

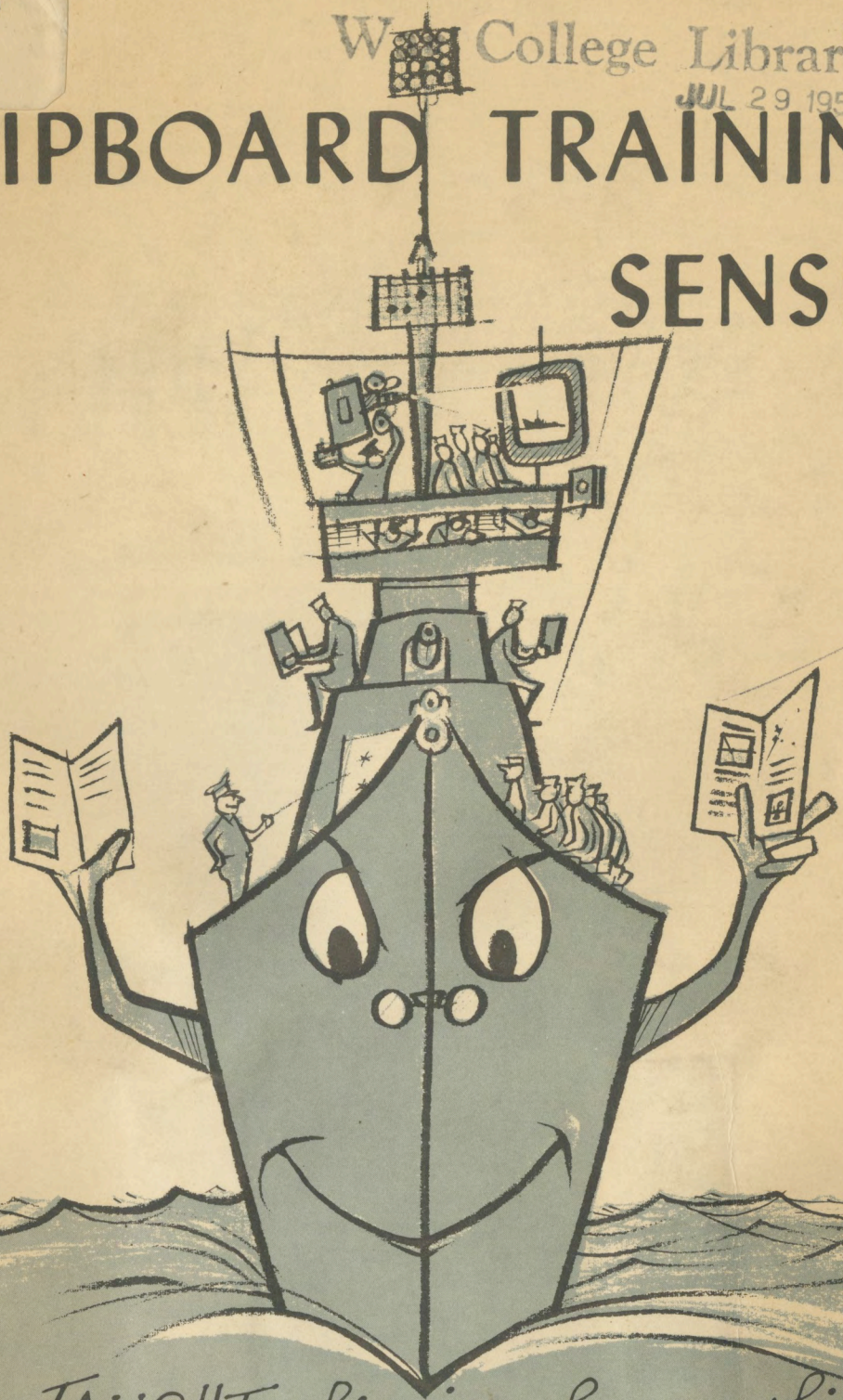
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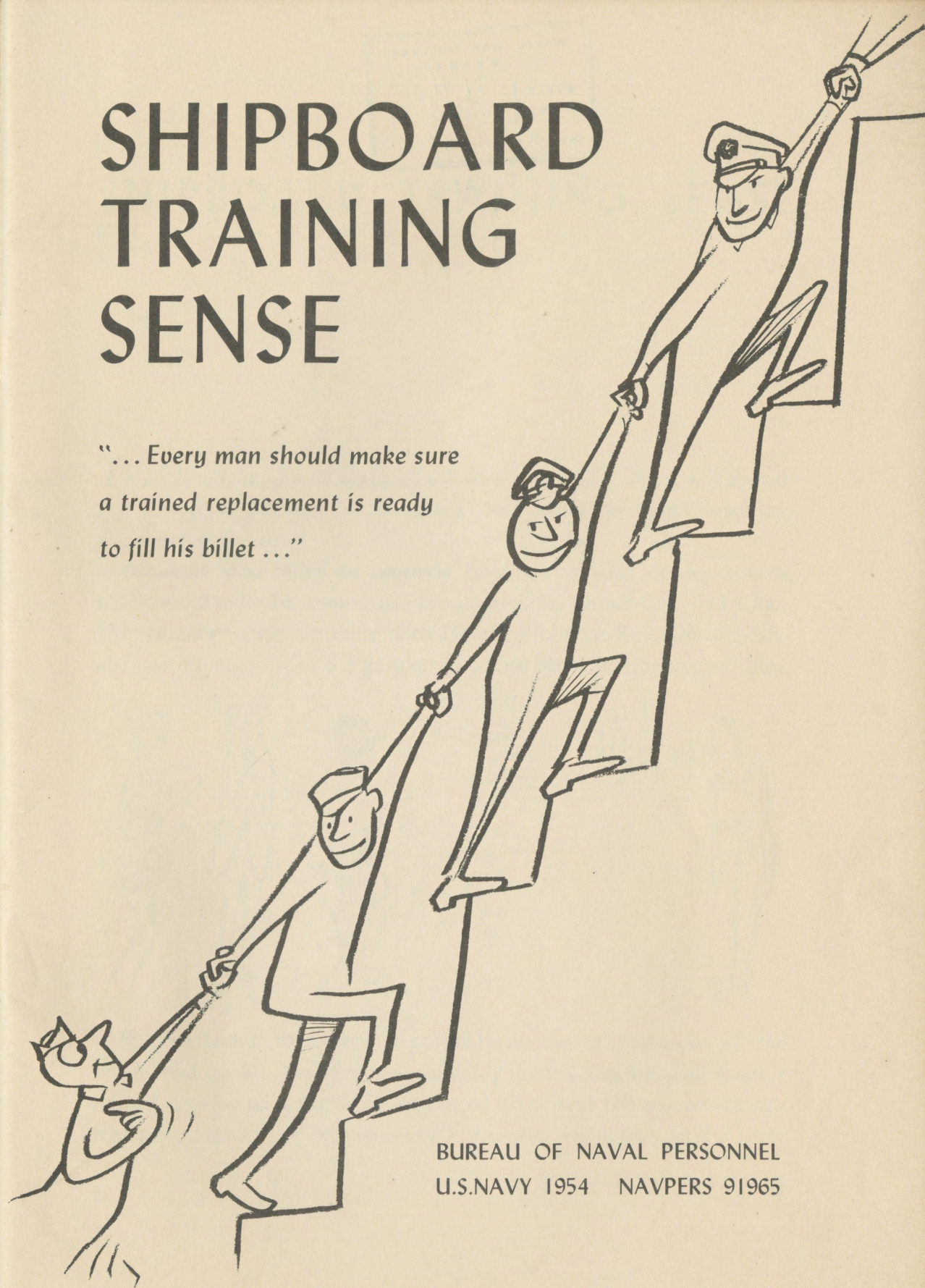
# SHIPBOARD TRAINING SENSE



*a TAUGHT ship is a happy ship!*

# SHIPBOARD TRAINING SENSE

"... Every man should make sure  
a trained replacement is ready  
to fill his billet ..."



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## SHIPBOARD TRAINING SENSE

THE CHANCES ARE REMOTE that anyone will ever promote a National Sad Character Contest, but if such a competition is staged someday, this much is for sure:

Someone who failed to properly train his division or department will undoubtedly be among the top contenders for all-time Sad Character honors—right up there with Hamlet, Johnnie Ray, Dostoevsky, and that protagonist of the gargle ads whose best friend won't tell him.



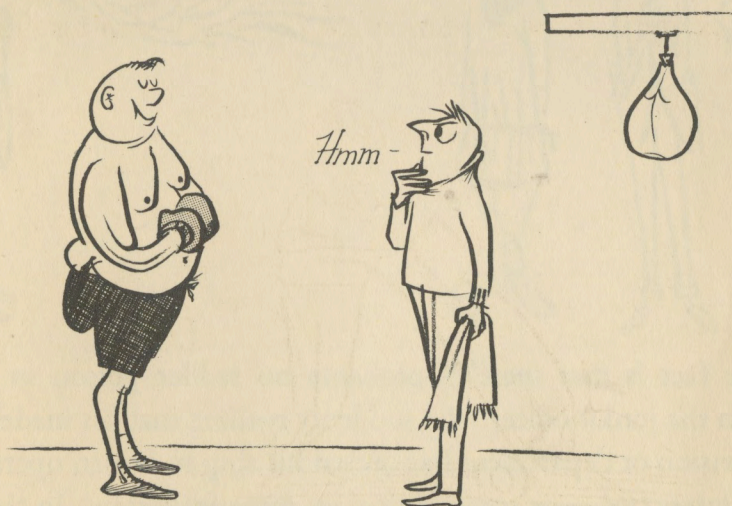
For the fact is that there is probably no sadder person in all the world than the junior officer who suddenly realizes that his inadequately trained division or department has caused his ship to fail an operational-readiness inspection—or *something even more important*. In the space

of a few short minutes he can find himself disliked by almost everybody on board, *and in many cases especially disliked*—human nature being what it is—*by himself*.

