

# ALL HANDS

MAGAZINE OF THE U.S. NAVY

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MARCH 1989



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- Navy in space
  - LMET revisited
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# Photo Contest



*All Hands* magazine announces a Navywide photo contest.

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# ALL HANDS

MAGAZINE OF THE U.S. NAVY  
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 67th YEAR OF PUBLICATION



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**Front Cover:** Earth's natural satellite sheds a warm glow on a communications dish at the Navy Satellite Communications Facility in Chesapeake, Va. See story, Page 18. Photo by PH1 Chuck Mussi.

**Back Cover:** What looks like a pile of trash is really a gold mine to Naval Station San Diego and other Navy resource-recovery-minded commands. See story, Page 16. Photo by JOCS (SW) James R. Giusti.

# Navy Currents

## Financial responsibility

Individual financial responsibility is important to an efficient, stable Navy. The office of the Chief of Naval Operations in NavOp 129/88 has provided some useful guidance to help sailors manage their money wisely.

Early pay does not mean more pay. Advance pay funds are intended to ease the burden of uncertain pay receipt and moving expenses during a permanent change of station move. However, some personnel have been using advance pay to pay off existing loans and purchase luxury items. They then find themselves in a financial bind after a few months at their new duty station.

The NavOp makes clear that commanding officers have approval authority for advance pay requests. These requests must be carefully examined and warning flags raised when an individual's pay deductions, including the advance payback, is excessive in relation to pay entitlements. It is important that counseling be provided for personnel requesting pay advances and commanders must be conservative in approving such requests.

The Navy is obligated to help sailors acquire and maintain money management skills to stem increased debt and a rising rate of bankruptcies. Leaders at all levels must act decisively to educate Navy men and women in financial management and consumerism.

Family service centers now provide individual counseling and train command financial counselors. The Navy Relief Society has experienced financial counselors as do on-base banks, credit unions and numerous community agencies.

The financial responsibility segment of recruit training has been expanded to three sessions devoted to checkbook management, budgeting, leave and earnings statement and direct deposit system indoctrination to provide a better baseline primer for new sailors. Additionally, most "A" school integrated-training battalions instituted a financial responsibility segment at the end of 1988, utilizing the money management information aids noted below.

Personnel must be fully informed about the

advantages of electronic funds transfer and the direct deposit system. Problems resulting from the loss, misdirection and/or delay of dependent allotment checks can be virtually eliminated if the allotment is forwarded from the Navy Finance Center by EFT to a member's bank account instead of by mail to a mailbox.

DDS provides convenience, safety and assured access to regular pay, even when the member or family are away from home. Service members should be made aware of these options, which apply even when they are deployed.

The current Navy DDS participation is only about 40 percent. The Navy hopes to raise participation to 90 percent within two years.

To assist with the task of educating Navy personnel on financial matters, commanding officers, family service center directors, Navy legal service offices, personnel support detachments and other interested parties can obtain the following materials from Commanding Officer, NavPubFormCen, 5801 Tabor Ave., Philadelphia, Pa. 19120-5099:

- *Personal Financial Management Curriculum Manual*, (NavSo P-3607) contains excellent information on the function and appropriate use of advance pay — for use by training instructors.
- A pamphlet on checking accounts, *What Everyone Should Know About Checking Accounts* (0503 — LP-900-820) is also available.
- A series of five personal money management training films can be obtained from any education and training support center or family service center. □

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## PCS fund update

Funding for the FY89 permanent change of station program should be sufficient to allow Navy members with 1989 projected rotation dates to "roll on time."

According to the Naval Military Personnel Command, there will be no extensions of projected rotation dates such as those made in FY88. NMPC also noted that no significant assignment policy or procedure changes that could affect permanent change of station funds are expected.

Voluntary extensions and requests for repeat tours in the same geographic area by members, particularly those overseas, are encouraged. Manpower assignment officials will make every attempt to accommodate return requests as long as the request follows the sailor's sea/shore rotation pattern and a billet exists. □

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## Service record copies

Getting a copy of your master microfiche service record is now easier. The Naval Military Personnel Command has developed NavPers 1070/879, which is available from the Navy Publications and Forms Center in Philadelphia. NavPers 1070/879 replaces locally reproduced forms and is for the use of individual officers and enlisted members to request personal copies of their service records for review.

For more information, see NavMilPersComInst 1070.2 or call F. W. Gianino, at Autovon 224-3654/2983 or commercial (202) 694-3654/2983. □

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## New CHAMPUS handbook

A rewritten and updated, 125-page CHAMPUS handbook was recently published. Aimed primarily at service families, the handbook contains up-to-date information on CHAMPUS benefits and procedures in an easy-to-read format.

The new book also addresses the uniformed services' new active duty dependents' dental program and has listings of military medical facilities worldwide.

The 1988 CHAMPUS handbook has a white cover and replaces the 1986 and 1983 handbooks (red and blue covers, respectively). Red- and blue-covered handbooks should be discarded.

Military services' publication distribution centers have received the books from the printer, as have the U.S. Public Health Service, the National Oceanic and Atmospheric Administration, various Coast Guard facilities and headquarters offices of CHAMPUS claims processors.

Navy requests should refer to stock number SN

0510-LP-211-0300. Other agencies should refer to CHAMPUS Handbook 6010.46-H, dated September 1988. Individuals wishing to obtain copies of the book should contact their nearest health benefits advisor. □

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## Navy Relief loan defaults

The Navy Relief Society annually loses \$1.5 million in unpaid loans. Sailors and Marines who leave the service before their expiration of active obligated service must make arrangements to repay NRS loans before separation or risk having the loan deducted from their final pay.

If a service member does not repay the loan, the local disbursing office can deduct the amount of the loan from the member's final pay. The deduction for the NRS loan cannot exceed two-thirds of the member's final pay and does not apply to retiring members or those members transferring to the fleet reserve. The collection of an NRS debt comes after all other monies owed to the government.

Commanding officers should notify their local disbursing officer of service members who are separating early and have an outstanding NRS loan.

For more information, refer to AINav 149/88 or contact your local disbursing office. □

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## Batchelder awards

The nomination deadline for the VADM Robert F. Batchelder Awards is April 15, 1989. The awards honor the supply corps officers who have made the most significant personal contributions to supply readiness of the U.S. operating forces during 1988.

All supply corps officers (310X, 651X, 751X and 752X) are eligible for the Navy League-sponsored awards. Commanding officers and officers-in-charge may nominate supply corps officers who were under their command during calendar year 1988.

For more information, refer to NavSupInst 1650.2A or contact CAPT D.A. Townsend or LT McAtee at Autovon 224-3471 or commercial (202) 694-3471. □

# Learning to lead

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*Today's LMET course trains tomorrow's Navy leaders.*

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Story by JO1 Melissa Lefler, photos by JO1 Lee Bosco

One winter morning, Hull Technician 2nd Class Norma Hobbs felt fear, as she faced the crew of five with whom she had worked, conversed and joked as an equal for more than a year. Earlier, her chief had given her a big surprise: she would soon be appointed interim leading petty officer of her shop. At quarters, Hobbs passed the news to her shipmates.

"I was scared," Hobbs recalled, a dockmaster at the Little Creek Naval Amphibious Base in Norfolk. "I was thinking, 'How do I take on these five people and get them to work effectively for me?'"

In a leadership position for the first time, Hobbs tackled the LPO job, discovering it to be sometimes uncomfortable and often difficult. For one thing, she was beset with doubts about whether she was making the right decisions concerning the people who worked for her.

Worse, Hobbs was certain that some of what she had learned about leadership, informally, just by watching other people, was incorrect.

"Some of my LPOs had made mistakes I didn't want to repeat," Hobbs said. "Some were inflexible, others

just downright mean. One had a very unfair leadership style — one day he was your best buddy, drinking with you at the club and telling you his problems. The next day, he was chewing your butt.

"I knew this was the *wrong* way to deal with people, but I didn't know what was *right*."

Hobbs decided she needed some kind of formal leadership training and asked to attend the Navy's Leadership and Management Education and Training course — known throughout the fleet as LMET. She asked three times before she got a quota for the class. "The problem was, there wasn't anyone to fill my shoes while I was gone to the two-week course."

She believes there may have been other reasons for the delay. "In some commands, there is a segment of the higher echelon that thinks [LMET] is two weeks away from the ship for something you won't use," Hobbs said, adding that she thinks most of the people with that opinion haven't attended the LMET courses.

One sailor who changed his mind was Master Chief Constructionman Richard Van Roekel. Attending the LMET course for chief petty officers

improved Van Roekel's attitude toward the course, not only because it proved useful to him, but also to his subordinates. Now a senior enlisted advisor at Naval Station Guantanamo Bay, Cuba, Van Roekel didn't want to take the time out to go to the CPO course while he was en route to his present duty station. He wasn't exactly against the course, he just wasn't a strong advocate of it.

But his detailer had other ideas, and in a few weeks, Van Roekel found himself sitting in the LMET classroom at the Naval Amphibious School, Little Creek, Va.

"My initial reaction was, 'LMET? For an E-9?' I felt I knew the stuff already," said Van Roekel, who began the CPO course as Hobbs was starting the LPO course. "The course surprised me — it was a good refresher for me and it reaffirmed that the Navy is headed in the right direction," he said. Van Roekel is now so sold on the course that he says he will send his command's new CPOs and first class petty officers to LMET, whether they request the school or not.

Since 1978, when the Navy's LMET courses for LPOs and CPOs, division officers, executive officers

and commanding officers were created, the program has grown to the point where about 29,000 officers and enlisted a year go through the courses. So far, over 187,000 sailors have gone through LMET. They are taught at 21 different LMET sites around the world. Even with the overwhelming positive feedback the course earns from its thousands of graduates, a "touchy-feely" reputation still rears its ugly head from time to time. Some officials believe the occasional confusion may result because many people remember the Navy's former leadership and management course — LMT.

"The old LMT course wasn't nearly as practical and results-

oriented as the LMET course of today," said Master Chief Electrician's Mate (SS) Winston Posey, who heads the LMET enlisted leadership training program at the Naval Military Personnel Command in Washington, D.C. "Now we are talking about a professionally researched and developed product that people can really apply to their everyday job, compared to LMT, which couldn't be applied directly to Navy jobs the way LMET can."

Course instructors are aware of some students' misgivings about whether the things learned in the course work in the "real world," and face that issue head-on.

LPO instructor Mineman 1st

Class Daniel Blakeslee likes to challenge his students directly, on the first day of the course, regarding their expectations for the course — and for themselves. The course begins with an honest appraisal of one's own performance as a leader — that part can be tough on some egos. And the instructors "facilitate" that toughness.

The LPO and CPO instructors refer to their teaching style as "facilitating" because a major part of

**Students are divided into several groups in LMET classes, to encourage teamwork and open discussion.**



# Learning to lead

their role is to draw knowledge and information from the students. Blakeslee pointed out to his 27 students that their cumulative Navy experience equals 217 years. The facilitators will draw on that experience during the next two weeks.

Blakeslee's teaching partner, Chief Boatswain's Mate (SW) Michael Gancio told the students that they will participate directly in their own course. "We'll be having some very open personal discussions about your leadership experiences and

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***"Now I know that if I delegate a job, and it's not done right, it's the leadership's fault — my fault."***

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we'll all benefit if you are willing to participate and share your ideas."

Gancio also reminded students that the course *mission* is very traditional, even if the *methods* are innovative. Methods include role-playing, simulations, case studies, large and small group discussions and lectures. But the mission of LMET is as basic as the mission of the Navy itself.

"What's the mission of the Navy?" Gancio asked the class. Everyone knew this one. "Sea power," they replied.

"Well, the mission of LMET is to help the Navy run better by bringing effective leadership and management to support the Navy's mission," Gancio explained.

To overcome student reluctance to participate, LMET classmates are divided into working teams of about six people. They sit in groups rather than at individual desks. The teams list their expectations for the course,

which turn out to closely match the curriculum goals. Among other things, the students say they want to learn to properly supervise subordinates, gain the respect of their superiors, better delegate jobs, recognize and correct problems in their work centers and plan and organize their time, motivate their people, improve communication and identify their own strengths and weaknesses.

"The easiest thing in the world is to look around your work center and figure out which of the petty officers is the best — 4.0," Gancio remarked, while hanging the expectation lists around the classroom, where they will stay for the duration of the course. "The hardest thing is to watch that person and try to figure out exactly what he is doing that makes him 4.0."

Blakeslee explained that major research was performed throughout the Navy in setting up LMET. Every different type of command was examined to identify the specific skills or competencies exhibited by clearly superior performers. The research identified 16 specific areas of competency practiced by the Navy's superior leaders, as compared to average performers, regardless of rate and rating. These competencies formed the basis of LMET's LPO curriculum.

LMET students learn these skills, including time management, self-control, team building, rewarding and disciplining, subordinate development and the skillful use of influence.

To break the ice on day one, students are paired off and interview each other. They then introduce each other to the class. Like the class exercises which follow, this ice-breaker has an underlying purpose that fits in with the overall plan.

"What is one thing that makes just about everyone nervous — you can feel your palms getting wet when you think about it?" Blakeslee asked

the class. "Speaking in public," was one of the most common replies. "Well, as LPOs you will have to do it, and here you've got it over with right off the bat," Blakeslee says.

"When I came to the LPO course, my confidence was shot," Hobbs said. "One of the reasons I have more confidence now is because I got up and talked in front of the class every day. My group recognized my problem the first day, and they made me get a handle on it by electing me their spokesman."

By day five, everyone is comfortable, the instructors know everyone's names and the ideas flow freely. "Why develop subordinates?" Blakeslee asked. "To develop trust," one student said. "So when you delegate, the job gets done," suggested someone else.

"How do you develop them?" continued Blakeslee.

— Rapid fire, the answers come back. "Setting an example."

— "Training."

— "Trial and error," quipped one student. The rest laughed.

"What managerial style do you want to use?" Blakeslee pressed on. "Pacesetter?"

"Coach!" someone shouted excitedly from the back, sure he had the right answer.

"Yes, you might want to go into that managerial style for a while," Blakeslee agreed.

LMET students feel just as free to disagree with each other's ideas as they do to propose their own — it's an important step in learning to respect each other's ideas. That's where the facilitators' experience comes in: they get all members to participate and share experiences. Blakeslee and Gancio carefully guide the sharing of knowledge by interjecting qualifying statements — "That's an interesting example, now how does that apply to your situation on the job?"

Hobbs ranked Gancio's and Bla-

keslee's teaching techniques high on her list of things she liked about the course.

"I wanted to learn how to deal with people, to understand and relate to them. I learned a lot by imitating the instructors," she said. "They came in every day with a positive attitude — and kept it all day. That really helped the students and I think it will help in my work center, too."

Hobbs is enthusiastic about another aspect of the LPO course. "I'll be able to delegate better," Hobbs continued. "And now I know that if I delegate a job, and it's not done right, it's the leadership's fault — my fault — for not monitoring, not motivating or not training someone properly."

An LMET classmate of Hobbs,

Operations Specialist 2nd Class Mark Hansson, agrees that the class will make him a more effective leader. Unlike Hobbs, Hansson took the LPO course while "PCS-ing," and he thinks that gave him advantages he wouldn't have had if he had to return to the same command after the course.

"I wanted to get a good, fresh start," said Hansson, who will report to USS *Caron* (DD 970). "I plan to put any bad experiences behind me and use the better ways I have learned for dealing with people." Hansson said he had picked up most of his leadership style from former LPOs. He called most of their habits ineffective.

"I discovered that I was already aware of most things we learned in the LPO course, I just didn't know

how to apply them to my job. I wasn't using these skills in any organized way, so I was getting mixed results."

Hansson says confusion over the old LMT and the LMET is fading in the fleet as older sailors leave and new ones come in. "LMET has a good reputation," he asserted. "The problem with getting people to the course is not its reputation, it's that LMET doesn't seem to get any importance in the operational schedule of the command. When you are underway all the time, LMET is not seen as part of the 'big picture.' The LPO course gets a low priority be-

**LMET students take part in exercises designed to teach them leadership and management skills.**



# Learning to lead

cause commands think they can do without it."

Hansson doesn't think they can. "We're just muddling through without formal training," he said. "How important is the LPO? To the first-termers, he is *the* senior person, he is the first contact with the leadership of the Navy. The chief is wearing khakis — he is too far above the non-rated guys.

"If the first-termers don't have confidence in me as an LPO, they won't have confidence in anybody up the chain of command."

This was the second time through the course for Hansson. "I got to take about half the course a year ago, but

**Who built the tallest tower?  
Understanding the competitive spirit is part of LMET.**

then I was called back to the ship because we were getting underway. But the little bit I got then impressed me so much, I convinced the training officer on my former ship to integrate LMET into our training schedule for everyone who is qualified to go during the upcoming year — when the ship will be in the shipyard for overhaul."

During his second go-around, Hansson got the most out of the segment of the course dealing with counseling, one of the lessons he missed the first time through.

"Before the LMET course, my counseling sessions with subordinates were for me to tell them what they were doing wrong. Oh, I'd ask them what the matter was, but I didn't worry about the answer too much. It was just a platform for my expectations. The course taught me

it's important to set concrete goals during a counseling session — a realistic and achievable expectation you can both agree on."

