



**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**

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. plicity 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”

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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 MMM 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, anesthesia, 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 of Type)	6d. Parent/Guardian Signature	6e. Date (DD MMM YY)
6f. Name of Witness (Unit CO or other Designated Officer - Print of Type)	6g. Signature of Witness (Unit CO or Designated Officer)	6h. Date (DD MMM 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. Heart injury, abnormal loss, or abnormal	<input type="checkbox"/>	<input type="checkbox"/>
5c. Lived with someone with Tuberculosis	<input type="checkbox"/>	<input type="checkbox"/>	5d. Seizures, convulsions, epilepsy or fits	<input type="checkbox"/>	<input type="checkbox"/>
5e. Asthma or breathing problems related to allergies, pollen, etc.	<input type="checkbox"/>	<input type="checkbox"/>	5f. Car, train, sea, or/so on sickness	<input type="checkbox"/>	<input type="checkbox"/>
5g. Been prescribed or used an inhaler	<input type="checkbox"/>	<input type="checkbox"/>	5h. A period of unconsciousness	<input type="checkbox"/>	<input type="checkbox"/>
5i. Loss of vision in either eye	<input type="checkbox"/>	<input type="checkbox"/>	5j. Heart trouble or murmur	<input type="checkbox"/>	<input type="checkbox"/>
5k. Loss of hearing or wear a hearing aid	<input type="checkbox"/>	<input type="checkbox"/>	5l. Received counseling for emotional or behavior disorder	<input type="checkbox"/>	<input type="checkbox"/>
5m. Impaired use of arms, legs, hands, feet	<input type="checkbox"/>	<input type="checkbox"/>	5n. Lung disorder (but not smoking)	<input type="checkbox"/>	<input type="checkbox"/>
5o. Knee problems	<input type="checkbox"/>	<input type="checkbox"/>	5p. Sleepwalking	<input type="checkbox"/>	<input type="checkbox"/>
5q. Broken bone(s) (cracked or fractured)	<input type="checkbox"/>	<input type="checkbox"/>	5r. Bowelting	<input type="checkbox"/>	<input type="checkbox"/>
5s. Diabetes	<input type="checkbox"/>	<input type="checkbox"/>	5t. Been hospitalized (if yes why, when, where)	<input type="checkbox"/>	<input type="checkbox"/>
5u. Anemia (including sickle cell)	<input type="checkbox"/>	<input type="checkbox"/>	5v. Any illness or injury not mentioned above (if yes, explain)	<input type="checkbox"/>	<input type="checkbox"/>
5w. Dizziness or fainting spells (including after exercise)	<input type="checkbox"/>	<input type="checkbox"/>	5y. Advised to avoid certain physical activities (if yes, explain)	<input type="checkbox"/>	<input type="checkbox"/>
5z. Frequent or severe headaches	<input type="checkbox"/>	<input type="checkbox"/>	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 open 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 Internal Canals)			<input type="checkbox"/>	<input type="checkbox"/>		
3e. Throat (Oropharynx)			<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 (Throat, Size, Rhythm, and Sounds)			<input type="checkbox"/>	<input type="checkbox"/>		
3j. Lungs and Chest			<input type="checkbox"/>	<input type="checkbox"/>		
3k. Abdomen and Viscera (Including Hernia)			<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. Bones and other Musculoskeletal			<input type="checkbox"/>	<input type="checkbox"/>		
5. LABORATORY FINDINGS (only required for those with a history of urinary tract infections or anemia, unless ACA of 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
Hz	500	1000	2000	3000	4000	6000
Right						
Left						
				6i. Uncorrected Vision (1) Left: 20' (2) Right: 20'		
				6k. 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".

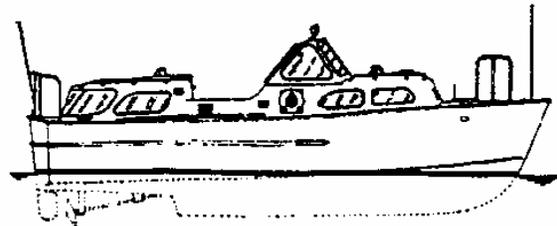


Fig. IV-5-2 Motor Personnel Boat (MB)

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).

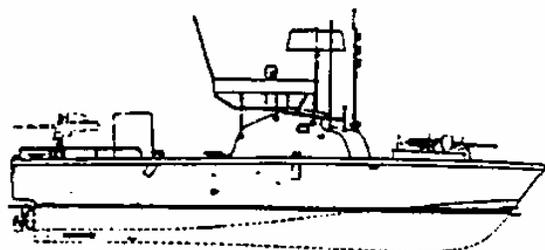


Fig. IV-5-3 River Patrol Boat (PBR)

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.

