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.   **Marlinspike Seamanship – Splices**

7.   **First Aid – Breathing, Bleeding and Shock**

8.   **First Aid – Fracture and Splints**

9.   **Service to the Unit**

TITLE: **NAVY TRADITITONS AND HEROES – WAR OF 1812 TO THE CIVIL WAR – LESSON 1**

OBJECTIVES: 1. Identify the primary causes leading to the War of 1812

2. Cite the major events of the War of 1812

3. Cite the major technological advances during the period from 1814 to the Civil War

4. Cite the Navy's role in combating piracy and the slave trade in the 19th century

5. Cite the Navy's role in the Mexican War

REFERENCES: (a) "the U.S. Navy – An illustrated History", Nathan Miller, US Naval Institute
(b) Naval Orientation, "NAVAL ORIENTATION", NAVEDTRA 16138 Series
(c) BLM, current edition

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

When war came once again to the United States, the Navy was no better prepared than it had been for the Revolutionary War. Although the government had established the Department of the Navy, the Secretary was incompetent and spent little time at work. There was no money except the minimum needed to "get by".

America had sixteen ships; seven frigates, the rest small coastal patrol craft. The only Navy base, Washington Navy Yard, lacked the stores and equipment necessary to outfit ships for combat. In short, we failed to have the type of Navy needed to tackle Great Britain with its more than 600 warships and thousands of seasoned veterans of European wars.

CAUSES

We could say that the War of 1812 was really a continuation of disputes with Britain during and after the Revolution. Earlier treaties had established territorial boundaries that no one observed very strictly. The Territories were still mostly wilderness and the treaties made no provision for freedom of the seas.

Recruiting was no easy matter. The Navy offered low pay with harsh living and working conditions; sailors could do better with merchant fleets. To man their ships, Navy officers and petty officers would patrol the streets by night, taking anyone they found outdoors after the taverns had closed; severe beatings often accompanied this form of kidnapping or "impressment".

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 Decautur 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 Uraga, 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 and 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 redical 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. .

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 "CONSTIUTION"
   d. the "CHESAPEAKE"

4. The commander who defeated the British at Lake Erie be 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

TITLE: NAVAL TRADITIONS AND HEROES –THE CIVIL WAR –LESSON 2

OBJECTIVES: 1. Cite the major causes and events of the Civil War.

2. Cite the major technological advances of the Civil War

REFERENCES: (a) "The U.S. Navy-An illustrated History"

(b) Naval Orientation, NAVEDTRA 16128

(c) BJM, Current Edition

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

Imagine a country in which one-fourth of its naval officers resign to take up arms for a foreign nation against the United States. This was the case at the beginning of the American Civil War in April 1861.

The roots of the Civil War date from acceptance of the United States Constitution. Before all the states would ratify it, several changes, or amendments, had to be made. The first ten of these, adopted before ratification, comprised the Bill of Rights which provided that certain rights not exclusively reserved to the United States government belonged to the individual states.

Slavery was the issue that tested the rights of states. Since it was not specifically prohibited by the Constitution, many of our states felt that it could be legal in their areas. In the early 1800's, the admission of states into the Union depended upon whether the state would permit slavery or not. After 1820, for every "free" state admitted, one "slave" state must enter. Movements throughout the North attempted to ban slavery in the United States, but congressmen from slave states insisted upon their "constitutional" rights to maintain the institution. When Abraham Lincoln won the presidential election of 1860, several states decided to leave the Union, or "secede". According to them, it was their right to do so since nothing in the Constitution forbade secession. The Northern states believed that the Union must be preserved, whatever the cost, and that secession was illegal once a state had ratified the Constitution. The Civil War was not fought to free slaves, that came along two years later, and only in states which had joined the Confederacy, but to exercise "states' rights".

Those naval officers who "went South" had one major task: they must ensure that vital supplies from Europe reached their forces through the Union blockade of their ports.

THE BEGINNING

At the outset of the Civil War the United States had only 90 vessels available for immediate service. Many of those were in disrepair through congressional neglect; others were on distant stations overseas and would not return for more than two years.

To augment his fleet, Secretary of the Navy Gideon Wells 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 shops. 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 case-mates 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 Ericksson. 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 shops (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 calvary, 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. .