Counseling training opened Hobbs' eyes, too. "Most people in an LPO position don't realize they have to advise and counsel their personnel frequently," Hobbs said. "Unless they have some type of formal training, they have no idea what they are doing. You can't learn it by imitating someone else — you are either the counselor or the counseled. When you are the counseled, you feel like you are in the 'hot seat' — how can you learn then?"

Practice in counseling is one area where the LPO curriculum overlaps the CPO curriculum, although the CPO course takes the practice further with role-playing exercises. One student may act the part of an unco-



operative subordinate, the other plays the counselor.

During the role play, the rest of the chiefs in the working group make notes for a critique session. During the critique, as in the LPO class, nothing is held back. The chiefs report similar insights to the LPOs from this counseling practice.

Chief Yeoman Mona McDonald, of VC 6 in Norfolk, said that she had learned to be more patient when counseling people. "I won't jump in now, when people tell me their problems. I will let them finish because they may throw in a clue concerning the true nature of the problem."

McDonald attended the LPO course when she was a second class petty officer, and didn't find the chiefs' course to be redundant. "The chiefs' course brings out the camaraderie that is in the chiefs' quarters," she said. "The students and instructors really make you feel welcome."

In the CPO courses, students generally refer to each other by their first names and they call the instructors by their first names as well. This helps to build a cohesive team in the LMET classroom, just as it does in the chiefs' mess back on the ship.

Master Chief Electrician's Mate Stephen Rokitski, CPO course instructor, elaborated on why the people who have been through the LPO course should not view the CPO course as a needless repetition. "At one time, it may have been true that the courses were similar, but since the revision of the CPO course in 1985, they are almost completely different," says Rokitski, who is also the LMET department master chief at the Naval Amphibious School, Little Creek. "The entire focus of the chiefs' course is on what it means to be a member of a team of chief petty officers, whose primary concern is the command's mission."

Rokitski has a pet theory about why E-7 through E-9 leadership in

the Navy is unique among the military services. "In the Air Force," he said, "who primarily carries out the mission? The officers, while the enlisted are in support positions back on the ground. The Army is exactly the opposite — the enlisted people carry out the mission, take the hill. Maybe there is one second lieutenant leading the patrol, but most of the officers, especially the senior officers are behind the lines in field tents, planning the campaigns.

"But, in the Navy, who carries out the mission? Everybody, from the admiral on down to the seaman recruit, is on the ship, together, carrying out the mission. That is why the chief petty officers are so important — they are the bridge between the enlisted and the officers out there — the glue that holds it all together." As seen by the class, the ideal chief petty officer is a teacher, counselor, organizer, buffer and an expert in his or her field.

The CPO course underwent a major revision in 1985, shifting the stress of the work from the individual, as in the LPO course, to all of a command's chiefs working as a team throughout the course. This shift resulted from a Navy management study that showed that outstanding Navy commands had in common a strong, cohesive "chief's quarters," where enforcing standards and doing a job correctly was the top priority.

"When can you tell what kind of CPO quarters you have on a ship?" Rokitski asked the class. "When you go across the quarterdeck. If the watch looks sloppy, if the quarterdeck is sloppy, are the chiefs enforcing high standards? Probably not."

Developing individual competencies is not forgotten, however. Rokitski's 14 students came up with an almost identical list of course expectancies and concerns as the students down the hall in Gancio's and Blakeslee's LPO course. Also, scrawled on newsprint and adorning the

classroom walls, the CPO list of expectancies included: improving problem solving, tactfulness, responsiveness and time management. The same major concern was voiced — "will this stuff work in the real world?" A few other concerns appeared — working with the command as an effective CPO and fitting into the CPO community. Chief Musician Keith Mehlan of the Navy Band in Washington, D.C., admitted he had authored that last item.

Mehlan, 27, had been frocked to chief petty officer two months pre-

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*"Every time I went into the passageway, I was ducking the questioning looks from senior and junior people, but now I look them straight in the eye, as if to say, 'I earned it — never mind how, just give me the respect that goes with it.'"*

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viously, and has been in the Navy just five years.

"I had been scheduled to attend the LPO course during the same time frame," said Mehlan, a tuba player who came in the Navy as an E-6, as do all musicians who audition for, and are accepted to, the Navy Band. "Then I found out I made chief. I felt odd about going to the CPO course, because I'm so junior, but my master chief encouraged me to go anyway. He said to tell

# Learning to lead

the rest of the class, 'I'm here because I want to learn from your experience.' Boy, have I done that."

First, Mehlan's classmates set him to work on assertiveness, an area where he felt he had been weak. "The people in the class pushed me into positions where I had to use assertiveness. During counseling, they made me be the counselor, which I had never done." Mehlan recalled showing up the first day in dress blues, complete with his chief's crow and one hashmark. "Everytime I went into the passageway, I was ducking the questioning looks from senior and junior people, but now I look people straight in the eye, as if to say, 'I earned it — never mind how, just give me the respect that goes with it.'"

Mehlan praised the structure of the CPO course. "They tell you what they are going to teach you. You discuss it, you practice it through a case study or role modeling, then you discuss what you just practiced and get feedback from the facilitators and from your classmates. Disagreement is encouraged, as long as it's constructive — working toward a goal. Some people might call this type of instruction repetitive. I say it works."

The best part of the course, Mehlan said, came when members of the class told him that even with only five years in, he too, had volunteered knowledge that benefited them.

"Any chief, senior chief or master chief who goes through the course and is still so stubborn he insists he didn't get anything out of it, that he knew it all before . . . should recognize that he contributed to other people's learning, if nothing else," Van Roekel pointed out. "It's not only good for a new chief, it's a good refresher for anyone who will be dealing directly with people."

Squadron administrative chief McDonald said that her command master chief encouraged her to take

the course as soon as possible for the same reasons mentioned by Van Roekel. "I went in wanting to know, as a CPO, where I stood," continued McDonald, who made chief about a year ago. "I really enjoyed the affiliation of the chief's quarters. I found it gratifying that the others kind of take you under their wing. Or things you hesitated about — weren't sure of — they'd say, 'You already know it, now do it.'"

Still, McDonald questions whether it's wise to come back from the course and try to change everything right away. "You can't go back to the same office and do a 180-de-

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*"When you fall short of the ideal — everyone does — how could you go away and do nothing about it? You will always know it is there, and that eventually you will have to do something to fix it."*

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gree turn. I listened to others' methods of handling people, but just because it's different from yours doesn't mean that you are wrong."

In areas where they fall short, McDonald believes most CPOs who take the course will honestly strive to improve. "When you fall short of the ideal — and everyone does — how could you go away and do nothing about it? You will always know it is there, and that eventually you will have to do something to fix it."

Does LMET work once students leave the classroom environment and go back to the real world of the shops and the ships?

Electronics Technician 2nd Class

Jeffrey Marks, one of Blakeslee's students and Hobbs' classmate, reported to USS *Claude V. Ricketts* (DDG 5) about a month ago, and was put in charge of one of the work centers — made up of 14 junior E-4s and E-5s. "I use just about all of it every day," said Marks, speaking of his LMET training. "I've been using the 'skillful use of influence' competency up and down the chain of command. It's working out real well, and I'm a little surprised — it's easier than I thought it would be when I graduated from the LPO course. I don't really think I could have run this shop effectively without the course."

"Without the tools I got from LMET, I don't think I would have lasted this long in a leadership position," echoed Hobbs, about a month after finishing the LPO course. "It doesn't work up the chain of command as well as it works downward, however. If the higher echelon would go to LMET too, it would be helpful.

"In my work center, with my people, the results are good," she continued. "I'm planning better, and I'm more realistic in the goals I set for myself and the other individuals.

"For example, three weeks ago, a new recruit reported on board. I told her my expectations of her, and asked her what her long-term goals were, something I had never done before. Together we worked out a set of goals for her first three months on board.

"They were realistic goals, something she could accomplish. Within a two-week period, she qualified as a valve pump operator, roving security patrol and fire watch. I was proud of her, and happy with myself, seeing that this could work," Hobbs said.

"I feel I have power now, the power that comes from knowledge." □

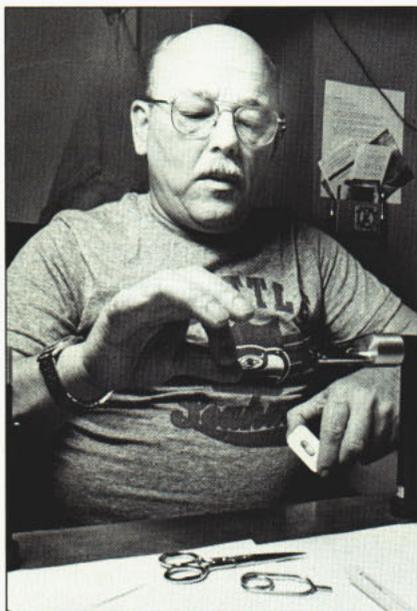
*Lefler is assigned to NIRA Det. 4 in Norfolk. Bosco is assigned to Supreme Allied Commander, Atlantic.*

# Tied flies



*Navy surgeon uses thread and tweezers — but not always in the operating room.*

Story and photos by JO1 Patrick E. Winter



**Top:** One of Roberts' tied flies. **Above:** Roberts began tying flies again about a year ago, sometimes using materials he finds aboard *Nimitz*.

The ship's surgeon wraps the thread around and around. Using tweezers and scissors, he completes the job at hand. CAPT Jim Roberts, assigned to USS *Nimitz* (CVN 68), has done it thousands of times, but not in the operating room — he's actually tying a fly-fishing lure.

This hobby requires precise work. Using hooks, thread, glue and feathers from a variety of fowl, his masterpieces are something fish can't resist.

Roberts doesn't just use feathers for his lures.

"One of the big challenges that makes it a lot of fun is finding materials," Roberts said. "As I was walking through the mess deck a few months ago, a group of young men were carrying a bale of rags in gunny sacks. I asked if I could have part of a gunny sack and they said I could have them all. The gunny

sack threads make great fuzzy bodies for my flies.

"At home I have a couple of dogs and cats," Roberts explained. "They shed all over the place." He made one lure from pet hair. "It had a real 'buggy' color. I call the fly I made from it 'Hair of the Dog.'"

After work each day, Roberts retires to his stateroom, puts on his Seattle Seahawk shirt and sits down to his hooks, string, feathers and fuzballs.

Does his hobby help him as a surgeon?

"Well, I think anytime you can use your fingers to do delicate work like tying tiny flies it keeps your eye-hand coordination at a peak level," Roberts said. "I'm sure there's some crossover." □

*Winter is assigned to 7th Fleet Public Affairs Representative, Subic Bay, Republic of the Philippines.*

# A fair shake

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## *The Chief of Naval Personnel discusses equal opportunity in today's Navy.*

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***In December, the Navy released results of its study of equal opportunity throughout the service. The All Hands editor met with Chief of Naval Personnel, VADM Mike Boorda, to discuss the report and the Navy's equal opportunity program.***

***All Hands: Admiral, let's open by taking an overview. In general, what is the state of equal opportunity in the Navy today?***

Boorda: The state of the Navy on equal opportunity is good and I mean "good" in that the trends are in the right direction. We are making progress in every single area that we measured — whether it be in numbers of people generally, recruiting and new numbers of officers. You name it, in every area we have been making progress. But when we looked at the overall picture we found that the progress wasn't going at the same rate we had seen earlier in this decade.

That caused the CNO to say, "Well, I think we ought to take a look at this. We ought to go back and see if there was anything we were doing before that we're not doing now. Is there anything we could do better or new to regain the momentum we had before?" That's a good deal different than saying the Navy

is a terrible place to be or there's a lot of bias or discrimination.

The other thing that tells me the state of the Navy is pretty good in equal opportunity is that leadership of the Navy is concerned and was willing, in fact, eager, to take a hard look at the issue. The Navy *doing* this study and being so open about it, tells you an awful lot about the commitment of our leadership. By that I mean the Secretary of the Navy and the CNO and other senior people who are getting at the root of any problems and getting them solved. So, I feel very good about the state of the Navy on equal opportunity. That is not to say that everything's wonderful, and it certainly is not to say there aren't things that need to be done, because the study clearly shows that we have lots of room for improvement.

***All Hands: How does our EO position now compare with where we were 20 years ago?***

Boorda: We are much, much, much better than we were 20 years ago. We had, for example, less than 400 black officers in the Navy 20 years ago. Today we have more than six times that many — well over 2,600 and it's growing. In the enlisted area, the Navy has made the largest improvement in black and Hispanic representation Department of Defense-wide since 1976. If we

simply talk about numbers of black sailors overall, we met and surpassed our numerical goals in 1983. And we are continuing to do that. In the area of Hispanic minorities, while slightly below our composition goals, the figures are comparable. In fact, we're increasing our goals as the demographics of the population change. And so, I'm very comfortable that we are much better than we were in 1968.

***All Hands: So far, we've looked at where we are and where we've been — tell us where we need to go next. Where would you like the Navy to be, in its EO effort, 20 years from now?***

Boorda: Where do we want to be? We would like to have a Navy where the subject isn't even necessary to talk about — where people are so well represented in all areas of the Navy — in the officer corps, the technical ratings in the enlisted community — that this subject isn't even an issue.

We know that we are not going to be there for a long, long time. When an organization thinks the problem is solved, you can be sure they're never going to solve it. So we need to keep going back and looking.

***All Hands: The recent report focused on officer promotions. What would you like to see happen in that***

**area — both long-term and short-term?**

Boorda: What would I like to see someday? I would like to see an officer population that accurately and fairly reflects — all grades, all ranks, all designators — the minority population. That means the percentage of the minority population that attends and graduates from college, because that's primarily where our officer corps comes from. I would like to see an enlisted community where every rating reflects the percentage of the population of minority youths who qualify for enlistment.

I think we can get there.

Our study identified 75 items that would move us along that path to those goals a lot more quickly. That was the purpose of doing the study: we've got a good road map now — now it's up to us to follow it.

**All Hands: Is there a single biggest identifiable problem that needs to be overcome?**

Boorda: There are a number of problems that need to be overcome and if I identified a single one, that would be too simplistic. The problem is slightly different in the officer community than in the enlisted community.

In the officer community, our first and foremost problem is recruiting minority individuals who have the education and the desire to do well in the Navy in a variety of fields — flying, submarines, surface warfare and in the restricted line and staff corps. We need to recruit harder, better and more intelligently to attract, and then retain those people.

**All Hands: Let's talk specifically about officer fitness reports . . . .**

Boorda: Much has been made in the private press about "bias in fitness reports." I think we need education in the officer community about fitness report writing. I know most people try to write fitness reports

very fairly. I know most commanding officers take that as one of their important responsibilities.

We need to be sure that unintended bias doesn't creep into that system. Now, when we looked at large numbers of minority officers, their fitness reports tended to be lower. You could infer two things

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*"When an organization thinks the problem is solved, you can be sure they're never going to solve it."*

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from that. First, you could infer their performance is not as good. The study did not draw this conclusion, and I don't believe it's true. That would be a nice, easy answer, but if you assumed that, you'd never get any better. You'd stay where you were. No action would be required.

The second conclusion you could draw is that these fitness reports have bias in them. Now, that's a pretty serious conclusion to draw. But, if you draw that conclusion, it makes you *do* many things. It makes you spend some time talking to fitness report writers, commanding officers and educating them on the issues involved here.

If you were right about bias, you begin to correct the problem. And if you weren't right, you've still begun a very useful and proper task in making commanders more aware. So we, the Navy, chose to assume the worst — that bias *may* be a factor — knowing full well that reporting seniors are simply trying to report what they see. We're going to make sure that

they understand all the issues involved when they do that. I think you'll see a system which is, one, fair, and two, perceived as fair as a result of our efforts.

In the enlisted community, there are some very interesting things that I don't think the media has reported well at all. First of all, we found an absolutely bias-free enlisted advancement system. We are confident that our enlisted advancement and assignment systems are bias-free, color-blind and fair. That ought to make people in the Navy feel very, very good. It makes me feel good.

**All Hands: How about enlisted advancements?**

Boorda: When we looked at enlisted advancements, we found minorities advancing at the same speed as the majorities in their ratings they were in required. So, if a minority sailor is in a rating that advances slowly — primarily the non-technical ratings, then the minority sailor's advancement was the same as his or her majority counterparts — slow. If the minority was in a technical rating that advances more quickly, low and behold, his or her advancement was at the same rate as the majority counterpart — fast. We found that the minority service members tended to cluster in the non-technical ratings, so their promotions were slower.

The fix for that is fairly simple once you understand the problems. As new minority members come in the Navy, we need to pay much more attention to helping them understand the benefits of getting into more technical fields. And we have lots of capable minority recruits who can go into the technical fields. It's not true to say "there are no minorities in the technical fields, they're all in the non-technical fields." But we need to do more.

**All Hands: We've talked about**

# A fair shake

goals, and where the programs should be leading. But, perhaps we can't assume full cooperation across the board. What about enforcement? What's the "hammer" for sailors who don't adhere to official EO policies?

Boorda: "Hammer" is a good word to use here. I like that word. I, as a commander, would not tolerate discrimination. I would expect every commander to feel this way. Overt discrimination is not to be tolerated. It is a violation of the *Uniform Code of Military Justice*. It's a violation of everything we stand for. It's a violation of what our Navy exists to protect, and I hope all this goes without saying, but it's probably a good thing to say from time to time.

