, except that cadets may talk quietly to one another.

FALL OUT

Cadets may leave ranks but must remain nearby.

FORMING UP

Upon the command, FALL IN, cadets assume their position in ranks, automatically come to ATTENTION, and remain silent.

DRESS RIGHT, DRESS The command to align the formation. Unless otherwise ordered, cadets dress (align) at NORMAL INTERVAL (Fig. I-6-4)

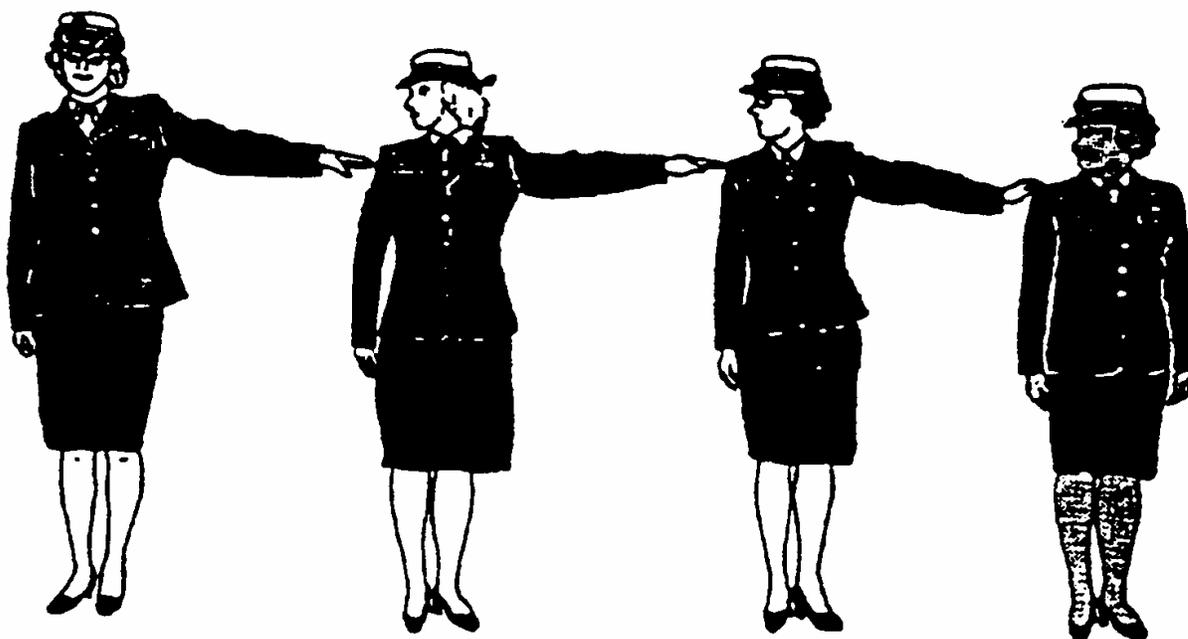


Fig. I-6-4 Normal Interval

CLOSE INTERVAL The instructor gives this command when a closer formation is required. Left hand on hip, fingers together and pointing down. Elbow touches right arm of person to the left. (Fig. I-6-5)

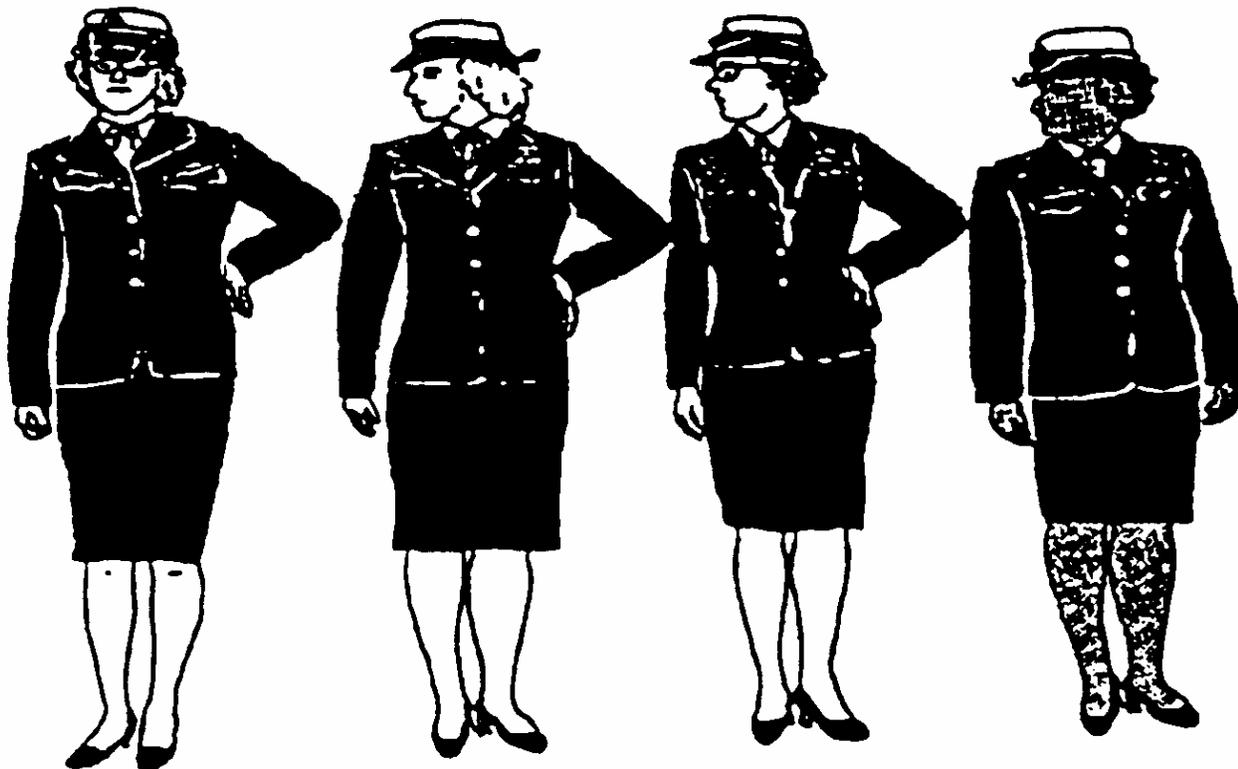


Fig. I-6-5 Close Interval

READY, FRONT The command which brings the formation back to ATTENTION

FACINGS

RIGHT FACE Orders individuals in a formation to turn and face right. Turn 90 degrees to the right, pivoting on the left toe and right heel (fig. I-6-6)

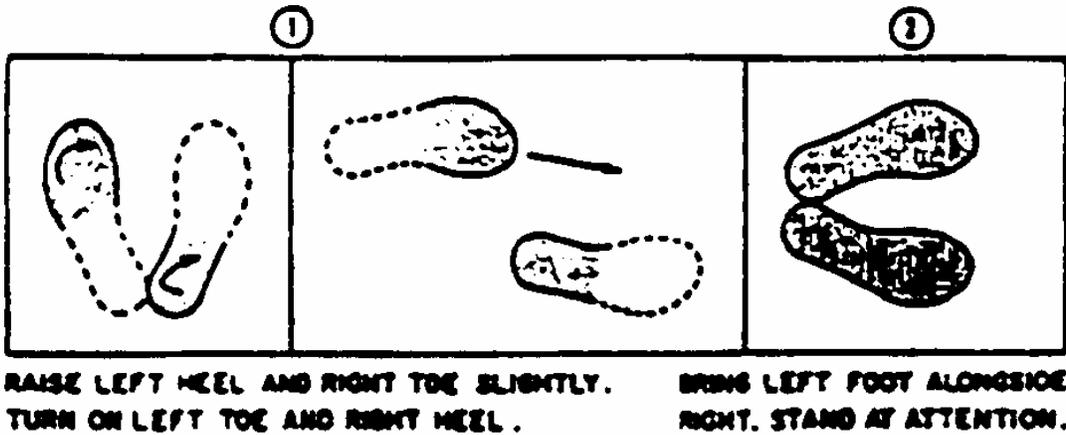


Fig. I-6-6 Right Face

LEFT FACE Orders individuals in a formation to turn and face left. This movement is the opposite of **RIGHT FACE**. Turn 90 degrees to the left, pivoting on the right toe and left heel.

ABOUT FACE Orders individuals in a formation to turn around and face the opposite direction. Place the right toe about 6 inches behind and slightly to the left of the left heel; Pivot to the right on the right toe and left heel (Fig. I-6-7).

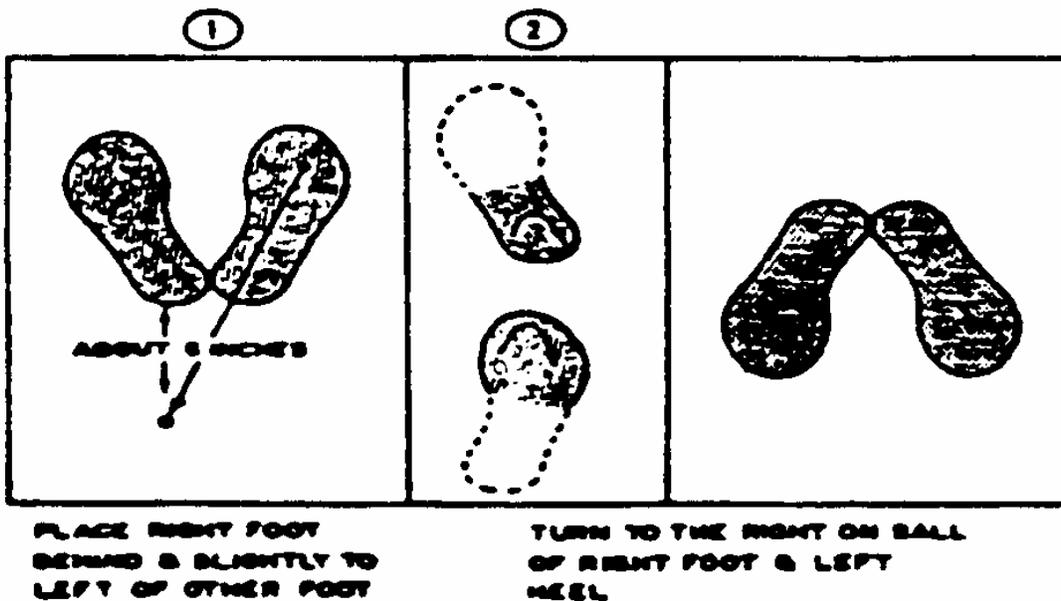


Fig. I-6-7 About Face

REPORTING FROM FORMATION

1. Execute a back step.
2. Execute either a left or right face. Unless otherwise instructed, turn to the nearest end of the rank.
3. Move to the end of the rank and turn toward the front of the formation.
4. Proceed forward to approximately one pace short of the Commanding Officer position.
5. Turn toward the center of the formation.
6. Proceed to a position directly in front of the Commanding Officer.
7. Turn toward and face the Commanding Officer and take one step forward. You should then be standing at attention, one pace in front of the CO.
8. Salute and hold your salute until the CO returns and drops his salute, then drop your salute.
9. When this type of reporting is for the receipt of an award, accept the award with your left hand and accept the CO's hand shake with your right hand. Then immediately render a salute and hold the salute until the CO returns and drops his salute. Then you drop your salute.
10. On the command "Post", execute a back step and then return to your place in formation, the same way in which you reported.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 6
BASIC MILITARY DRILL (WITHOUT ARMS)

1. Invite a Drill Instructor to give instruction in close-order drill. Check with local Marine Recruiters to see if someone is available.
2. Make Videos of advanced cadets doing drill and let newer cadets take the videos home to practice. (Training “video”)
3. Show a video of a Marine Silent Drill Team. They can be ordered from some catalogues featuring military supplies.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

|

**NLCC APPRENTICE CADET
PART I LESSON 6 QUESTIONS
BASIC MILITARY DRILL (WITHOUT ARMS)**

1. Upon which command may cadets leave ranks?
 - a. REST
 - b. FALL OUT
 - c. AT EASE
 - d. PARADE REST

2. Unless otherwise ordered, cadets dress right at:
 - a. reduced interval
 - b. close interval
 - c. normal interval
 - d. extended interval

3. In a column or file, cadets stand:
 - a. side by side
 - b. back to back
 - c. one behind the other
 - d. in a circle

4. To cancel a preparatory command, the instructor orders:
 - a. CANCEL MY LAST
 - b. CARRY ON
 - c. FALL OUT
 - d. AS YOU WERE

5. The _____ causes cadets to perform a desired movement.
 - a. Preparatory Command
 - b. Command of Execution
 - c. Command of Preparation
 - d. Preparation of Execution

FLANKING COMMANDS

These commands are used to move the formation in a desired direction without changing the directional orientation of the unit. In these commands, all members of the unit execute the movements at the same time.

Right (Left) Flank, MARCH – The executing command will be given as the right (left) foot strikes the ground, every one in the formation pivots 90 degrees to the right (left) foot and continues marching in the new direction.

Right (Left) Oblique, MARCH – This command is similar to the flank command except that you pivot 45 degrees in the ordered direction.

To the Rear, MARCH – The executing command will be given as the right foot strikes the ground. You take one more step with the left foot and pivot 180 degrees to the right on the left foot and resume marching in the opposite direction.

COLUMN COMMANDS

These commands are used to change both the direction of march and the directional orientation of the column. In these commands the leaders of each file execute the command first. The remaining members of each file follow in the steps of their leaders.

Column Right (Left), MARCH – The executing command will be given when the right (left) foot strikes the ground. The unit takes one more step, with the left (right) foot. The right (left) guide of the front rank when pivots 90 degrees to the right or left, takes one normal step with the right (left) foot and then marches at half step.

As the right (left) guide pivots, the leaders of each of the other files execute a right (left) oblique, march until they are even with their new line of march and execute a second oblique. Then they march until they are abreast of the right (left) guide and then march at half step. When all persons in the rank are in position, the rank resumes normal step.

Column Half-Right (left), - This command is similar to the command above except that the right (left) guide of the front rank pivots 45 degrees in the ordered direction and the other members of the front rank execute only one oblique turn.

Counter, MARCH – The executing commands will be given as the right foot strikes the ground. The leader of the center file will take one step with the left foot, pivot 180 degrees to the right and march alongside the center file.

The leader of the right file will take one more step after the executing command and then execute a series of four left obliques and march between the left and center files.

The leader of the left file will take three more steps after the executing command and then execute a series of four right obliques and march to the right of the right file.

As the leader of the center file emerges from the formation, he will march at half step until the other two leaders are abreast and then all will resume full stride, reversing the direction of march.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 7
BASIC MARCHING AND DRILL

1. Close-order drill
2. Drill – Squad practice
3. Drill down (Like Simon Says)
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC APPRENTICE CADET
PART I LESSON 7 QUESTIONS
BASIC MARCHING AND DRILL**

1. Normal cadence, or “quick time”, is _____ steps per minute.
 - a. 120
 - b. 140
 - c. 100
 - d. 130
2. Which foot do you start out with for all marching commands?
 - a. left
 - b. right
3. Unit marching in formation is one of the best examples of:
 - a. comradery
 - b. assertiveness
 - c. teamwork
 - d. management
4. Each member of the unit performs the movements in step with:
 - a. the Commanding Officer
 - b. NLCC directives
 - c. Road guards
 - d. The other members of the unit
5. The overall marching image presented is that of _____ body moving rather than several individuals.
 - a. seven
 - b. one
 - c. two
 - d. five
6. “Mark Time, MARCH” is the command given to:
 - a. stop marching
 - b. fall out
 - c. march in place
 - d. march forward
7. “Cadence” means:
 - a. a change in course
 - b. a change in step
 - c. marching at a set pace
 - d. stomping with one foot
8. Given the command “Counter, MARCH”, the unit ultimately reverses its direction.
 - a. true
 - b. false

Each of these coulters helps us form our opinions and feelings about other people.

PREJUDICE

When we judge others simply because of their race, religion, or other cultural factors without learning more about the person or group, prejudice appears. We base our opinions on rumors and stories, but little else.

DISCRIMINATION

People who favor one group over another, whatever the reason, practice discrimination. Quite often they discriminate without really realizing it by trying to be “nice” to someone.

OPRESSION

People who discriminate openly and deliberately, threaten others, or deny them equal opportunity, practice oppression.

HARASSMENT

Prejudice, discrimination, oppression and harassment take many forms. Among the most common are ethnic jokes and slurs. People of all races and cultures tell jokes about the others, or have nicknames for special groups. As funny as they may seem to the speaker (and a few listeners), they offend the other person, and cause bad feelings between the two.

Harassment may take many forms, including (but not limited to) rude gestures, name calling, unwanted teasing and hazing.

Sexual harassment is an infringement of the right of a cadet or officer to work in an environment free from unwanted sexual attention or pressure. Sexual harassment may take the form of verbal abuse, including teasing, whistling or insults; posters or decorations; pressure for sexual activity; sexual remarks about another’s clothing or body; touching, leaning over, cornering, pinching, patting or brushing against another’s body in a sexual manner.

In determining whether an incident is actually defined as “sexual harassment”, one must look at the intent of the perpetrator. Intentional harassment causes humiliation, discomfort or embarrassment; unintentional harassment will stop when the victim confronts the perpetrator (and the victim may even receive an apology). The impact of harassment on the victim can be emotionally devastating.

NLCC POLICY

The Declaration of Independence states that “...all men are created equal...” At a glance we see that this isn’t quite true. Among ourselves we vary not only in size, shape and color, but in ability, interest, and skills. We find tall and short mechanics, fat and thin musicians, black, brown and white specialists and technicians in all fields.

The Navy, NLCC and NSCC forbid oppression, discrimination and harassment, in any form, and strongly discourage prejudice. Regardless of culture, everyone has the same chance to succeed in the NLCC. Each cadet receives the same encouragement and guidance, and each leader seeks to promote self-confidence by emphasizing the person’s worth. Realizing that people are different, leaders work

to develop strong points and improve the weak. The key goals are to eliminate prejudice, discrimination, and oppression. To accomplish these goals, the NLCC stresses teamwork. Stated simply, it means that cadets help one another to accomplish tasks and get ahead, without regard to cultural factors.

Harassment is strictly prohibited within NLCC and NSCC, as well as by National Laws of the Federal Government. Verified instances will result in disciplinary action up to and including disenrollment from the Corps. It should be reported immediately to an officer, whether the cadet is the victim OR a witness to such behavior.

RIGHTS AND RESPONSIBILITIES

In spite of good efforts and intentions, prejudice, discrimination, oppression and harassment will appear from time to time. Witnesses who simply ignore such instances actually promote them within the unit, helping to lower morale. Prejudice, discrimination, oppression and harassment must be reported at once, through the Chain of Command, to the Commanding Officer, who will then take proper action.

Throughout history, philosophers from every land have stressed the idea “treat others as you would like to have them treat you”, (also known as the Golden Rule.) Navy League Cadets practice this rule in many ways:

- (a) Ask yourself how you feel about other groups, and how much you really know about them. Seek out facts; become more aware of backgrounds and more sensitive to feelings. Avoid jokes and comments that might offend others.
- (b) Make new recruits feel welcome in the unit. Introduce them to their new shipmates and help them to learn about the unit and the NLCC. Explain how they fit into the team and why they are important.
- (c) Set a good example of attendance, involvement in unit activities and good appearance
- (d) Always remember that the NLCC is a large team of young people like yourself who are interested in the sea. With your shipmates, work to make it the greatest, strongest, and most interesting team, one that makes you and them proud to be Navy League Cadets.

CONFERENCE WITH THE COMMANDING OFFICER

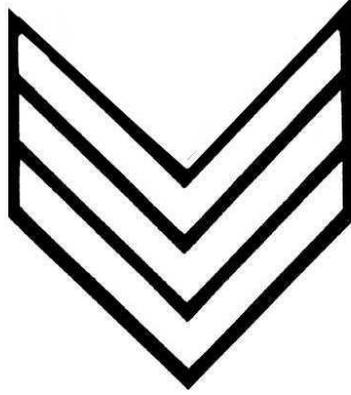
At times, cadets have problems that they wish to discuss in private with the Commanding Officer. Through the Chain of Command, anyone may request a conference whenever necessary; the Commanding Officer will then arrange a time and place for the conference as soon as possible after the request.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART I LESSON 8
PERSONAL RELATIONS

1. Discuss instances of oppression, discrimination, prejudice and harassment and what each cadet can do to prevent such actions.
2. Role play, trade places with others.
3. Video by Coast Guard on harassment in the workplace
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC APPRENTICE CADET
PART I LESSON 8 QUESTIONS
PERSONAL RELATIONS**

1. Judging others only because of race or religion is:
 - a. oppression
 - b. discrimination
 - c. prejudice
 - d. culture
2. The group which helps us most to fit into our society is our:
 - a. parents and relatives
 - b. religious leaders
 - c. school teachers
 - d. neighborhood friends
3. Knowledge which helps us behave in certain ways is our:
 - a. education
 - b. habit
 - c. culture
 - d. goal
4. Discrimination means to:
 - a. favor one person or group over another
 - b. promote equal opportunity
 - c. threaten someone because of his/her culture
 - d. dislike another person because of his/her culture
5. Most people have only one specific culture
 - a. true
 - b. false
6. People are not really “equal” because they have different backgrounds, interests & abilities.
 - a. true
 - b. false
7. People often discriminate against others without realizing it
 - a. true
 - b. false
8. If you see an instance of discrimination, you must:
 - a. tell your shipmates
 - b. quit the NLCC
 - c. ignore it
 - d. report it to the CO
9. In the NLCC, _____ in any form is strictly forbidden.
 - a. discrimination
 - b. harassment
 - c. oppression
 - d. all of the above
10. Anyone may request a private conference with the Commanding Officer whenever he/she feels it necessary.
 - a. true
 - b. false



PART II

NSCC ABLE CADET

OBJECTIVE: INTRODUCTION TO THE NAVY

- 1. Navy Traditions and Heroes – The Beginning**
- 2. Navy Traditions and Heroes – Revolution through Tripolitan Wars**
- 3. Self Discipline and The Corps**
- 4. Watch standing/Quarterdeck Procedure**
- 5. Ship Construction and Nomenclature**
- 6. Navy and Coast Guard Ships**
- 7. Navy and Coast Guard Aircraft**
- 8. Marlinespike Seamanship – Knots**
- 9. Fire Prevention**
- 10. Swimming Safety Rules**

PRIVATEERS

The Navy didn't pay well in those days, the average pay was about \$10 to \$20 per month. But many of our ships were "privateers", privately owned merchant vessels authorized by Congress to raid British commerce, in effect, acting as pirates. These ships based their earnings on the size and number of merchant ships they captured; Congress and the captain received large shares of each prize (cargo from captured ships) and the crew divided the rest equally. As a result, privateers were usually more successful than "official" Navy Ships.

U. S. MARINES

The U. S. Marines, too, saw their first action during the American Revolution. On 3 March 1776, Captain Samuel Nicholas landed with 200 Marines and 50 Sailors in the Bahamas in the nation's first amphibious assault. The Americans captured more than 100 cannon and mortars and so much other valuable material that it took nearly two weeks to load it all aboard American ships.

THE TURTLE

The strangest vessel to fight in the American Revolution was the "Turtle", our first attempt as submarines. David Bushnell, the inventor, worked on it for over four years, finishing it just at the beginning of the war. Using a screw propeller (another American first), the craft could travel at 3 knots, remaining underwater for about 30 minutes.

In its first attack on English shipping, the pilot approached the cruiser "HMS EAGLE" in New York harbor and tried to attach a time bomb to the hull. After several attempts to drill through the copper plating, he abandoned the mission, but might have succeeded had he moved "TURTLE" just a few feet forward.

"TURTLE" attempted twice more to sink British ships, but failed each time. In the last attempt, she was sunk in the first antisubmarine warfare on record.



JOHN PAUL JONES

John Paul Jones emigrated to America from Scotland. Long an accomplished seaman, he obtained a commission from Congress, and was given command of "BON HOMME RICHARD", a leaky old merchant vessel that was much slower than the enemy.

During a raid on the English coast, he encountered "SERAPIS", one of Britain's finest warships. The battle was completely unequal. Very early two of Jones' cannons blew up, putting them out of action. Though disabled, he maneuvered alongside "SERAPIS", boarded her, and fought hand-to-hand. At times both sides had to stop fighting long enough to put out fires. At last an American ally, a French

Frigate, appeared on the scene and opened fire – on “BON HOMME RICHARD”, The Captain ordered all prisoners released to man the pumps and save the sinking ship, and half of them deserted to the British vessel. One assured the English skipper that the American ship should sink very soon. An American sailor evened the score slightly by dropping grenades from a yardarm into the British decks, miraculously hitting a pile of cartridges on the gun deck.

By all logic, the Americans didn't stand a chance; the equipment, skill, manpower, and odds were simply too great. Yet after three and one-half hours of hard fighting, the English captain struck his colors. Two days later, from the decks of the captured “SERAPIS”, Jones watched “BON HOMME RICHARD” sink beneath the waves.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 1
NAVY TRADITIONS AND HEROES – THE BEGINNING

1. play “Hot Seat”.
2. Make a time line. List important events of this time period and illustrate.
3. Show a film check with local recruiter or library.
4. Have Cadets research and then dramatize a scene (example; “Serapis” vs. “Bon Homme Richard”)
5. Set up a news interview with the important people from both sides of the conflict. The cadets can be news reporters.
6. .
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 1 QUESTIONS
NAVY TRADITIONS AND HEROES – THE BEGINNING

1. The official birth date of the U. S. Navy is:
 - a. 4 July 1776
 - b. 13 October 1775
 - c. 18 April 1775
 - d. 12 June 1775
2. Privately owned ships that raided British commercial ships were called
 - a. Cabot
 - b. Privateers
 - c. Turtle
 - d. Intrepid
3. The strangest vessel of the American Revolution was called:
 - a. "CABOT"
 - b. "INTREPID"
 - c. "TURTLE"
 - d. "PHILADELPHIA"
4. In the final battle between "SERAPIS" and "BON HOMME RICHARD", victory went to the:
 - a. French
 - b. British
 - c. Americans
 - d. Germans
5. The most successful ships which fought in the American Revolution were:
 - a. frigates
 - b. sloops
 - c. cruisers
 - d. privateers
6. "BON HOMME RICHARD" sank as a result of battle damage.
 - a. true
 - b. false

harassed our ships at sea and confiscated trade goods. Very often British captains would kidnap our sailors, forcing them to serve on their own ships.

In 1794, the United States and Britain settled their differences involving borders, though not freedom of the seas. For the most part, however, England stopped harassing our ships. France, angered by the agreement, increased her attacks. Consequently, we were forced to fight our former allies in an undeclared war, called the “Quasi War”, which lasted into the 1800’s. In most cases our ships were outgunned by the French.

By 1789 the Americans had had enough. Despite fear of foreign involvement, Congress began to rebuild the fleet. Within a few months, the Navy had grown to more than fifty ships and 7500 men, including privateers and ships of the Maritime Cutter Service, ancestor of today’s Coast Guard.

Though outgunned and outmanned by the French, our seamen and gunners fought well. Typical of the action during the Quasi War was the battle between “USS CONSTELLATION” and “LA VENGEANCE”. “CONSTELLATION”, sailing near Guadeloupe in the Caribbean, spotted a large ship on the horizon and closed to identify her. Carrying only 36 guns, the ship approached within hailing range of the 54-gun French frigate. Rather than fight, the French warship sought to escape. Thomas Truxton, Captain of the “CONSTELLATION”, pursued, catching up at nightfall. During the five hour battle which followed, both ships were damaged severely. Breaking away, each sailed for separate ports. “LA VENGEANCE” had been hit more than 200 times, losing nearly all her rigging and with 28 men killed. “CONSTELLATION” lost 14 men and her mainmast.

TRIPOLITAN WARS

Along the coast of North Africa, rulers of the Barbary States had been blackmailing Europe for centuries with piracy. Merchant ships without naval protection could risk capture, or pay large sums of money in tribute to each of the governors. Seamen became prisoners, held for huge ransoms or sold into slavery. At that time there were no alliances like those of today. Each country made its own agreements with the Barbary rulers, often to the disadvantage of its commercial rivals.

Though our merchant shipping in the Mediterranean clearly required protection, Congress deliberated for nearly three months before authorizing construction of six new frigates. At the same time, representatives authorized even more funds to make treaties and ransom captured seamen. When the Dey of Algiers signed one treaty, Congress halted work on three of the frigates.

Because news traveled slowly in our nation’s early years, many months might pass before the government learned of action at sea. When Barbary governments began to increase their demands for tribute and insult the American flag, there was little to do at the moment but comply. In 1801, when Thomas Jefferson was about to reduce the size of the Navy once again, he received word of the increases demand of the Barbary Pirates and dispatched a small squadron to put an end to pirate raids on our shipping. The group did not accomplish much, but did let the pirates know that we would tolerate them no longer. Politics and incompetent leaders plagued the squadron for two years. At last, under Commodore Edward Preble, the group began to see action.

Perhaps the most effective incident of the era occurred when LT Stephen Decatur, in “USS INTREPID”, crept into Tripoli (Libya) harbor and burned “USS PHILADELPHIA” under the guns of a nearby fort. Early in the war the ship had run aground while on patrol offshore and was captured by

the Tripolitans. On 16 February 1804, under cover of darkness, Decatur and 70 volunteers slipped alongside "PHILADELPHIA", boarded, and within 20 minutes had set her afire. Only one American was injured. Decatur was promoted to Captain, at age 25 the youngest man ever to hold that rank in the U. S. Navy, and Congress awarded the crew two months' extra pay.

Commodore Preble continued the fight against Tripoli, attacking by sea and blockading the port. Relieving him in 1804, Captain Samuel Barron continued the war. Finally, with a Marine force which crossed 400 miles of desert, he cut off the city completely, forcing the governor to make new treaties with the United States.

Although fighting continued until 1815, our fleet put a stop to the blackmail by the Barbary States, not only for our own shipping, but for many European nations as well.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 2
NAVY TRADITION AND HEROES – REVOLUTION THROUGH TRIPOLITAN WARS

1. Show film – History of the U. S. Navy (try to get a copy from a local recruiter or a nearby Navy Reserve Center)
2. Encourage role playing of important incidents, for example, conversations that may have occurred between Navy leaders and the pirates (for directions for Role Playing, see appendix)
3. Debate:
 - Should the U.S. colonists go to war?
 - Should we pay tribute to the Barbary pirates?
4. Build model ship
5. Have cadets make a time line. List important events and illustrate. (See appendix for directions)
6. Make chart or map of all important naval battle locations.
7. Hot Seat (see appendix for directions)
8. .
9. .
10. .

**NLCC ABLE CADET
PART II LESSON 2**

NAVY TRADITIONS AND HEROES—THE REVOLUTION THROUGH TRIPOLITAN WARS

1. After the American Revolution, Congress spent millions to build up the Navy.
 - a. true
 - b. false

2. Led by _____, Americans recaptured and burned “USS PHILADELPHIA” in Tripoli Harbor.
 - a. Thomas Truxton
 - b. Stephen Decatur
 - c. John Paul Jones
 - d. Edward Preble

3. American ships were larger and better equipped than British or French ships in the early 1800’s.
 - a. true
 - b. false

4. American and European governments paid tribute to the:
 - a. Italians
 - b. Dutch
 - c. Barbary States
 - d. Turks

2. Apart from Barbary pirates, our ships were harassed by:
 - a. Italian warships
 - b. British and French warships
 - c. German and Dutch warships
 - d. Greek and Turkish warships

MILITARY DISCIPLINE

In the Armed Forces, people depend more on one another to do the job correctly. Every person is a vital member of the team. The mission can fail when someone does a poor job. Military life requires everyone to strictly observe all rules and regulations. True discipline means that everyone learns exactly what is expected of him. In compensation, military people receive rewards and recognition.

FOLLOWERS

Good leadership begins with good “followership”. As a Navy League Cadet, you begin as a Recruit, then work your way upward through the ranks. As you go forward, you learn that everyone, civilian or military, is responsible to someone else; even the President of the United States answers to the people who elected him.

Good followers always obey orders promptly and cheerfully, no matter how unpleasant or disagreeable the task. They demonstrate loyalty at all times, both up and down the chain of command. As good followers, they seek new and challenging responsibilities. Good followers are reliable and dependable. They report promptly to their assigned duties, and stay with the job until it’s done properly.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 3
SELF DISCIPLINE AND THE CORPS

1. Have cadets list ways that they can represent the NLCC and their Training Ship in a positive way.
2. Have cadets discuss what they think discipline is. Give examples.
3. What is behaving in a military and seamanlike manner? Give examples.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 3 QUESTIONS
SELF DISCIPLINE AND THE CORPS

1. Good leaders learn well from experience.
 - a. true
 - b. false

2. Senior cadets always _____
 - a. act in a military and seamanlike manner
 - b. put the good of the unit before their person likes and dislikes
 - c. demonstrate loyalty, self-control, and honesty
 - d. all of the above

3. Good leaders are not good followers.
 - a. true
 - b. false

4. Good followers are never reliable and dependable.
 - a. true
 - b. false

5. Punishment and reprimand only occur as a last resort.
 - a. true
 - b. false

You may assist one of the unit officers or perform some special task for the unit. This section identifies such special assignments.

CLEANING STATION

The CO assigns each cadet a certain area to keep clean – classroom, head, office. These must be “squared away” before securing from activities.

WATCH DUTIES

This section identifies the type of watches you stand, both with the unit at home and during special activities.

EMERGENCIES

This section assigns specific jobs to key personnel in such emergencies as fire, accidents, or unusual occurrences.

WATCHES

Most Navy watches last four hours, but may be adjusted according to the number of people available. Normally, the watch day begins at 0800.

0800 1200 – Forenoon Watch
1200-1600 – Afternoon Watch
1600-1800 – First Dog Watch
1800-2000 – Second Dog Watch
2000-2400 – Evening Watch
0000-0400 – Mid-Watch
0400-0800 – Morning Watch

Note the “Dog” watches last two hours each. This provides relief for meals and ensures that personnel do not stand the same watch each day. Also note that 2400 ends the day; 0000 starts the new day.

NAVY TIME

The Navy uses the 24-hour time system. Navy time is always spoken in four digits, i.e. 0830 is “zero eight thirty”; 1900 is “nineteen hundred”. Never say “nineteen hundred hours”. A. M. and P. M. do not exist in Navy terminology. Midnight is 2400 or 0000, depending on whether it starts or ends the day. To determine the hour after 1200 (Noon), simply add 12 to the number on the clock.

The ship’s bell may also be used to indicate time in each four- hour watch. The bell is struck once for each half hour, pausing between each two bells, with a maximum of eight bells. At 0830, for instance, one bell is sounded; at 0900, two bells; at 0930, three bells; and so on until eight bells are struck at 1200, beginning again with one bell at 1230. The use of this system is usually restricted to the hours between reveille and taps.

WATCH DUTIES (IN PORT)

CDO

Command Duty Officer is a senior unit officer, assigned to a duty section, who supervises all watches, duties, and emergencies. Depending on the number of officers, midshipmen, and instructors on board, the CDO may or may not stand watches.

OOD

The Officer of the Deck stands watches on or near the Quarterdeck and supervises the watch team. He greets all visitors, ensures that unit routine is carried out, and acts as the CO's representative for official business.

POOW

The Petty Officer of the Watch stands watch on the Quarterdeck, assists in supervising the watch team, and maintains the Quarterdeck Watch Log.

MSGR

The Messenger answers all telephone calls, receives and delivers messages as necessary, and maintains the cleanliness of the Quarterdeck.

SECURITY

The Quarterdeck Log is a complete record of all unit activities and events. Each POOW records everything that takes place during the watch. It is an official record and can be used later to reconstruct a situation, if required. In maintaining the Quarterdeck Log, there are several important points to note:

- All entries must be printed, and must be clear, brief, and accurate.
- The time of entry must precede each event recorded
- At midnight, the watch begins all entries on a new page, even if only one entry is recorded on the previous page. The initial midnight entry describes the unit's current situation: location activity, number of personnel on board, brief special instructions, etc.
- If the POOW makes an error, he simply draws a single line through the entire entry, then records the correct information on the line immediately below. Errors are never erased!! When the correction is entered, the POOW initials the entry.

REPORTING OFFICER		DATE		SECTION		DIVISION		COMP										
		7/14/		FIRST		FIRST		A-303-L										
BLKT	NAME	NO.	LEA. NO.	RAFE	CLASS	MILE STATION		SPLIT	LEAD LETTER	MILE MARK	SPECIAL	FIRE	MILEAGE	ASSIST	COLL.	MILEAGE	MILE	SPECIAL
						START	END											
1101	King, R.R.	19		BAC	BAC													
1102	Johnson, R.A.	1		BAC	BAC													
1103	Johnson, R.A.	2		BAC	BAC													
1104	Smith, J.S.	6		BAC	BAC													
1105	Kash, R.R.	9		SN	SN													
1106	Brown, R.R.	4		SM	SM													
1107	Allen, R.R.	8		SN	SN													
1108				SN	SN													
1109	Coak, L.C.	7		SN	SN													
1110	Evans, R.R.	11		SN	SN													
1111	Fox, R.R.	13		SN	SA													
1112	Davis, R.R.	5		SN	SA													

Fig. II-3-1 Watch, Quarter and Station Bill

THE GENERAL ORDERS

1. TO TAKE CHARGE OF THIS POST AND ALL GOVERNMENT PROPERTY IN VIEW.
2. TO WALK MY POST IN A MILITARY MANNER, KEEPING ALWAYS ON THE ALERT, AND OBSERVING EVERYTHING THAT TAKES PLACE WITHIN SIGHT OF HEARING.
3. TO REPORT ALL VIOLATIONS OF ORDERS I AM INSTRUCTED TO ENFORCE.
4. TO REPEAT ALL CALLS FROM POSTS MORE DISTANT FROM THE GUARD HOUSE THAN MY OWN.
5. TO QUIT MY POST ONLY WHEN PROPERLY RELIEVED.
6. TO RECEIVE, OBEY, AND PASS ON TO THE SENTRY WHO RELIEVES ME ALL ORDERS FROM THE COMMANDING OFFICER, COMMAND DUTY OFFICER, OFFICER OF THE DECK, AND OFFICERS AND PETTY OFFICERS OF THE WATCH ONLY.
7. TO TALK TO NO ONE EXCEPT IN THE LINE OF DUTY.
8. TO GIVE THE ALARM IN CASE OF FIRE OR DISORDER.
9. TO CALL THE OFFICER OF THE DECK IN ANY CASE NOT COVERED BY INSTRUCTIONS.
10. TO SALUTE ALL OFFICERS AND ALL COLORS AND STANDARDS NOT CASED.
11. TO BE EXPECIALLY WATCHFUL AT NIGHT, AND, DURING THE TIME FOR CHALLENGING, TO CHALLENGE ALL PERSONS ON OR NEAR MY POST AND TO ALLOW NO ONE TO PASS WITHUT PROPER AUTHORITY.

**SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 4
WATCHSTANDING/QUARTERDECK PROCEDURE**

1. Speak “Navy” time at drills
2. Use ship’s bell to sound time at drills
3. Learn the Eleven General Orders of a Sentry (use flash cards for practice)
4. Shadow a watch to learn the procedures at your local drill site
5. .
6. .
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 4 QUESTIONS
WATCHSTANDING/QUARTERDECK PROCEDURE

1. The _____ is an official record of all unit activities and events
 - a. Watch, Quarter and Station Bill
 - b. Plan of the Day
 - c. Quarterdeck Log
 - d. SOP Manual
2. The _____ keeps the Quarterdeck neat and clean
 - a. Officer of the Deck
 - b. Fire and Security Watch
 - c. Petty Officer of the Watch
 - d. Messenger of the Watch
3. Normally, the watch day begins at _____.
 - a. 0000
 - b. 1200
 - c. 1600
 - d. 0800
4. To find your duty section assignment, you should check the _____.
 - a. Quarterdeck Log
 - b. Plan of the Day
 - c. Watch, Quarter, and Station Bill
 - d. Special Duty Roster
5. The senior watch officer for each duty section is usually the _____.
 - a. Petty Officer of the Watch
 - b. Command Duty Officer
 - c. Officer of the Deck
 - d. Commanding Officer
6. _____ patrol assigned areas continuously.
 - a. Petty Officers of the Watch
 - b. Fire and Security Watches
 - c. Messengers of the Watch
 - d. Officers of the Deck
7. In the Quarterdeck Log, the _____ briefly describes the units current situation.
 - a. 0000 entry
 - b. 0800 entry
 - c. 1200 entry
 - d. 1600 entry
8. Errors in the Quarterdeck Log may be crossed out, but never erased.
 - a. True
 - b. False
9. When writing in the Quarterdeck Log, you _____ all entries.
 - a. describe
 - b. print
 - c. erase
 - d. cancel
10. All Navy watches except the _____ last for four hours.
 - a. Forenoon watch
 - b. Mid Watch
 - c. Dog Watch
 - d. Morning Watch
11. Navy time 0930 corresponds to _____.
 - a. 9:30 p.m.
 - b. 9:30 a.m.
 - c. 2130 p.m.
 - d. 3:30 a.m.
12. The unit Commanding Officer must change Watch, Quarter and Station Bill from time to time due to _____.
 - a. personnel advancements
 - b. new enrollments
 - c. transfers from the unit
 - d. all of the above

The ribs of a ship are its **FRAMES**, numbered from bow to stern, and from the keel to the topmost complete deck.

Vertical walls are **BULKHEADS**; those which extend a few feet above the topside (outdoor) decks are **BULWARKS** or **SPLINTER SHIELDS**.

DECKS are the horizontal surfaces you walk on. The lowest inner portion of the hull, and sometimes the bottommost deck, are **FLOORS**. The ceiling, or underside of the deck over your head, is the **OVERHEAD**.

STANCHIONS are vertical beams mounted between decks to vertical beams mounted between decks to provide greater strength and support.

The combination of decks and bulkheads divides the ship into **COMPARTMENTS**, many of which are **WATERTIGHT**, or sealed tightly to prevent flooding.

DOORS lead from one compartment to another on the same deck or level; **HATCHES** allow passage through decks to the compartment above or below. Doors and hatches may have special fittings so that they may be closed tightly, making compartments watertight (Fig. II-4-2)

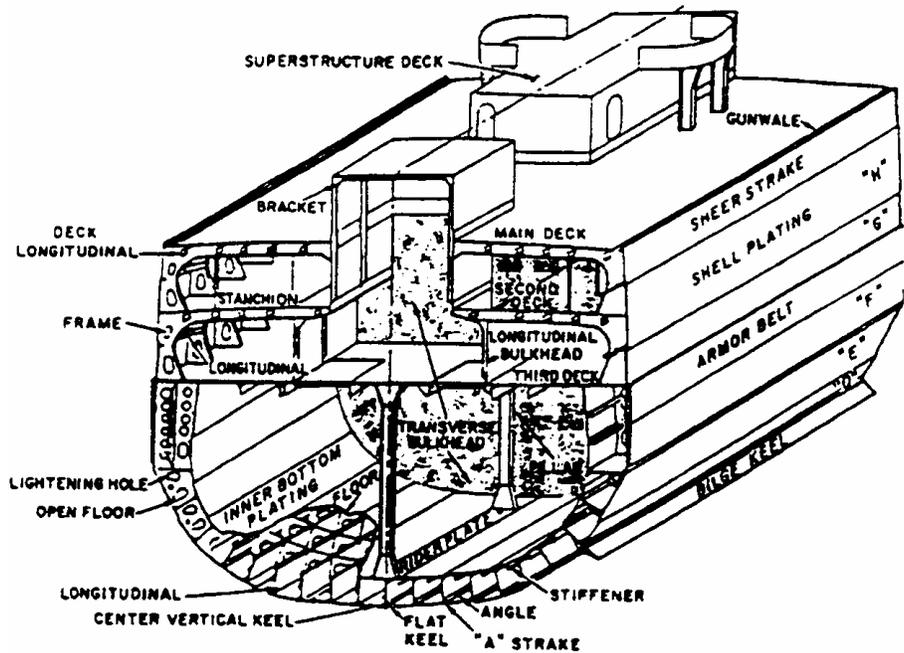


Fig. II-4-1 Hull structure of a cruiser

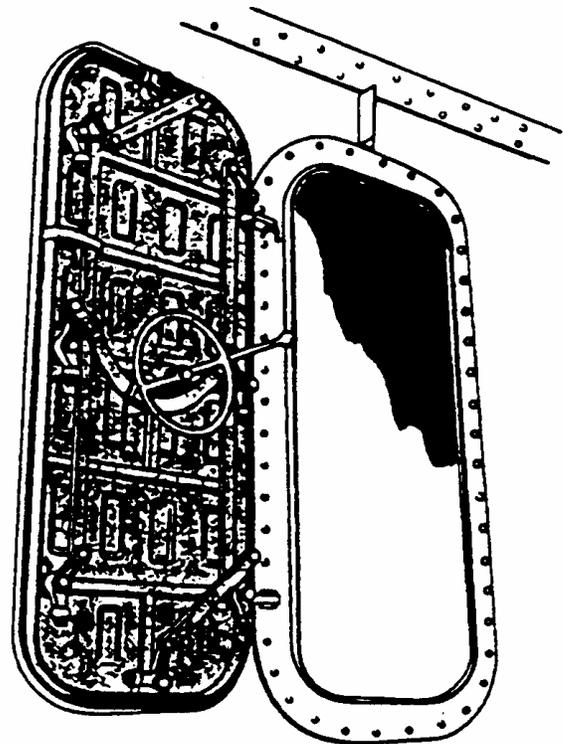
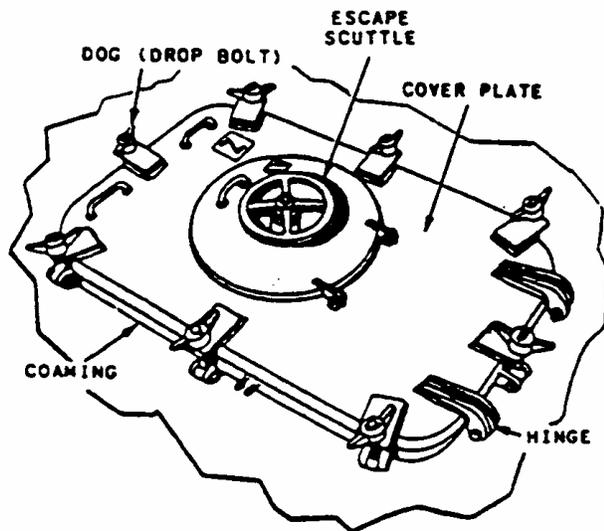


Fig. II-4-2 Shown above is a bolted hatch with escape scuttle. Shown at right is a quick-acting watertight door.

DECKS (FIG. II-4-3)

Decks divide the ship into layers which correspond to the floors of a building and which provide extra strength and protection for compartments. Outdoor decks are WEATHER DECKS or TOPSIDE DECKS. Complete decks extend completely fore and aft from side to side. In all ships except aircraft carrier types, the uppermost complete deck is the MAIN DECK. On carriers and amphibious assault ships the FLIGHT DECK is uppermost; the HANGER DECK where aircraft are stored and serviced, is the main deck.

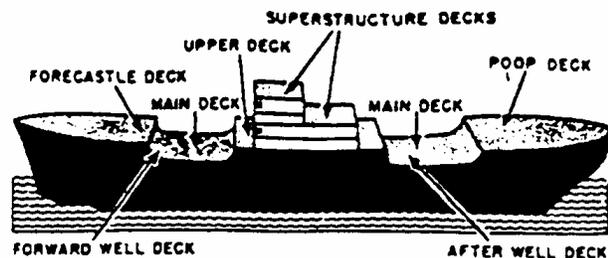


Fig. II-4-3 The weather deck

PARTIAL DECKS do not run completely fore and aft, or from side to side. They are located throughout the ship, both topside and below. Partial decks above the main deck are SUPERSTRUCTURE decks. A superstructure deck at the bow is the FORECASTLE; at the stern it's the POOP DECK. On cargo ships, partial decks above the main deck amidships are UPPER DECKS; exposed portions of the main deck are WELL DECKS. On carrier types, partial decks between the hangar and flight decks are GALLERY DECKS. Portions of weather decks along the edge of flight decks are CATWALKS.

FLATS, though horizontal, are not decks, but may be gratings or plating which provide walking or working surfaces. Most flats are in engineering spaces.

LEVEL is a general term that describes any deck height above the main deck.

The QUARTERDECK is not an actual deck, but an area set aside by the commanding officer for official business. In port it is the watch station for the Officer of the deck.

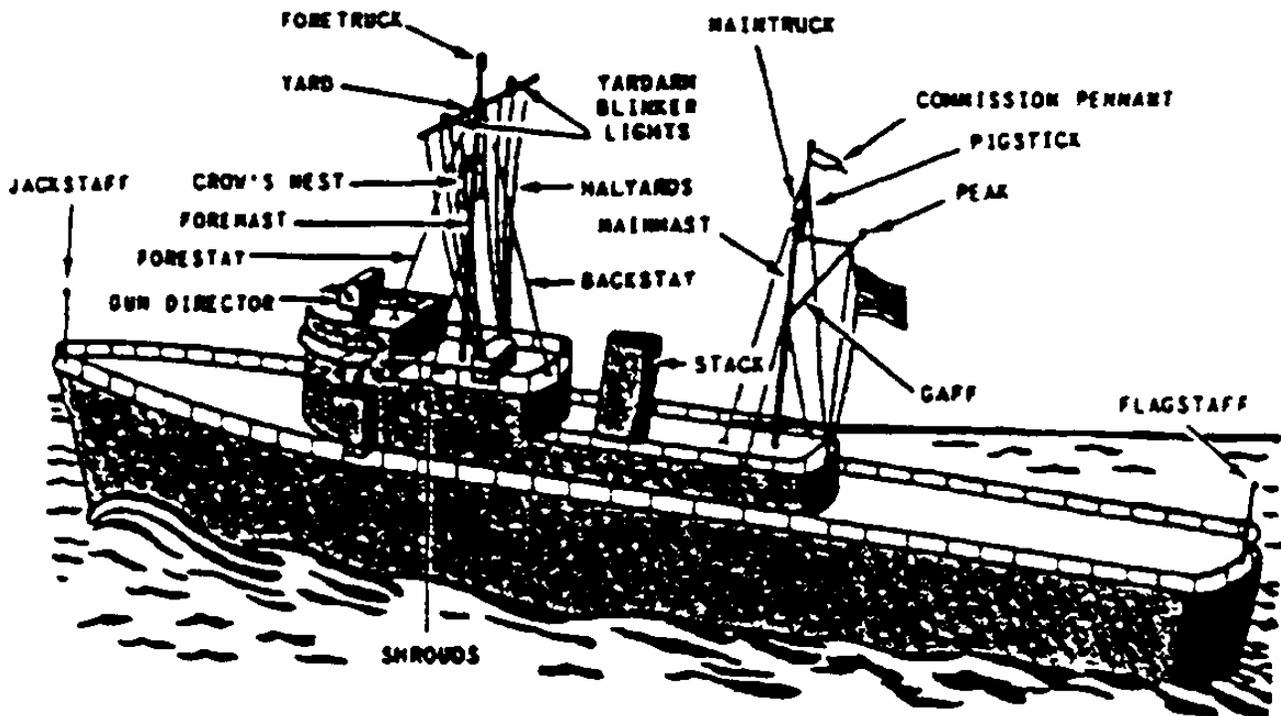


Fig. II-4-4 Top hamper indicating masts

MASTS (Fig. II-4-4)

Although most ships no longer use sails, all are equipped with one or two masts. The mast farthest aft is the MAINMAST. The most forward is the FOREMAST. Here different types of antennae – radio, radar, electronic warfare – are mounted to provide all around coverage against enemy attack. Several lines may extend from the YARDARMS (crosspieces) to the signal bridge for flag hoist signaling. Navigation lights are mounted at specific locations, and when underway, all ships proudly display the National Ensign from the GAFF, mounted on the after side of the mainmast.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 5
SHIP CONSTRUCTION AND NOMENCLATURE

1. When presenting the lesson, have an overhead transparency made of the ship. Use different colored pens and color in each part of the ship as you discuss it.
2. Build a model.
3. Tour a ship – Have a member of the crew acting as a tour guide name various parts of the ship listed in this lesson.
4. Play pin the tail on the ship – enlarge diagrams and use post-it notes to locate various parts of the ship. Kinko's or other quick printers can make large posters for units (see appendix)
5. Use a blank drawing of ship. Have cadets label parts of the ship.
6. Make a floor plan of ship's deck in the drill area. Practice going to locations.
7. See glossary for vocabulary.
8. .
9. .
10. .

**NLCC ABLE CADET
PART II LESSON 5 QUESTIONS
SHIP NOMENCLATURE**

1. Facing the front end of the ship everything on your right is _____
 - a. port
 - b. starboard
 - c. outboard
 - d. above

2. From bow to stern runs an imaginary line called the center line.
 - a. true
 - b. false

3. The ribs of the ship are its _____
 - a. keel
 - b. frames
 - c. overheads
 - d. bulkheads

4. All compartments on a ship are water tight.
 - a. true
 - b. false

5. The Quarterdeck is an actual deck on a ship set aside by Commanding Officer for official business.
 - a. true
 - b. false

Service Craft Generally, small ships and vessels which perform specialized tasks which cannot be done by larger ships.

Each general type of ship (carrier, destroyer, etc.) may include several classes. Applied to ships, a “class” is like a model of an automobile. Classes usually take the name of the first ship in a series: Forrestal Class Carrier, Spruance Class Destroyer. Pictures of the different types of ships appear in the Bluejackets’ Manual and the Coast Guardsman’s Manual.

Every ship is designated according to type. These designations, with their letter abbreviations, are discussed later in this lesson.

When a ship designator ends with the letter “G”, the ship carries guided missiles; when the designator ends with the letter “N”, the ship is nuclear powered. (CGN – Nuclear Powered Guided Missile Cruiser)

COMBATANTS

There are four classifications of combatant ships: (1) Warships; (2) Amphibious Warfare Ships; (3) Patrol and Mine Warfare Ships; (4) Submarines.

(Teaching suggestion – have overhead transparencies made of the figures for each ship and use them as you present the lesson).

WARSHIPS

AIRCRAFT CARRIERS (CV, CVN)

Carriers launch aircraft to attack the enemy and defend the ship. Carrying nearly 100 aircraft, CVs form the center of modern battle groups. Within twenty-four hours, carriers can travel anywhere within a two-million square mile area, making it difficult for the enemy to find them. All carriers have aircraft repair and maintenance facilities on board, and when manned to full capability carry more than 6000 personnel (Fig. II-5-1).

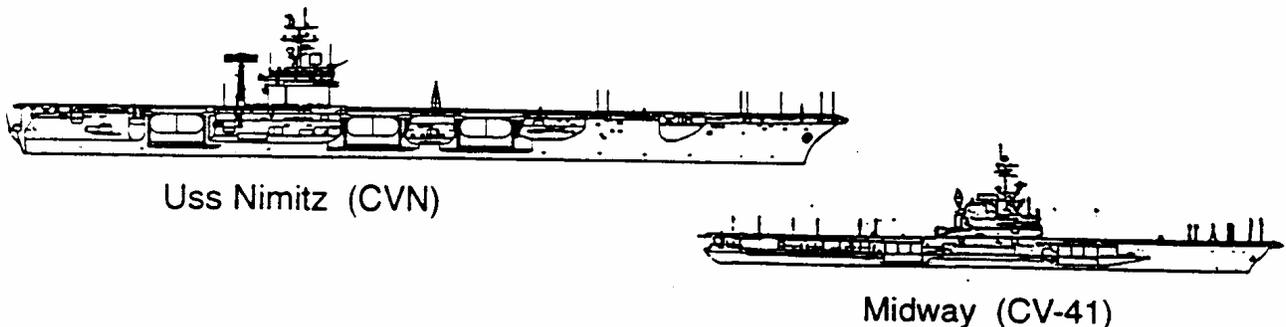


Fig. II-5-1 Examples of CVN and CV aircraft carriers

CRUISERS (CG, CGN)

Medium size, general utility ships which carry missiles, guns, and anti-submarine weapons. They defend carrier battle groups, attack submarines, and act independently as pickets. On the average, cruisers carry about 600 personnel (Fig. II-5-2).