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

TITLE: PERSONAL DEVELOPMENT - CORE VALUES – LESSON 3

OBJECTIVES: 1. To introduce cadets to the Personal Development and the Navy's Core
                     Values.

                 2. To enable each cadet to develop his own standards of conduct for
                     successful living

                 3. To enable each cadet to develop an awareness of the value and rewards
                     Personal Development

REFERENCE: (a) U.S. Navy web site.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

You may have noticed that some people seem to be highly organized and prepared for every thing that happens during drill or at school. They seem to have self-confidence, pride, and a sense of purpose. You may ask, why is this? Well it doesn't just happen. You are seeing people who have taken the steps to prepare themselves. There are organizations that actually instill these qualities. You are a school student, and a member of a Navy League unit. Other organizations such as the U.S. Navy and other military services work hard to accomplish the same goal. People who have these same qualities stand out and seem to step ahead of others. In later life you become more employable, better at dealing with others, they are able to develop strong teams, and accept responsibility and accountability for your personal actions.

DEVELOP YOURSELF

The U.S. Navy has developed the Core Values of the Navy, for their Sailors. These core values can work for you too. By embodying these qualities, you will build character and confidence, develop the other qualities that will aid you in the future.

When we take the League Cadet Oath, we become part of a group of people who stand together as a special example of what young people can be. You have agreed to act in a way that will make you an example that others will look to. The Navy also has a set of values that help develop their people. The League Cadet program also tends to instill the same values to their cadets.

How will the Navy's values transfer into the non-military world, which is our world:

It might be in school at home or some day on the job

HONOR

- Conduct ourselves in the highest ethical manner in all relationships
- Deal honestly ant 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

TITLE: **DEVELOPING PETTY OFFICER LEADERSHIP SKILLS – LESSON 4**

OBJECTIVES: 1. To raise cadet awareness of the leadership responsibilities of a NLCC Petty Officer

                   2. To introduce cadets to basic steps to counseling

REFERENCE: (a) Petty Officer Indoc. Course
                   (b) U.S. Army Drill Sergeants Training Manual

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

LEADERS

There is no such thing as a "born leader". Good leaders learn by following good examples and through training and practice. They demonstrate honesty, integrity and loyalty, setting good personal examples for their shipmates. They are honest with superiors and above all, to themselves.

Because good morale is a important part of accomplishing a task, good leaders promote it by helping their shipmates, keeping them informed of opportunities and sharing their pride in the unit.

COMMANDS

As the leader of a group, part of your job is to give orders. They must be clear, simple and complete so that there is no misunderstanding. A good order call tells:

>   **W**hat must be done
>   **W**ho is to do it
>   **W**hen to do it
>   **W**hen it must be finished

The "How" and "Why" may be given at the time, but may have to wait if the job is very urgent.

At times it is difficult to give orders for with them goes the responsibility to enforce them and make sure that they are obeyed. For this reason, the manner in which orders are given is very important. If given in a grumbling or apologetic manner, as though you would rather not do so, the subordinate may feel that the job is not really all that necessary and may "slack off" a bit. If an order is given in a loud voice, accompanied by unclear language, it creates confusion and resentment and the subordinate may not do the job at all.

COUNSELING

Praise and counseling go with leadership. When someone does a good job, he should be praised. The basic rule is to praise in public, counsel in private, so when you praise someone, do it where his

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 of 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. .

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

TITLE   COMMAND PRESENCE – MARCHING AND DRILL INSTRUCTION – LESSON 5

OBJECTIVES: 1. The cadet will be given the opportunity to improve Drill Instructor skills by demonstrating the ability to:

      a. Recognize positions within a formation
      b. Identify the different position and facing commands
      c. Describe the correct way to respond to commands
      d. Pass the Drill Instructor Proficiency Skill Check Off List with a score of 80%

REFERENCES: (a) NLCC Syllabus, Part 1, Lessons 6 and 7
                  (b) BMR – Chapter 9

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION:

Teaching is the first step to proficiency. Each ABLE Cadet should be given the opportunity to instruct recruits in close order drill and also to command the unit during military drill instruction under the close instruction of a qualified senior petty officer.

Competence will be shown through completion of the observation check list.

Observation may be completed by senior petty officers, instructors or officers.

VOCABULARY (Fig. III-4-1)

ELEMENT: An individual, squat, section, platoon, company or other unit that is part of a larger unit.