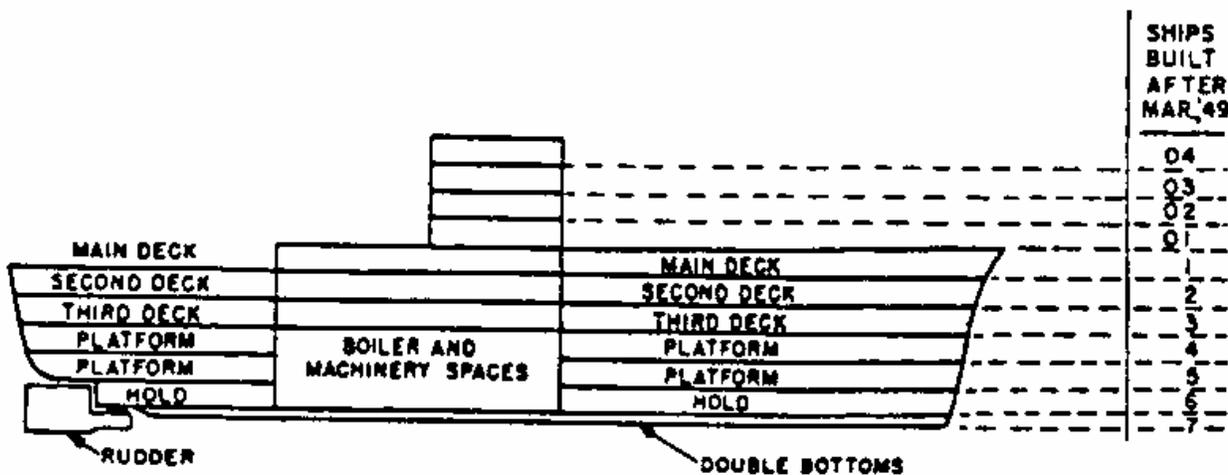


Fig. IV-6-1 Deck numbering system

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.

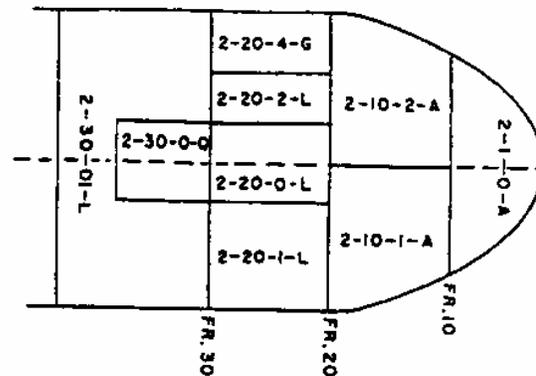


Fig. IV-6-2 Compartment designations

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.

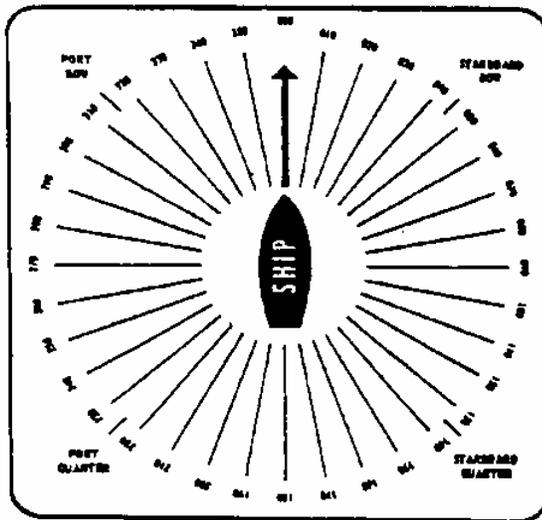


Fig. IV 7-1 Relative Bearings

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.

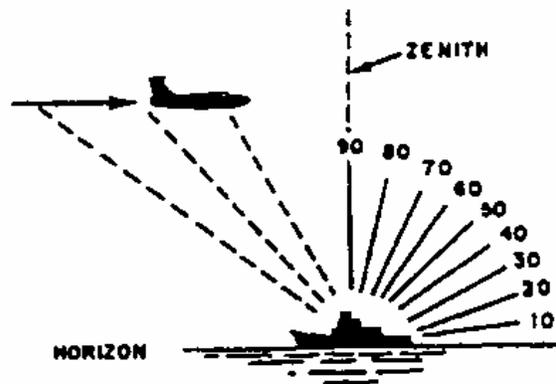


Fig. IV-7-2 Position Angle.

Fig. IV-7-3 shows position angle aids.