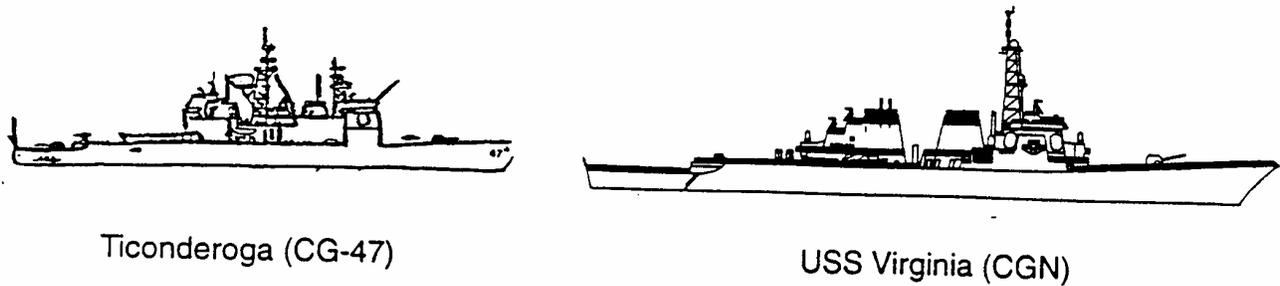


Fig. II-5-2 Examples of CG and CGN Cruisers

DESTROYERS (DD, DDG, FF, FFG)

Small to medium size ships which conduct a large variety of operations. Some classes carry missiles, but all carry guns and anti-submarine weapons. Destroyers carry 450 to 600 personnel, depending on their size and missions. Because they perform the same types of tasks, the smaller frigates are included in the Destroyer classification (Fig. II-5-3)

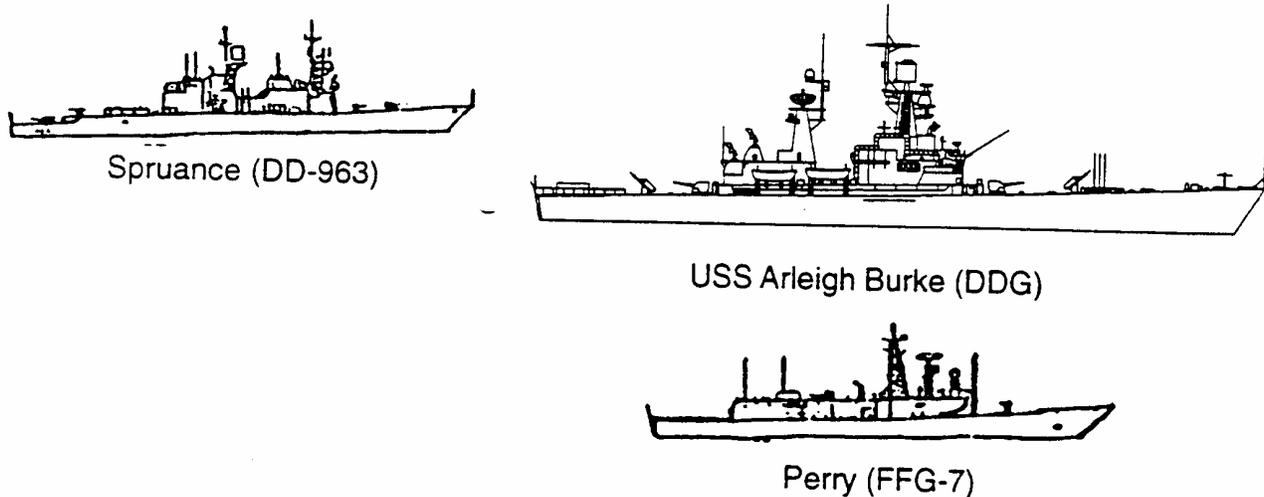


Fig. II-5-3 Examples of DD, DDG, FF and FFG Destroyers

AMPHIBIOUS WARFARE SHIPS

Amphibious Warfare ships transport troops and supplies to enemy shores, landing them by boat and helicopter directly onto the beach. More types of ships participate in amphibious warfare than in any other kind.

AMPHIBIOUS COMMAND SHIPS (LCC)

Command ships for amphibious assaults. They carry extensive communications and control equipment, and provide quarters for embarked commanders and their staffs. LCCs carry about 800 personnel (Fig. II-5-4)

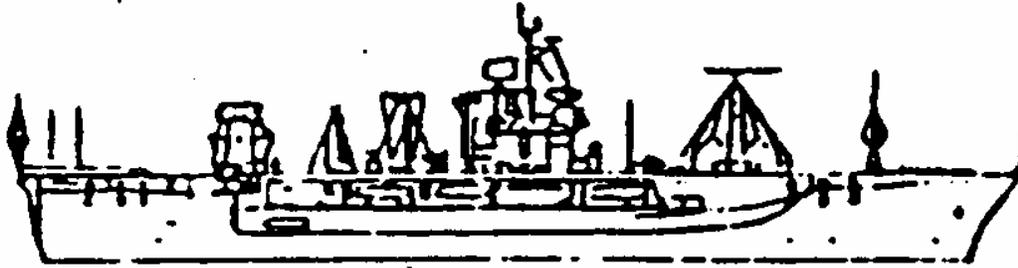


Fig. II-5-4 Blue Ridge (LCC-19)

GENERAL PURPOSE ASSULT SHIPS (LPH, LHA, LHD)

Large ships which resemble aircraft carriers. They operate helicopters to land troops and equipment behind enemy lines during an assault on hostile shores. Some operate Marine Corps Harrier aircraft which provide air defense as well as attack enemy positions ashore. Assault ships carry 600 to 1000 personnel (not including U.S. Marines), depending on size (Fig. II-5-5).

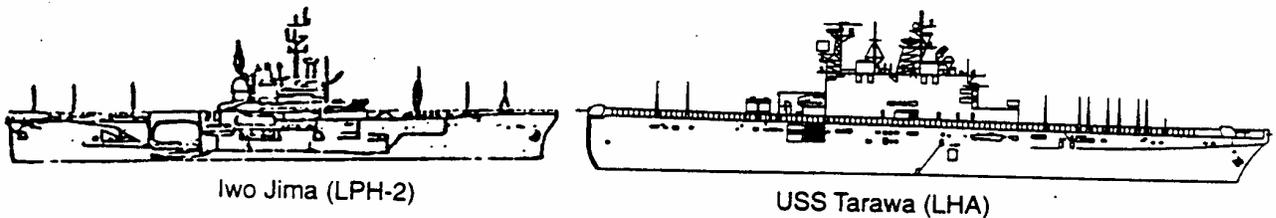


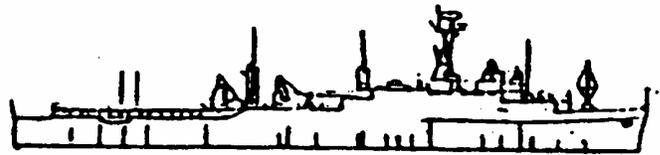
Fig. II-5-5 Examples of LPH and LHA General Purpose Assault Ships

DOCK LANDING SHIPS (LPD, LSD)

Special ships which can flood large well decks launch fully loaded assault boats. Larger types operate helicopters from a small flight deck aft. Dock landing ships carry 350 to 400 personnel.



Austin (LPD-4)



Anchorage (LSD-36)

Fig. II-5-6 Examples of LPD and LSD Dock Landing Ships

AUXILIARIES

TANK LANDING SHIPS (LST)

Specialized ships which land troops and vehicles directly onto the beach via a large ramp at the bow attached to floating pontoon causeway which it carries in sections to the assault area. LSTs carry 250 personnel (Fig. II-5-7)



Fig. II-5-7 Newport (LST-1179)
Tank Landing Ship

TENDERS/REPAIR SHIPS (AD, AS, AR)

Tenders and Repair Ships provide repair and assistance to submarines and other vessels where shipyard facilities are limited or unavailable. Certain types have facilities to manufacture spare parts on board. Most are equipped with extensive medical and dental facilities to provide services to smaller ships. Tenders and Repair Ships carry about 1300 personnel (Fig. II-5-11)

AMPHIBIOUS CARGO SHIPS (LKA)

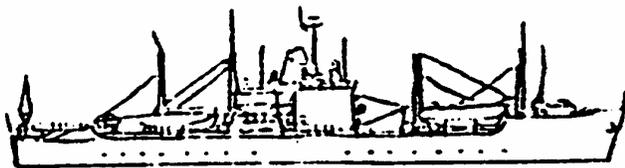


Fig. II-5-8 Charleston (LKA-113)
Amphibious Cargo Ship

AMPHIBIOUS CARGO SHIPS (LKA)

Large freighters which transport and deliver combat cargo to the assault area, specially loaded so that the most important equipment can be unloaded and delivered first. LKAs carry 350 personnel (Fig. II-5-8)

MINEWARFARE/PATROL CRAFT

MINEHUNTER/MINESWEEPER (MCM, MHC, MSO)

Ships designed and equipped to locate and destroy mines, clearing approaches and harbors of any mines that could endanger amphibious operations. Many have wooden hulls to avoid attracting magnetic mines. Mine warfare vessels carry 70 to

Fig II-5-9
missing

100 personnel (Fig. II-5-9)

PATROL CRAFT (PG, PGH)

Fig II-5-10

Missing

Small, high-speed craft which operate near hostile coastlines to prevent delivery of arms and supplies to the enemy using small caliber guns or missiles. Certain types travel at extremely high speeds using hydrofoils. Patrol craft carry about 25 personnel (Fig. II-5-10)

SUBMARINES

Except for a small number of training vessels, all submarines are nuclear powered. As such they can remain underwater for long periods of time, surfacing only to take on stores, and in some cases change crews completely.

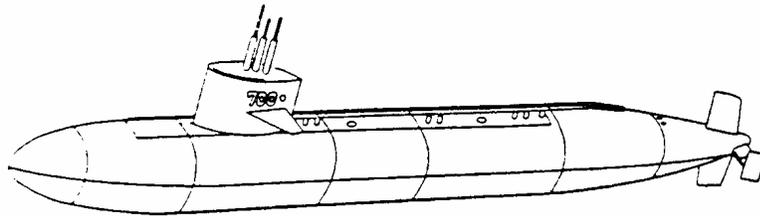


Fig. II-5-14 USS Los Angeles (SSN)

ATTACK SUBMARINES (SSN)

Submarines that seek out and destroy enemy ships and submarines with torpedoes, or carry out surveillance missions. The number of personnel is 100 to 135 (fig. II-5-14)

FLEET BALLISTIC MISSILE SUBMARINES (SSBN)

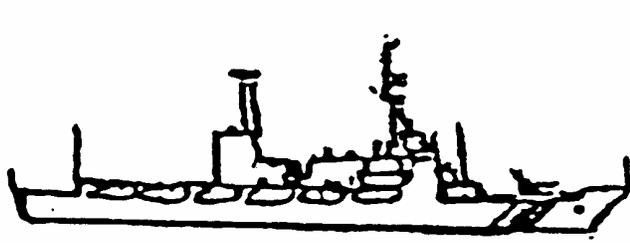
Large submarines equipped with long-range missiles to discourage other nations from attacking the U.S. Approximately 150 personnel are assigned.

U. S. COAST GUARD

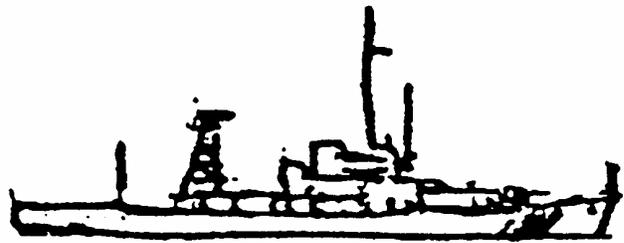
The U. S. Coast Guard in peacetime is part of the Department of Transportation; during wartime it transfers to the U. S. Navy. Its duties include Search and Rescue; Law Enforcement; Ice and Fisheries Patrol, Aids to Navigation; and Survey. Unlike the Navy, Coast Guard vessels are almost always in operation.

CUTTERS (WHEC, WMEC) (Fig. II-5-15)

Armed warships similar to Navy destroyers that patrol our coasts on law enforcement duties.



Hamilton (WHEC)



Campbell (WMEC)

Fig. II-5-15 Examples of WHEC and WMEC Cutters

PATROL BOATS (WPB)



Fig. II-5-16 Reliance (WPB)

Smaller vessels that patrol the coasts on law enforcement or search and rescue duties (Fig. II-5-16)

BUOY TENDERS/CONSTRUCTION VESSELS (WLB, WLIC)

Specialized vessels that maintain aids to navigation or perform special construction and repair duties.

ICE BREAKERS (WAGB)

Specialized vessels which patrol the Arctic and Antarctic, reporting ice conditions and keeping shipping lanes and channels clear (Fig II-5-17)

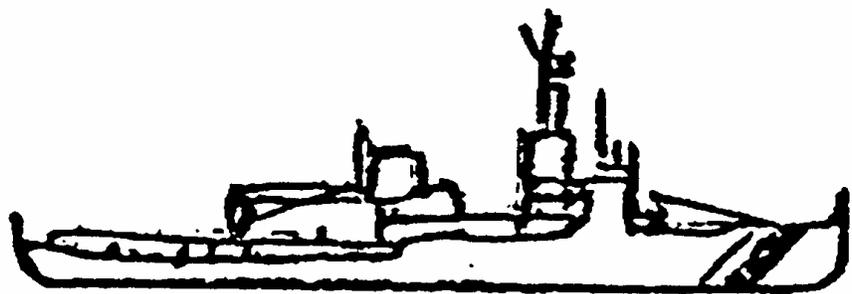


Fig. II-5-17 Polar Star (WAGB)

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 5
NAVY AND COAST GUARD SHIPS

1. Form a unit library – Suggested titles
 - a) Janes’s Fighting Ships
 - b) From Navy League – Annual Special Edition of SEA POWER)
(Ask sponsoring council to provide annual edition to your training ship)
2. Make flash cards of ships discussed in the lesson, and have cadets use them to practice identification of ships
3. Arrange visits by the unit to various kinds of ships. Ask members of the crew to take small groups and point out various parts of the ships.
4. Make ship models.
5. Post pictures of various types of ships, then play sardines – have leader call names of ship types – cadets move to appropriate picture.
6. Post pictures of silhouettes of ships in drill hall, use various games to have cadets identify each ship.
7. Play board game, CONVOY – (See appendix for game board and directions)
8. .
9. .
10. .

**NLCC ABLE CADET
PART II LESSON 6 QUESTIONS
NAVY AND COAST GUARD SHIPS**

1. The designator CVN stands for _____.
 - a. aircraft carriers
 - b. aircraft carriers nuclear
 - c. destroyers

2. Destroyers carry 450 to 600 personnel.
 - a. true
 - b. false

3. A WHEC is _____.
 - a. a cruiser
 - b. a bouy tender
 - c. a Coast Guard cutter
 - d. an ice breaker

4. Submarines are currently on active duty with the United States Navy.
 - a. true
 - b. false

5. Auxiliary vessels are:
 - a. AD
 - b. AS
 - c. AR
 - d. All of the above

VERTICAL STABILIZER	The stationary vertical part of the tail assembly.
RUDDER	Mounted on the edge of the vertical stabilizer – the moveable part which controls movement from side to side (yaw) and determines the direction of flight.
LANDING GEAR	Normally, the aircraft’s wheels; under certain conditions the aircraft may have pontoons or skis mounted.
POWERPLANT	The aircraft’s engine; may be gasoline or jet engine.
MAIN ROTOR	On helicopters, the large, horizontal propeller which provides lift and acts as a moving (rotating) wing. The rotor may be tilted to control the direction of flight.
TAIL ROTOR	A small, vertically mounted propeller at the end of the tail boom which counters the tendency of the helicopter to “twist” in the opposite direction of the main rotor movements. Some helicopters have a second large horizontal rotor which moves in the opposite direction of the main rotor, countering the twist effect.

AIRCRAFT DESIGNATIONS

Like ships, aircraft carry designators which identify their basic type.

A – ATTACK	Attack and destroy enemy targets at sea and ashore.
C – CARGO	Transport material and personnel.
E – SPECIAL ELECTRONICS	Perform early warning and specialized duties with electronic equipment.
F – FIGHTER	Defend U. S. ships and bases against attack enemy aircraft
S – PATROL	Serve as long-range scouts for submarines and enemy shipping.
S – ANTI-SUBMARINE	Use special equipment to locate and destroy enemy submarines.

ATTACK AIRCRAFT

A-6 INTRUDER (Fig. II-6-1)	A two-seat, medium attack plane which carries nearly eight tons of weapons and can operate in all weather conditions.
-------------------------------	---

CARGO AIRCRAFT

C-2 GREYHOUND	A twin-engine cargo plane which provides cargo and passenger service to Carrier battle groups.
---------------	--

C-9 SKYTRAIN The same commercial short-range aircraft operated by civilian airlines
(Fig. II-6-2) world-wide. It carries up to 90 passengers and can be converted as
necessary to transport cargo.

C-130 HERCULES A four-engine turbo prop cargo and passenger carrier which can be converted
(Fig. II-6-3) easily for special missions. This plane is used by all U. S. Armed Forces as well
as by several allied nations.

EARLY WARNING AIRCRAFT

E-2 HAWKEYE A specially equipped carrier based plane with a large rotating radar antenna
(Fig. II-6-4) mounted overhead which provides radar coverage and fighter control for
carrier battle groups.

FIGHTER AIRCRAFT

F-14 TOMCAT a twin-engine, two-seat fighter which can destroy enemy aircraft more than
(Fig. II-6-5) fifty miles away. Though basically for carrier defense, the Tomcat can attack
all types of enemy targets.

F/A-18 HORNET A single-seat fighter which combines the capabilities of both fighter and attack
(Fig. II-6-6) aircraft in a single plane.

PATROL AIRCRAFT

P-3 ORION A four-engine, land-based plane designed for antisubmarine patrol and attack.
(Fig. II-6-7) The P-3 can remain on station for 16 hours.

ANTISUBMARINE AIRCRAFT

S-3 VIKING A twin-engine, carrier based plane which conducts search and destroy missions
(Fig. II-6-8) for carrier battle groups.

HELICOPTERS

Helicopters are the most versatile aircraft in the Navy and Coast Guard. Their chief advantage is that they can hover in one spot for long periods. Among their many uses are:

General Utility Everything from transport of cargo and passengers to ice patrol in the
Arctic and Antarctic regions. In general, their most frequent mission is
search and rescue.

Antisubmarine Warfare Using special electronic equipment, they locate and attack enemy
submarines. They can work independently or in teams with destroyers
and other ASW ships.

Minesweeping Towing large sleds, they locate and destroy mines with little danger to
themselves.

Vertical Envelopment Landing troops behind enemy lines in an amphibious assault.

Vertical replenishment Transferring cargo and personnel between ships at sea, reducing the number of ships and time required to fully replenish a carrier battle group.

HELICOPTER TYPES

H-2 SEASPRITE A general utility aircraft used in many types of operations; cargo/passenger transport, search and rescue, amphibious assaults.
(Fig. II-6-9)

H-3 SEA KING Specially equipped or modified to conduct antisubmarine warfare, missile defense, minesweeping, or vertical replenishment as required.
(Fig. II-6-10)

H-53 SEA STALLION A large, single rotor helicopter which provides long-range transport services for fleet operations.
(Fig. II-6-11)

U. S. COAST GUARD AIRCRAFT

C-131 CONVAIR Twin-engine aircraft used for long-range patrols or search and rescue missions.

HH-3 PELICAN A twin-engine, medium-range helicopter used primarily for search and rescue.

HH-65 DOLPHIN A medium-range helicopter designed primarily for search and rescue, equipped with more electronics to reduce the pilot's workload.

NAVY AND COAST GUARD AIRCRAFT

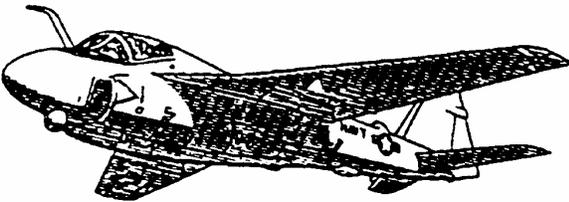


Fig. II-6-1 A-6 Intruder

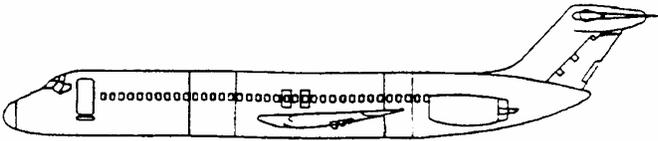


Fig. II-6-2 C-9 Skytrain

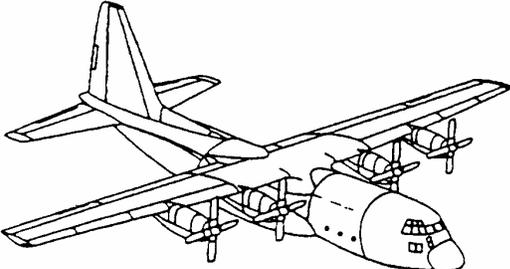


Fig. II-6-3 C-130 Hercules

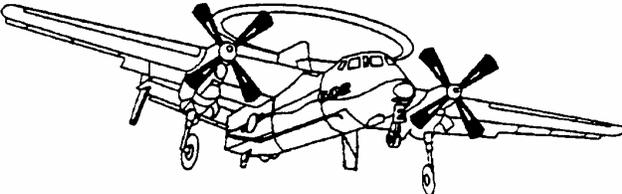


Fig. II-6-4 E-2 Hawkeye

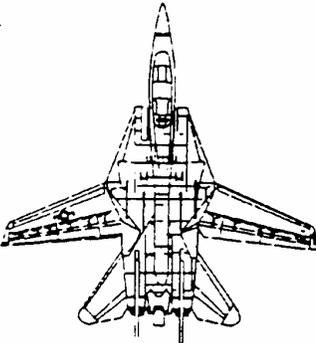


Fig. II-6-5 F-14 Tomcat

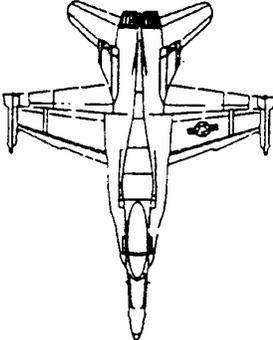


Fig. II-6-6 F/A-18 Hornet

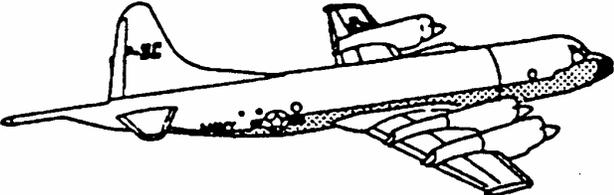


Fig. II-6-7 P-3 Orion

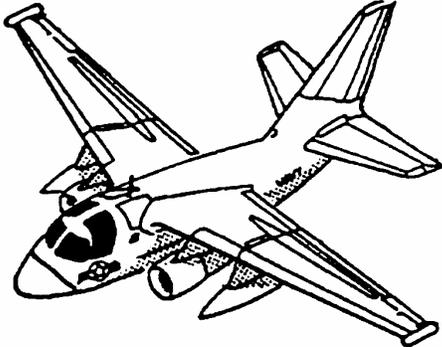


Fig. II-6-8 S-3 Viking

NAVY AND COAST GUARD AIRCRAFT

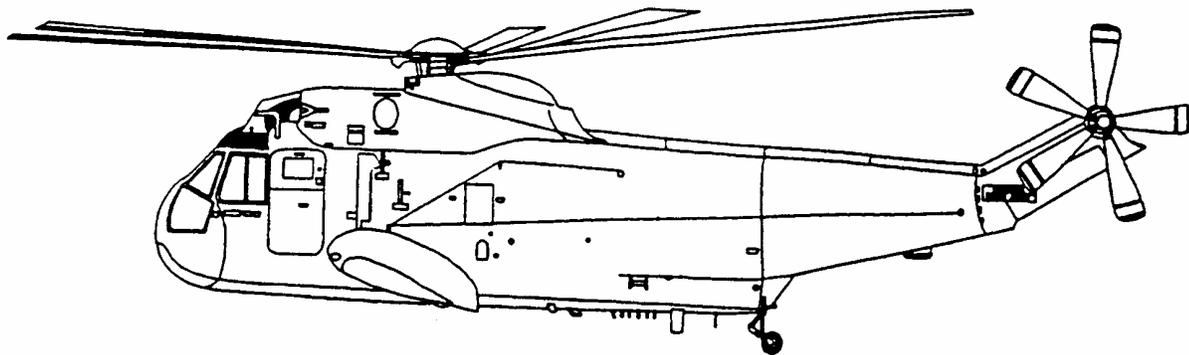


Fig. II-6-9 H-2 Seasprite



FIG. II-6-10 H-3 Sea King

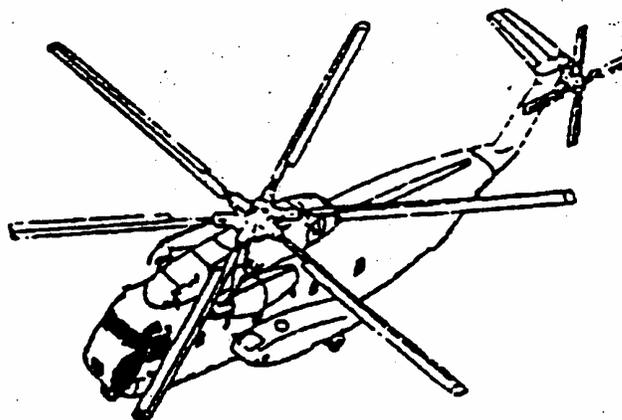


Fig.II-6-11 H-53 Sea Stallion

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 7
NAVY AND COAST GUARD AIRCRAFT

1. Add to the unit library – Janes all the World’s Aircraft
2. Have cadets make flash cards of different types of aircraft. Have cadets practice with cards to be able to identify various kinds of planes.
3. Play board game – SQUADRON CHASE – (see appendix for game board and directions)
4. Build model airplanes.
5. Visit air museum if possible.
6. Use a blank drawing of aircraft. Have cadets name various parts of the aircraft.
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 7 QUESTIONS
NAVY AND COAST GUARD AIRCRAFT

1. The _____ has been used by all our Armed Forces and many of our allies.
 - a. C-130 Hercules
 - b. C-2 Greyhound
 - c. A-6 Intruder
 - d. F/A-18 Hornet

2. The most versatile aircraft is the _____.
 - a. fighter
 - b. helicopter
 - c. patrol aircraft
 - d. transport aircraft

3. All rotary wing aircraft have the letter _____ in their basic designators.
 - a. V
 - b. X
 - c. H
 - d. T

4. The _____ performs airborne early warning missions.
 - a. S-3 Viking
 - b. H-3 Sea King
 - c. E-2 Hawkeye
 - d. A-7 Corsair II

5. Though carrier aircraft usually fold their wings, they are classified as fixed-wing aircraft.
 - a. true
 - b. false

5. Scrub line, the lubricant will be washed away and caustics in strong soap may harm the fibers.
6. Put a strain on a line with a kink in it.
7. Try to lubricate line. The lubricant you add could do more harm than good.

ALWAYS

1. Dry line before stowing it.
2. Protect line from weather when possible.
3. Use chafing gear (canvas, short lengths of old fire hose, etc) where line (or wire) runs over sharp edges or rough surfaces.
4. Slack off taut lines when it rains. Wet lines shrink, and if the line is taut the resulting strain may be enough to break some of the fibers.
5. Coil right-laid line to the right (clockwise).
6. Inspect a line before using it. Overworked or overstrained line will have a bristly surface. Mildew can be seen, and it has a peculiar, unpleasant odor. Untwist the line so that the inner parts of the strands can be seen. If they have a dull grayish look the line is unsafe.
7. Give the line the care it deserves. Some day your safety may depend on it.

LINE TERMINOLOGY

The following terms may make it easier to follow directions when working with line (Fig. II-7-1)

BITTER END	The very end of a piece of line that is not secured (tied) to a deck fitting.
STANDING PART	The longer part of a line that doesn't move when working with it.
BIGHT	An open loop formed in a line.
TURN	A closed loop formed in a line
ROUND TURN	A closed loop in which the standing part turns completely around and travels in the opposite direction.
EYE	A closed loop in a line which is tied or spliced; usually large enough to pass a running part through.
RUNNING PART	Part of a line that moves through an eye or over a block and tackle system.
WHIPPING	Line or tape fastened around the bitter end to keep the line from unraveling.

BASIC KNOTS

The eight basic knots most useful to seamen are:

1. OVERHAND KNOT A simple knot formed by passing the bitter end of a line over the standing part and through the bight.
2. FIGURE EIGHT A knot which resembles the number "8". Used to prevent the bitter end of a line from unreeving or passing through a pulley or block.
3. SQUARD KNOT A knot formed from an overhand knot by crossing the ends and bringing one end up through the bight alongside its own part. Joins two lines of equal sizes together and has many other uses (Fig. II-7-2)

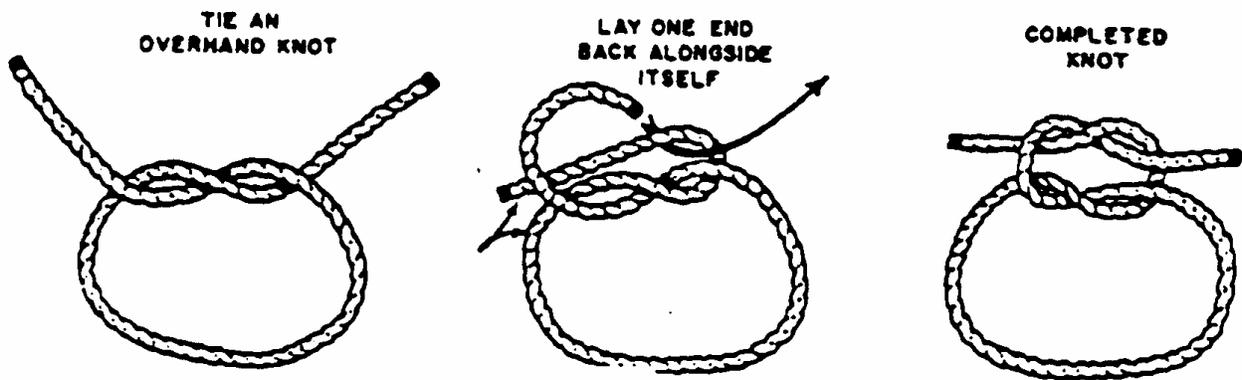


Fig. II-7-2 Square Knot

4. SHEET (BECKET) A knot formed by passing the end of a line through the bight of another, around parts, and under its own part. Joining two lines of unequal sizes (Fig. II-7-3).

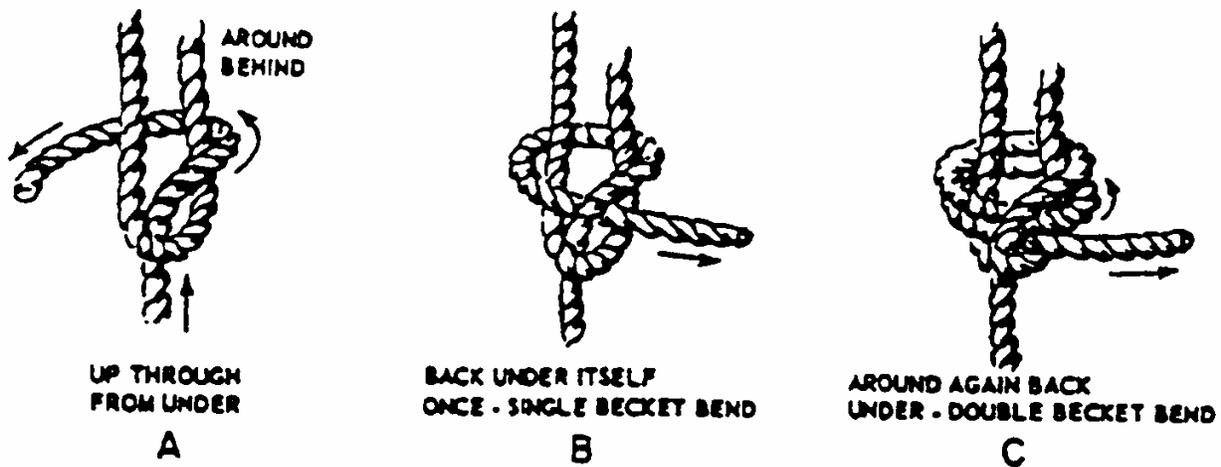


Fig. II-7-3 Sheet (Becket) Bends

5. CLOVE HITCH

A common knot used to secure a line to a spar or stanchion. Formed by passing the line around the spar, across its standing part, around once again, and under its own part (Fig. II-7-4)



Fig. II-7-4 Clove Hitch

6. SLIP KNOT

A simple knot formed by tying an overhand knot around the standing part of a line. Secures a line temporarily to a spar but will work loose very easily.

7. BOWLINE

A knot for making an eye in the end of a line. Formed by making a turn in a line, passing the bitter end upward through the loop. The bowline will not slip but may jam under a strain (Fig. II-7-5).

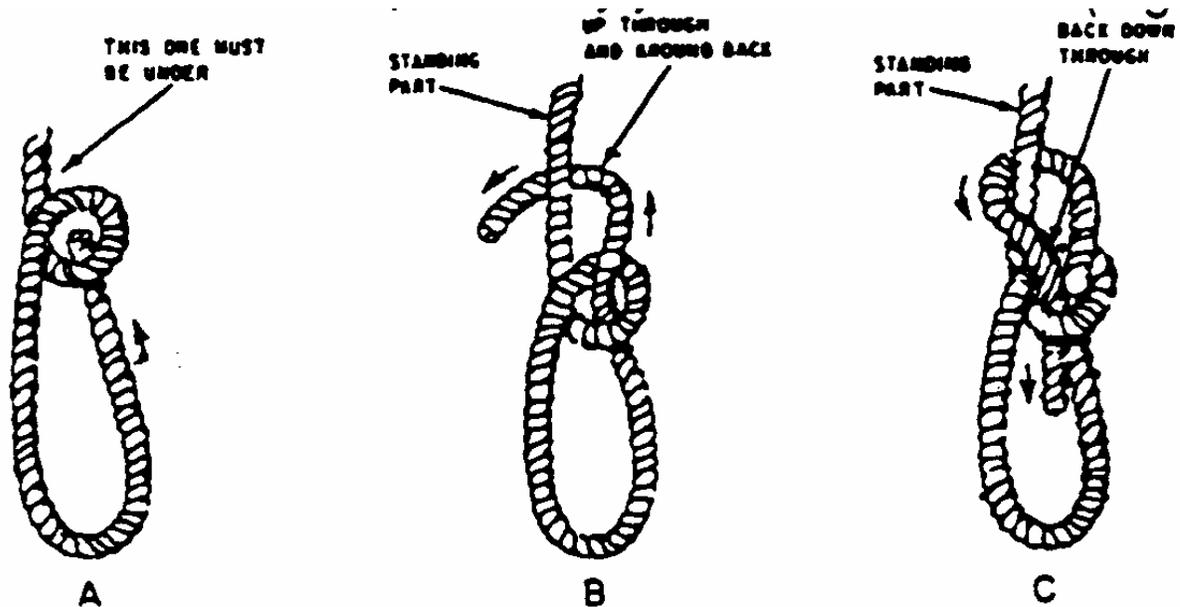


Fig II-7-5 Bowline

8. SHEEPSHANK

A simple knot used to shorten a line temporarily. Formed by making two bights in a line and passing a half-hitch around each bight. The sheepshank will slip under a strain.

As you move through your NLCC career you will have many opportunities to use the information in this lesson. Over the next weeks and months we will practice knot tying. You will have the opportunity to become proficient in tying the eight different knots most useful to a seaman.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 8
MARLINSPIKE SEAMANSHIP – KNOTS

1. Demonstrate knot tying.
2. Invite a Boatswain's Mate to drill.
3. Bring in lengths of line for cadets to practice knot tying.
4. Give cadets lengths of line to take home and practice knot tying.
5. Create a "Knot Board"
6. In developing this lesson, demonstrate one or two (no more) at a time. Give cadets opportunity to practice knot tying at each drill. Add to the different kinds of knots as cadets master the previous ones.
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 8 QUESTIONS
MARLINSPIKE SEAMANSHIP – KNOTS

1. The long portion of a line which does not move when you work with it as the:
 - a. standing part
 - b. bitter end
 - c. running part
 - d. eye

2. To join two lines of unequal size, you tie a _____ knot/hitch/bend.
 - a. becket
 - b. clove
 - c. slip
 - d. figure eight

3. A. _____ keeps the bitter end of a line from running through a block or pulley.
 - a. square knot
 - b. figure eight knot
 - c. clove hitch
 - d. bowline

4. To keep a line from unraveling, you should apply a/an
 - a. splice
 - b. eye
 - c. whipping
 - d. turn

5. To shorten a line temporarily, you tie a/an:
 - a. overhand knot
 - b. becket bend
 - c. clove hitch
 - d. sheepshank

CLASS A FIRES

1. Empty trash cans regularly; make certain that papers are not strewn around carelessly.
2. Properly dispose of rags and paper that are used for painting or work on machinery.
3. When working with wood, don't leave scraps lying near heated surfaces such as engraving tools or space heaters. Sweep up all sawdust.
4. Check ashtrays and make sure that smokers extinguish all smoking materials.

CLASS B FIRES

1. Make certain that there is proper ventilation in areas where flammable liquids are stored. These liquids give off vapors that can ignite easily or explode if even a small spark occurs.
2. Never burn other materials or use sparking tools near flammable liquids.
3. Check the temperature of storage areas; most flammable liquid can ignite spontaneously even at low temperatures.
4. Do not take anything that might ignite a fire (matches, lighters) into a storage area for flammable liquids.
5. Make sure that liquids are stored in the proper containers (not glass) and that they are closed tightly.

CLASS C FIRES

1. Inspect all electrical equipment and appliances for loose or frayed wires that can cause short circuits and start fires.
2. If an electrical appliance or tool becomes excessively hot or starts smoking, turn it off at once and take it to a repair shop.
3. If electrical equipment begins to spark, turn it off and arrange for repairs.
4. Use only grounded (three-prong) plugs with electrical equipment; check sockets for sparking or overheating.
5. Never paint electrical wiring nor clean it with oil, greases or solvents. This causes the coating to erode and dissolve, inviting short circuits.
6. Never use a piece of electrical equipment without first reading the instructions and safety precautions.

GOOD HOUSEKEEPING

Look around your own room at home. Is everything in its proper place, or just thrown about carelessly? Can you always find what you are looking for? Are clothes hanging neatly in your closet so that you can easily choose those you wish to wear?

What about your drill area? Do you help to keep it shipshape and attractive so that others will wish to join?

There are many reasons for good housekeeping practices at home, at work, and at play. Not only is your area neat and clean, it helps to prevent fires.

Good housekeeping requires only a few minutes each day. If you haven't already done so, you can begin at once to observe the following general practices:

1. Pick up your things and stow them neatly in their places. If you've been using flammable liquids such as model glue or paints, make certain that they are closed tightly.
2. Sweep or vacuum your room each day. Clean under the bed and in the corners. If you have throw rugs, vacuum them or take them outdoors for beating. If you have no carpets or rugs, swab your floor at least once each day.
3. Inspect your entire home from time to time, looking for possible fire hazards. Pay careful attention to electrical wiring and appliances and to working areas: shops, garage. When you see something out of order or out of place, correct it then. If you cannot repair a piece of equipment yourself, let someone know about its condition.
4. As a final measure, make sure that you have emergency numbers – police, fire department, medical – near the telephone.

FIGHTING FIRES

In earlier assignments you studied the four basic types of fires. Because each is different, they require different means to combat them. At times, firefighters can do more damage than the fire itself if uncertain about the proper way to fight it.

FIRE TRIANGLE (FIG. 12-7)

Fire cannot exist unless three conditions are met:

1. There must be fuel which will burn, whether solid or liquid
2. There must be oxygen to keep the fire burning
3. There must be sufficient heat.

If you remove any one of these conditions, the fire goes out.

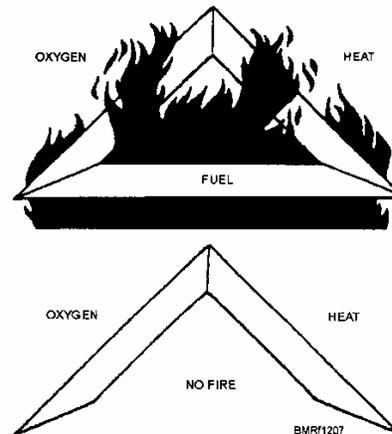


Figure 12-7.—Requirements for combustion.

It isn't easy to remove fuel from a fire: pipelines for liquid fuel may be closed, fire trails may be cut in open spaces, bull dozers can remove burnable material before the fire reaches it. But the remaining fuel must burn itself out. Normally, firefighters try to remove one or both of the other sides of the triangle. Water cools a fire below the burning, or flash, point and carbon dioxide or sand removes or replaces the oxygen.

FIRE TETRAHEDRON

The fire triangle describes the requirements for surface glowing or smoldering, but it doesn't completely describe flaming combustion requirements. A fourth requirement, an uninhibited chain reaction, is needed for flames to exist. This is shown by the fire tetrahedron (fig. 12-8). A tetrahedron is a solid figure with four triangular faces. It is useful for illustrating the flaming combustion process because it provides for the fire triangle, flaming combustion stops when one of the four sides of the fire tetrahedron is removed

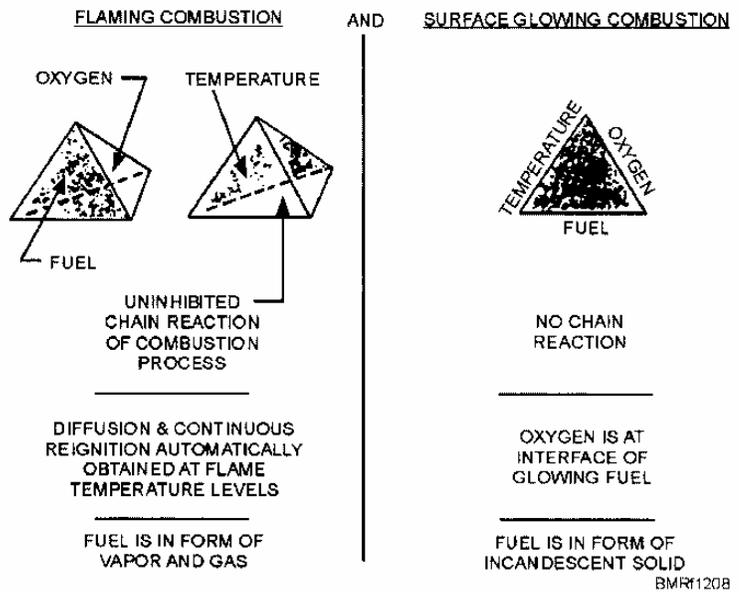


Figure 12-8.—Tetrahedron and fire triangle.

CLASS A: Class A fires consist of burnable material which leaves a carbon ash. They are usually accompanied by white or brown smoke and include paper, wood and explosives. On small Class A fires you can use carbon dioxide (but not on explosives). Use caution as carbon dioxide scatters small bits of burning material in an unconfined space. In most cases, Class A fires are cooled with fog (a fine spray) and the material is broken up by a steady stream of water.

CLASS B: Burnable liquids provide fuel for Class B fires: gasoline, oil paint. This fire burns with extreme heat and emits heavy (sometimes greasy) black smoke. For small fires in confined spaces, carbon dioxide is a good agent. For large fires, fog or a special chemical foam must be used. A solid stream of water only spreads the burning fuel, so should not be used.

CLASS C: Class C fires are those in electrical or electronic equipment. White smoke and sparking often accompany them. Water and chemical foam must **NEVER BE USED TO COMBAT** Class C fires as they conduct electricity and may even intensify it. Use only carbon dioxide or a dry chemical.

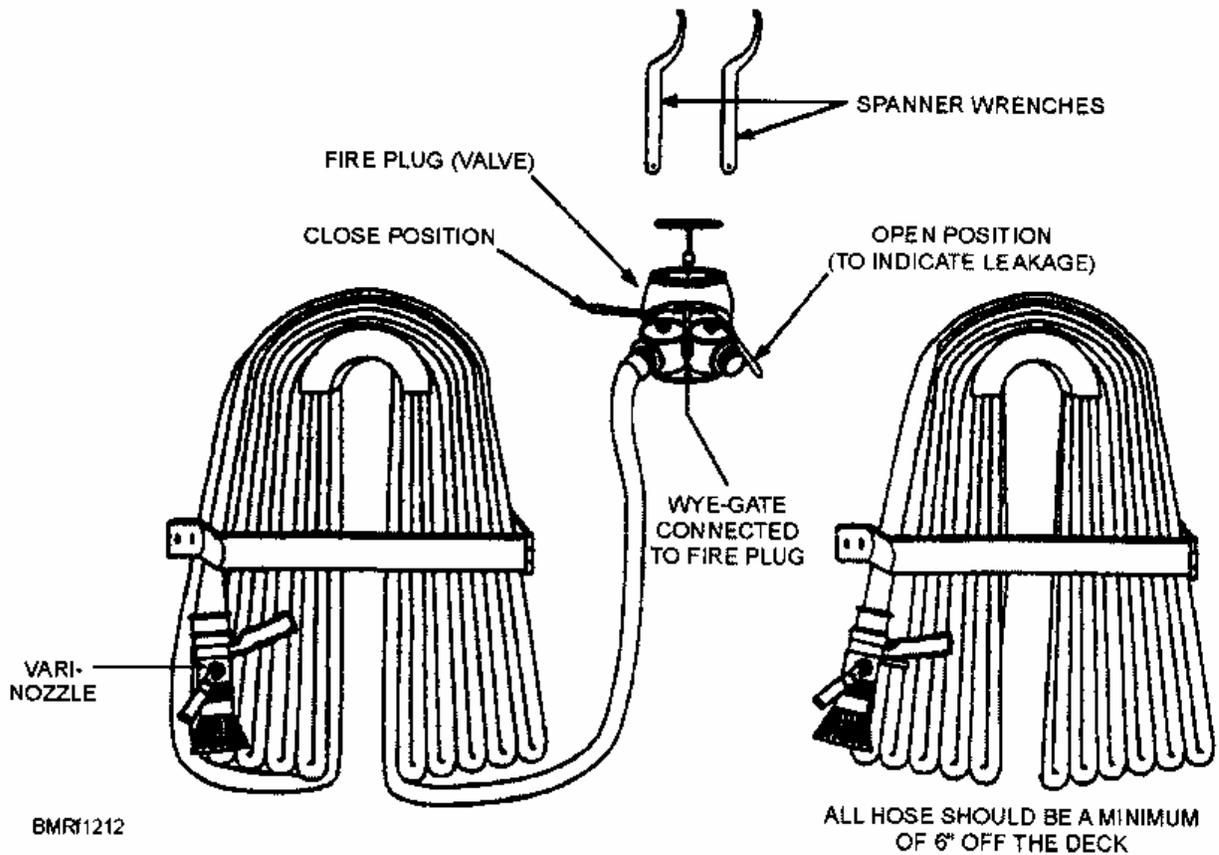
Before attempting to combat a Class C fire, de-energize the equipment, otherwise electrical current may rekindle the fire and shock hazards are always present. Use extreme caution, certain components in electronic equipment store electrical energy and can cause serious or fatal shocks.

CLASS D: Although you are not likely to combat Class D fires, burnable metals such as magnesium are their fuels you should recognize them. The fire is very hot with a bright light. Combating Class D fires is very difficult. Water should be used only as a last resort and should be a low velocity fog. If water contacts magnesium it produces deadly hydrogen gas and becomes very explosive. Should you fight this type of fire, wear dark welders' goggles to protect your eyes from the light.

SHIPBOARD FIRE STATIONS

A fire hose station below is commonly referred to as either a *fire station* or a *fireplug*. The fire hose station is the location of a fireplug and associated equipment. Branches of the fire main system supply water to the fire hose stations throughout the ship. Generally, fire hose stations aboard frigates and larger ships have 1 ½ inch fireplugs and fire hose stations aboard ships larger have 2 ½ inch fireplugs.

Two or more spanner wrenches, used for quick hose and plug connection, and at least one “dog wrench” (a short length of pipe) for doors and hatches are included in the equipment at fire stations.



PORTABLE EXTINGUISHERS

Portable carbon dioxide (CO₂) is used primarily against electrical fires. It may be effective against small Class A or B fires. CO₂ smothers a fire by cutting off the oxygen. The CO₂ cylinder contains 15 pounds of CO₂ when fully charged and has a total weight of about 48 pounds, including hose and horn (Fig. IV-10-3)

When using CO₂, direct the hose toward the base of the fire, moving it rapidly back and forth to smother the flames. Do not use the extinguisher in a closed space (you cut off your own oxygen as well) and do not let it come in contact with your skin.

Dry chemical extinguishers (PKP) are used against Class B fires. They can be used on Class C fires but only when CO₂ is not available for PKP leaves a residue which is difficult to remove. PKP has only a temporary effect, it neither cools the fire nor prevents reflash. PKP should be backed up with foam. When using PKP extinguishers, aim at the base, moving the horn back and forth rapidly and spray in short bursts.

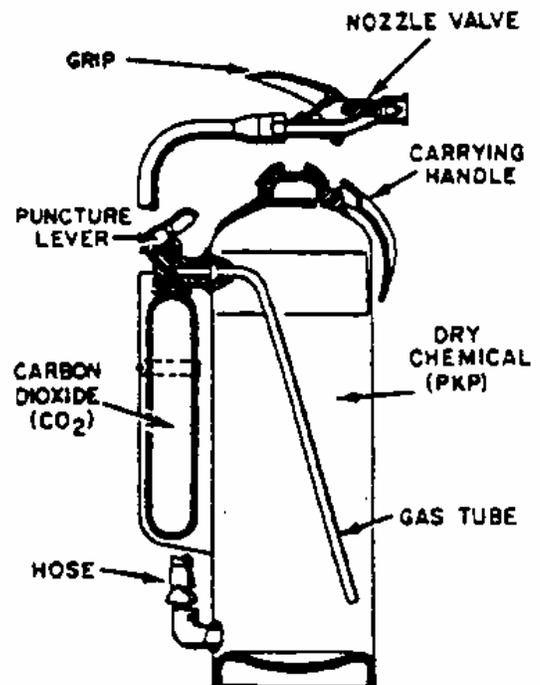


Fig. IV-10-3 A Portable Dry Chemical Extinguisher (PKP)

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 9
FIRE PREVENTION

1. Practice fire drill procedures – duty station, shipboard.
2. Visit the Fire Department – ask for demonstrations of different classes of fires and how to put them out.
3. Invite the Fire Department to your drill for fire fighting and safety demonstrations
4. Get cadets involved in handling the hoses.
5. Make a list of emergency numbers for cadets to take home.
6. Take a fire prevention tour of your drill spaces. List areas that need to be made more safe.
7. Conduct practice (walk through) fire drills and muster – squad leaders must account for their people. Save the Quarterdeck Log!!
8. .
9. .
10. .
11. .

NLCC PETTY OFFICER SECOND CLASS
PART II LESSON 9 QUESTIONS
BASIC FIREFIGHTING

1. The Fire Triangle consists of fuel, heat and _____.
 - a. hydrogen
 - b. oxygen
 - c. carbon dioxide
 - d. carbon monoxide
2. _____ fire occur in electrical equipment
 - a. Class C
 - b. Class A
 - c. Class B
 - d. Class D
3. CO2 portable fire extinguishers should not be used _____.
 - a. against Class B fires
 - b. in closed spaces
 - c. for electrical fires
 - d. against Class A fires
4. Two hoses may be connected to a fire plug by using a/an _____.
 - a. four foot applicator
 - b. dog wrench
 - c. all purpose nozzle
 - d. wye-gate
5. CO2 may be used on small Class A fires except those which involve _____.
 - a. paper
 - b. wood
 - c. cloth
 - d. explosives
6. The most difficult part of the Fire Triangle to eliminate is _____.
 - a. Fuel
 - b. heat
 - c. oxygen
 - d. carbon dioxide
7. When water contacts burning magnesium, it produces _____.
 - a. carbon dioxide.
 - b. Oxygen
 - c. Hydrogen gas
 - d. Carbon monoxide
8. _____ is/are not effective against Class B fires.
 - a. high or low velocity fog
 - b. a solid stream of water
 - c. carbon dioxide
 - d. special chemical foam
9. To provide low velocity fog, insert a/an _____ in the all purpose nozzle.
 - a. applicator
 - b. wye-gate
 - c. dog wrench
 - d. spanner
10. Should you ever combat a Class D fire you must wear _____.
 - a. asbestos clothing
 - b. a gas mask
 - c. welders goggles
 - d. oxygen breathing equipment
11. CO2 and PKP remove _____ from the Fire Triangle.
 - a. oxygen b. fuel
 - c. heat d. residue
12. Dry chemical extinguishers (PKP) may be used on electrical fires when
 - a. backed up with foam
 - b. in closed spaces
 - c. CO2 not available
 - d. Space is dry

Check natural areas for garbage and refuse. When people use a natural area for picnics, they often leave broken glass, rusty cans, or “pop tops” lying around or throw them in the water. Discarded food attracts animals, all kinds of insects, and other vermin.

Note whether livestock are nearby and whether farm or ranch animals use the water. They can pollute the immediate area.

Never dive into a lake, river, or pond until you check the depth with a long pole or branch. Unless the water is absolutely clear, you cannot see hazards that may lie below the surface nor can you determine the depth.

Check water temperature before entering natural swimming areas. In natural environments the water is colder at lower depths than at the surface.

Look for strong currents. If a stream appears to be swift, look for an area that is more calm.

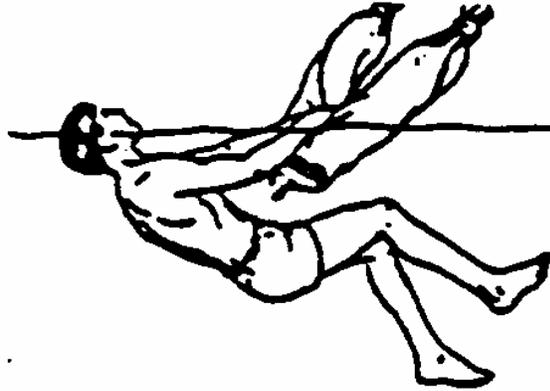
When swimming in the ocean, check first whether the area has an undertow (strong seaward current beneath the surface which often occurs where the bottom slope is steep). If so, find another area that has no undertow.

Even in natural areas, don't skylark or play rough, boisterous games on banks or shores.

Never swim alone in a natural area. Go with a friend who can help in case of trouble.

AIDS FOR STAYING AFLOAT

If you are in the water without a life jacket, several articles of clothing, including your white hat, will provide some flotation when used properly. The most useful article is your trousers, which can be inflated to serve as water wings. To remove your trousers, lean forward in the water and slowly slip them down over your hips and legs. Do not let go of them for they may sink.



Inflate your trousers in this manner: Zip the trousers; float them on the surface with the fly or front turned down. Tie a knot in each leg as close to the cuff as possible. Work the garment around on the surface until the legs are over your shoulders and the knots are behind you, leaving the crotch in front of you. Grasp the waist of the trousers with one hand on each side, then extend your arms straight upward, kicking your feet to get your body as high out of the water as you can. When this position is reached, pull the trousers downward smartly on the surface, trapping a good pocket of air in each leg. The waist can then be gathered under the water and held in one hand (Fig. II-9-1)

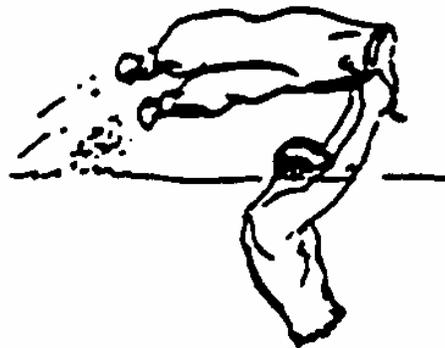
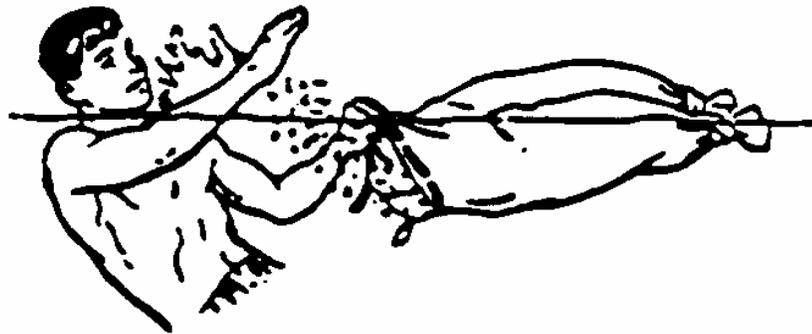


Fig. II-9-1
Using your trousers to stay afloat

The trouser legs must be kept wet to reduce the loss of the trapped air. You can reduce air loss by splashing water on the trouser legs.