FORMATION: An arrangement of elements in line, in column, or in any other prescribed manner.

RANK OR LINE: A formation in which the elements or persons are abreast or side by side.

FILE or COLUMN: A formation in which elements or persons are placed one behind the other.

FLANK: The extreme right or left of a unit, either in line or in column. The element on the extreme right or left of the rank. A direction at a right angle to the direction an element or a formation is facing.

DISTANCE: When in ranks, distance is the space between the chest of one person and the back of the person ahead. Distance between ranks is 30 inches.

INTERVAL: An interval is measured between individuals from shoulder to shoulder. A

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.
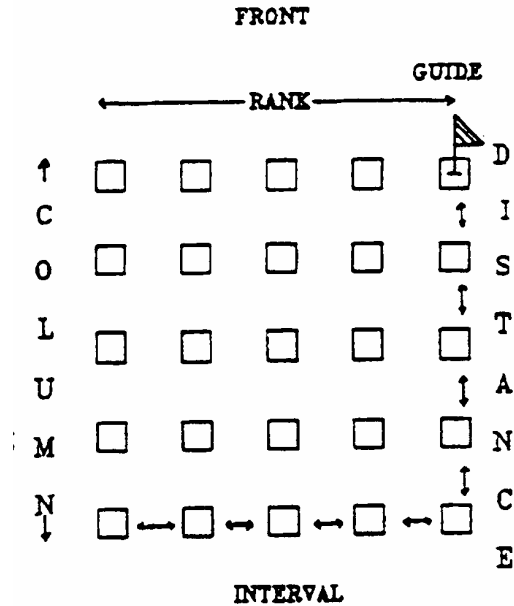
Fig. I-6-1

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
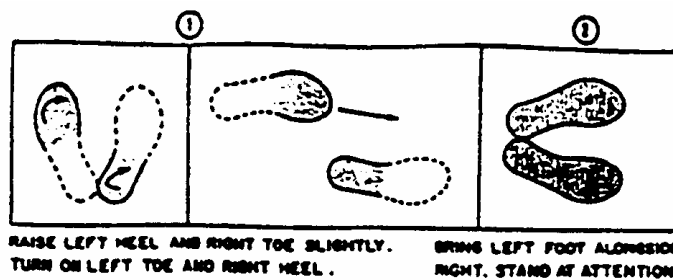the right heel and stand at attention.

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.
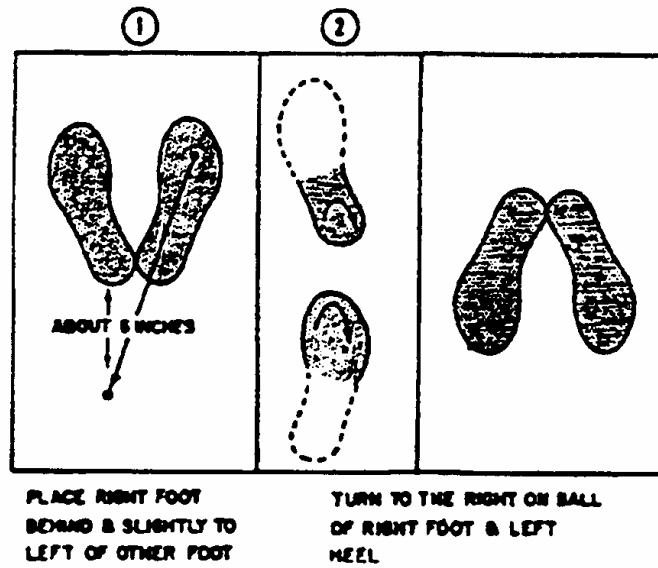
Fig II-4-5 About Face