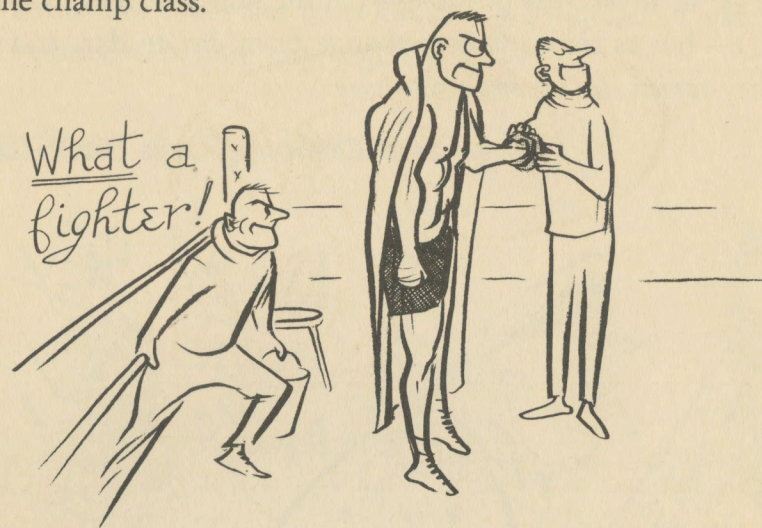


From this last fact you might conclude that, in general, our boy is not *deliberately* out of step; and, if you did, you'd be as right as a Loran fix, which can be very right indeed.

The truth is that most j.o.'s do not have to be sold on the *need* for shipboard training. It is pretty obvious to them that it will take considerable shipboard training to bring a division or department up to maximum battle or operational effectiveness—and to keep it there. In some

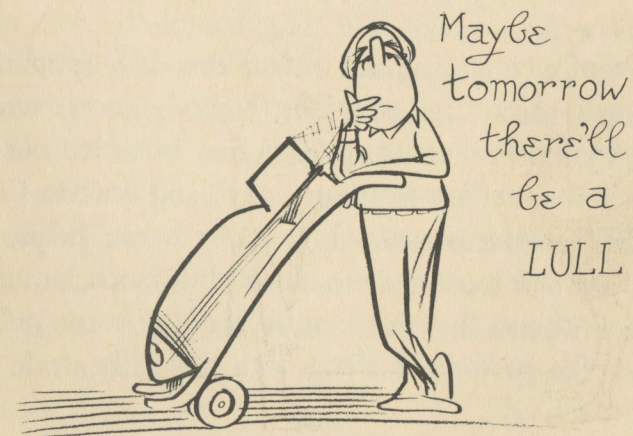


instances they can even foresee the psychological effects of training—pointing out that as a crew grows in knowledge it grows in confidence, and that this confidence can become the pride that boosts a crew up into the champ class.



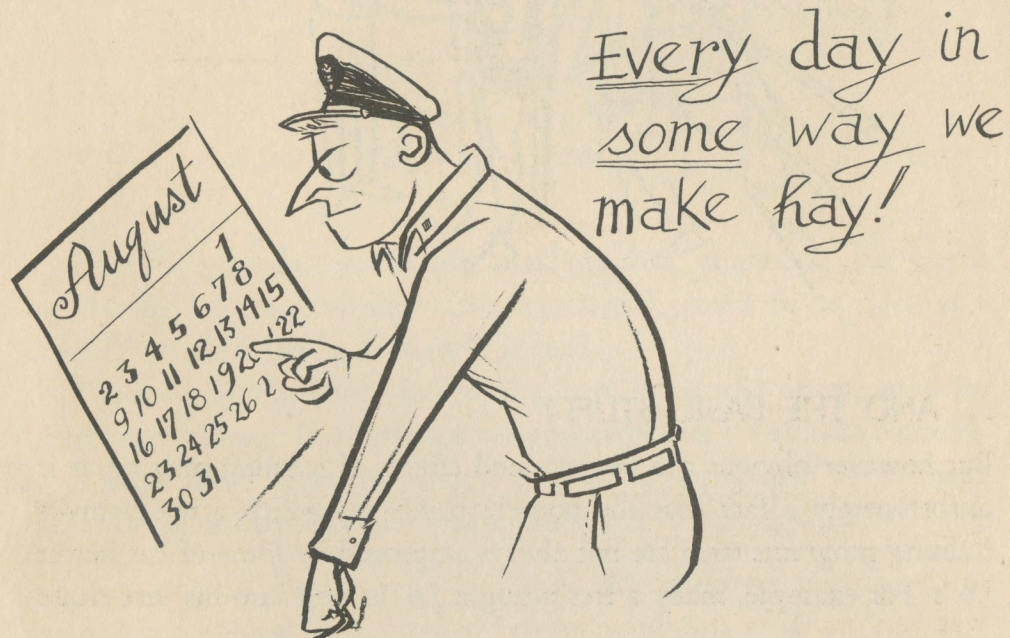
### ... AND THE BASIC STUFF?

But however obvious the purpose and effects of training may be, it is unfortunately a fact that the homely principles which actually make training programs train are not always employed by some of the newer j.o.'s. For example, many a fresh-caught j.o. is well into his first cruise



before he even notices that the seasoned j.o.'s are careful to carry out the *training* of their division or department in the same way that they carry out the *work* of their division or department—i.e., they plan their training as far in advance as possible—(in the same way that they plan their work)—but as circumstances change from day to day, and hour to hour, they *revise, devise and improvise*

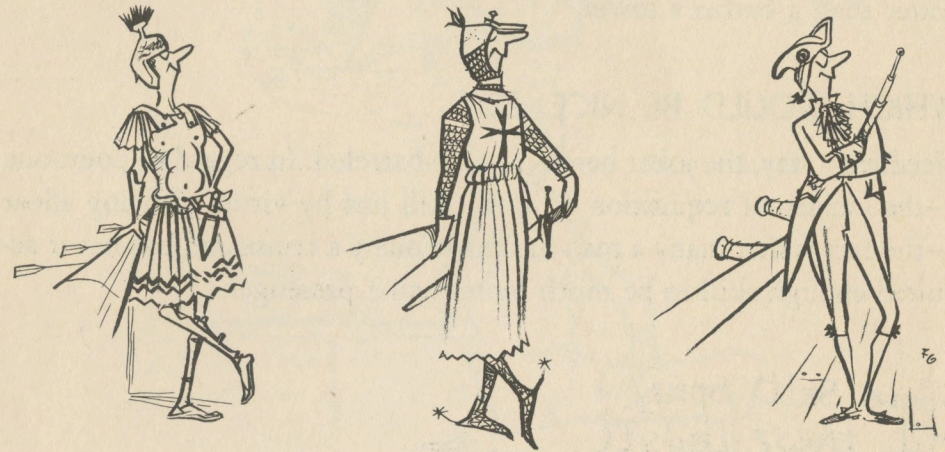
to get *SOME* training done *EACH* DAY.



Another type of new j.o. is quick to note this daily training program—but shows little or no urge to buy it. Nobody knows why, exactly. Maybe he thinks that the sort of training that is carried out by consistently using even the smallest scraps of time—and the best CURRENTLY AVAILABLE instructors, training aids, schools, helps, boosts, or what-have-you—is just too simple to accomplish much; or, on the other hand, perhaps he thinks that this kind of training is too difficult, inasmuch as it must be performed along with the daily work come hail, high water, or over-haul.

But whatever the reason, the fact is that the idea of getting in *some* training every day—by taking advantage of every semblance of a training opportunity—does not appeal very much to a certain type of j.o. who in modern times has been known by a number of names, including Dreamboat, Nature Boy, and The Flash.

### EVERY AGE KNOWS HIM



This is the type—bright-eyed and bushy-tailed—who has been coming over the sides of ships for hundreds of years to add practically nothing to the general joy on board. Some 2,000 years ago, for example, he was very much in the thoughts and hair of Thucydides—the Samuel E. Morison of the Peloponnesian War—who took a dim view of untrained Athenian sailors and those who had failed to train them. “Their lack of practice will make them unskilful,” Thucydides warns, “and their lack of skill timid. Naval skill, like skill of other kinds, cannot be developed *incidentally, or at chance times.*”

You probably won't swoon with astonishment to hear that remarks of this nature do not impress our chum too much in the early stages of his career. At this time, as a matter of fact, if there are two things he's convinced of, they are that (1) skill *can* be developed incidentally, and (2) at chance times.

These are the convictions that send him out on his first cruise confident that

(1) his crew is developing naval skill incidentally, just by virtue of being at sea;

(2) and that furthermore, in this best of all possible worlds, Chance will surely send him some considerable period of time which he can devote *exclusively* to an all-out training effort that will produce a crew hotter than a barber's towel.