Your dungaree shirt can be used as a floatation device (Fig. II-9-2)

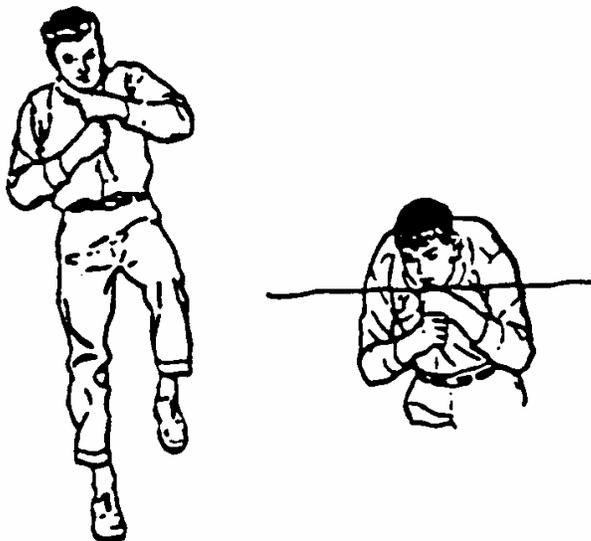


Fig. II-9-2 Using your shirt as a floatation device

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART II LESSON 10
SWIMMING SAFETY RULES

1. Have a pool party. Practice water safety skills listed in the lesson.
2. Then have a barbecue and awards ceremony – invite parents, sponsors, friends, possible recruits.
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC ABLE CADET
PART II LESSON 10 QUESTIONS
SWIMMING SAFETY RULES

1. Swimming helps promote physical fitness.
 - a. true
 - b. false

2. To avoid falls and injuries, run on pool decks.
 - a. true
 - b. false

3. Check water temperature before entering natural swimming areas.
 - a. true
 - b. false

4. It is a good idea to never swim alone.
 - a. true
 - b. false

5. It is a good idea to wait about half an hour after eating before going swimming.
 - a. true
 - b. false



PART III

NLCC PETTY OFFICER THIRD CLASS

OBJECTIVE: DEVELOPING PERSONAL AND MILITARY LEADERSHIP SKILLS

- 1. Navy Traditions and Heroes – War of 1812 to the Civil War**
- 2. Navy Traditions and Heroes – The Civil War**
- 3. Core Values**
- 4. Developing PO Leadership Skills**
- 5. Command Presence – Marching and Drill Instruction**
- 6. Marlinpike Seamanship – Splices**
- 7. First Aid – Breathing, Bleeding and Shock**
- 8. First Aid – Fracture and Splints**
- 9. Service to the Unit**

At sea, British vessels stopped our ships, boarded and simply took whomever they pleased, regardless of professed citizenship. Despite this harassment, many American ship owners resisted the urge to rush into war while they could still make huge profits in trade. On the other hand, congressmen from the South and West blamed England's policies for economic problems in their regions and saw possibilities for gain, both territorial and financial.

PRELIMINARY ACTION

In 1807, as the American ship "CHESAPEAKE" left Hampton Roads enroute to fight Barbary pirates, "HMS LEOPARD" intercepted her and demanded to search for British "deserters". When Commodore James Barron refused, "LEOPARD" opened fire, and within fifteen minutes totally disabled "CHESAPEAKE" and her untrained crew, many of whom had never before been to sea. Three Americans and one Englishman were taken aboard the British ship and Barron returned to port to face court martial and disgrace. Though Britain eventually paid for the damages to "CHESAPEAKE", she continued harassment of our ships.

Four years later, as undeclared hostilities increased, Captain John Rodgers, in "PRESIDENT", engaged a British sloop of war near Chesapeake Bay, completely silencing its guns and avenging "CHESAPEAKE".

Finally, President James Madison, under great pressure, asked Congress to declare war on Great Britain. Ironically, after three weeks of sharp debates and very close voting, war began five days after Britain had suspended trade restrictions and ordered a stop to harassment of our ships.

TRADITION MAKERS

Captain John Dacres, Royal Navy, sent a challenge for any American ship to leave port and fight him. Captain Isaac Hull, in "CONSTITUTION", took up his challenge, meeting "HMS GUERRIERE" on 19 August 1812. For 45 minutes the two ships maneuvered for best position, Captain Hull moving quietly among his officers and men, building up their confidence. At about 1800, the ships began firing. Within less than an hour the most feared of British warships was reduced to wreckage, and her boasting captain had surrendered. It was during this battle that "CONSTITUTION" earned the nickname "Old Ironsides". The Constitution is the oldest commissioned ship in the U. S. Navy. She has an active duty crew and is home ported in Boston, Massachusetts where daily tours are available to the public.

Isaac Hull had fought in both the American Revolution and under Truxton during the Tripolitan wars. There he developed his concept of taking care of his crews, rare in an age when life for seamen was very hard, regardless of their backgrounds or origins. During his engagement with "GUERRIER", a large number of his crew members were free blacks whom he gave the highest praise for their valor.

Oliver Hazard Perry, who defeated the British at Lake Erie, changing ships under fire at the height of battle, literally built his own fleet. In command of a small gunboat squadron, he knew that he must work hard and quickly to gain control of the lake. With a few skilled craftsmen, his crews, and the forests near the Great Lakes, he built two 20-gun brigs and a small flotilla using only basic hand tools. With crews of untrained soldiers, Indians, and even foreigners who spoke little, if any, English, he met the British fleet on 10 December 1813, and by late afternoon had captured all six of its ships.

Usher Parsons, a surgeon at age 25, worked alone during the Battle of Lake Erie to treat the injured. In the hot and bloody wardroom which served as the ship's hospital, cannon balls crashing all about him, he amputated at least six limbs and treated more than 96 injured. Under his care only three sailors died, two when a cannon ball struck the operating tables on which they lay. The Medical Corps today carries on this tradition of devotion to duty under the most extreme battle conditions.

To face the British fleet on Lake Champlain, Thomas MacDonough moored his ships close inshore in a line and manner so that they could be turned once the English had passed. Sailing along his line, the British raked the starboard sides of MacDonough's vessels, but then became trapped when the wind grew calm. Hauling lines and cables, MacDonough then swung his ships completely around and opened fire with his undamaged port guns. Within minutes the British were totally disabled and the fleet commander dead.

As during the American Revolution, our ships at sea were little match for the superior British forces and were quickly bottled up in port. However, our successes in the Great Lakes and at Lake Champlain delayed British invasion by land from Canada and hastened the Treaty of Ghent, which ended the war in 1814.

Though our Navy would still encounter high and low periods of government interest, never again did Congress permit it to fall into a state of being totally unprepared.

“Tradition” is a word closely related to “betrayal”, with a broad meaning to “pass something along”. In Navy terminology, it usually refers to great events that take place. Sometimes, however, even Navy traditions, many of which die hard, can “betray” us if we don't examine them carefully from time to time.

By 1820 there were still many veterans of our first three wars on duty; promotion though the ranks was very slow. Personal rivalries that had developed over the years often turned to hatred and eventually to personal duels between officers. Such was the case when Commodore James Barron met Commodore Stephen Decatur on the “Field of Honour” 22 March 1820.

Ironically, Decatur had served with Barron during the Tripolitan wars. They had been good friends. But when Barron lost “CHESAPEAKE” to the British in 1807, Decatur was a member of the court martial board which suspended him from duty for five years. Later, when Barron sought reinstatement at the beginning of the War of 1812, his request to the U.S. Government went unanswered. Returning to the United States in 1818, Barron once again asked for reinstatement but was turned down by Decatur, now a member of the Board of Naval Commissions.

On a cold, misty morning in Bladensburg, Maryland, the two faced each other at a distance of eight paces. Even at this moment their seconds (assistants) might have prevented the duel, but took no action. Both men fired at point-blank range, and both were injured. Several hours later, Decatur died in Washington.

Outraged at the loss of one of its most famous officers, the Navy took immediate action to forbid dueling, but only among high ranking officers. Not until 1857, 40 years and many deaths later, was it prohibited for all ranks.

ORGANIZATION

With the War of 1812, the government finally realized that a Navy was necessary to protect our merchant shipping and, when possible, keep our nation out of foreign affairs. Under the Navy Department, established in 1798, we began to rebuild our fleets and provide for better control. In 1815, Congress organized the Board of Naval Commissions to oversee the maintenance and operation of the Navy, replacing it in 1842 with the first technical bureaus, each with its own area of responsibility. The first naval hospital opened in 1827; the first naval observatory in 1830. Uniform regulations appeared in 1841, outlining basic enlisted uniforms and prescribing rating insignia.

Not all Navy tradition makers earned their fame in battle. Matthew Maury, a promising young naval officer, was injured in a stagecoach accident early in his career and completely disqualified for sea duty. Assigned to a desk job, he studied winds and currents, reading countless ship's logs and diaries, and published several books on navigation routes that saved mariners and merchants both time and money in crossing oceans.

By 1845, Congress agreed that naval officers required more than the harsh education gained only at sea; technology, foreign related, even good manners; and opened the Naval Academy at Annapolis, MD. Nine months later, Passed Midshipman Richard Aulick graduated as its first ship's officer.

The "Kedge Anchor", forerunner of today's "Bluejackets Manual" and other training courses rolled off the presses in 1849.

OVERSEAS

As you learned earlier, our troubles with the Barbary Pirates did not end until 1815. At that time President James Madison ordered a small squadron to the Mediterranean once again. Later a second squadron joined, and the two combined forces persuaded the Barbary rulers that their interests might be served best by signing treaties with the United States. To enforce the treaties, two frigates and several smaller vessels remained behind when the squadrons set sail for home. U.S. Navy ships have been in the Mediterranean ever since.

In the Pacific, the U.S. Flag appeared as early as the War of 1812. Captain David Porter, in "ESSEX", successfully raided British commerce there until defeated by a larger force near Valparaiso, Chile in 1814. Other Navy ships patrolled as far north as Hawaii, then an independent kingdom, protecting our whalers and merchantmen. On 16 May 1821, U.S. Navy ships first visited China.

For more than two centuries, Japan had forbidden all foreigners, except the Dutch, to call at her ports. When shipwrecks occurred near her shores, the feudal rulers imprisoned the crews and forced the seamen into virtual slavery. One morning in 1856 the citizens in the small village of Uruga, near Tokyo, looked out into the bay to see a huge squadron of American steamers anchoring off shore. Led by Matthew Perry, brother of the victor at Lake Erie, the squadron had come to establish trade agreements and negotiate an end to mistreatment of sailors. For several weeks, the American and Japanese officials worked out the details, finally opening the country to world trade. The most significant result of this visit was that within less than fifty years the Japanese fully modernized both their country and its fighting forces, becoming one of the major world powers.

Between 1835 and 1842, Commodore Charles Wilkes led an expedition to explore the Antarctic. This early voyage charted many new routes and provided scientific information for later explorations. A large area on the frozen continent carries Wilkes' name today.

TECHNOLOGY

“DEMOLOGOS”, carrying 30 guns behind extremely thick wooden bulwarks, got underway in 1814, completed too late for action in the War of 1812. With its huge paddle wheel mounted between its two hulls for extra protection, the ship was a full generation ahead of all other naval construction. Launched at the end of the war, “DEMOLOGOS” spent an unglorious fifteen year career as a receiving ship in Brooklyn Navy Yard until 1829 when a powder explosion destroyed her, killing 24 of her crew members. In fifteen years, the ship spent not one day at sea. Not until 1835 would steam vessels be ordered for the U.S. Navy, another example of “Navy Tradition” which clung tenaciously.

As early as 1814, Colonel John Stevens and his son had developed a new type of shell-firing gun to replace the older muzzle-loading cannon. Denounced as too radical and possibly dangerous, Congress took no action until the 1830’s. Captain Matthew Perry experimented with them aboard “FULTON”, an experimental steam vessel, but none were installed permanently aboard ship until 1842.

By the 1840’s, Congress was ready for newer and more “radical” weapons. Captain John Dahlgren, a naval engineer, studied ordnance and developed an improved gun for our ships. Shaped something like a Coca-Cola bottle, the guns were tested endlessly before acceptance. Meanwhile, Dahlgren was in command of Washington Navy Yard and organized ordnance workshops, gun carriage shops, cannon foundries and even an experimental laboratory. His efforts were to have a decisive effect for both sides during the Civil War.

PIRACY

While Congress deliberated over reducing funds for Navy operations in the early nineteenth century, pirate activity in the Caribbean and Latin American waters continued to threaten our shipping. Between 1815 and 1822 more than 3000 ships were attacked by freebooters.

Responding to public outcries, Congress authorized a campaign to wipe out piracy from American waters. Often this was more a problem of diplomacy, for many revolutionary governments that struggled for independence from Spain commissioned privateers to attack Spanish shipping. To their captains, any ship they wished might be considered Spanish. Oliver Hazard Perry, sent to negotiate a treaty with Venezuela, died of yellow fever at the age of 34 during the campaign and despite his treaty, piracy continued at the rate of approximately one ship lost each week.

In 1822, Congress ordered a squadron to the Caribbean under Captain James Biddle. Composed of two large frigates and a number of small craft, Biddle’s squadron captured thirty pirate vessels in less than a year but were unable to work close in toward the shore.

Later that same year, David Porter took the steam vessel “SEA GULL”, with many smaller craft, for inshore operations. Daring to attack wherever he suspected a pirate hideout, he sent his men through every cove, inlet and swamp. Lewis Washington, relieving Porter in 1825, continued the work and by 1826 had virtually erased piracy from the Caribbean.

The suppression of piracy was not limited to Latin American waters. Captain John Downes, in “POTOMAC”, paved the way for the East India Squadron, formed in 1835, to patrol the East Indies (now Indonesia) between Indochina and Australia. Coupled with the squadron’s duties was the

suppression of the opium trade, forced on China by European colonial powers. This assistance led to trade and diplomatic treaties with China in 1845.

SLAVE TRADE

Far worse than piracy was the rampant scourge of the slave trade. Though the U.S. government had forbidden the importation of slaves to America in 1807, the trade continued in the Caribbean and Latin America.

In 1820 the United States helped to establish the small colony of Liberia on the West African Coast for American slaves who had been freed. The African Squadron was dispatched to aid in the settlement and had the secondary mission to intercept slave ships and prevent Americans from dealing in the trade. The American government did not fully support the action for at that time half our states were slave states. In 1825 the African Squadron was recalled, supposedly to combat Caribbean pirates, and was not re-established until 1842. Even then, there was little support. Slave trade continued until the Civil War.

WAR WITH MEXICO

Mexico achieved its independence from Spain in 1821. At that time Texas and all the territory west of the Louisiana Purchase to the Oregon border were a part of Mexico. Settlers who emigrated to Texas in the 1820's and 1830's revolted against Mexico and set up an independent republic. In the 1840's Texas sought to join the Union. Disputes with Mexico over the United States right to annex Texas led to war.

The Navy's role in this war was less glorious and more limited. For the most part, our ships were restricted to blockade duty, preventing supplies from reaching Mexican troops by sea.

One almost comical incident took place before the war when an American captain anchored his ships off Monterey, California and took possession of the city for the United States. Although this embarrassing incident was resolved diplomatically, it provided grievances for Mexico, adding to the causes of the war.

On the Caribbean coast our ships assisted the U.S. Marines and Army in their landings, providing naval bombardment against Veracruz and other smaller fortresses. The Navy landed troops ashore for the eventual march on Mexico City. We recall these landings today from the first lines of the Marines' Hymn, "From the halls of Montezuma..."

From the territory ceded by Mexico grew the states of California, Nevada, Utah, Colorado and Texas in the 19th century and Arizona and New Mexico in 1912.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 1
NAVY TRADITIONS AND HEROES – WAR OF 1812 TO THE CIVIL WAR

1. Discuss other Navy heroes – qualities that make heroes
2. Design a “Trivia” game using history learned in this unit
3. Hot seat of appropriate time in Naval history. (See appendix for Hot Seat directions)
4. Have cadets make a time line. (See appendix for directions.)
5. Have cadets design a “Jeopardy” game using answers from this period in history. Model game after TV Game Show.
6. Appropriate videos – see Reserve Center or other sources
7. .
8. .
9. .
10. .

NLCC PO3
PART III LESSON 1 QUESTIONS
NAVY TRADITIONS AND HEROES – WAR OF 1812 TO THE CIVIL WAR

1. The War of 1812 was really a continuation of disputes with Britain during and after the Revolution.
 - a. true
 - b. false
2. Navy recruiters during the 1800's filled their quotas by _____.
 - a. impressment
 - b. voluntary enlistment
 - c. none of the above
 - d. both of the above
3. The ship captained by Commodore James Barron that the "HMS LEOPARD" damaged was called _____.
 - a. the "LEOPARD"
 - b. the "PRESIDENT"
 - c. the "CONSTITUTION"
 - d. the "CHESAPEAKE"
4. The commander who defeated the British at Lake Erie by building his own ships was Oliver Hazard Perry.
 - a. true
 - b. false
5. Isaac Hull was the surgeon who, at the age of 25, worked alone at the Battle of Lake Erie to treat the injured.
 - a. true
 - b. false
6. At the end of 1814 the Navy would never again:
 - a. fall into a state of being totally unprepared
 - b. fall into a total disrepair
 - c. have 25 new ships
 - d. be totally dissolved
7. Who fought a duel in Bladensburg, Maryland?
 - a. Usher Parsons and Oliver Perry
 - b. Thomas Macdonough and John Dacres
 - c. James Barron and Stephen Decatur
 - d. None of the above, there never was a duel
8. The forerunner of the "Bluejackets Manual" was called:
 - a. "Seamanship Manual"
 - b. "Kedge Anchor"
 - c. "Anchors Away"
 - d. "Navy Manual"
9. On 16 May 1821 the U.S. Navy first visited _____.
 - a. Hawaii
 - b. Chile
 - c. Tokyo
 - d. China
10. Piracy was never a problem with the other countries after Oliver Hazard Perry negotiated a treaty with Venezuela.
 - a. true
 - b. false

To augment his fleet, Secretary of the Navy Gideon Welles and his able assistant, Gustavus Fox, commissioned literally anything that would float: excursion boats, ferries, freighters, private yachts, tugboats, even fishing vessels. Within two months Welles had commissioned 82 such craft. Before the end of the war there were more than 2000.

Manpower, too, was a real problem. Harsh living and working conditions, severe discipline and hard work with low wages made a Navy enlisted career very unpopular. Many of our seamen were foreigners who spoke little English. At times, ship captains would “rent” slaves from their owners at considerable expense just to man their ships. Many officers were old veterans of the Mexican War and the War of 1812. They should have been retired long before, but there was no retirement system in effect so they remained, keeping more able men in the lower ranks. Welles and Fox quickly obtained the needed retirement program, opening promotions for juniors, and provided large cash bonuses for enlisted men and established the first flag (Admiral) grades.

To better organize the Navy, they separated the five major technical bureaus into eight, creating a more specialized and efficient force.

BLOCKADE

From the Potomac River to the Rio Grande the Union had more than 3500 miles of coastline to guard, including rivers, inlets and islands. When possible, the blockading squadrons must try to capture small coastal fortifications.

At best, blockade duty was boring, broken only by routine inspections of every ship suspected of carrying supplies to the Confederacy. For blockade runners, however, it could become very exciting and profitable. Skippers could earn up to \$5,000.00 for one trip, seamen up to \$250.00.

IRONCLADS

The confederacy had but one possibility to break the Union blockade. Without the shipbuilding resources available to the North there were no means to build enough ships. In a daring venture, the Confederate government authorized two million dollars for the construction of an armored vessel. On the hull of “MERRIMACK”, salvaged from the harbor near Norfolk, Virginia, builders John Porter and William Williams erected the guns and iron casemates of “CSS VIRGINIA”. Completed and ready for action March, 1862, “VIRGINIA” entered Hampton Roads to attack the blockading ships “CUMBERLAND” and “CONGRESS”, sinking both within a few hours.

The next day “VIRGINIA” got underway once again, heading for “MINNESOTA” anchored nearby. Instead, the ship encountered a strange “cheesebox on a raft”, the “MONITOR” developed by naval engineer and architect, John Ericsson. The battle began at 0845 and lasted for four hours. Both vessels were struck repeatedly but sustained little damage.

Though the fight was technically a draw, it signaled an end to wooden ships (though not sails), and prevented the Union Army from attacking the Confederate capital at Richmond so early in the war.

THE MISSISSIPPI

The center of the United States is hardly a likely place for a naval victory, yet our most successful campaign of the Civil War took place there, along the Mississippi Valley. Control of the river, with

its main tributaries, would cut the Confederacy in two and prevent supplies from reaching its forces from the west.

Now that ironclad vessels had proven their worth, the U.S. Government ordered seven to be built; the first was launched in 45 days.

Coordinating with General Ulysses S. Grant, Andrew Foote, the flotilla commander, first took Fort Henry then attacked Fort Donelson in Tennessee. Within a few weeks the combined forces took both strongholds. By April 1862, the Union controlled the upper portion of the river as far south as Vicksburg, Mississippi.

While Foote's ships helped to secure the Upper Mississippi, Admiral David G. Farragut prepared his ships for an attack on New Orleans. Divided into three parts, 21 mortar boats commanded by David Porter; warships and gunboats under Farragut and troop transports under General Benjamin Butler, the units attacked Forts Jackson and St. Philip near the mouth of the river. Despite Porter's goal to take the forts within two days, the fighting lasted for five. Farragut, however, resolve to press the attack on New Orleans, so mounting extra protection on his vessels, he led his fleet upriver by night. Though they suffered groundings and battle damage from the two forts, every ship got through successfully. Farragut stopped long enough to make temporary repairs, then proceeded to New Orleans, anchoring his squadron on 25 April 1862, and closing that vital port to southern commerce.

VICKSBURG

What appeared to be an easy conquest at first proved one of the longest campaigns of the Civil War. Admiral Farragut, sailing upriver near Vicksburg one month after taking New Orleans, determined that the city could be taken only by a large combined force. The Confederates were determined to keep Vicksburg.

In one campaign, David Porter attempted to land General Sherman's troops north of the city, but lacking support from Grant, whose supply lines had been interrupted by Confederate cavalry, had to abandon the plan.

Farragut decided in March 1863, to make a run past southern forts in order to cut off supplies to the Confederates along the Red River. Suffering the loss of three monitors, however, he proceeded on to Vicksburg, joining Porter's forces further upstream.

Even with Sherman to the North, Grant to the South and Porter along the river, the final battle for Vicksburg lasted more than forty days. Only when the city's supplies were completely exhausted did Vicksburg surrender. Union forces had spent more than a year to capture the city.

WAR AT SEA

Because the Navy was occupied with its blockade and the Mississippi River campaigns, few engagements occurred at sea. Throughout the war the South operated commerce raiders and privateers with little resistance from Union forces.

The most successful of the Southern raiders was Raphael Semmes. Using a combination of steam and sails to conserve fuel, Semmes roamed the Atlantic in "CSS ALABAMA" for two years,

venturing into the Indian Ocean on at least one occasion. Altogether, "ALABAMA" captured nearly 65 Union merchant vessels.

A graduate of Annapolis, Raphael Semmes always demonstrated courtly manners, even in battle. Though in his raids he captured many Union sympathizers, he never mistreated any prisoner and as quickly as possible sent them ashore under his protection in a neutral port. Semmes' career as a raider came to an end when Union forces located "ALABAMA" in Cherbourg, France. Forced to leave port against a superior force, Semmes bravely faced "KEARSARGE" in a two-hour battle. Though "ALABAMA" sank, Semmes managed to escape aboard a British vessel nearby and never became a prisoner of the Union.

SOUTHERN PORTS – THE FINAL PHASE

With the capture of Vicksburg and the Mississippi under Union control, the Navy returned to its primary duty of blockading Southern ports. Secretary Welles still wished to secure several important ports, if possible. In particular he wanted to take Charleston, where the Civil War began, more for its effect on Northern morale than its importance as a port. But the Confederacy had had time to prepare the city's defenses and despite improvement in Union monitors. They were unable to penetrate outer fortifications. Moreover, the South had by now developed a newer type of submarine vessel to harass blockaders and had mined their harbors very heavily. As a result, Charleston held out until near the end of the war.

More successful was the capture of Mobile, Alabama. Using an attack plan similar to that for New Orleans. Farragut entered Mobile Bay on 5 August 1864. When the lead ship slowed, fearing mines, Farragut gave his famous order to proceed at full speed. The battle raged for more than an hour, finishing with the surrender of Fort Morgan, though not the city itself, now cut off completely from commerce.

Fort Fisher, at Wilmington, North Carolina, was the final Navy objective of the Civil War. Strong defenses and endless squabbling between Army and Navy commanders further hampered operations. Finally, in January 1865, General Grant took charge and began a new assault. Fighting for three days with heavy losses on both sides, the Union took the fort only after a seven hour hand-to-hand struggle.

With the capture of Wilmington, the Navy's role in the Civil War was finished and its ships put to rest. Not until the late 1880's would it achieve the strength which Wells and Fox had built up in so short a time.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 2
NAVAL TRADITIONS AND HEROES – THE CIVIL WAR

1. Choose a Navy hero of the Civil War to discuss at the next drill.
2. Watch a video
3. Ask if anyone in your family fought in the Civil war – bring stories to drill.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 2 QUESTIONS
THE CIVIL WAR**

1. The U.S. Constitution was changed before it was fully ratified by all of the states.
 - a. true
 - b. false

2. The cause of the Civil War was the issue of _____
 - a. slavery.
 - b. enlistment in the service
 - c. unfair living conditions
 - d. states rights

3. The Union set up blockades to keep supplies out of the South, for blockade runners it was very profitable.
 - a. true
 - b. false

4. The first armored vessel of the South during the Civil War was the:
 - a. "MERRIMACK"
 - b. "MONITOR"
 - c. "MINNESOTA"
 - d. "VIRGINIA"

5. The most unusual place for a Naval battle was:
 - a. The Pacific Ocean
 - b. The Mississippi Valley
 - c. The Gulf of Mexico
 - d. the Tennessee Valley

HONOR

- Conduct ourselves in the highest ethical manner in all relationships
- Deal honestly and truthfully with others
- Make honest recommendations and accept those of those junior to us
- Encourage new ideas and deliver the bad news, even when it is unpopular
- Taking responsibility for our actions and keeping our word
- Be mindful of the privilege to serve our fellow Americans

COURAGE

- Meet the demands of our job, even when difficult
- Make decisions in the best interest of the Corps, our family and the nation
- Meet all challenges while adhering to a higher standard of personal conduct and decency
- Be loyal to our nation, ensuring we act in an honest and careful and efficient way
- Have the moral and mental strength to do what is right, even in the face of personal adversity

COMMITMENT

- Demand respect up and down the chain of command
- Care for the safety, professional, personal, and spiritual well-being of the people around us
- Show respect toward all people without regard to race, religion or gender
- Treat each individual with human dignity
- Be committed to positive change and constant improvement
- Exhibit the highest degree of moral character, technical excellence, quality and competence
- Work together as a team to improve the quality of our work, our people, and ourselves

If you follow these values you will stand above others in what ever you do in the future.

**SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 3
CORE VALUES**

1. Get the Cadets in a discussion on the core values.
2. Talk about how the values will help them at school or in the unit
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 3 QUESTIONS
PERSONAL DEVELOPMENT

1. Congress developed the Core Values of the Navy.
 - a. true
 - b. false

2. The League Cadet program instills values that help develop their cadets.
 - a. true
 - b. false

3. Taking responsibility for our actions and keeping our word is an example of which core value:
 - a. Commitment
 - b. Honor
 - c. Courage
 - d. Core

4. How many Core Values are there for the U.S. Navy?
 - a. 5
 - b. 1
 - c. 3
 - d. None of the Above

5. What are the U. S. Navy Core Values?
 - a. Honor, Courage, Challenge
 - b. Commitment, Honor, Demand
 - c. Respect, Nation, Loyal
 - d. Honor, Courage, Commitment

shipmates can hear. On the other hand, when you must counsel someone, take that person to one side, away from the crew, and speak in an instructive manner, with no trace of anger or disappointment in your voice. This shows that you respect that person's personal dignity.

Counseling is an important part of a leader's responsibilities. There are many reasons for counseling. Only one is for discipline. An effective leader counsels with cadets to set goals; discuss plans for help if needed; and congratulate cadets on successfully reaching set goals. If it is necessary to counsel a cadet for inappropriate behavior, remember...your goal is to use personal comments about the cadets behavior. Cadets leave units where they are made to feel bad about themselves. On the other hand, people usually stay where they feel the respect and admiration of others.

When counseling, remember the following steps:

1. Make an appointment to talk privately.
2. Meet and state the problem clearly without personal comments. Do not accept that no problem exists. You have already said that it does.
3. Discuss options with the cadet for changing behavior.
4. Have cadet select a plan and get a commitment from the cadet to follow the plan.
5. Set a time to meet and share how the plan is going. Praise, if successful; review and go to Plan B or follow unit SOP for discipline if further action is needed.
6. Always be sure to follow up. Follow up is necessary to successful counseling of all kinds.

CLOSURE

As a leader, you must always be aware of the worth of the individual and be sensitive to his feelings. More than any other aspect of good leadership, an awareness of individual worth promotes morale and builds strong teamwork in the unit.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 4
DEVELOPING PETTY OFFICER LEADERSHIP SKILLS

1. Discuss basic principles of good leadership.
2. Discuss basic responsibilities of a leader.
3. Practice role playing:
 - a. praising cadets
 - b. counseling cadets (use Steps to Counseling)
4. Have cadets brainstorm leaders they admire (see appendix).
5. Have cadets research a leader they would like to use as a role model. Brainstorm the qualities of this leader that they admire. Have cadets list the qualities they could use as NLCC PO's
6. When finished, have cadets make banners or posters to display these qualities in the classroom or drill hall. The posters can serve as reminders to practice their leadership skills.
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 4 QUESTIONS
DEVELOPING PETTY OFFICER LEADERSHIP SKILLS**

1. Good leaders demonstrate:
 - a. honesty
 - b. integrity
 - c. loyalty
 - d. all of the above

2. One part of a good order is to tell what must be done
 - a. true
 - b. false

3. Praise and _____ go with leadership
 - a. counseling
 - b. morale
 - c. pride
 - d. loyalty

4. When you counsel for an inappropriate behavior, your goal is to make the cadet feel guilty for his inappropriate behavior.
 - a. true
 - b. false

5. An awareness of _____ worth promotes morale and builds strong teamwork in the unit
 - a. unit
 - b. national
 - c. individual
 - d. school

normal interval is one arm length.

GUIDE: The individual on whom a formation or element regulates alignment. The guide is usually positioned to the right.

PACE: The length of a full step (30 inches for men / 24 inches for women)

STEP: The distance from heel to heel between the feet of a marching person. The half step and back step are 15 inches. The right and left steps are 12 inches.

POSITION AND FACING COMMANDS

The two types of commands are the preparatory command, such as Right, which indicates the type of movement to be made, and the command of execution, such as FACE, which causes the desired movement to be made. For clarity, preparatory commands are printed with initial capitals (Right); commands of execution are printed in capital letters (FACE). For some commands, such as FALL IN, AT EASE and REST, both types are combined and are commands of execution.

The command AS YOU WERE cancels a command or order started but not completed. On this command, you resume your former position.

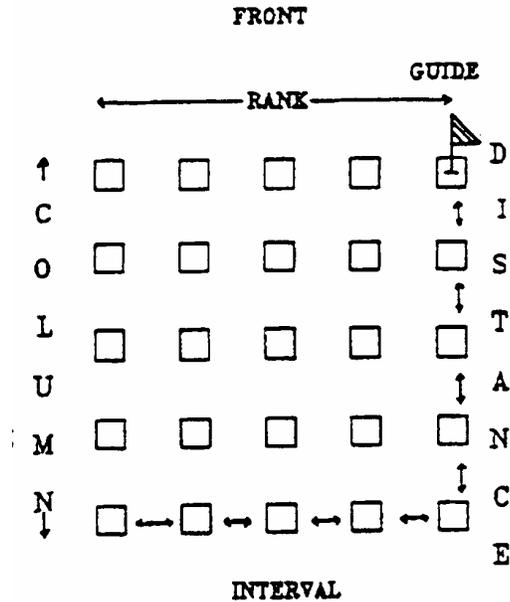


Fig. I-6-1

POSITIONS

All of the following positions may be assumed only when you are at halt. They may be executed by one person or by an entire formation.

ATTENTION

The position of attention is the basic military position. It indicates you are alert and ready for instruction. In this position, your heels are together with your feet forming an angle of 45 degrees, head and body erect, hips and shoulders level and chest lifted. As shown in Fig. II-4-2, your arms should hang naturally; thumbs along trouser or slack seams and fingers joined and in their natural curl. Your legs should be straight, but not stiff at the knees. Your head and eyes should be to the front. Your mouth should be closed; your chin should be pulled in slightly. When you are called to attention,

Add fig II-4-2 standing at attention

the heel of the left foot is always brought to the heel of the right foot.

PARADE REST

The command is AT EASE. On the command, you can relax and shift about, but keep your right foot in place. Do not talk. This command may also be given when you are not in ranks, as in a classroom. You must not talk, but you may remain relaxed.

REST

The command is REST. Movement restrictions are the same as when at ease, but talking is permitted.

FALL OUT

The command is FALL OUT. (This command is not a dismissal order). On the command, leave your position in ranks but remain nearby. When FALL IN is given, resume your place in ranks and come to attention.

When a formation is in any one of the four positions of rest, and it is desired to bring it to attention again, a preparatory command (such as Company) precedes the command ATTENTION. If at rest or at ease, come to the position of parade rest on the preparatory command.

FACINGS

Facings are movements that can be made to either the right or left, with the exception of about face. While facing, your arms should remain at the position of attention. The following commands describe only the movement to the right. To perform a movement to the left, simply substitute “left” for “right” and “right” for “left”.

RIGHT FACE

Right face (Fig. II-4-4) is a two-count movement. The commands are Right, FACE. On the command FACE: (1) Raise your left heel and right toe slightly and turn 90 degrees to the right on your right heel and left toe. Keep your left leg straight but not stiff. (2) Bring your left heel smartly alongside the right heel and stand at attention.

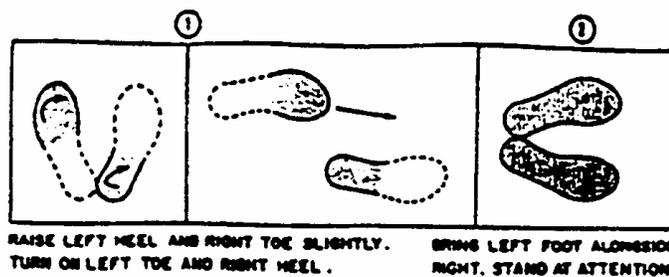


Fig II-4-4 Right Face

EYES RIGHT

The commands are Eyes, RIGHT. On the command RIGHT, smartly turn your head 45 degrees to the right. The commands to turn your head back to the position of attention are Ready, FRONT. On the command FRONT, snap your head to the front. During reviews at which the reviewing officer troops (passes down) the line, Ready, FRONT is not given after Eyes, RIGHT. At such times, your

head and eyes should follow the progress of the reviewing officer until you are looking straight ahead. Remain in that position as the officer continues down the line.

ABOUT FACE

About face is a two-count movement. The commands are About, FACE. On the command About, shift your weight to your left leg without noticeable movement. On the command FACE, (1) place your right toe about 6 inches behind and slightly to the left of your left heel (Fig. II-4-5); (2) on the ball of the right foot and the heel of the left foot, turn smartly to the right until you are facing to the rear. Your feet will be in the position of attention when the turn is completed if you place your right toe properly behind your left heel.

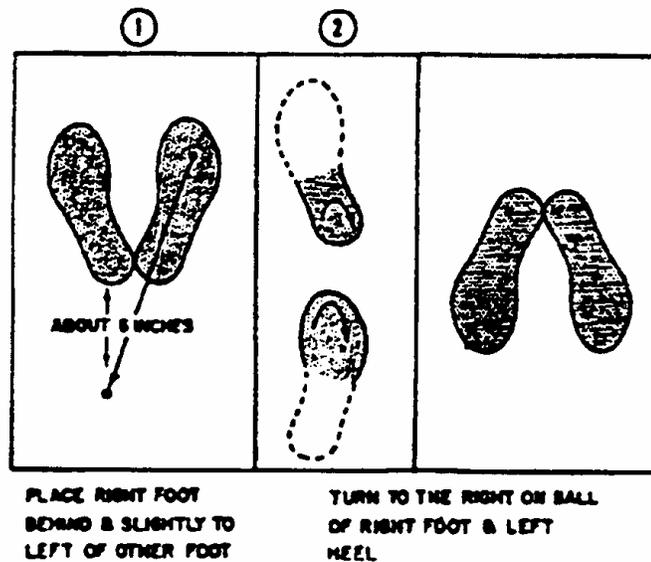


Fig II-4-5 About Face

FALLING INTO FORMATION

Up to this point, we have described movements that can be made by one person or by a group. In a sharp military formation, each member must correctly respond to commands as a team. Always listen carefully to the person in charge since formation movements are usually made up of both preparatory and execution commands. In the following movements, you must pay special attention to the duties of the left and right flank members since their response to a command is slightly different from the other members in formation.

FALL IN

The command is FALL IN. The squad forms in line on the left of the right flank member (squad leader). Each member of the squad, except the left flank member, raises the left arm shoulder high in line with the body. Fingers are straight and touching each other, palm down. Each member, except the right flank member, turns the head looks to the right. To obtain a normal interval, as shown in Fig. II-4-6, you should move in line so that your right shoulder touches the fingertips of the person to your right. As soon as you are in line with the person to your right and the person on your left has obtained normal interval, return smartly and quickly to the position of attention.

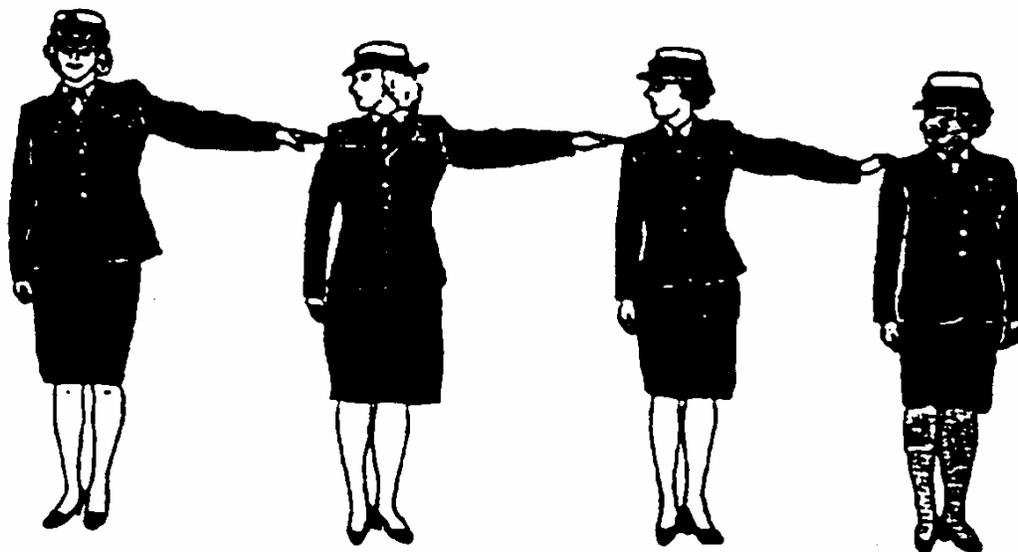


Fig. II-4-6 Normal Interval

CLOSE INTERVAL

To fall in at close interval (Fig. II-4-7), the commands are At Close Interval, FALL IN. Close interval is the horizontal distance between the shoulder and elbow when the left hand is placed on the left hip. This procedure is the same as for normal interval, except that each member places the left hand on the beltline above the left hip with the elbow in line with the body. The heel of the hand rests on the hip with fingers straight, touching each other, and pointing down. The left flank member makes the adjustment without moving the arms.



Fig II-4-7 Close Interval

FROM DOUBLE-ARM TO NORMAL INTERVAL

To obtain normal interval from double-arm interval, the commands are Assemble To The Right, MARCH. This movement is executed similarly to closing, except that you form at normal interval.

TO COUNT OFF

While in a rank or line, the commands are Count, OFF. On the command OFF, all members, except the right flank member, smartly turn their heads and look to the right. The right flank member shouts ONE, the next member in rank or line shouts TWO, and so on in quick cadence on down the line through the left flank member. As each member shouts the appropriate number, the member turns the head smartly to the front.

In a file or column, the commands are From Front To Rear, Count, OFF. Each member, starting with the squad leader, turns the head to the right and shouts the appropriate number while turning the head back to the front.

TO OPEN RANKS

Ranks are opened when more distance between ranks is required; for example, for personnel inspection. The commands are Open Ranks, MARCH. On the command MARCH, the front rank takes two paces (30 inches) forward, the second rank takes one pace forward and the third rank stands fast. Each succeeding rank takes two, four, or six (15 inch) steps backward. Each rank automatically dresses right as soon as it halts. When the alignment is completed, the commands Ready, FRONT are given.

TO CLOSE RANKS

The commands are Close Ranks, MARCH. On the command MARCH, the front rank stands fast; the second rank takes one pace forward; the third takes two paces forward; the fourth rank takes three paces forward; and so on. You will halt and cover without command.

HAND SALUTE

The commands are Hand, SALUTE, followed by the command TWO, to complete the salute. On the command SALUTE, raise your right hand smartly in the manner described in Part 1 Lesson 4 of this manual. At the command TWO, return to attention by moving your hand smartly in the most direct manner back to its normal position at your side. (If you are in formation, the preparatory command Ready will be given before the command of execution, TWO).

UNCOVER

During many religious ceremonies, and usually for inspections, you will be required to remove your hat. The commands are Uncover, TWO. On the command Uncover, raise your right hand as in the hand salute, but grasp the brim of your hat with your fingers instead of touching your forehead. Hold this position until the command TWO is given (you may lift your hat slightly so as not to muss your hair), then return your hand and your hat to your side in the most direct manner, but do not remove it with an exaggerated or sweeping motion. On the command COVER, grasp your hat with

both hands and place it squarely on your head. Drop your left hand, the right hand holding the hat brim. On the command TWO, drop your right hand to your side.

DISMISSED

The single command DISMISSED is used to secure an individual or an entire formation.

**CHECK – OFF LIST FOR
DRILL INSTRUCTOR PROFICIENCY**

NAME _____

1. Demonstrates good use of command voice. Ex ___ Gd ___ Fr ___ NOB* ___

2. Demonstrates the following: **Yes** **No** * Not Observed

- a. right face _____
- b. left face _____
- c. attention _____
- d. at ease _____
- e. rest _____
- f. fall out _____
- g. fall in _____
- h. eyes right _____
- i. ready front _____
- j. about face _____

3. Can explain the two different parts of a command. Yes ___ No ___

4. Squad under cadet's command can successfully complete the following:

- a. fall in **Yes** **No**

- b. fall out

- c. at close interval

- 1. dress right dress _____
- 2. ready front _____
- 3. cover _____
- 4. open ranks for inspection _____
- 5. close ranks _____
- 6. hand salute _____
- 7. ready two _____

**SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 5
COMMAND PRESENCE – MARCHING AND DRILL INSTRUCTION**

1. Give each cadet many opportunities to drill the unit or his squad.
2. Have cadets in training for PO3 help train cadets new to the unit.
3. Practice “command voice”
4. Complete drill instructors’ proficiency check-off sheet for each cadet.
Place a copy of completed check sheet in cadet’s unit training record. (Not Service Jacket)
5. When cadets have completed drill instructors’ proficiency requirements, have an awards ceremony at muster and present them with certificates of completion.
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER THIRD CLASS

PART III LESSON 5 QUESTIONS

COMMAND PRESENCE – MARCHING AND DRILL INSTRUCTION

1. A formation in which the elements or persons are abreast or side by side.
 - a. Formation
 - b. Rank
 - c. File
 - b. Interval

2. How many inches are between ranks?
 - a. 15
 - b. 30
 - c. 45
 - d. None of the above

3. The command of execution causes the desired movement to be made.
 - a. true
 - b. false

4. The command AS YOU WERE cancels a command
 - a. true
 - b. false

5. Parade Rest indicates you are alert and ready for instruction?
 - a. true
 - b. false

6. On the command Parade Rest, you can relax and shift about, but keep your right _____ in place.
 - a. Hand
 - b. Foot
 - c. Side
 - d. None of the above

7. Left Face is a two count movement?
 - a. true
 - b. false

8. "At Close Interval, FALL IN", what is the horizontal distance?
 - a. between the shoulder and elbow when the left hand is placed on the left hip.
 - b. your right shoulder touches the fingertips of the person to your right
 - c. between the shoulder and right foot
 - d. None of the above

9. On the command "Open Ranks, MARCH"
 - a. cadets march to classroom
 - b. cadets form a single file line tallest to shortest
 - c. the front rank takes two paces (30 inches) forward
 - d. None of the above

10. The single command DISMISSED is used to secure an individual or an entire formation
 - a. true
 - b. false

PART III
NLCC PETTY OFFICER THIRD CLASS

TITLE: MARLINSPIKE SEAMANSHIP – SPLICES – LESSON 6

OBJECTIVE: 1. Identify the purpose and use of a splice

REFERENCES: (a) BJM, current edition
(b) Coast Guardsmans Manual, 6th edition

XX

INTRODUCTION

When a seaman finds that a line is too short, lacks material for a quick whipping, or needs a long-term eye in the bitter end, he may simply tie a knot, or he may make a splice. Splicing, though a somewhat complicated art, can be accomplished with practice. In general, splices are much stronger than knots and last longer without jamming.

EYE SPLICE

Unlike the bowline, an eye splice forms a permanent eye in the bitter end of a line. It is used in mooring lines and cargo handling straps, and as a temporary loop for securing cargo in heavy weather (Fig. III-5-1).

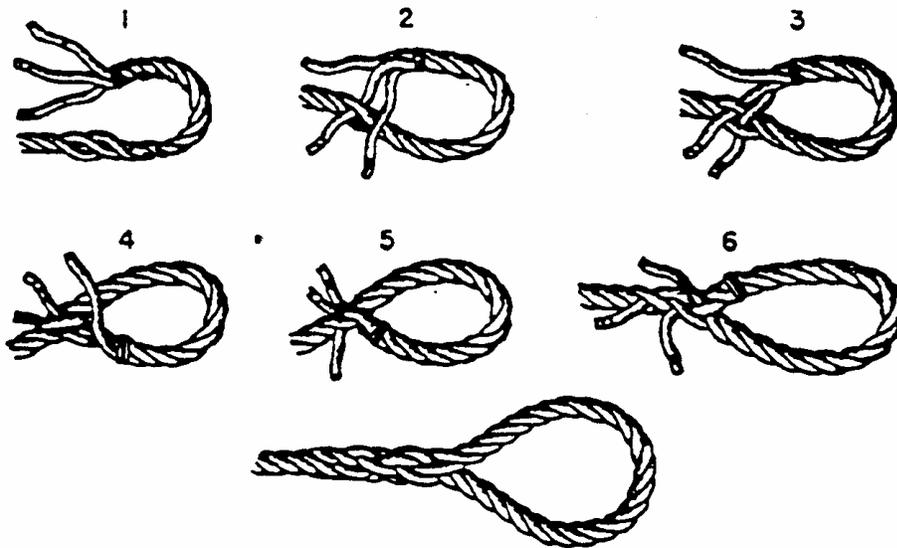


Fig III-5-1 Eye Splice

BACK SPLICE

The back splice is often used in place of a whipping, but shortens the sline slightly and enlarges the diameter at the bitter end. The back splice begins with the crown and then becomes a series of over-and-under tucks (Fig. III-5-2).

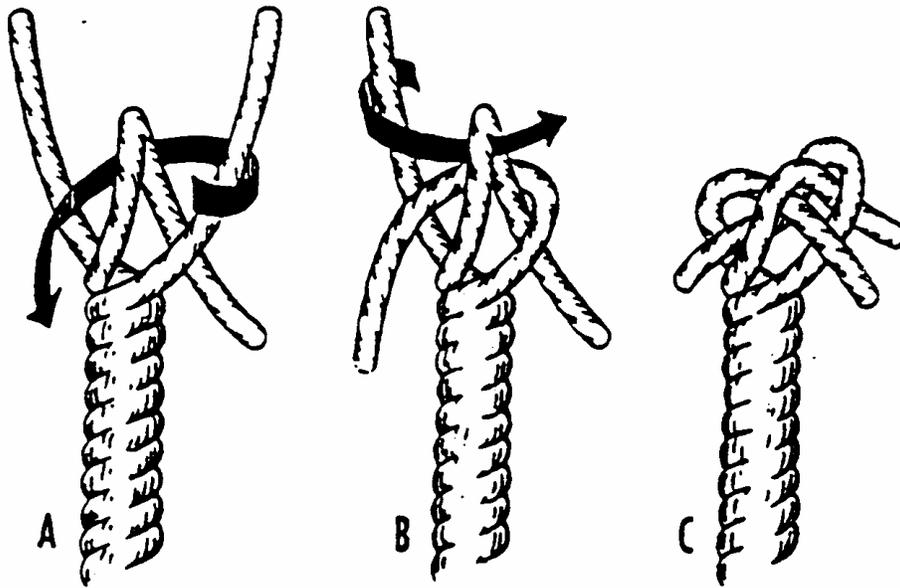
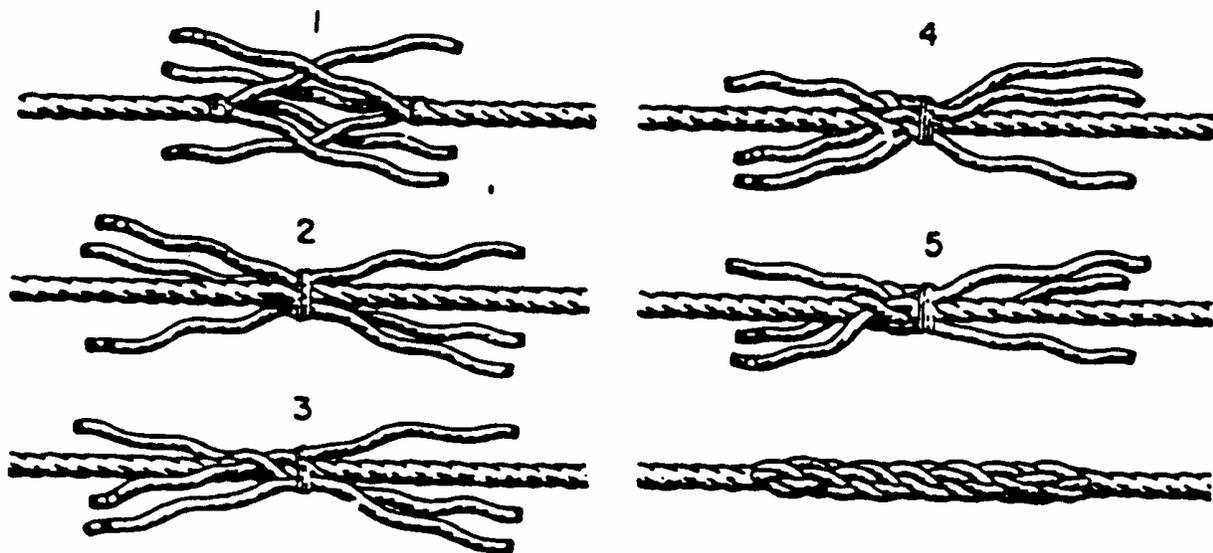


Fig. III-5-2 Back Splice

SHORT SPLICE

The short splice permanently joins two lines together. It is used whenever a slight enlargement in the diameter of line is not very important, but never for passing through blocks, pulleys and other cargo handling equipment (Fig. III-5-3).



COMPLETED SHORT SPLICE

Fig. II-5-3 Short Splice

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING ACTIVITIES
PART III LESSON 6
MARLINSPIKE SEAMANSHIP – SPLICES

1. Try splices – have three-strand fiberline of various lengths available for the cadets to use in practicing splicing a line.
2. Ask a Boatswain for professional instruction.
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 6 QUESTIONS
MARLINSPIKE SEAMANSHIP – SPLICES**

1. Which of the following splices form a permanent eye in the bitter end of a line?
 - a. back splice
 - b. eye splice
 - c. short splice
 - d. long splice

2. Which of the following splices is used in place of a whipping?
 - a. back splice
 - b. eye splice
 - c. short splice
 - d. long splice

3. Which of the following splices may be used to join two lines together whenever a slight enlargement in line diameter is not very important?
 - a. back splice
 - b. eye splice
 - c. short splice
 - d. long splice

4. In general, splices are much stronger than knots.
 - a. true
 - b. false

5. Which of the following splices is used in mooring lines, cargo handling straps and forms a permanent eye in the bitter end?
 - a. eye splice
 - b. back splice
 - c. short splice
 - d. long splice

The first step, of course, is to determine the victim's injuries. Work quickly, but do not rush around frantically. Do the best you can with whatever is at hand and send for medical help as soon as possible.

ARTIFICIAL VENTILATION

A person who has stopped breathing is not necessarily dead, but is in immediate critical danger. The heart may continue to beat and blood containing a small supply of oxygen may still continue to circulate to the body cells for some time after breathing has stopped. So for a very few minutes, there is some chance that the person's life may be saved. A person who has stopped breathing but who is still alive is said to be in a state of respiratory failure. The first aid treatment for respiratory failure is called artificial ventilation.

The purpose of artificial ventilation is to provide a method of air exchange until natural breathing is re-established. Artificial ventilation should be given only when natural breathing has stopped. It **MUST NOT** be given to any person who is still breathing.

There are several ways to perform artificial ventilation:

MOUTH TO MOUTH

Clear the mouth of all obstructions (false teeth, foreign matter), if any. Place one hand under the victim's neck, the heel of the other hand on the victim's forehead. Close the nostrils with your thumb and forefinger. Take a deep breath and blow into the victim's mouth. Allow the victim to exhale, then repeat the process as necessary. If the victim appears to resume normal breathing, watch carefully.

MOUTH TO NOSE

Use this method when facial or dental injuries are present or the victim is very young. Place one hand on the victim's forehead and with the other hand lift the jaw. After sealing the victim's lips, take a deep breath, place your lips over the victim's nose and blow into the nose, 12 to 15 times per minute until the victim can breathe without assistance.

NOTE: Sometimes, during artificial ventilation, air enters the stomach instead of the lungs. This condition is called gastric distention. If this occurs, exert moderate pressure with the flat of your hand between the victim's navel and rib cage. Before applying pressure, turn the victim's head to the side to prevent choking on stomach contents that are often brought up during the process.

BACK PRESSURE/ARM LIFT

This is an alternate technique used when other methods are not possible. Place the victim on his stomach, face to one side and hands under the head. Clear the mouth of foreign matter. Kneel at the victim's head, the heels of your hands on the victim's back so that the heels of the hands lie just below a line between the armpits, thumbs touching and fingers extending downward and outward. Rock forward, keeping your arms straight, and exert pressure almost directly downward on the victim's back, forcing air out of the lungs. Then rock backward, releasing the pressure and grasping the arms just above the elbows. Continue to rock backward pulling the arms upward and inward

(toward the head) until you feel resistance and tension. This expands the chest, causing active intake of air. Rock forward and release the victim's arms. Repeat this cycle of press, release, lift and release 10 to 12 times a minute until the victim can breath naturally.

CHOKING VICTIMS

Food or other objects which lodge in the airways cut off the air supply to the lungs. The victim grasps or chokes and may become slightly bluish in color.

BLACKSLAP

Clear the mouth, Try a backslap, striking sharply upward between the shoulder blades, supporting the chest with your other hand. If the victim is lying down, prop yourself against his knees, striking upward and working with the victim's attempts to cough.

ABDOMINAL THRUST

If the victim is standing, get behind him and wrap your arms around his waist. Grasp your own wrist, thumbs against the victim's abdomen, just below the rib cage. Give a quick upward thrust, repeating until the object is dislodged.

If the victim is lying down, position yourself for the thrust by either straddling the victim at the hips, straddling one leg, or kneeling at the victim's hips. Place your hands between the low end of the sternum and the navel and give four quick upward thrusts into the abdomen.