There's another kind of subtler discrimination, and the person may not even know they're doing it — they may be surprised when they find they're doing it. This is a tougher nut to crack, because I'm not talking about a person who says, "I don't like blacks, I don't like Jewish people, I don't like women in my command." We could have a person who may just be insensitive or have a bias that they grew up with but don't recognize. They need to be made aware that they have the potential to treat people unfairly and of the absolute requirement in the Navy to treat people fairly. I don't think overt discrimination happens in large numbers, it is the subtler issues we've got to work on.

But, there was one comment I didn't like that came out in the study. The comment was probably exactly right — I just didn't like having to see it there. That was that 73 percent of the people surveyed had heard racial jokes or slurs. Someone asked me the other day, "Admiral, why does that upset you so much? If you went to any corporation, any school, any setting, you'd get the same results. People tell racial jokes, people make racial slurs so, the

Navy isn't much different than the rest of society." My answer is very clear: We have to be *better* than that. We should be better than society at large. We should be leading by example. And we have Navy leadership that says we're going to do that.

**All Hands: Accountability for making what leadership wants to happen, happen — once Navy leadership sets the goals and issues the orders, where's the accountability for making sure it happens, at the deck-plate level?**

I think we do a good job of picking

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*"I am confident there is plenty of quality in the minority youth coming into the Navy today."*

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our commanding officers. I'm very comfortable with that. The percentages of officers who end up in command is not high. We have a very selective system and I feel good about it. I think that system produces officers and enlisted leadership who want to do the right thing. I think the vast majority of our people want to do the right thing. We need to simply help them be able to do that.

One of the things the study pointed out was that often commanding officers had a different perception of the racial climate in their command than some of their people had. So, we took a little introspective look into this problem and we said, "How should the CO be able to tell what the EO climate is in his or her command?" And that led us to the command managed equal oppor-

tunity program. And guess what we found? We found a program where the training was not done well. We found a program where the instructions were incredibly complex for something that ought to be fairly simple to do. We found a time-consuming program where it didn't need to be that time consuming. Basically, we found a program that was not well designed and because of that, was not being well executed.

That means revising the CMEO program, setting it up so that it will really help the CO and his officer and enlisted leadership understand what's going on in the command in this area.

We will ensure that, in command inspections, this will become a special interest item. We'll give COs a CMEO program that can be executed by normal people like you and me, and then we will come in during the Immediate Superior in Command inspection, make sure it's being done and hold those responsible accountable for its accomplishment.

**All Hands: Is there a problem with the grievance system? Either a real problem or a perception problem?**

Boorda: We have a good grievance system in the Navy. It is simple to understand. It's worked for years. I think we all know about request masts, a lot fewer people know about Article 138s. If you don't know about the hotlines, you haven't been paying attention. There are a number of grievance processes. And they do work.

But they aren't much good if the person who needs them either doesn't know about them or doesn't trust them. And we *were* told by large numbers of people that they either didn't quite understand, or more importantly, didn't trust the system. And that bothers me. It is easy to teach them, to explain to them, what their rights are. But for them to have faith in the system, we

have to *prove* to them that the system works. I happen to know that it does work, but we haven't proved it. We need to do that.

**All Hands: Can't there be a potential negative impact on someone's career following the filing of a grievance?**

Boorda: We cannot permit that. That bothers me and it worries me, to the extent that it's true.

Perceptions are almost as important as reality here.

If a person *feels* he is being discriminated against, feels he or she has no avenue to pursue that grievance, whether or not they actually *are* being discriminated against, the perception is almost as bad as the reality, because you've created an environment in the Navy that you don't want to have.

You want people to feel that the system, the senior people in the system, do care about them and are not going to let those bad things happen.

Obviously, a lot of people told us they don't think that's true.

We need to — by education, and then by example — prove to them that their perception is false and that they're wrong and they *do* have a way to pursue these things and there *won't* be any reprisals.

I don't know any other way to do that except to prove through actions that we mean what we say.

**All Hands: Which changes will have the quickest, most positive impact?**

Boorda: There's a whole lot of them I'm excited about. We have convened an affirmative action conference, to get our affirmative action plan back in shape. It had a whole lot of items in there, many of which have been closed out, some of which didn't work and some of those that did work that are complete. We're going to get it down to a manageable number of action items that we can

go to work on to make a real difference. And we're going to have a lot less emphasis on how much paper we can generate and a lot more emphasis on how much improvement we can generate.

I'm very excited about a lot of the upward mobility programs that we're going to expand — BOOST, the Baccalaureate Degree Completion Program, JOBS, ASSETS. Many of these concentrate on the minority population and will help young people come in the Navy, go into those more technical fields, qualify for NROTC or the Naval Academy, fin-

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*"We will begin to get a better racial balance in the enlisted community. But it's going to take a while."*

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ish their bachelors degrees, and then compete on an equal footing with their majority counterparts. I think that's real important, and I'm excited about that.

I am confident that there is plenty of quality in the minority youth coming into the Navy so we can solve the technical/non-technical rating issue reasonably quickly. I say "reasonably quickly" instead of "tomorrow," because we bring people in on the front end, we don't bring them in as first class petty officers. They will work their way up through the rating system.

Then too, there are a lot of people in non-technical ratings who are doing important work. We don't want to make it sound like technical ratings are somehow better than

non-technical ratings — we don't want everybody who's in a non-technical rating to change his rating tomorrow. Many people are quite happy doing what they're doing and ought to keep doing it.

We *will* begin to get a better racial balance in the enlisted community. But it's going to take a while, because we don't want someone who's having a great career in a rating that he or she loves to have to change because of their color. That wouldn't be fair.

So, it's going to take the steady and determined approach over time. All of these things are exciting to me, and there's a lot more.

**All Hands: If you could speak directly to every sailor in the fleet, to make a direct statement on Navy equal opportunity, what would you say?**

Boorda: First, I would not speak to minority sailors in one way and majority sailors in another way. I would speak to all sailors and simply say that the goal of all of this is to give every single person a chance to be as good as they can be, as senior as they can be if they choose to stay in the Navy.

But whether they choose to stay in or not, I want them to feel a sense of accomplishment, a sense of worth, a sense of pride and feel that they participated in something that's very important — and did well. And did it fairly.

I don't think I would need to caution very many sailors or very many people in the Navy about discriminating. I don't think there are large numbers of people out there who want to discriminate.

I would say to every single sailor don't stop thinking about this matter. Pay attention to it. Treat other people as you'd like to be treated.

We'll have a better Navy if you do, and we'll all benefit from it. □

# Cash for trash

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*A little junk earns "big bucks."*

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Story and photo by JOCS(SW) James R. Giusti

Over a concrete fence, passers-by can see a three-story mountain of discarded shipboard racks, damaged gear lockers and old ventilation ducting.

To most, it's just a junkyard — trash.

But to the morale, welfare and recreation department at Naval Station San Diego, it's a fitness facility, a child care program and much more. Money.

This is no aluminum can collection drive. In fact, MWR doesn't even take aluminum cans — yet. What interests them is the thousands of tons of scrap metal discarded by local naval commands and ships yearly.

San Diego and several other Navy commands are finding their proverbial "pot of gold" through the Department of Defense's recyclable sales program.

"In 1986," said David Young, the Naval Station's assistant MWR director, "the command became aware that DoD commands establishing a recycling program could receive funds from the sale of certain scrap materials. The Naval Station already had a recycling facility on board with an awful lot of material coming in.

We also had Master Chief Boiler Technician Charles E. Sergeant to get the program started to meet DoD requirements. To make it simple, instead of the check going East to the Treasury Department, it came West, to us. After that, the money really started coming in."

How much could this trash be worth? In FY87, 36 Navy commands earned more than \$2.1 million from this program, sponsored by the Defense Reutilization and Marketing Service. More than \$13 million was returned to commands DoD-wide.

Each year, \$40 to 50 million is returned to the U.S. government from DoD scrap sales conducted worldwide by DRMS and its field offices.

"Our first big check came a little over a year ago," said Young. "We got \$65,000. There is about an eight-month lag between selling the material and receiving a check. But now, we're receiving checks on a continuing basis.

"Last fiscal year, we made more than \$1 million, and we don't anticipate dropping below that mark this year, either.

"A command's MWR fund is entitled to at least 50 percent of those sales profits," Young added. "In

1987, our MWR fund received virtually the entire amount. That was about \$450,000, which went to the station's MWR programs, including building and operating two new 'fitness factories' on the station. Without the money, we probably wouldn't have them."

According to OpNavInst 5090.1, DRMS returns 100 percent of the proceeds from scrap or waste materials sales to commands with a qualifying recycling program. A program must identify, segregate and maintain the integrity of the recyclable materials.

Recyclable materials are those that normally would be discarded but may be reused after undergoing some type of physical or chemical processing. This also includes fired brass sold for melting or reloading and all ferrous and non-ferrous metals and non-metallic scrap.

Exceptions include precious metals, bearing scraps and those items which may be used again for their original purposes without any special processing, as well as ships, planes, weapons or any materials which must undergo demilitarization or mutilation prior to sale. Property disposed of through reutiliza-

tion, transfer, donation or foreign military sales programs is also excluded.

A command with a qualifying recycling program can accumulate up to \$2 million to spend on MWR programs and other authorized projects. These include defraying the operational expenses of the recycling program, financing pollution abatement and environmental programs, energy conservation improvements and occupational health and safety programs.

At San Diego, the money first covers the cost of processing and handling recyclable materials. Up to 50 percent can be used for pollution abatement, energy conservation and occupational safety and health activities. The remainder helps support MWR programs.

"This is basically a resource over and above our normal operational budget," Young said. "While we don't count on this money always being there, to some degree we do incorporate it into our short-range budget planning.

"For example, in the last year and a half, we established a family home day-care program in our Navy housing areas. Dependent spouses, who live in military housing in San Diego and want to watch children in their homes, can be authorized for child care by us. We have five coordinators and can license up to 170 homes, each of which could watch as many as six children per home. That's more than 1,000 children for whom we can provide day care. Right now, our two child care centers can watch only 250.

"We established this entirely through recycling money. It wasn't in our budget and would have taken a lot longer without those funds."

A command's dollar return is totally dependent on the degree of identification and segregation of the scrap materials offered for sale.

"The separation of metals is the key to making big money," said Sergeant, now retired and working as the station's recycling manager. "You've got to have some place for the material to be stored and separated. Materials sold at the general scrap metal price bring a low return. But if you're able to separate the metals, it can then be sold by the pound at a much higher price.

"A money-making program depends on finding a cheap means of separating metals. So, working with the Naval Station brig, we are assigned 10 minimum custody prisoners and two chasers — using petty officers on limited duty with the naval station — every day. We're not taking up any regular military billets," said Sergeant, "but we are utilizing a manpower resource available to us.

"In the morning, we give them a pep talk about safety regulations and some tips on how to identify metals," he said. "Then we issue each of them a magnet and put them to work."

A well-managed, low-overhead recyclable sales program offers commands the means to generate extra cash earmarked for use in improving a sailor's quality of life through expanding their morale and welfare activities.

In these times of critical resource management and looming budget shortfalls, Naval Station San Diego has found that turning scrap into money can pay off big, and plans to keep "scrapping." □



*Giusti is an associate editor of Surface Warfare magazine.*



# The Navy in Space

Story and photos by PH1 Chuck Mussi

Sailors have been looking to the stars for guidance since the beginning of time. Their quest for a heavenly object to sail by as they cross the open seas has always been a hopeful, simple search for deliverance. They have “wished upon a star” to see them safely out to sea, through a battle or to carry their thoughts to loved ones back home. Modern technology has, in a very real sense, ended that ancient search.

The Navy’s integrated space-based systems for support of surface and underseas forces are seen by many as a means of accomplishing their mission by “wishing on a star” — true deliverance, in an operational sense.

These systems are also seen by some as a complex, incomprehensible set of non-user-friendly tools, which do not directly relate to their daily jobs. But the scope of these tools, though vast, *can* be comprehended; many sailors use them, whether they realize it or not, every day.

The Naval Space Command, established in 1983, provides space systems support to naval forces worldwide. But it also works at increasing the understanding and the most effective use of these systems among the operational commanders — and the people the systems were designed to help, the fleet users — sailors and Marines.

Previous page: Tracking and Injection Facility, Laguna Peak, Point Mugu, Calif. Below: ET1 (SS) David Schlessinger checks the GPS navigational system. Right: Satellite tracks are displayed in the Navy Space Command operations center.

Controlling the "high ground" in the vital areas of communication, navigation and weather information could be the crucial factor in determining which sailors are lost — and which sailors find deliverance.

The Naval Research Laboratory had been experimenting with captured V-2 rockets since 1946, but it was the Soviet Union that dramatically transformed astronomical research into a military space operations race.

On Oct. 4, 1957, the Russians shocked the world by successfully launching *Sputnik 1*, the first man-made satellite put into orbit. While the Navy rushed to gain the capability to track the non-radiating satellite — which circled the earth once every 95 minutes at 18,000 miles per hour — the Soviets launched more and much larger *Sputniks*. Shock turned to apprehension. Did these new satellites carry weapons? Surveillance equipment? What kind of scientific apparatus did they carry?

To answer these and other questions, the Naval Space Surveillance System was established in 1961.

The largest antenna system in the world is owned by NavSpace-Sur and it is sensitive enough to track and identify every man-made object in space, U.S. or foreign. Information gathered over the years has accumulated to form a data base to track more than 7,000 recorded objects in space.

The system was useful in supporting our own space-related projects, which, by the mid-60s,

were off and flying high.

In 1963, the Navy designed and built a satellite navigation system, called *Transit* and by January of



1965 the Navy Astronautics Group Command was employing enough *Transit* satellites to provide a navigation system that enabled the fleet sailor to pinpoint his position anywhere in the world, at any time, during all kinds of weather.

*Transit* satellites signal their position every two minutes. When a satellite's position is known, a satellite signal receiver's unknown position can be pinpointed by measuring the Doppler curve of the transmission waves.

Pinpointing their location has always been crucial to Navy ships at sea. But in the last 20 years, it has become of increasingly critical importance — especially to the Navy's submarine fleet.

The key to the tactical success of the Navy's SSBNs — first *Polaris*, then *Poseidon* and now *Trident* — lies in their ability to "disappear" beneath the surface for months at a time. But while it is imperative

that adversaries not know where the "boomers" are, the SSBN commanders must know their own position precisely. Modern navigation satellite technology increases that precision dramatically.

"Twelve years ago," said ET1(SS) David P. Schlessinger, a "boomer" class submariner who has maintenance responsibility for his SSBN's SatNav gear, "the only real improvement in quality of our fixes depended on the size of the receivers. We were really only verifying the ship's own internal navigation system," he said. "But now that the computer systems are more refined, we can be much more precise, and can go for longer periods without double-checking our position," he added. "It's more accurate and less time-consuming."

Throughout the fleet, this move to a more refined and precise navigational system is taking place. The "NavStar" Global Positioning System is coming on line, though its deployment was delayed by the loss of shuttle *Challenger*. When fully operational, GPS will enable Navy ships to obtain a three-dimensional fix based on longitude, latitude and altitude.

The GPS system has already proved to be a considerable asset to the fleet. In the Persian Gulf, prototype receiver equipment aboard Navy minesweepers enabled the MSOs to move more quickly and efficiently along their sweeping lines. The minesweepers were able to get extremely accurate navigational fixes.



Just on its own merits, the GPS system is a remarkable technological breakthrough. Combined with the advanced technology of an *Aegis* battle management system, GPS becomes a potent defensive and offensive force multiplier.

GPS/*Aegis* data can be “uplinked” via satellites to ships across hundreds of miles of ocean. Combined with secure comms, this system provides a massive task force network, all the information necessary to carry out every mission — available almost instantly.

One of the most important types of information sailors need to carry out their mission relates to their most ancient preoccupation: the weather. Meteorology, along with oceanography, affect a surface sailor’s daily life first-hand in the most direct ways. The submariner may not be as directly affected by weather, but the movement of weather systems, and especially oceanographic data on shifting thermal layers in the sea are crucial to underwater sailors. This is just the type of data satellite systems specialize in.

Today’s satellite weather “picture” enables forecasters to watch weather systems as they develop; they can predict tomorrow’s weather because they can see it happening and directly observe its movement. Strike force commanders now have access to almost instantaneous weather data that can mean a potential tactical advantage over an adversary.

Navy research and development in satellite technology is moving toward a different type of forecasting: monitoring, from space, the shifting underwater currents and ocean thermal layers and tempera-

Below: SMSR Jason Wells, onboard USS *Coral Sea* (CV 43) uses semaphore flags to communicate the ship's messages the "old-fashioned" way. Right: A computer screen displays the coverage area of a "new-fangled" MILSTAR communications satellite.

tures of the oceans. By learning how currents and thermal planes affect sonar, Navy scientists expect to develop tactics that will help anti-submarine war-fighters find their foes despite the affects of different types of water, and, at the same time, help our own submariners to use the ocean to hide more effectively.

As SSBN skipper, CAPT Frank Beard, said, "Our own internal navigation and positioning systems were excellent. To be able to combine that with the data we now get from satellites is more than excellent — it's phenomenal."

The speculative fiction of popular novels is probably no match for the fascinating facts of satellite technology and the potential it has for affecting global tactics.