### WHICH WOULD BE NICE, BUT . . .

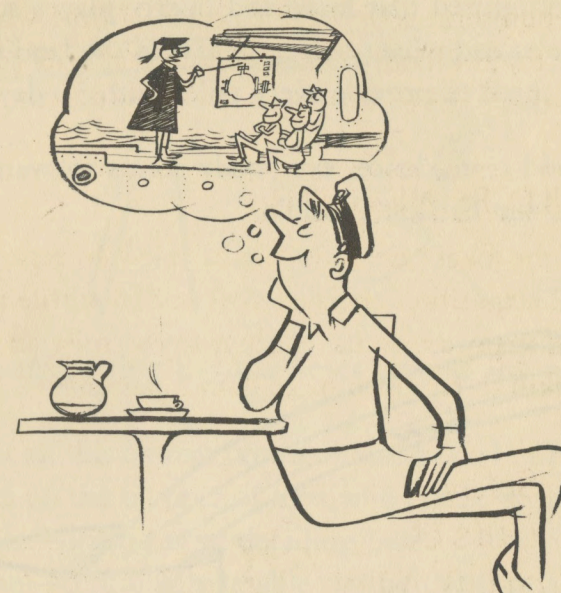
Needless to say, the joker here is double-barreled. In regard to point one—the incidental acquisition of naval skill just by virtue of being afloat—the fact is that many a man has made many a cruise and has never acquired enough skill to be much more than a passenger.

Some Salt Spray  
and these lads'll  
become Fightin' Navy!



And in regard to point two, the fact is, of course, that Chance *can't* send him enough time for *the all-out, EXCLUSIVE kind of training*—(a sort of *full-time*, shore-side school at sea)—envisioned by Buster.

There can never be that sort of time at sea, where even under the most routine circumstances watches must be stood, cleaning and battle stations manned, and regular repairs and maintenance effected. This, as has been noted above, is under the most routine circumstances. For fear of making the nation's soap-opera writers permanently envious we will



not chronicle here what can happen to the available supply of time on board ship during such things as stretches of heavy weather, a major machinery break-down, participation in special evolutions, and so forth.

Buster's training hopes aren't apt to fare much better when the ship's tied up—as a moment's reflection will pretty well establish. Let's assume, say, that his ship has banged and bounced through every gunk hole from here to Bungo Suido, and is now in for upkeep—which our boy fondly pictures as a concentrated period of departmental training uninterrupted by operating demands or mishaps. Also, he thinks—his big blue eyes brightening still further—here's a golden opportunity to send a small army of men to those swell shoreside training schools . . .

**QUESTION: AND SO WHAT HAPPENS? . . .**

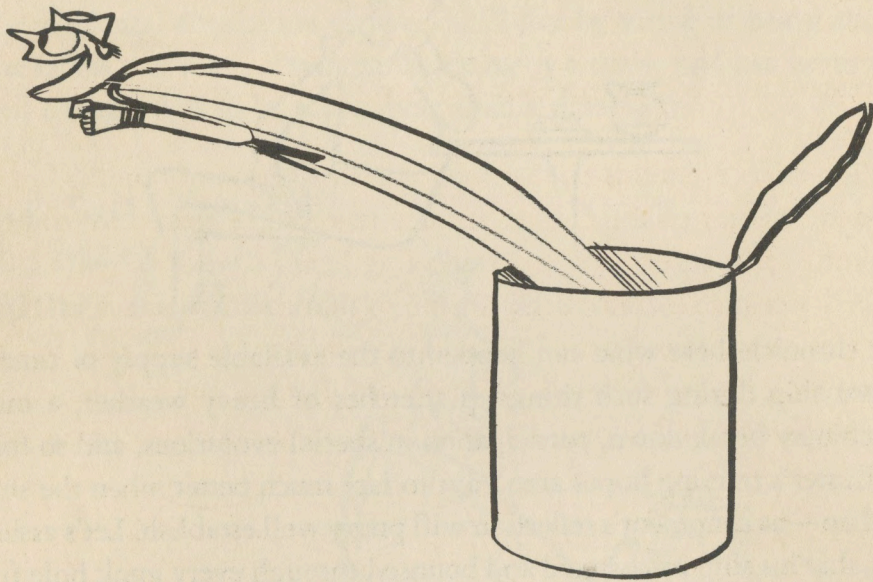
(As if you didn't know!)

## ANSWER: THIS HAPPENS

1. Since subject ship has been almost continuously at sea, almost the entire crew is jumping with advanced cases of channel fever.

2. Furthermore, the men are obviously entitled to leave and liberty; it is generally recognized that leave and liberty play a substantial part in building morale; and what's more, the law of the land says that every effort should be made to provide every sailor with 30 days leave a year.

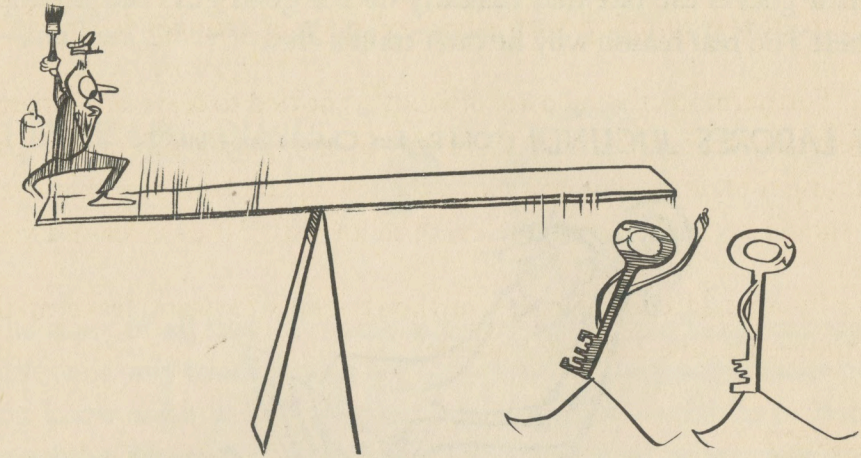
3. By an odd coincidence, everybody seems to want leave at the same time—i.e., the Earliest Possible.



4. The happy situation that all of the above creates is further complicated by the fact that there is a lot of ship's force work on the CSMP which must be done during the days in port.

5. And just to make it all good, but *good*, there will be the inevitable stream of transfers out of the ship—enough men, it may seem to the paling Buster, to man a modest nation's entire navy, and to man it

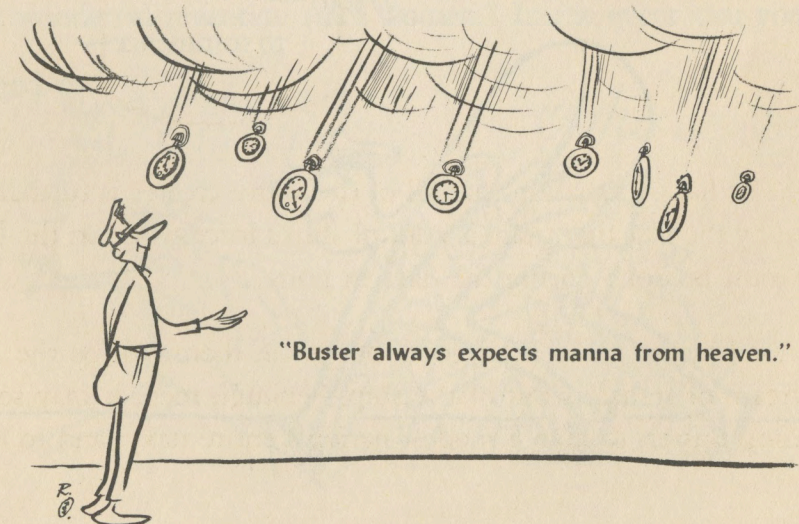
well, because the transfer parties appear to be composed mainly of his key men—the kind who spark work and training. (It hardly seems



necessary to mention that Bus has never trained any replacements for these.)

The effect of all this on that "concentrated period of training" in port—and its effect on the number of men who can be spared for shoreside training schools—doesn't need detailing here.

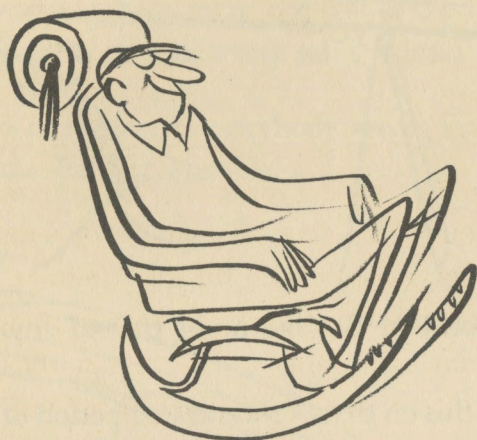
A lesser man—continually unable to find the time at sea or in port for this concentrated period of training—might conclude that this type of training just isn't feasible for shipboard. But not our hard-nosed hero. He still sails along hoping for some miraculous bonanza of time which



"Buster always expects manna from heaven."

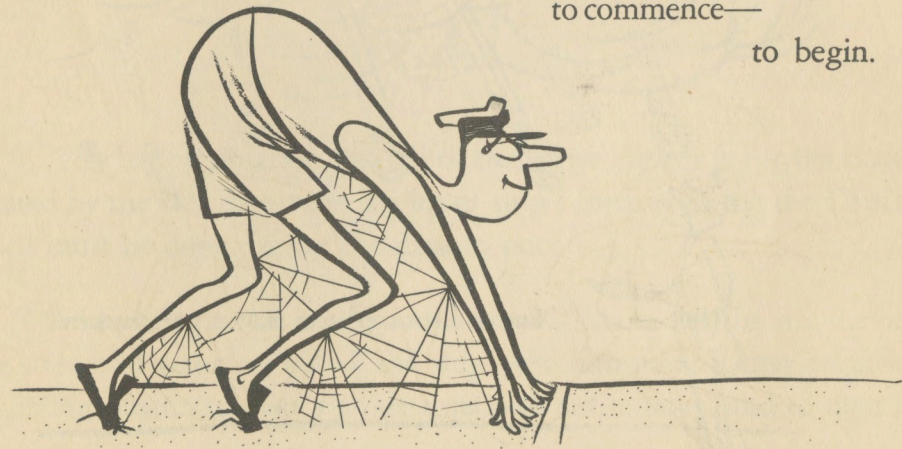
is going to allow him to straighten out his training problems. Many people find this attitude irritating; but the thing about Buster that really gets their goat is the fact that basically he is a good guy, and no dope, and there's no real reason why he can't train a crew.