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.
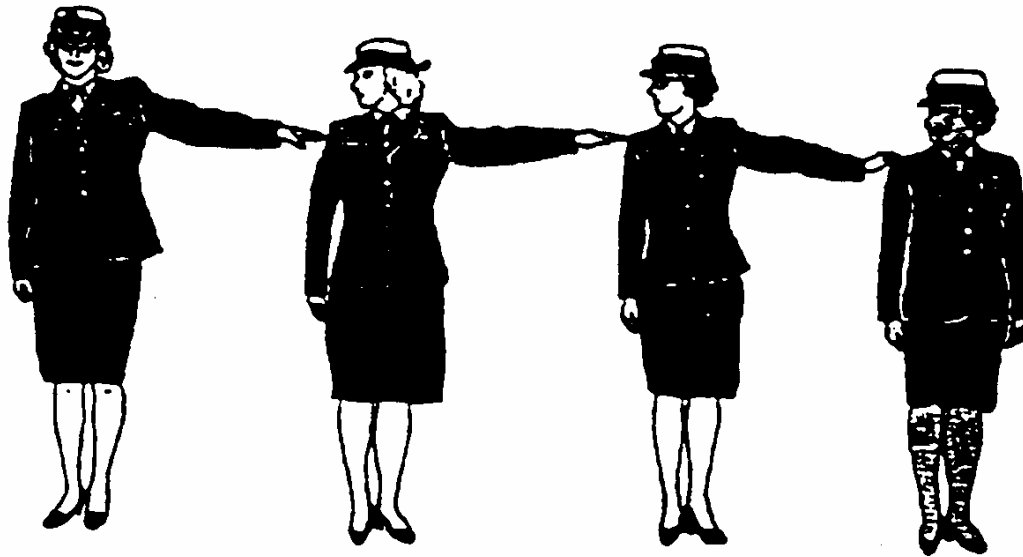
Fig. II-4-6 Normal Interval

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   NAME _____
DRILL INSTRUCTOR PROFICENCY

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:
                                     Yes   No
    a. fall in   ____   ____

    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

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

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

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).
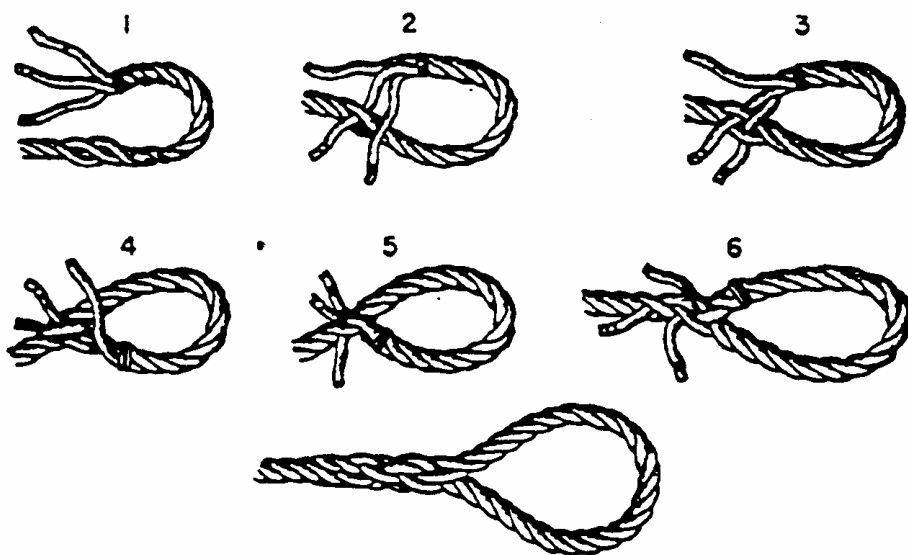
Fig III-5-1 Eye Splice