Eighty-five percent of all tactical information the Navy uses is provided by satellites. The Soviets also rely on space technology; at least 90 percent of all Soviet satellites have a direct military role. The shell game has shifted to the heavens.

The Soviets' two operational space-based ocean surveillance systems — radar ocean reconnaissance satellites and electronic intelligence ocean reconnaissance satellites — are of especially keen interest to U.S. Navy experts. Both of these systems are seen as significant threats to U.S. naval forces.



But the Soviet space-oriented system that has created the most wide-spread concern throughout the Navy war-fighters' community

has been the Soviet's anti-satellite weapons system. The Soviet ASAT became fully operational in the early 1980s. Since the U.S. does not have the operational equivalent of such a weapon, it is more difficult to develop a deterrent against it.

Fleet sailors may rest assured that Navy space experts are working on it.

Battle-related applications for space hardware and technology are not the whole story. Communications *are* the whole story.

Whether it's the results of an advancement examination, a pay allotment adjustment or an order directing ships' movement — the information passes through space. The data is routed via the heavens, transmitted between the earth and satellites.

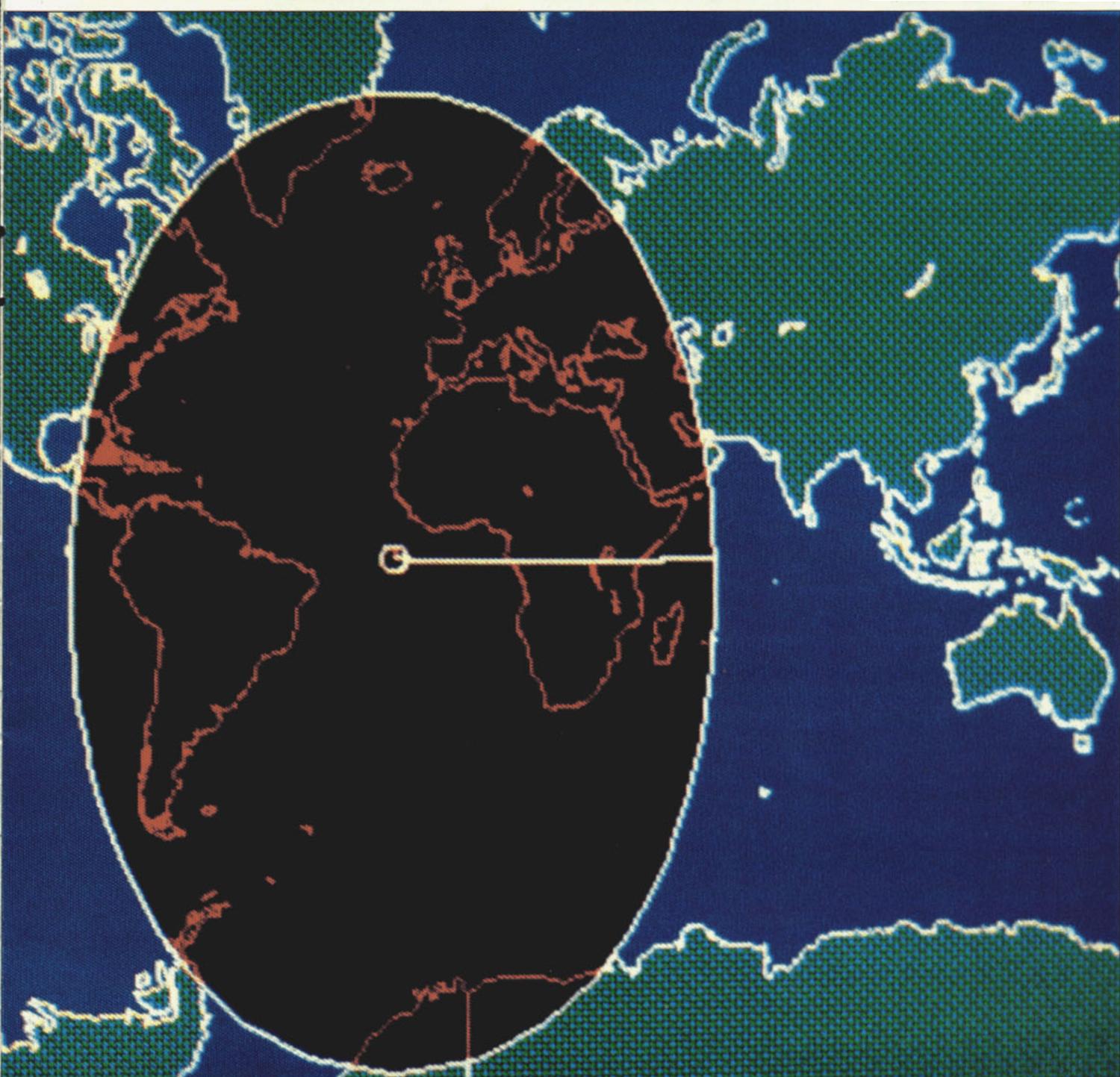
Today, the two key Navy space-based communication systems are *FltSatCom* satellites (signaling at ultra high and extremely high frequency) and Navy-leased, or *LeaSat*, communications satellites, (operating at ultra high frequency).

Today's strike force commanders are heavily dependent on such satellites for secure over-the-horizon communication. Communications are crucial in areas like the Middle



East, where task force units are spread out over an operating area covering hundreds of thousands of square miles, and yet — because operations are conducted in enclosed bodies of water separated by major land masses — those units may not rendezvous for weeks, but still operate in unison to accomplish a complete mission.

The over-the-horizon capabilities of these systems include "real time" voice communications be-



tween ships' commanders and command centers, even between the scene of operations in the Persian Gulf and the Pentagon. In high intensity conflict areas worldwide, satellite communications have taken on mission-essential status.

Satellite communications make possible not only high-intensity operations requiring lightning-like responses; the logistical *support* of those war-fighting capabilities — disbursing, supply, medical and

personnel matters — can combine to generate thousands or even tens-of-thousands of messages a month from a key command. Without access to communications satellites these essential everyday messages would be harder, and take longer, to process.

The Naval Space Command works arduously to keep the lines of communication open, and, as technology drives tactics, Naval Space Command works with other

branches of the Department of Defense to develop new systems to give even more capabilities to the naval war-fighter.

The satellite communications system of the 1990s, Military Strategic and Tactical Relay System, will be able to operate despite enemy jamming, and will be nuclear-hardened to withstand the effects of a nuclear blast. Being able to withstand these two main threats, in addition to an ASAT at-



**Left: Relocatable over-the-horizon receiving antennas stretch across a field in Chesapeake, Va. Below: Operations specialists and civilian technicians work together on the development of the ROTHR system.**

tack, will increase our satellite systems' value to the fleet.

Satellites are not the only way the Navy makes use of space to enhance operational capabilities.

NavSpace is working toward a new future for an old technology — radar, or more precisely, ROTHR — relocatable, over-the-horizon radar.

The new ROTHR system, operated by the Fleet Surveillance Support Command, will provide wide-area oceanic surface and air surveillance data to support fleet commanders. A land-based system, ROTHR will be able to detect and track aircraft and ship targets up to 1,800 miles away, with an area of coverage of approximately 1.5 million square miles. This is a tremendous extension to conventional radar. No longer will the enemy be able to hide over the horizon.

ROTHR "sees" over the horizon with ionospheric backscatter radar. A transmitting site provides radar illumination, which is bounced off the ionosphere to fall on a surveillance area. An object, such as a ship or aircraft, reflects this radar illumination back up into the ionosphere at the same angle it came down and it bounces back down to an ultra-sensitive receiving site located anywhere from 50 to 100

nautical miles away from the transmitter.

OSCS Gary Lawson, who works at one ROTHR OpConCen, said, "This system is on the leading edge of technology. It's what the younger, more high-tech oriented kids in the fleet are looking to work

on these days." And, he added, "It's quite a change for us oldtimers."

The Navy plans to put its first operational site on Amchitka

Island in the Aleutians. Additional sites are in the planning stages, and will be deployed in support of the Navy's most sensitive information and surveillance needs at the time.

The world becomes a smaller and smaller place as our ability to communicate accurately and instantly around the globe increases. And space, "the final frontier," takes on an increasingly crucial perspective as we become more and more aware that we really *do* live in an age where our childhood science-fiction and comic book technologies stand challenged and even surpassed by the state-of-the-art hardware being used in today's operational Navy. Today, we live in the world of tomorrow. Tomorrow... □

*Mussi is a photojournalist assigned to All Hands.*



# Sailors in space

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*“Oh! I have slipped the surly bonds of Earth . . .  
And while with silent, lifting mind I’ve trod  
The high untrespassed sanctity of space,  
Put out my hand and touched the face of God.”*

— John Magee

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Story by PH1 Chuck Mussi

The year was 1959. The National Aeronautics and Space Administration was in the market for a few good men, with “the right stuff,” to be its first astronauts.

NASA asked the military to list their members who met specific qualifications. These qualifications included jet aircraft flight experience and engineering training, which limited applicants almost exclusively to military test pilots.

Applicants could be no taller than 5 feet 11 inches, because of limited cabin space in the *Mercury* space capsule being designed.

After a series of intense physical and psychological tests, NASA chose seven military pilots from a field of 500 applicants.

Today, with the success of *Mercury*, *Gemini*, *Apollo* and *Skylab* behind them, NASA is still very selective about who they accept into the astronaut training program, but they’re not just picking test pilots shorter than 5’11” anymore.

Navy astronauts who have been selected to fly on NASA’s space shuttle now range from the former geophysics officer aboard USS *Nassau* (LHA 4), LCDR Mario Runco Jr., to a former physics major from Tufts University, CAPT Frederick Hauck.

Rick Hauck, a third generation

naval officer, didn’t follow his father and grandfather to the Naval Academy — he didn’t want to take “the whole course” of Academy academics — he just wanted to major in physics. He admits to another reason for deciding against Annapolis. “There weren’t too many females running around the Academy, and I had discovered that kind of human being was nice to be around.”

He went to college — a *coed* college — on a Navy ROTC scholarship, and during a summer cruise, Hauck remembers, “I thought the Navy was — well, not that much fun.” Then he got a look at the aviation community and discovered, as he put it, “that you could see the world, and have some real adventures while the Navy gave you — let you earn — responsibility, a lot of responsibility at a fairly young age.”

Hauck made the most of those responsibility opportunities. He had been an executive officer of an attack squadron, and was on his way to becoming a commanding officer when he gave up that career path to become an astronaut candidate in 1978. He thought NASA would be an exciting place to work. How exciting remained to be seen.

After the *Challenger* disaster, it would be 20 months before the

United States was back in space. Hauck was the mission commander of that return flight.

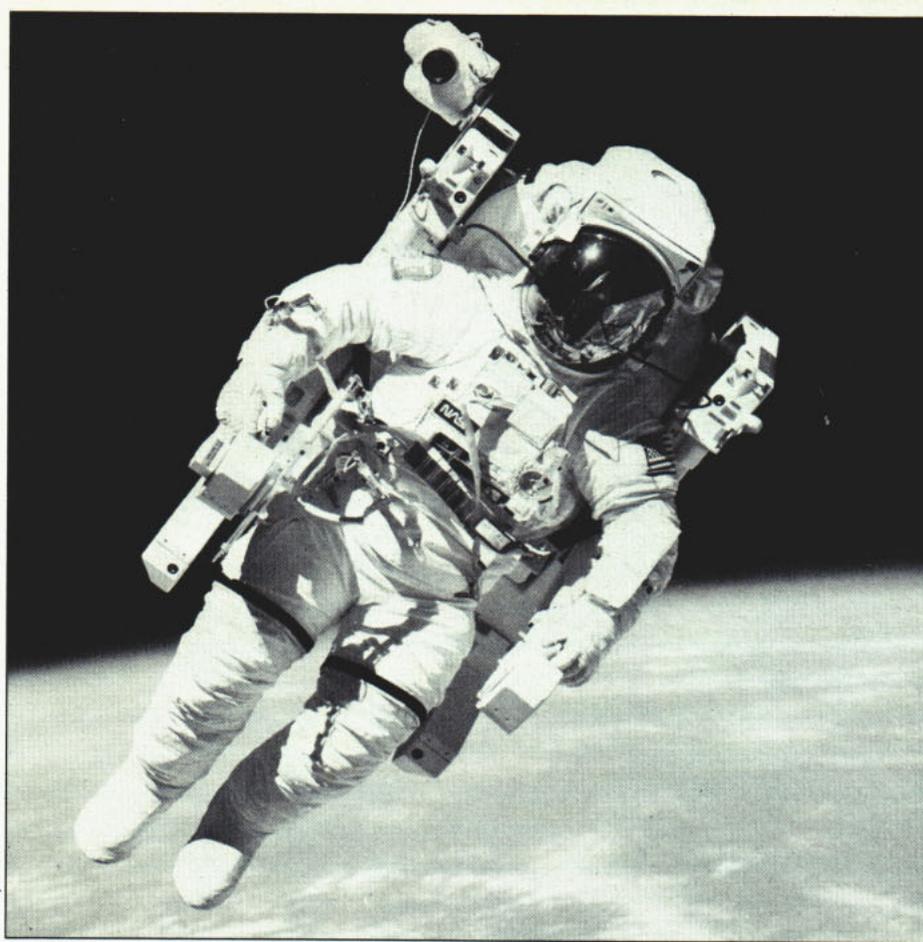
“It was not just in the interest of the tactical Navy to get us back into space, it was of national interest. I have met Soviet cosmonauts that have as many *days* in space — over 400 — as I have *hours* in space! We can’t get cocky. The Russians have got us beat in a lot of areas.”

One Navy astronaut who did go to the Academy is CDR Kenneth S. Reightler Jr. “My plebe year was when *Apollo 11* landed on the moon. That was probably one of the highlights of my life,” he recalled.

“When you’re a plebe you’re not allowed to watch television at all, at least we weren’t then.”

But all that was set aside for that one evening when man landed on the moon. “The upperclassmen said, ‘You guys can watch this because it’s a historic event and has national importance,’” Reightler said. “So 1,300 of us crammed into these two or three places in Bancroft Hall to watch the landing on the moon.”

CAPT Bruce McCandless II, also a Naval Academy graduate who was part of the *Apollo* project, but did not fly in space until the shuttle program, added a different perspective. “My grandfather told me that people



**CAPT Bruce McCandless, Navy astronaut, on the job.**

I was accepted," he said. As a surface-warfare-qualified officer, Runco enjoys "keeping the aviators around NASA honest." Runco says that going into space "was always a childhood dream, but back then I never really thought I was going to make it."

Strictly speaking, Runco still hasn't made it. In June 1987, he was selected as an astronaut candidate, and that August, began his one year training period.

"Now, I'm playing the waiting game," he said. "I do what I need to do in support of the rest of the astronauts and the space program itself, and I wait. But my time will come."

Someone whose time *has* come, and who hopes it comes again real soon, is RADM S. David Griggs.

Griggs left the active Navy in 1970, joining the reserves so he could keep on flying. And that is just what he has done. Griggs has flown more than 45 different types of aircraft, including single- and multi-engine props, turbo-props, jets, helicopters, gliders, hot air balloons, and, at last, the space shuttle. He figures he saved the best for last.

"When you're in orbit with the shuttle, it's like being in an aircraft — you're surrounded by a solid cockpit with windows," Griggs said. That similarity ends when the "extra-vehicular activity" begins. "When you do an EVA, you are right out there. You're free-floating, restrained only by a very, very thin tether, out there by yourself with this incredible panoramic view. You're not constrained by looking out a fixed window," he said. "You are eye-to-eye with the earth. You can have the ultimate perspective: the whole world beneath you.

"You can't imagine what it's like — you can't even *dream* about a thing like that!" he said, obviously relishing the recollection of his EVA.

"I certainly would recommend it to my friends!" □

*Mussi is a photojournalist assigned to All Hands.*

may go into space, but probably not before the end of the century. I was better off to concentrate on 'more important things.'"

In February 1984, McCandless not only made it into space, but became the first to operate NASA's extra-vehicular manned maneuvering unit, floating in space in a high-tech easy chair, propelled by nitrogen jets, free of the tether that had controlled previous space-walks. For the sailor who made a dream come true by ignoring his elder's advice, it was a moment of triumph.

For Navy astronauts, getting into space has often meant changing one's dreams.

"When I grew up on a farm in Wisconsin," said CAPT Daniel C. Brandenstein, "we dreamed about growing up to be cowboys or firemen. There was no such thing as an 'astronaut.'" Brandenstein decided to apply to become a naval aviator, but he had his doubts that he would ever fly. "Around Watertown, Wis., the rumor was that you couldn't be a naval aviator unless you had perfect teeth — no cavities," he said. It

turned out just to have been an old wives' tale. "I showed up in a suit and tie for my first encounter with a Marine drill instructor at Aviation Officer Candidate School in Pensacola, Fla. — I spent three days living in those clothes." Brandenstein completed AOCS, and went on to fly 192 combat missions in Southeast Asia, before going to test pilot school. Then one morning, as he was taking a shower, the phone rang. It was NASA. He had been accepted as an astronaut candidate. "That was worth a keg of beer for the squadron," he recalled.

Brandenstein was the co-pilot on the first night launch and night landing of the space shuttle.

"It was a steep, fast approach, like a carrier landing, except there was no fly-by, no go-around," he said. "We trained for a whole year for that specific mission, so when it came time to do it, we felt like we'd done it a hundred times before."