**ACTI LABORES JUCUNDI** ("Old Rockin' Chair's Got Him.")



As a matter of fact, there's considerable evidence that Buster is pretty well aware of the great (and homely) truths of training—the trouble is that when it comes to applying these training truths he apparently just can't bring himself

to get ready—  
to start—  
to commence—  
to begin.



There are undoubtedly a number of reasons for this coyness, including the fact that to the uninitiated the application of these training principles seems to be calling for an unconscionable amount of hard work—and hence they shy off like a mooring buoy in a state three sea.

**THEY'RE LIKE OLIVES**



The irony of all this, of course, is that applying the basic training principles not only trains a crew but makes the training much easier because you know *what* you're shooting for—and *why*—and *how*. But these principles, like olives, must be used for a while to be appreciated—and some of us hesitate to start using them because they appear trite and obvious to the point of corniness. The reason they appear trite and obvious, needless to say, is that they *are*. They are totally lacking in chrome, glamor, vitamins, chlorophyll, and that new four-way foaming action. They are as old-fashioned as boarding pikes—or human nature. The only thing that can be said for them is that in helping to train crews—and to ease workloads—they do such a job that their fans think they're little short of tremendous. Among their more lukewarm comments—from some of the cooler j.o.'s—are such statements as "the most wonderful invention since women." In the event that you might

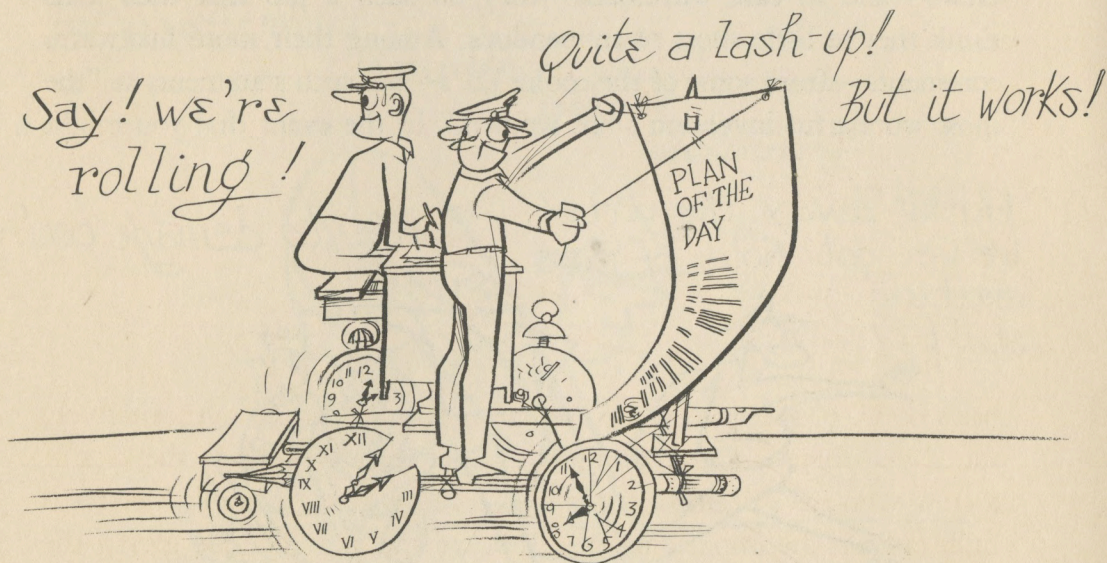




want to pass the basic three training principles on to someone who could use them, they are summed up below, with some presumably appropriate comment following further on.

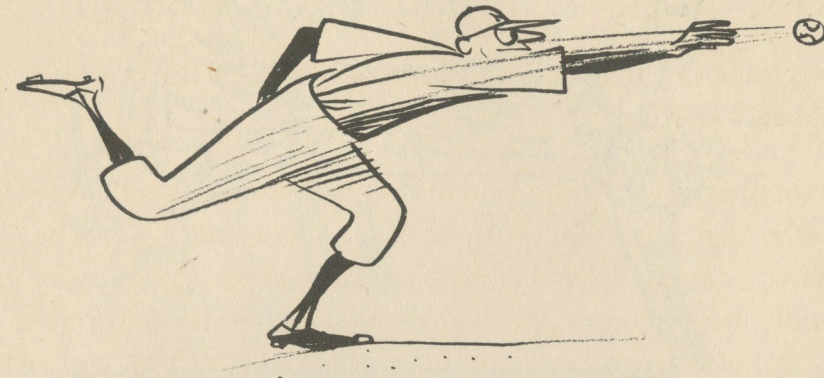
### THE BASIC THREE

1. The person in charge should be sincerely sold on the importance of shipboard training.
2. He should know that the kind of training that trains is the kind that is made an integral part of day-to-day, hour-to-hour operations. This kind of training is carried out by taking advantage of every semblance of a training opportunity—by consistently using even the smallest scraps of time, and every CURRENTLY AVAILABLE instructor, training aid, help, school, boost or what-have-you?
3. He should know—and all hands should know—that this sort of training can function only with the enthusiastic coöperation of at least a good majority of the crew.



### SINCERITY

There doesn't seem to be any need to kick this lead-off principle around at any length. It just means what it says: The citizen in charge should be sincerely sold on the importance of shipboard training, period.

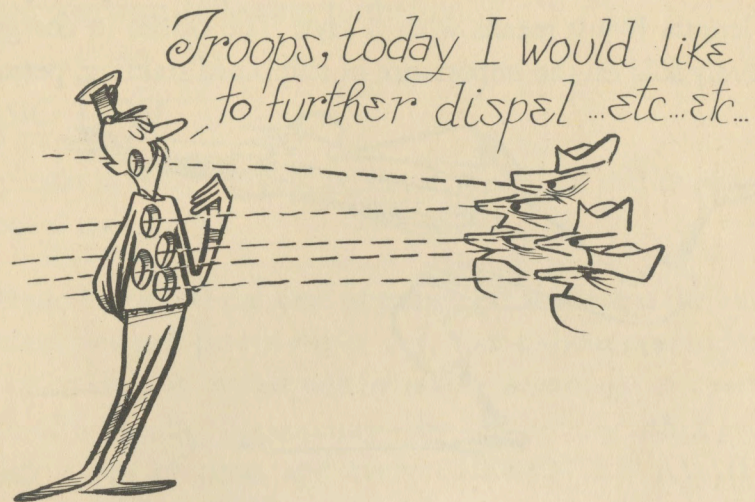


If he tries to fake an interest in shipboard training—in order to rev up the interest of his crew—he is in for a bracing experience. On the



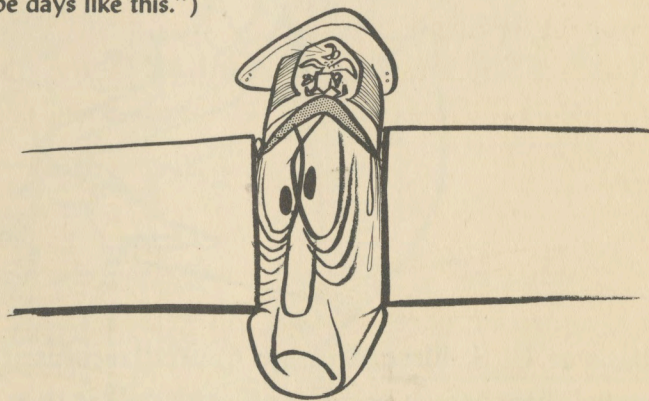
basis of U. S. Fleet Weather Central records it can be authoritatively stated that there is nothing on earth colder than the look in the eyes of a crew who have decided that they are being given a Frank Merriwell fight talk on the importance of shipboard training. The joe giving the

talk may be the greatest actor since John Barrymore, but the characters listening are the most disenchanted detectives since Joe Friday.



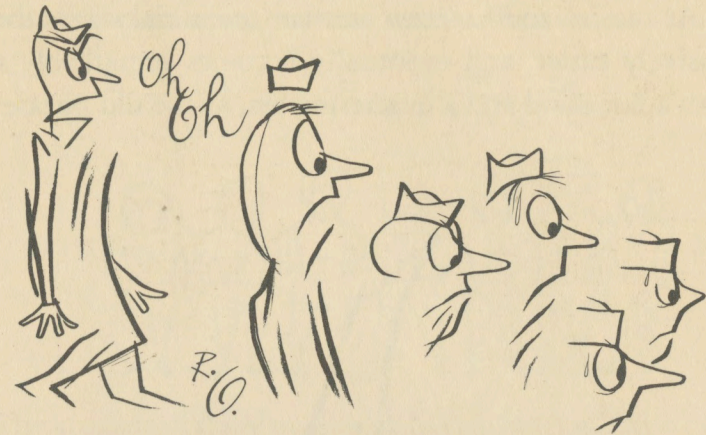
They know their officer better than he knows himself. If he tries to kid them, they may humor him by giving lip-service to his shipboard training program—but, needless to say, this is never enough. For the training program that trains you can't have anything less than the sort of co-operation mentioned in principle number three.