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).
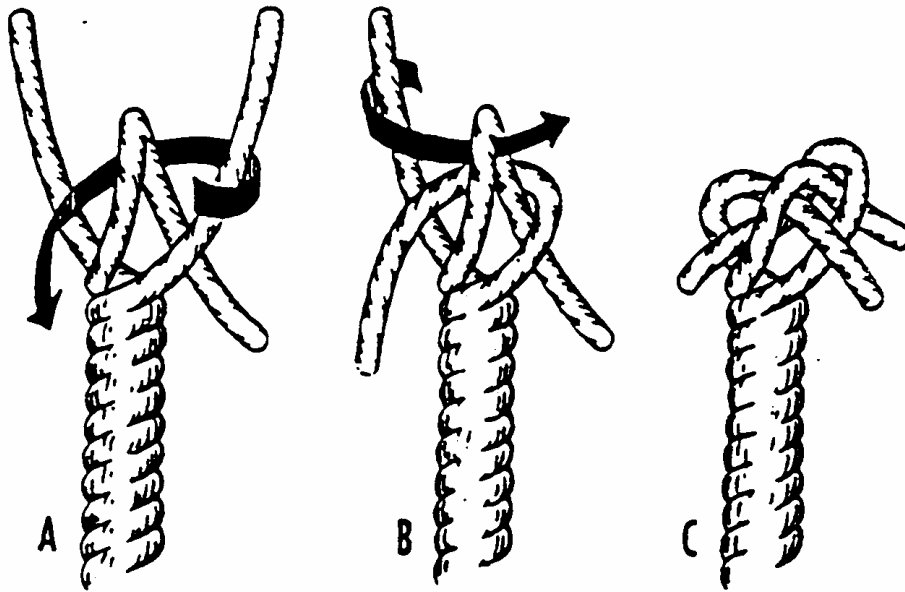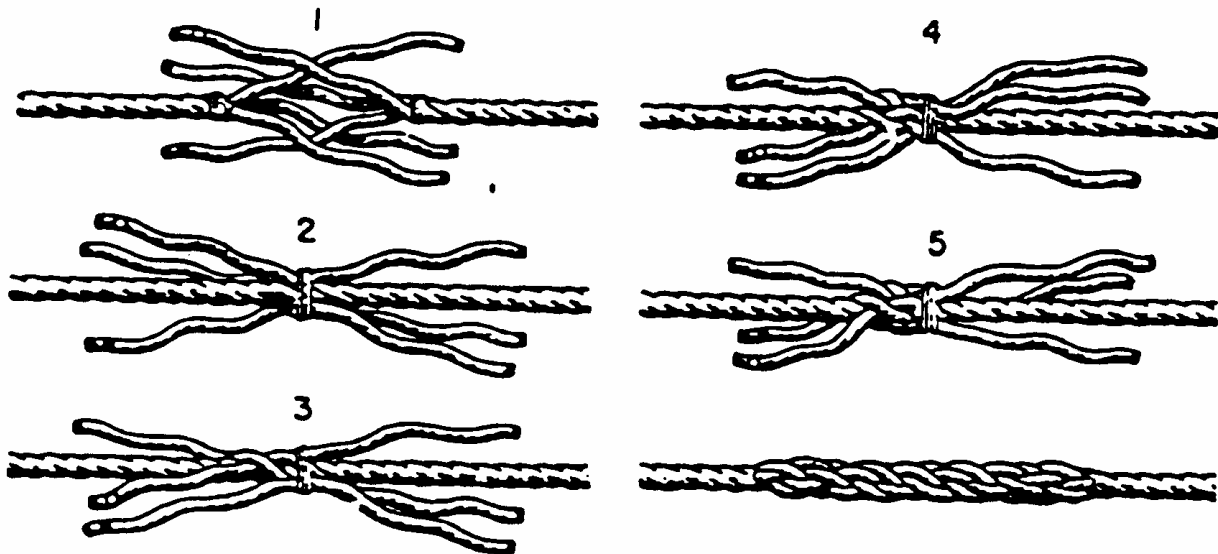
Fig. III-5-2 Back Splice

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 though 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 o 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. .

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

TITLE: **FIRST AID – BREATHING, BLEEDING AND SHOCK – LESSON 7**

OBJECTIVES: 1. Identify the three priorities of first aid

2. Demonstrate the primary rules of first aid

REFERENCES: (a) BJM, current edition
(b) BMR, NAVEDTRA 10054 series
(c) Community First Aid and Safety, American Red Cross Manual
(d) EMT – Pre-Hospital Care, M.C. Henry, MD and E. Stapleton, EMT-P

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTORDUCTION

First Aid is emergency treatment only, to keep an accident victim alive until proper medical care arrives. You should use First Aid only when absolutely necessary, and unless danger to the victim is clearly present (fire or other immediate hazard), you must never move a victim.

Although it is unlikely that you will encounter a situation which requires a number of first aid actions, you should review the basic priorities for treatment. In administering first aid, you have three primary tasks:

1) maintain breathing
2) stop severe bleeding
3) prevent or reduce shock

The primary first aid rules are:

SAFE   Make sure the scene is safe. You don't want to become part of the problem. It does no good for anyone to become injured themselves while trying to administer First Aid.

AIRWAY   The human brain tissue starts to die after three to six minutes with no oxygen. Airway should be checked first, look at chest movement, then listen for sounds of breathing.