The feeling of "doing it until you get it right" describes Runco's experience at *applying* for astronaut training. "I applied five times before



# Brown water, blue Navy

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## *Sailors in Special Boat Unit 26, Navy SEALs team up to provide safe passage in Panama.*

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Story by JOC Robin Barnette, photos by PH1(AC) Scott M. Allen

It's a steamy sunrise on the Panama Canal. Three gunboats follow a submarine through a lock, like pilot fish tagging after a shark. Sheer concrete walls crowd the gunboats. The men aboard are alert, watching for any sign of trouble.

They met the sub at the sea buoy at 4 a.m., five miles out, on the Atlantic side. It will be mid-afternoon before they reach the Pacific and send the submarine on its way.

The gunboats belong to Special Boat Unit 26, part of a unique operational force assigned to Commander, U.S. Naval Forces' Southern Command. The mission of the boat crews, along with SEALs from Naval Special Warfare Unit 8, is to escort submarines safely through the 50-mile-long Panama Canal.

SBU 26 was established at Naval Station Panama Canal in October 1987 and NSW Unit 8 was established approximately six months later. These are the first operational Navy forces to be stationed in Panama since the early 1960s.

The traditional missions of special

boat units are special warfare support and either coastal or river patrol and interdiction. "No other boat unit has the mix of missions we have, because we have a coastal *and* a river mission," said LCDR Stanley J. Holloway, SBU 26's commanding officer. In addition, SBU 26 is on

would take an enormous number of people, lining that entire canal, to literally defend it," said LCDR Marshall Daugherty, Unit 8's executive officer. "That's not what we're here to do. We have to define what the threat is and then decide how to act on it before it occurs, or as it's occurring."



**Above and left: SBU 26 members man their battle stations during a drill while transiting the Panama Canal.**

Defense of the canal is not accomplished with thousands of armed troops, but by intelligence gathering and showing a strong military presence.

"We integrate intelligence with our presence as a deterrent," said Holloway. "The presence of U.S. naval forces in the canal is our best defense."

The water passage linking the Pacific and Atlantic Oceans

standby for search and rescue duties and supports NSW Unit 8 in special warfare activities and training with the "brown water" navies of our Latin American allies. Together they are responsible for defense of the canal.

Protecting the canal is a big job for the combined force of SBU's approximately 100 members and Unit 8's handful of SEAL team members. "It

is vital to shipping interests, both commercial and military. Without the canal, ships must sail south around the tip of South America resulting in long transit times. That makes protection of the canal essential.

"A threat could potentially be against the canal as a facility," said Holloway, "or it could be against a specific country putting shipping

# Brown water, blue Navy

through here, or, obviously, against U.S. installations. The threat is varied, and it changes over time."

SBU 26 and NSW Unit 8 don't monitor the passage of every ship that transits the Panama Canal, but they are required to escort each U.S. Navy submarine.

Holloway described the submarines as a "national asset," emphasizing the importance of getting them through the canal safely. "We have no choice — we must keep the way clear and get that sub through."

SBU 26 has three types of gunboats — 31-foot patrol boats (riverine) of Vietnam fame; patrol boats (light), which are 22-foot Boston Whalers; and the only Mk IV *Seaspector* patrol boat in the Navy's inventory, which is 68 feet in length. These boats are used in the canal, of course, but also along the coast and in the rivers of Central and South America in support of Unit 8.

SBU's boat drivers are skillful, as demonstrated during the escort of one Navy submarine. Cables from pull-cars, or "mules," on either side of the lock were attached to the sub, as usual. The submarine moved through the lock under its own power, with the cables steadying it, preventing the sub from hitting the sides of the lock.

Suddenly, a cable broke and the sub drifted toward the concrete wall of the lock. The coxswain of SBU's patrol boat, however, was able to maneuver his craft between the sub and the lock's wall, protecting the sub from damage until another cable could be attached.

"I was very proud of the coxswain who did that," said Holloway. "He was putting a plastic boat between a steel-hulled submarine and a concrete wall, without the room to readily evade if something went bad — and he did it in a safe manner. There are not many fleet sailors who have the experience to do that."

Members of SBU 26 have opportunities not available to the average



fleet sailor. "A boat captain on a patrol boat is a 1st class, and on a river boat is a 2nd class," Holloway said. "I think that serves a petty officer well in his next assignment, because of the level of responsibility."

The crews are made up of engineers, boatswain's mates, gunner's mates and quartermasters. Each earns a secondary NEC — Navy enlisted classification code — as a combatant craft crewman. Training is done in-house, and it takes sailors between three and six months to earn the SNEC.

"Then he goes through boat captain training," said Holloway, "and if he's a 1st class selected for chief, we put him through patrol officer training. The boat captain controls everything within the bulkheads of his boat — the functioning of the crew. The patrol officer takes care of what's external to the boat."

"On a small boat, a gunner's mate is going to have to know how to navigate, how to be a coxswain and know something about the engines," Holloway continued. "Ideally, each crewman who's designated with the SNEC should be able to do any job on the boat."

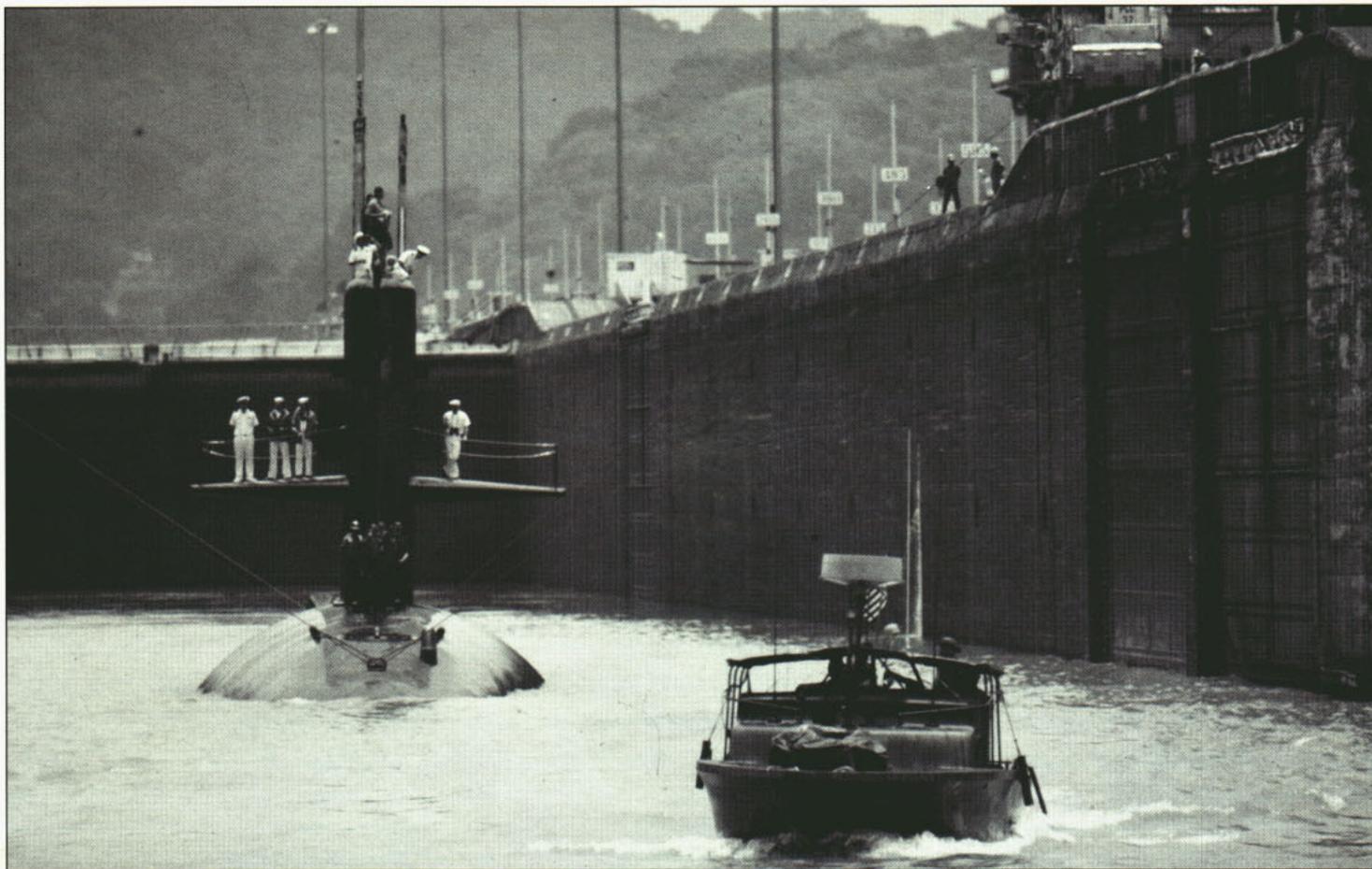
"That's complicated by the fact that we have a survival problem —

**Coxswains aboard SBU 26 patrol boats must be highly trained in emergency boat handling.**

small boats, off-shore, in uncharted shallow water are going to break up sometimes and sink," he continued. "Then what do we do about the people? They have to have both the will to survive and the techniques to survive. So we have a very rigorous physical training program: swimming, shooting and survival."

This training enables members of SBU 26 to keep up with the NSW Unit 8 SEALs they support. The SEALs work extensively with the brown-water navies in Latin American countries, and SBU 26 provides the boats and crews to operate them. "The rivers are the highways of Central and South America," said Unit 8's XO. "The drug traffickers and insurgents use the rivers — it's the most efficient way to get around."

"Some areas are large land masses broken up by lots of little interconnecting streams," Daugherty continued. "It's difficult to throw up a network to defend against the activities of guerillas and drug traffickers. In the Navy, we still have a capability that's left over from Vietnam where



we learned a lot from operating in that type of environment."

The Navy's involvement in training of Latin American navy members includes work in the classroom. The Naval Small Craft Instruction and Technical Training School, Naval Station Panama Canal, teaches such things as basic engine repair, welding and air conditioning and refrigeration repair. The SEALs follow up with on-the-job training in basic seamanship and riverine tactics. The students, after completing training, return to their countries and learn to apply their classroom knowledge to their own boats and motors, with their own personnel in their own environment.

"We also work with the Coast Guard on law enforcement — techniques they use working off the coast of the United States," said Daugherty. "This training is of tremendous value to Latin American countries. It offers them stability once they can control and protect their population through operating effectively in their waterways."

All the benefits of this training, however, aren't just to Central and South American countries. "It makes our people grow at the same time," Daugherty said. "They get out and cross-train, going out on mobile training teams and training our allies in areas such as riverine warfare and coastal patrol and interdiction. It's different from staying in Panama and doing it in a kind of 'closed environment,' where training is controlled, and then going out and actually doing it on location somewhere in South America."

Each operational area offers new challenges, requiring different skills and responses. "Say we're working with a boat here in Panama, and then take it on-scene to another country," said Daugherty. "We may find the currents in this other river are stronger, which means the boat handles differently. Or the equipment and facilities we have to work with are not the same as what we worked with here. That's the time we learn to be creative and learn how to resolve the problems of the people

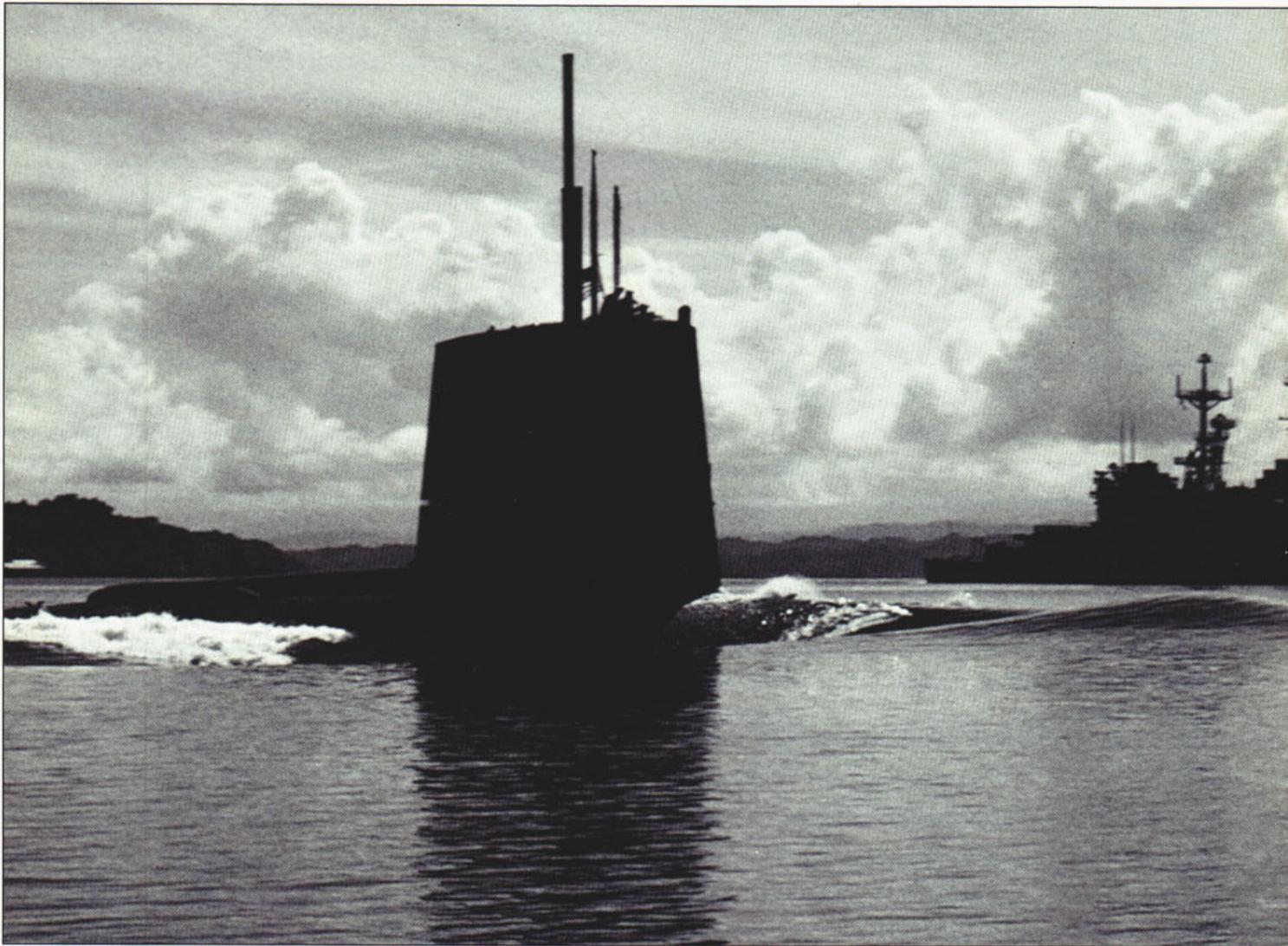
**NSW Unit 8 SEALs transit a lock of the Panama Canal while escorting USS Skipjack (SSN 585).**

we're working with. It's good training for us — we develop flexibility."

Learning to communicate with our Latin American allies is another benefit to the SEALs and crews of SBU 26. "When we're training, we're developing our language capabilities at the same time," Daugherty said. "It's different from learning Spanish in a structured environment. Some of the words you use, like 'outboard motor,' might be specific to that area." Even though Spanish is the common language, each area has different dialects and local Indian languages may be mixed in. "The things our sailors learn on the rivers is nothing you can pick up in a class."

The Naval special warfare units of the Southern Command are involved in a variety of training — sometimes deploying to other countries for mutually beneficial training, sometimes working with the U.S. Army and Air Force in joint ex-

# Brown water, blue Navy



ercises, and other times training with a host nation's personnel in a combined exercise. Unit 8 and SBU 26 also participate in joint, combined exercises.

"It gets a bit more difficult where you're working not only with the U.S. Army and Air Force, but you're working with the armies, air forces and navies of the host countries," said Daugherty. "We just finished up a joint, combined exercise in Honduras recently.

"Our personnel deployed on both the Pacific and Caribbean sides of Honduras," he continued. "We've developed a real close working relationship with the Honduran navy

and were supported by the army. You get a real flavor for real world, joint combined operations down here. It gives our people a chance to get out, be on-scene, see what's available and, again, be flexible."

It takes practice to learn how to operate with the military services of other countries. "You can't say, 'OK, this is how the U.S. Navy operates, and this is how we want you to do things.' It doesn't work that way," said Daugherty. "We have to understand how the host navy works and see how we can train and learn from each other to the mutual benefit of both the United States Navy and the host navy."

The importance of the cross-training Unit 8 and SBU 26 do with Latin American countries was re-emphasized by RADM Gerald E. Gneckow, Commander U.S. Naval Forces Southern Command. "It's no secret to anybody that many of the drugs on our streets are grown, processed and delivered to the United States from Latin America," he said. "We believe those same people involved in drug trafficking are also involved in terrorist and guerilla activity in many of the countries in question, causing a significant amount of instability in those countries.

"We have a duty and a responsibility to help our friends in Latin



**Left: An SBU 26 patrol boat escorts USS Skipjack through Gatun Lake along the Panama Canal route. USS Nicholson (DD 982) is in the distance.**

America to overcome some of their internal problems by providing them training and our expertise."

