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PREFACE By enrolling in this self-study course, you have demonstrated a desire to improve yourself and the Navy. Remember, however, this self-study course is only one part of the total Navy training program. Practical experience, schools, selected reading, and your desire to succeed are also necessary to successfully round out a fully meaningful training program. COURSE OVERVIEW: In completing this nonresident training course, you will demonstrate a knowledge of the subject matter by correctly answering questions on the following: History and Organization of the Seabees and Laws of War; Special Clothing and Equipment; Service Rifle and Pistol Marksmanship; Combat Maneuvers, Formations, Patrols, and Ambushes; Land Navigation; Evasion, Survival, and Escape; Individual Protective Measures; Entanglements; Chemical, Biological, and Radiological (CBR) Defense; First Aid and Field Sanitation; Grenades, Land Mines, and Booby Traps; Organic Support Weapons: M203 and Machine Guns; and Organic Support Weapons: 60-mm Mortar and AT4. THE COURSE: This self-study course is organized into subject matter areas, each containing learning objectives to help you determine what you should learn along with text and illustrations to help you understand the information. The subject matter reflects day-to-day requirements and experiences of personnel in the rating or skill area. It also reflects guidance provided by Enlisted Community Managers (ECMs) and other senior personnel, technical references, instructions, etc., and either the occupational or naval standards, which are listed in the Manual of Navy Enlisted Manpower Personnel Classifications and Occupational Standards, NAVPERS 18068. THE QUESTIONS: The questions that appear in this course are designed to help you understand the material in the text. VALUE: In completing this course, you will improve your military and professional knowledge. Importantly, it can also help you study for the Navy-wide advancement in rate examination. If you are studying and discover a reference in the text to another publication for further information, look it up. CONTENTS – Volume 1: CHAPTER PAGE 1. History and Organization of the Seabees and Laws of War 1-1 2. Special Clothing and Equipment 2-1 3. Service Rifle and Pistol and Marksmanship 3-1 4. Combat Maneuvers, Formations, Patrols, and Ambushes 4-1 5. Land Navigation 5-1 6. Evasion, Survival, Escape 6-1 7. Individual Protective Measures 7-1 8. Entanglements 8-1 9. Chemical, Biological, and Radiological (CBR) Defense 9-1 10. First Aid and Field Sanitation 10-1 11. Organic Communications Equipment 11-1 12. Hand Grenades, Land Mines, and Booby Traps 12-1 13. Organic Support Weapons: M203 and Machine Guns 13-1 14. Organic Support Weapons: 60-mm Mortar and AT4 14-1 APPENDIX I. Glossary of Common Military Terms A1-1 II. References used to develop the TRAMAN A1I-1 INDEX INDEX-I CONTENTS – Volume 2: CHAPTER PAGE 1. Organization and Operation of the Combat Operations Center 1-1 2. Organization and Operation of the Company Command Post 2-1 3. Setup and Control of Medical Evacuation (MEDEVAC) 3-1 4. Planning and Development of Defense Tactics 4-1 5. Counter Ambush Techniques 5-1 6. CBR Decontamination 6-1 APPENDIX I. Glossary of Common Military Terms A1-1 II. Overlay Techniques A1I-1 III. Characteristics of TOA Weapons for an NMCB A1II-1 IV. Decontaminants A1V-1 V. Decontamination of Specific Items AV-1 VI. Work/Rest Table AVI-1 VII. Acronyms AVII-1 VIII. References Used to Develop This TRAMAN AVIII-1 INDEX INDEX-1