BREATHING   Once it has been established that the airway is clear, make sure the victim is Breathing at all times. Normal respiration rate is 16-20 times a minute.

CIRCULATION   Feel for a pulse at the wrist, neck or elbow. Another way to check for circulation is to pinch the fingernails so that the color leaves the nail. If the color returns within two seconds, then capillary refill is normal.

SHOCK   Shock is caused by various reasons, the most probable is fluid loss (blood or other body fluid). Raise feet if there are no fracture in the legs, and call for immediate medical assistance.

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)
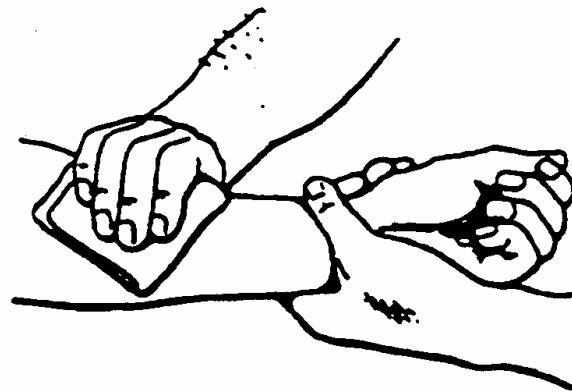
Fig III-6-1 Applying pressure to a wound

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.
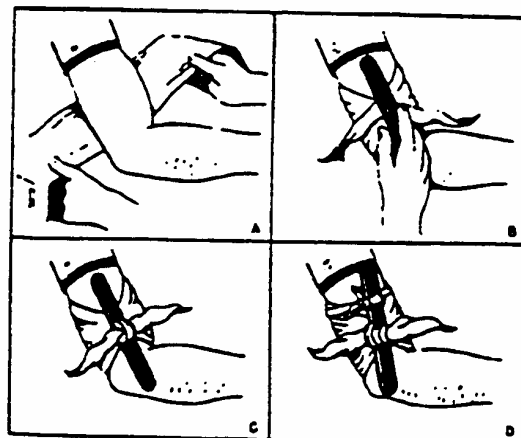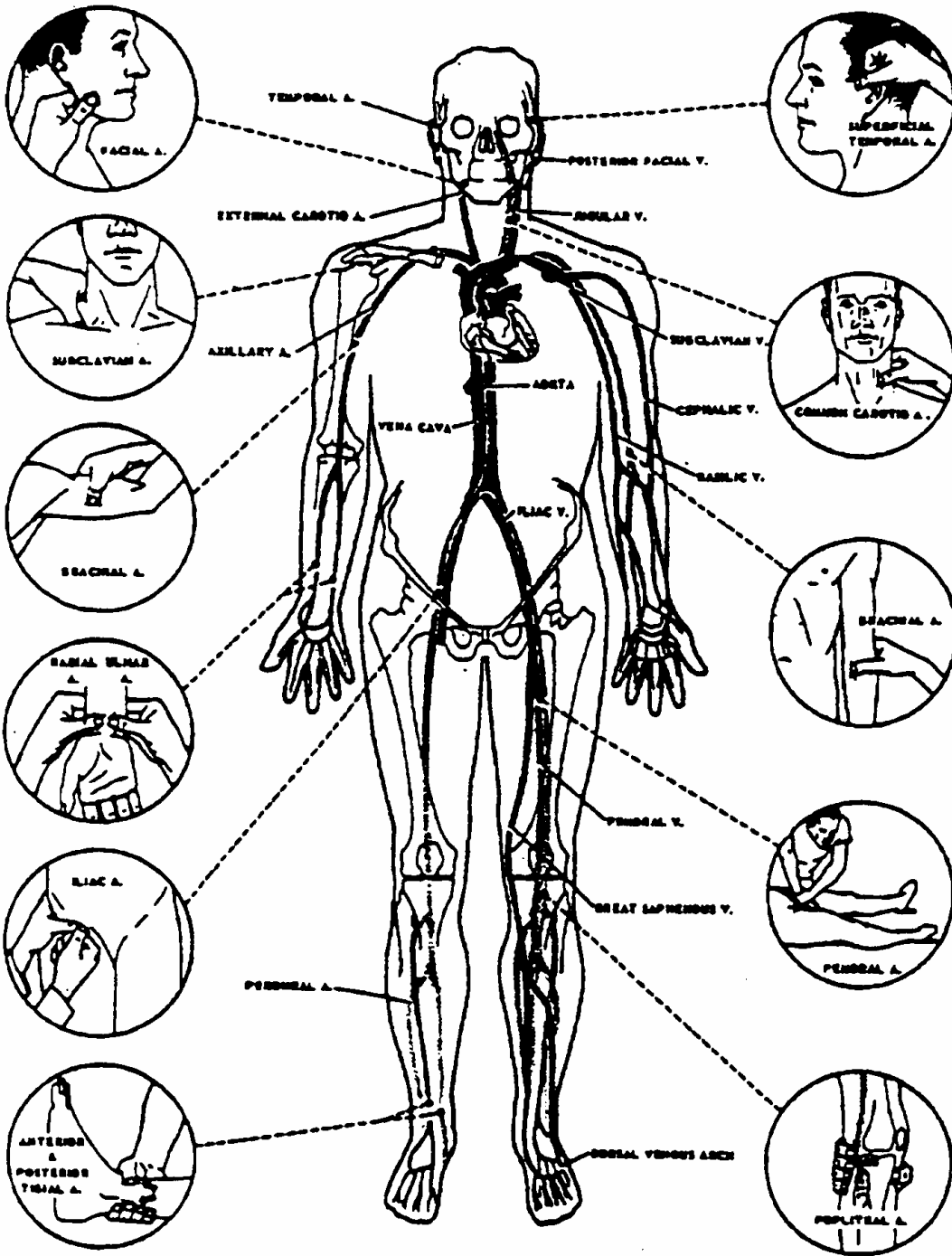
Fig III-6-3 Applying a tourniquet