Gneckow also stressed the importance of the training to the United States. "The Navy concluded some time ago that a riverine/coastal warfare mission is a relevant and necessary part of the U.S. Navy — that it's necessary for us to maintain that capability," he said. "History has shown us that the lion's share of the conflicts in which our country has been involved have been 'brown-water' in nature — has included riverine and coastal navy requirements. We anticipate that the kinds of conflicts we are likely to be in-

involved in will involve riverine and coastal craft.

"So first of all it's absolutely necessary that the U.S. Navy maintain that capability," he continued. "Secondly, it's not only because we need the capability, but because so many of our friends have *only* that kind of capability." Small Latin American countries generally do not have "blue-water" navies, with large ships. "We want to be able to interface with all of the navies of Latin America ... so they understand what the United States is all about. And we won't have that opportunity unless we have some forces of the kind that they can work with. In other

words, an aircraft carrier obviously cannot work in the river with a patrol boat."

Training with the coastal and river forces can be dangerous work, according to the CO of SBU 26. "To really do our job right," said Holloway, "we have to train realistically — our gun shoots have to be real, our maneuvering, our ability to do high-speed operations at night in close-in coastal waters has to be real," he continued. "And you *have* to practice that to have any capability to do it in the real world because those are difficult evolutions.

"The mind-set in special warfare," Holloway said, "is that you accomplish the mission, even at the risk of grave personal danger. That's what it's all about. *Not* to have trained to do that is more dangerous than training."

The combined missions of SBU 26 and NSW Unit 8 — defense of the Panama Canal and working with the brown water navies of Latin American countries — requires boldness, daring and flexibility. But the CO of SBU 26 has confidence that they can handle any job that comes up.

He concluded, "By the nature of special warfare and the people we recruit, we don't have many shrinking violets." □

*Barnette is the senior staff writer for All Hands. Allen is a photojournalist assigned to All Hands.*

# A beacon in the dark

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*The Lighthouse for the Blind gives us  
the tools we need to make our mark.*

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**Right:** A blind assembly line worker places a dozen felt-tipped markers into each package. **Far right, bottom:** Sighted workers operate the machinery that assembles the felt-tip markers.



**Story and photos by  
PHI Chuck Mussi**

The writing of the brightly colored felt-tipped marker stands out against the stark whiteness of the Navy correspondence. It's a function of the design of that familiar writing instrument.

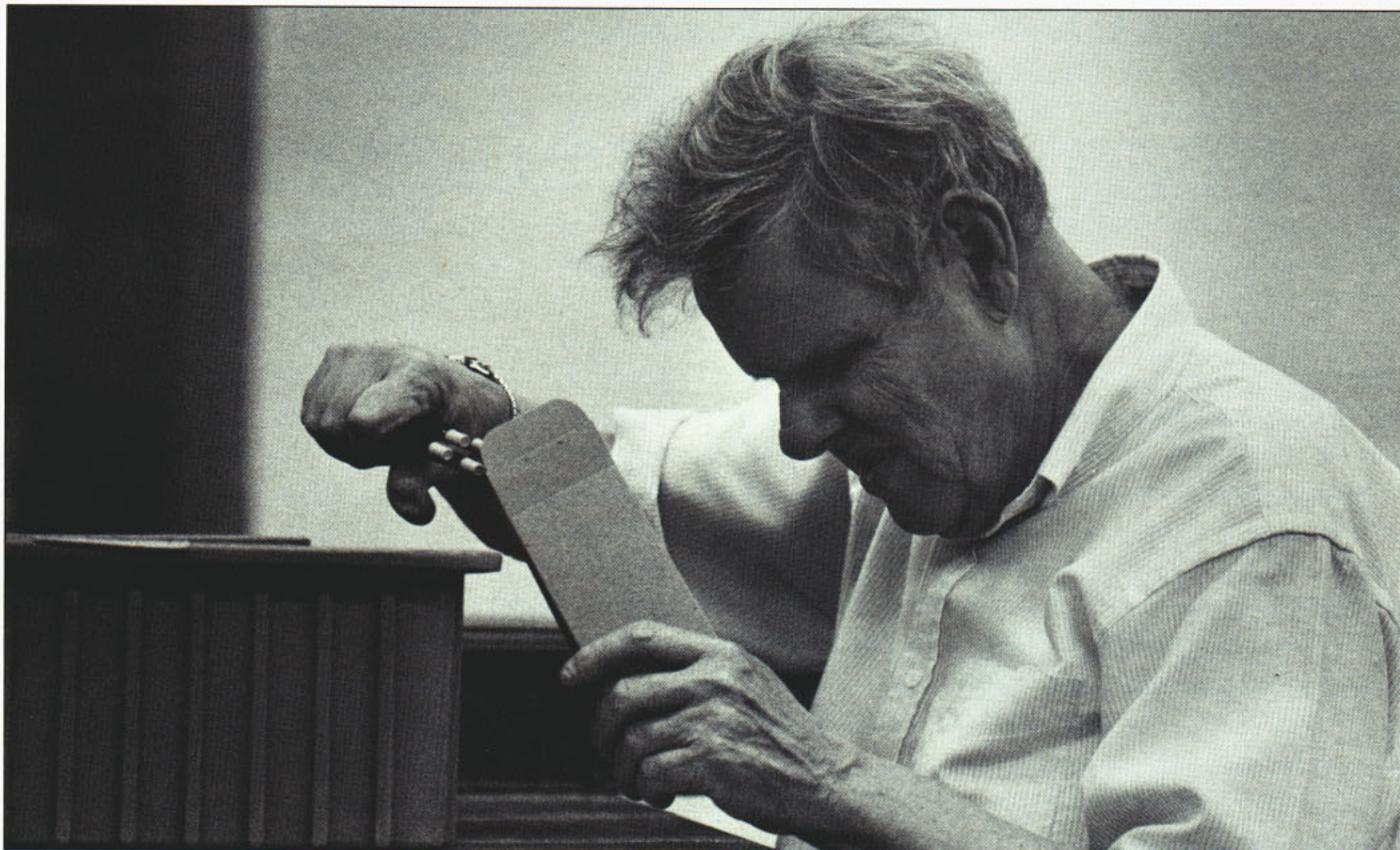
What is not a function of design, but has become a trademark of colored felt tips everywhere, is the personalized use of these markers.

Sailors, chiefs and ship's commanders all choose a favorite color: black, red, blue, purple, yellow, orange, brown or green, to add their personal stroke to the paper canvas. Sometimes the color choice is more a matter of bureaucratic tradition: COs use red, XO's green, Chiefs of Staff purple.

But where do these "administrative artists' brushes," officially known (by the box) as "marker, tube type; fine tip, one dozen," come from?

These markers are made by the Houston Lighthouse for the Blind, which was established to serve those who will never see those famous multiple colors, and never read the

There is a waiting list for employment in the Lighthouse's Industrial Division due to the excellent opportunities for visually impaired workers.



lines their markers produce.

Established in 1939, the Lighthouse of Houston is one of the largest private, nonprofit rehabilitation centers for visually impaired adults



and children in the United States.

Offering a full range of services, the Lighthouse's goal is to "enrich and broaden the lives of visually impaired individuals — to help them live with dignity and respect, gained from becoming independent, contributing members of the commu-

nity." This is, in large part, made financially possible by the sale of items, such as 23 million or so markers that go each year to the federal government, including (of course) the Navy.

These sales to government agencies are made possible by the Javits-Wagner-O'Day Act, which provides for the priority purchase of items from workshops with a 75 percent blind work force. The Lighthouse of Houston's industrial division has an 85 percent ratio of blind to sighted workers.

The Lighthouse's industrial division also produces 90,000 scrub brushes, 728,000 gallons of detergent, 615,000 gallons of disinfectant and 64,000 gallons of glass cleaner, besides the 23 million felt-tipped markers.

Born with cataracts that left her legally blind, Mrs. Rosa Coleman, a

Lighthouse employee for 11 years, said, "I like what I do. It is honest work. And, it's for the government." About the Lighthouse, Mrs. Coleman said, "You couldn't meet a nicer group of people to work with."

Mr. Ian Sangre, the director of the industrial division, said, "We have a waiting list for people who would like to work in our division. It's difficult to find a better paying job, with union benefits, for the visually impaired."

These are the hard-working people who make their mark in life by providing others the means to make their mark, with "marker, tube-type, fine tip." □

*Mussi is a photojournalist assigned to All Hands.*

# Waterworks project cements friendship

*Crew members of White Plains build new well and walkway for 8,000 in Philippine village.*

Story and photos by PHC Chet King



**LT Robert D. Crossan (left) joins other *White Plains* crew members and several residents of San Esteban in building a new wall for the *barrio*'s well. Flood water from two typhoons washed away the wall that enclosed the only source of drinking water for 8,000 townspeople.**

The *barrio* of San Esteban sits on a tributary of the Pampanga River in the lowlands 25 miles northwest of Manila, Republic of the Philippines. It is a poor *barrio*, with only one source of clean, fresh water. What water there is flows freely from an uncapped well near a canal and serves as a community bath, laundry and drinking water source for some 8,000 San Esteban residents.

When eight crewmen from the 7th Fleet combat stores ship USS *White Plains* (AFS 4) recently volunteered their time and energy to repair the wall around the village's well, they also cemented a bond between Filipinos and Americans.

"During the rainy season, the well is surrounded by mud and up to four feet of water," explained Operations Specialist 1st Class Dave Jeffers, whose wife Thelma is from San Esteban. "This year, flood waters from two typhoons washed away what little concrete blocking they had around the well," Jeffers said.

"When *White Plains* arrived at the ship repair facility in Subic Bay, Jeffers brought up the idea of a ship-sponsored community relations project at San Esteban," said LT Robert Crossan, the ship's chaplain.



Left: Even the local youngsters help by moving bags of cement to the site. Below: OS1 Jim Armenta (left) and Gunner's Mate Seaman Apprentice Shon Jenkins carry fill material for the construction project in San Esteban.



"Our commander, CAPT Robert Tracy, has a keen interest in community relations projects, and we try to reach out to people in every port we visit," said Crossan. "We're home-ported in Guam, but Subic Bay is like a second home to us."

After receiving approval from the local office of Project Handclasp, a program that allows 7th Fleet ships to participate in local community projects, Jeffers and Crossan purchased the cement, sand and gravel necessary to fix the well wall. They were joined by six other volunteers from *White Plains* and together they all traveled for three hours by van

and *banca* boat to San Esteban.

"This was a complete surprise to the people in the *barrio* when our boat arrived at their landing," said Jeffers. "They're fairly isolated here and don't get much government assistance. The men work as fishermen or caretakers of the commercial fishponds in the area."

Over a two-day period, the sailors and men from the *barrio* worked with makeshift tools to build a block wall, fill it in and lay a cement path to the well.

"It was good working together with the local people on the project," OS1 Jim Armenta said. "At first,

there was a language barrier but after we started, they pitched right in."

"This is a good thing for the *barrio*," stated 78-year-old Melanio Sunga of San Esteban. "We appreciate your help."

"This has been my most memorable experience since I came in the Navy three years ago," added Signalmen 2nd Class Bryce Pech. "We all came back to the ship tired and dirty, but feeling good inside." □

*King is assigned to the 7th Fleet Public Affairs Office, Subic Bay, Republic of the Philippines.*

# 'Cook and chill'

Story by SN Stephen F. Smith, photos by PH1 Chuck Mussi

Picture it. You're sitting in a nicely-lit room. The floors are carpeted wall-to-wall. After a brief wait, your meal is brought in. A fresh salad starts you out, followed by your main course: filet mignon, mashed potatoes with brown gravy, french cut green beans and dinner rolls. For dessert, you enjoy a good-sized slice of apple pie, along with vanilla ice cream. Then, you cap it all off with a cup of coffee.

You're in a fine restaurant somewhere, right? Wrong! This is the special meal the food management department routinely serves to new mothers at Bethesda Naval Hospital

in Maryland. The more typical entrees, served to other inpatients, are still pretty classy — broiled scallops, beef and peppers, chicken a la king and other popular entrees.

Bethesda's Food Management Department is responsible for preparing approximately 2,800 meals per day, according to CDR Kathleen Morrison, head of the food management department at Bethesda and a registered dietitian. She estimates that the food management department prepares 145 different menus over a 21-day menu cycle.

"Here in food service, we support

the inpatient population as well as the staff and outpatients who are authorized to use the dining facility," said Morrison.

The staff, and patients who are ambulatory, eat in the galley and they're served food straight from the kitchen. But the less mobile inpatient population is another matter entirely. For many inpatients, it's necessary to eat meals in their rooms. So a challenge arises: given strict budgetary constraints, how do you ensure that the patients receive food that tastes as fresh as the food served in the galley when it must be transported across a large hospital?

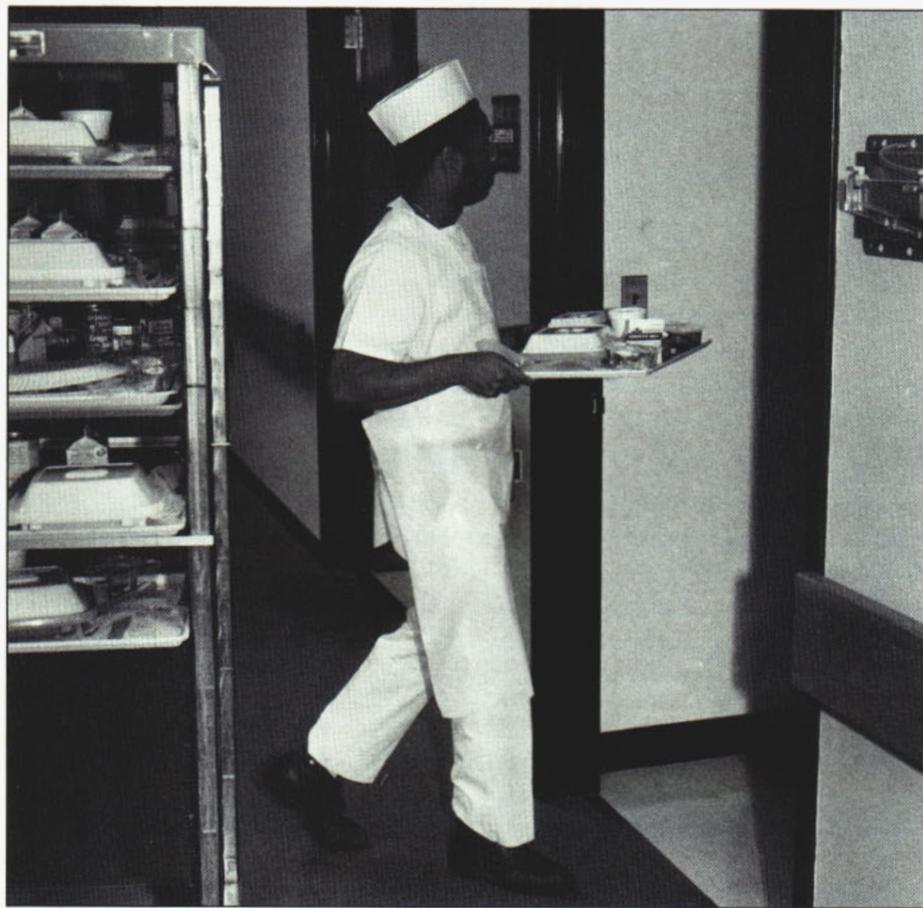
The answer involves a new approach: the "cook/chill" concept.

"The food prepared for an individual meal is going to be chilled and held until it can be plated and sent up to the wards," said LCDR Don Williamson, of the food management department's Bethesda's dietetics division.

"The food prepared today for lunch will be tomorrow's supper on the wards. The food prepared for supper tonight will be lunch two days from now," he said.

Does this sound like leftovers? Not according to Morrison. "It's important," she said, "to identify that the food served to the patients is not leftovers in any sense at all."

Leftovers consist of food that was served but not eaten. The food prepared under the cook/chill program, however, "hasn't been on a steam table at all," said Morrison. "It is freshly prepared, quickly chilled and



**A hot, nutritious meal is delivered to a patient's room.**

kept at the appropriate temperatures to ward off spoilage."

"It's served just like it would have been when it was hot, two or three meals before," added Williamson.

Each day, meals are cooked in the food preparation area by the food management department including a number of mess management specialists and civilian food service workers. Part of the food is immediately chilled and held under refrigeration until it is scheduled to be plated, transported, heated and served on the wards. The rest is promptly placed on the serving line in the galley.

When the refrigerated bulk food, set aside for patients, is due to be "plated," it's transferred to the tray assembly area. Following the menus completed by the patients, diet aides put the chilled food onto special plates and into bowls that contain special heating elements.

The food carts contain specially designed contact elements which help reheat food by transmitting electrical current to the heating elements in the plates and bowls on each tray, so foods are actually plated, reheated and served hot to patients in the same containers.

After the carts are fully loaded with individual patient trays in the tray assembly area, they are transported to the wards. They are picked up by an overhead monorail system and then they're transported by track along the ceilings to special elevators that carry them to the wards. This process is fully automated and is controlled from one central control panel in the tray assembly area.

As a result, it's possible to reheat and serve food without overcooking, which would be difficult to do by ordinary reheating methods. This means that a patient on the ward can enjoy a well-done piece of meat, just as the person in the galley did a few days before, and not an overdone one.