NEVER ATTEMPT CPR UNLESS YOU ARE PROPERLY TRAINED. IMPROPERLY DONE, CPR CAN CAUSE SERIOUS DAMAGE AND IS NEVER PRACTICED ON A HEALTHY INDIVIDUAL

BLOOD

Blood is the vital fluid that carries oxygen to all parts of our bodies, including the heart, and transports waste materials to the liver and kidneys for disposal. The average human body contains about five quarts of blood. Most people can lose up one pint without severe adverse effects, but loss or two or more pints can result in shock and eventually death.

Blood circulates through the body in three types of canals:

- 1) arteries carry blood from the heart to all parts of the body
- 2) veins return blood to the heart
- 3) capillaries channel blood from arteries to veins

TYPES OF BLEEDING

Capillary bleeding is the most common type. This occurs with simple cuts, scratches, or abrasions: an ordinary nosebleed is capillary bleeding. In general, this type of bleeding isn't serious and usually stops by itself within a few minutes.

When bright red blood spurts from a wound, an artery has been cut. This type is very serious and if not treated at once will result in death within a few minutes.

Dark red blood flows from veins in a steady stream. Like arterial bleeding, it requires immediate treatment.

FIRST AID TREATMENT

Capillary bleeding requires very little treatment. Wash the injury thoroughly to prevent infection, apply a mild antiseptic and cover it with an adhesive bandage, or Band-Aid.

For simple nosebleeds, the victim should lie down for a few minutes, leaning the head back slightly and breathing through the mouth. If bleeding continues, you may administer an ice pack to the bridge of the nose, insert a small piece of cotton in the nostrils, and get the victim to emergency treatment at once.

In most cases, direct pressure to a wound will control arterial and venal bleeding. If there is a First Aid kit available, you may use a clean, sterile cloth folded to form a pad and apply it directly to the wound, clamping it with your hand or an adhesive bandage. In an emergency, any piece of cloth will do. It is more important to stop the bleeding as soon as possible and let medical personnel take care of possible infections. (Fig. III-6-1)

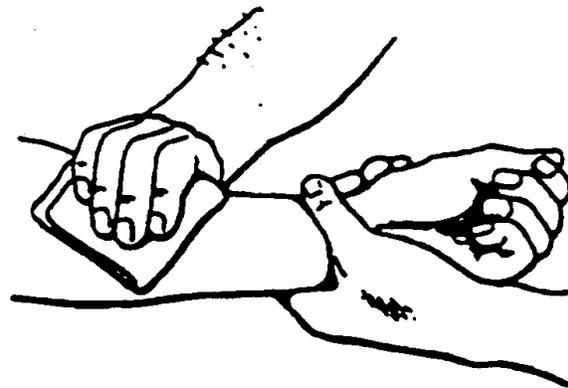


Fig III-6-1 Applying pressure to a wound

When you cannot apply a pressure pad or cloth to prevent arterial or venal bleeding, the next best method is to use the body's own pressure points. These pressure points are located wherever an artery or vein passes over or close to a bone near the skin. Fig. III-6-2 shows the most common points and arteries and veins that they affect. When you apply pressure, you close off the flow of blood to or from that part of the body, so you must use caution and release pressure every few minutes to see whether bleeding has stopped and to allow blood to flow. In all cases, get medical help at once.

As a last resort, when everything else fails and serious bleeding persists, you may apply a tourniquet. Keep in mind that it cuts off the flow of blood completely and can result in gangrene, together with the loss of an arm or leg. A tourniquet is simply a constricting band that cuts off the blood supply to an injured limb. (Fig. III-6-3) Do not loosen a tourniquet after it has been applied.

Be sure to mark victim's forehead with a red "T" so that professional personnel will be aware of the tourniquet.

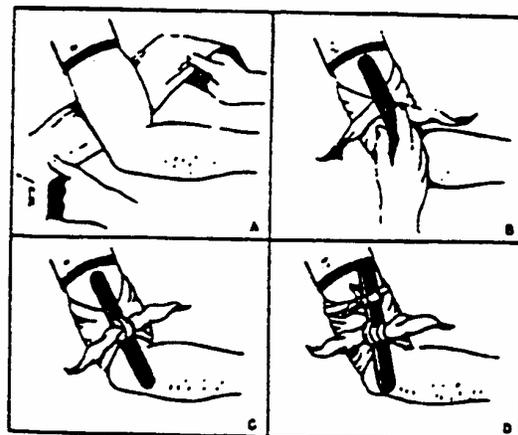


Fig III-6-3 Applying a tourniquet

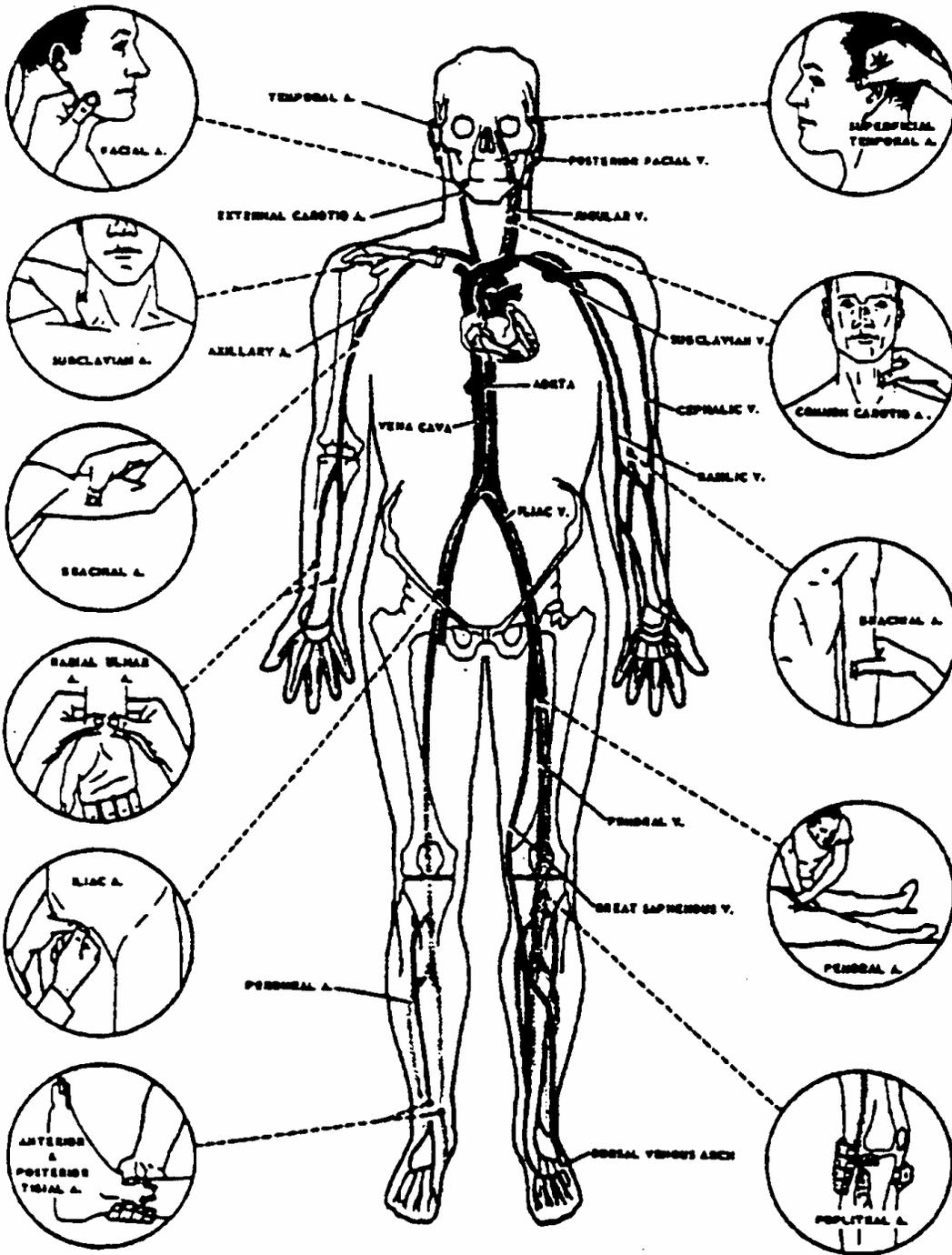


Fig. III-6-2 The most common pressure points

INTERNAL BLEEDING

Signs of internal bleeding include thirst, restlessness, unexplained fear and shock. If you suspect that an injured person is bleeding internally, treat the victim only for shock (but without food or drink), and get medical help immediately.

SHOCK

Each time you injure yourself you experience some form of shock, however mild. Minor injuries usually result in lesser degrees of shock, seldom noticed. Shock doesn't always appear right away, but may be delayed for several hours. If unattended, shock can result in death.

Shock has a number of visible systems caused by the disturbance of blood circulation (Fig. III-6-4). The pulse becomes weak and rapid. Breathing may be shallow, rapid and irregular. Skin may feel cool to the touch, but the victim will perspire (cold sweat). The victim may appear to be pale but the skin and mucous membranes on the inside of the mouth or under the eyelid or under the nail bed may also become bluish or reddish in color instead of a healthy pink. The pupils of the eyes dilate (growing larger). If the victim is conscious, the person may be thirsty and feel faint or dizzy. The victim may also appear to be restless or frightened. Anyone who is injured can develop shock.

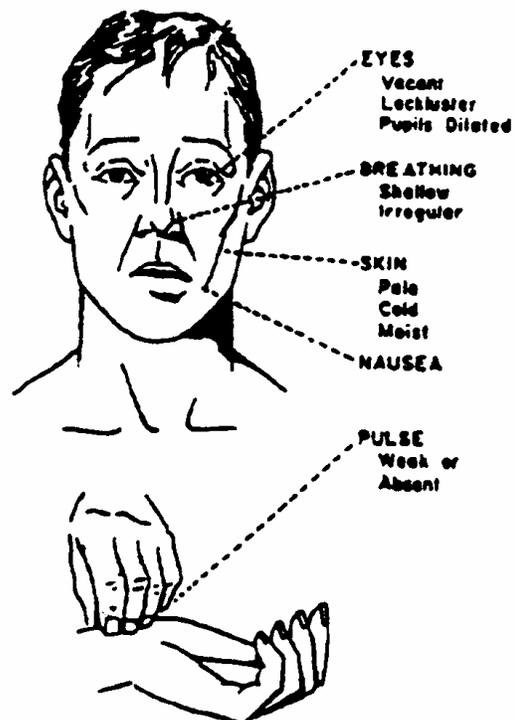


Fig. III-6-4 Symptoms of Shock

Begin treatment as quickly as possible. Keep the victim lying down. Keep an injured person warm enough for comfort, but do not let the victim become overheated. Keep the feet about one foot higher than the head when possible, but not in the case of serious head injuries.

Providing there are not apparent internal injuries, you may administer warm water, coffee, or tea in small quantities. Give plenty of liquids to burn victims, but never alcohol or drugs.

Remember that you are giving FIRST aid and call for medical help as soon as possible.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING ACTIVITIES
PART III LESSON 7
FIRST AID – BREATHING, BLEEDING, AND SHOCK

1. Schedule CPR classes, base clinic personnel, local Red Cross. (Many local Red Cross units charge for these classes. Try other sources first).
2. Ask a Corpsman, fireman or others with EMT qualifications to conduct this class. They have models and props to aid in learning.
3. Call a local Junior High School and see if they have a qualified staff member (doesn't have to be a teacher) who would conduct this class for the unit.
4. Administering first – aid to people who are injured can carry some health risk. Have someone from the Department of Health talk to cadets about diseases which can be transmitted by body fluids (ie. Blood) while administering first-aid.
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 7 QUESTIONS
FIRST AID – BREATHING, BLEEDING AND SHOCK**

1. In administering first aid, your primary task is:
 - a. maintain breathing
 - b. stop bleeding
 - c. prevent or reduce shock
 - d. all of the above
2. A victim who has stopped breathing but who is still alive is said to be in state of respiratory failure.
 - a. true
 - b. false
3. A choking victim may become slightly bluish in color.
 - a. true
 - b. false
4. Capillary bleeding is the most common type.
 - a. true
 - b. false
5. When an artery has been cut, the color of the blood is _____.
 - a. dark red
 - b. bright red
 - c. blue
 - d. none of the above
6. When a vein has been cut, blood flows in a steady stream and is _____.
 - a. dark red
 - b. bright red
 - c. blue
 - d. none of the above
7. If unattended, shock can result in death.
 - a. true
 - b. false
8. As a last resort to stop serious bleeding, you may apply a tourniquet.
 - a. true
 - b. false
9. A tourniquet may result in gangrene.
 - a. true
 - b. false
10. Give plenty of liquids to a burn victim, but never alcohol or drugs.
 - a. true
 - b. false

IMPACTED FRACTURE: One piece of broken bone has been driven into another, splitting the second portion of bone

SHATTER: The bone is crushed into small pieces

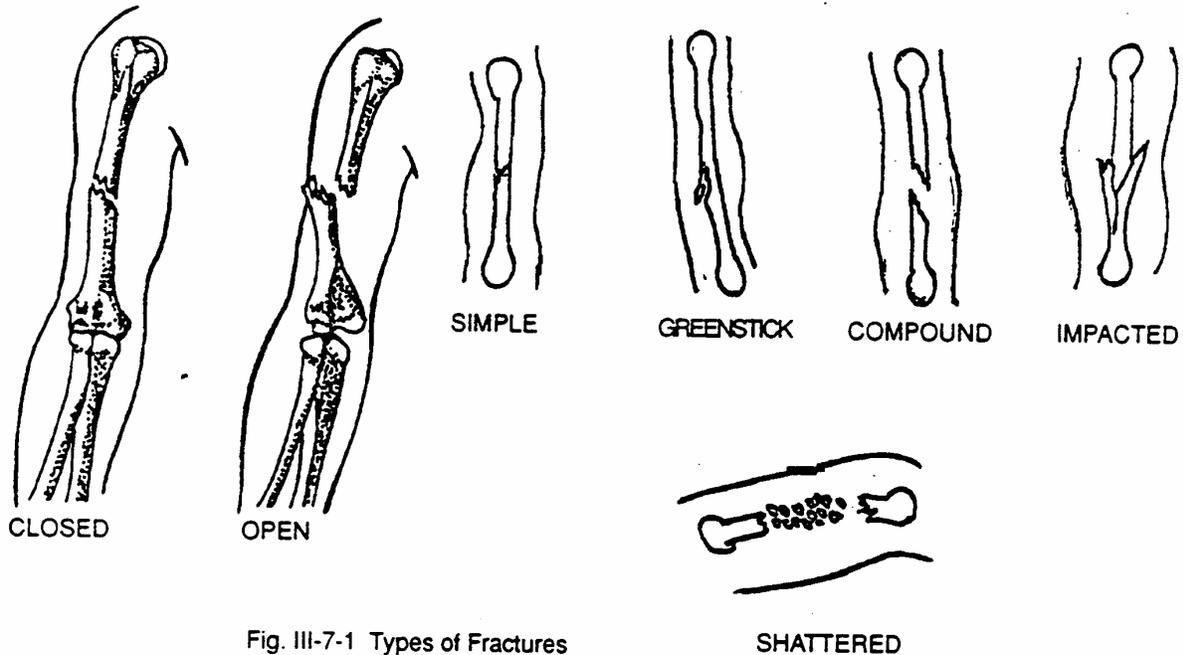


Fig. III-7-1 Types of Fractures

SHATTERED

PRECAUTIONS

If you suspect that a victim has a fracture, treat the injury as such. Get medical help at once, and unless there is clear danger to the victim, do not move him. Begin treatment for shock.

Never try to locate a fracture by pressing the ends together, nor try to set a broken or dislocated bone. You may try to straighten a limb (arm or leg) by pulling very gently on its long axis and should apply an emergency splint to immobilize the limb.

If the fracture is open, treat first for bleeding, if present. Use direct pressure or a pressure point. As a last resort only, use a tourniquet. Once bleeding is under control, treat the fracture.

SPLINTS

A splint is an emergency measure to immobilize fractured limbs, prevent broken bones from grating together or moving around causing further injuries, immobilize injured joints or muscles, and prevent enlargement of extensive wounds.

In an emergency, any firm object or material can serve as a splint: sticks, canes, rolled up newspapers, even uninjured limbs for leg fractures. Whatever the material, splints should be fairly light in weight, strong, and rigid. They must extend well above and below points of fracture and be wide enough so that the bandages around them do not pinch the injury.

If splints are not padded properly, they will not fit well and will not fully immobilize the injured limb. They should be snug but never tight enough to interfere with blood circulation.

APPLYING SPLINTS

Make certain that the splint extends well above and below the fracture. When possible, place the splint along the long axis of the limb, on the side toward which the limb normally moves. Pad the limb on the inside joints. Bandage the splint securely, but not too tightly, above and below the fracture. When tying bandages, allow enough length to loosen them later when swelling occurs.

PATIENT TRANSPORTATION

Accident victims cannot be left lying in one place for long, especially if some form of danger is present. You may be required to transport a victim for short distances. In carrying a victim by stretcher, you must observe certain precautions.

Before transporting a victim, provide all necessary first aid. See Lesson 6 for proper procedures.

Use a regular stretcher when one is available. Bring it to the victim, don't carry the victim to the stretcher.

Fasten the victim securely in the stretcher to prevent slipping or falling. Pad the stretcher and use blankets to protect the victim from exposure.

Place the victim in a position that will prevent further injuries, face up if possible

Carry the victim feet first. The rear stretcher bearer should watch for breathing difficulty.

If transporting a victim by motor vehicle, use one in which the victim can lie down (ambulance, van, flatbed truck, etc.).

When turning a victim over to medical personnel, tell everything you know about the situation.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 8
FIRST AID – FRACTURES AND SPLINTS

1. Role play victim/first aid giver.
2. Give cadets an opportunity to practice various emergency procedures in the lesson.
3. Contact a nearby Naval Reserve, Army, Marine, Air Force or Coast Guard unit to see if anyone would come and demonstrate procedures covered in this lesson.
4. Call the local fire department or colleges where EMT's are trained and see if they have anyone who would be willing to teach this class or at least demonstrate the procedures.
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 8 QUESTIONS
FRACTURES AND SPLINTS**

1. With a closed fracture, tissue may be damaged
 - a. true
 - b. false
2. To immobilize a fractured limb, you should apply an emergency _____
 - a. bandage
 - b. compress
 - c. tourniquet
 - d. splint
3. Accident victims who are carried in stretchers are usually transported _____
 - a. feet first
 - b. face up
 - c. fastened securely
 - d. all of the above
4. When turning an accident victim over to medical personnel, you should tell everything you know about the situation.
 - a. true
 - b. false
5. A bone which is partially splintered or broken has a/an _____ fracture
 - a. compound
 - b. simple
 - c. greenstick
 - d. impacted
6. If a fracture is open, you should first treat for _____
 - a. bleeding
 - b. breathing
 - c. shock
 - d. none of the above
7. Before transporting a patient in a stretcher, you should _____
 - a. set broken bones
 - b. apply splints
 - c. render all necessary first aid
 - d. treat the victim for shock
8. In simple fractures, the bones are dislocated but do not break the skin
 - a. true
 - b. false
9. A shattered bone is classified as a/an _____
 - a. impacted fracture
 - b. simple fracture
 - c. open fracture
 - d. shatter fracture
10. Vehicles used to transport stretcher victims should have a/an _____
 - a. space for victim to lie down
 - b. oxygen tent
 - c. blood transfusion system
 - d. ambulance crew

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART III LESSON 9
SERVICE TO THE UNIT

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NLCC PETTY OFFICER THIRD CLASS
PART III LESSON 9 QUESTIONS
SERVICE TO THE UNIT

1. The NLCC Promise and the Navy Core Values teach cadets to make a negative contribution to their unit, their schools, and their community.
 - a. true
 - b. false

2. As the Cadet progresses through the ranks of the NLCC, it is important that he has an opportunity to contribute to the success of the unit.
 - a. true
 - b. false

3. Service to the Unit can include:
 - a. Participate in unit weekend training
 - b. Stand quarterdeck watch
 - c. Help with unit fund raising activities
 - d. All of the Above

4. Senior cadets can organize and direct an activity?
 - a. true
 - b. false

5. Participate in unit recruiting activities is an example of service to unit?
 - a. true
 - b. false



**PART IV
NLCC PETTY OFFICER SECOND CLASS**

OBJECTIVE: PRACTICING LEADERSHIP SKILLS

- 1. Navy Traditions and Heroes – Spanish American War**
- 2. Navy Traditions and Heroes – World War I**
- 3. Navy Traditions and Heroes – World War II**
- 4. Petty Officer Military and Administrative Duties**
- 5. Navy and Coast Guard Small Craft**
- 6. Decks and Compartments**
- 7. Lookout Reports – Relative Bearings**
- 8. Aids to Navigation, Rules of the Road**
- 9. First Aid – Burns, Heat Stroke, Heat Exhaustion and Electrical Shock**

PART IV
NLCC PETTY OFFICER SECOND CLASS

**TITLE: NAVY TRADITIONS AND HEROES – THE SPANISH AMERICAN WAR –
 LESSON 1**

- OBJECTIVES:**
1. Cite the major events and technological advances of the Spanish – American War.
 2. Cite territories gained after the Spanish – American War.

- REFERENCES:**
- a) “The U.S. Navy – An illustrated History”
Nathan Miller, U.S. Naval Institute, 1977
 - b) NRCC “BASIC MILITARY REQUIREMENTS” NAVEDTRA 10054
Series
 - c) NRCC “MILITARY REQUIREMENTS FOR PETTY OFFICER THIRD
CLASS” NAVEDTRA 10044 Series
 - d) “Bluejackets’ Manual”

XX

INTRODUCTION

On 15 February 1898, “USS MAINE” settled into Havana harbor and the United States plunged headlong into its shortest and most successful war.

Though to this day no one is certain how the explosion aboard “MAINE” occurred, the newspapers exaggerated the event, blaming Spain, and agitated for war. Possession of the most modern fleet appealed to American patriotism, and America felt a need to flex its new muscle, so to speak. For the first time the U.S. Navy was more than ready for the enemy.

NAVAL ACTION

In only two naval battles, the United States completely eliminated the Spanish navy. Credit for success in those battles belongs not only to the officers and seamen, however, but to a little-known Assistant Secretary of the Navy, Theodore Roosevelt. Handicapped from birth by weak eyesight and chronically poor health, he established his own physical training program and traveled in the Far West (then still largely unsettled) to improve his strength. As a Navy Department official, he took keen interest in developing and improving the fleet, visiting ships at every opportunity for inspections and to observe naval maneuvers at sea. An aggressive leader, he thought nothing of jumping the chain of command to further one of his programs.

Theodore Roosevelt was an “imperialist”. He believed that the United States was destined to expand not only on the North American continent, but well into the Pacific Ocean. When war began he quickly dispatched the Asiatic Squadron to the Philippine Islands, then under Spanish rule, to prevent the Spaniards from sailing to the Caribbean where the government expected to fight most of the war.

MANILA

Two days after war was declared, Admiral George Dewey, hand-picked by Roosevelt, set course from Hong Kong toward Manila. Three days later his squadron slipped past the fortifications at the entrance to Manila Bay and as dawn broke encountered the antiquated and ill-trained Spanish squadron. At 0541, his flagship now in range, Dewey instructed the captain to “fire when ready” and for two hours the opposing fleets exchanged fire. When the smoke cleared at last, all Spanish ships were sunk or damaged enough to put them out of action. No American ships suffered any severe damage and few U.S. seamen were injured. With the Pacific Ocean cleared of all threats from Spain, the Navy could concentrate on the Caribbean.

SANTIAGO

In the Caribbean, the U.S. fleet searched continuously for the Spanish squadron that had sailed from Spain at the outbreak of the war. Rear Admiral Sampson, commanding the American squadron, searched in and around Havana and Puerto Rico, but to no avail. Suspecting that the Americans were awaiting him, the Spanish admiral had entered the Caribbean to the south, refueled his ships quickly, and departed for Santiago in southern Cuba. Commodore W.S. Schley, after a questionable delay, located the Spanish nearly a week later. Sampson then arrived on the scene to establish a blockade around the harbor entrance. After ten days he landed U.S. Marines ashore for a final drive. At the harbor entrance, LT R.P. Hobson attempted to block the main channel by sinking an older ship, but receiving heavy fire from shore batteries had to abandon the mission, as well as his ship, to be rescued by Spanish Admiral Cervera himself.

Joined by 16,000 Army troops, among them Lt Col Theodore Roosevelt who had left office to serve in the war, the Americans began an intense assault on surrounding towns in the drive to Santiago. On land the Spanish were tougher and more difficult to overcome. Coupled with yellow fever and malaria, American forces suffered heavy losses in the attack.

On 3 July 1898, Admiral Cervera began a desperate run for the open sea. Under orders from his government, he led his ships out of the harbor into the waiting American guns. Miraculously, in the confusion and smoke, all the Spanish ships got out unharmed and dashed westward, the Americans close behind. Within three hours our fleet overtook the escaping Spaniards and one by one sank them or caused them to run aground.

TERRITORIES

Slightly more than one month after Santiago, hostilities ended between Spain and the United States. Except for Puerto Rico, all Spanish possessions in the Caribbean became independent, ending the great Spanish Empire that began with Herman Cortez nearly four hundred years earlier.

By the end of the 19th century the United States was indeed a “world power”. From Russia we had purchased Alaska in 1867, some called it “Seward’s Folly” after the Secretary of State who made the purchase, extending our boundaries well toward the North Pole.

Just before the Spanish-American War, American businessmen and settlers in Hawaii organized a brief “revolution”, overthrew the monarchy, and requested annexation by the United States.

About the same time a near dispute with Germany resulted in U.S. acquisition of Samoa, an island kingdom more than 1000 miles to the south, as a coaling station for the fleet. The U.S. also claimed Wake, Midway and several other small Pacific Islands, many of them uninhabited.

At the close of the Spanish-American War, Spain ceded Puerto Rico, Guam and the Philippine Islands to the United States for twenty million dollars. For two years American troops struggled with a revolutionary group in the Philippines, ending with an agreement to grant independence to the islands within a specified time.

For the next forty years or so the new territories would affect U.S. policy and the Navy very little. Meanwhile, Japan had begun to modernize both its country and its forces and to look abroad for expansion.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 1
NAVY TRADITIONS AND HEROES – THE SPANISH – AMERICAN WAR

1. Discuss other heroes of the time. Let each cadet choose a hero to talk about at the next drill.
2. National Geographic is a good source – go to local library
3. Role play great leaders, for example, Theodore Roosevelt.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 1 QUESTIONS
NAVY TRADITIONS AND HEROES – THE SPANISH – AMERICAN WAR

1. During the Spanish-American War, our Navy fought _____ major seabattle(s).
 - a. two
 - b. one
 - c. three
 - d. five
2. A revolution in _____, organized by Americans, resulted in U.S. annexation of this monarchy.
 - a. The Philippines
 - b. Guam
 - c. Puerto Rico
 - d. Hawaii
3. For the United States, the Spanish-American War began with the sinking of _____ in Havana harbor.
 - a. "SS LUSITANIA"
 - b. "USS CASSIN"
 - c. "USS TEXAS"
 - d. "USS MAINE"
4. One government official who took a keen interest in naval development was _____.
 - a. Abraham Lincoln
 - b. Theodore Roosevelt
 - c. Benjamin Harrison
 - d. George A. Custer
5. After the Spanish-American War the United States acquired the Philippines, Guam and _____.
 - a. Hawaii
 - b. Samoa
 - c. California
 - d. Puerto Rico
6. Spanish naval forces in the Pacific were defeated at Manila Bay by _____.
 - a. Admiral William Sampson
 - b. Commodore W.W. Schley
 - c. Admiral George Dewey
 - d. Lieutenant R. P. Hobson
7. The acquisition of overseas territories had a great effect on U.S. policy at the turn of the century.
 - a. true
 - b. false

**PART IV
NLCC PETTY OFFICER SECOND CLASS**

TITLE: NAVY TRADITIONS AND HEROES–WORLD WAR 1–LESSON 2

OBJECTIVE: 1. Cite the major events and technological advances during World War 1.

REFERENCES:

- a) “The U.S. Navy – An illustrated History”
Nathan Miller, U.S. Naval Institute, 1977
- b) NRCC “BASIC MILITARY REQUIREMENTS”
NAVEDTRA 10054 Series
- c) NRCC “MILITARY REQUIREMENTS FOR PETTY OFFICER THIRD CLASS” NAVEDTRA 1004 Series
- d) “Bluejackets’ Manual”

XX

INTRODUCTION

To set the matter straight, World War I did not involve every country in the world, nor did this “war to end all wars” really solve any of the major problems, for the era. For the most part, troops and seamen from the vast British and French empires, Germany and Austria, Russia, and other European countries, as well as from the United States, fought. Most of the action took place in Europe and the North Atlantic.

When war broke out in 1914, President Woodrow Wilson proclaimed a policy of neutrality. In reality, America favored the Allies (Britain and France), and distrusted Germany, but officially took no side.

SUBMARINES

In early 1915, Germany began extensive submarine warfare against the Allies. The general purpose was to prevent supplies from reaching them. At that time submarine commanders were to surface, warn supply ships that they were about to be sunk, help crew members and passengers abandon ship, and then torpedo the vessel. That policy was discarded before long.

On 7 May 1915, a German torpedo ripped the “SSLUSITANIA” apart, sinking her within twenty minutes and taking the lives of more than one hundred American passengers. Although there had, in fact, been adequate warning that the ship was likely to be attacked, it had been ignored.

President Wilson, though a pacifist, now requested a large military buildup, including more than 130 naval vessels of all major types. Coupled with the move toward preparedness, he established the office of Chief of Naval Operations to provide better fleet organization and control.

For a while, Germany discontinued unrestricted submarine warfare, but in 1917, resumed it. No longer were submarine attack warnings given and Germany included as targets all neutral merchant ships

within a declared war zone around the British Isles. Several American merchants were lost and President Wilson declared war on 6 April 1917.

ANTISUBMARINE OPERATIONS

The U.S. Navy had two primary missions: antisubmarine warfare and troop transport. Technically under the command of the British Admiralty for the first duty, Admiral William S. Sims convinced the allies that the best submarine defense lay in convoy operations rather than direct search and destroy missions. With but three weeks supply of food and vital supplies on hand, the reluctant British followed Sims' urging. To assist, they implemented a new device, the hydrophone, to detect submarine noises under water. Though the submarine menace was never eliminated completely, the Allies had it well under control within a few months of beginning the convoy operations.

COMBINED FLEET OPERATIONS

By late 1917, five older battleships had joined forces with the British. To work as allied forces in the strictest sense, Rear Admiral Hugh Rodman worked closely with the British to learn and develop tactics. This in itself was a significant administrative accomplishment, for seldom had two or more nations succeeded in overcoming mutual distrust and jealousy to achieve a common goal.

MINE WARFARE

In an effort to prevent German submarines from reaching the open sea, President Wilson suggested that the Allies might lay a barrage of mines in the North Sea. Britain had considered a similar plan previously, but lacked the necessary equipment. Moreover, for the type of mines available, the North Sea was simply too large. In early 1918, the United States experimented with a new type of mine, one that did not require that a ship actually strike it, and began laying them. The task was still incomplete when the war ended, but the mine barrier helped to demoralize the Germans and may even have claimed six submarines.

AVIATION

Still in its infancy, naval aviation contributed to Allied successes during the war. U.S. Navy pilots flew missions against German and Austrian targets from bases in England, France and Italy. At sea, Navy pilots assisted the convoys in antisubmarine search and detection missions; during the final months, no ships were lost from convoys that had air protection.

“WOZZLEFINCH”

Perhaps the strangest Navy action of World War I involved the “Wozzlefinch”. These were really 14 inch naval guns mounted on railway cars, which were carried everywhere along the front lines. With ranges up to 24 miles, the guns knocked out numerous supply depots, rail yards and other important installations behind enemy lines. “Wozzlefinches” had the distinction of being the last guns fires, just before the Armistice was signed, 11 November 1918.

PEOPLE

To provide more seamen for shipboard duty, the Navy enlisted women for the first time in 1917. “Yeomanettes” were trained and assigned to administrative duties ashore. Altogether, more than 1100 women served during World War I.

On 11 October 1917, while the destroyer “USS CASSIN” patrolled near the coast of Ireland searching for German submarines, Gunners Mate Osmond K. Ingram suddenly noticed a German torpedo racing toward the ship. He rushed aft to release the ships depth charges in an effort to save “CASSIN”, sacrificing his life in order to save his shipmates.

The final year of the war, 1918, President Wilson put forth his “Fourteen Points” for peace. The League of Nations and a world court were formed to handle settlements peacefully. Sadly, many new disagreements came out of the “peace” and led the world into further conflict.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 2
NAVAL TRADITIONS AND HEROES – WORLD WAR I

1. Have cadets choose a hero to study further and report on.
2. Find a movie about WWI with the Navy featured in it.
3. Debate “Isolationist” or “Activist” conflict after researching points of disagreement.
4. Invite a veteran to drill as a guest speaker.
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 2 QUESTIONS
NAVY TRADITIONS AND HEROES – WORLD WAR I**

1. Of great concern to the United States in 1915 was Germany's unrestricted use of _____.
 - a. Submarines
 - b. Aircraft
 - c. Radio
 - d. "Wozzlefinches"
2. During World War I, the best defense against submarines was _____.
 - a. antisubmarine aircraft
 - b. convoy operations
 - c. mine warfare
 - d. helicopters
3. After the sinking of the _____ in 1915, President Wilson began a large military buildup.
 - a. "SS TITANIC"
 - b. "SS ANDREA DORIA"
 - c. "SS LUSITANIA"
 - d. "USS CASSIN"
4. To provide more seamen for shipboard duty, the Navy enlisted _____ for the first time in 1917.
 - a. Black Americans
 - b. Hispanic Americans
 - c. American Indians
 - d. Women
5. One of the Most significant achievements of World War I was the development and improvement of _____.
 - a. carrier aircraft
 - b. antisubmarine warfare
 - c. joint allied operations
 - d. mine warfare
6. Convoy operations proved ineffective against German submarines during World War I.
 - a. true
 - b. false
7. At the outbreak of World War I, President Wilson adopted a policy of _____.
 - a. foreign aide to Britain
 - b. unrestricted submarine warfare
 - c. strict neutrality
 - d. joint allied operations
8. Navy pilots flying from allied bases assisted convoys in _____.
 - a. antisubmarine search and detection
 - b. mine warfare
 - c. joint fleet operations
 - d. shore bombardment
9. Most of the action during World War I took place in _____.
 - a. Europe and the North Atlantic
 - b. Asia and the South Pacific
 - c. Arabia and the Middle East
 - d. Africa and the South Atlantic
10. "Wozzlefinches" were large naval guns mounted on _____.
 - a. submarines
 - b. aircraft
 - c. railway cars
 - d. dirigibles

invasion fleet and the air groups began their attacks. In this battle, the first in which opposing forces never saw each other, the United States lost “LEXINGTON” and two smaller ships; the Japanese lost one carrier and several other ships were placed out of action. However, the Japanese advance toward the south was stopped.

MIDWAY

A little more than one month later, U.S. forces were ready to counter the Japanese attack on Midway, several hundred miles Northwest of Hawaii. Having intercepted the Japanese naval codes, Admiral Nimitz knew of their plans for Midway and had time to marshal his fleet. As a diversion, the Japanese sent a small force to the Aleutian Islands but encountered an American force ready for them. They succeeded in taking two small islands that were really of little use to them.

While this action took place, Japan launched more than one hundred aircraft against Midway. There was considerable damage, but as the attacking aircraft returned, a scout located the American carriers. Japanese Admiral Nagumo decided to concentrate on the ships and ordered a change in the weapons load. While the planes were on deck, Americans attacked. Four Japanese carriers were lost that day. The price, however, was dear: Americans lost numerous aircraft and “USS YORKTOWN”. Japanese advances in the Pacific were halted.

GUADALCANAL

In August, 1942, the U.S. Marine forces landed on Guadalcanal, a little known island in the Solomons, and began a six month campaign. Among the first ashore were the Seabees, organized with men who had been in construction trades. Japan responded with both air and amphibious attacks. Some of the most famous surface actions of the war; Savo Island and Cape Esperance, took place during this invasion, ships fighting both day and night.

NORTH ATLANTIC

The greatest threat to Atlantic shipping was still the German “wolfpacks” of submarines. The Allies quickly re-established the convoy system, but shipping losses remained high due to a lack of protecting forces. Before long, new elements entered the antisubmarine forces with more accurate sonar, dirigibles and the escort carrier. During this action, Rear Admiral Daniel V. Gallery captured the German submarine, U-505, the first enemy vessel our seamen boarded since the War of 1812. By mid-1943 the submarine threat was well under control, though not completely eliminated.

MEDITERRANEAN

Amphibious warfare came of age in North Africa. In 1942 the Marines passed their first combat test of tactics that they had developed during the 1930’s, Casablanca, Algeria, and Tunisia, and by the summer of 1943, North Africa was secured.

In July, 1943, the Allies took the war to the European continent with landings in Sicily, Anzio and Salerno in Italy. By September Italy had surrendered and joined the Allies.

NORMANDY

June 6, 1944, saw the largest invasion armada ever assembled. More than 1000 ships from the United States, Great Britain, Canada and France launched a massive attack against the Germans at Normandy, on the Northwest coast of France. More than a quarter of a million troops were landed in waves coordinated with the Army and Air Forces of participating nations. The march toward Berlin had begun.

ISLAND HOPPING

Rapid advances in American industry, coupled with a people unified in war, helped to put the fast carrier strike forces in place by mid-1943. Heavy and light carriers, battleships, cruisers and destroyers, as well as faster aircraft moved from island to island in the numerous Pacific chains to drive the Japanese further back toward home. The strike forces were able to remain on station longer because of new supply ships developed during the 1930's and revolutionary replenishment-at-sea tactics.

Among the more famous naval personnel who participated in Pacific action were: John F. Kennedy; Lyndon B. Johnson; Richard M. Nixon; Gerald R., Ford, and George W. Bush. James E. Carter was still a Midshipman at the Naval Academy while Dwight D. Eisenhower and Ronald Reagan served in the Army.

SUBMARINES

America began World War II with few submarines equipped with poor quality torpedoes. "USS SEA LION" became the first submarine to sink a battleship in action near China, despite relative bad equipment. Many submarines were diverted to search and rescue missions, recovering downed pilots. Before long, however, new fleet type submarines went into action with greatly improved weapons, including radar. By the end of the war, U.S. submarines had sunk more than 4,000,000 tons of enemy shipping: 1150 merchant vessels and 276 warships. Mines that they planted accounted for nearly 1000 additional ships.

THE PHILIPPINES

As American forces landed on Leyte, one of thousands of islands in the Philippines, the Japanese initiated a counter attack. Dividing their forces into three groups, Northern, Central and Southern, they first attacked U.S. amphibious troops south of Leyte. As the attack group approached, six American battle ships met them in Surigao Strait, sinking two of their battleships and turning the invaders back.

That same day, Admiral William F. Halsey, lured away by a decoy force of carriers with no aircraft, met with a second battle force near Cape Engano off the northern tip of the Philippines.

The Central Force was met by the Americans near the San Bernardino Straits. There a small force of escort carriers and destroyers turned back the Japanese and the Philippines were secured.

IWO JIMA AND OKINAWA

In the final phase of the war, the United States first captured Iwo Jima, a small island southeast of Japan, as a stepping stone for an attack on the Japanese homeland. The landings went fairly smoothly, but the Marines required more than a month to secure the rest of the island.

Resistance at Okinawa was even tougher. More than three months passed before the island was taken. As a last resort, the Japanese countered the American forces with a final desperate weapon, the Kamakaze, untrained pilots on suicide missions to strike and sink American carriers. In all, 34 ships were sunk, 368 damaged and 5000 sailors lost or injured. With conquest of Okinawa, however, Japanese naval resistance ended.

On 2 September 1945, slightly less than four years after the war began, the Japanese signed surrender documents on board "USS MISSOURI". The ship flew the flag which had been on the White House staff on 7 December 1941.

**SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 3
NAVY TRADITIONS AND HEROES – WORLD WAR II**

1. Video – Victory at Sea.
2. Make a time line highlighting naval participation
3. Allow cadets to research and re-enact a battle
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 3 QUESTIONS
NAVY TRADITION AND HEROES – WORLD WAR II**

1. The first sea battle in which enemy forces did not see one another took place in the:
 - a. North Atlantic
 - b. Indian Ocean
 - c. Coral Sea
 - d. Caribbean Sea
2. The only battleship to get underway during the attack on Pearl Harbor was:
 - a. "USS ARIZONA"
 - b. "USS NEVADA"
 - c. "USS PENNSYLVANIA"
 - d. "USS UTAH"
3. During the last months of World War II, Japan's most effective weapon(s) was/were:
 - a. radar
 - b. nuclear bombs
 - c. Kamikaze pilots
 - d. Wozzlefinches
4. More than 1000 ships from allied nations conducted amphibious landings at _____ on 6 June 1944.
 - a. Sicily
 - b. Normandy
 - c. North Africa
 - d. Guadalcanal
5. The Battle of _____ halted Japanese advances in the Pacific.
 - a. Midway
 - b. Guadalcanal
 - c. Salerno
 - d. Okinawa
6. In the early part of World War II, the "ABDA" forces fought the Japanese in the:
 - a. Java Sea
 - b. Coral Sea
 - c. Philippine Sea
 - d. South China Sea
7. In 1942 the U.S. Marines tested their amphibious assault tactics in:
 - a. North Africa
 - b. Italy
 - c. France
 - d. Okinawa

Administrative duties are assignments as assistant to one of the unit officers. The assignments are normally based on the petty officer's interests, but in some cases the CO may need a petty officer to assist in a special area. You may perform any of the following duties:

- Admin Assistant: Assist the Admin Officer with typing and filing
- Personnel Assistant: Assist the Personnel Officer to maintain service records. Cadets assigned to this duty must be very reliable and treat each record as confidential information
- Public Affairs Assistant: Assist the Public Affairs Officer with news material and photos. This assistant should be a good writer.
- Recruiting Assistant: Assist the Recruiting Officer in giving presentations and processing new cadets.
- Medical Assistant: Assist the Medical Officer to schedule enrollment physical exams and maintain medical records. This is also confidential information.
- Training Assistant: Assist the Training Officer with lessons and training materials; may instruct classes or make service record entries with CO approval.
- Supply Assistant: Assist the Supply Officer with storage and issue of uniforms and equipment.

SERVICE RECORDS

The service record provides a complete and accurate account of cadet performance and accomplishments. Regulations require that everyone has a service record and that it be verified each year. Service records consist of:

Jacket: The hard cover which contains the cadet's, ID number and name and location of the unit. "U.S. NAVAL SEA CADETS" is stamped in red on the front and back covers.

Right side (top to bottom):

- (1) Copy of Cadets ID Card front and back
- (2) Record of Cadet Advancement (NSCADM 009) (Fig. IV-3-1) If cadet becomes a sea cadet use the reverse side of the form. This will be a record of ALL advancements in the program.
- (3) Record of Awards (NSCADM 010) Fig. IV-3-6) This is a record of ALL Awards received
- (4) Cadet Application (NSCADM 001) (Fig. IV-3-2) this is a two-sided form there are release forms on the back. This is a record of all enrollment information and Parents agreement to make no claims against the NLCC or NLCC. They also permit treatment of the cadet in Military medical facilities and permit Sea Cadets to ride as passengers in military aircraft.
- (5) Report of Medical History (NSCADM 020) (Fig. IV-3-3) It contains a complete history of the Cadet's medical condition, problems and other information. Parents assist to complete this form and sign it, as required. This form is updated on new sheets each year and when cadets request summer training.

- (6) Report of Medical Exam (NSCADM 021) (Fig. IV-3-4) Record of Medical examination that contains the results of the physical exam for enrollment in the NLCC. Parts may be a school physical. If the form is different attach it to the Exam Form.

Left Side (Top to bottom)

- (1) Administrative Remarks (NSCADM 008) (Fig IV-3-5)
- (2) Record of Awards (NASADM 010) (Fig IV-3-6)

Always see the NSCC Administration Manual for the latest information on the Service Jacket and how the forms are to be filed.

NOTE: for the latest Version of all Forms always check the Resource Page on the Web:

[HTTP://resources.seacadets.org](http://resources.seacadets.org)

DO NOT COPY THESE FORMS:

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS	NLCC RECORD OF ADVANCEMENT	
1. PERSONAL INFORMATION		
1a. Cadet Name (Last, First, MI)		1b. Social Security Number
1c. Unit Name & Location		1d. Date of Enrollment (DD MMM YY)
2. NLCC LC-2		
2a. Completed Practical Requirements	Course PART I – NLCC SYLLABUS	Date (DD MMM YY)
2b. Completed Advancement Examination	Grade	Date (DD MMM YY)
2c. Advanced to NLCC Apprentice Cadet (LC-2)	Commanding Officer's Signature	Date (DD MMM YY)
3. NLCC LC-3		
3a. Completed Practical Requirements	Course PART II – NLCC SYLLABUS	Date (DD MMM YY)
3b. Completed Advancement Examination	Grade	Date (DD MMM YY)
3c. Advanced to NLCC Able Cadet (LC-3)	Commanding Officer's Signature	Date (DD MMM YY)
4. NLCC LC-4		
4a. Completed Practical Requirements	Course PART III – NLCC SYLLABUS	Date (DD MMM YY)
4b. Completed Advancement Examination	Grade	Date (DD MMM YY)
4c. Advanced to NLCC Petty Officer Third Class (LC-4)	Commanding Officer's Signature	Date (DD MMM YY)
5. NLCC LC-5		
5a. Completed Practical Requirements	Course PART IV – NLCC SYLLABUS	Date (DD MMM YY)
5b. Completed Advancement Examination	Grade	Date (DD MMM YY)
5c. Advanced to NLCC Petty Officer Second Class (LC-5)	Commanding Officer's Signature	Date (DD MMM YY)
6. NLCC LC-6		
6a. Completed Practical Requirements	Course PART V – NLCC SYLLABUS	Date (DD MMM YY)
6b. Completed Advancement Examination	Grade	Date (DD MMM YY)
6c. Advanced to NLCC Petty Officer Second Class (LC-5)	Commanding Officer's Signature	Date (DD MMM YY)
7. NLCC SHIP LEADING PETTY OFFICER		
7a. Appointed Ship's Leading Petty Officer (SLPO)	Commanding Officer's Signature	Date (DD MMM YY)
8. TRAINING (Not required for advancement in the NLCC)		
8a. Recruit Orientation	Location	Date (DD MMM YY)
8b. Advanced Orientation	Location	Date (DD MMM YY)
8c. Advanced Orientation	Location	Date (DD MMM YY)
9. Transferred to NSCC Unit		
9a. NSCC Unit Name	Commanding Officer's Signature	Date (DD MMM YY)
INSTRUCTIONS		
1. When Navy Leagues Cadets transfer to the NSCC, verify the NLCC portion of this record and transfer it with the Cadet to the receiving unit.		
2. The NSCC/NLCC Advancement and Training Manual, Chapter THREE, outlines instructions and procedures for effecting Cadet Advancements.		
3. Unit Commanding Officers may effect all NLCC Cadet advancements through Ship's Leading Petty Officer (SLPO).		

NSCADM 009 (Rev 08/03), Reverse

PREVIOUS EDITION IS OBSOLETE

Formerly NSC-19A

Fig. IV-3-1

(not shown, but reverse is for NSCC Advancement)

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS	<h2 style="margin: 0;">CADET APPLICATION</h2>	FOR OFFICIAL USE ONLY		
INSTRUCTIONS: PLEASE PRINT OR TYPE ONLY FILL IN ALL BLOCKS THAT APPLY, THOSE THAT DO NOT, ENTER "NOT APPLICABLE" OR N/A				
1. APPLICANT INFORMATION				
1a. Last Name	1b. First Name	1c. Middle Name		
1e. Home Address		1f. City		
1g. State	1h. Zip Code + 4			
1i. Social Security Number	1j. Date of Birth (DD MMM YY)	1k. Home Phone		
1l. E-Mail Address				
1m. Full-Time Student? <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes grade)	1n. School Name & City	1o. GPA		
1p. Has the applicant ever been arrested? (use an additional sheet if necessary) <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes please explain)				
1r. Citizenship <input type="checkbox"/> U.S. Citizen (NSCC Regulations Chapter 5th Paragraph 05101, U.S. Citizenship Required)		1s. Referred/Recruited by		
2. APPLICANT AGREEMENT AND CONFIRMATION				
I agree to be governed by the regulations for administration of the NSCC/NLCC and to obey all lawful orders, to attend drills regularly and to take proper care of any uniforms or equipment entrusted to me. I also commit to being drug, alcohol, and gang free while I am a member of the NSCC/NLCC.				
2a. Applicant Signature		2b. Date (DD MMM YY)		
3. PRIMARY PARENT/LEGAL GUARDIAN INFORMATION (only to be filled in case of an emergency)				
3a. Name	3b. Relationship <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other			
3c. Address	3d. City	3e. State		
3f. Zip Code + 4				
3g. Day Phone	3h. Evening Phone	3i. E-Mail Address		
4. SECONDARY PARENT/LEGAL GUARDIAN/EMERGENCY CONTACT INFORMATION				
4a. Name	4b. Relationship <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian <input type="checkbox"/> Other			
4c. Address	4d. City	4e. State		
4f. Zip Code + 4				
4g. Day Phone	4h. Evening Phone	4i. E-Mail Address		
UNIT USE - DO NOT WRITE BELOW THIS LINE				
ENROLLMENT	DATE	DISENROLLMENT	DATE	Unit Name & Location
Cadet Application (NSCADM 001)		ID Card Returned		
Medical History (NSCADM 000)		Uniforms Returned		
Medical Exam (NSCADM 021)		NRTC's Returned		
Enrollment Fees Collected		Deposit Returned		
Uniforms Fees Collected		NSCADM 008 to NHQ		
Uniforms Issued		Reason for Disenrollment		
Enrollments (NSCADM 007) to NHQ				

NSCADM 001 (Rev 08/03)

PREVIOUS EDITIONS ARE OBSOLETE

Fig. IV-3-2 (front side)

CADET APPLICATION		
5 PARENT/LEGAL GUARDIAN AGREEMENT & CONFIRMATION		
<p>I hereby consent to my child/ward enrolling in the Naval Sea Cadet Corps (NSCC)/Navy League Cadet Corps (NLCC). I understand that the NSCC/NLCC is organized along military lines and that NSCC/NLCC regulations govern my child's/ward's membership and that violation of regulations may result in my child's/ward's discharge from the NSCC/NLCC. I will ensure that my child/ward abides by all regulations and lawful orders from superior officers and cadets. I certify that, to the best of my knowledge, he/she is physically and mentally fit to take part in vigorous activities and is not suffering from any communicable disease. I further agree to be responsible for the value of any uniforms and/or equipment loaned him/her, reasonable wear and tear expected. I understand that such uniforms or equipment shall remain the property of the Naval Sea Cadet Corps while on loan, and I agree to return them when my child/ward ceases to serve as a cadet, or at any other time upon request of a Naval Sea Cadet officer or other authorized agent. I have been briefed on the NSCC medical insurance plan. I am aware this is an accident/illness/excess policy and that the limit of the policy is a total of \$25,000 for all accidental benefits/\$5,000 for illness with no deductible. I understand that my personal medical insurance is the primary policy, but in the event that I do not have insurance and/or the NSCC policy limits are exhausted, I understand that I am responsible for all medical payment above \$25,000 for accidents/\$5,000 for illnesses. I also understand that payment of enrollment fees will be required ANNUALLY, and payment of uniform fees may be required upon enrollment. I agree to be bound by all NSCC regulations, policies, and amendments thereof that govern my child's/ward's membership and conduct. I further waive any right to challenge in any way any determination made by the NSCC/NLCC regarding my child's/ward's continuance of membership in the NSCC/NLCC should he/she violate said regulations.</p>		
6a. Signature of Parent/Legal Guardian	6b. Date (DD MM/YY)	6c. Signature of Witness (Unit CO or other designated officer)
6 STANDARD RELEASE		
<p>I being the parent/legal guardian of a member of the U.S. Naval Sea Cadet Corps (NSCC)/U.S. Navy League Cadet Corps (NLCC), in consideration of his/her acceptance and continuance of membership in the NSCC/NLCC, I hereby release from any and all claims, demands, actions, or causes of action due to death, injury or illness the following: (1) the government of the United States of America and all its departments and agencies, (2) any jurisdiction (state, county, city, town, district or other political subdivision) where official NSCC/NLCC activities take place, (3) the Navy League of the United States, (4) any organization or association, public or private, that sponsors NSCC/NLCC activities, (5) the NSCC/NLCC, (6) all officers, representatives, and agents acting officially or otherwise of the previously mentioned jurisdictions, organizations, and associations.</p> <p>I hereby acknowledge that I have received and reviewed the Nationwide Life Insurance Company Specified Hazard Group Insurance Certificate for the United States Naval Sea Cadet Corps (NSCC) (Policy 502 05 21736).</p> <p>I consent to the examination of my son/daughter/ward by the medical facilities of the Department of Defense (DOD), U.S. Coast Guard (USCG), National Oceanographic and Atmospheric Administration (NOAA), U.S. Public Health Service (USPHS) or civilian physicians/medical facilities to determine physical qualification for acceptance or continued participation in the NSCC/NLCC. I further authorize, as may be required, treatment in said facilities in the event of any illness or accident arising aboard DOD, USCG, or NOAA facilities or vessels, or during other authorized NSCC/NLCC activities. This consent includes any medical, anesthetic, or surgical treatment or hospital services rendered under the general and/or special instructions of the attending physician or other physicians assigned his/her care. This consent does not include major surgery unless, in the medical opinion of two physicians, it is reasonably necessary to save life, or where second opinions are similarly impracticable the concurring opinions of other physicians may be excused.</p> <p>I also grant permission for my son/daughter/ward to be transported as a passenger in military aircraft, vessels and vehicles.</p> <p>I consent to the taking of any records of my son/daughter/ward through photographic, cinematic, and digital media, and to the reproduction and/or publication of same by any photographic facility of the NSCC/NLCC, DOD, USCG, NOAA, NLSU, sponsoring organizations, media/press, and the subordinate agencies/units/organizations of said organizations. I consent to the use of said records in connection with education programs or activities of the said organizations. I further assign to the said organizations all right and title to and interest in above described records for any further use of them that may be in the area of motion pictures, video tapes, publicity photos, publication via digital media such as the Internet, etc.</p> <p>This standard release shall remain in effect for the duration of my son/daughter's/ward's membership in the NSCC/NLCC. I also give my permission for facsimiles of this release to be made, and when presented by an authorized official of the NSCC/NLCC, DOD, USCG, NOAA shall be considered as valid as the original signed by me.</p>		
6a. Cadet Full Name		6b. Social Security Number
6c. Parent/Guardian Name (Print or Type)	6d. Parent/Guardian Signature	6e. Date (DD MM/YY)
6f. Name of Witness (Unit CO or other Designated Officer - Print or Type)	6g. Signature of Witness (Unit CO or Designated Officer)	6h. Date (DD MM/YY)

NSCADM 001 (Rev 08/03), Reverse

PREVIOUS EDITIONS ARE OBSOLETE

Fig IV 3-2 (rear)