**HIC LABOR, HOC OPUS EST**  
("Mother said there would be days like this.")



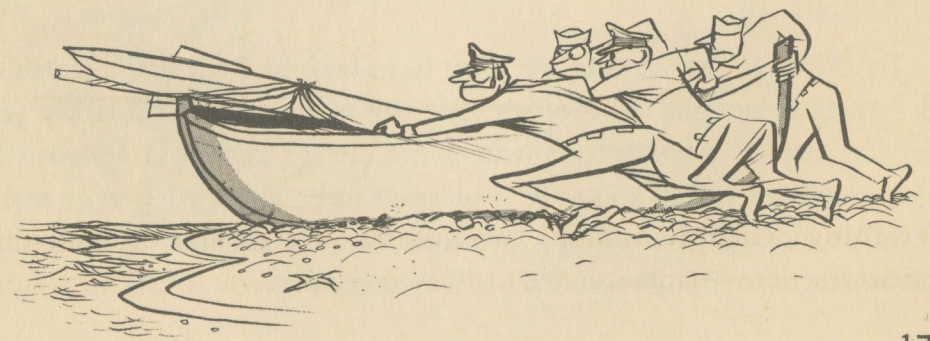
Training principle number two inspires quite a range of interesting initial reactions—from stunned to delayed—and seems to call forth from

some j.o.'s a number of phrases strongly featuring the interjection "oh," such as "Oh, no!," "Oh, brother!," or, more simply, just "Oh!"



It's not hard to understand why principle number two elicits this sort of initial reaction from some people when you recall that this principle makes the point that "the training that trains is an integral part of day-to-day, hour-to-hour operations," and then goes on to note that this kind of training "is carried out by taking advantage of every semblance of a training opportunity, by consistently using even the smallest scraps of time and every CURRENTLY AVAILABLE instructor, training aid, help, school, boost or what-have-you?"

The thing is that no small number of new j.o.'s figure from this that applying principle two calls for considerable hard work, and this conclusion is about as right as Marilyn Monroe's build. The truth is that applying principle two *does* call for considerable hard work,



**BUT ... AND THIS IS IMPORTANT ...**

*it only demands this all-out push during the early stages of the principle's application. As the j.o. and his crew weather the initial stages the going gets progressively easier, and eventually becomes remarkably smooth sailing—with a fair wind and a quartering sea, as the old phrase had it.*

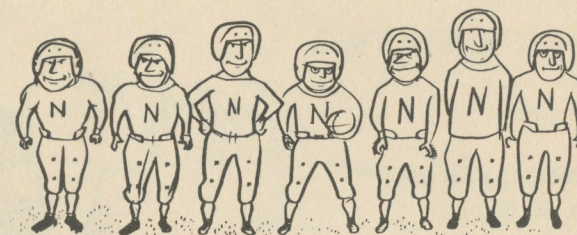


By this time the j.o. and his crew have become Men of Distinction, deserving of nought but the best, and this is what they invariably get. As you may have observed, Virtue is not always so neatly rewarded in this imperfect world, and so it is pleasant to be able to report that the rewards for applying training principle two are about as sure-fire and automatic as anything most of us will ever know.

These rewards are several, but certainly two main ones are:

- A. The emergence—as a team—of a group of men actually working for maximum operating and battle effectiveness.

W E ' r e ~~R~~o t !



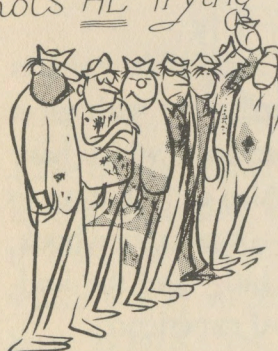
- B. The attitude of these men, who have grown in stature in their own eyes, and in the eyes of the officer who leads them.

**TRAINING PRINCIPLE III: COOPERATION FROM CREW**

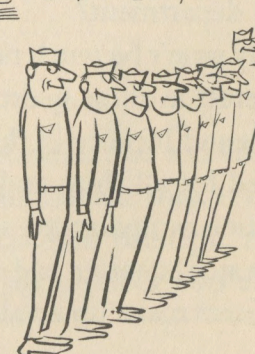
Needless to say, the officer who leads the unit is ultimately responsible for the above-noted phenomena. He must start the program, and after it's rolling he will always have to keep an eye on it.

But if he is wise he will do these things deftly, playing down his own role. For the fact is that the training program is not going to really click until the men have convinced themselves that this program is *their* program—and only they can do the convincing. This takes a bit of doing

Who's HE trying to pull?



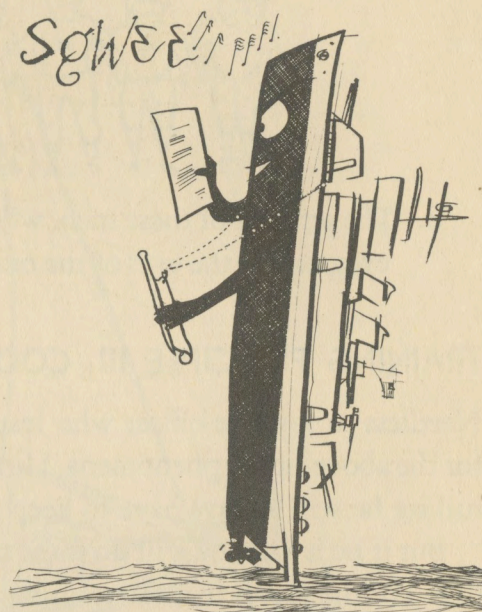
WE can lick our weight in bearcats!



on the part of the j.o. because—like college fraternities in rushing season, and marriage-minded gals in all seasons—he must pursue, yet seem pursued. Off-hand, this may sound like a pretty tough assignment for the j.o., but actually it isn't, because he has a number of techniques, forces, and people to help him. (More on this beginning on page 32).

### FURTHER TO PRINCIPLE TWO

(The utilization of "even the smallest scraps of time, and every CURRENTLY AVAILABLE instructor, training aid, help, school, boost or what-have-you?"')

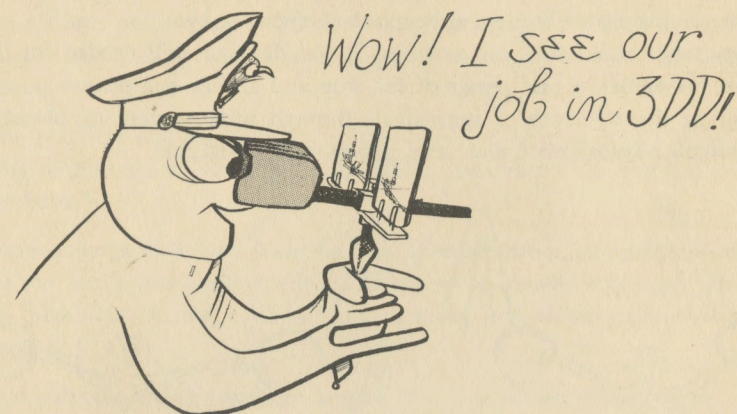


It figures in anybody's book that the citizen out to apply training principle number two should know the end result he wants to achieve by applying it—i.e., what is his ship supposed to be able to do, and his division and department?

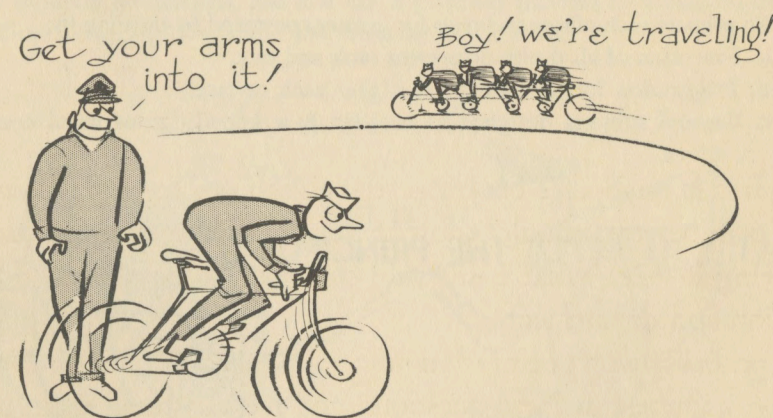
It probably won't be much news to you that your Uncle's Navy shares the j.o.'s interest in these questions, and has answered them with great thoroughness and lucidity in the type training requirements which have been prepared for all ships and their departments. Also contributing to this information campaign are such items as the ship's organization book, battle bill, watch, quarter and station bill, training bill—and the leading petty officers make up a valuable pool of practical experience.

### AND THEN?

After the j.o. has acquired a clear picture of the function of his division and department, the next question is: How should he go about improving his crew's performance of that function?



This, as the fellow said, is a good question, and the answer is that he can improve the performance of his crew by (1) training the individuals who make up that crew, and by (2) training the crew as a team.