Bethesda and Orlando were the first Navy hospitals to use cook/chill tech-

niques. The cook/chill program has worked so well that the food management department at the naval hospital in San Diego was modeled after Bethesda's.

No doubt about it, the handling technology is impressive, but how does the food *taste*? The hospital surveys patient opinions of the food. The survey results were good news for the Navy.

The majority of patients surveyed were satisfied with the food according to Morrison. In fact, Morrison said she tried a "test tray" with a chicken breast, baked potato and some asparagus spears. Her verdict? "It's great!"

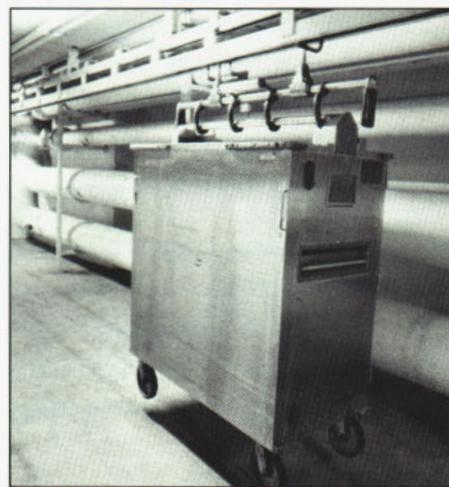
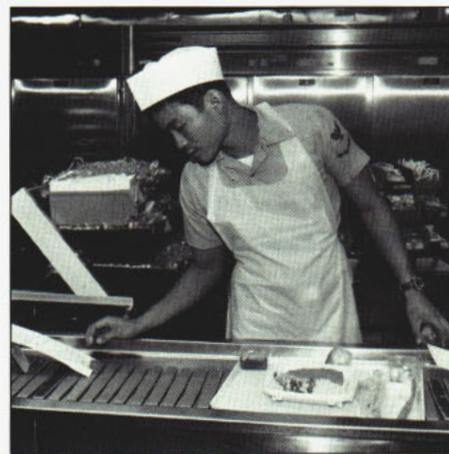
One patient, who has been an inpatient at Bethesda for approximately six months, is probably better qualified than most to evaluate the food. "My dad was a French chef, and cooking is my hobby," he said. Overall, he said he is impressed with the food at Bethesda. "For the purpose for which they are providing the food, it's good," he said. "And, it's given me excellent nutrition."

According to Morrison, it is a challenge to keep people who have been in the hospital for a long time satisfied with the food. "We find that, many times, they just need a change in routine, a little more control over what their requests are," she said. "If we've got an orthopedic patient who hasn't been out of bed for three months, we find that many times he just needs a change in routine. A dietitian will visit and ask, for example, 'How does a tuna sandwich sound instead of tuna casserole?' That's really what they need — just something a bit different."

The goal of Bethesda's food management is to provide the best possible meals economically and efficiently, and with the cook/chill program, the special dishes and carts and some thoughtful food service personnel, it does just that.

Fine dining — and you don't have to leave a tip! □

**Bethesda's cook and chill food service program provides the best possible meals — economically and efficiently.**



*Smith is a reservist assigned to Office of Information, Det. 206, Washington, D.C.*

# Bearings

## Missouri sailor 'sees' importance of safety glasses

For Machinery Repairman 3rd Class Don Harris, it was just going to be another ordinary repair job: create a new part for a feed pump in USS *Missouri's* (BB 63) number four fire-room.

Harris cleared his work area, put on his Navy-issue, shatter-resistant safety glasses and went to work.

However, this time, the job proved to be anything but routine for Harris.

"I was working on a valve disc," Harris said, "feeding to the end mill cutter, when a piece of it broke off and hit me in the face."

The piece that hit Harris was part of a new end-mill cutter, used to cut metal while making new parts. The piece had been removed from its



U.S. Navy photo

plastic cover only moments before the job was started.

The cutter Harris was using rotates at high speed, generating a tremendous amount of torque. A one-inch long by one-half-inch wide, razor-sharp sliver broke off the cutter and hit Harris' face.

"I didn't even see it," Harris said.

"I heard this 'BOOM.' Something hit my safety glasses and fell off."

The chunk of steel hit the left lens of Harris' safety glasses, penetrating a quarter-inch into the glass and cracking it. The chunk of steel barely grazed Harris' eyelashes.

Harris felt glass fragments in his eye and went to the restroom to wash them out. After flushing his eye, Harris went to the medical department. The medical officer found no damage to his eye.

"There is no question that the use of proper safety gear saved this man's vision," said CDR Jack Smith, *Missouri's* senior medical officer. ■

Story from USS *Missouri* (BB 63) Public Affairs Office.

## Night club highlights talent show aboard destroyer tender

It was opening night at Sammy's night club, aboard USS *Samuel Gompers* (AD 37).

Almost.

Actually, Sammy's night club was a mock candle-lit scenario set up on *Gomper's* flight deck for the purpose of presenting an organized talent show with a non-alcoholic twist.

"The show was originally the captain's idea, and I developed it from there," said Instrumentman 3rd Class Lori Mills, talent organizer and show coordinator. Sailors displayed their talent during the 14-act, two-hour event.

"We were well prepared because we had plenty of time to rehearse," Mills said. "We only had one group rehearsal, but I took the time to go around the ship and listen to individual rehearsals."

The stage area was set up as a typical night club, complete with a (non-

alcoholic) bar, a bartender, a piano and footlights surrounding the stage. Candle-lit tables were also arranged around the stage for the audience.

The show offered a wide variety of individual and group talent, showcasing everything from a dramatic monologue to rap music.

"People really seemed impressed with the way it was set up," said Hospital Corpsman 1st Class Renato Legaspi, who opened the show playing a piano medley. Seaman John Verd performed on an instrument not many people get a chance to listen to — the Celtic bagpipes.

"My mother used to work for a retired Air Force colonel who offered to teach us how to play," Verd said. "I finally took him up on it when I was 13."

Other performances included songs by the ship's choir, several group acts and a robot routine,

which got rave reviews.

"I haven't done the act since last WestPac," said part-time robot, full-time Interior Communications Technician 1st Class Don Kirkham. "I got started about 10 years ago watching Shields and Yarnell."

Mills, who used to organize dinner parties and entertainment as an office manager before she joined the Navy, said that although finding talent on the ship wasn't tough, she did have to do a little persuading with some people.

"Getting some of them to volunteer was half the battle," Mills said. "I think it went really smoothly."

The lights dropped and talent night came to a close at *Gomper's* very own "almost" night club. ■

— Story by JO2 Gail Henney, USS *Samuel Gompers* (AD 37).

## Queenfish commemorates first sub visit to North Pole

On Aug. 3, 1988, the men of USS *Queenfish* (SSN 651) commemorated the historic event of August 3, 1958, when USS *Nautilus* became the first U.S. nuclear submarine to surface at the North Pole.

For *Queenfish*, the trip under the ice was its fourth since 1967, and the third time she has surfaced at the North Pole. Prior to *Nautilus'* maiden voyage, diesel submarines had attempted to reach the pole, however the long trek under the ice

was impossible for their air-hungry engines.

Even for *Nautilus*, an early attempt to reach the North Pole proved unsuccessful. Navigation problems and unfriendly ice conditions stopped the first try, but persistence and improvements to her navigational system finally made the voyage successful.

*Queenfish's* journey took her on a similar path that *Nautilus* used 30 years before. She arrived on Aug. 2

and surfaced the following day to celebrate the 30-year anniversary.

In addition, once above the ice, the *Queenfish* crew took part in an "eat-'em-before-they-freeze" hot dog and hamburger cookout, complete with a visit from Santa Claus, football and softball games and plenty of picture-taking. ■

— Story by Public Affairs Office, Com-SubPac, Pearl Harbor, Hawaii.

## Guam sailors keep 'PACE' at sea

Sailors aboard USS *Guam* (LPH 9) have found a challenging and rewarding way to spend their off-duty time while at sea — they attend college.

Through the Navy's Program for Afloat College Education, *Guam* sailors are getting college credits by attending classes accredited by a number of U.S. colleges and universities throughout the United States. The classes are taught by civilian instructors, and one of the teachers aboard *Guam*, Gordon Shockley, says that PACE offers a very intriguing challenge for him.

"You have to be a bit 'different' to teach aboard ships," Shockley said. "We have to teach our courses and meet responsibilities, as well as tactfully stay out of the way." Shockley's teaching partner, Manley Rusho, feels the same way.

"The eager-to-learn students are a real pleasure," Rusho said. "This is not a campus environment, and the achievement level of the students is high."

**PACE instructor Manley Rusho teaches a history class to Marines and sailors.**

Both instructors agree that, although the ship comes first, the students are highly motivated. And the fact that *Guam* comes first does not stop the students from learning, and it doesn't stop the command's support of PACE. CAPT Robert Hanke, *Guam's* commanding officer, lectures at some of Shockley's management classes.

"The PACE program shows the military's interest in the continuing education of its sailors and Marines," Hanke said. "Bringing civilians on board to teach the classes gives the educators a chance to see what our young men and women are doing in the Mediterranean." ■

— Story by JO3 Dave Doward, USS *Guam* (LPH 9).

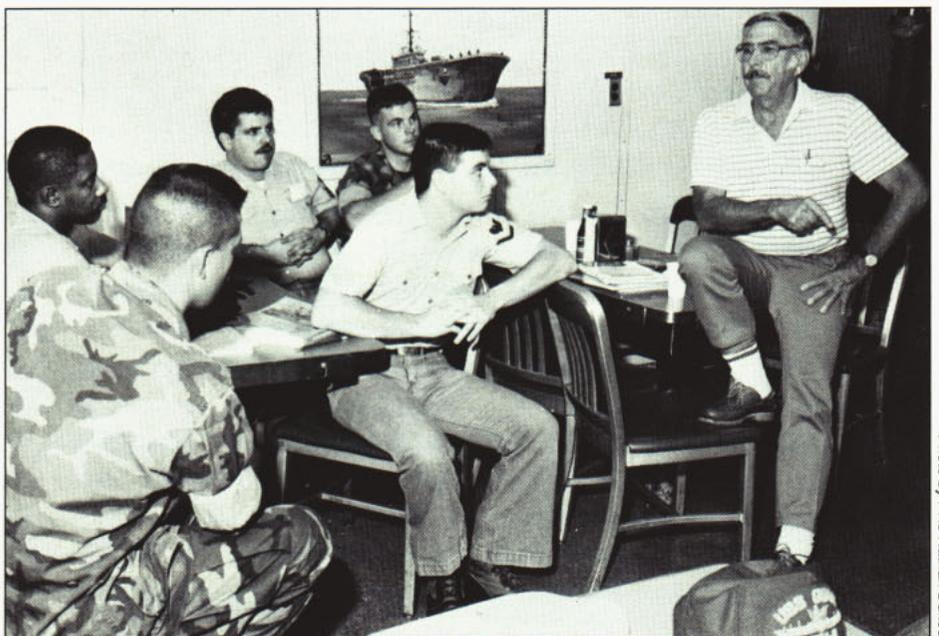


Photo by PH3 Nathan Dukas

# Bearings

## Top Navy award to flight attendant

In December, TWA flight attendant Ulrike "Uli" Derickson was presented the Navy's highest civilian award for her heroic efforts during the hijacking of TWA's flight 847 on June 17, 1985.

"Her courageous and heroic efforts to support and protect the passengers, including Petty Officers Robert Stethem and Clinton Suggs, were in keeping with the highest traditions of the U.S. Navy," said Secretary of

the Navy William L. Ball III, in presenting Derickson with the Navy Distinguished Public Service award.

Stethem, Suggs and four other Navy divers assigned to an underwater construction team at Little Creek Amphibious Base in Norfolk, were among the 39 American passengers held captive for 17 days after the Athens-to-Rome flight was hijacked. Stethem was shot and killed despite Derickson's efforts.

During the ordeal, Derickson served as interpreter between the 152 passengers and hijackers, providing hope and emotional support. She also helped avoid worse hostilities by hiding the passports of passengers with Jewish-sounding names, and managed to stop the terrorists from beating Suggs.

"I'm no heroine," said Derickson. "They [the terrorists] threw me a 'hot potato' and I had to handle it." ■

## Movie, television star honored by Naval Reserve

The Navy's top reservist, RADM F. Neale Smith, visited the set of the new television series "Superboy" in Sanford, Fla., last November to present an honorary Thomas Jefferson Award to actor/director Jackie Cooper for his work on the film "First to Cross."

Cooper, a retired Naval Reserve captain, received the award for the film that depicts the first crossing of the Atlantic by airplane. In 1919,

Navy pilots actually completed the crossing before Charles Lindberg's solo non-stop flight in the "Spirit of St. Louis."

The Thomas Jefferson Award is the Department of Defense's highest honor for a military film.

Cooper, who portrayed Clark Kent's boss, editor Perry White, in the first three "Superman" movies, is directing three episodes of the new action/adventure television show based on

the earlier days of "Superboy."

"It was a pleasure for me to be able to present this award to CAPT Cooper," said Smith. "Over the years, he really has performed yeoman service for the Naval Reserve, using his fine skills as an actor and director in helping us project the Navy image to the public. And since Cooper has 'been there' as a naval officer, it really has given credibility to his presentations."

The award for "First to Cross" was the second of two Thomas Jefferson Awards the Naval Reserve received during the past year. "Force on the Move," a slide-and-sound presentation about the Naval Reserve, also received honors in another category. ■

— Story by LCDR Peter Reynierse, Office of the Director of Naval Reserve, Washington, D.C.

Jackie Cooper (far right) is joined by the cast and crew of "Superboy." From left to right: Ilya Salkind, executive producer; RADM F. Neale Smith, director U.S. Naval Reserve; Bettye D. Smith, Mayor of Sanford, Fla.; Stacy Haiduk, "Superboy" leading lady; John Haymes Newton, "Superboy"; and Jim Calvert, "Superboy" supporting lead.



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Navy Rights & Benefits

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## Officer Promotions

# Officer Promotions

*Long ago, the Navy recognized that the finest ships and best trained crews were only as effective as the officers who commanded them. Consequently, the sea service has always sought the most capable men and women for the officer corps and encouraged them to advance as far as their abilities permitted.*

*Laws and regulations governing the promotion of naval officers are the product of more than 200 years' experience and ensure that all officers receive impartial consideration based solely on their capabilities and experience. This month's Rights and Benefits addresses all aspects of the officer promotion system.*

The Navy's officer corps is structured like a pyramid. Starting with a wide base of junior officers at the bottom, it rises to a relatively few flag officers near the pinnacle, with one, the Chief of Naval Operations, at the top. The officer corps structure consists of 21 competitive categories, i.e., groups of officers possessing similar skills, education and training (see Table 1).

By law, the Navy's promotion system is *vacancy-driven*. Annually, promotion planners on the CNO's staff develop plans to determine the projected need (or vacancies) for officers in each grade within each of the competitive categories. The development of these plans starts the promotion system cycle, within which are three major elements: promotion opportunity, selection for promotion and promotion.

## Promotion opportunity

Obviously, all officers can't reach the top of the pyramid. However, everyone has the same promotion opportunity as the contemporaries in his/her competitive category. Promotion opportunity is the product of three factors: authorized officer strength, promotion flow point and promotion percentage.

- *Authorized officer strength.* The Navy's authorized officer strength is the total number of officers authorized to be in the Navy at the end of each fiscal year. The Secretary of Defense prescribes this total number for each of the armed forces, and the

Secretary of the Navy, in turn, distributes this total number among the Navy's 21 competitive categories. Since the authorized officer strength sets a limit on how many officers we can have in the Navy each year, it affects the number of promotions that can be made.

- *Promotion flow point.* Promotion flow point is a predetermined number of years of commissioned service at which most officers would be promoted to the next higher grade. Current promotion flow points are based on congressional, Department of Defense and Navy policy guidelines and are shown in Table 2.

- *Promotion opportunity.* When developing the annual promotion plans, CNO's promotion planners use the promotion percentage guidelines in Table 3, along with the number of vacancies to be filled in each grade in each competitive category, to determine the zone size (or rather, to determine who's "in zone" for selection). For example, if planners foresee a need to fill 300 captain vacancies in the unrestricted line, and a promotion opportunity of 50 percent is desired, then the zone must include 600 URL commanders.

Note: To be eligible for consideration for selection from "in zone," an officer must have the following minimum years in grade:

RADM	1 year as RADM(L)
RADM(L)	3 years as CAPT
CAPT	3 years as CDR
CDR	3 years as LCDR

LCDR	3 years as LT
LT	2 years as LTJG
CWO4 (Permanent)	6 years as CWO3 (Permanent)
CWO4 (Temporary)	4 years as CWO3 (Temporary)
CWO3 (Permanent)	6 years as CWO2 (Permanent)
CWO3 (Temporary)	4 years as CWO2 (Temporary)

These three factors — authorized officer strength, promotion flow point and promotion percentage — are interrelated. A change in one will force a change in at least one of the others.

After finalizing the zone size for each grade and competitive category, promotion planners forward the plans via the chain of command to SecNav. He modifies and/or approves the plans and announces the zones via AINav at least 30 days prior to the convening date of the first selection board of the fiscal year.