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS		REPORT OF MEDICAL HISTORY		FOR OFFICIAL USE ONLY	
NOTICE					
The information requested below is required to provide the medical examiner an accurate history of illnesses and injuries that may affect the applicant's ability to perform the strenuous physical exercise and exposure to living and working environments that are a part of the NSCC/NLCC training program. Also this information will be provided to medical examiners in case of injury or illness while participating in NSCC/NLCC activities.					
THE INFORMATION YOU PROVIDE MUST BE ACCURATE AND COMPLETE. You are encouraged to consult your private physician regarding past illnesses. Proof of immunization for Polio, Measles, Mumps, Rubella and Diphtheria, Pertussis and Tetanus (DPT) plus Diphtheria and Tetanus (DT) booster must be provided.					
1. UNIT INFORMATION					
1a. Unit Name					1b. Region
2. PERSONNEL INFORMATION					
2a. Last Name		2b. First Name		2c. MI	2d. Social Security Number
2e. Age	2f. Date of Birth (DD/MMM/YY)	2g. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female	2h. Parent(s)/Guardian Name (adults only)		
2i. Home Address		2j. City		2k. State	2l. Zip Code + 4
2m. Home Phone		2n. Date of Physical Examination (DD/MMM/YY)		2o. Location of Physical Examination	
3. CURRENT MEDICATION (prescription and over the counter)			4. ALCOHOL (including insect bites/stings, medicine, and other substances)		
5. MEDICAL HISTORY (Mark each item "Y" or "N" or "D". Every item marked yes must be fully explained in Block 6.)					
HAVE YOU EVER HAD OR DO YOU NOW HAVE ANY OF THE FOLLOWING CONDITIONS		YES		NO	
5a. High blood pressure		<input type="checkbox"/>		<input type="checkbox"/>	
5b. Lived with someone with Tuberculosis		<input type="checkbox"/>		<input type="checkbox"/>	
5c. Asthma or breathing problems related to allergies, pollen, etc.		<input type="checkbox"/>		<input type="checkbox"/>	
5d. Been prescribed or used an inhaler		<input type="checkbox"/>		<input type="checkbox"/>	
5e. Loss of vision in either eye		<input type="checkbox"/>		<input type="checkbox"/>	
5f. Loss of hearing or wear a hearing aid		<input type="checkbox"/>		<input type="checkbox"/>	
5g. Impaired use of arms, legs, hands, feet		<input type="checkbox"/>		<input type="checkbox"/>	
5h. Knee problems		<input type="checkbox"/>		<input type="checkbox"/>	
5i. Broken bone(s) (cracked or fractured)		<input type="checkbox"/>		<input type="checkbox"/>	
5j. Diabetes		<input type="checkbox"/>		<input type="checkbox"/>	
5k. Anemia (including sickle cell)		<input type="checkbox"/>		<input type="checkbox"/>	
5l. Dizziness or fainting spells (including after exercise)		<input type="checkbox"/>		<input type="checkbox"/>	
5m. Frequent or severe headaches		<input type="checkbox"/>		<input type="checkbox"/>	
				5n. Head injury, dizziness, loss, or amnesia	
				5o. Seizures, convulsions, epilepsy or fits	
				5p. Car, train, sea, or/so on sickness	
				5q. A period of unconsciousness	
				5r. Heart trouble or murmur	
				5s. Received counseling for emotional or behavior disorder	
				5t. Learning disorder (dyslexia, dyscalculia)	
				5u. Sleepwalking	
				5v. Bowelting	
				5w. Been hospitalized (if yes, why, when, where)	
				5x. Any illness or injury not mentioned above (if yes, explain)	
				5y. Advised to avoid certain physical activities (if yes, explain)	
				5z. FEMALES ONLY. At what age do you begin menstrual cycle	
6. EXPLANATION OF "YES" ANSWER(S) (Describe answers, give dates, if applicable, name of doctor(s) and/or hospital, treatment given and current medical status)					

NSCADM 020 (REV 08/03)

PREVIOUS EDITIONS ARE OBSOLETE

Formerly NSC-5A

Fig. IV-3-3 (front)

REPORT OF MEDICAL HISTORY						
7. IMMUNIZATION RECORDS (indicate date of last immunization and attach proof of immunization)						
7a. Measles	7b. Rubella	7c. DPT/D1	7d. Mumps	7e. Polio	7f. Tetanus	7g. Other
8. REMARKS (please include any other medical history that you or your physician deems important)						
9. ENDORSEMENT						
*I certify that to the best of my knowledge that the information provided is true and accurate and that I have disclosed all pertinent medical history.						
9a. Parent/Guardian (for cadets) or Member Name (Type of Print)				9b. Signature		9c. Date (DD MM YY)

NSCADM 020 (REV 08/02), Reverse

PREVIOUS EDITIONS ARE OBSOLETE

Formerly NSC-5A

Fig IV-3-3 rear

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS		REPORT OF MEDICAL EXAM			FOR OFFICIAL USE ONLY	
INSTRUCTIONS						
Acceptance criteria for applicants (the Naval Sea Cadet Corps/Navy League Cadet Corps (NSCC/NLCC)) are listed on the reverse side. The standard for acceptance into the NSCC/NLCC is the ability to FULLY participate in training activities. This includes strenuous physical exercise and activities such as orientation in fighting shipboard fires in often hot and humid environments. Defects that are cause for rejection of an applicant for actual enlistment into the naval service should be identified. If the standards for enlistment are not available, the examiner should list any condition(s) that could interfere with full, unrestricted, participation in the NSCC/NLCC. Conditions that will or are likely to require treatment particularly unresolved injuries and recurrent illness must be listed. The history of immunization should be verified to the satisfaction of the medical examiner. A licensed general practitioner must complete this examination.						
1. UNIT INFORMATION						
1a. Unit Name					1b. Region	
2. PERSONNEL INFORMATION						
2a. Last Name		2b. First Name		2c. M	2d. Social Security Number	
2e. Age	2f. Date of Birth (DD MMM YY)	2g. Sex <input type="checkbox"/> Male <input type="checkbox"/> Female		2h. Parent/Guardian Name (cadets only)		
2i. Home Address		2j. City		2k. State	2l. Zip Code + 4	
2m. Home Phone		2n. Date of Physical Examination (DD MMM YY)		2o. Location of Physical Examination		
3. CLINICAL EVALUATION						
		Normal	Abnormal	NOTE: (Describe only abnormal findings. Do not list normal findings unless they are relevant)		
3a. Head, Face, Neck, and Scalp	<input type="checkbox"/>	<input type="checkbox"/>				
3b. Nose	<input type="checkbox"/>	<input type="checkbox"/>				
3c. Ears	<input type="checkbox"/>	<input type="checkbox"/>				
3d. Ears (General, External and External Canals)	<input type="checkbox"/>	<input type="checkbox"/>				
3e. Ears (Middle)	<input type="checkbox"/>	<input type="checkbox"/>				
3f. Eyes (General)	<input type="checkbox"/>	<input type="checkbox"/>				
3g. Ophthalmoscope	<input type="checkbox"/>	<input type="checkbox"/>				
3h. Pupils (Equality and Reaction)	<input type="checkbox"/>	<input type="checkbox"/>				
3i. Heart (Thrust, Size, Rhythm, and Sounds)	<input type="checkbox"/>	<input type="checkbox"/>				
3j. Lungs and Chest	<input type="checkbox"/>	<input type="checkbox"/>				
3k. Abdomen and Viscera (technique permit)	<input type="checkbox"/>	<input type="checkbox"/>				
3l. External Genitalia (summary)	<input type="checkbox"/>	<input type="checkbox"/>				
3m. Upper Extremities	<input type="checkbox"/>	<input type="checkbox"/>				
3n. Lower Extremities	<input type="checkbox"/>	<input type="checkbox"/>				
3o. Feet	<input type="checkbox"/>	<input type="checkbox"/>				
3p. Spine and other Musculoskeletal	<input type="checkbox"/>	<input type="checkbox"/>				
5. LABORATORY FINDINGS (only required for those with a history of urinary tract infections or urinary stones; ACA if tests were not administered)						
5a. Urinalysis			5b. Urine			
(1) Albumin		(2) Sugar	(1) Hemoglobin	(2) Hematocrit		
6. MEASUREMENTS AND OTHER FINDINGS						
6a. Height inches	6b. Weight lbs	6c. Obese <input type="checkbox"/> Yes <input type="checkbox"/> No		6d. Pulse	6e. Blood Pressure (1) Systolic (2) Diastolic	
6f. Audiogram (if available)				6g. Wears Glasses <input type="checkbox"/> Yes <input type="checkbox"/> No	6h. Wears Contactes <input type="checkbox"/> Yes <input type="checkbox"/> No	6i. Uncorrected Vision (1) Left: 20' (2) Right: 20'
Hz	500	1000	2000	3000	4000	6000
Right						
Left						
6j. Color Vision						
6l. Other findings (if more room is needed, continue on reverse)						

NSCADM 021 (REV 08/03)

PREVIOUS EDITIONS ARE OBSOLETE

Formerly NSC-5B

Fig. IV-3-4 (front)

REPORT OF MEDICAL EXAM		
7. NOTES, REMARKS, AND OTHER FINDINGS (Use additional sheets of paper if needed)		
ACCEPTANCE CRITERIA FOR APPLICANTS TO THE NAVAL SEA CADET CORPS		
<p>A. Acceptance is based upon ability to participate in strenuous physical activity and the absence of contagious disease, illness, or history that will or is likely to require medical care or restriction of participation during training exercises, particularly the two-week summer training programs or other extended training.</p> <p>B. Routine immunizations are required, specifically those listed on the Report of Medical History form (NSCADM 020).</p> <p>C. Special attention should be given to orthopedic and cardiovascular conditions or complaints.</p> <p>D. DISQUALIFYING CONDITIONS INCLUDE: Symptomatic or recurrent orthopedic complaints, allergies or hypersensitivity to foods, medication, or insect bites/stings; history of asthma, seizures or convulsions, head injuries requiring hospitalization, loss of consciousness, diabetes requiring dietary restrictions or medications, and history of chronic motion sickness, sleepwalking, or bedwetting since age 6.</p> <p>E. There is no specific limit for vision. However, applicants who wear glasses or contact lenses but cannot participate in activities that require the removal of glasses (or contacts) should be reviewed on a case-by-case basis.</p> <p>F. There is no provision for waivers of the acceptance criteria for participating in the cadet program. Examining physicians may submit appropriate statements for consideration of acceptance when the physician is of the opinion that the applicant will not encounter any restriction of participation in the program and that the condition in question does not present an unacceptable risk for aggravation or worsening as the result of participation in the activities of the program.</p> <p>G. Adult applicants must be in good health commensurate with their age group and be free from any ailment or condition that would prevent them from satisfactorily performing their primary duty of supervising youth.</p> <p>H. FINAL AUTHORITY FOR ACCEPTANCE OF APPLICANTS RESTS WITH THE EXECUTIVE DIRECTOR, NSCC.</p>		
B. ENDORSEMENT		
It is my professional medical opinion in accordance with the above criteria that the examinee is: <input type="checkbox"/> Qualified to participate in the Naval Sea Cadet Corps <input type="checkbox"/> NOT qualified for reasons stated above in Block 7 (notes)		
8a. Name of Physician (Type or Print) or Physician's Stamp	8b. Signature	8c. Date (DD-MMM-YY)

NSCADM 021 (REV 06/03), Reverse

PREVIOUS EDITIONS ARE OBSOLETE

Formerly NSC 5B

Fig. IV-3-4 (rear)

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS	ADMINISTRATIVE REMARKS		
1a. Name		1b. Social Security Number	
1c. Unit		1d. Date of Enrollment (DD MMM YY)	
			Page

Fig. IV-3-5

U.S. NAVAL SEA CADET CORPS U.S. NAVY LEAGUE CADET CORPS		RECORD OF AWARDS			
1a. Name (Last, First MI)				1b. Social Security Number	
1c. Unit				1d. Date of Enrollment	
INSTRUCTIONS: PLACE THE DATE OF FIRST AWARD IN THE SPACE PROVIDED, SUBSEQUENT AWARDS, WHEN AUTHORIZED, ARE LISTED ON THE REVERSE SIDE OF THE FORM. USE ADDITIONAL COPIES OF THE BACK SIDE OF THIS FORM AS NEEDED TO RECORD ADDITIONAL AWARDS.					
2. RIBBON AWARDS					
2a. Ribbon Name	2b. Date Awarded	2c. Initials	2a. Ribbon Name	2b. Date Awarded	2c. Initials
(1) Chairman's Medal/Ribbon			(19) Unit Commendation Ribbon		
(2) NSCC/NLCC Honor Ribbon			(20) Physical Fitness Ribbon		
(3) NSCC Distinguished Service Ribbon			(21) NSCC Staff Cadet Ribbon		
(4) NLCC Distinguished Service Ribbon			(22) Color Guard Ribbon (See Sec. 6)		
(5) NSCC Meritorious Recognition Ribbon			(23) NSCC/NLCC Service Ribbon		
(6) NSCC Commendation Ribbon			(24) NLCC Merit Ribbon		
(7) NSCC Escort Officer Ribbon			(25) Marksman Ribbon		
(8) NSCC Citation Ribbon			(26) INR/OpSail Ribbon		
(9) NLUS Youth Medal/Ribbon			(27) NSCC 25th Anniversary Ribbon		
(10) DAR/ROTC Medal/Ribbon			(28) 25th Year Commissioned Ribbon		
(11) SAR Bronze Good Citizenship Medal			(29) USCG Bicentennial Unit Commendation		
(12) VFW Award Medal/Ribbon			(30) NSCC Fifth Year Service Ribbon		
(13) Community Service Ribbon (See Sec. 5)			(31) NSCC Fourth Year Service Ribbon		
(14) NSCC International Exchange Ribbon			(32) NSCC Third Year Service Ribbon		
(15) Academic Achievement Ribbon			(33) NSCC Second Year Service Ribbon		
(16) Drug Reduction Service Ribbon			(34) NSCC First Year Service Ribbon		
(17) ONR Science Achievement Ribbon			(35) NLCC Year Ribbon		
(18) Recruiting Incentive Ribbon			(36)		
3. APPURTENANCES (Worn on the appropriate Year Ribbon or other ribbon as designated in the NSCC/NLCC Awards Manual, Chapter 4, Section X)					
3a. Appurtenance Name	3b. Date Awarded	3c. Initials	3a. Appurtenance Name	3b. Date Awarded	3c. Initials
(1) Aircraft			(13) Maple Leaf – Silver/East		
(2) Anchor			(14) Marksmanship (Pistol) "E"		
(3) Boot – Bronze			(15) Marksmanship (Pistol) "S"		
(4) Boot – Gold			(16) Marksmanship (Rifle) "E"		
(5) Caduceus			(17) Marksmanship (Rifle) "S"		
(6) Compass Rose			(18) Master-At-Arms Shield		
(7) DEA Shield			(19) Propeller		
(8) Gold Frame			(20) Recruiting Duty "R"		
(9) Hammer			(21) Submarine		
(10) Leadership Torch			(22) Trident		
(11) Lyre			(23) Unit Efficiency "E"		
(12) Maple Leaf – Gold/West			(24) USCG Shield		

NSCADM 010 (01/06)

Fig. IV-3-6 front

RECORD OF AWARDS					
3. APPURTENANCES (Continued)					
3a. Appurtenance Name	3b. Date Awarded	3c. Initials	3a. Appurtenance Name	3b. Date Awarded	3c. Initials
(25) NLCC Second Year "2"			(27) NLCC Fourth Year "4"		
(26) NLCC Third Year "3"			(28)		
4. BADGES/BREAST INSIGNIA					
4a. Insignia Name	4b. Date Awarded	4c. Initials	4a. Insignia Name	4b. Date Awarded	4c. Initials
(1) NSCC Unit Command Badge			(6) NSCC NSW Device		
(2) NSCC Regional Directors Badge			(7) NSCC EOD Device		
(3) NSCC Master-At-Arms Badge			(8) NSCC SWCC Device		
(4) NSCC Gold Wings			(9) NSCC JSOC Badge		
(5) NSCC Silver Wings			(10) Other:		
5. COMMUNITY SERVICE (Must document 40 hours to receive award.)					
5a. Service Performed and Location			5b. Hours Completed	5c. Date(s)	5d. Initials
(1)					
(2)					
(3)					
(4)					
(5)					
6. COLOR GUARD SERVICE					
6a. Event Description	6b. Date	6c. Initials	6a. Event Description	6b. Date	6c. Initials
(1)			(6)		
(2)			(7)		
(3)			(8)		
(4)			(9)		
(5)			(10)		
7. SUBSEQUENT AWARDS (Designate subsequent awards on existing ribbons with 3/16" bronze and/or silver stars)					
7a. Award Name	7b. Date Awarded	7c. Initials	7a. Award Name	7b. Date Awarded	7c. Initials
(1)			(13)		
(2)			(14)		
(3)			(15)		
(4)			(16)		
(5)			(17)		
(6)			(18)		
(7)			(19)		
(8)			(20)		
(9)			(21)		
(10)			(22)		
(11)			(23)		
(12)			(24)		

NSCADM 010 (01/06), Reverse

Fig. IV-3-6 rear

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 4
PETTY OFFICER MILITARY AND ADMINISTRATIVE DUTIES

1. Have cadets use their NLCC record to review such things as awards received, promotions and training completed, also make sure all forms are in the correct place in the record.
2. Have cadets spend several meetings “shadowing” specific department heads, learning about the work the department does.
3. Assign individual cadets on a rotating basis to assist in the various departments for a specific period of time.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 4 QUESTIONS
PETTY OFFICER MILITARY AND ADMINISTRATIVE DUTIES

1. The _____ serves as the NLCC unit policeman.
 - a. Company Commander
 - b. Training Assistant
 - c. Squad Leader
 - d. Master-At-Arms
2. When you pass this examination your score will be recorded on the:
 - a. NSCADM 009, Record of Cadet Advancement form
 - b. NSCADM 020, Medical History
 - c. NSCADM 001, Cadet Application and Release form
 - d. NSCADM 008, Administrative Remarks form
3. The NLCC _____ helps to maintain cadet service records.
 - a. Personnel Assistant
 - b. Training Assistant
 - c. Material Assistant
 - d. Police Petty Officer
4. NLCC Master-At-Arms duties include:
 - a. Have good knowledge of NLCC and unit regulations.
 - b. Maintain discipline and good order within unit.
 - c. Supervise work detail
 - d. All of the above
5. The Senior _____ in each squad or section is usually the Squad Leader.
 - a. cadet
 - b. petty officer
 - c. LPO
 - d. ALPO
6. The Squad Leader and _____ have similar duties in the NLCC chain of command.
 - a. Master-At-Arms
 - b. Police Petty Officer
 - c. Leading Petty Officer
 - d. Company Commander
7. The _____ helps to write news material for the NLCC unit.
 - a. Public Affairs Assistant
 - b. Operations Assistant
 - c. Material Assistant
 - d. Recruiting Assistant
8. The _____ must be completed before you enroll in the NLCC
 - a. NSCADM 020, Statement of Medical History.
 - b. NSCADM 009, Record of Cadet Advancement
 - c. NSCADM 001, Application and Release form.
 - d. NSCADM 008, Administrative Remarks
9. The NLCC Squad Leader assigns cadets to all the following except:
 - a. work details
 - b. watch bills
 - c. administrative duties
 - d. cleaning stations

Motor Personnel Boats (MB) Fig. IV-7-2): These are small, multi-purpose craft used to transport personnel and cargo and come in various sizes. Officers' boats in this category are called "Gigs", Admirals' boats are called "Barges".

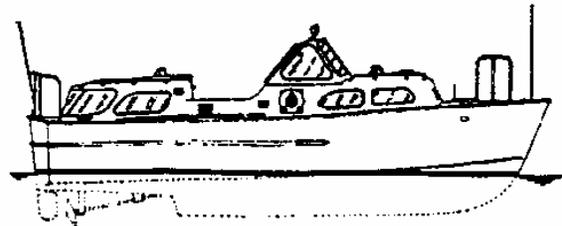


Fig. IV-5-2 Motor Personnel Boat (MB)

Motor Launch/Motor Whaleboat (ML/MLB): These 26 foot craft usually serve as lifeboats aboard smaller ships, but have limited use as liberty boats or for transportation of general stores. They have an open cockpit, diesel engine, and are often steered by means of a tiller – some later models have a small wheel.

Utility Boat (UB): Up to 65 feet in length, these craft are the primary liberty and personnel boats in use. Diesel powered, with open cockpits, they carry nearly 150 personnel in a single trip. In certain cases they may be adapted for minesweeping operations.

SPECIAL BOATS

Landing Craft, Swimmer, Reconnaissance (LCSR): This craft is designed for inshore operations in enemy territory working with UDT and SEAL teams. It is a 52 foot fiberglass-hulled vessel, powered by two 1000 HP gas turbines and can achieve a top speed of 38 knots.

Fast Patrol Craft (PCF): Equipped with a small radar, this twin-engine craft can travel at speeds up to 25 knots to intercept local craft suspected of smuggling arms and equipment to the enemy.

River Patrol Boat (PBR) (Fig. IV-7-3): The "Swifties" of the Viet Nam era, PBR's are 31 feet long and are powered by twin diesel engines which provide speeds up to 25 knots. They carry radar and communications equipment and are used to intercept enemy and local craft, as with the PCF (above).

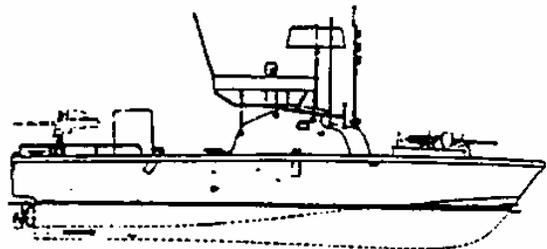


Fig. IV-5-3 River Patrol Boat (PBR)

Patrol Air Cushion Vehicle (PACV): rides on the air, about one foot above the water or land surface. This smallest of Navy craft can travel at speeds of 40 knots on land and up to 60 knots over water.

Fast Patrol Boat (PTF): A modified version of the World War II PT boat, this craft is powered by twin diesel engines and travels at speeds up to 45 knots.

COAST GUARD CRAFT

Motor Life Boat (MLB): Varying from 44 to 52 feet in length, the MLB is a general utility craft used for Search and Rescue operations.

Motor Self-Bailing Surfboat (MSB/SV): Used primarily for SAR operations close to shore, these 25 foot boats perform a variety of assistance operations. Though not as heavy as MLB's (above) they are rugged and highly maneuverable.

Motor Buoy Boats (LR): These small, round-bottom boats work in rivers and estuaries on buoy maintenance. Some are powered by jet engines (gas turbines).

DUKW: Prominent in amphibious operations during World War II, the "Duck" can operate on both water and land. The basic design is that of a 2 ½ ton truck combined with a boat hull. They are especially useful in rescue operations in isolated areas where there are no roads.

BOAT CREWS

Coxswain: The Coxswain is in charge of the boat and all passengers or crew members. The Coxswain is responsible for the boat's appearance and maintenance and serves as steersman and navigator. As such, the Coxswain must have a thorough knowledge of Rules of the Road and all safety regulations. The Coxswain keeps complete records of all boat trips.

Engineer: Regardless of size, all small boats have an Engineer to operate and maintain the boat's engines. On LCVP's and LCM's the Engineer operates the bow ramp, either by hand or with the boat's engines.

Bow Hook: The Bow Hook is responsible for the forward section of the boat. Underway, the Bow Hook acts as lookout. In LCVP's and LCM's he releases the ramp latch, handles fenders and secures forward lines. When mooring alongside a ship, the Bow Hook snags the sea painter and makes fast the forward part of the boat.

Stern Hook: The Stern Hook is responsible for the after section of the boat. In amphibious craft he serves as signalman (flashing light or semaphore). If the craft is armed the Stern Hook mans the port machine gun and assists the engineer.

Boat Officer: Landing craft and personnel boats often have a Boat Officer assigned who is responsible for the safety and welfare of passengers and the safe operation of the boat.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 5
NAVY AND COAST GUARD SMALL CRAFT

1. flash cards for recognition, board game (see Appendix for Board Game and instruction).
2. If possible, visit many of the small craft listed in the lesson.
3. Ask nearest Naval Reserve Center for appropriate films and videos.
4. Ask local Navy Recruiter for films and videos which may be appropriate to the lesson.
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 3
NAVY AND COAST GUARD SMALL CRAFT**

1. A barge is a small boat used by a/an _____.
 - a. Captain
 - b. Coxswain
 - c. Admiral
 - d. Sternhook
2. The _____ is the primary liberty boat used by the Navy.
 - a. Utility boat (UB)
 - b. Motor whaleboat (MWB)
 - c. Medium landing craft (LCM)
 - d. Motor personnel boat (MB)
3. The _____ keeps a complete record of all boat trips.
 - a. Bowhook
 - b. Sternhook
 - c. Boat officer
 - d. Coxswain
4. The Coast Guard _____ can travel on land or water.
 - a. MSB/SV
 - b. DUKW
 - c. MLB
 - d. LR
5. The _____ serves as a lookout in a small boat.
 - a. Sternhook
 - b. Engineer
 - c. Coxswain
 - d. Bowhook
6. The _____ rides over land and water on a cushion of air.
 - a. PTF
 - b. PACV
 - c. DUKW
 - d. PBR
7. Coast Guard motor life boats are designated _____.
 - a. MLB
 - b. LR
 - c. MSB/SV
 - d. DUKW
8. Single engine small craft that land troops and equipment ashore are _____.
 - a. LCVP's
 - b. MB's
 - c. PACV's
 - d. LCM's
9. In landing craft, the _____ serves as signalman.
 - a. Coxswain
 - b. Sternhook
 - c. Bowhook
 - d. Engineer
10. The _____ works with UDT/Seal teams.
 - a. PCF
 - b. LCM
 - c. LCSR
 - d. PACV

**PART IV
NLCC PETTY OFFICER SECOND CLASS**

TITLE: DECKS AND COMPARTMENTS – LESSON 6

- OBJECTIVES:**
1. Identify by name and number the decks of a ship
 2. Identify by number the compartments of a ship; state their general use according to their number designations

- REFERENCES:**
- (a) BJM
 - (b) Coast Guardsman Manual

XX

INTRODUCTION

When a fire or other emergency occurs aboard ship, damage control or medical teams must act quickly. However, they must know exactly where the emergency is before they can take action. Common terms for the various decks and compartments aren't enough; each must have a specific name and number.

DECKS

All decks aboard ship, including bridge wings, catwalks and platforms which extend over the side are numbered upward and downward, beginning with the main (first) deck, which is always #1 (Fig IV-6-1). Decks below the main deck are numbered consecutively downward. On certain older vessels the inner bottom may be numbered #800 or #900. Decks above the main deck are also numbered consecutively, except that the number #0 precedes the deck number: The 01 level, for example, is the deck just above the main deck, and so on. Platforms carry the number of the level on which they are located.

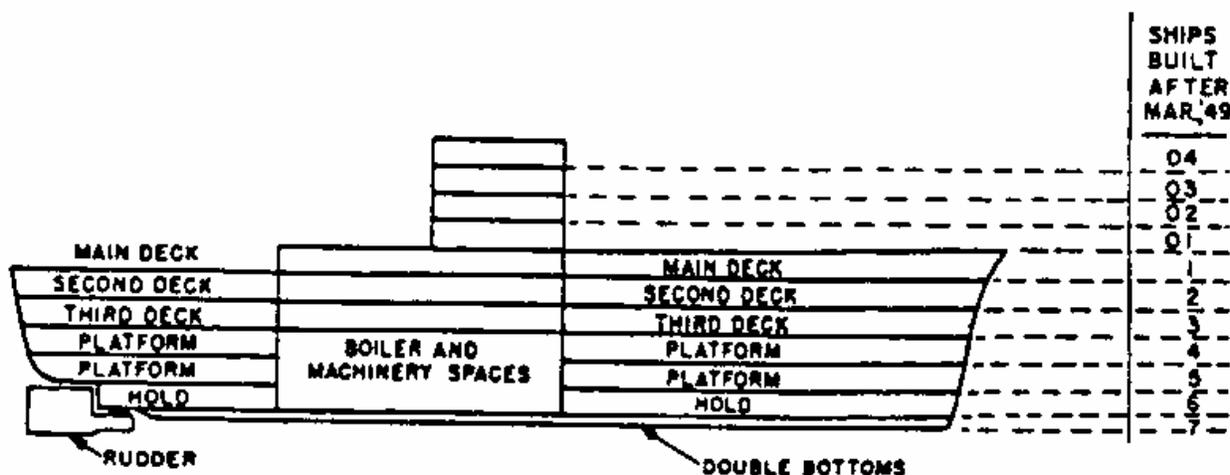


Fig. IV-6-1 Deck numbering system

COMPARTMENTS

Every compartment, passageway and access trunk aboard ship carries a number-letter designator. The identification number is divided into four parts (Fig. IV-6-2):

1. The first number identifies the deck on which the compartment is located, i.e. main deck – 1; third deck – 3; fourth deck above the main deck –04; etc.
2. The second number identifies the frame on which the forward bulkhead is located, or the frame just forward of that bulkhead. When the forward boundary is between frames, the compartment takes the number of the forward most frame within the compartment.

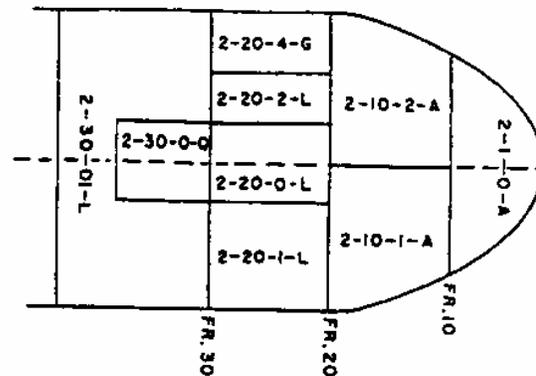


Fig. IV-6-2 Compartment designations

Example: Compartment 02-75. The compartment is on 02 level, beginning at frame 75

On carriers, the galley decks extend forward of Frame 1 and are assigned letter designations which increase in a forward direction:

Example: compartment 03-A-O-Q The compartment is on the 03 level, one frame forward of Frame 1

3. The third number indicates the compartment's relationship to the centerline. If the number is even, the compartment is to port; if the number is odd the compartment is to starboard. Compartments located on the centerline are designated "O". The lowest numbers are nearest to the centerline.

Example: Compartment 2-127-1 The compartment is on the second deck, aft of Frame 127 and the first compartment to the starboard of the centerline.

4. The fourth part of the designation is a letter that identifies the compartment's general use. On the next page is a table showing the letter designators and their meanings (Fig. IV-6-3). Note that where letters are doubled, the material carried is cargo for other ships or stations.

Example: Compartment 1-79-O-L The compartment is on the main deck, aft of Frame 79 on the centerline and is a living space.

Letter	Type of compartment	Examples
A	Stowage spaces	Store and issue rooms; refrigerated compartments
AA	Cargo holds	Cargo holds and cargo refrigerated compartments
C	Control canters for ship and fire- control operations (normally manned)	CIC; plotting rooms; communication centers; pilot-house; electronic equipment operating spaces; IC rooms
E	Engineering control centers (normally manned)	Main machinery spaces; evaporator rooms; steering gear rooms; pump rooms; auxiliary machinery spaces; emergency generator rooms.
F	Oil stowage compartments (for use by ship)	Fuel-, diesel- and lubricating-oil compartments.
FF	Oil stowage compartments (cargo)	Compartments carrying various types of oil as cargo
G	Gasoline stowage compartments (ship use)	Gasoline tanks, cofferdams, trunks, and pump rooms
GG	Gasoline stowage compartments (cargo)	Spaces for carrying gasoline as cargo
J	JP-5 fuel (ship use)	Jet fuel stowage spaces
JJ	JP-5 fuel (cargo)	Spaces for carrying JP-5 fuel as cargo
K	Chemicals and dangerous materials (other than oil and gasoline)	Chemicals, semi safe materials, and dangerous materials carried as cargo or for ship's use
L	Living spaces	Berthing and messing spaces; staterooms; washrooms; heads; brig; sickbay; and passageways
M	Ammunition spaces	Magazines; handling rooms; turrets; gun mounts; shell rooms; ready service rooms
Q	Miscellaneous spaces not covered by other letters	Laundry; galley; pantries; wiring trunks; unmanned engineering; electrical and electronic spaces; shops; offices
T	Vertical access trunks	Escape trunks
V	Voids	Cofferdam spaces (other than gasoline); void wing compartments
W	Water stowage spaces	Drainage tanks; freshwater tanks; peak tanks; reserve feedwater tanks

Fig. IV-6-3 Compartment letters for ships built after March 1949

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 6
DECKS AND COMPARTMENTS

1. Tour a ship – ask for someone to take small groups and point out various decks and compartments and explain their uses
2. Check with nearest reserve center or Navy Recruiter for films which may be available
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 6 QUESTIONS
DECKS AND COMPARTMENTS**

1. The identification number for decks above the main deck is preceded by a _____.
 - a. capital letter
 - b. zero
 - c. small letter
 - d. frame number

2. Compartment 03-C-2-Q is located on _____.
 - a. the third deck
 - b. an aircraft carrier
 - c. the starboard side
 - d. Frame #3

3. The third number in a compartment designator identifies the _____ on which the compartment is located.
 - a. deck
 - b. frame
 - c. side
 - d. level

4. The 01 Level is located _____.
 - a. one deck above the main deck
 - b. one deck below the main deck
 - c. on the main deck
 - d. forward of the main deck

5. The second number in a compartment designator identifies the _____ on which the compartment is located.
 - a. deck
 - b. frame
 - c. side
 - d. section

BEARING	PRONOUNCED	REFERENCE TERM
000	ZERO-ZERO-ZERO	DEAD AHEAD
045	ZERO-FOUR-FIVE	STARBOARD BOW
090	ZERO-NINER-ZERO	STARBOARD BEAM
135	ONE-THREE-FIVE	STARBOARD QUARTER
180	ONE-EIGHT-ZERO	DEAD ASTERN
225	TWO-TWO-FIVE	PORT QUARTER
270	TWO-SEVEN-ZERO	PORT BEAM
315	THREE-ONE FIVE	PORT BOW

Except for objects which are “Dead Ahead” or “Dead Astern” (000 and 180 respectively), objects which lie exactly along one of these relative bearings are “Broad on” the appropriate term.

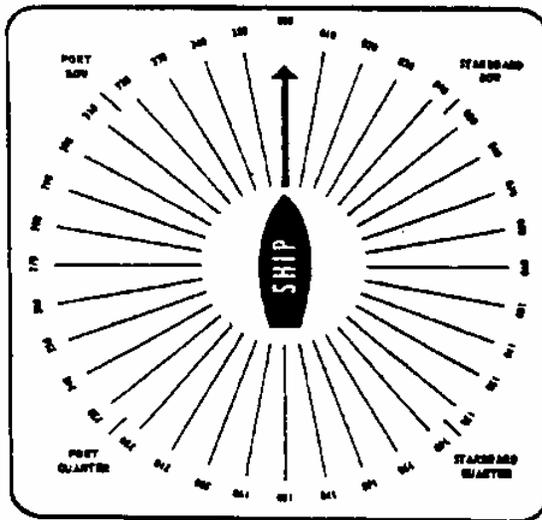


Fig. IV 7-1 Relative Bearings

Fig. IV-7-1 shows the relative bearings and their quick reference terms

POSITION ANGLE

Lookouts report aircraft and other objects in the sky by relative bearing, but add an extra feature-position angle (Fig. IV-7-2) This provides a rough estimate of the height of the object above the horizon. The horizon itself is always reported at “ZERO”. All other position angles are reported in two digits. Position angles never exceed 90 (NINER-ZERO), the zenith, or point directly overhead. NOTE: Position angle changes constantly unless an aircraft is circling the ship and should be reported frequently.

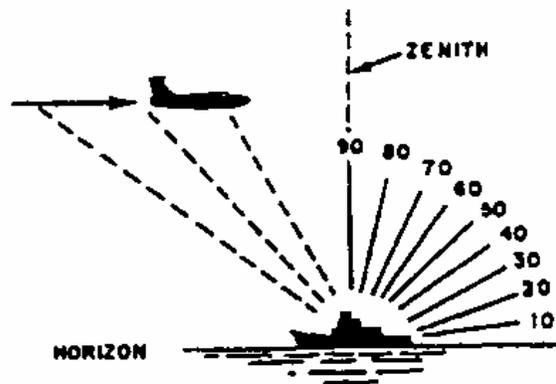


Fig. IV-7-2 Position Angle.

Fig. IV-7-3 shows position angle aids.

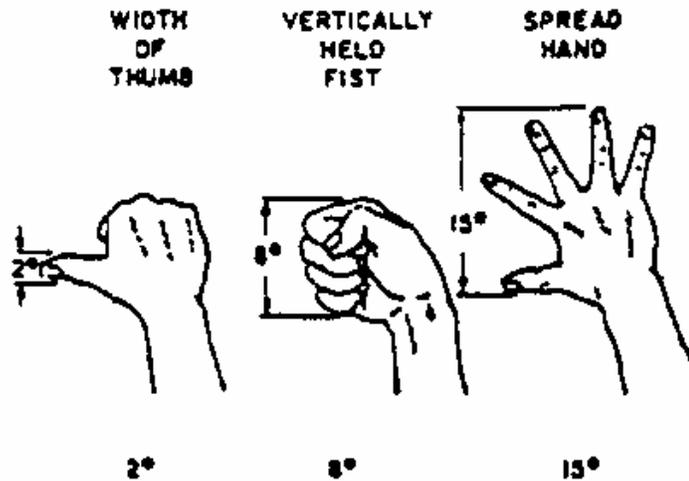
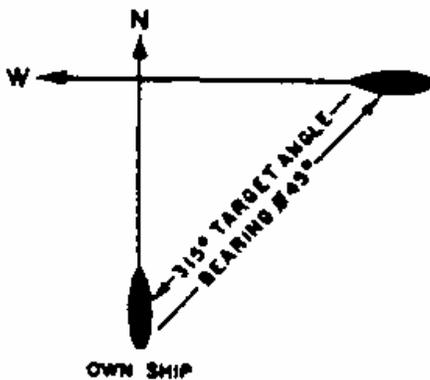


Fig. IV-7-3



TARGET ANGLE

To provide an approximation of a target's course, lookouts also report target angle (Fig. IV-7-4). This is simply the relative bearing of your ship as you might see it from the ship or aircraft you report.

Fig. IV-7-4 Target Angle

RANGE

Range is the distance from your ship to the object you report. Because lookouts cannot be precise when they report range, they use the following terms:

- HULL DOWN** Only masts, stacks and antennae can be seen above the horizon.
- ON THE HORIZON** The object looks as though it rests on the horizon.
- HALF WAY** The object is about half way between the horizon and the ship.
- CLOSE ABOARD** The object is near the ship within a few hundred yards – less than half a mile.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 7
LOOKOUT REPORTS – RELATIVE BEARINGS

1. Practice locating an object by relative bearings and positions using objects in the drill hall or outside of the building.
2. Make a sextant.
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 7 QUESTIONS
LOOKOUT REPORTS – RELATIVE BEARINGS**

1. Lookouts must report everything they see, hear, or think they see or hear to _____.
 - a. Officer of the Day
 - b. Master At Arms
 - c. Officer of the Deck

2. A bearing is the direction of an object from a ship, measured clockwise in a circle from 000 to 180.
 - a. true
 - b. false

3. “Relative” bearings with the bow at 000, no matter what course is set, is done so the Officer of the Deck can locate an object quickly.
 - a. true
 - b. false

4. Objects that are “Dead Ahead” or “Dead Astern” are _____.
 - a. 000 and 180
 - b. 180 and 360
 - c. 090 and 180

5. Range is the distance from your ship to the object you report.
 - a. true
 - b. false

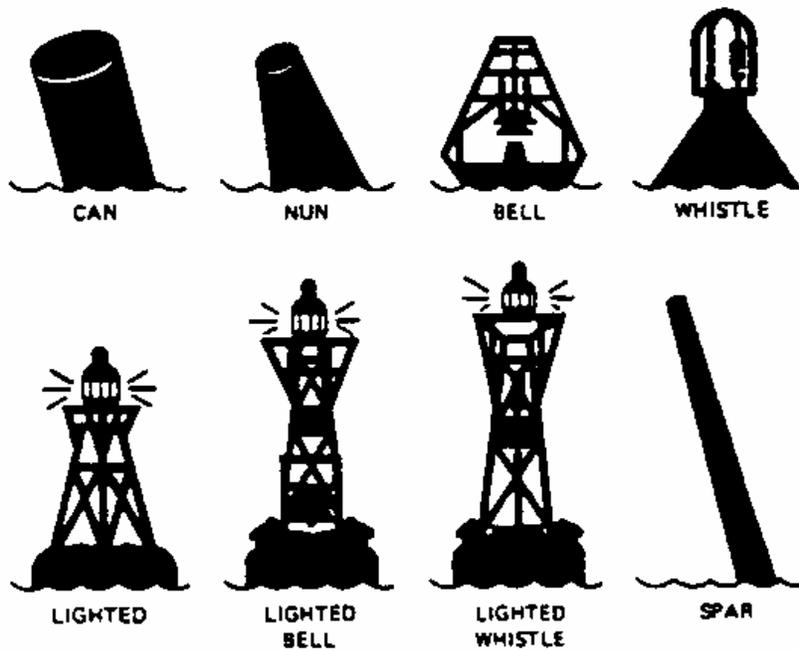


Fig. IV-8-1 Types of Buoys

Most buoys mount red, green or white lights for identification at night. Some combine sound devices with lights. Buoys are painted according to a special color code. The colors, shapes and lights often identify the purpose of a particular buoy.

- RED - Usually a nun buoy, which marks the starboard side of a channel as seen by a ship entering from seaward, is equipped with a red light
- GREEN - A can buoy is equipped with a green light which marks the port side of a channel entering from seaward.
- RED/GREEN – Marked with horizontal bands, they indicate the preferred side of the channel. If the top band is red the preferred side is to port; if green the preferred side is to starboard.
- RED/WHITE – Marked vertically, indicates the center of the channel
- BLACK/WHITE – Indicates fishing areas
- YELLOW - Indicates a quarantine anchorage
- GREEN/WHITE – Dredging area
- WHITE - Anchor buoys
- ORANGE/WHITE – Special regulating markers

LIGHTS:

Lights may vary according to the use of buoys.

FIXED - a steady light

FLASHING - Flashes at regular intervals, no more than 30 flashes per minute. May mark a red or green buoy

QUICK FLASHING – Flashes at a rate no fewer than 60 per minute. Marks a red/green buoy, or a junction where special caution is required

INTERRUPTED QUICK FLASH – A series of repeated quick flashes with a four second interruption between series

SHORT/LONG FLASH – Flashes at a rate of about eight per minute, mounted on mid-channel Markers

OCCULTING – A series of long flashes, then slight dimming. The light is on more than off.

Red buoys carry red lights, green buoys mount green lights. Unlighted navigation aids are in fixed positions and correspond to the color code for identification

SHIP LIGHTS

All ships and small craft underway at night must display certain lighting codes according to their size. For diagrams of the required lights, refer to BJM and Coast Guardsman's Manual

MASTHEAD LIGHT – required on all vessels, regardless of size. The masthead light is mounted on the foremast, is white, and must be visible through an unobstructed arc of 225 degrees (112.5 degrees on either side of the vessel).

RANGE LIGHT – required on all vessels more than 150 feet long. Mounted on the mainmast or structure aft of and 15 feet higher than the masthead light, is white and must be visible through 225 degrees.

SIDE (RUNNING) LIGHT – mounted just below the pilot house. Red light on the port side, green light to starboard. Running lights must be visible from the ship's bow to 112.5 degrees on either side of the vessel.

STERN LIGHT – a white light mounted on the stern, required on all seagoing vessels more than 150 feet long. Must be visible through 225 degrees (112.5 on either side of the stern)

SPECIAL LIGHTS

Two flashing red lights, one mounted below the other in a vertical line, indicate a man overboard. Seamen who sight this emergency signal must render assistance.

Two steady red lights, one mounted below the other in a vertical line, indicate a breakdown. Seamen must keep clear, but stand by to render assistance if required.

Ships at anchor or moored to a pier display 360 degree white lights at the bow and stern and two steady red aircraft warning lights from the top of the yards during the night.

RULES OF THE ROAD

There are three basic situations in which a collision at sea may occur:

MEETING – vessels approach one another from head on. Ships must pass, keeping one another to port, requiring each ship to turn to starboard.

CROSSING – one vessel is on a course which will take it across the tack (bow) of another passing in front. The vessel on the right (identified at night by a red running light) has the right of way; the vessel on the left must take whatever action necessary to keep clear.

OVERTAKING – one vessel, traveling faster than another, approaches from astern and will overtake, or pass, the second. The overtaking vessel must pass to starboard of the other, keeping it to port.

SOUND SIGNALS

Ships traveling through heavy fog, where visibility is reduced, must proceed at speeds at which they can stop within one half the distance of the visibility. At two minute intervals they must sound a long blast (15 seconds) on the ship's whistle or foghorn.

Ships turning to starboard must sound a single long blast to warn others of their intentions; ships turning to port sound two long blasts. Ships which are backing (moving astern) sound three long blasts.

Four long blasts on a ship's whistle indicate that the ship's captain does not understand the intentions of another vessel; six or more long blasts indicate an emergency on board.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 8
AIDS TO NAVIGATION – RULES OF THE ROAD

1. Practice charting a course on land using various objects as buoys, etc.
2. Try to arrange an outing with members of the Coast Guard Auxiliary and practice “the rules of the road”.
3. Invite members of the Coast Guard Reserve to teach this lesson and extend it.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 8 QUESTIONS
AIDS TO NAVIGATION – RULES OF THE ROAD

1. A _____ buoy resembles a long log or stick.
 - a. nun
 - b. bell
 - c. spar
 - d. can
2. Red channel buoys are to starboard as a ship enters port.
 - a. true
 - b. false
3. Ships at sea display a _____ running light to starboard at night.
 - a. green
 - b. red
 - c. white
 - d. blue
4. A vessel which overtakes another must pass it _____.
 - a. ahead
 - b. to port
 - c. to starboard
 - d. astern
5. Buoys marked with red and white vertical stripes indicate (the) _____.
 - a. center of the channel
 - b. quarantine anchorages
 - c. dredging operations
 - d. port side of the channel
6. Ships which intend to turn to starboard must sound _____.
 - a. six short blasts
 - b. three short blasts
 - c. two long blasts
 - d. one long blast
7. Quick flashing lights usually mark
 - a. fishing areas
 - b. dredging operations
 - c. junctions, special caution required
 - d. quarantine areas
8. In a crossing situation the vessel to port always has the right of way
 - a. true
 - b. false
9. All vessels, regardless of size, must display a _____ light at night.
 - a. masthead
 - b. range
 - c. stern
 - d. running
10. _____ buoys are conical, tapering toward the top.
 - a. Spar
 - b. Nun
 - c. Can
 - d. Gong
11. Masthead, range and stern lights must be visible through an arc of _____.
 - a. 90 degrees
 - b. 225 degrees
 - c. 112 ½ degrees
 - d. 180 degrees
12. Two flashing red lights on a ship's mast, one above the other, indicate a/an _____.
 - a. breakdown
 - b. flaghoist message
 - c. aircraft warning
 - d. man overboard

THIRD DEGREE BURN: Skin and muscular tissue may be charred and destroyed, leaving scars. Because nerve ends may be damaged, pain can be less severe than that which accompanies other types of burns.

The extent of a burn is very important. A first degree burn which covers a large area of the body can be fatal (people have died from extreme cases of sunburn), while a third degree burn limited to a small area has little effect once the victim recovers.

FIRST AID TREATMENT

Generally speaking, the same emergency treatment can be used for each type of burn.

To reduce the effect of a burn and reduce pain, apply cold water or a cool compress to the area, if the burn is minor. Do not apply ointments such as Vaseline or other petroleum jelly. If blisters on the skin have opened, gently apply a sterile gauze bandage to prevent infection.

If a victim has a third degree burn and pieces of clothing appear to stick to the area, do not try to remove them; you may very well pull away undamaged skin or muscle tissue inviting infection. Note that charred tissue is itself a type of bandage and helps to prevent infection. In earlier times, and under battle conditions even today, serious injuries where bleeding is heavy may be treated by “cauterization” or applying a red hot piece of iron to the wound to seal it, deliberately causing a third degree burn.

Once a burn has been cooled, treat the victim for shock. Be careful, however, not to “overheat” the victim by applying blankets; dehydration may occur. If no other injuries are apparent, give the victim cool fluids and possibly aspirin for pain.

If blisters are present, do not open them. They, too, prevent infection by keeping the skin covered. Blisters will disappear within a few days.

CHEMICAL BURNS

Acids: wash the burned area thoroughly with plenty of cool, clean water. Do not use soap for it contains caustic materials that can aggravate the burn. When possible, neutralize the acid with bicarbonate of soda or other mild alkaline material.

Alkali: wash the burned area thoroughly and apply vinegar, lemon or other mild acid solutions to neutralize the alkali.

Phenol (Carbolic Acid): wash thoroughly, as above, and neutralize with alcohol.

HEAT STROKE

A victim of heat stroke need not be exposed to the sun. Any environment that produces extensive sweating, such as an engine room, can produce heat stroke.

With heat stroke, the victim's skin becomes hot and dry. The pupils constrict (grow small) and body temperature increases as though there were a fever. The victim may feel headache, dizziness and nausea; breath deeply and rapidly at first, and later breathe very slowly and shallow (Fig. IV-9-1).

Get the victim to a cool place right away. Douse the body with cool water and apply wet cloths. Make sure that the airways are open for breathing. Lay the victim on his back, head and shoulders raised slightly, and give cool water to drink. Get medical help at once.

HEAT EXHAUSTION

Like heat stroke, heat exhaustion occurs in hot work areas. The symptoms are similar to those of shock: moist, clammy skin, dilated pupils, low temperature, thirst, pulse is weak and rapid.

Treat the victim as for shock. Loosen clothing and apply wet cloth. Move the victim to a cool area but do not permit him to become chilled. Administer one teaspoon of salt in a quart of cool water. If the victim is nauseous, however, do not give liquids. Get medical assistance at once.

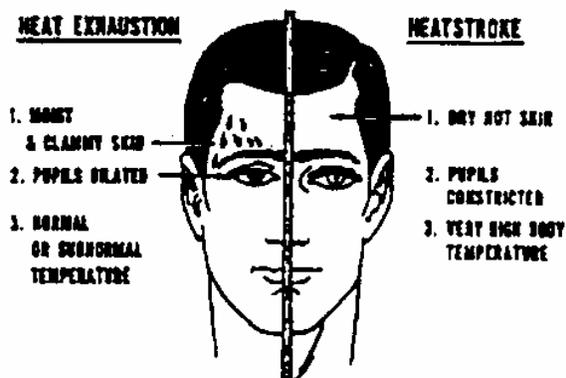


Fig. IV-9-1 Comparison between Heat Exhaustion and Heat Stroke

ELECTRICAL SHOCK

It is extremely difficult and dangerous to rescue a victim of electrical shock. Even small currents are dangerous. Never attempt to grasp the victim directly nor attempt to pull him away from an electrical circuit with any material that conducts electricity. If possible, de-energize the equipment by turning off the switch but do not lose precious time in searching for it. If the victim is grasping a live wire, try to remove it with a non-conducting wooden object such as a broom or a swab handle. A dry piece of line or a web belt will serve as well. When rescuing a victim from an electrical circuit, make certain that you stand on non-conducting material that is dry. A wet floor or deck will conduct electricity.

Once the victim has been removed from the circuit, check for pulse and heartbeat. If none is present, begin artificial ventilation at once. Use CPR if qualified, otherwise do not attempt it. If the victim begins to breathe freely, begin treatment for shock. Look for possible burns of all degrees and treat them accordingly.

**SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART IV LESSON 9**

FIRST AID - BURNS, HEAT STROKE, HEAT EXHAUSTION AND ELECTRICAL SHOCK

1. Invite a Corpsman to drill – they have models and props. If a Corpsman is not available, invite a fireman, and EMT, an ambulance driver or a first aid instructor from a local school.
2. Have cadets practice skills by devising a game using game boards from the Appendix. Make up questions on cards for game board.
3. Have cadets play Jeopardy using the information in this lesson and the format of the TV game show.
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER SECOND CLASS
PART IV LESSON 9 QUESTIONS**

FIRST AID – BURNS, HEAT STROKE, HEAT EXHAUSTION AND ELECTRICAL SHOCK

1. You can suffer from heat stroke only if you are in the hot sun for a long time.
 - a. true
 - b. false
2. When rescuing a victim from contact with an electrical circuit, you should first:
 - a. find a wooden stick
 - b. de-energize the circuit
 - c. dry the deck
 - d. grab the victim tightly
3. The symptoms of heat exhaustion resemble those of:
 - a. heat stroke
 - b. artificial ventilation
 - c. hyperventilation
 - d. shock
4. _____ is/are one symptom of shock.
 - a. hot, dry skin
 - b. constricted pupils
 - c. a strong pulse
 - d. extreme thirst
5. When a victim of electrical shock has been rescued and is breathing normally, you should check for:
 - a. fractures
 - b. burns
 - c. heat stroke
 - d. heat exhaustion
6. The seriousness of burns depends on two factors: the extent of the burned area and the _____.
 - a. amount of redness
 - b. amount of pain the person is in
 - c. depth of the burn
7. Never apply cold water or a cool compress to the area of a burn.
 - a. true
 - b. false
8. Heat exhaustion occurs _____.
 - a. outdoors only
 - b. in hot work areas
 - c. in the home only



**PART V
NLCC PETTY OFFICER FIRST CLASS**

OBJECTIVE: PREPARING FOR THE FUTURE

- 1. Navy Traditions and Heroes – 1950 to 1990**
- 2. Navy Traditions and Heroes – Astronauts and the Space Program**
- 3. Advanced Leadership – The 10 Commandments of Leadership**
- 4. Compasses and Bearings**
- 5. Service to the Community**
- 6. Nautical Charts and Piloting**
- 7. Morse Code/Phonetic alphabet**
- 8. Signal Flags, Pennants and Semaphore**
- 9. First Aid – Swimmer Rescue**
- 10. Navy Career Opportunities, Setting Goals**

“NAUTILUS”, the first nuclear submarine, was first put to sea 17 January 1955. Under Commander Eugene P. Wilkinson, the “NAUTILUS” transmitted the historic signal, “Underway on nuclear power”.

On its shakedown cruise in May 1955, the “NAUTILUS” steamed submerged from New London, Connecticut, to San Juan, Puerto Rico. It traveled over 1300 miles in 84 hours – a distance ten times greater than the record for continuously submerged travel by any previous submarine.

After more than two years of operation and evaluation, the “NAUTILUS” was refueled in April 1957. On its first nuclear core, it steamed a total of 62,562 miles. It made more than half of that cruise while totally submerged. A conventionally powered submarine the size of the “NAUTILUS” would have required over two million gallons of fuel to duplicate that feat. A train of tank cars over a mile and a half long would have been necessary to transport that amount of fuel.

On 12 August 1958, the “NAUTILUS” completed a history making trans-polar voyage from Pearl Harbor, Hawaii to Portland, England. After diving under the ice near Point Barrow, Alaska on 1 August 1958, it became the first submarine to reach the geographic North Pole.

Nuclear submarines produced after the “NAUTILUS” continued to pioneer new areas of submarine operations. “USS SEAWOLF”, the Navy’s second nuclear powered submarine, operated as an active unit of the Atlantic Fleet. On 6 October 1958, it completed a record breaking 60 day run, traveling a distance of 13,761 miles submerged.

While the “NAUTILUS” was still undergoing operational testing, the Navy began development of a ballistic missile of intermediate range. Brought from conception to initial operation in five years’ time, the Polaris Fleet Ballistic Missile (FBM) weapons system was mated with nuclear propulsion. That development produced a virtually invulnerable missile-firing submarine. Today the missile firing submarine constitutes one of the highest priority elements of the United States deterrent capability – that is a deterrent to nuclear conflict.

Each Polaris submarine could launch 16 two-stage ballistic missiles powered by solid fuel rocket motors with a self-contained inertial guidance system. The Polaris provided a combined explosive power greater than the total of all the bombs dropped by all aircraft during World War II. Nuclear propulsion enabled these Polaris submarines to remain on patrol for extended periods, hidden beneath the surface of the sea, ready to launch their missiles.

On station, a Polaris submarine maintained complete radio silence, receiving radio messages while submerged but not transmitting to prevent giving away its location. Each ship had two complete crews, the Blue and the Gold, of about 130 men each. The Polaris operated on a system that reflected a major change in the Navy’s traditional ship-manning methods. The crews alternated on approximately three month long deployments, providing maximum on-station time for the submarine. Its endurance was limited only by the limitations of its personnel.

Submarines were followed by the world’s first nuclear powered surface warships. They were the guided missile cruiser “USS BAINBRIDGE”, launched at Long Beach, California and commissioned 9 September 1961, and the carrier “USS ENTERPRISE” commissioned 25 November 1961. On 3 October 1964 those ships ended Operation Sea Orbit, a 64 day long, around the world, unreplenished cruise.

In another area, space exploration, the Vanguard with a 3 ½ pound payload was developed by the Naval research laboratory. On 17 March 1958 it was placed into orbit to test a system designed to launch earth satellites during the International Geophysical Year (IGY). Now the oldest man-made satellite in orbit, it is expected to remain aloft for 2,000 years.

Naval officers also participated in space exploration. On 5 May 1961 Commander Alan B. Shepard, Jr. made America's first suborbital flight. The 15 minute shot in Freedom 7 went 116.5 miles into space.

VIETNAM

Although the United States was at peace following the Korean War, events were building that would plunge the country into another conflict. Since 1959 the French had been involved in fighting in a country most Americans had never heard of, Vietnam.