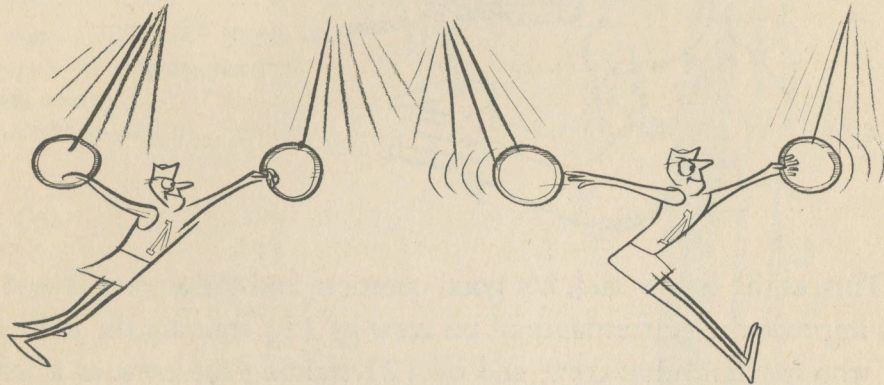


(The theory behind this first action, of course, is that a chain is as strong as its weakest link, a task force as fast as its slowest ship.) The best way to realize both these goals is to apply good old principle number two, which is why so many j.o.'s rate principle number two ahead of the horse as man's best friend.

## CLARIOR E TENEBRIS ("We Read You Loud and Clear.")

*Shipboard Training Manual NavPers 90110*—than which no training publication is more complete—sums up the objectives of shipboard training very neatly in the following paragraphs:

1. To develop maximum battle and operational efficiency by:
  - a. Imparting to all hands the technical knowledge and skill needed for the operation, maintenance, and repair of the ship and all her equipment.
  - b. Raising the efficiency of individuals through improvement of physical fitness, academic advancement, and development of high morale.



2. To prepare each officer and man for greater command by training in:
  - a. Execution of all duties of present rank and rate.
  - b. Preparation for duties of next higher rank or rate.
  - c. General subjects designed to broaden base knowledge of naval operating procedures.

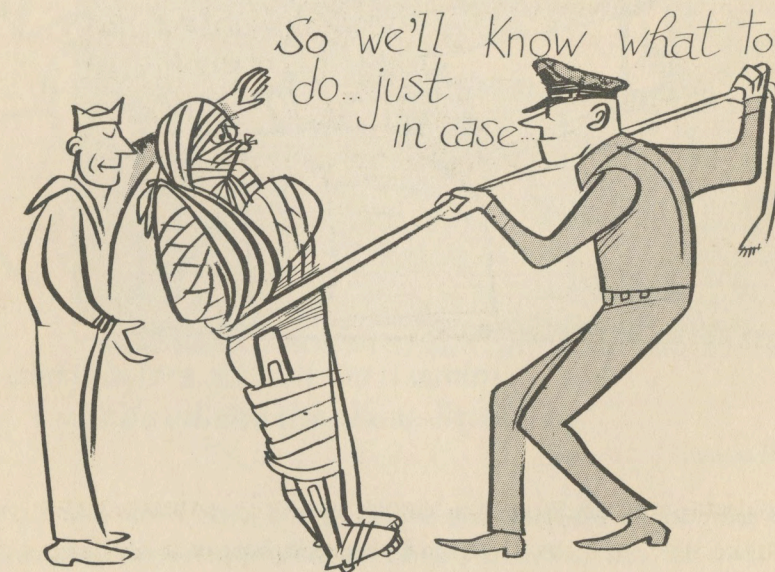
### WHAT YOU APPLY THE PRINCIPLE TO



After a citizen knows what he wants to apply principle two *for*, he should make sure he knows what he wants to apply it *to*. To get a clear

picture of what he wants to apply it *to*, his best course is to draw up a training plan—(in writing, but *brief*, so that it helps him keep an overall view)—which will do the following:

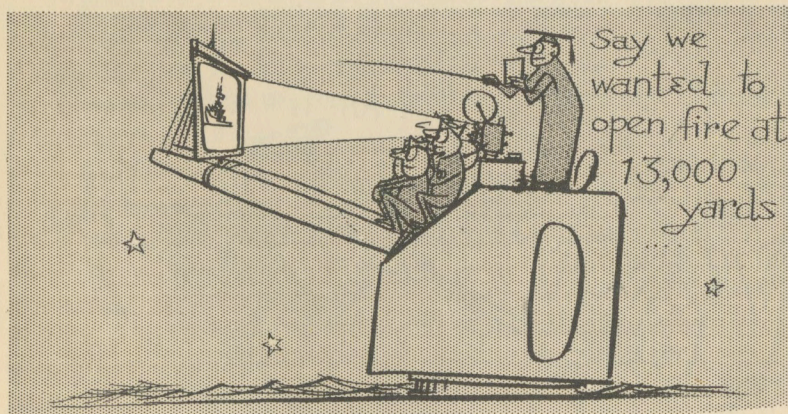
1. Assign training duties within the division or department. (Needless to say, since you and your p.o.'s will generally be the only currently available instructors, you and your p.o.'s will perforce do most of the instructing. This is known as Bacon's law, and means that if an individual finds that there is nothing available but bacon, he will use bacon.)
2. List the practices and exercises to be conducted, in their preferred order. (See type training requirements, Naval Warfare Publications, ship's training bill, ship's organization book.)
3. List the jobs to be done within the division or department. (In gunnery, for example, there's the first-loader's job on the 3"50, the second-loader's job, etc., etc; in engineering there's the throttleman's job on the main propulsion plant, the water-king's job, etc., etc.)
4. List the subjects which must be taught. (In operations, for example, there's the sonarman's various jobs, etc.; in supply, the storekeeper's job, etc.; in any department, ship's orientation for the new man, damage-control, fire-fighting, etc. Where necessary, make a brief outline of the dope you want to get across in each subject, and help your p.o.'s to do the same. In some ships, leadership may be the subject of lectures by the commanding officer or exec.; the exec., assisted by heads of departments, may instruct in safety precautions; and first aid is generally handled by a medical department officer or hospitalman under the direction of the exec.)



...AND ALSO...

This plan would also note, in *general terms*:

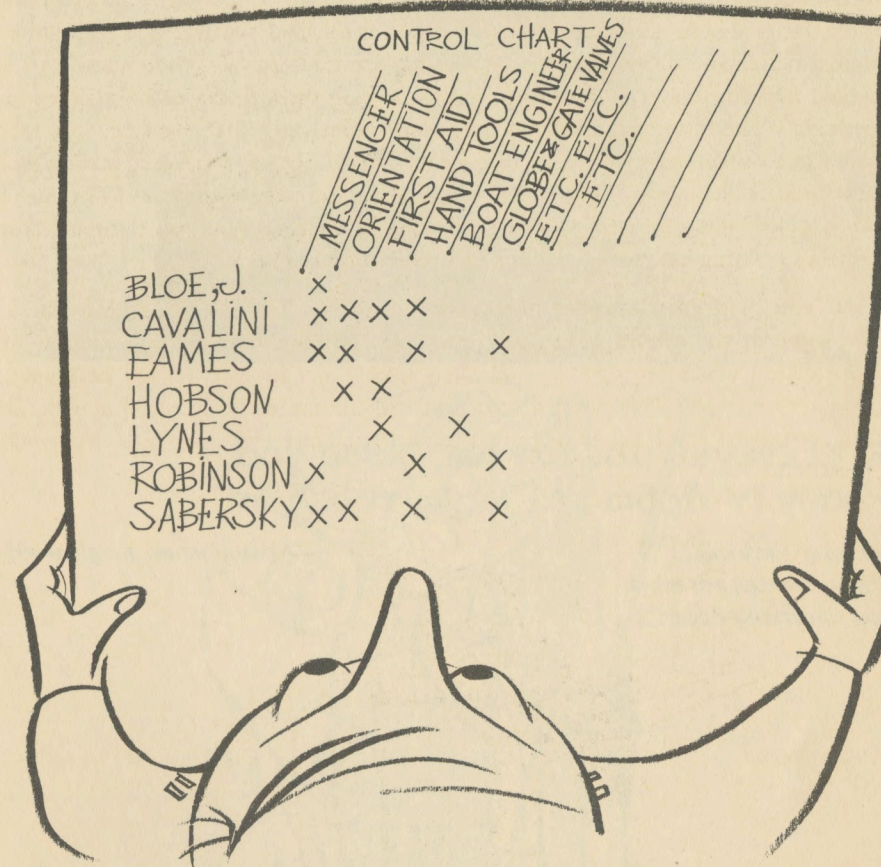
5. The time and place for administration of Navy Training Courses.
6. The time and place for administration of USAFI courses.
7. Time, place and manner of on-station instruction. (Of "on-the-job training," *NavPers 90110* comments: "Primary emphasis should be placed on training officers and men to perform the duties assigned them as individuals . . . or teams. Instruction in these duties should take place during watches, drills, and evolutions. Every commissioned officer and petty officer is responsible for training his subordinates . . . and should take advantage of every opportunity to train them in the functions they must perform." There doesn't seem much need to point out, in this connection, that a sailor in a ship at sea spends a lot of time on station. He has a cleaning station where he should be during working hours, watches to stand, a battle station to be manned when called, and others for special evolutions. If the time spent on stations is really used, an amazing amount of training can be accomplished.)
8. Time and place for classroom instruction. (Says *NavPers 90110*: "While all skills and some of the related information may best be taught on the job, certain basic information which leads to the understanding of operations may best be taught by group instruction." This group instruction will run largely to lectures, movies, drills and supervised study aimed at promoting a better understanding of a department's operations.