## Selection for promotion

Annually, SecNav convenes promotion boards for each competitive category, to select active duty officers and reserve officers not on active duty, for promotion to the grades of chief warrant officer 3, chief warrant officer 4, lieutenant, lieutenant commander, commander, captain, rear admiral (lower) and rear admiral (upper). Chief warrant officer 2 and ensign are commissioning grades, and an officer's com-

# Officer Promotions

manding officer determines the individual's promotion to lieutenant junior grade. Officers above the grade of captain are *appointed*, not promoted, by the President of the United States to the grade of admiral and vice admiral.

Selection boards are composed of officers characterized by their high quality of performance, maturity, judgment, naval background and experience. SecNav normally assigns the senior member as president of the board. Each member subscribes to an oath to consider all eligible officers without partiality and to recommend for promotion only those officers who are "best qualified."

In a written precept — standards of action or conduct — to the board, SecNav stipulates that the board's proceedings shall be confidential and confined within the board room. He requires the board to submit its findings and recommendations, but not the reasons for its decisions. This is in the interest of those who aren't selected, in that nothing enters their official record to indicate why they were not recommended for promotion.

Note: Every officer being considered for promotion has the right to send a letter to the president of the board calling attention to any matter of record concerning himself/herself which he/she thinks is important to the deliberations. The contents of the letter cannot criticize any officer or reflect upon the character, conduct or motive of any officer.

The board cannot exceed the number of selections provided for in SecNav's precept. For example, if 100 officers are "in zone" and SecNav requires a 70 percent promotion percentage, the board cannot select more than 70 officers for promotion. It may reach "below zone" and choose for early promotion up to 10 percent (or 15 percent with SecDef approval) of the total number of officers selected. If, in the above exam-

**Table 1. Navy Officer Competitive Categories**

Competitive Category	Designator	
	Code	Notes
Unrestricted Line	110X	General Unrestricted Line
	111X	Surface Warfare
	112X	Submarine Warfare
	113X	SEAL
	114X	Special Operations
	12XX	Materiel Professional
	130X	General Aviation
	131X	Pilots
	132X	Naval Flight Officer
Restricted Line		
Engineering Duty Officer	14XX	
Aeronautical Engineering Duty Officer (Aeronautical Engineering)	151X	Through 0-6 until designated 150X
Aeronautical Engineering Duty Officer (Aviation Maintenance)	152X	Through 0-6 until designated 150X
Aviation Duty Officer	154X	
Special Duty Officer (Cryptology)	161X	
Special Duty Officer (Intelligence)	163X	
Special Duty Officer (Public Affairs)	165X	
Special Duty Officer (Oceanography)	180X	
Staff Corps		
Medical Corps	210X	
Dental Corps	220X	
Medical Service Corps	230X	
Judge Advocate	250X	
General Corps		
Healthcare Professional	26XX	
Nurse Corps	290X	
Supply Corps	310X	
Chaplain Corps	410X	
Civil Engineer Corps	510X	
LDO		
Limited Duty Officer (Line)	61XX/62XX/ 63XX/64XX	
Limited Duty Officer (Staff)	65XX	
CWO		
Chief Warrant Officer	7XXX	

# Officer Promotions

ple, the board selects 10 officers from "below zone," it can select only 60 officers from "in zone." (Each officer normally gets two "looks" from "below zone" before entering "in zone.") The board also may select "above zone" officers, i.e., those who were considered by a promotion board in a previous year, but weren't selected.

Boards are convened in the fiscal year preceding the fiscal year in which promotions are actually effected. Table 4 lists the approximate dates of the FY89 promotion boards. For instance, those officers selected for promotion by the captain line board which met in January 1988 will not be promoted to captain until sometime in fiscal year 1989, depending on when actual vacancies occur in the Navy's captain inventory.

tion list, several events must occur in the following order before an of-

ficer actually gets promoted to the next higher grade:

**Table 2. Promotion Flow Points**

To Grade of	Promotion Flow Point
CW03 (Permanent)	After 6 years as CW02 (Permanent)
CW03 (Temporary)	After 4 years as CW02 (Temporary)
CW04 (Permanent)	After 6 years as CW03 (Permanent)
CW04 (Temporary)	After 4 years as CW03 (Temporary)
LTJG	2 years
LT	4 years
LCDR	9-11 years
CDR	15-17 years
CAPT	21-23 years
RADM(L)	24-26 years
RADM	After 1 year as RADM(L)
VADM/ADM	Officers in any grade above CAPT may be <i>appointed</i> to a position of importance and responsibility requiring the grade of vice admiral or admiral

## Promotion

Once the board concludes its deliberations and assembles its promo-

**Table 3. Promotion Percentages**

To Grade of	Promotion Percentage
CW03(T)	90%
CW03(P)	95%
CW04(T)	80%
CW04(P)	90%
LTJG	100% if fully qualified
LT	95%
LCDR	80-85%
CDR	70-75%
CAPT	50-55%
RADM(L)/RADM	**No minimum
**The promotion percentage for RADM(L) is approximately 2-4%, depending on competitive category. The promotion percentage for RADM is approximately 60%.	

**Table 4. Approximate Dates of FY89 Promotion Boards**

Board	Line = L Staff = S	Active = A Reserve = R	Approximate Convening Date
RADM(L)	L/S	A	OCT 88
RADM(L)	L/S	R	NOV 88
RADM	L/S	A/R	FEB 89
CAPT	L	A/R	JAN 89
CAPT	S	A	FEB 89
CAPT	S	R	MAY 89
CDR	L	A	MAR 89
CDR	L	R	APR 89
CDR	S	A	APR 89
CDR	S	R	MAY 89
LCDR	L	A	MAY 89
LCDR	L	R	JUN 89
LCDR	S	A	JUN 89
LCDR	S	R	SEP 89
LT	L	A	JUL 89
LT	L	R	AUG 89
LT	S	A	AUG 89
LT	S	R	SEP 89
LTJG/CHC	S	A	AUG 89/MAR 90
CWO		A/R	SEP 89

# Officer Promotions

- Chief of Naval Personnel, Judge Advocate General and Chief of Naval Operations review the list.

- SecNav reviews the list.

- SecNav publishes the list for chief warrant officer, lieutenant, lieutenant commander, commander and captain via AINav message. The AINav lists the names of selectees in alphabetical order and shows an officer's relative seniority among selectees within each competitive category. Officers in the same competitive category maintain relative seniority throughout their careers. Changes occur only if an officer is selected for early promotion or fails to be selected for promotion.

- Secretary of Defense signs the list.

- President of the United States signs the list.

- SecNav publishes the list for rear admiral (lower) and rear admiral (upper) via AINav message.

- U.S. Senate confirms the list. Lieutenant (Active/Reserve), lieutenant commander (Reserve) and chief warrant officer selectees do not require Senate confirmation.

- SecNav authorizes promotions via AINav message as vacancies occur. This event normally occurs at monthly intervals in the fiscal year following the fiscal year of selection. Assuming an officer maintains all qualifications, he/she will receive the first paycheck for the next higher grade soon after his/her name appears on this AINav.

## Frocking

Frocking is an administrative authorization to assume the title and wear the uniform of a higher pay grade without entitlement to the pay, allowances or disciplinary powers of that grade. Current frocking policy is contained in AINav 094/87 as a modification to MilPers-Man. It requires that an officer be selected for and confirmed by the Senate and that he or she be in a billet requiring the higher grade. The billet must also be a sea duty billet, joint billet or CO/XO (sea/shore). The frocking of CWOs and lieutenants is not affected by this AINav modification. Waivers to this policy will not be approved.

**Table 5. Retirement/Continuation**

Grade	Mandatory Retirement Point		Maximum Length of Active Commissioned Service with Continuation-DOPMA Officers
	Pre-DOPMA Officers	DOPMA Officers	
ADM/VADM (0-9/0-10)	CNO Discretion	35 YOS*	35 YOS (+ 5 YIG*)
RADM (0-8)	30 YOS (+ 4 YIG + 4 YIG)	35 YOS	35 YOS (+ 5 YIG)
RADM(L) (0-7)	30 YOS (+ 4 YIG + 4 YIG)	30 YOS	30 YOS (+ 5 YIG)
CAPT (0-6)	30 YOS	30 YOS	30 YOS (+ 5 YIG)
CDR (0-5)	26 YOS	28 YOS	28 YOS (+ 5 YIG)
LCDR (0-4)	20 YOS	2 FOS*	24 YOS
LT (0-3)	2 FOS (Women-13 YOS)	2 FOS	20 YOS
LTJG (0-2)	2 FOS (Women-7 YOS)	2 FOS	None
CWO	2 FOS (For Permanent Promotion or 30 YOS)	2 FOS	30 YOS

\*YOS = Years of Active Commissioned Service; YIG = Years in Grade; FOS = Failure of Selection.

## Defense Officer Personnel Management Act

DOPMA, enacted Sept. 15, 1981, established all the requirements and guidelines which govern the officer promotion/continuation/retirement system.

Officers promoted or selected for promotion to their present grades before Sept. 15, 1981, are termed pre-DOPMA officers for promotion/continuation/retirement purposes.

Those selected and promoted to their present grades, continued or augmented on or after Sept. 15, 1981, are termed DOPMA officers.

## Failure of selection

Many fine officers who are well-suited for promotion are not selected because of quota constraints.

Some others are unable to maintain the standards of professional performance needed to be selected for promotion.

Those who fail to be selected may be continued on active duty or forced to retire in accordance with the guidelines listed in Table 5. □

# Mail Buoy

## Puerto Rico counts

I am writing to you concerning a statement made by JOSA Marke M. Hengsen in the "To cap it all off . . ." article of your November issue. On Page 35, it is stated that, "It may surprise some to learn that such an American symbol as the Navy white hat isn't made in the United States. Mayaguez, Puerto Rico, is the home of Propper International, Inc., the company that has been making white hats for DPSC for the last 10 years."

Puerto Rico is not part of the United States? It was annexed from Spain in 1898. It boasts Commonwealth status, approved by the President of the United States, and with some relatively minor adjustments, approved by Congress under Public Law 447 of July 3, 1952.

Prior to that, the Second Organic Act, passed in 1917 and known as the Jones Act, granted Puerto Ricans U.S. citizenship, and provided for a bi-cameral legislature. In 1947, the Organic Act of 1917 was amended with passage by the U.S. Congress of an act making the Governor of Puerto Rico an elected official (vs. appointed by the U.S.), but the President of the United States retained the right to appoint the Auditor, and the Justices of the Puerto Rican Supreme Court. They also have a resident commissioner here in Washington, and vote for the President and Vice-President of the United States.

Not a part of the United States? I believe that the Honorable Edward Hidalgo, former Secretary of the Navy, would disagree.

I believe Governor Horace H. Towner said it best in his inaugural address in 1923: "Puerto Rico is a part of the United States. It has a republican form of government . . . of like character with that of the other states and territories which, with it, constitute the Union . . . I think that practically all those who have given the subject consideration realize that Puerto Rico is permanently a part of the United States. I feel sure that the people of Puerto Rico now can have no other wish than to remain a part of the United States, as fixed and secure beneath her flag as is Massachusetts or California."

Maybe JOSA Hengsen would like to know how Puerto Rico became a part of the United States. A good reference on the early history and development is "Britain and the United States in the Caribbean" by Mary Macdonald Proudfoot, reprinted

in 1976 by Greenwood Press, Inc. (Library of Congress Catalog Card Number 74-385. ISBN 0-8371-7382-5).

— LTJG G. Navas  
Naval Historical Center  
Washington, D.C.

## Dixie cup memories

The article "To cap it all off . . ." in the November issue of *All Hands* was a fine one; it stirred old memories about cap customization. However, the dixie cup offered modest opportunities when compared to the "flat hat" which I was issued at RTC San Diego in early 1958, especially when its brim was reinforced with clothes hanger wire. Unfortunately, that distinctive bit of uniform tradition was phased out. Too bad! It was really "salty."

The white hat has another attractive capability. With the brim turned down, one, with practice, can get it going several hundred RPM atop an extended index finger. High flips toward the ceiling with the dixie cup are then possible, sort of a sailor's frisbee. This practice used to drive the instructors at ET "A" school at Treasure Island nuts; probably it still does.

I remember the "tie-ties" to which MCPON Bushey refers being called "clothes stops." (My circa-1957 *Blue Jacket's Manual* confirms this.) One of my jobs as Recruit Company MAA was to ensure Company 023's freshly washed clothing was secured with reef-knotted clothes stops and spaced properly on our clotheslines. Our company commander's penalty for poor washing/knotting/hanging performance was dropping the whole load to the ground and marching the company across the pile. That only happened once!

— CAPT S. Howard  
Naval Electronic Engineering  
Systems Command  
San Diego

## Reunions

• **USS Stormes (DD 780), USS Warrington (DD 843) and USS Vogelgesang (DD 862)** — Reunion April 8, Jackson, Mich. Contact Ray Didur Sr., P.O. Box

282, 122 Porter St., Cement City, Mich. 49233-0282; telephone (517) 592-6941.

• **Helicopter Combat Support Squadron Seven (HC 7)** — Reunion April 11-15. Jacksonville, Fla. Contact CDR Jim Spillman, Helicopter Anti-Submarine Squadron 75, P.O. Box 87, Naval Air Station Jacksonville, Fla. 32212-0087; telephone Autovon 942-4495 or commercial (407) 746-3875.

• **USS Providence (CL 82) and staff of ComCruDiv (10)** — Reunion April 28-30. Virginia Beach, Va. Contact BMC (Ret.) O.C. Ayers, 424 Ridgeland Ave., Elmhurst, Ill. 60126; telephone (312) 832-2387.

• **USS General H.W. Butner (AP 113)** — Reunion May 1-4. Las Vegas, Nev. Contact James Miller, 116 Hyman Ave., Las Vegas, Nev. 89128; telephone (702) 363-2475.

• **USS Little (DD 803, DD 79, APD 4)** — Reunion May 5-7. Flagship Inn, Arlington, Texas. Contact Melvin E. Fenoglio, Box 13, Montague, Texas 76251; telephone (817) 894-2641.

• **USS Jenkins (DD/DDE 447)** — Reunion May 17-20. San Luis Obispo, Calif. Contact Donald M. Coats, 1751 Sydney, San Luis Obispo, Calif. 93401; telephone (805) 543-5088.

• **USS Lexington (CV 2)** — Reunion May 17-20. Galveston, Texas. Contact Walt Kastner, 466 Ivy Glen Drive, Mira Loma, Calif. 91752.

• **USS General W.A. Mann (AP 112)** — Reunion May 18-21. Airport North-Holiday Inn, St. Louis, Mo. Contact Gerald J. Bligh Jr., 10 Forest Acres Drive, Apt. B, Bradford, Mass. 01830-7024; or Clark E. Green, 115 Florence Blvd., DeBary, Fla. 32713.

• **LST 398** — Reunion May 18-21. Quality Inn Airport, Tucson, Ariz. Contact David B. Hafemeister, 9312 E. Barbara Jean Place, Tucson, Ariz. 85710; telephone (602) 886-8728.

• **USS La Vallette (DD 448)** — Reunion May 18-21. San Diego. May 22-24. Ensenada, BC, Mexico. Contact Clarence M. Allen, HC Route 1, Box 551, Trinity Center, Calif. 96091; telephone (916) 286-2635.

• **USS Whiteside (AK 90)** — Reunion June 9-11, 1989. Anyone who served aboard (1944-1957), or Marines taken to or from battle aboard, please contact Dale Cochran, 715 East Market St., Iowa City, Iowa 52240; telephone (319) 354-0270.

# ALL HANDS Photo Contest

The *All Hands* photo contest is open to all active duty, reserve and Navy civilian employees. NIRA personnel are not eligible.

**All entries must be Navy related.** The photo need not be taken in the calendar year of the contest.

There will be two categories: single-image feature picture and picture story (three or more photos on a single theme). Each category will have three groups. Black-and-white print, color print and color transparencies. No glass-mounted transparencies or instant film (Polaroid) entries are allowed. Photo stories that are presented in color transparencies should be numbered in the order you wish to have them viewed and accompanied by a design layout board showing where and how you would position the photographs.

There is a limit of six entries per person. Each picture story is considered one entry regardless of the number of views in the picture story.

Minimum size for single-image feature picture is 5 inches by 7 inches.

All photographs must be mounted on black 11-inch by 14-inch mount board.

Picture stories must be mounted on three 11-inch by 14-inch mount boards taped together, excluding photo stories entered in transparencies.

Please include name, rank, present command, complete mailing address, title for the photograph and complete cutline information on a separate piece of paper taped to the back of the photo or slide mount, or use entry form (below).

Certificates will be awarded to 1st, 2nd and 3rd place winners in each of the six groups. Ten honorable mentions will also be awarded certificates. Winning photographs will be featured in *All Hands* magazine.

Entries will not be returned to the photographer.

**DEADLINE: ALL ENTRIES MUST BE RECEIVED NO LATER THAN SEPT. 1, 1989.**

**For each entry, please indicate in which category and group you are entering the photograph. Attach this entry form to your entry.**

## Single-image feature

- Black-and-white print
- Color print
- Color transparencies

## Photo story

- Black-and-white print
- Color print
- Color transparencies

Name: \_\_\_\_\_

Command: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

Send entries to: *All Hands* magazine  
Photo Contest  
Navy Internal Relations Activity  
601 N. Fairfax St., Suite 230  
Alexandria, VA 22314-2007



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