Vietnam became known to Americans in 1965. That is the year the United States entered the Vietnam War. That war, which caused conflict at home as well as on the battlefield, lasted until January 1973.

The Navy's operations in support of South Vietnam's struggle against communist military aggression consisted mainly of gunfire support and carrier aircraft operations. These operations included coastal interdiction patrols against North Vietnamese ships moving troops and supplies to the south. They also included riverine operations by a swarm of various types of patrol craft in the maze of waterways in South Vietnam's delta area. By early 1972 all boats and the responsibility for delta operations had been turned over to the South Vietnamese Navy. Naval Construction battalions (Seabees) built several military bases and constructed water and sanitary facilities for local communities. Often, as in World War II, they engaged in fighting as they worked. Navy medical personnel served in the field with Marine Corps and Seabee units, as they did in World War II and in the Korean War. They often performed their duties under fire and many times sacrificed themselves to protect their charges from further harm.

As in previous wars, U.S. Navy service and amphibious forces transported over 90 percent of the personnel and supplies used in support of that conflict.

During the Vietnam era, five new attack carriers joined the fleet, including the world's first nuclear powered carrier "ENTERPRISE" (CVN-65).

Vietnam was a different kind of war, a war in which the Navy's role was ever-changing. The Broncos, propeller driven Skyradars, attack planes like A-4 Skyhawks and A-7 Corsairs and fighter planes like F-8 Crusaders were used as various support aircraft for ASW, early warning and advance communication links.

Even during the Vietnam War, the Navy was involved in exploration and development. Former Navy pilot Neil Armstrong became the first man to set foot on the moon on 20 July 1969. On 14 November 1969, the all Navy Apollo 12 crew lifted off from the Kennedy Space Center on the second lunar expedition. The crew consisted of Commanders Charles Conrad and Richard Gordon and Lieutenant Commander Alan Bean. Another all Navy crew, Captain Charles Conrad, Jr., and Commanders Joseph P. Kerwin and Paul J. Wietz, splashed down on the first Skylab mission on 22 June 1973. The crew set numerous records and accomplished virtually all of its objectives.

The Navy stands tall in the first ten years of manned space exploration. Records show that five of the six men to walk on the surface of the moon during that time had formerly been trained as naval aviators.

In the past several years, Navy scientific endeavors have occurred in yet another element under the sea. The “ALVIN”, the Navy’s first deep diving vehicle, was successfully tested at 6,000 foot depths on 20 July 1965. The next month, ten aquanauts, including astronaut Commander M. Scott Carpenter, entered the Sealab II capsule 205 feet below the surface of the sea off the coast of LaJolla, California. Carpenter remained under water for 30 days in a successful experiment of submerged living and working conditions. On 25 January 1969 the first nuclear powered, deep submergence research and ocean engineering vehicle NR-1, was launched. The five man vessel can operate for weeks at a time at great depths.

On 19 July 1974 construction of the new Trident undersea nuclear weapons system commenced. The trident system consists of three principal elements: a nuclear powered fleet ballistic missile submarine (SSBN), a strategic weapons system (the missile) and an integrated logistics support system. The first Trident submarine. “USS OHIO” was delivered to the Navy in 1981. Since then, the Navy has accepted delivery of ten more Trident submarines.

U.S. Navy ships continued to change with even greater momentum, ushering in another new era, that of nuclear propulsion, jet power, rockets and guided missiles. Along with those types of ships which had proven themselves in the past have emerged ship categories such as guided missile cruisers, tactical command ships and helicopter flat tops. The era of the 50’s 60’s, 70’s, 80’s and on into the 90’s has seen the emergence of the nuclear Navy.

THE PERSIAN GULF AND BEYOND

As with other wars, conflicts of areas of military aggression, U.S. naval forces operate in the hostile area of the Persian Gulf. U.S. naval forces have been present in this vital oil-rich region for many years.

The events leading to an increased number of U.S. naval units in the Persian Gulf began in the mid 1980’s. Iran and Iraq were at war. Iraq had begun attacking Iranian oil facilities and tankers. In response, Iran began attacks against ships flying flags of countries sympathetic to Iraq. U.S. Navy ships quickly began escort and protection operations for U.S. flagged tankers.

As the war between Iran and Iraq widened, so did the dangers to U.S. Navy ships operating in the Gulf. Iran started laying mines in the gulf and began using small suicide boats to raid U.S. Tankers and naval units. Iraq also possessed weapons that could cause tremendous damage and casualties. These weapons proved costly to the United States in May 1987. An Iraqi aircraft mistakenly fired two missiles that struck “USS STARK” (FFG-31). Until that time the U.S. Navy’s presence was largely defensive. When forced to take offensive action, the United States acted quickly. U.S. Navy ships bombarded an Iranian oil platform being used as a command post and sank a mine-laying vessel carrying out operations.

After the war between Iran and Iraq ended in 1989, our naval presence decreased until August 1990. At that time Iraq invaded Kuwait and began taking U.S. citizens hostage. The rapid increase in naval units began and resulted in the largest number of U.S. Navy ships deployed to one area since Vietnam.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 1
NAVY TRADITIONS AND HEROES – 1950 TO 1990

1. Develop a time line for this period listing events and technological advances.
2. Have cadets choose one major event or important person and do further research. Cadets could then use the information to role play present events, write a report, a shout play or set up a news interview of the people who helped lead the nation at this time.
3. Obtain a video featuring the Seabees.
4. Ask local recruiters if they would loan any films or videos covering this time in history.
5. .
6. .
7. .
8. .
9. .
10. .

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 1 QUESTIONS
Navy 1950 – 1990

1. On 29 June 1950, which of the following ships fired the first bombardment of the Korean War?
 - a. USS JUNEAU
 - b. USS MISSOURI
 - c. USS DEHAVEN
 - d. Both A & B
 - e. Both A & C
2. Helicopters were first studied and developed during _____.
 - a. WWI
 - b. WWII
 - c. Korean War
 - d. None of the above
3. During the Koran War a program was established giving outstanding enlisted women the opportunity to receive commissions in the regular Navy.
 - a. true
 - b. false
4. The first nuclear submarine went to sea under the command of Commander Eugene P. Wilkinson on _____.
 - a. 17 Jan 1955
 - b. 26 May 1955
 - c. 10 Feb 1947
 - d. 26 May 1955
5. The first nuclear submarine to reach the geographic North Pole was _____.
 - a. SEAWOLF
 - b. NAUTILUS
 - c. OHIO
 - d. LANGLEY
6. The Polaris submarine provided a combined explosive power greater than the total of all the bombs dropped by all aircraft in WWII.
 - a. true
 - b. false
7. The USS ENTERPRISE (GVN-65) was the first nuclear powered surface warship commissioned by the U.S.
 - a. true
 - b. false
8. America's first suborbital flight was made by which of the following naval officers?
 - a. Alan Shepard
 - b. Charles Conrad
 - c. Charles "Chuck" Yeager
 - d. John Glenn
9. Naval operations in Vietnam consisted mainly of gunfire support and carrier aircraft operations.
 - a. true
 - b. false
10. During Vietnam, U.S. Navy service and amphibious forces transported over _____.
 - a. 80% of personnel & supplies used
 - b. 85% of personnel & supplies used
 - c. 90% of personnel & supplies used
 - d. 95% of personnel & supplies used
11. The VANGUARD was developed by the Naval Research Laboratory.
 - a. true
 - b. false
12. The first man to set foot on the moon was Air Force Pilot Neil Armstrong.
 - a. true
 - b. false
13. All crew members of the Apollo 12 mission were from which branch of the service?
 - a. Marine Corps
 - b. Air Force
 - c. Navy
 - d. None of the Above
14. Five of the six men to walk on the surface of the moon in the period of 1969 to 1979 were Naval Aviators.
 - a. true
 - b. false
15. The first U.S. Trident submarine was _____.
 - a. USS OHIO
 - b. USS LOS ANGELES
 - c. USS SAN FRANCISCO
 - d. USS TENNESSEE

weighing him down, along with his space suit. Finally, one helicopter got the capsule Liberty Bell 7 and another got him. The weight of the water in the capsule made it too heavy and it had to be cut loose. Next, Captain Grissom went to work in the Gemini program and was chosen to be one of the two pilots on the first Gemini launch. 23 March 1965 Grissom and John Young lifted off in Gemini 3, nicknamed "Molly Brown" for the musical The Unsinkable Molly Brown. The flight was near perfect. Only with splashdown did a problem arise and Molly Brown almost sank. On 27 January 1967 Gus Grissom and two other astronauts, Ed White and Roger Chaffee were undergoing a routine test which was to be the first Apollo manned flight. They were in the space craft and fire suddenly engulfed them. There was no escape and they died in minutes.

JOHN H. GLENN: The first man to orbit the earth began his pilot training in the Naval Aviation Cadet program and was commissioned in the Marine Corps one year later. History was made 20 February 1962 when Lt.Col. Glenn orbited the earth three times in 4 hours and 56 minutes from lift-off to touchdown at speeds averaging 17,500 miles per hour. Astronaut Glenn is now a U.S. Senator from Ohio serving in Washington, D.C.

MALCOM "SCOTT" CARPENTER: Navy Lieutenant Carpenter was the fourth man up in space in the Aurora 7 on 24 May 1962. Lieutenant Carpenter's flight had several errors in his judgment and equipment. He had used a manual system to allow him to turn around and take photographs from different angles during the orbiting, but he had forgotten to switch off the automatic controls and he lost fuel by leaving them both on. There was concern at ground control about the loss of the fuel. When time came to retrofire another error was made and in the end he landed 250 miles beyond where he should have. That made him out of range for the communications system and so there was a period of tension until the patrol plane spotted him.

WALTER "WALLY" SCHIRRA: The fifth flight was made by Navy Commander Schirra on 3 October 1962 aboard the Sigma 7. This flight was a six orbit flawless flight that landed five miles from his target, the carrier "KEARSARGE". This was the first flight that landed in the Pacific Ocean.

The objective of NASA Mercury projects was to get men into space. Next came the Gemini project whose mission was to answer the questions necessary to put a man on the moon. Not only did more than one astronaut go up but they stayed for extended time in space and little problems, like food and sanitary conditions, had to be addressed. Men also had to learn how to maneuver in those large space suits and changes had to be made. The original seven astronauts, plus two more groups of nine in September 1962, and fourteen more in October 1963 were chosen. The third project was the most famous. The Apollo project put men on the moon.

Apollo 7 was the first manned mission after the accident that killed Gus Grissom and the other astronauts. It lasted 11 days and was highly successful. The most famous Apollo mission 16-24 July 1969 was Apollo 11 when Neil Armstrong and Buzz Aldren became the first men on the moon. Mike Collins was the command pilot in the orbiter. The next most notable flight was Apollo 13 when after being launched on 11 April 1970, Jim Lovell, Fred Haise and Jack Swigert were making a routine flight until they heard a bang and a warning light came on in the command module. They moved into the lunar module Aquarius and began to complete their journey to the moon, then go around completely circling the moon and hopefully return. They made it by living in the lunar module and only returning to the dead command module for re-entry. The last Apollo mission was 17 with Navy Captain Eugene Cernan, Navy commander Ronald Evans and Harrison Schmitt aboard. The last flight was 7 December 1972 and the longest of all the missions. Now the space program was ready to establish a base in space.

Skylab was the next project for NASA. On 14 May 1973 the Skylab was launched. It was in trouble from the start but the crew of astronauts were able to do a temporary fix on it. Mission Commander was Pete Conrad and the two pilots were Paul Weitz and Joseph Kerwin. They spent 28 days and 58 minutes in space. The next crew to go up spent 59 days in Skylab and the third and final crew spent 12 weeks in space. After the mission it was left to orbit for five more years to then fall out of the sky and land in an uninhabited ocean or Australian desert. Among the nine astronauts were several Navy Commanders and one naval medical officer.

Next in the space program came the joint mission with the Soviet Union. The Apollo-Soyuz link-up was a culmination of three years work.

The next phase in space exploration was the shuttle (Fig. V-1-1). It was the first spacecraft designed by the U.S. to land on land, not in the ocean. It was also designed to be used more than one time. The most famous shuttle was the Challenger. On 28 January 1986 the Space Shuttle Challenger blew up minutes after take off. The first teacher in space was on board and it set the space industry back for many years.

A civilian, Sally Ride, was the first woman in space for the U.S. when in June of 1983 she was a member of the crew. When space travel first began it was only in the hands of the military. The Navy had many astronauts and was among the first trail blazers. The National Aeronautics and Space Administration was established because both the Navy and the Army wanted to control the space industry.

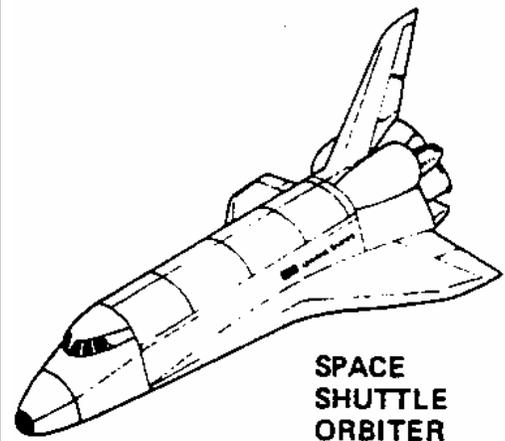


Fig. V-1-1

The Navy provided many pilots and other personnel to support the space industry. The ships of the Navy picked up and returned the first astronauts because of the water landings and the pilots were fearless men who served their country well.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 2
ASTRONAUTS AND THE SPACE PROGRAM

1. Schedule a unit visit to a NASA facility. They have museums and guides to explain the displays.
2. Use instructor's room at a nearby NASA facility. They will make videos of former flights, have pictures about space subjects, and have lesson plans of related subjects.
3. Research astronauts – what are they doing today.
4. Make a space shuttle model.
5. Obtain video depicting early space program.
6. Contact your library or local schools. Many of them have excellent films on the astronauts and the space shuttle program.
7. Write to NASA and ask for materials, pictures of the astronauts and information about becoming an astronaut.
8. .
9. .
10. .

**NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 2 QUESTIONS
ASTRONAUTS AND THE SPACE PROGRAM**

1. What was the name of the Soviet satellite that launched the U.S. into the space race?
 - a. Skylab
 - b. Sputnik 1
 - c. Spacelab
 - d. Vanguard
2. Of the seven original astronauts, how many were Navy officers?
 - a. 7
 - b. 4
 - c. 3
 - d. 0
3. The first U.S. astronaut to go up in space was:
 - a. Wally Schirra
 - b. John Glenn
 - c. Alan Shepard
 - d. Scott Carpenter
4. Who was the first Astronaut to orbit the earth?
 - a. Wally Schirra
 - b. John Glenn
 - c. Alan Shepard
 - d. Scott Carpenter
5. The first space missions were called the :
 - a. Apollo projects
 - b. Skylab
 - c. Shuttle
 - d. Mercury projects
6. What Apollo project put a man on the moon?
 - a. Apollo 1
 - b. Apollo 7
 - c. Apollo 11
 - d. Apollo 13
7. The first space station was called _____.
 - a. The Molly Brown
 - b. Skylab
 - c. Spacelab
 - d. Kearsarge
8. The Soviet Union and the United States never worked on a joint space mission.
 - a. true
 - b. false
9. The space shuttle was designed to _____.
 - a. make more than one trip into space
 - b. not land in the ocean
 - c. none of the above
 - d. all of the above
10. The first woman in space was Sally Ride. She was from which branch of the military
 - a. Navy
 - b. Air Force
 - c. Marines
 - d. None of the above

Are there any other examples that you can give me? (give cadets a chance to suggest other examples).

ESTABLISH GOALS

During your time as Petty Officer, steer a clearly defined course, make all unit members aware of division goals and how important their individual contributions are toward the achievement of those goals.

Once you have established a goal and had it approved by your unit officers, tell the unit and make a plan for achieving it. Perhaps attendance has been a problem and your goal for attendance is 80% for a year. Try displaying a graph plotting the attendance for each month. Let cadets know when they reach it, go over it or go under it. Establishing goals, setting a plan and then plotting the success of the goals contribute to the welfare of the unit.

MANAGE TIME

Do not let time manage you. Dedicate time to important tasks and leave some slack time in your schedule to handle the unexpected. Clearly establish priorities and allow time to address routine matters so that little management time will be required. Plan for emergencies. Delegate tasks to the lowest appropriate level of the unit.

One of the best ways to manage time is to make sure everyone knows their job. As a Petty Officer you must be able to delegate authority. This will free you to do your duties and still have time for the unexpected. The Plan of the Day is the most valuable tool for anybody who has to work with time. An example is scheduling people for showers and coming and going to the chow hall. Can you think of any others? (Give cadets time to share ideas).

USE THE CHAIN OF COMMAND

Direct communications up and down the chain of command. Operate in the chain of command and if you must by-pass someone, pass the word as soon as possible. The Chain is there to make sure people are informed so they can do their jobs. An example is an E-1 talking to the Captain about a problem that the Leading Petty Officer can handle. It throws the Captain off schedule and the Leading Petty Officer does not know you have a problem. Do you have any other examples? (Give cadets a chance to brainstorm ideas).

PROVIDE FOR THE WELFARE OF SUBORDINATES

Ensure that the basic needs of subordinates are met. A good leader knows his or her subordinates and knows when they are having problems and tries to help. For example, if a cadet is having trouble getting to drills because his parents are working, help him by checking to see if anyone in the unit lives nearby and can give him a ride. Any other ideas?

PLAN FOR ADMINISTRATIVE REQUIREMENTS

Plan for your deadlines and set your own deadlines before a response is required. Set up your own system to meet your deadline. Missed deadlines cost money, cause confusion and make people lose opportunities. Navy League Orientation is a good example. Some cadet's applications were not in on

time and so the CO had to call Washington and go to extra trouble to get their orders. Sometimes there might not even be berthing spaces for them.

Another example is if you do not meet your deadline at work you might lose your job. Another is if you do not turn your paper in on time it can cause your grades in school to fall. What are some examples of deadlines that have to be met and what might happen if they are not?

BE INNOVATIVE

Encourage initiative among subordinates by remaining open to suggestions. Give timely feedback on the progress of proposed changes. Be flexible and promote that quality in subordinates.

A good leader is willing to try new ideas and is willing to encourage his subordinates. When problems come up, do not just assume nothing can be done or that it is not your responsibility. Make an effort. Get together with your shipmates and brainstorm ideas. Try something different. You never know if you don't try.

IMPROVE YOUR OWN PROFESSIONAL SKILLS

In training the unit you should not forget yourself. Give particular attention to developing strong communication skills in both writing and speaking. Aggressively improve your value to the command team. All of you have shown that you are working to improve your skills by making your promotions and taking leadership positions in the unit. Another way you can improve your skills is by practicing the Ten Commandments of Leadership.

LEAD THE DIVISION

Set an example in military appearance and behavior. Do not defer your responsibility to even the most competent subordinate. Involve yourself in the decision making process and remain aware of all division functions. Take positive action and maintain a positive attitude even in the worst of crises. Be a human being, but work harder and smarter.

CLOSURE

Quickly review each of the Ten Commandments of Leadership on the overhead, saying a few key words about each. Then go on to say.....

Being a leader in your unit is a big responsibility. It requires hard work, commitment and a determination to get the job done. Use the Ten Commandments as a guide to helping you improve your skills. However, these leadership skills will not help if you do not practice them. They are like bike riding, playing baseball or swimming; you don't get better if you do not practice.

I would like for each of you to look over the Ten commandments and pick one you would like to work on for the next two drills. Write it down and list some ways you are going to practice the skill. We will discuss our successes at a later class meeting.

Ten Commandments of Leadership

- 1. Know yourself**
- 2. Know your subordinates and seniors**
- 3. Establish goals**
- 4. Manage time**
- 5. Use the chain of command**
- 6. Provide for welfare of subordinates**
- 7. Plan for administrative requirements**
- 8. Be innovative**
- 9. Improve your own professional skills**
- 10. Lead the Division (SQD)**

“It is a well know fact that leaders are not born. Although you may have the talent to become a good leader, you need to develop it and practice this talent to use it effectively.”

- Author Unknown

Fig. V-3-3

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 3 QUESTIONS
ADVANCE LEADERSHIP

1. Leaders are born not made.
 - a. true
 - b. false

2. League Cadets should work to improve their weaknesses.
 - a. true
 - b. false

3. When cadets know their jobs they assist in managing time.
 - a. true
 - b. false

4. What happens when we miss deadlines?
 - a. cost money
 - b. cause confusion
 - c. make people lose opportunities
 - d. All of the Above

5. Being a leader in your unit is
 - a. big responsibility
 - b. requires hard work
 - c. requires commitment
 - d. All of the Above

Look at Fig. V-4-1. The dotted line which runs from the top to the bottom edge of the globe represents the Earth's axis. At the top is the North Pole, our reference point for True North. Note, however, that the magnetic compass point to the left of the axis. Near the top of the Earth are large iron deposits buried deep underground. Since iron attracts magnets, the compass needle actually points toward them instead of the pole. We call these deposits Magnetic North. Iron and steel used in ship construction, along with other factors, affect the compass in the same way. The difference between True and Magnetic North is "variation"

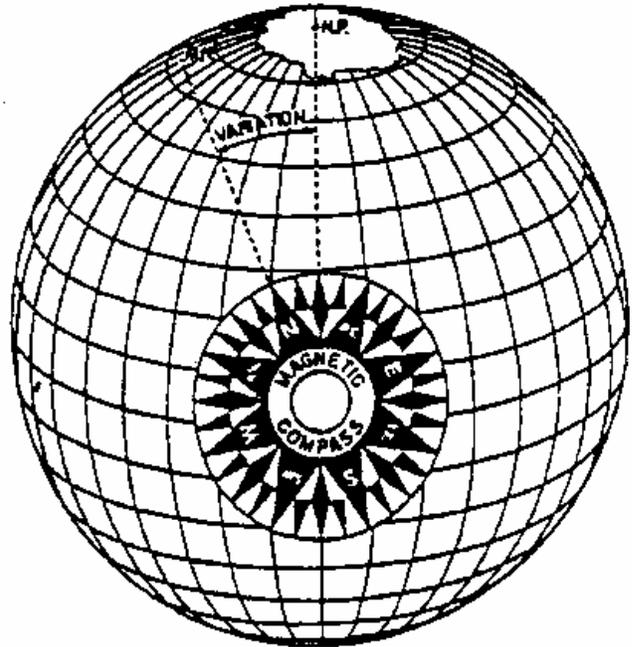


Fig. V-4-1 True and Magnetic North

The magnetic deposits rest on the Earth's liquid core, shifting from place to place each year. Like a chip of wood on a pond, the magnetic deposits "float" slowly around the North Pole. This causes the variation to change slightly each year.

DEVIATION

If your magnet hangs where you left it, take a piece of iron or steel and pass it nearby. Notice that the "north" of your magnet follows. Your piece of iron is closer to the magnet than the Earth's magnetic field and attracts the magnet more strongly. If you stand still near the magnet, it will align itself with your piece of iron. This is "deviation".

COMPASS ERRORS

Because variation and deviation both affect magnetic compasses, mariners must make corrections in order to remain on proper course.

SHIPBOARD COMPASSES

Most modern ships carry both magnetic and gyro compasses. Should an electrical failure render the gyro compass useless, the magnetic compass serves as a backup. By calculating variation and deviation, the mariner selects the proper course to steer.

CARDINAL POINTS

Fig. V-4-2 shows the eight cardinal points of the compass. These are simply handy directions used as references. For precise navigation, the mariner uses degrees (or bearings) numbered clockwise around the compass, beginning at North. Note that the cardinal points always correspond to certain bearings on the compass.

North	-000	Spoken "ZERO, ZERO, ZERO"
Northeast	-045	Spoken "ZERO, FOUR, FIVE"

East	-090	Spoken “ZERO, NINER, ZERO”
Southeast	-135	Spoken “ONE, THREE, FIVE”
South	-180	Spoken “ONE, EIGHT, ZERO”
Southwest	-225	Spoken “TWO, TWO, FIVE”
West	-270	Spoken “TWO, SEVEN, ZERO”
Northwest	-315	Spoken “THREE, ONE, FIVE”

MAGNETIC COMPASS ACTION

Compass bearings are printed on a card and mounted on a sort of half-ball which floats on an alcohol-water solution. When a ship turns, the compass card does not move. Instead, the ship actually turns “under” the compass. Unless it is affected by additional deviation, the magnetic compass always indicates Magnetic North.

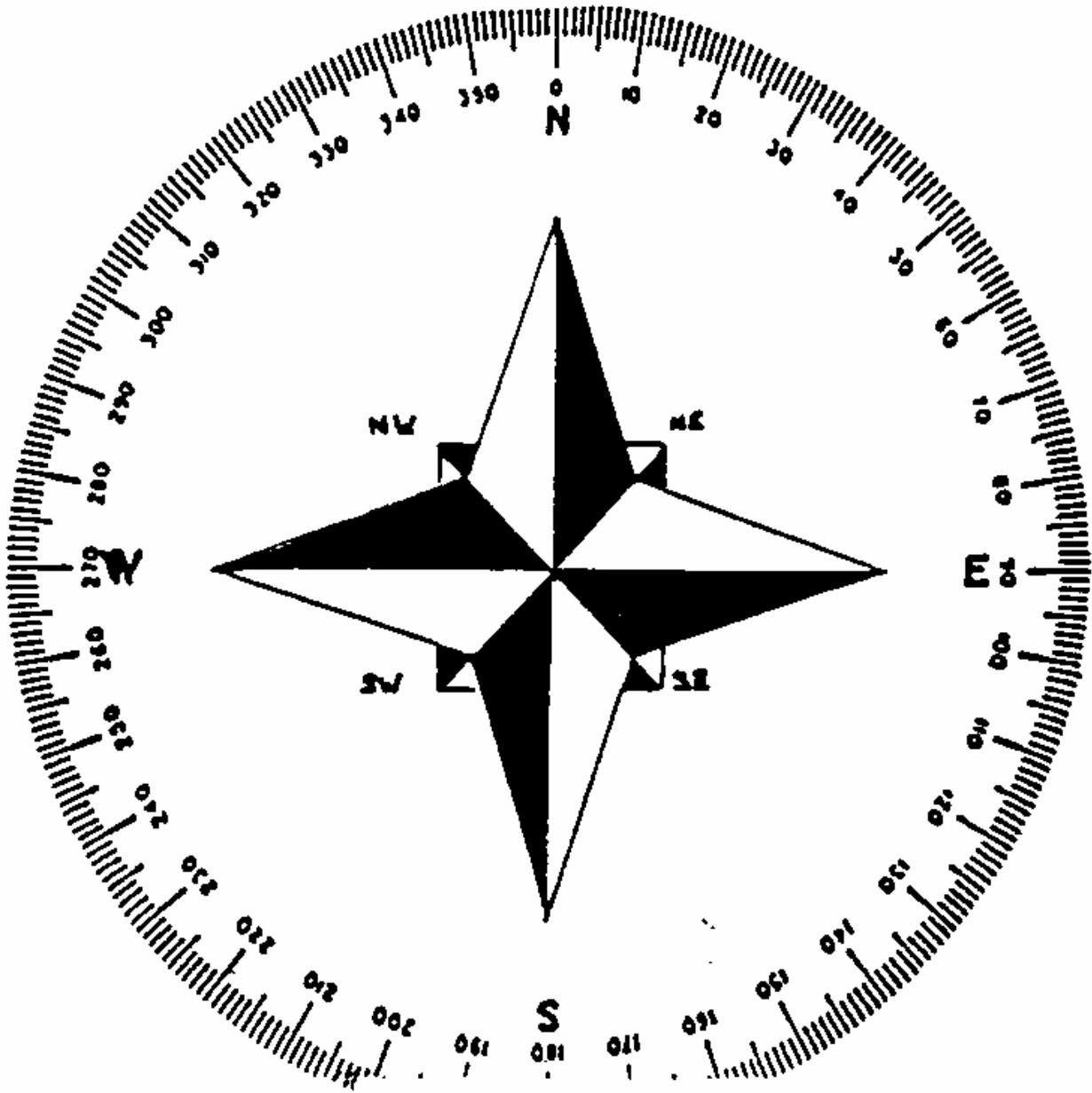


Fig. V-4-2 Cardinal Points

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 4
COMPASSES AND BEARINGS

1. Have Cadets do the simple experiment in the first paragraph of the lesson.
2. Have cadets plot a course from one part of the drill site to another using the bearing degrees on the compass.
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 4 QUESTIONS
COMPASSES AND BEARINGS**

1. Magnets always line up in the same direction
 - a. true
 - b. false

2. No one knows for sure if the compass was invented by the Chinese.
 - a. true
 - b. false

3. The compass needle points to _____.
 - a. true north
 - b. magnetic north
 - c. the North Pole
 - d. none of the above

4. The difference between true north and magnetic north is called _____.
 - a. the float
 - b. the deviation
 - c. the variation
 - d. none of the above

5. Variations and deviations both affect the magnetic compass.
 - a. true
 - b. false

6. Should an electrical failure occur, mariners can check their course by using _____.
 - a. gyro compass
 - b. magnetic compass
 - c. both of the above
 - d. none of the above

7. The cardinal point 000 is _____.
 - a. south
 - b. west
 - c. east
 - d. north

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 5
COMMUNITY SERVICE

1. Help with Christmas Toys for Tots program.
2. Collect food for community food banks.
3. Organize regular visits of cadets to local rest homes or visits to shut-ins at veteran's hospitals.
4. Act as chairman of the unit telephone tree.
5. Assist unit sponsors with planned activities.
6. Provide a color guard for local Veterans and Civic Organizations.
7. Help get out the vote for local elections by helping non-political organizations such as the League of Women Voters.
8. Participate in local parades.
9. Take part in local clean up of parks and roadsides and graffiti on buildings.
10. Help the forest service plant trees in reforestation areas.
11. Help with crowd control or pass out information at air shows, base open houses, or other community gatherings.
12. .
13. .
14. .
15. .
16. .

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 5 QUESTIONS
SERVICE TO THE COMMUNITY

1. The NLCC Promise and the Navy Core Values teach cadets.
 - a. true
 - b. false

2. League Cadets have a responsibility to make a positive contribution to their community.
 - a. true
 - b. false

3. As a senior petty officer, the cadet should be able to assume more responsibility
 - a. true
 - b. false

4. League Cadets should develop a lifelong habit of community service.
 - a. true
 - b. false

5. What is a first step toward developing skills to be used in more responsible leadership roles in the future for your community?
 - a. Concern
 - b. Interest
 - c. Both a & b
 - d. None of the Above

DEPTH: The amount of water beneath a vessel's keel. Charts usually indicate the depth at average low tides

CURRENT: The direction and speed water travels, current changes with the rise and fall of tides

SET: The direction a vessel travels off course due to the action of wind and current

DRIFT: The speed at which a vessel travels off course due to the action of wind and current

CHANNEL: A "roadway" near land usually marked by buoys or other navigation aids

SHOAL: Shallow water near land which presents the risk of running a vessel aground

NAVIGATION

When preparing charts for navigation and piloting, mariners first make certain that they are up to date and that all important information is available. For practice, you should mark all prominent land features represented on the chart such as visible structures, natural features (cliffs, points, hills, rocks, capes, etc.) Fig. V-6-1 shows how such features may be indicated on a chart. You should also study the chart to locate such hazards as shoals or underwater objects, and mark them in red pencil or ink. Then, in pencil, mark the course you intend to steer and the speed you intend to make.

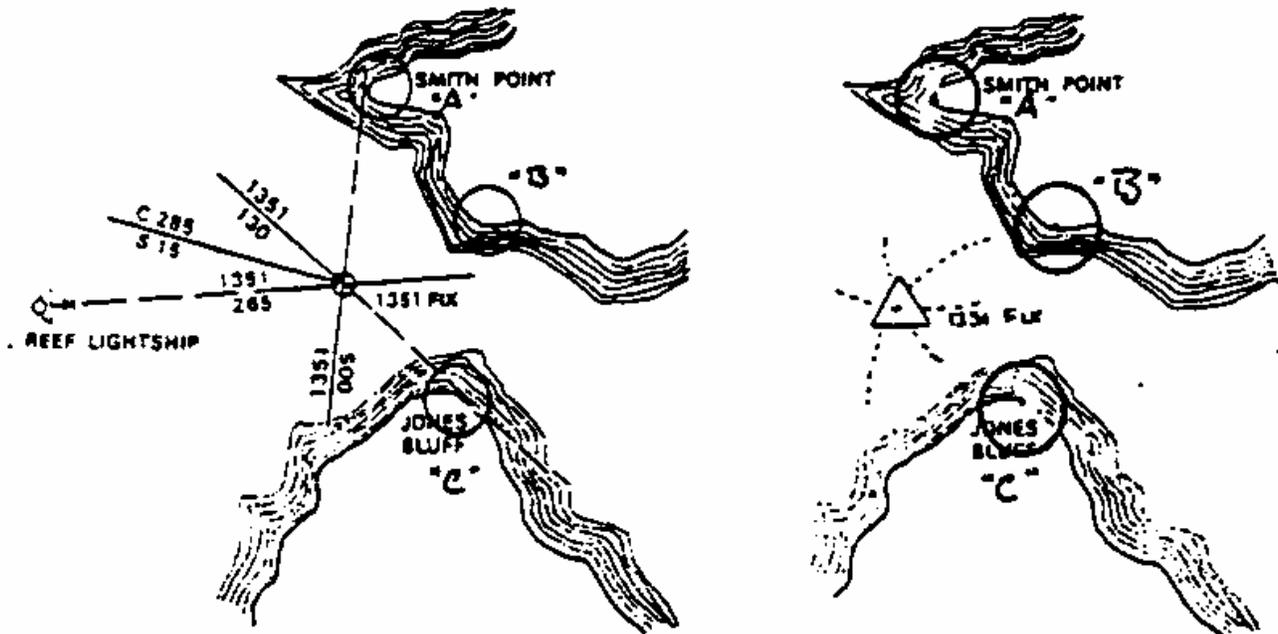


Fig. V-6-1 Plotting

PLOTTING

Accurate plotting (locating a vessel's position on a chart) requires teamwork. No matter which of the following methods you use, two or more people make up the plotting team.

VISUAL BEARINGS

Near land, when visibility is good, visual bearings provide the best method of safe piloting. One or more members of the plotting team sights prominent land features or structures and relays their bearings to the plotter. Observers sight the features through an alidade, a small telescope that fits over a compass repeater. Using parallel rulers or a parallel motion protractor, the plotter locates the bearings on the compass rose, moves the ruler(s) to the point where the feature sighted is indicated on the chart and draws a line from the feature across the ship's proposed course line. He then repeats this process with all other bearings recorded. The point at which the bearings intersect (cross one another) indicates the vessel's position. When the position, or "fix", is determined, the plotter marks it with a small circle and records the time the bearings were taken.

BEARINGS

At night, or when visibility is poor, you can determine the vessel's position by radar. Because radar tends to distort bearings and because radar does not show objects on land, radar fixes are determined by measuring the distance (range) to prominent shoreline features which reflect well on the screen.

The radar operator reads the distance to selected shoreline features and relays them to the recorder. With a mechanical (drafting) compass, the plotter measures the distance on the chart's range scale, places the point of the compass on the feature indicated on the chart, and draws an arc across the vessel's projected track, repeating the process until all ranges are marked. The point where the arcs intersect represent the vessel's position and is marked with a small triangle.

DEAD RECKONING

To keep charts from becoming cluttered with excessive bearing lines or range arcs, plotters normally mark the position where they expect the vessel to be for several minutes ahead. These estimated positions are called "dead reckoning positions" and are very easy to determine. From the vessel's last known position, project the course ahead. Then using the "three minute rule" (below), mark the distance the vessel should travel in three minutes time. This rule states that the distance a vessel travels in three minutes, divided by 100, provides the vessel's speed.

Example: Distance traveled in 3 minutes – 1000 yards $1000/100 = 10$ knots

Thus, a vessel that travels at 10 knots will cover 300 yards in three minutes.

Dead reckoned positions are marked with a half circle. The following figure shows a series of positions determined by radar ranges.

SUGGESTED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 6
NAUTICAL CHARTS AND PILOTING

1. Make a plot and position board
2. Use a navigation chart to plot position
3. .
4. .
5. .
6. .
7. .
8. .
9. .
10. .

**NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 6 QUESTIONS
NAUTICAL CHARTS AND PILOTING**

1. On nautical charts, longitude shows position east or west of _____.
 - a. Rome, Italy
 - b. Greenwich, England
 - c. Parris, France
 - d. New York City, USA
2. The direction a vessel travels off course due to wind and current action is _____.
 - a. drift
 - b. bearing
 - c. set
 - d. range
3. If a ship travels 1200 yards in three minutes, its speed is _____.
 - a. 1.2 knots
 - b. 12 knots
 - c. 120 knots
 - d. none of the above
4. When visibility is good, _____ provide(s) the best method for safe piloting.
 - a. radar ranges
 - b. dead reckoning
 - c. visual bearings
 - d. radar bearings
5. In general, maps and nautical charts display the same geographical features, except that maps do not show (the) _____.
 - a. latitude and longitude
 - b. true and magnetic north
 - c. hills, valleys and rivers
 - d. depth of the water
6. Nautical charts usually indicate the depth of the water _____.
 - a. at average low tide
 - b. beneath the ships keel
 - c. at average high tide
 - d. at the average between tides
7. A radar fix is obtained when two or more _____ intersect.
 - a. bearings
 - b. ranges
 - c. knots
 - d. courses
8. Lines which show geographic position North or South of the Equator are called _____.
 - a. longitude
 - b. latitude
 - c. ranges
 - d. bearings
9. A nautical mile measures _____.
 - a. 1000 yards
 - b. 1500 yards
 - c. 2000 yards
 - d. 2500 yards
10. Latitude never exceeds _____.
 - a. 90 degrees
 - b. 180 degrees
 - c. 270 degrees
 - d. 360 degrees
11. _____ is the speed at which a vessel travels off course due to wind and current action
 - a. Set
 - b. Drift
 - c. Range
 - d. Bearing
12. Accurate plotting whether by radar ranges or visual bearings, requires _____.
 - a. concentration
 - b. up to date charts
 - c. teamwork
 - d. all of the above

Letter	Code	Phonetic Alphabet	Pronunciation
A	.	ALFA	AL-FAH
B	...	BRAVO	BRAH-VOH
C	..	CHARLIE	CHAR-LEE
D	. . .	DELTA	DEL-TAH
E	.	ECHO	ECK-OH
F	..	FOXTROT	FOX-TROT
G	..	GOLF	GOLF
H	...	HOTEL	HO-TEL
I	..	INDIA	IN-DEE-AH
J	..	JULIETT	JU-LEE-ETT
K	..	KILO	KEE-LOH
L	..	LIMA	LEE-MAH
M		MIKE	MIKE
N	.	NOVEMBER	NOH-VEH-MBER
O		OSCAR	OSS-CAHR
P	..	PAPA	PAH-PAH
Q	..	QUEBEC	KAY-BECK
R	..	ROMEO	ROH-ME-OH
S	..	SIERRA	SEE-ERR-AH
T	.	TANGO	TANG-GOH
U	..	UNIFORM	YOU-NEE-FOH
V	..	VICTOR	VICK-TOR
W	..	WHISKEY	WISS-KEE
X	..	XRAY	ECKS-RAY
Y	..	YANKEE	YANG-KEE
Z	..	ZULU	ZOO-LOO
1		ONE	WUN
2	..	TWO	TOO
3	..	THREE	THUH-REE
4	..	FOUR	FO-WER
5	..	FIVE	FI-YIVE
6	..	SIX	SICKS
7	..	SEVEN	SEH-VEN
8	..	EIGHT	ATE
9	..	NINE	NI-NER
0		ZERO	ZEE-ROH

Expectations for Morse Code and the Phonetic Alphabet

The lesson on Mores Code and the Phonetic alphabet is one that can be started at any time in a cadet's career. Like knot tying, it is ongoing and not intended to be completed before going on to the next lessons. It is intended to be introduced and then practiced on a regular basis in order to build mastery of the skill.

There are no specific questions for this lesson but there are suggested levels of mastery for cadets to work toward.

When cadets have achieved these levels of mastery, the unit might want to present the cadet with a Certificate of Achievement for the Phonetic Alphabet and one for Morse Code.

Suggested Levels of Achievement

A cadet has reached the suggested level of achievement when:

MORSE CODE

- The cadet can identify 60% of the symbols on flash cards
- The cadet can send a simple message with the message day or flashlight (suggest S O S).

PHONETIC ALPHABET

- The cadet can identify and correctly pronounce 80 % of the Phonetic Alphabet and numbers

SUGGESTED EXTENDED EXTENDED LEARNING/HANDS ON TRAINING
PART V LESSON 7
MORSE CODE/PHONETIC ALPHABET

1. Have cadets complete activity sheet.
2. Make a morse code key
3. Use a flashlight to send and receive morse code.
4. Send and receive Morse Code (DVD available from local music store, military catalogs).
5. Have Cadets make flash cards with Morse Code on the cards. Practice Morse Code flash cards with a partner or use cards with one of the game boards.
6. Have cadets make flash cards for Phonetic Alphabet and numbers
7. Practice Phonetic Alphabet with a partner or use cards with one of the game boards.
8. .
9. .
10. .
11. .

**NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 7 QUESTIONS
MORSE CODE/PHONETIC ALPHABET**

1. Merchant shipping still use International Morse Code.
 - a. true
 - b. false

2. To avoid errors in copying messages, each letter and number has a phonetic word to identify it.
 - a. true
 - b. false

3. What is the phonetic alphabet for "A"?
 - a. Alpha
 - b. Albert
 - c. Alfa
 - d. Almost

4. Decipher this word?
 - a. Navy League
 - b. Honor
 - c. Cadet
 - b. None of the Above

5. Which items are represented by combinations of dots and dashes
 - a. letters
 - b. numbers
 - c. punctuation marks
 - d. All of the Above

U.S. COAST GUARD Thirteen vertical stripes, alternating red and white, with Coast Guard shield centered on the seventh stripe. Arms of the USA in dark blue on a white field in upper corner nearest the staff.

PERSONAL FLAGS

Personal flags are blue with white stars – one to five according to rank of Line Officers.

Personal flags are white with blue stars – one to three according to rank for Staff Officers

SPECIAL FLAGS AND PENNANTS

COMMISSIONING PENNANT A narrow strip with a blue field and white stars at the staff and a red stripe above a white stripe for the length of the fly.

RED CROSS A white flag with a Geneva Cross in the center.

CHURCH PENNANT A white pennant with a blue cross. Flown above the National Ensign when Christian divine services are in progress.

SEMAPHORE

Semaphore requires very little equipment. Signalmen need only two flags, approximately 18 inches to a side, attached to staffs. When two ships are alongside, good signalmen can send and receive 25 to 30 five-letter groups per minute.

Fig. V-8-2 shows the hand positions for letters and certain types of messages.

FLAG and NAME	Spoken	Written	FLAG and NAME	Spoken	Written	FLAG and NAME	Spoken	Written
 A	ALFA	A	 M	MIKE	M	 Y	YANKEE	Y
 B	BRAVO	B	 N	NOVEMBER	N	 Z	ZULU	Z
 C	CHARLIE	C	 O	OSCAR	O	 1	ONE	1
 D	DELTA	D	 P	PAPA	P	 2	TWO	2
 E	ECHO	E	 Q	QUEBEC	Q	 3	THREE	3
 F	FOXTROT	F	 R	ROMEO	R	 4	FOUR	4
 G	GOLF	G	 S	SIERRA	S	 5	FIVE	5
 H	HOTEL	H	 T	TANGO	T	 6	SIX	6
 I	INDIA	I	 U	UNIFORM	U	 7	SEVEN	7
 J	JULIETT	J	 V	VICTOR	V	 8	EIGHT	8
 K	KILO	K	 W	WHISKEY	W	 9	NINE	9
 L	LIMA	L	 X	XRAY	X	 0	ZERO	0

Fig. V-8-1a Signal Flags and Pennants

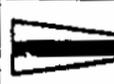
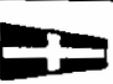
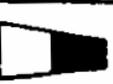
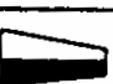
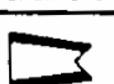
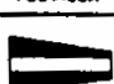
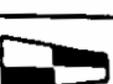
PENNANT and NAME	Spoken	Written	PENNANT or FLAG	Spoken	Written	PENNANT or FLAG	Spoken	Written
 1	PENNANT ONE	p1	 CODE or ANSWER	CODE or ANSWER	CODE or ANS	 NEGAT NEGATIVE	NEGAT	NEGAT
 2	PENNANT TWO	p2	 SCREEN	SCREEN	SCREEN	 PREP PREPARATIVE	PREP	PREP
 3	PENNANT THREE	p3	 CORPEN	CORPEN	CORPEN	 PORT	PORT	PORT
 4	PENNANT FOUR	p4	 DESIG- NATION	DESIG	DESIG	 SPEED	SPEED	SPEED
 5	PENNANT FIVE	p5	 DIVISION	DIV	DIV	 SQUADRON	SQUAD	SQUAD
 6	PENNANT SIX	p6	 EMERGENCY	EMERGENCY	EMERG	 STARBOARD	STARBOARD	STBD
 7	PENNANT SEVEN	p7	 FLOTILLA	FLOT	FLOT	 STATION	STATION	STATION
 8	PENNANT EIGHT	p8	 FORMATION	FORMATION	FORM	 SUBDIVISION	SUBDIV	SUBDIV
 9	PENNANT NINE	p9	 INTER- ROGATIVE	INTER- ROGATIVE	INT	 TURN	TURN	TURN
 0	PENNANT ZERO	p0	SUBSTITUTES					
TACK LINE	TACK		 1st. SUBSTITUTE	FIRST SUB	1st.	 3rd. SUBSTITUTE	THIRD SUB	3rd.
			 2nd. SUBSTITUTE	SECOND SUB	2nd.	 4th. SUBSTITUTE	FOURTH SUB	4th.

Fig. V-8-1b Signal Flags and Pennants

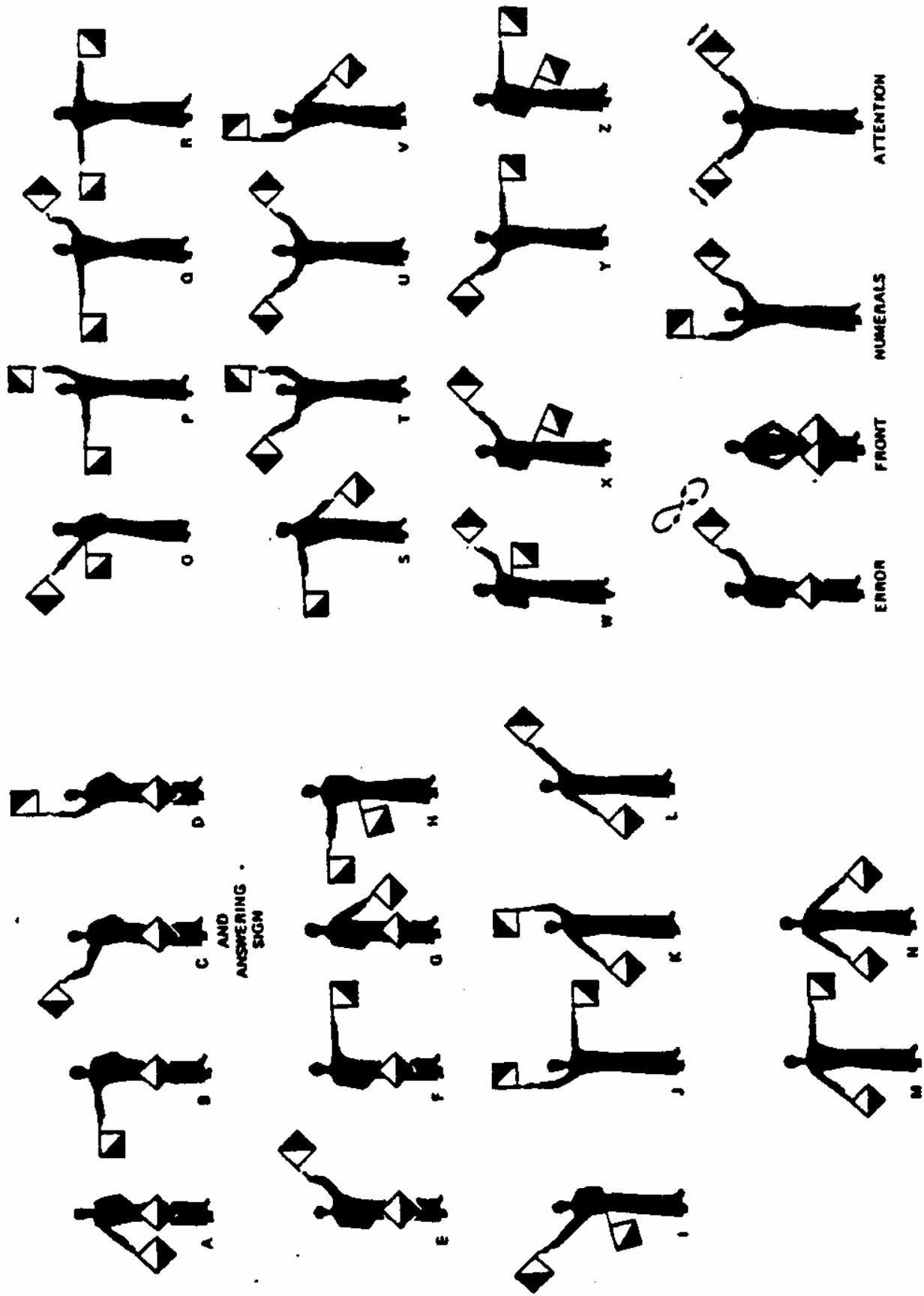


Fig. V-8-2 Semaphore

SUGGESTED EXTENDED LEARNING/ HANDS ON TRAINING
PART V LESSON 8
SIGNAL FLAGS PENANTS AND SEMAPHORE

1. Have cadets make semaphore flag set out of construction paper.
2. Make flash cards for use in recognizing flags
3. Prepare a “Welcome” sign or division name with flags.
4. Ask a signalman to drill – send and receive messages with flags.
5. Practice semaphore.
6. .
7. .
8. .
9. .
10. .
11. .

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 8 QUESTIONS
SIGNAL FLAGS, PENNANTS AND SEMAPHORE

- | | |
|--|---|
| <ol style="list-style-type: none">1. A personal blue flag with two white stars identifies a/an _____.<ol style="list-style-type: none">a. Admiralb. Vice Admiralc. Fleet Admirald. Rear Admiral2. A white flag with the United States crest in a circle of thirteen stars identifies the<ol style="list-style-type: none">a. President of the United Statesb. Chief of Naval Operationsc. Secretary of the Navyd. Vice-President of the United States3. A flag with a blue and white field, divided diagonally, with a Navy crest and four stars identifies the _____.<ol style="list-style-type: none">a. Secretary of the Navyb. Chief of Naval Operationsc. Vice Chief of Naval Operationsd. Secretary of Defense4. The ____ flies above the National Ensign only at specific times.<ol style="list-style-type: none">a. Red Cross Flagb. Commissioning Pennantc. Presidents Flagd. Church Pennant5. The primary advantage for signal flags is that they may be used during periods of radio silence.<ol style="list-style-type: none">a. trueb. false | <ol style="list-style-type: none">6. The President of the United States does not have a personal flag, but flies the National Ensign.<ol style="list-style-type: none">a. trueb. false7. The Church Pennant is a white pennant with a blue cross.<ol style="list-style-type: none">a. trueb. false8. Since he is a four-star Admiral, the Chief of Naval Operations files a blue flag with four stars in a diamond pattern.<ol style="list-style-type: none">a. trueb. false9. A flag with a white anchor and four white stars on a blue field identifies the:<ol style="list-style-type: none">a. Secretary of the Navyb. Secretary of Defensec. Vice-President of the United Statesd. President of the United States |
|--|---|

BREAKING UP TWO VICTIMS: Decide which of the two to rescue first. Approach from the rear, place arms around the victim's shoulders, hands under the chin. Place a foot on the other victim's chest and apply pressure to break them apart.

CARRIES

HAIR: Grasp the victim's hair tightly. Using a sidestroke, swim with your legs and free arm.

HEAD: Swim on your back, holding the victim's head above water, with both hands under chin.

CROSS-CHEST: Place one arm over the victim's shoulder, across his chest, and under the opposite arm. Support the victim on your hip and swim with a sidestroke. Do not use this carry if the victim is in serious condition, nor for long distances.

TIRED SWIMMER: When the victim doesn't panic and can follow instructions, turn him on his back, spread your legs, and place both his hands on your shoulder with the arms stiff. Use a breast stroke, pushing the victim ahead.

SUGGESTED EXTENDED LEARNING/ HANDS ON TRAINING
PART V LESSON 9
FIRST AID – SWIMMER RESCUE

1. If possible, take cadets to a pool and practice methods for rescue.
2. Practice on the floor before going to the water.
3. Call the Red Cross or local schools or the Naval reserve for appropriate films or videos.
4. .
5. .
6. .
7. .
8. .
9. .
10. .
11. .

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 9 QUESTIONS
MISCELLANEOUS FIRST AID – SWIMMER RESCUE

1. Lifesaving techniques are based on the idea that a drowning person _____
 - a. can swim
 - b. will remain calm
 - c. will panic
 - d. trusts the rescuer
2. The cross chest carry should not be used to transport a drowning victim _____
 - a. who has no serious injuries
 - b. for long distances
 - c. without a life preserver
 - d. in very deep water
3. When a drowning person is too excited to follow directions, a rescuer should approach from (the) _____
 - a. rear
 - b. underwater
 - c. front
 - d. side
4. When using the Head Carry, a rescuer swims with a _____
 - a. sidestroke
 - b. breaststroke
 - c. crawlstroke
 - d. backstroke
5. When breaking apart two people in danger of drowning, the rescuer must first decide _____
 - a. the direction of approach
 - b. which of the two to rescue first
 - c. which carry to use
 - d. whether either will panic
6. In breaking a drowning person's hold, the rescuer's first step is to _____
 - a. give instructions
 - b. grasp the person's feet
 - c. use the hair carry
 - d. sink with the person
7. The best carry to use when rescuing a drowning person who is calm is the _____
 - a. hair carry
 - b. tired swimmer carry
 - c. head carry
 - d. cross chest carry

CLOSURE

Whether a cadet joins the service or not, this is an important area for cadets to know about. It gives them a better understanding of our sea services and the many and varied skills needed to get the job done.

SUGGESTED EXTENDED LEARNING/ HANDS ON TRAINING
PART V LESSON 10
NAVY CAREER OPPORTUNITIES, SETTING GOALS

1. Invite a Navy and a Marine Corps Recruiter (different drills) to be a guest speaker. Supply them with a list of questions you want answered (see list above for suggestions).
2. Invite a Blue and Gold Officer to speak to cadets about appointments to the Naval Academy. Be sure to have the officer cover the difference between meeting and qualifying for an appointment. Many meet the requirements but few meet the standards of those what are chosen.
3. Invite a representative from one of the Maritime Academies to speak. Use same guidelines as those listed for Naval Academy.
4. Invite someone representing the Coast Guard and the Coast Guard and the Coast Guard Academy. Follow same guidelines as listed for other services.
5. Ask recruiters about borrowing films or videos that might give information about different careers in the Navy.
6. Try to arrange opportunities for different cadets to “shadow” (follow for a day) active duty or reserve personnel as they work on the job.
7. Invite people who have service experience and whose skills in a particular rating are current to speak to cadets about their jobs and courses or activities cadets can do to learn more about these ratings.
8. Have cadets choose a rating that interests them and become the unit “expert” on that rating. Have them “research” the rating. They can gather all the information they can find on the rating; talk to people who are in the rating and shadow them. Cadets then make a report to the unit on job opportunities and requirements.
9. VERY IMPORTANT...have a Sea Cadet Petty Officer talk to the class about the Sea Cadets. They might discuss requirements for Recruit Training, promotions, TWT and week-end training. Be sure to mention advanced pay grade enlistment in the Navy.
10. Have cadets discuss their short-term and long-term goals. Encourage them to write them down and then list steps toward achieving them. Have cadets then share their progress towards these goals at CO conferences.
11. .
12. .
13. .