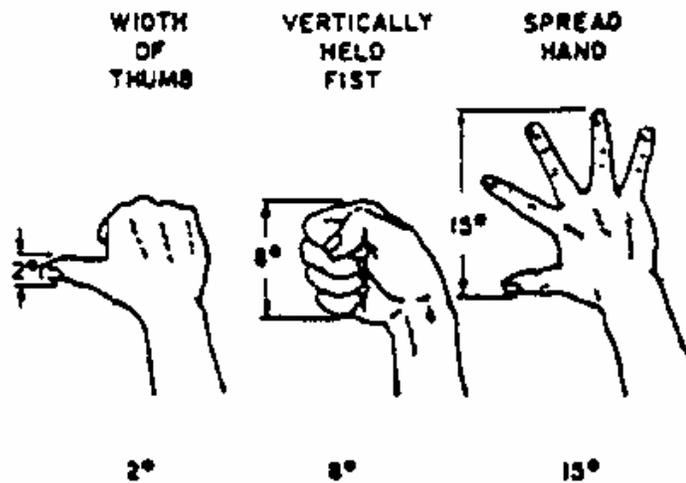
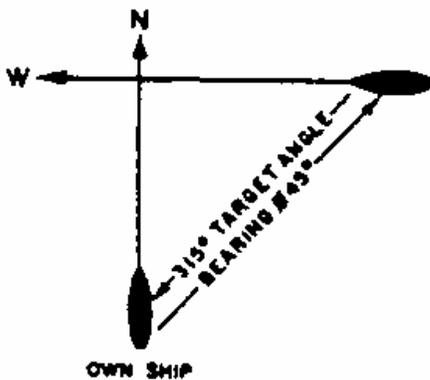


Fig. IV-7-3



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

**PART IV
NLCC PETTY OFFICER SECOND CLASS**

TITLE: **AIDS TO NAVIGATION, RULES OF THE ROAD – LESSON 8**

- OBJECTIVES:**
1. Describe the types of buoys used as aids to navigation
Identify their locations and meanings.
 2. Describe shipboard navigation and emergency lights and explain their meanings
 3. Cite the “Rules of the Road” for avoiding collisions at sea or in boating activities

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

XX

INTRODUCTION

Almost everywhere you are on land there are prominent geographic features to help you find your way. Additionally, there are plenty of road signs and markers to help you avoid dangers and prevent collisions. But oceans, rivers and lakes cannot be paved, and many of the hazards are invisible, lying under the water. To help mariners, certain aids to navigation and safety rules have been established.

- SPAR - resembles a long log or stick. Spar Buoys may be tapered, made of wood or metal.
- CAN - cylindrical, look like large tin cans or barrels floating in the water
- NUN - conical, tapering slightly toward the top
- BELL - flat topped, usually a skeleton framework equipped with a bell which is sounded by wave motion of the sea, by gas, or by electric batteries
- GONG - resembles a bell buoy, but is equipped with a series of gongs, each with a different tone
- WHISTLE - usually cone-shaped, carries a whistle activated at regular intervals by electrical or mechanical means.

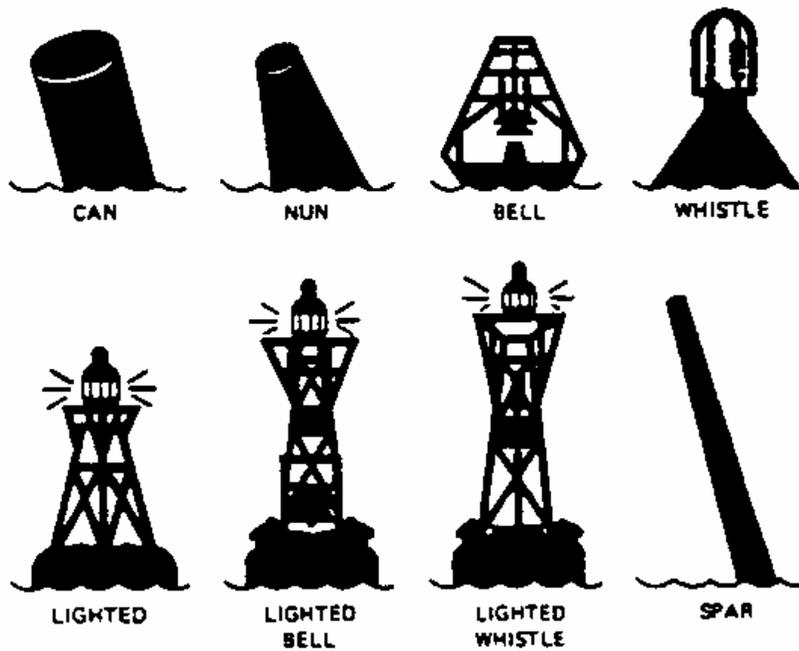


Fig. IV-8-1 Types of Buoys

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.

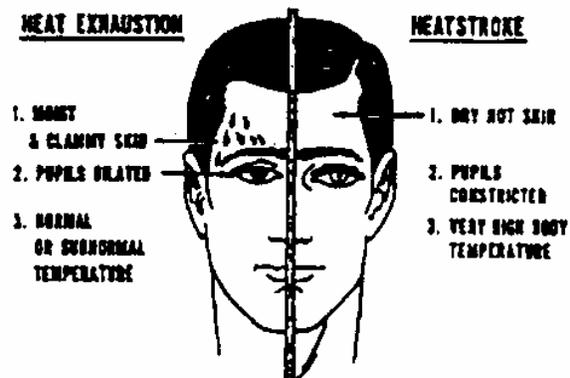


Fig. IV-9-1 Comparison between Heat Exhaustion and Heat Stroke

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