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.
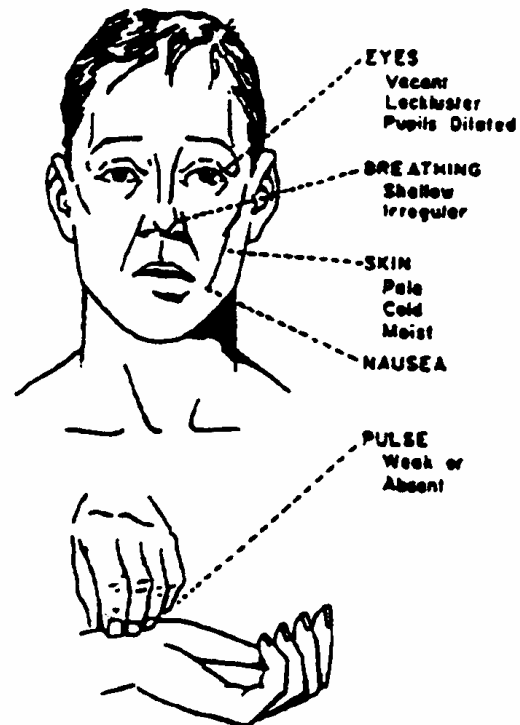
Fig. III-6-4 Symptoms of Shock

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. .

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

TITLE: **FIRST AID – FRACTURES AND SPLINTS – LESSON 8**

OBJECTIVES: 1. Describe the types and characteristics of bone fractures

2. Demonstrate the procedure for applying emergency splints

3. Demonstrate the method for transporting a patient in a stretcher

REFERENCES: (a) BMR, NAVEDTRA 10054 series
(b) BJM, current edition

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

Put simply, a fracture is a broken bone. All fractures are serious; the severity depends on the part of the body affected, the type, and the amount of tissue (skin and flesh) damaged.

Fractures are not always apparent. However, certain sighs reveal their presence:

Pain and tenderness
Inability to use or move a limb
Creaking or grating noise
Movement at point other than joints
Swelling or deformity
Discolored skin

TYPES OF FRACTURES

There are several types of fractures. In general, they are (Fig. III-7-1):

OPEN FRACTURE: Bone protrudes through the skin; bleeding may be present

CLOSED FRACTURE: The skin is not broken

SIMPLE FRACTURE: The bone is cracked, partially or completely, but not dislocated

GREENSTICK FRACTURE:The bone is partially broken, like a twig or green stick; it is both splintered and partially dislocated

COMPOUND FRACTURE: The bone is broken and dislocated. The fracture may be open or closed. Tissue is damaged.