9. Time and place for individual drill or practice.  
(As in typing, semaphore, radio code, etc.)



10. An integral part of the training plan would be a control chart similar to the one shown here. As will be noted, this lists the names of the men in a unit, and lists the jobs each man can handle. With this chart a j.o. can see at a glance where he is dangerously low in talent and take steps to remedy this either by sending men to shore-based schools or by fleeting up the men himself with the help of his p.o.'s. (In many cases, of course, he'll probably take both actions.) Another glance will show him who is in there plugging, and whose efforts should be recognized—and who is low on the totem pole, and needs prodding. All in all, this control chart is a good thing to have.



"I've said it before, and I'll say it again:  
'I sure do admire the above-listed Ten.'"

... Horatio Hornblower

The ten items mentioned above should *not*—repeat *not*—be considered as a check-off list—each ship, each department, has its own peculiar

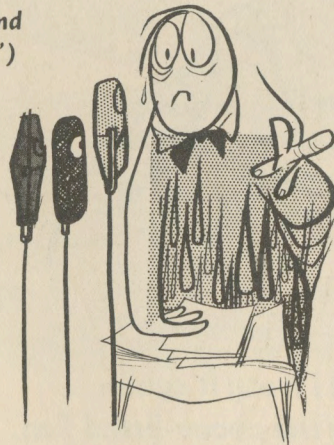
training needs—but these ten do form the basis of a training program to which training principle two can be applied with good results.



ἀλλ' ἐξένευκέ μοι ταχέως οἴνου χόα,  
τὸν νοῦν ἴν' ἄρδω καὶ λέγω τι δεξιόν

("Give me a quick one,  
that I may moisten my mind  
and say something clever.")

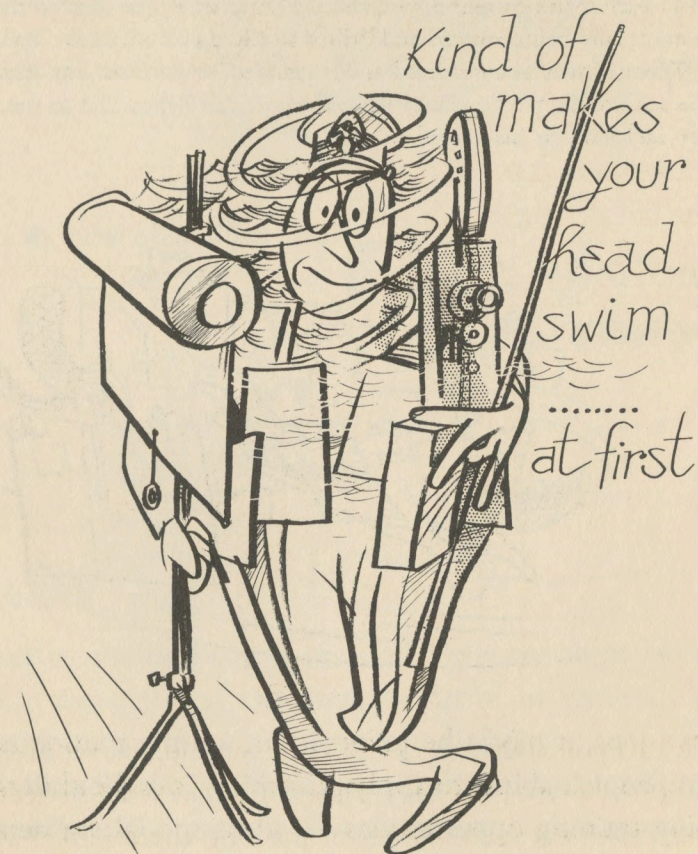
—Aristophanes: *Knights*—95-6



We wish, at this point, that *we* could say something clever about the initial application of principle two—something that would streamline this initial effort, make it a mere matter of pushing the middle valve down.

It probably won't be a complete shock to you to hear, however, that there doesn't seem to be any push-button way to start applying principle two. The j.o. and his p.o.'s and his crew just have to heave around and grunt—and in the really early stages it's not unusual to find the j.o. and, at best, one or two hustling p.o.'s doing the heaving around, with the other p.o.'s and the crew limiting their contributions pretty much to grunts.

It should be noted, however, that the other p.o.'s and the crew are seldom deliberately hesitant. Much of the crew, naturally enough, is rather bewildered; and the p.o.'s often feel more than a little shaken as the fact dawns on them that in a training program featuring principle two they are slated to be pretty big wheels. Specifically, it is borne in on the p.o. that he and his j.o. are about to embark on the fuller life with

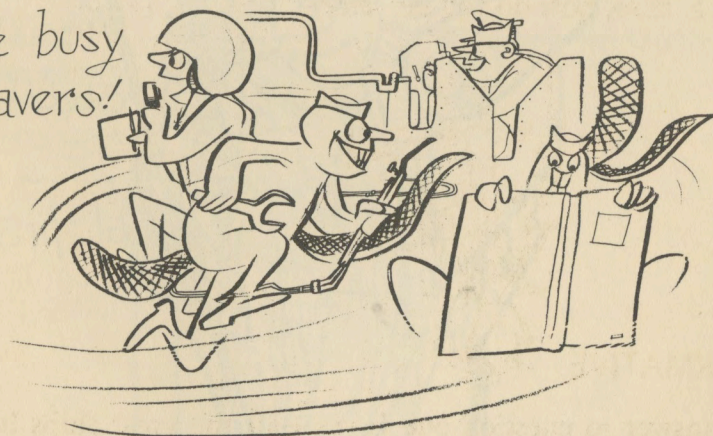


a bang as leaders, instructors, expeditors, and developers of training opportunities. In some cases he has seen his many roles spelled out in the ship's training bill, which point out that:

*On cleaning stations* the petty officer in charge of sections or cleaning stations is to demonstrate to strikers and operating personnel the proper techniques for cleaning and maintaining hull, machinery, fittings, equipment, etc.—and then he is to see that these techniques are followed. Repairs are to be made an opportunity for instruction—and whenever possible helpers should be assigned to perform the repair under the supervision of the p.o. in charge. When repairs are performed in a naval ship-yard or tender, personnel should be assigned to follow through and observe the repair work in a learner's status.

*On watch and battle stations* the officer or petty officer in charge will continue to find unexcelled opportunities for building the sturdiest sort of mental health. For the dangers of introversion—the risk of excessive preoccupation with self—can be safely ruled out by a citizen who is charged with instructing his men in: (1) the function of the station in the life and mission of the ship; (2) the purpose and operation of the station equipment, and its maintenance and repair; (3) applicable safety precautions, and operating instructions; (4) each man's current duties, and the duties of all the men on that station—with the men eventually being rotated and drilled in the duties of all the various jobs on the station. (When a man is considered fully qualified to perform any key duty on a watch or battle station, the p.o. in charge should report this happy fact to the man's division officer for inclusion in his record.)

We're busy  
as beavers!

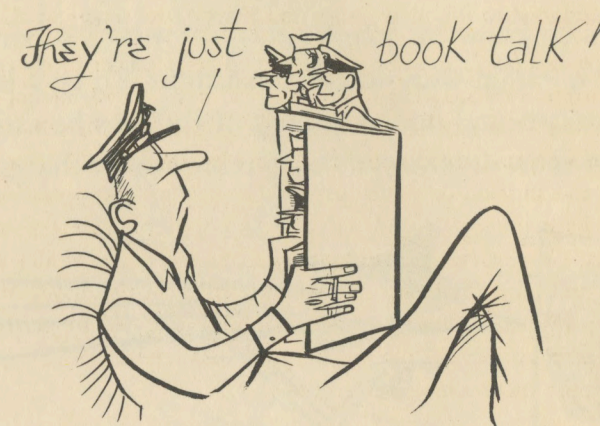


The above jobs, it might be pointed out, are the routine tasks. The real mark of people's ability to apply principle two is the skill they show in developing training opportunities—(when special sea details come

up, for example, and other required evolutions, such as fueling at sea, etc.)—and the skill they show in revising, devising, and improvising to get SOME training done each day.

There's a good possibility that the foregoing notes will raise in the minds of some readers two important questions:

(1) Do the above-mentioned people exist outside the pages of *Shipboard Training Sense*?



(2) If so, how do you get 'em?



#### AFFIRMATIVE

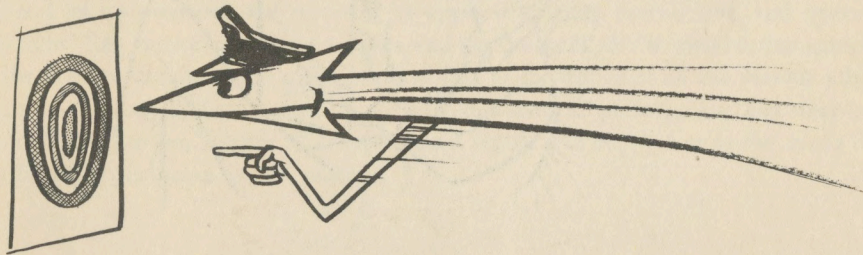
The answer to question one is yes—all the great ships have had such men, and in the course of our careers most of us generally serve in at least one ship where they can be seen in action.

The answer to question two is: You get them by furnishing the leadership that allows them to function, cooperate, and grow.