NLCC PETTY OFFICER FIRST CLASS
PART V LESSON 10 QUESTIONS
NAVY CAREER OPPORTUNITIES

1. It is too early to think about your future at 12 years old.
 - a. true
 - b. false

2. Getting information to the cadets early can reduce disappointments later
 - a. true
 - b. false

3. There are only career fields in the U.S. Navy?
 - a. true
 - b. false

4. It is a good idea for middle school students to know high school courses to take which would help cadets to qualify for special rates ?
 - a. true
 - b. false

5. Which topics would be beneficial for guest speakers to talk about?
 - a. Basic requirements to enter that service
 - b. Programs for minorities
 - c. Both a & b
 - d. None of the Above

PART VI

PHYSICAL TRAINING (PT)

Physical Education Action Letters

- a. NSCC Action Letter 6-92 (Motivational Training)
- b. NSCC Action Letter 7-92 (President's Physical Fitness Standards)



United States Naval Sea Cadet Corps

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FAX 703-528-2333

15 October 1992

NSCC ACTION LETTER 6-92

From: Executive Director, Naval Sea Cadet Corps
To: Distribution

Subj: **MOTIVATIONAL TRAINING**

1. Background. "Motivational Training," where cadets are required to perform strenuous exercises for disciplinary purposes, is increasingly being used as a motivational device. This type of training occurs both at the unit level and during scheduled training, particularly during recruit training indoctrination. "Motivational training" places undue mental and physical stress on cadets and has not served the purposes for which intended. It fails to motivate.

2. Discussion. Imposition of strenuous physical exercise as a motivational technique, physically abuses and demeans cadets. There is also the consideration that strenuous exercise may lead to physical exhaustion which may be life threatening. NSCC Regulations, paragraph 0930.2, prohibits physical and mental abuse of any person in the Cadet Corps, stating: "No commanding officer, or any other person, may maltreat or physically abuse any person in the NSCC for misconduct. Unit discipline will be maintained by individual counseling and through administrative actions..." This does not preclude physical fitness programs, programs which are supervised and which are suited to the age group with which you are working. Physical conditioning is an essential and necessary part of our program; "motivational training" is not.

3. Action. Unit commanding officers/senior escort officers will ensure that all individuals engaged in training of cadets, either at the unit level (NSCC Officers, Midshipman, Instructors, Cadet Petty Officers, and Staff Cadets) or by Navy/Coast Guard ships/shore commands, understand that "motivational training" will not be imposed as a disciplinary or motivational measure. SEOs will ensure that commanding officers of training activities are aware of this prohibition. Reports of physical abuse or maltreatment will be thoroughly investigated by unit commanding officers/SEOs. Verified instances of such treatment will be reported to NHQ and may be cause for disenrollment.

4. Cancellation. This Action Letter will remain in effect until its contents have been incorporated into the Training Manual.


K. T. WEAVER

Distribution:
Standard A/L



United States Naval Sea Cadet Corps

2300 WILSON BOULEVARD • ARLINGTON, VIRGINIA 22204 • TELEPHONE (703) 243-6800
FAX 703-228-2133

7 December 1992

NSCC ACTION LETTER 7-92

From: Executive Director, U.S. Naval Sea Cadet Corps
To: Distribution

Subj: NSCC CADET PHYSICAL FITNESS PROGRAM

Ref: (a) NSCC Action Letter 6-92 - Motivational Training

Encl: (1) Physical Fitness Program (Excerpt from 1992-93
President's Challenge Physical Fitness Program)
(2) Cadet Exercise Chart (NSC-26)
(3) NSCC Minimum Physical Fitness Standards

1. Background. The need for a physical fitness program has been highlighted by the number of cadets arriving at NSCC recruit training not prepared for the strenuous physical regimen involved.

2. Discussion. Physical fitness training is essential to the development of cadets, ensuring their readiness for the demands of the summer training program. The physical fitness program, enclosure (1), will accomplish that purpose. We have developed a program which requires: (1) scheduled unit physical training; and, (2) successful completion of a physical fitness test prior to departure for training. The NSCC program borrows from the President's Challenge Physical Fitness Program. As a motivational device commanding officers are encouraged to enroll their units in the national program so that cadets, with their work in the unit as basis, may go on and work to attain the physical fitness criteria of the President's program and win the recognition and awards that the program provides. This can be done by writing to: President's Challenge, Poplars Research Center, 400 East 7th ST, Bloomington, IN 47405.

3. Action. Unit Commanding Officers will:

a. Brief all hands on the contents of reference (a). No one involved with training cadets will force cadets to perform excessive/strenuous physical exercises which might cause exhaustion and/or result in a life threatening situation.

b. Incorporate the exercises illustrated in enclosure (1) into the unit physical fitness training program.

c. Schedule physical fitness training at least once per month. Record physical fitness scores on the Monthly Cadet Exercise Chart, enclosure (2).

d. Encourage cadets to participate in sports, athletic events, and daily physical fitness exercises.

e. Each cadet will be required to pass the NSCC Minimum Physical Fitness Standards, enclosure (3). Cadets scheduled to attend NSCC Recruit Training must pass the minimum standards.

PRIOR TO submission of the NSC-22. The NSC-22 will be annotated on the back, just above the COs signature with "PASSED NSCC MINIMUM PHYSICAL FITNESS STANDARDS", those without the endorsement will be returned to the unit. Cadets who fail to pass the test will not attend training.

4. Cancellation. This Action Letter will remain in effect until incorporated into the NSCC/NLCC Advancement and Training Manual.


K. T. WEAVER

Distribution:
NSCC Field Representatives
NSCC Regional/Associate Regional Directors
NSCC/NLCC Unit Commanding Officers

NSCC EXERCISE PROGRAM

The exercises illustrated in this enclosure provides the minimum standards for the NSCC Exercise Program. The exercise program will be scheduled for one hour every month. The time requirements for each exercise will be the governing factor. The number of repetitions accomplished by each cadet will be entered in enclosure (2) and the total for each cadet entered in enclosure (3) under the applicable month.

Enclosure(1)

Exercise #1 WINDMILL (4 count)

Repetitions: 10 Maximum time: 1 minute

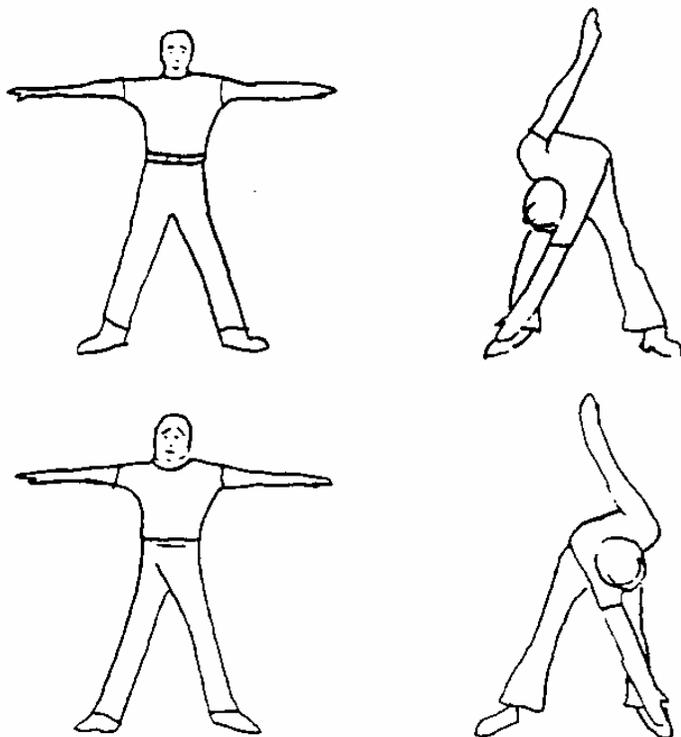
a. Purpose: stretches back, shoulder, and rear thigh muscles for increased flexibility.

b. Commands:

- (1) Feet apart with a jump, arms sideward RAISE.
- (2) LEFT hand to RIGHT toe TOUCH.
- (3) Trunk upward STRETCH.
- (4) RIGHT hand to LEFT toe TOUCH.
- (5) Trunk upward STRETCH.

c. Deficiencies:

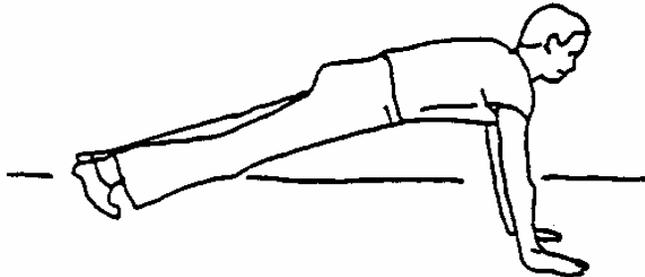
- (1) Trunk not stretched up.
- (2) Free hand not stretched straight up.



Enclosure (1)

Exercise #3 MEN ONLY - PUSH UPS
Repetitions: 5 Maximum time: 2 minutes

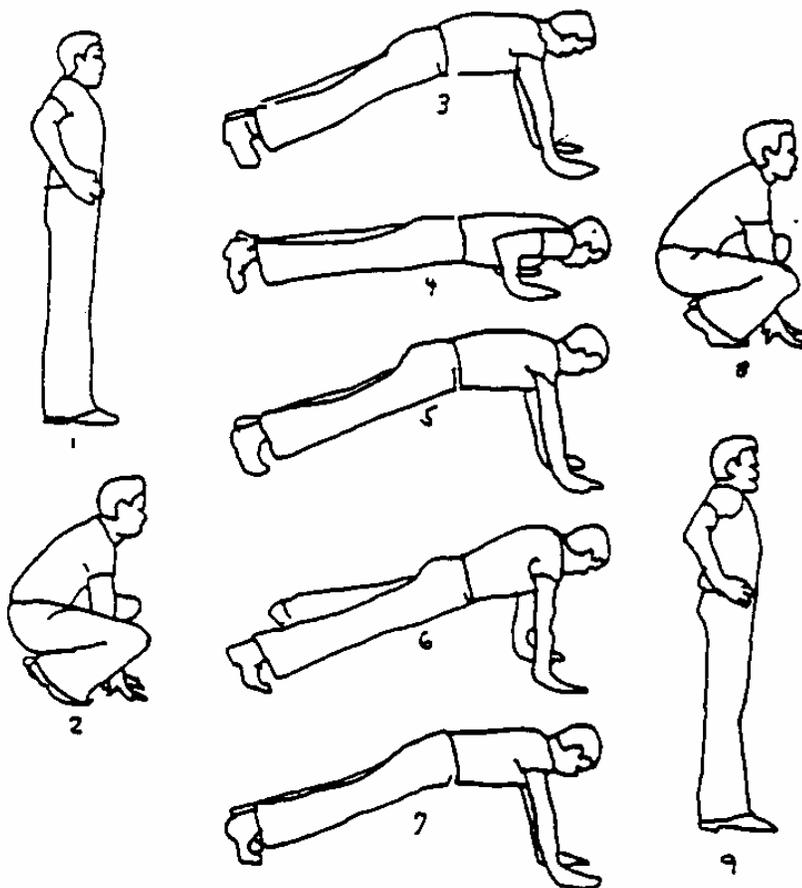
- a. Purpose: To strengthen upper back muscles.
- b. Commands:
 - (1) Down
 - (2) Up
- c. Deficiencies:
 - (1) Trunk not held straight
 - (2) Arms not bending far enough for chin to touch the deck



Enclosure (1)

Exercise #4 MEN ONLY - BODY BUILDER (8 COUNT)
Repetitions: 10 Maximum time: 2 minutes

- a. Purpose: To strengthen and stretch legs, arms and back
- b. Commands: By count
- c. Deficiencies:
 - (1) Trunk not held straight
 - (2) Arms not bending far enough to touch deck



Enclosure (1)

Exercise #5 FULL JUMPING JACKS (2 COUNT)
Repetitions: 20 Maximum time: 2 minutes

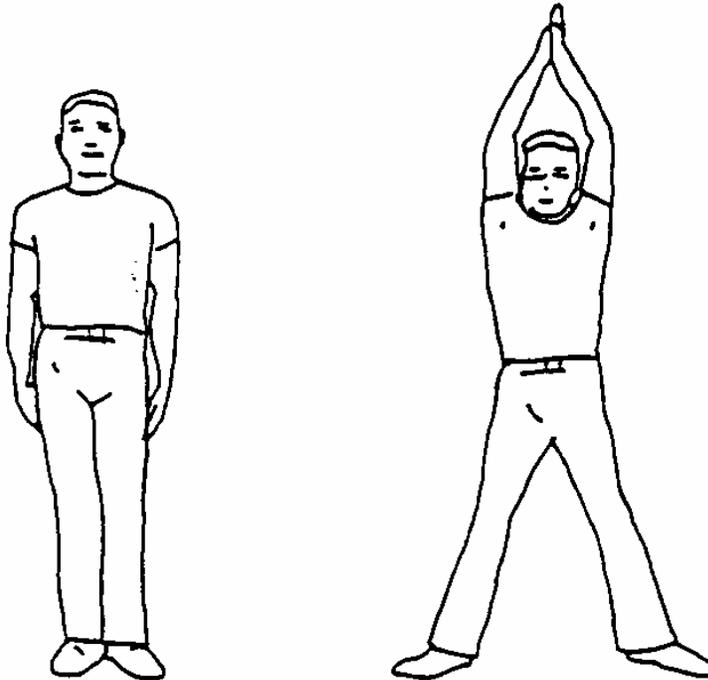
a. Purpose: Strengthens and stimulates circulatory and respiratory systems. Limbers and strengthens hip and shoulder joints.

b. Commands:

- (1) Feet apart with a jump, arms sideward and upward STRETCH
- (2) Feet together with a jump, arms sideward and downward

c. Deficiencies:

- (1) Whole trunk not stretched upward



Enclosure (1)

Exercise #7 STOMACH FLUTTER KICK

Repetitions: 25 Maximum time: 2 minutes

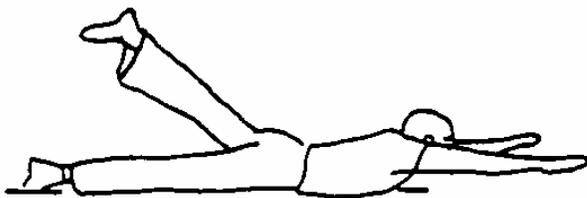
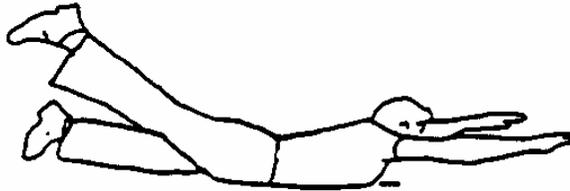
a. Purpose: Strengthening all of the back muscles, elevators and depressors of the arms and the flexors and extensors of the hip joint.

b. Commands:

- (1) Laying on the stomach, arms and legs outstretched, POSITION
- (2) Legs, chest, arms and head upward ARCH
- (3) Commence with arms and legs FLUTTER KICK

c. Deficiencies:

- (1) Failure to keep arched throughout
- (2) Legs and arms spread too far apart



Enclosure (1)

Exercise #8 RUNNING IN PLACE

Repetitions: n/a Maximum time: 2 minutes

- a. Purpose: Strengthens and stimulates circulatory and respiratory system.
- b. Commands:
 - (1) Ready in place RUN
- c. Deficiencies:
 - (1) Head not erect
 - (2) Body not slightly forward, or bending at the waist
 - (3) Arms crossing the body instead of loose thrust position
 - (4) Toes not pointed straight ahead

Exercise #9 RUN AROUND EXERCISING AREA

Approximately one quarter mile per repetition
Maximum repetitions: 2 Maximum time: 20 minutes

- a. Purpose: Strengthens and stimulates circulatory and respiratory systems. Limbers and strengthens hip and shoulder joints.
- One minute rest between repetitions.

Enclosure (1)

THE PRESIDENT'S CHALLENGE Program Overview

The success of the President's Challenge program depends on the enthusiasm and knowledge of physical educators and other youth leaders. Now, young people ages 6-17 can strive for one of three awards as part of the President's Challenge:



The Presidential Physical Fitness Award (PPFA), recognizing an outstanding level of physical fitness;



The National Physical Fitness Award (NPFA), for achieving a basic yet challenging level of physical fitness;



The Participant Physical Fitness Award, for students whose scores fall below the 50th percentile on one or more of the test items.

These three individual awards, along with the long-standing State Champion Award for schools that qualify the highest percentage of students for the PPFA, are awards of the President's Council on Physical Fitness and Sports (PCPFS) and bear the signature of the President of the United States.

The President's Challenge is a program of the PCPFS which began in 1966 with the implementation of the PPFA. The standards for the President's Challenge test battery (see page 6) are based on data from the 1985 School Population Fitness Survey conducted for the PCPFS by the University of Michigan Institute for Social Research. Complete normative data are available from the PCPFS office.

The National Physical Fitness Award (NPFA), now in its fourth year, is designed to motivate all youngsters to achieve a basic but challenging level of fitness.

The Participant Award, now in its second year, was added to the awards program to help motivate youngsters to strive for a higher level of fitness. The Presidential, National, and Participant Awards are now available to boys and girls with special needs based on criteria outlined on page 5 of this booklet.

The PCPFS recommends fitness testing at least twice each year, in the fall and spring. It is also recommended that additional tests of health and fitness such as body composition, blood pressure and posture checks, etc. be used to supplement the President's Challenge program. Quality physical education programs utilize a variety of assessments and incorporate the results into meaningful and motivational lesson plans.

Before conducting the President's Challenge, or any youth fitness test, each child's medical status should be reviewed to identify medical, orthopedic or other health problems that should be considered prior to participation in physical activities, including testing.

TO PLACE ORDERS
President's Challenge
Poplars Research Center
400 East 7th Street
Bloomington, IN 47405
1-800-258-8146 (Toll Free Number)

(Please allow a minimum of three to four weeks for delivery)

For Program Information Write
PCPFS, 450 5th Street, N.W., Suite 7103, Washington, DC 20001

THE NEW EXPANDED PRESIDENT'S CHALLENGE Youth Physical Fitness Awards Program

The Presidential Physical Fitness Award (PPFA)

The PPFA consists of an embroidered Presidential emblem and a certificate signed by the President of the United States. Boys and girls who score at or above the 85th percentile on all five items of the President's Challenge (curl-ups, shuttle run, one mile run/walk, pull-ups, V-sit reach (Option: sit and reach)) are eligible to receive the award. Emblems are numbered to correspond with the total number of times the award is earned. An emblem without a numeral also is available.



The National Physical Fitness Award (NPFA)

The NPFA recognizes a basic yet challenging level of physical fitness. Boys and girls scoring at or above the 50th percentile on all five items on the President's Challenge are eligible to receive this award. The award consists of an embroidered emblem, similar to the PPFA but without the number indicating how often the award is earned. A National certificate of achievement is offered as an alternative to the emblem. (NOTE: students who cannot do one pull-up must meet the standard set for the flexed-arm hang in order to earn the NPFA. At the 50th percentile level for pull-ups, the 1985 School Population Survey shows 0 scores for 8-year old boys and for girls all age levels. The one pull-up standard has been substituted for these zeros to encourage the development of arm and shoulder girdle strength and endurance in boys and girls.)



The Participant Physical Fitness Award

The Participant Award recognizes boys and girls who attempt all five test items on the President's Challenge but whose scores fall below the 50th percentile on one or more of them. Students are eligible to receive an embroidered Participant emblem or Participant certificate. The Participant Award emblem is white with gold trim and slightly smaller than the National Award emblem.



The State Champion Award

The State Champion Award recognizes the top schools in each state, one in each of three enrollment categories (1-100, 101-500, 501 plus), that qualify the highest percentage of students for the Presidential Physical Fitness Award with a handsome Presidential certificate. Each student in the winning schools who qualified for the PPFA also receives a State Champion emblem and certificate. Interested schools must complete the entry form on page 9.



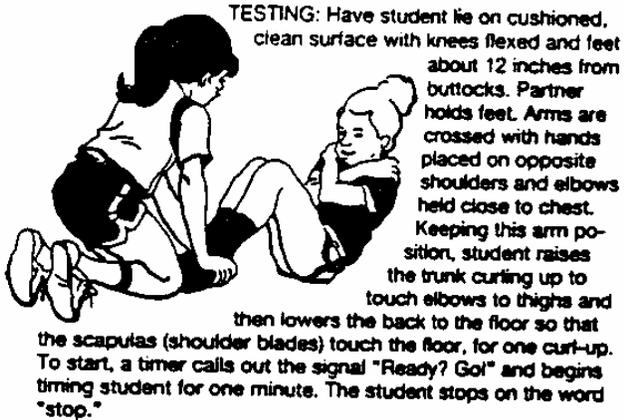
INSTRUCTIONS FOR THE PRESIDENT'S CHALLENGE TEST ITEMS

For use when qualifying students for the Presidential, National and Participant Awards

Before performing the following tests all students should be taught the correct techniques for all tests, including proper pacing and running style. There is no limit to the number of tries students may have on each test item. Physical fitness testing is most effective when it is part of a comprehensive physical education program that supports testing with educational and motivational information.

1. CURL-UPS

OBJECTIVE: To measure abdominal strength/endurance by maximum number of curl-ups performed in one minute.



TESTING: Have student lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Partner holds feet. Arms are crossed with hands placed on opposite shoulders and elbows held close to chest. Keeping this arm position, student raises the trunk curling up to touch elbows to thighs and then lowers the back to the floor so that the scapulas (shoulder blades) touch the floor, for one curl-up.

To start, a timer calls out the signal "Ready? Go!" and begins timing student for one minute. The student stops on the word "stop."

RULES: "Bouncing" off the floor is not permitted. The curl-up should be counted only if performed correctly.



2. SHUTTLE RUN

OBJECTIVE: To perform shuttle run as fast as possible.

TESTING: Mark two parallel lines 30 feet apart and place two blocks of wood or similar object (approximate size of 2"x2"x4") behind one of the lines. Students start behind opposite line. On the signal "Ready? Go!" the student runs to the blocks, picks one up, runs back to the starting line, places block behind the line, runs back and picks up the second block and runs back across starting line.

RULES: Blocks should not be thrown across the lines. Scores are recorded to the nearest tenth of a second.

3. ONE MILE RUN/WALK

OBJECTIVE: To measure heart/lung endurance by fastest time to cover a one-mile distance.

TESTING: On a safe, one-mile distance, students begin running on the count "Ready? Go!" Walking may be interspersed with running. However, the students should be encouraged to cover the distance in as short a time as possible.

RULES: Before administering this test, students' health status should be reviewed. Also, students should be given ample instruction on how to pace themselves and should be allowed to practice running this distance against time. Sufficient time should be allowed for warming up and cooling down before and after the test. Times are recorded in minutes and seconds.

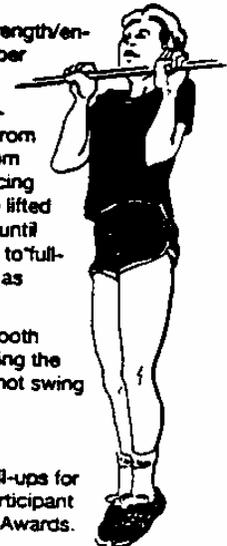


4. PULL-UPS

OBJECTIVE: To measure upper body strength/endurance by maximum number of pull-ups completed.

TESTING: Student hangs from a horizontal bar at a height the student can hang from with arms fully extended and feet free from floor, using an overhand grasp (palms facing away from body). Small students may be lifted to starting position. Student raises body until chin clears the bar and then lowers body to full-hang starting position. Student performs as many correct pull-ups as possible.

RULES: Pull-ups should be done in a smooth rather than jerky motion. Kicking or bending the legs is not permitted and the body must not swing during the movement.



FLEXED-ARM HANG: Alternative to pull-ups for National and Participant Physical Fitness Awards.

Students who cannot do one pull-up may do the flexed-arm hang in order to qualify for the National or Participant Physical Fitness Awards. To qualify for the Presidential Award, students are required to do pull-ups.

OBJECTIVE: To maintain flexed-arm hang position as long as possible.

(continued on next page)

FLEXED-ARM HANG (Continued)

TESTING: Using same hand position as in pull-ups, student assumes flexed-arm hang position with chin clearing the bar. Students may be lifted to this position. Student holds this position as long as possible.

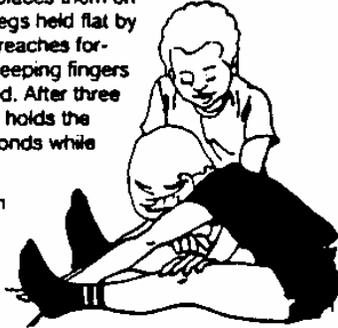
RULES: Chest should be held close to bar with legs hanging straight during hang. Timing is stopped when student's chin touches or falls below the bar.

5. V-SIT REACH

OBJECTIVE: To measure flexibility of lower back and hamstrings by reaching forward in the V position.

TESTING: A straight line two feet long is marked on the floor as the baseline. A measuring line is drawn perpendicular to the midpoint of the baseline extending two feet on each side and marked off in half-inches. The point where the baseline and measuring line intersect is the "0" point. Student removes shoes and sits on floor with measuring line between legs and soles of feet placed immediately behind baseline, heels 8-12 inches apart. Student clasps thumbs so that hands are together, palms down and places them on measuring line. With the legs held flat by a partner, student slowly reaches forward as far as possible, keeping fingers on baseline and feet flexed. After three practice tries, the student holds the fourth reach for three seconds while that distance is recorded.

RULES: Legs must remain straight with soles of feet held perpendicular to the floor (feet flexed). Students should be encouraged to reach slowly rather than "bounce" while stretching. Scores, recorded to the nearest half-inch, are read as plus scores for reaches beyond baseline, minus scores for reaches behind baseline.



SIT AND REACH (OPTION to V-Sit Reach)

OBJECTIVE: Farthest distance reached.

TESTING: A specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. (Details for construction are in AAHPERD's fitness testing protocol.) Student removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, student reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded.

RULES: Legs must remain straight, soles of feet against box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.



PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS

New Statement of Policy
and

Criteria for Qualifying Students with Special Needs
for the

Presidential, National and Participant
Physical Fitness Awards

Students with special needs have the right to an individualized physical fitness program and the President's Council on Physical Fitness and Sports (PCPFS) includes this important element in guidelines for quality physical education. The Council also believes these students can be motivated to develop lifetime habits of appropriate exercise through recognition of achievement in physical fitness. The modified award criteria listed below have been prepared to permit boys and girls ages 6-17 with special needs to qualify for the Presidential, National or the Participant Awards in the President's Challenge Awards Program.

Qualified instructors who verify they have followed the criteria presented may qualify students with special needs who do not reach PCPFS printed standards on one or more of the five test items in the awards program.

For questions or information concerning Special Needs Students, please call our Toll Free Number: 1-800-258-8146.

THESE MODIFICATIONS NOW APPLY TO ALL AWARDS.

CRITERIA FOR QUALIFYING STUDENTS WITH SPECIAL NEEDS FOR THE PRESIDENTIAL, NATIONAL OR PARTICIPANT AWARDS

1. The instructor has reviewed the individual's records to identify medical, orthopedic or other health problems which should be considered prior to participation in physical activities including physical fitness testing.
2. The individual has been participating in an appropriate physical fitness program that develops and maintains cardiorespiratory endurance; muscle strength, endurance and power, and flexibility.
3. The individual has one or more disabilities which directly affects performance in physical fitness activities.
4. The individual has on file an Individual Education Program (IEP) as defined under The Education of all Handicapped Children Act (Public Law 94-142) and The Rehabilitation Act of 1973, Section 504 (Public Law 93-112) or is certified by a qualified instructor as possessing a physical disability which affects performance in physical fitness activities.
5. The instructor has administered the following five test items according to provided program instructions allowing for modifications of or substitutions for those items necessary to accommodate the individual's condition: (1) one mile walk/run, (2) abdominal-curl, (3) pull-ups or flexed-arm hang, (4) shuttle run, and (5) V-sit reach or sit and reach.
6. The instructor judges that the individual has performed each of the five test items and/or necessary modifications or substitutions at his/her Fitness Award age group qualifying standards or at a level equivalent to a Presidential, National, or Participant level of performance for a boy or girl this age with this condition.



THE PRESIDENTIAL PHYSICAL FITNESS AWARD

Qualifying Standards

	AGE	CURL-UPS	SHUTTLE RUN	V-SIT REACH or SIT AND REACH		ONE-MILE RUN	PULL-UPS	
		(Timed one minute)	(seconds)	(inches)	(centimeters)	(minutes/seconds)		
BOYS	6	33	12.1	+3.5	31	10:15	2	
	7	36	11.5	+3.5	30	9:22	4	
	8	40	11.1	+3.0	31	8:48	5	
	9	41	10.9	+3.0	31	8:31	5	
	10	45	10.3	+4.0	30	7:57	6	
	11	47	10.0	+4.0	31	7:32	6	
	12	50	9.8	+4.0	31	7:11	7	
	13	53	9.5	+3.5	33	6:50	7	
	14	56	9.1	+4.5	36	6:26	10	
	15	57	9.0	+5.0	37	6:20	11	
	16	56	8.7	+6.0	38	6:08	11	
	17	55	8.7	+7.0	41	6:06	13	
	GIRLS	6	32	12.4	+5.5	32	11:20	2
		7	34	12.1	+5.0	32	10:36	2
		8	38	11.8	+4.5	33	10:02	2
		9	39	11.1	+5.5	33	9:30	2
		10	40	10.8	+6.0	33	9:19	3
11		42	10.5	+6.5	34	9:02	3	
12		45	10.4	+7.0	36	8:23	2	
13		46	10.2	+7.0	38	8:13	2	
14		47	10.1	+8.0	40	7:59	2	
15		48	10.0	+8.0	43	8:08	2	
16		45	10.1	+9.0	42	8:23	1	
17		44	10.0	+8.0	42	8:15	1	



THE NATIONAL PHYSICAL FITNESS AWARD

Qualifying Standards

	AGE	CURL-UPS	SHUTTLE RUN	V-SIT REACH or SIT AND REACH		ONE-MILE RUN	PULL-UPS or FLEXED-ARM HANG		
		(Timed one minute)	(seconds)	(inches)	(centimeters)	(minutes/seconds)		(seconds)	
BOYS	6	22	13.3	+1.0	26	12:36	1	6	
	7	28	12.8	+1.0	26	11:40	1	8	
	8	31	12.2	+0.5	25	11:05	1	10	
	9	32	11.9	+1.0	25	10:30	2	10	
	10	35	11.5	+1.0	25	9:48	2	12	
	11	37	11.1	+1.0	25	9:20	2	11	
	12	40	10.6	+1.0	26	8:40	2	12	
	13	42	10.2	+0.5	26	8:06	3	14	
	14	45	9.9	+1.0	28	7:44	5	20	
	15	45	9.7	+2.0	30	7:30	6	30	
	16	45	9.4	+3.0	30	7:10	7	28	
	17	44	9.4	+3.0	34	7:04	8	30	
	GIRLS	6	23	13.8	+2.5	27	13:12	1	5
		7	25	13.2	+2.0	27	12:56	1	6
		8	29	12.9	+2.0	28	12:30	1	8
		9	30	12.5	+2.0	28	11:52	1	8
		10	30	12.1	+3.0	28	11:22	1	8
11		32	11.5	+3.0	29	11:17	1	7	
12		35	11.3	+3.5	30	11:05	1	7	
13		37	11.1	+3.5	31	10:23	1	8	
14		37	11.2	+4.5	33	10:06	1	9	
15		36	11.0	+5.0	36	9:58	1	7	
16		35	10.9	+5.5	34	10:31	1	7	
17		34	11.0	+4.5	35	10:22	1	7	



THE PARTICIPANT PHYSICAL FITNESS AWARD

Boys and girls who attempt all five test items but whose scores fall below the 50th percentile on one or more of them are eligible to receive the new Participant Award

Board Games

GAMES AND GAME BOARDS

SPECIAL COMMENT: *Games are an excellent way to help cadets raise their level of learning in a fun way. Most cadets need more than one exposure to new concepts before the learning is permanent. Games provide this practice in a way that captures most cadet's attention. The games themselves are revisions of commercial games or ones that many cadets play in classes at school.*

Making the game boards does not need to be a problem: Have the cadets help make the game boards during a drill. Bring colored pens to use to give color to the boards and game cards. For example, take a yellow felt tip pen and color in the gold on the Ranks and Rates game cards. A good procedure is to spend some time making up games boards before starting the unit. That way you will have everything at hand when you start teaching.

This section also has some extra blank game boards. Encourage your cadets to design their own games to extend learning after the formal lesson. Such games as Trivia, Jeopardy and an adapted version of Family Feud lend themselves to game activities using NLCC lesson information.

SUGGESTIONS FOR MAKING UP THE GAMES:

- Plan to make 3 to 6 games of each kind
- Have masters of the games zeroxed and glue the two board pieces together, inside a manila folder. (Game boards come in two, 8x11 pieces. They must be glued together to make one board. Use a manila folder to glue them in, or use a large poster board).
- Use colored felt tip pens to color the boards to brighten them up.
- Important: Put game board masters back in they Syllabus so they will be there for later use.
- Cut out the directions, players, and materials needed and glue to the outside of the folder.
- Glue a manila envelope with a flap (about 5 X 7) on the outside of the folder.
- Laminate the game cards, game folder and the answer sheet.
- Carefully slit the laminate by the flap on envelope.
- Cut the laminated game cards apart
- Place the game cards and answer sheet into the envelope
- Putting the games in manila folders makes it easy to store in a filing cabinet.
- Store the dice and markers in a box in the cabinet as well.

GAME BOARD DIRECTIONS

RANKS AND RATES

NEEDED:

Game Cards
1 die 0-5
2 markers

NUMBER OF PLAYERS:

2 game players
1 judge
(the judge holds the answer sheet and decides if an answer is correct or not)

DIRECTIONS:

Place game cards face down on board in space marked.

Decide who goes first .

Take turns throwing the die.

After throwing the die, pick up a game card and identify the rank or rate on the card.

The judge will tell you if the answer is correct. If the answer is incorrect the judge gives the correct answer before placing the card face down at the bottom of the stack of game cards.

If the answer is correct, the player moves the number of places shown on the die.

If the answer is wrong, the player's marker stays on the space it was on before throwing the die.

Place the discarded card face down on the bottom of the stack of game cards before the next player throws the die.

The winner is the player who gets his marker past the finish box first.

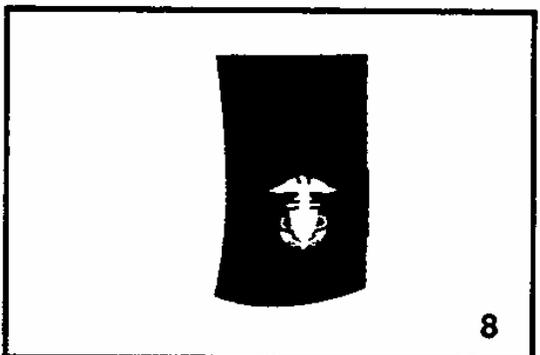
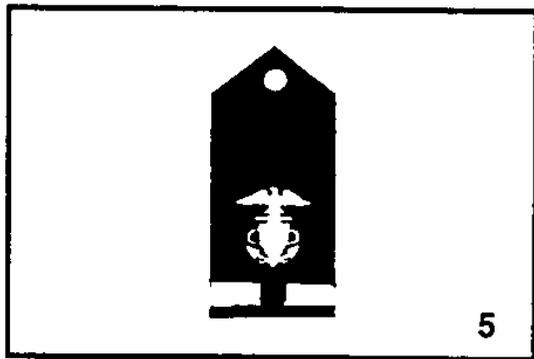
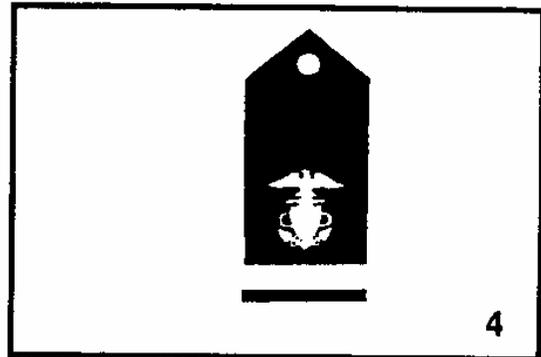
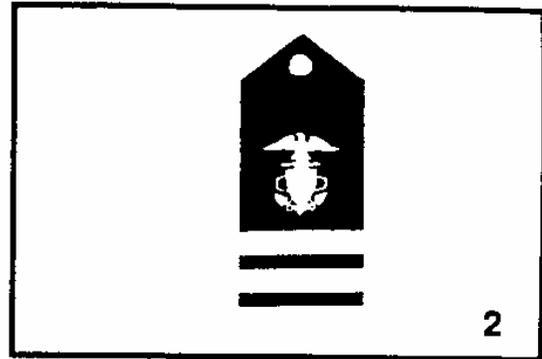
Then the loser becomes the judge and the person who was the judge of the previous game becomes a player and plays the winner of the previous game.

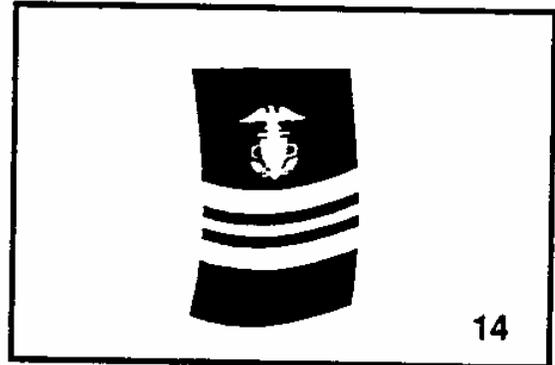
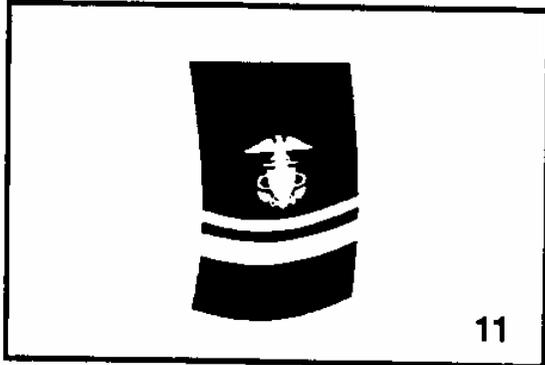
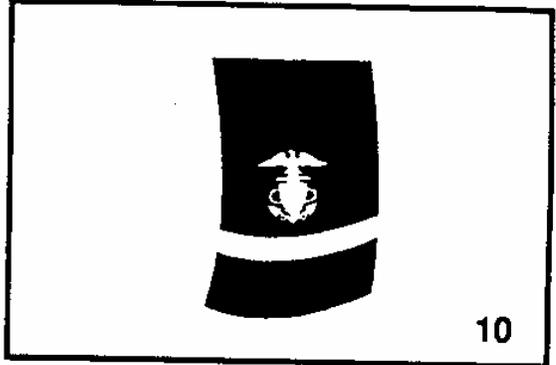
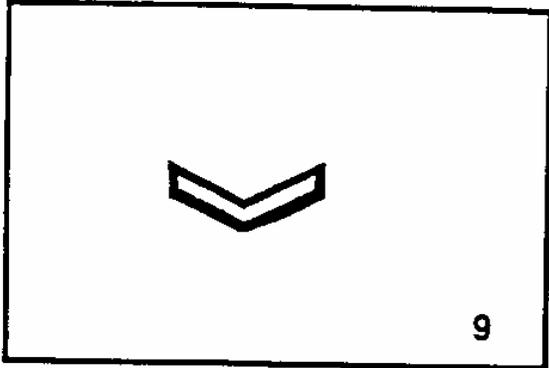
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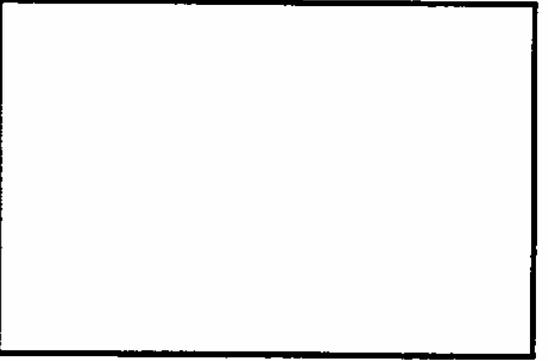
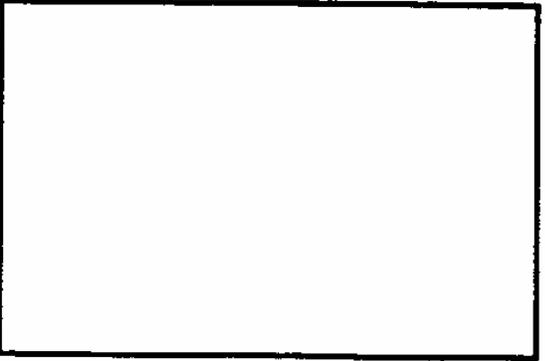
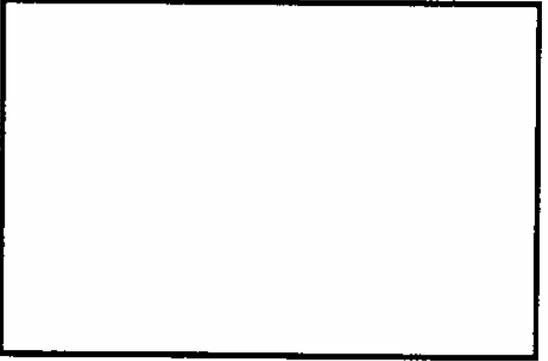
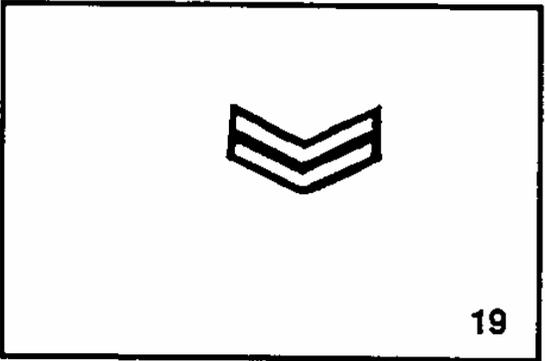
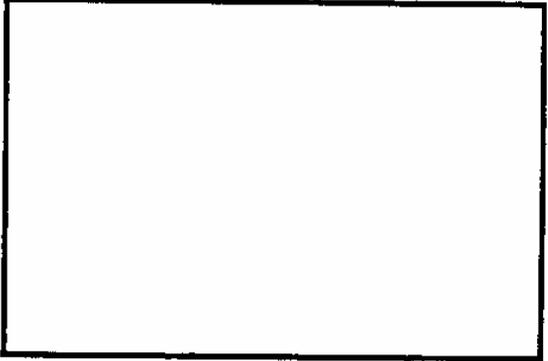
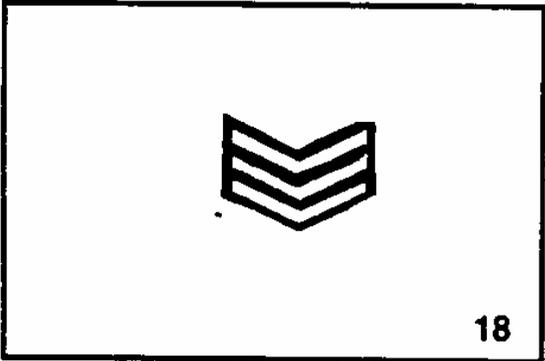
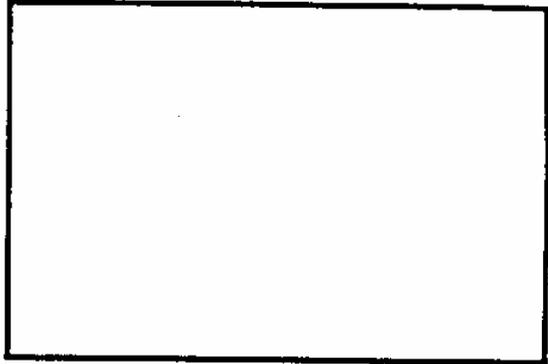
Cut the cards along the solid lines.

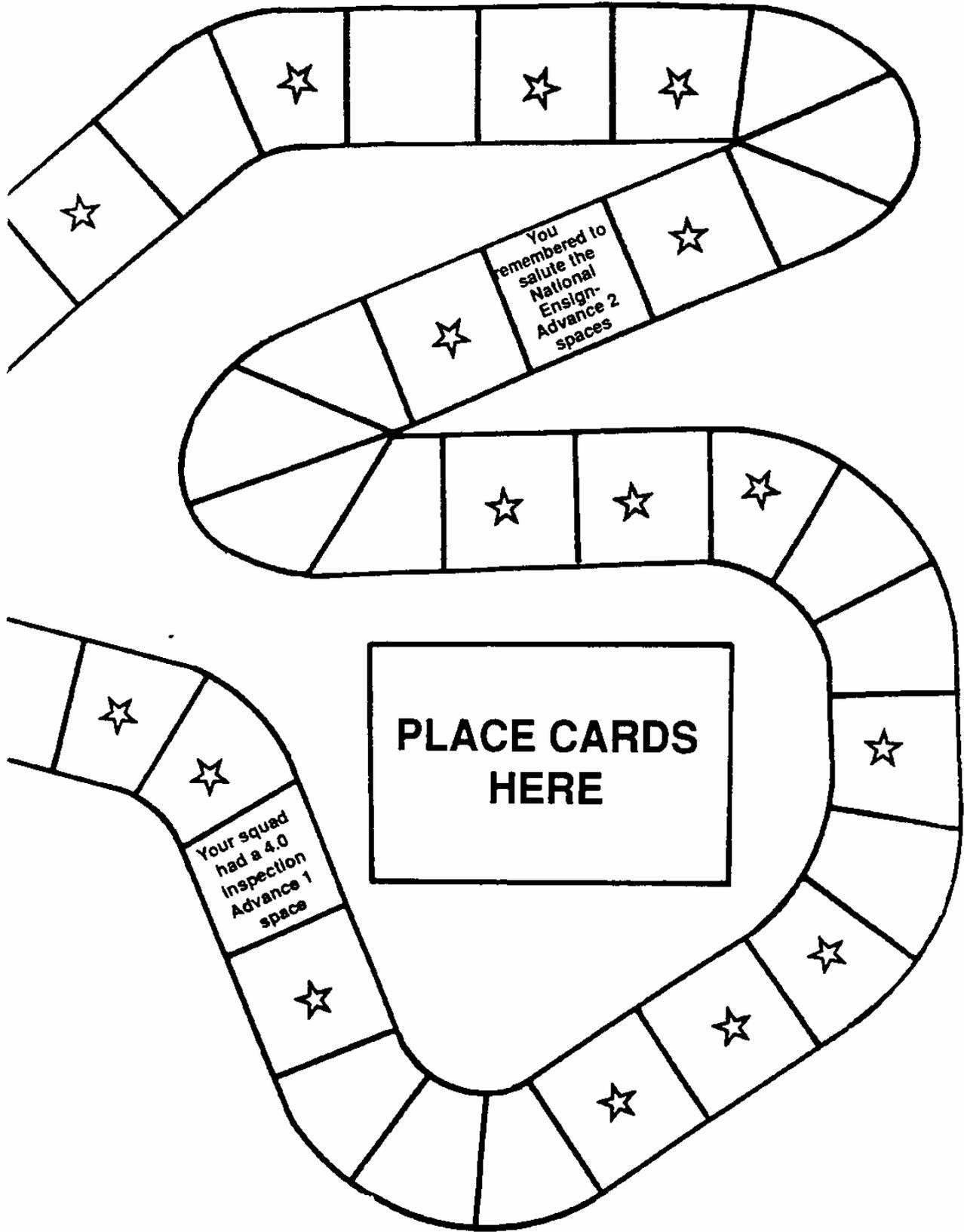
Game Directions: Place cards face down on game board. Use dice to play the game.

Cadets are to pick up a card each time they land on a space with a star.









You remembered to salute the National Ensign- Advance 2 spaces

PLACE CARDS HERE

Your squad had a 4.0 inspection Advance 1 space

RANKS AND RATES GAME ANSWER SHEET

1. LIEUTENANT COMMANDER (LCDR)
2. LIEUTENANT (LT)
3. LIEUTENANT, JUNIOR GRADE (LTJG)
4. ENSIGN (ENS)
5. WARRANT OFFICER (WO)
6. MIDSHIPMAN (MDN)
7. WARRANT OFFICER (WO)
8. MIDSHIPMAN (MDN)
9. RECRUIT CADET
10. ENSIGN (ENS)
11. LIEUTENANT, JUNIOR GRADE (LTJG)
12. LIEUTENANT (LT)
13. SHIP LEADING PETTY OFFICER (SLPO)
14. LIEUTENANT COMMANDER (LCDR)
15. PETTY OFFICER FIRST CLASS (PO 1)
16. PETTY OFFICER SECOND CLASS (PO 2)
17. PETTY OFFICER THIRD CLASS (PO 3)
18. ABLE CADET
19. APPRENTICE CADET

RANKS AND RATES GAME ANSWER SHEET

1. LIEUTENANT COMMANDER (LCDR)
2. LIEUTENANT (LT)
3. LIEUTENANT, JUNIOR GRADE (LTJG)
4. ENSIGN (ENS)
5. WARRANT OFFICER (WO)
6. MIDSHIPMAN (MIDN)
7. WARRANT OFFICER (WO)
8. MIDSHIPMAN (MIDN)
9. RECRUIT CADET
10. ENSIGN (ENS)
11. LIEUTENANT, JUNIOR GRADE (LTJG)
12. LIEUTENANT (LT)
13. SHIP LEADING PETTY OFFICER (SLPO)
14. LIEUTENANT COMMANDER (LCDR)
15. PETTY OFFICER FIRST CLASS (PO 1)
16. PETTY OFFICER SECOND CLASS (PO 2)
17. PETTY OFFICER THIRD CLASS (PO 3)
18. ABLE CADET
19. APPRENTICE CADET

GAME BOARD DIRECTIONS

SQUADRON CHASE

NEEDED:

Game cards for Squadron Chase
1 die 0-5
2 markers

PLAYERS:

2 players
1 judge
(the judge holds the answer sheet and decides if an answer is correct or not)

DIRECTIONS:

Place game cards face down in space marked.

Decide who goes first.

Take turns throwing the die.

After throwing the die, pick up a game card and identify the plane or helicopter on the card.

The judge will tell you if the answer is correct.

If the answer is correct, the player moves the number of spaces shown on the die. If the answer is incorrect the judge gives the correct answer before placing the card face down at the bottom of the stack of game cards.

If the answer is wrong, the player's marker stays on the space where it was before the die was thrown.

Place the discarded game card face down on the bottom of the stack of game cards before the next player throws the die.

The player whose marker goes past the finish box first is the winner.

Then the loser becomes the judge and the person who was the judge for the previous game becomes a player and plays the winner of the previous game.

GAME BOARD DIRECTIONS

CONVOY

NEEDED:

Game Cards for Convoy
1 die 0-5
2 markers

PLAYERS:

2 players
1 judge
(the judge holds the answer sheet and decides if an answer is correct or not)

DIRECTIONS:

Place game cards face down in space marked.

Decide who goes first.

Take turns throwing the die.

After throwing the die, pick up a game card and identify the ship on the card.

The judge will tell you if the answer is correct. If the answer is incorrect the judge gives the correct answer before placing the card face down at the bottom of the stack of game cards.

If the answer is correct, the player moves the number of spaces shown on the die.

If the answer is wrong, the player's marker stays on the space where it was before the die was thrown.

Place the discarded game card face down on the bottom of the stack of game cards before the next player throws the die.

The player whose marker goes past the finish box first is the winner.

Then, the loser becomes the judge and the person who was the judge for the previous game becomes a player and plays the winner of the previous game.

GAME BOARD DIRECTIONS

PIN THE NAME ON THE SHIP

NEEDED:

Game cards for ship nomenclature

Post-it (small size) to put in box on poster. You will need 2 different colors, one color for each team.

Poster at least 30 X 24 with drawing of ship and boxes on it

PLAYERS:

Any number can play. If more than 2 players are playing divide into 2 equal groups

Judge to hold answer sheet

DIRECTIONS:

This game is a modified version of Pin the Tail on the Donkey.

Divide the players into 2 groups.

Place the cards face down on the table where the judge is sitting holding the answer sheet

Put the large poster of the ship on the wall.

The teams line up on either side of the ship poster.

Decide which side goes first, then a person from that team comes up and draws a card. If the player can identify the number on the poster that corresponds with the name on the card, the player can write the word on their team post-it and put it in the box on the poster that matches the number on the ship.

If the person cannot name the part of the ship written on the card, then everyone is told which number on that ship matches the name on the card. Then the card is placed at the bottom of the game card stack.

If the person can name the matching number correctly, the card is put aside until the game is over.

The game continues with different players from each team taking turns picking cards and pointing out various parts of the ship.

The game is over when all of the boxes on the poster have been filled in with post-its.

The winner is the team or player who has the most post-its in the boxes.