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

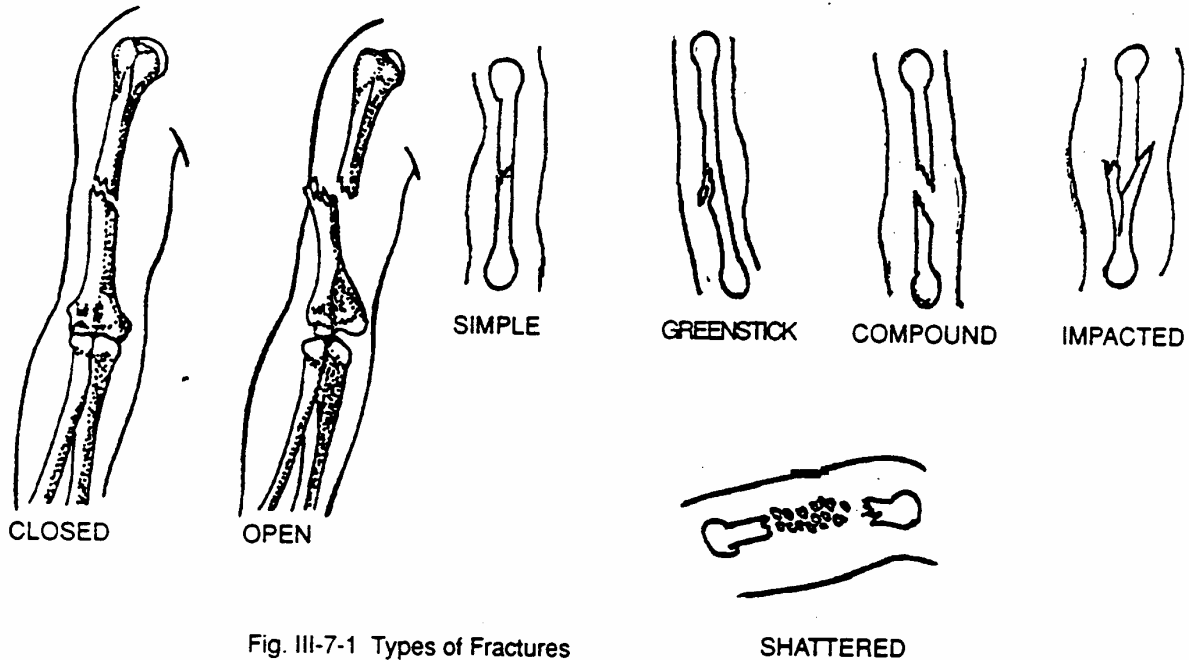SHATTER: The bone is crushed into small pieces

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

CLOSED   OPEN   SIMPLE   GREENSTICK   COMPOUND   IMPACTED   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 come 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. .

1. With a closed fracture, tissue may be damaged

    a. true
    b. false

2. To immobvilize 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 facture

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

TITLE: **SERVICE TO THE UNIT – LESSON 9**

OBJECTIVES: 1. To provide opportunities for cadets to support unit activities and assist in
            in achieving unit goals

            2. To enable cadets to develop a sense of responsibility to contribute to the
            success of the unit

            3. To provide opportunities for cadets to practice skills and demonstrate
            mastery of classroom instruction

REFERENCE: (a) THE NLCC PROMISE
            (b) Navy Core Values

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

INTRODUCTION

The NLCC Promise and the Navy Core Values teach cadets that they have a responsibility to make a positive contribution to their unit, their schools, and their community.

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 and demonstrate mastery of skills and an understanding of naval history, customs and traditions.

There are many ways this can be accomplished, (see list), but however it is organized, it should be a planned and recorded part of his NLCC cadet record. (See suggested activity record chart in the appendix). The 19B form can also be used as a record of cadet service.

PARTICIPATION

The level of participation at this rank might start with being a member of a team involving an activity that is organized and directed by adult leaders or senior cadets.

     Some suggestions for service to the unit:

          1. Stand quarterdeck watch

          2. Attend advanced training

          3. Participate in unit weekend training

          4. Buddy to new cadets

          5. Help with unit fund raising activities

   6. Participate in unit recruiting activities

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

1. .

2. .

3. .

4. .

5. .

6. .

7. .

8. .

9. .

10. .

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