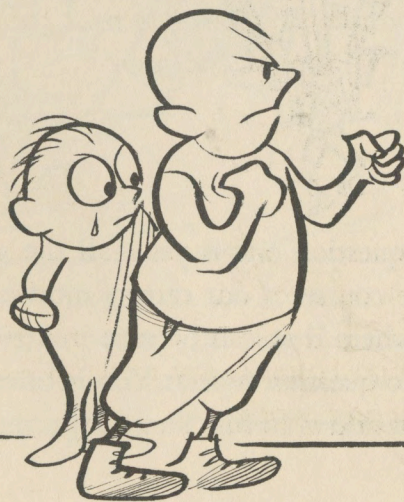


This is the same old leadership that you've been hearing about ever since you first donned blues. Employed by a master, it is an art—based on a knowledge of people. For most of us this knowledge, and the ability to practice leadership as an art, can come only from experience. But as Captain K. C. McIntosh (SC), USN (Ret.) points out, it is also a fact that a man's subordinates will often force him into becoming a leader—by *wanting* to follow him—when his conduct squares with the following five very basic items:

1. Does he know his job? Almost any man's subordinates can answer that question with uncanny exactness. To be a leader he must have a fundamental understanding of the jobs he assigns others, and he must show eagerness to learn more as new things come along.



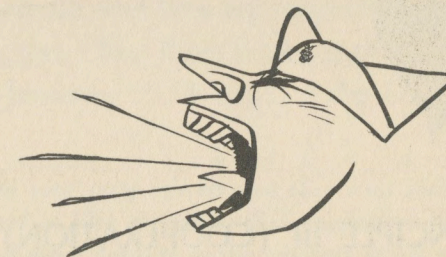
2. Does he stand by his own outfit? It is a curious thing, and touching, that men will condone and forgive an awful lot *in a leader who goes to the front for his men* when others abuse or accuse them.



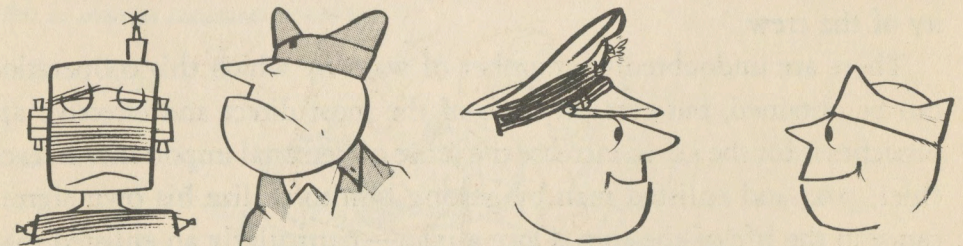
3. Would he, if necessary, be willing to do any job he sends his men to do?



4. Is he an order-shouter—or does he call signals for team plays which have been well learned in continual training?



5. Are his subordinates sure that he knows they are people, not just solenoids and thermostats? When he comes into a compartment to inspect, does he say, "Good morning, Foster," or does his manner



say that to him Foster is just material—and, furthermore, material that's weathering poorly?

If an officer consistently follows the course indicated above he will be able to lead—but it is doubtful if leadership techniques alone will always see him through. For the great emergencies—when it may be necessary to make the harshest and most exacting demands on men and machinery—there should be something more—something that was probably best summed up by one of the great naval leaders of our era when he said: "I personally hold the thought that, fundamentally, leadership is inspirational . . . with connotations of spiritual and moral values . . . Without warm enthusiasm and genuine feeling, theory, techniques, and precept are mechanistic. Profound belief in our Country, confidence in the significance of our role as a Service and as individuals, a strong sense of duty and devotion—those well-springs of sincerity and conviction—are essential. Leadership comes less from the head than from the heart."

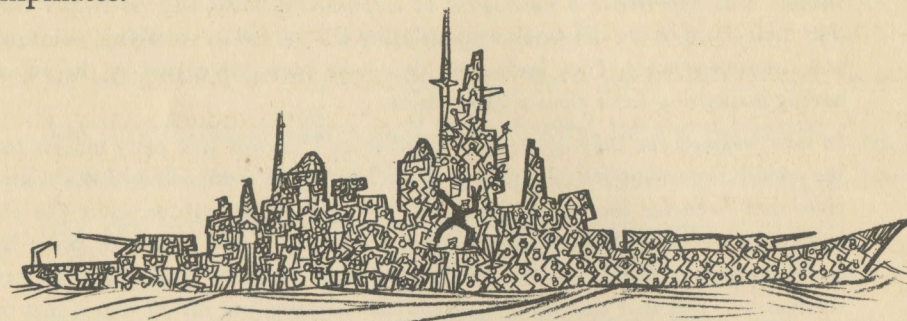


### FURTHER TO PRINCIPLE III (COOPERATION)

As has been noted some pages back, the j.o.'s need for leadership in applying principle two arises from the fact that this sort of training is impossible "without the enthusiastic coöperation of at least a good majority of the crew."

There are undoubtedly a number of ways by which this coöperation can be obtained, but certainly one of the most direct and effective approaches is for the j.o. to increase the sense of personal importance in each chief, p.o., and enlisted man by getting him to realize his own significance in the life of the ship. Once a man—particularly an enlisted man—realizes that he and his services are needed and important, a pride of accomplishment, a sense of belonging begin to emerge—and, with

proper encouragement, from this point it's not too big a step to the feeling that the ship's training program is *his* program, and a part of that common band of interests and responsibilities which he shares with his shipmates.



### SPECIFICALLY . . .

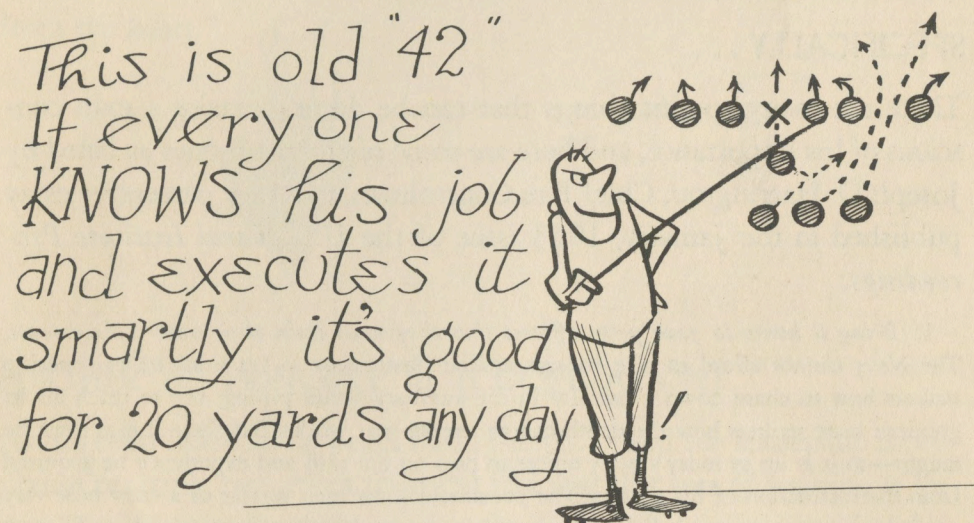
There are many specific things that can be done to make a man conscious of his importance, and here are some of the main ones as listed by Joseph D. Harrington, Chief Fire Controlman, in a very perceptive essay published in the January, 1953 issue of the *U.S. Naval Institute Proceedings*:

1. *Bring it home to your petty officers that they must train their own replacements.* The Navy cannot afford to hire enough civilian instructors to teach all its engineering strikers how to chase down a casualty in the auxiliary steam piping, nor to teach all its gunner's mate strikers how the depth charge release gear works. But these things must be taught—so it is up to today's petty officer to pass on the skill and experience he acquired from the instruction of his seniors. The j.o. should show each wearer of a crow how very much his services are needed to make sure that a trained replacement is ready to fill each billet as soon as someone moves up.



2. *Get the tools into the hands of the strikers.* Every j.o. should see that this is done. Too often we find petty officers doing jobs which could and should be delegated to seamen or strikers. Getting the tools into the hands of the non-rated men will have many good results.

- a) *Seamen will experience a new sense of importance.* They will no longer feel that their share of the division's responsibility is confined to swabbing, painting, and running errands. They know that they have been recognized by the j.o. as having something more than a strong back.
- b) *In time, seamen can take over semi-skilled jobs.* This will free petty officers for the vitally important job of instructing, and will give them some of the study-time they need for increasing their own professional knowledge. Here the j.o. can furnish a large number of non-rated men with a new source of pride by training them to check and maintain their "own" pieces of gear. Almost every seaman will feel that this training helps him advance and makes him a part of the show.



#### TO SUM UP:

Shipboard training can't be pin-pointed—it's too large a subject, and too human, and too amorphous for that. But if you operate your shipboard training program on certain basic training principles, your training program will be successful.

In case you came in late, these certain basic training principles are:

1. The person in charge should be sincerely sold on the importance of shipboard training.
2. He should know that training can't be turned off and on—run up and down like a deck winch. Specifically, he should know that the training that trains is the kind that is made an integral part of day-to-day, hour-to-hour operations. This sort of training is carried out by taking advantage of every semblance of a training opportunity—by consistently using even the smallest scraps of time, and every currently available instructor, training aid, help, school, boost or what-have-you?
3. This sort of training can be carried on only if enough people *want* to make it click—which is why this program must have the enthusiastic cooperation of at least a good majority of the crew. The good thing, of course, is that once this sort of program is rolling—and it becomes abundantly clear that the program is easing work loads as well as increasing effectiveness—the crew become like that "amiable sturgeon, who needs no urgin'." In fact, it may be that they may feel inclined to echo the soaring lyrics of a great ship's poet of our time:

*"No pain, no strain;  
No fuss, no cuss;  
The Basic Three,  
They are for us."*

Boy! am I in the  
pink for a fight!