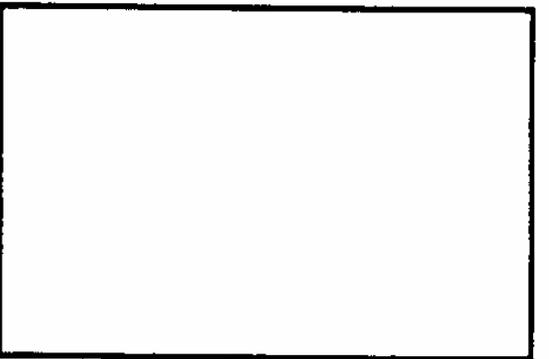
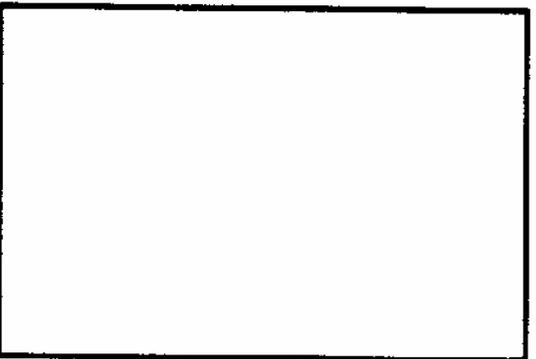
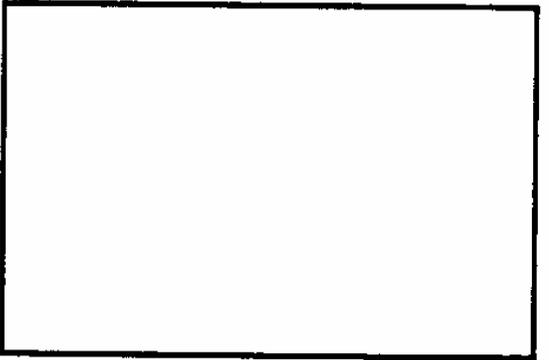
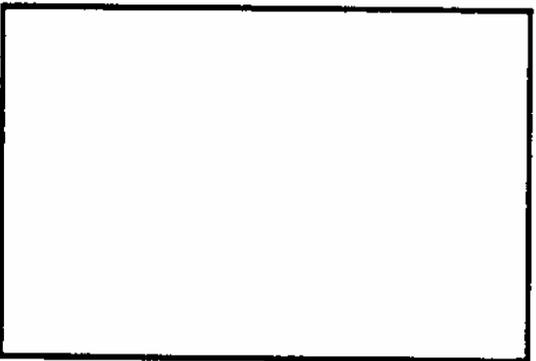
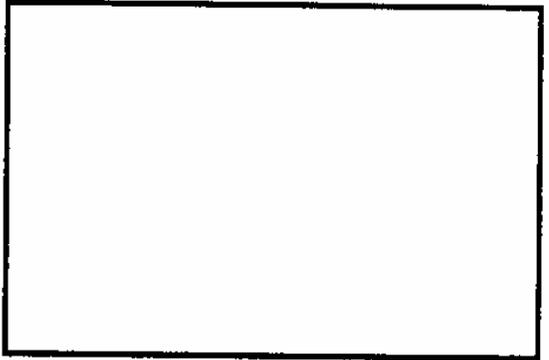
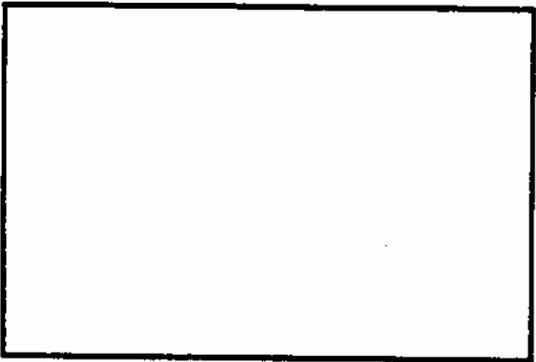
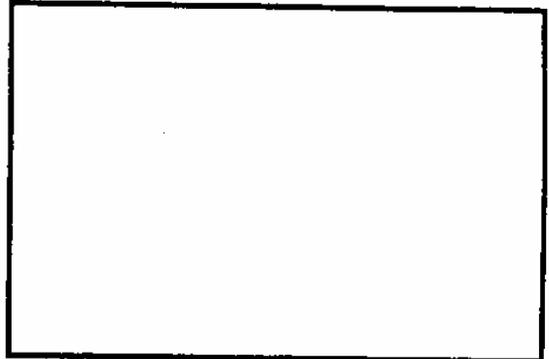
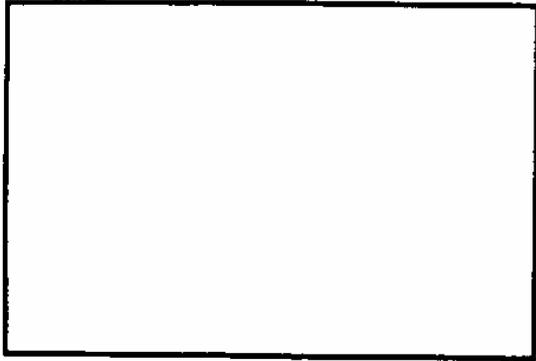
*There must be as many boxes as there are cards and numbers

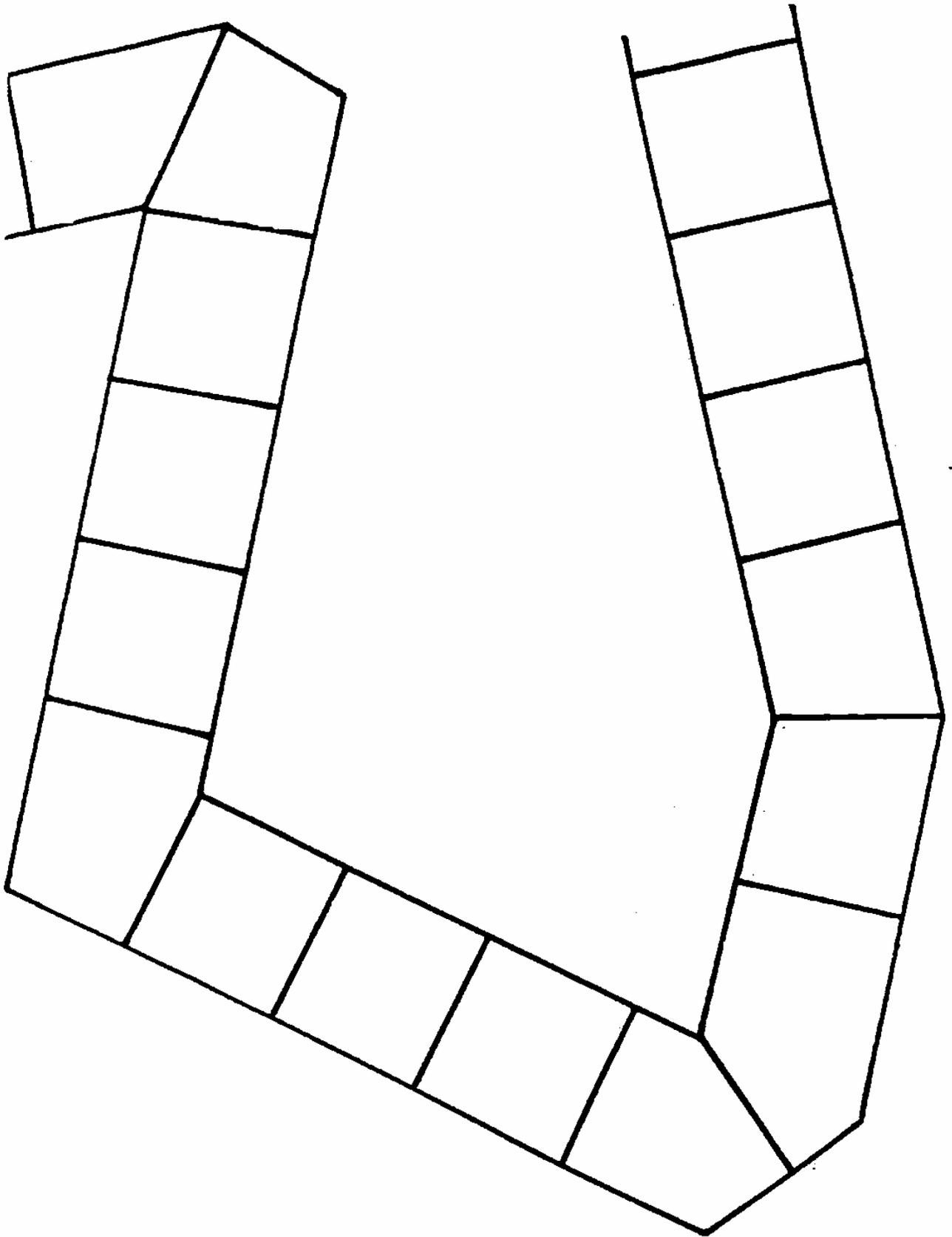
*The boxes must have numbers above the box

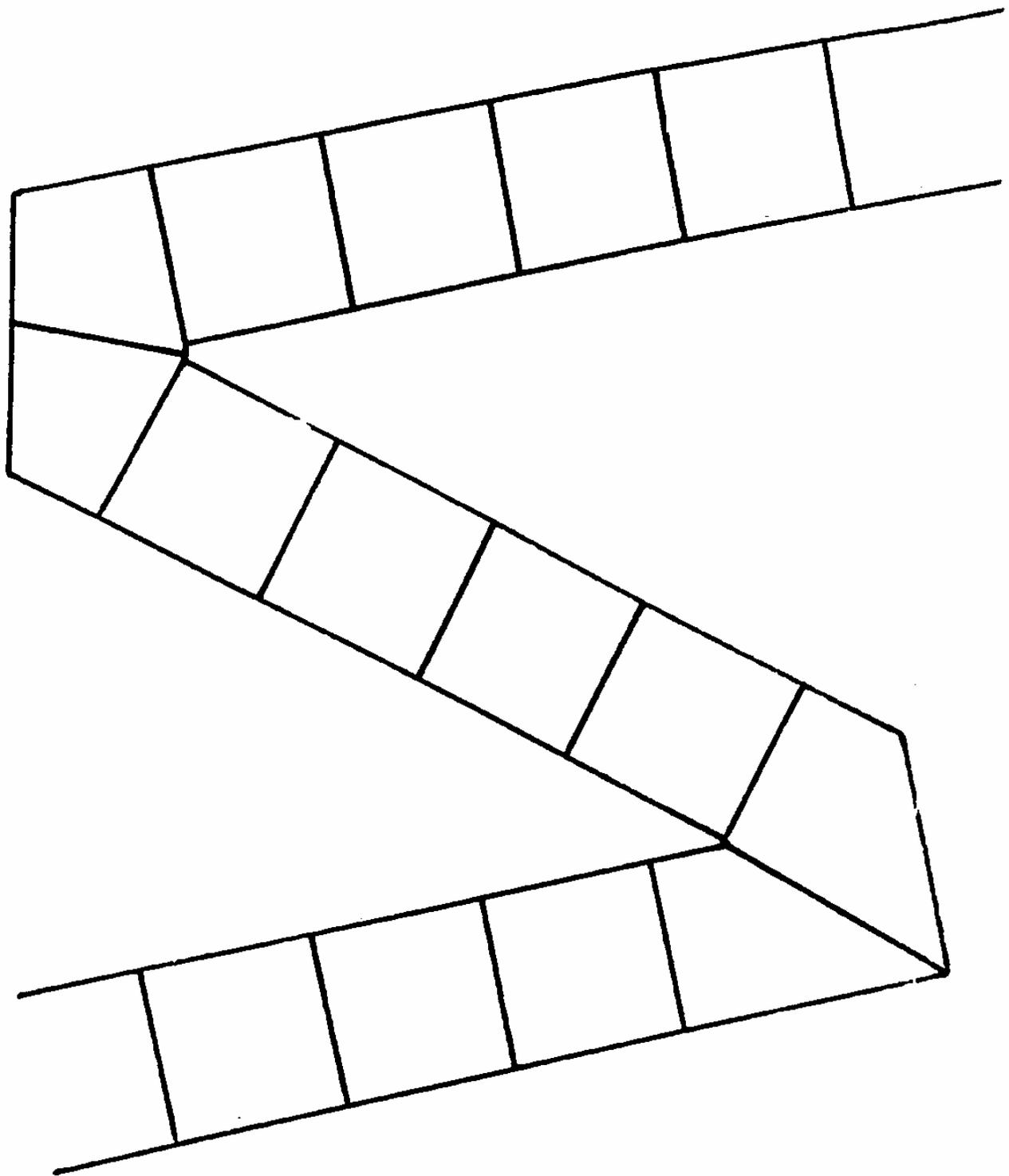
*The boxes must be large enough to hold a small post-it when blown up to poster size.

**Blank Game Boards
and
Blank Game Cards**

Blank Game Cards







TEACHING STRATEGIES

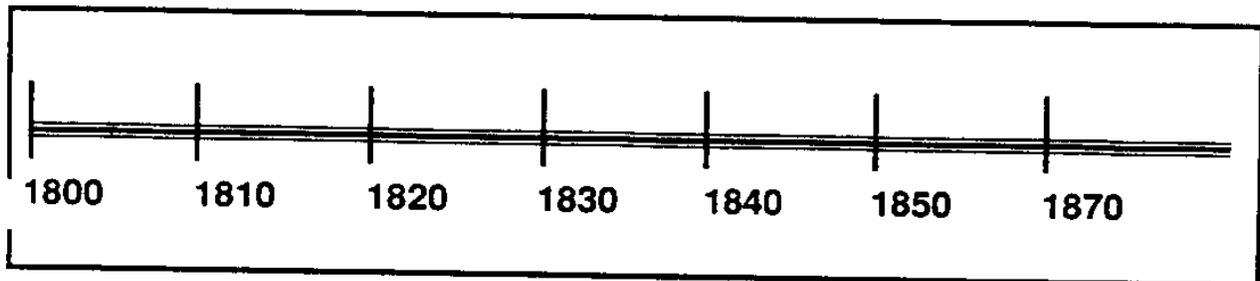
This section contains teaching strategies for varying classroom instruction. These interesting hands-on activities involve cadets actively in the learning process. Hands on strategies raise the level of mastery and help motivate cadets to learn.

TEACHING STRATEGY — TIME LINE

A Time Line is a good strategy to use to help cadets put important events in sequence. There are many ways to make a Time Line. A simple one is:

Use a roll of register tape and stretch it out along a wall, or on top of a chalkboard, in the drill hall or anywhere it can be stretched. Start at the left end of the tape and mark off the dates in 10 or 20 year increments. After marking the years (it looks a lot like a ruler) fill in the important events near the appropriate year. Sometimes, the years are written on the tape and the important events are put on illustrated cards with titles and the specific date then placed above the time line near the year they occurred.

This is an activity that cadets enjoy. Have various groups take different times in history. Cadets enjoy making the illustrations and it is good practice for them to double check the dates. If there are several events during the same time period, place the illustrated cards one on top of the other.



JIGSAW

Based on suggestions by Aronson, Stephan, Sikes, Blaney & Snapp - 1978 and Slavin - 1986.

Jigsaw is an interactive strategy which gives students the opportunity to share what they have learned, to hear what others have to say, and to teach and be taught by their peers. The purpose of JIGSAW is to help students cooperatively learn new material using a team learning approach. Jigsaw works well with non-fiction content area material, such as history, science, education, or art. It can also be very effective with biographical studies of famous people from any discipline.

Teacher Preparation: Teachers themselves should be familiar with the material to be covered by the students. Teachers need to divide the content to be covered into equal or balanced reading segments. Teachers need to identify the type of response that will be expected from the students, i.e. are they to keep discussion notes, are they to create a visual to share, are they to record information on a pre-established chart or "expert" sheet? Teachers should also determine size of the groups and participants. Group participants may be selected randomly or may be identified for a specific task.

Organization: In the classroom divide the class into groups (frequently identified with letters - A, B, C, D, E) and then have students number off in their group, i.e. A-1, A-2, A-3, B-1, B-2, B-3, etc. (See Jigsaw #1 example). Assign by number a portion of the text to be read and analyzed. Have students independently read the selection and then formally move to the same number groups to discuss the reading assignment with others having the same number. (See Jigsaw #2 example.) If you are requiring written responses or mapping activities, students should complete the activity collaboratively at this point.

Students then return to their letter groups - A, B, C, D, E etc. - as an "expert" on the reading material that they read and discussed. Each member now shares his/her information with the letter group team, thus assuming the role of the "teacher" or "information dispenser." Students within the group may discuss the reports, and ask questions or seek further clarification. Some teachers then have each letter group report the highlights of their discussion to the whole class focusing on the reports of the "experts." In this process, students are asked and expected to be accountable for the learning. They become active elements of instruction in the classroom. Some teachers culminate the reporting with a formal quiz in which each team member's score is added to make a composite team score awarded to each member of the group. Other teachers use oral reports, discussion notes, or anecdotal recording as the evaluative tool. Some teachers have self-assessment forms that each member completes regarding individual and group contributions and participation.

A.Schultz

3/93

FROZEN MOMENT

"Frozen Moment" is an enactment activity that allows small groups of students to recreate scenes from the piece of literature they have been studying, or are currently reading. Students are asked to select and create a single "snapshot" or "still life" scene from the book, short story, or longer poem. The "frozen moment" activity requires no verbal skills on the part of the participants in the performance aspect. This activity lends itself to the TABLEAU activity which involves "stream consciousness" talk, or interior monologue by the characters.

This activity reinforces aspects of plot and story sequence also, as students are asked to identify important scenes or events in the book. Students must have an idea of the overall action of the story to adequately portray the characters involved in the scene. This activity also utilizes actual text from the literature studied, therefore students gain additional exposure to the power, beauty, and message of the text.

GENERAL PROCEDURES

Preparation:

1. Divide the class into groups of 4 to 6.
2. Students select a scene to "stage" and present. It is suggested that when initially introducing this activity, the teacher may wish to select the scenes for enactment in order to guarantee a variety of scenes and coverage of main/significant scenes from the story. Groups may randomly "draw" from the teacher's scenes.
3. Students work in their group to discuss possible ways to show the scene as a snapshot or frozen moment - i.e. body positioning, facial expressions, roles (animate and inanimate) that each person will play.
4. Students rehearse their scenes.

Performance:

1. Randomly -- or in sequential order, the various frozen moment scenes are presented. Students in the audience are asked to keep their eyes closed as the frozen moment scene is created.
2. The teacher then signals the students to open eyes and view the scene.
3. Often the teacher will direct the discussion of the scene before the text describing the scene is read. The audience is invited to guess what scene is being portrayed. Following this aspect, a narrator from the group reads the passage or text describing the scene to the audience.

NOTE: This activity is a prequel to TABLEAU in which the members of the frozen scene are "tapped" and allowed to speak their thoughts. Several experiences with "frozen moments" can assist in successful use of the TABLEAU approach.

GRAND CONVERSATION

Grand Conversation is a group discussion approach or strategy that is most frequently used upon completion of a reading assignment, either a chapter or the entire text. The assignment may be from a textbook or literary in nature. This activity is typically thought of as an approach used to help students in the meaning making process as they move "Through the Text" or "Beyond the Text". Literature study frequently employs this approach in the initial and subsequent discussion sessions of a completed book. It has a free flow nature to it, not searching for a "right" answer, but rather allowing students to engage and interact with the text and to share the meaning they have gained from their reading and rereading.

HOW TO BEGIN: The teacher, or a student group leader encourages readers to engage in a free/open discussion on a reading assignment or piece of literature by asking an open-ended question such as, "Well, what do you make of this?" or "What did you think of the story?" Students begin sharing an aspect of their reading experience or interpretation. The sharing tends to work best when students are in a circle and are able to maintain eye contact with all members of the group. Having each student respond or pass when their turn comes insures that all students have the opportunity to share. The leader encourages clarification, elaboration and/or explanation. We want the students to get beyond the surface response of "I liked the story because it was exciting" or "I liked the story because it had interesting characters". The leader's role is to facilitate the discussion and to keep a record of the topics and issues discussed, but not to enter into the conversation or offer opinions about what has been shared or stated. At times, the leader may need to probe the statements/opinions shared by members of the group. At the end of the conversation, the leader may look for any patterns that appear in the various participant responses, summarize the information, and briefly report them back to the group. Grand Conversation works well with the entire class or with smaller groups.

BENEFITS: This approach to reading comprehension removes the discussion from a "formal inquisition" by the teacher to an interactive sharing process. It also eliminates "end of the chapter/book" questions, common to many textbooks. It allows students to orally share their perceptions of the reading assignment, to clarify their interpretation, and to possibly expand their understanding of the assigned reading through interaction with other readers. Listening and speaking skills are practiced. A writing activity could easily follow (or precede) this activity.

Schulz
Revised 3/94

HOT SEAT

Hot Seat is a comprehension activity that typically occurs at the end of the book, or after a good portion of the text has been read. Forming groups of four or five students works best when facilitating this activity.

Each student "becomes" a character and prepares for an interrogation from the other students in his or her group. The other students, accordingly, prepare questions about that character that they would like to have answered. Students should be encouraged to draft or write questions that require more than low-level story recall, or questions that can be answered with a simple "Yes" or "No" response.

After this preparation has occurred, the first character sits in the "hot seat" and the other ask questions for a prescribed period of time - typically from 3-5 minutes. The character must respond with appropriate answers based on his or her understanding of the story. Participants on the "hot seat" are encouraged to keep their answers closely aligned with the text and their perceptions of the character. Each "character" in the group takes his or her turn on the "hot seat" until all students have had the opportunity to be questioned.

For greater success, this activity may be done - and probably should be done - as a full class activity when it is introduced the first time. The teacher initially takes the "hot seat," depicting one of the minor characters. Brainstorming appropriate types of questions and exploring how to draft good "thinking" questions can be a very valuable use of class time in preparing for this interactive activity. Many teachers provide the students with a copy of the "prompt questions" suggested by the class for each character the first time students engage in the activity in small groups. Many primary grade teachers find this approach helpful each time the activity is done.

Providing a writing activity after the "hot seat" activity occurs usually generates some very interesting and perceptive views of character, character motivation, and character identification. Whole class discussions centered on new aspects learned about the story and the characters is often quite revealing. Students are encouraged to refer to the text (*i.e. the primary source*) when discussions center on divergent interpretations. This activity provides a wonderful opportunity for students to return to the text over and over again, especially when they are planning their character's defense.

EXAMPLES

1. Have cadets take sides and debate pro's and con's of declaring war against England in 1812.
2. Have cadets become colonists and British admiralty officials. Present a petition asking the British Navy to stop impressment of American sailors during the War of 1812.
3. Have cadets become members of congress debating whether or not the United States should continue to pay tribute to the Pirates of Tripoli or send a force to defeat them. Be sure to represent both sides of issues.
4. Select problems facing petty officers and role play solutions (some examples: counseling cadets who are late to muster, talking in ranks or failing to follow orders from squad leaders or LPO).

ADVANCEMENT TESTS

PLEASE PRINT

Name _____ Date _____

Advancement Exam for Rate: _____

Exam Number 1 2 3 (circle one)

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GLOSSARY

APPENDIX I

GLOSSARY

Upon entering a new occupation, a person usually is confronted with the need to learn the vocabulary of the trade in order to understand and be understood by his or her co-workers.

Today, with the advent of highly sophisticated and detailed programs and procedures at sea, the understanding and proper usage of nautical terminology has never been more important.

Safety and professionalism requires that an entirely new vocabulary be learned.

Under certain circumstances the use of a single word or phrase often makes it unnecessary to give a lot of explanatory details.

A misinterpreted order can easily cause confusion, loss of equipment, or even loss of life. To prevent this danger, you must learn to say exactly what you mean.

This glossary is provided for your convenience. It is not intended to be all-inclusive, but does, however, contain many orders and terms every Seaman should know.

AA—Abbreviation for anti-aircraft.

ABACA—The wild banana plant of the Philippines.

Manila line is made from its fibers. Manila line is no longer used for highline transfer.

ABAFT—To the rear of.

ABANDON SHIP—To leave the ship in an emergency such as sinking.

ABEAM—Bearing 90 ° or 270 ° relative from own ship's heading or course.

ABOARD—In a ship or on a naval station. CLOSE ABOARD means near, or near to, a ship, usually within 600 meters.

ABREAST—By the side of; side by side.

ACCOMMODATION LADDER— Portable steps from a ship's gangway down to the waterline or pier alongside.

ACTION PORT (STARBOARD)— Command to gun and missile crews to indicate direction of enemy.

ADRIFT—Loose from mooring; scattered about; not in proper stowage.

AFLOAT—Floating upon the water.

AFT—Pertaining to the stern, or toward the stern, of a ship or aircraft.

AFTER - That which is farthest aft, as *after* fireroom.

AFTERNOON WATCH—The watch from noon to 4 pm (1200-1600).

AGROUND—When any part of a ship is resting on or is in contact with bottom. A ship runs aground or goes aground.

AHOY—The customary nautical hail to a boat or ship. Supposedly once the dreaded war cry of the Vikings.

AIDS TO NAVIGATION - Bells, markers, lights, buoys, horns, radio stations, or any similar device to assist navigators.

ALEE - In the direction toward which the wind is blowing; downwind.

ALIVE - Lively, energetic.

ALL FAST - Tied or lashed down as necessary.

ALL HANDS—All those aboard ship. The entire ship's company.

ALOFT—Above the decks, on the mast, or in the rigging.

- BACKWASH**—Water thrown aft by turning of ship's propellers.
- BAIL**—(1) To dip water out of a boat. (2) A V-shaped support at midpoint, which, in turn, provides support at each end (as the bail of a gangway). (3) The handle of a bucket.
- BALLAST**—Weight added to a ship to ensure stability.
- BAR** - A long, narrow shoal across a harbor entrance.
- BARBETTE** - A heavily armored cylinder extended downward from a gun turret to the lowest armored deck to provide protection to the turret below the gun house and the projectile/and powder-handling crews.
- BARGE**—(1) A large, scow-type craft usually propelled by towing or pushing. (2) A motorboat assigned for the personal use of a flag officer .
- BARNACLES** - Small shellfish that are found attached to bottoms of vessels, pilings, and other submerged structures.
- BATTEN**—(1) A piece of steel wedged against the edges of tarpaulins over a hatch. (2) Long, portable wooden or steel members extending from the deck to the overhead, used in storerooms to keep equipment and stores from shifting. (3) Long planks used along the ship's sides in a cargo hold to protect cargo from rust and sweat.
- BATTEN DOWN**—To cover and fasten down. To make a hatch watertight for heavy seas.
- BATTLE DRESS**—The manner of wearing a uniform for general quarters; i.e., bloused trousers, shirt buttoned up completely, wearing appropriate head gear, and belt buckles reversed or removed.
- BATTLE LANTERN**—A battery-powered electric lantern for emergency use.
- BATTLE LIGHTS**—Dim red lights below decks for necessary illumination during night and "darken ship" periods.
- BEAM**—The greatest width of a ship.
- BEAR** - The act of locating a particular point, or bearing as "the lighthouse *bears* 045 degrees."
- BEAR A HAND**—Hurry up, expedite; render assistance.
- BEARING**—The direction of an object from the observer, expressed in three figures from 000 clockwise through 360°. True bearing is measured from true north. Magnetic bearing is measured from the magnetic north. Relative bearing is measured from the bow of a ship or aircraft.
- BEARING CIRCLE**—A ring fitted over a compass bowl or repeater with which bearings can be taken by sighting through vanes.
- BECKET** - (1) An eye for securing one end of a line to a block. (2) A rope eye on a cargo net. (3) Shortened form of becket bend.
- BECKET BEND** - A knot used to tie two lines together.
- BELAY**—(1) To make fast or secure a line. (2) To cancel an order. (3) To cease.
- BELOW**—(1) Downward. (2) Below decks.
- BEND** - To join two lines together; the type of knot so used.
- BERTH**—(1) An anchorage or mooring space assigned to a ship. (2) A sleeping place assigned to a crew member on board ship.
- BIGHT**—A loop of line or chain.
- BILGE**—The inside bottom of a ship or boat.
- BILGE KEEL** - A keel attached to the outside of a ship's hull, near the turn of the bilge, to reduce rolling.
- BILL**—Assignments by name for administrative, training, or emergency duties, e.g., rescue and assistance (R&A) bill.
- BILLET** - Place or duty to which one is assigned.
- BINNACLE** - Stand containing a magnetic compass.

BINNACLE LIST—A list of personnel excused from duty because of illness or injury.

BITTER END—The free end of a length of line, wire, chain, or cable.

BITTS—A pair of heavy metal posts, fastened in a vertical position on deck to which mooring lines are secured.

BLOCK—A device made of a pulley encased in a shell, over which a line can run freely.

BLOCK AND TACKLE - See Purchase.

BLOWER—A motor-driven fan in ventilating and exhaust systems.

BOARD - (1) The act of going a vessel. (2) A group of persons meeting a specific purpose, as an investigation board.

BOARD OF INSPECTION AND SURVEY—A group of experienced officers representing the CNO who make periodic inspections of naval ships to evaluate their materiel and operational readiness.

BOAT - A small craft capable of being carried aboard a ship.

BOAT BOOM—A spar swung out from a ship's side from which boats can be hauled out or made fast. Permits boats to ride safely alongside a ship while at anchor.

BOAT CALL—A flag signal used to communicate with a boat.

BOAT CHUCK—A deck fitting supporting a boat end that is resting on deck.

BOAT DECK—Partial deck above the main deck, usually fitted with boat davits or cranes.

BOAT FALLS—The lines used in hoisting or lowering a boat.

BOAT GONG—Signal used to indicate departure of officers' boats and the arrival or departure of various officers.

BOAT HOOK—Wooden staff with combined hook, usually made of brass, to reduce danger of sparks; employed to engage rings, lines, or buoys from the deck of a small craft, or to push away from any object on the water's surface.

BOAT SKIDS—Deck fittings designed to hold and support a boat.

BOATSWAIN—A warrant officer whose major duties are related to deck and boat seamanship.

BOATSWAIN'S CALL—A tune played on a boatswain's pipe announcing or calling for a standard evolution such as meals for the crew, lower away, etc.

BOATSWAIN'S CHAIR—A seat sent aloft or over the side to facilitate repairs or painting.

BOATSWAIN'S LOCKER—A compartment where deck gear is stowed.

BOLLARD—A steel or iron post on a dock, pier, or wharf, used in securing a ship's lines.

BOLO—A nylon line with a lead weight or monkey fist, thrown from ship to ship or from ship to pier during underway replenishment.

BOOM - A spar used for hoisting loads; usually moveable.

BOOT—A newly enlisted marine or sailor. Slang for recruit.

BOOT TOPPING - Black paint applied to a ship's sides along the waterline.

BOURRELET—The forward bearing surface of a Navy gun projectile, machined in a band around its body to provide support for the projectile in the bore.

BOW—The forward end of a ship or boat.

BOW HOOK—A member of a boat crew who mans the forward line or boat hook.

BOW NUMBER—The hull number of a ship, painted on the bow. This number gives positive identification .

BINNACLE LIST—A list of personnel excused from duty because of illness or injury.

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BREAK To unfurl a flag quickly. In ship construction, a change in the contour of a ship's main deck.

BREAKDOWN LIGHTS—Two vertical red lights on the highest mast of the ship that denote "NOT UNDER COMMAND."

BREAK OFF - To walk away with a line or run a line in, let go, return to the point from which the line is being hauled, take a new hold, and walk away again.

BREAK OUT—To take out of stock or storage. To prepare for use.

BREAST LINE—A mooring line from ship to pier, perpendicular to the ship's centerline.

BREECH—The opposite end from the muzzle of a gun where rounds are inserted for firing.

BREECHBLOCK—Device that closes the chamber of a large gun after loading. In small arms, called a bolt.

BRIDGE—A ship's structure, topside and usually forward, which contains control and visual communication stations. The underway conning station on most ships, except in submarines.

BRIDLE - A span of rope, chained, or wire with both ends secured and the strain taken on the midpart.

BRIG - Naval term for jail.

BRIGHTWORK—Unpainted and uncovered metal, generally brass or chrome, that is kept bright by polishing.

BROACH TO - To get crosswise (without power) to the direction of wave travel; particularly dangerous near a beach.

BROAD - Wide, as *broad* in the beam.

BROAD IN THE BOW - Halfway between dead ahead and abeam.

BROAD ON THE QUARTER - Halfway between abeam and astern.

BROADSIDE - (1) The act of firing all main battery guns to one side at once. (2) Sidewise, as "The current carried the ship *broadside* to ward the beach." *Broadside to* is to have the side towards something, as "The ship hit the pier *broadside to*."

BROW - Navy term for gangplank. Used as a crosswalk from one ship to another and from the ship to a pier.

BULKHEAD—Walls or partitions within a ship, generally referring to those with structural functions such as strength and water tightness.

BULKHEADING - Complaining or grumbling with the intention of being overheard by seniors.

BULLNOSE - A closed chock at the bow.

BULWARK - Solid barrier along the edges of the weatherdeck that serves as a protection against bad weather.

BUNK—Bed.

BUOY—A floating object, anchored to the bottom, indicating a position on the water, to mark an obstruction or shallow area, or to provide a mooring for a ship.

CABIN—Quarters aboard ship for the commanding officer or executive officer.

CABLE - A line, wire, or chain that connects a ship to its anchor.

CAISSON - Gate at the end of a drydock that keeps out the water.

CALL - (1) The boatswain's pipe. (2) A signal sounded on the boatswain's pipe.

CALL AWAY—To order a ship's boat or vehicle manned and ready for a trip.

CAMEL—A float used as a fender between two ships or a ship and a pier.

CAN-DO—Slang for efficient, capable, and willing attitude.

CAPSTAN—The rotating mechanism that raises the anchor or other heavy weight.

3. The Confidential classification is applied only to that information, the unauthorized disclosure of which, could be identifiable damage to the defense interests of the nation.
- CLEAR**—(1) To remove stoppages or fouled gear. (2) To remove ammunition from a gun. (3) To pass a point, cape, or other land mark or object. (4) Not coded. (5) To approve or obtain approval for. (6) Free for running; not fouled.
- CLEAT**—A metal fitting with two projecting arms to which lines are belayed.
- CO**—Abbreviation for commanding officer.
- COAMING**—Name given to any raised framework around deck or bulkhead openings or cockpits of open boats to prevent entry of water.
- COFFER DAM**—A void between compartments or tanks of a ship for purposes of insulation.
- COIL**—To lay down a line in circular turns piled loosely on top of one another.
- COLORS**—(1) The American flag. (2) The ceremony of raising the flag at 0800 and lowering it at sunset aboard a ship not underway, or at a shore station.
- COMPARTMENT**—An interior shipboard space enclosed by bulkheads in which personnel work and live.
- COMPARTMENT CHECK-OFF LIST**— A list of fittings, their location, and function in a compartment for a specific purpose, such as damage control.
- COXCOMBING**—Fancy knot work consisting of coils of line worked around a tiller handle, stanchion, etc.
- COXSWAIN**—Enlisted person in charge of a small boat.
- CUMSHAW**—(1) A gift. (2) Something procured without payment.
- CURRENT**—The movement of water in a horizontal direction.
- DAMAGE CONTROL**—Measures necessary to preserve shipboard watertight integrity, stability, and offensive power; to control list and trim; to limit the spread of, and provide adequate protection from, fire; to limit the spread of, remove contamination by, and provide adequate protection from, toxic agents, and to care for wounded personnel.
- DAMAGE CONTROL CENTRAL/ CENTRAL CONTROL STATION (CCS)**— Compartment located in a protected location from which measures for control of damage and preservation of the ship's fighting ability are directed.
- DARK ADAPTATION**—Becoming accustomed to darkness in order to have good night vision.
- DARKEN SHIP**—Blocking out all lights visible from outside the ship.
- DAVIT(S)**—A fixed or movable crane that projects over the side of a ship. Used in pairs to handle boats. Some of the tragic losses of life during nautical disasters were traceable to lifeboat davits that could not be operated properly under existing circumstances (improper maintenance, overloading, panicky passengers, and inexperienced crews).
- DEAD AHEAD**—Directly ahead; bearing 000 ° relative.
- DEAD ASTERN**—Directly aft, bearing 180 ° relative.
- DEAD IN THE WATER**—Said of a vessel that has stopped and has no way on, but is not moored or anchored.
- DEAD RECKONING (DR)**—A method of navigation using direction and amount of progress from the last determined position to a near dead reckoning or DR.
- DECK**—A floor in a ship. The upper most complete deck is the main deck. Decks often derive their name from construction.
- DECK SEAMANSHIP**—The maintenance and operation of all gear topside, including boats, anchors, rigging, etc.

- DECONTAMINATE**—To free from harmful residue of nuclear or chemical attack.
- DEEP SIX**—Slang for throwing an object away or overboard.
- DEPLOYMENT**—A cruise in foreign waters.
- DETAIL**—To assign personnel to a particular duty within their duty station.
- DIP**—To lower the national ensign about one-third of the way, then raising it, as a salute to a passing warship.
- DIP THE EYE**—Passing the eye of a line through that of another line and then around a bollard.
- DISPLACEMENT**—The weight of the water displaced by a vessel, equal to the weight of the ship.
- DIVISION**—The basic unit into which personnel are organized aboard ship, in aircraft squadrons, or at shore activities.
- DIVISION PARADE**—Area or space on deck assigned to a division to hold muster or inspection.
- DOCK**—(1) The water space between adjacent piers. (2) The space in a drydock.
- DOG**—(1) A metal lever turned to wedge tight a watertight door. (2) Bolt and nut or wingnut
- DOG WATCH**—One of two 2-hour watches; 1600-1800 or 1800-2000.
- DOUBLE-ENDED**—Refers to a boat with the bow and stern of the same shape.
- DOUBLE UP**—To double mooring lines for added strength.
- DOWNHAUL**—Line or wire that pulls an object downward.
- DOWSE**—(1) To put out. (2) To lower a sail quickly. (3) Wet down or immerse in water.
- DRAFT**—The depth of a ship beneath the waterline, measured vertically to the keel.
- DRAFT MARKS**—Numeral figures on either side of the stem and stern, used to indicate the amount of the ship's draft.
- DRESS SHIP**—To display the national ensign and various flags in honor of a person or event.
- DRILL**—A training exercise in which actual operation is simulated.
- DRONE**—A remotely controlled aircraft for target or data gathering purposes.
- DRYDOCK**—A watertight basin that allows examination and work on the bottom of a ship.
- DRY RUN**—A rehearsal of any kind.
- DUNNAGE**—Any material used to separate (or insulate) layers of cargo, create space for cargo ventilation, or insulate cargo against chafing.
- EASE**—To do something slowly, as move slowly away from the pier or ease the strain on a line.
- EASE HER (the rudder)**—Reduce the amount of rudder the ship is carrying. Generally, an order given as the ship approaches the desired course.
- EIGHT O'CLOCK REPORTS**—Reports received shortly before 2000 by the executive officer from the department heads. In turn, they make eight o'clock reports to the commanding officer.
- EMERGENCY DRILL**—A rehearsal of the action to be taken by ship's crew in an emergency, such as fire or flooding.
- ENGINE ORDER TELEGRAPH**—A device on the ship's bridge to give engine orders to the engine room.
- EXECUTIVE OFFICER**—The officer second in command; XO.
- EXTRA DUTY**—Additional work assigned by the CO as authorized by the Uniform Code of Military Justice.
- EYES OF THE SHIP**—The most forward part of the forecabin on the weather deck.

- FAIR LEAD**—A fitting, such as a block, providing a passage free of friction for a line or cable.
- FAKE DOWN**—To lay out a line in long, flat bights.
- FANTAIL**—The aftermost deck area topside in a ship.
- FATHOM**—A measure of length equal to 6 feet, used especially for measuring the depth of water.
- FENDER**—A device of canvas, wood, rubber or plastic slung over the side of a ship to absorb the shock of contact between the ship and the pier or between ships.
- FID**—Sharply pointed, round wood or metal tool used in separating the strands of a line for splicing.
- FIELD DAY**—A particular day devoted to general cleaning, usually in preparation for inspection.
- FIREMAIN**—The saltwater line that provides fire-fighting and flushing water throughout the ship.
- FIRST CALL**—A routine call sounded as a warning signal 5 minutes before morning and evening colors and other ceremonies.
- FIRST LIEUTENANT**—The officer aboard ship responsible for the upkeep and maintenance of the ship, its boats, ground tackle, and deck seamanship in general.
- FIRST WATCH**—The 2000-2400 watch.
- FLAGSHIP**—The ship from which a commander exercises command.
- FLARE**—A pyrotechnic device used to attract attention or illuminate an area.
- FLEMISH**—To coil down a line on deck in a flat, circular, tight arrangement.
- FLUKES**—The broad arms or palms of an anchor.
- FORE AND AFT**—Lengthwise of a ship, from stem to stern.
- FORECASTLE**—Forward section of the weather deck.
- FORWARD**—Toward the bow.
- FOUL WEATHER**—Rainy or stormy weather.
- FOXTAIL**—A short-handled brush.
- FRAMES**—Athwartships strengthening members of a ship's hull, numbered from bow aft, and used as reference points to locate fittings, compartments, etc.
- FRAPPING LINES**—Lines passed around the forward and aft boat falls to steady the boat when hoisting or lowering.
- FREE**—To clear or untangle.
- FREEBOARD**—The vertical distance from the weather deck to the waterline.
- GAFF**—A small spar on the after mast from which the national ensign is flown while underway.
- GALLEY**—A shipboard kitchen.
- GANGWAY**—(1) An order to stand aside or stand clear. (2) An opening in the rail or bulwarks, permitting access to the ship.
- GENERAL ALARM**—A sound signal of a pulsating tone used on board ship for calling all hands to general quarters.
- GENERAL QUARTERS**—The condition of maximum readiness for combat with the crew at battle stations.
- GIG**—A ship's boat designated for use by the commanding officer.
- GRAPNEL**—A small four-armed anchor used to recover objects in the water.
- GRIPE**—Device for securing a boat at its davits or in a cradle.
- GROUND TACKLE**—The collective term identifying the equipment used in anchoring or mooring with anchors.
- GUNWALE**—The upper edge of a ship's or boat's

- side (pronounced gunnel).
- GUY**—A line used to steady or support a spar or boom.
- HALYARD**—A line used to hoist a flag or pennant.
- HAND**—(1) A member of the ship's crew. (2) To join in and help, as to "bear a hand."
- HASH MARK**—A red or gold diagonal stripe across the sleeve of an enlisted member's uniform. One hash mark is worn for each 4 years of active service.
- HATCH**—An access opening in the deck of a ship, fitted with a hatch cover for watertight closure.
- HAUL**—To pull or drag.
- HAWSEPIPE**—A large pipe through which the anchor cable runs from the deck out through the side.
- HAWSER**—A heavy line over 5 inches in circumference used for towing or mooring.
- HEAD**—Toilet or washroom and showers on board ship.
- HEADING**—The direction in which a ship or aircraft is traveling.
- HEADWAY**—The forward movement of a vessel through the water.
- HEAVE**—(1) To throw, as to "heave the lead" or to "heave a line." (2) To haul in a line.
- HEAVE AROUND**—(1) The act of hauling in a line or chain by means of a capstan. (2) The call on a boatswain's pipe, which is the signal to start heaving around.
- HEAVE TO**—The act of stopping a vessel from making headway.
- HEAVING LINE**—A light weighted line thrown across to a ship or pier when coming alongside to act as a messenger for a mooring line. The weight is called a "monkey fist."
- HELMSMAN**—The person who steers a ship or boat.
- HIGHLINE**—A line rigged between two ships underway transferring personnel or light stores.
- HITCH**—(1) A knot whose loops come together in use, particularly under strain, yet is easily separated when strain is removed. (2) A method of securing a line to a hook, ring, or spar. (3) Slang for a term of enlistment.
- HOIST IN**—To hook on, hoist and stow, or secure a boat aboard ship.
- HOIST OUT**—To swing out and lower away a boat.
- HOLD**—Compartment aboard ship used for stowing cargo.
- HOLIDAY**—Any unscrubbed or unpainted section of a deck or bulkhead. Any space left unfinished inadvertently or through carelessness.
- INBOARD**—Toward the center of a ship, as opposed to outboard.
- INHAUL**—Any line used to haul an object into a ship.
- JACK**—Short for union jack. The blue, whitestared flag flown at the bow (jackstaff) of a vessel at anchor or moored.
- JACKBOX**—A receptacle, usually secured to a bulkhead, into which are fitted telephone plugs or jacks.
- JACK-OF-THE-DUST**—Person in charge of the provision issue room.
- JACKSTAFF**—Flagpole at the bow of a ship from which the union jack is flown when the ship is not underway.
- JACOB'S LADDER**—A portable ladder with ropes and wooden rungs, slung over the side for temporary use.
- JETSAM**—Material thrown overboard to lighten a ship in distress.
- JETTISON**—Throw over the side, as when emergency reduction of weight is required.

- JETTY**—Any solid structure (such as a breakwater) extending into the water to protect channels or shoreline from erosion or to direct the flow of current.
- JEW'S HARP**—A ring or shackle at the upper end of a shank of an anchor to which the anchor chain is secured.
- JURY RIG**—Any temporary or makeshift device, rig, or piece of equipment.
- KAPOK**—A natural, light, waterproof fiber used in stuffing life jackets. (Kapok has been replaced by a fibrous glass-filled material.)
- KEEL**—The lowermost central strength member of a ship which runs fore and aft, and from which rise the frames and plating.
- KING POSTS**—Vertical posts supporting cargo booms of cargo ships.
- KINK**—A twist that disturbs the lay of line or wire.
- KNIFE EDGE**—The rim of a door frame, hatch, or post that meets the gasket for a watertight fit.
- KNOCK OFF**—To stop or cease.
- KNOT**—(1) A unit of speed equal to 1 nautical mile (6,080 feet) per hour. (2) A collective term for hitches and bends.
- LAGGING**—The insulation around pipes aboard ship.
- LANDING PARTY**—An organized force of infantry from ship's company detailed for contingency or parade duty ashore.
- LANYARD**—A strong line made fast to an object to secure it, or to trigger a firing mechanism such as a firing lanyard.
- LASH**—To secure by line or wire by wrapping and tying or by chain.
- LATITUDE**—The measure of angular distance in degrees, minutes, and seconds of arc from 0° to 90° north or south of the equator.
- LAUNCH**—(1) To float a ship upon completion of building. (2) An open powerboat.
- LAY**—(1) Expresses the idea of "to move oneself," as "Lay (yourself) up on the main deck." (2) The direction of the twist of strands of a rope.
- LEAD**—A weight used in taking soundings.
- LEE**—(1) The direction toward which the wind is blowing or the opposite direction from which the wind is blowing. (2) A sheltered area to leeward of a ship or other windbreaker.
- LEEWARD**—Away from the wind.
- LEEWAY**—(1) The drift of an object, with the wind, on the water's surface. (2) The sideward motion of a ship due to wind and current. (3) The difference between a ship's heading (course steered) and a ship's track (course made good); sometimes called drift.
- LIBERTY**—Authorized absence of an individual from place of duty, normally not more than 48 hours.
- LIE OFF**—To remain stopped a short distance away.
- LIFELINE**—(1) Any line secured along the deck to lay hold of in heavy weather. (2) Any line used to assist personnel. The lifelines between stanchions along the outboard edges of a ship's weather decks are all loosely referred to as lifelines; specifically, the top line is the lifeline, the middle line is the house line, and the bottom line is the footrope.
- LIGHT SHIP**—A command or word passed permitting lights to be shown as the ship is secured from being darkened.
- LINE**—A general term for rope, either fiber or synthetic.
- LONGITUDE**—A measure of angular distance in degrees, minutes, and seconds east or west of the prime meridian at Greenwich.
- LOOK ALIVE**—Be alert, move quickly.
- LOOKOUT**—A person stationed as a visual watch; horizon, surface, fog, etc.

- LUCKY BAG**—A locker usually maintained by the master-at-arms used to stow personal gear left adrift and deserter's effects.
- MACNAMARA LACE**—Fancy curtains and trimmings for barges and gigs worked from unlaid canvas threads.
- MAGAZINE**—A compartment aboard ship or ashore fitted for the stowage of ammunition. All magazines are fitted with sprinkler systems for flooding in case of fire.
- MAKE FAST**—To secure or make ready.
- MANNED AND READY**—A report made by a guncrew or watch station when all hands are present and ready for action.
- MAN THE RAIL**—An all-hands evolution in which crew members line up along the ship's rail to honor some person or occasion.
- MANROPE**—A safety line, or any line rigged to assist personnel in ascending or descending.
- MARLINE**—Two-strand, left-laid tarredhemp small stuff.
- MARLINSPIKE**—A tapered steel tool for separating strands of rope or wire in splicing.
- MASTER-AT-ARMS**—A member of a ship's police force.
- MATERIAL CONDITION**—State of damage-control security within a ship. Designated conditions of readiness are X, Y, and Z.
- MEDITERRANEAN MOOR**—Mooring a ship with its stern to a seaway and bow kept from swinging by anchors placed ahead while maneuvering in; used much by the U.S. Sixth Fleet.
- MEET HER**—To slow the swing of a ship by putting on opposite rudder.
- MESSENGER**—(1) Light line used to carry across a hawser. (2) Person who carries messages.
- MIDWATCH**—The watch beginning at 0000 and ending at 0400.
- MIND YOUR RUDDER**—A caution to the steersman to steer a more precise course or to be alert to some special circumstance.
- MOORING**—(1) Securing a ship to a pier or wharf or to a mooring buoy. (2) Anchoring with two anchors connected to a single chain by means of a mooring swivel.
- MOORING BI:JOY**—A heavy round buoy anchored with heavy anchors, usually concrete sinkers, and fitted with a swivel and link in the center. Mooring buoys are numbered and marked on harbor charts.
- MOORING LINE**—A line used specifically for securing a ship to a pier.
- MORNING WATCH**—The watch from 0400 to 0800.
- MOUSING**—(1) A seizing of line across a hook to prevent a sling from slipping off. (2) Seizing that prevents a screw pin of a shackle from unthreading.
- MUSTANG**—Slang for an officer who was a former enlisted person.
- MUSTER ON STATION**—Roll call taken aboard ship while personnel are at work or drill.
- NAVIGATOR**—The officer responsible for the safe navigation of the ship and the condition of its navigation equipment.
- NEST**—Two or more ships moored together.
- NIGHT VISION**—The ability to see at night.
- NONJUDICIAL PUNISHMENT**—Punishment by a commanding officer imposed on enlisted members and officers without trial by court-martial, as specified by the Uniform Code of Military Justice.
- NOTHING TO THE RIGHT (LEFT)**—An order given to the helmsman not to steer to the right (left) of the given course.
- OBA**—Oxygen breathing apparatus.

- OFFICER OF THE DECK (OOD)**—An officer on duty in charge of the ship, representing the commanding officer.
- ON THE DOUBLE**—Quickly; with speed.
- ORDER**—An order directs a job be done but does not specify how.
- OTC**—Abbreviation for officer in tactical command.
- OUTBOARD**—In the direction away from the center of the ship.
- OVERHEAD**—The underside of a deck forms the overhead of the compartments on the deck below. (Never referred to as the ceiling.)
- PAD EYE**—A metal ring welded to the deck or bulkhead.
- PAINTER**—A line used to make fast a boat's
- PARCEL**—The act of wrapping a line or wire with strips of canvas.
- PART**—To break, as a line or hawser.
- PASSAGEWAY**—Corridor or hall aboard
- PAY OUT**—To slack off or ease out a line.
- PELICAN HOOK**—A quick-release device made in various sizes. May be opened while under strain by knocking away a locking ring that holds it closed.
- PENDANT**—A length of wire; often fitted with an eye at one or both ends.
- PETTY OFFICER OF THE WATCH**— Enlisted member assigned duty as assistant to the officer of the deck.
- PIER**—A structure for mooring vessels which is built out into the water perpendicular to the shoreline.
- PILOT**—(1) An expert on local harbor and channel conditions who advises the commanding officer in moving a ship in or out of port. (2) One who operates an airplane.
- PILOTHOUSE**—A compartment on the bridge centerline housing the main steering controls. Also called the wheelhouse.
- PIPE DOWN**—(1) An order to be silent or reduce noise. (2) A command to cease or secure.
- PITCH**—The vertical rise and fall of a ship's bow and stern.
- PLAN OF THE DAY**—A schedule of unit activities for the day, including work, training, meals, etc.
- PLANK OWNER**—A person who has been on board since the ship was commissioned.
- PORT**—To the left of centerline as you face forward.
- PREVENTER**—Any line used for additional safety or security or to keep something from falling or running free.
- PROJECTILE**—The missile fired by a gun.
- PROPERTY PASS**—Written permission permitting personnel to take property from a ship or station.
- PUDDING**—Chafing gear used for protection and/or bumpers on some small service craft.
- PUNT**—A rectangular, shallow boat used in painting the ship's sides at and above the waterline.
- PURCHASE**—A general term for any mechanical arrangement of blocks and tackle or, when rove with a chain, a **CHAIN FALL**.
- QUARTER**—The after section of a ship on either side.
- QUARTERDECK**—(1) An area of the deck on a Navy ship that is the watch station of the officer of the deck in port. (2) An area on the weather deck designated by the commanding officer for official functions, usually adjacent to the starboard or port gangway.
- QUARTERS**—(1) An assembly of personnel (as morning quarters) for muster or inspection. (2) Government-owned housing assigned to naval personnel. (3) Living spaces aboard ship.

RADAR—Radio Detection and Ranging; equipment used for determining, by radio echoes, the presence of objects and their range, bearing, and elevation.

RADIO CENTRAL—Main radio space aboard ship.

RANGE—(1) The distance an object is from the observer or reference point. (2) An area designated for a particular purpose such as a target or degaussing range.

RAT GUARD—A hinged conical metal shield secured around mooring lines, immediately after mooring, to prevent rats from coming aboard the ship.

RAT-TAILED STOPPER—A braided tapering stopper used on boat falls, mooring lines, etc.

REEVE—To pass a line or wire through a lead; past tense is rove.

RELATIVE BEARING—The direction of an object relative to the ship's heading, expressed in degrees or by points.

RENDER—"To travel freely around," as a hawser renders around a capstan.

RESTRICT—To keep on board, as to restrict a person because of misconduct or illness.

RIG—(1) To devise; set up or arrange. (2) The act of setting up any device or equipment containing rigging.

RIGGING—(1) The ropes, lines, turnbuckles and other gear supporting and attached to stacks, masts, and topside structures (called standing rigging). (2) Lines, wires, and tackles that are adjustable or control motion (called running rigging).

RIGHT-LAID—Refers to lay of line or wire rope in which the strands spiral in a clockwise direction (as one looks along the line).

ROLL—The side-to-side movement of a ship.

RULES OF THE ROAD—Regulations set forth to prevent collisions of ships in inland waters and at sea.

RUNNING LIGHT—Any light required by law to be shown by a vessel or aircraft underway.

SAILING DIRECTIONS—Publications issued periodically to supplement charts of the world. They contain data on coastlines, harbors, dangers, aids to navigation, and other data that cannot easily be marked on a chart.

SAIL LOCKER—Stowage area for awnings and related deck gear aboard ship.

SAMSON POST—A vertical timber on the forward or aft weather deck, used in underway replenishment, towing, and securing.

SCREW—(1) The propeller of a ship. (2) Screws also refer to the water in the vicinity of the propellers.

SCULL—The act of propelling a small boat by working oars from one side to another.

SCUPPER—(1) The waterway along the gunwales. (2) An opening in the side of a vessel through which waste water is discharged. (3) Any type of drain opening.

SCUTTLE—(1) A small, quick-closing watertight hole. (2) To sink a vessel by deliberate flooding.

SCUTTLEBUTT—(1) A drinking fountain aboard ship. (2) Rumor or gossip.

SERVING—A smooth finish on a line or wire, made by winding on close turns of marline or seizing stuff with a serving mallet.

SET THE WATCH—To establish the normal routine of watches on a ship or station.

SEXTANT—A navigational instrument used to measure the distance between two ships. Used mainly on the ship's bridge.

SHAFT ALLEY—The space(s) in a ship through which the propeller shafts extend from the engine room(s) aft to the screws.

SHAKEDOWN—A period of adjustment, clean-up, and training for a ship after commissioning or after a major overhaul.

SHELLBACK—One who has crossed the equator.

SHIFT COLORS—To shift the national ensign and jack from the flagstaff to the gaff on getting underway, or from the gaff to the flagstaff upon mooring or anchoring.

SHIP RIDER—(1) Member of a fleet training group who goes to sea on board ship to assist in its shakedown or refresher training. (2) Any personnel not a member of the ship's company on board ship, i.e., civilian technical representative.

SHIP'S COMPANY—All hands permanently attached to a ship or station.

SHORE—(1) A portable wooden or steel beam used in damage control. (2) To brace, as to "shore up." Also called shoring. (3) Land at the edge of the sea.

SHORT STAY—Said of an anchor when it has been hove in just short of breaking water.

SHOT—A length of anchor chain, when joined with others, which makes up the anchor cable. A standard shot is 15 fathoms long.

SHOT LINE—A light nylon line used in a line-throwing gun.

SHOVE OFF—Slang for depart, leave, go.

SHROUDS—Lines that provide support for a mast athwartships.

SIDE CLEANER—Person detailed to scrub or paint the sides of the ship.

SIDE LIGHT—Any one of the colored lights, red (port) and green (starboard), required by the *Rules of the Road* to be shown by a vessel underway.

SILENCE—Command given by any member of a weapons crew who observes a serious casualty or situation that requires immediate attention.

SINGLE UP—A command given before unmooring a ship from a pier or wharf. To take in all double sections of line between the ship and the pier, leaving the vessel moored only by a single line to the bits.

SLACK—(1) Ease out, as a line. (2) The loose part of a line that takes no strain.

SLUSH—(1) The act of applying preservative to a line or wire. (2) The preservative substance so applied.

SMALL STUFF—A general term for any fiber line 1 3/4 inches or less in circumference.

SMART—Neat, shipshape, efficient, military, quick.

SNAKING—Netting rigged between the housing line or footrope and the waterway bar to prevent objects on deck from going overboard.

SNATCH BLOCK—A single-sheaved block with a hinged strap, which can be quickly opened to take the bight of a line, making it unnecessary to reeve the end of the line through the block. A great convenience for handling line on deck.

SNUB—To stop the payout of a running line, allowing only enough movement so it will not part.

SOPA—Abbreviation for senior officer present afloat.

SPAN—(1) A line made fast at both ends with a tackle, line, or fitting made fast to its bight. (2) Wire rope stretched between davit heads to which lifelines are secured.

SPAN WIRE—Steel cable between ships during underway replenishment that supports the fuel hose, or by which cargo is transferred.

SPAR BUOY—Type of buoy tapered at one end, floating upright.

SPECIAL SEA AND ANCHOR DETAIL—Those personnel assigned duties in connection with getting underway, mooring, or anchoring—normally when entering or leaving port.

SPONSON—A projecting structure, platform, or abbreviated wing on a ship's hull.

SPRING LINE—Any mooring line that does not lead at right angles with the ship or pier to which

TRUE HEADING—The horizontal direction in which a ship is heading, relative to true north.

TURN TO—Go to work.

TRICE—To haul up, as in tricing all bunks; meaning to raise all bunks and secure them in that position.

UNLAY—To untwist and separate the strands of a rope.

VEER—(1) To let out or pay out a chain or line. (2) To slack off.

VERY WELL—A response sometimes given by a senior officer to a junior who has made a report to the officer. (This term is never used by enlisted personnel.)

VOID—Empty space below decks.

WAKE—The disturbed water astern of a moving ship.

WALK BACK—The act of walking back slowly and carefully, usually used in connection with hoisting a boat by hand.

WARDROOM—Compartment on board ship in which officers eat meals; serves also as a lounge.

WATCH—A duty period, normally 4 hours long.

WATERWAY—The gutter under lifelines to carry off deck water through the scuppers.

WEATHER DECK—Any deck or portion of a deck exposed to the elements.

WEIGH—To lift the anchor free from the bottom in getting underway.

WILDCAT—The drum part of an anchor windlass that engages and moves the anchor chain.

WINDWARD—Toward the wind.

WORD—News, information.

WORM—To fill lays of line or wire before parceling.

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