Over 500 total pages ... Contains the following publications: 1. HISTORY OF THE SEABEES COMMAND HISTORIAN NAVAL FACILITIES ENGINEERING COMMAND (1996) 2. Seabees in World War II Through 2012 (2012) 3. Utilization of Advanced Journeyman Training in the U. S. Naval Construction Force (1997) 4. U.S. NAVY SEABEES AS A STABILITY ASSET (2009) 5. Effects of National Strategic Policy on the Military Engineer Force Structure from 1919 through 1991 (2009) 6. SEABEES: NATIONAL INSTRUMENT OF POWER PROJECTION (2013) INTRODUCTION: INTRODUCTION The Seabees of the United States Navy were born in the dark days following Pearl Harbor when the task of building victory from defeat seemed almost insurmountable. The Seabees were created in answer to a crucial demand for builders who could fight. Using sailors to build shore-based facilities; however, was not a new idea. Ancient Egyptians, Phoenicians, Greeks, and Romans did it. In more recent times, from the earliest days ofthe United States Navy, sailors who were handy with tools occasionally did minor construction chores at land bases. After the 7 December 1941 Japanese attack on Pearl Harbor and the United States entry into the war, the use of civilian labor in war zones became impractical. Under international law civilians were not permitted to resist enemy military attack. Resistance meant summary execution as guerrillas. The need for a militarized Naval Construction Force to build advance bases in the war zone was self-evident. Therefore, Rear Admiral Ben Moreell determined to activate, organize, and man Navy construction units. On 28 December 1941, he requested specific authority to carry out this decision, and on 5 January 1942, he gained authority from the Bureau of Navigation to recruit men from the construction trades for assignment to a Naval Construction Regiment composed of three Naval Construction Battalions. This is the actual beginning of the renowned Seabees, who obtained their designation from the initial letters of Construction Battalion. Admiral Moreell personally furnished them with their official motto: Construimus, Batuimus -- "We Build, We Fight."

Understanding the American Promise, Third Edition, features a brief, question-driven narrative that models for students the inquiry-based methods used by historians and features an innovative active learning pedagogy designed to foster greater comprehension of the reading. This book includes a full-color map and art program, new primary documents, and comprehensive supplement options including LaunchPad. It is also enhanced by LearningCurve, our easy-to-assign adaptive learning system that will ensure students come to class prepared.?

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Tells how on Easter morning 1972, Marine Corps captain John Walter Ripley braved enemy fire to blow up a bridge at the Cua Viet River near Dong Ha, keeping thirty thousand enemy soldiers and two hundred tanks at bay.

Primarily intended for the undergraduate students of mathematics, physics and engineering, this text gives in-depth coverage of differential equations and the methods for solving them. The book begins with the definitions, the physical and geometric origins of differential equations, and the methods for solving the first order differential equations. Then it goes on to give the applications of these equations to such areas as biology, medical sciences, electrical engineering and economics. The text also discusses, systematically and logically, higher order differential equations and their applications to telecommunications, civil engineering, cardiology and detection of diabetes, as also the methods of solving simultaneous differential equations and their applications. Besides, the book provides a detailed discussion on Laplace transforms and their applications, partial differential equations and their applications to vibration of stretched string, heat flow, transmission lines, etc., and calculus of variations and its applications. The book, which is a happy fusion of theory and application, would also be useful to postgraduate students.NEW TO THIS EDITION • New sections on: (a) Equations reducible to linear partial differential equations (b) General method for solving the second order non-linear partial differential equations (Monge’s Method) (c) Lagrange’s equations of motion • Number of solved examples in Chapters 5, 7, 8, 9 and 10.

The things that engineers design are everywhere, and the influence that engineershave on daily life is far out of proportion to their numbers. In this expanded version of aremarkable essay published in Science more than a decade ago, Eugene Ferguson takes a probing lookat the process of engineering design, arguing that despite modern technical advances, goodengineering is still as much a matter of intuition and nonverbal thinking as of equations andcomputation.Ferguson, who has been successively a mechanical engineer, a technical museum curator,and a teacher of the history of technology, uses examples ranging from the development of theAmerican axe to the collapse of the Hartford Coliseum and the performance of the Hubble spacetlescope to illustrate the ways in which visual thinking enriches engineering and the ways in whichengineering that relies solely on technical sophistication can go wrong. He argues that a system ofengineering education that ignores this heritage of nonverbal thinking will produce engineers whoare dangerously ignorant of the many ways in which the real world differs from the mathematicalmodels constructed in academic minds.In Engineering and the Mind's Eye, Ferguson discusses thenature of engineering design and traces the development of visual and other nonverbal thinking,offering examples of how engineers and other technologists have used such strategies since theRenaissance. Accompanying these examples, and demonstrating the ways in which engineers have sharedtheir knowledge, is a parallel text of illustrations showing how visual thinking has been expressedover the past five centuries. Ferguson concludes his provocative account by arguing that engineeringeducation since 1945 has been skewed toward analytical techniques - which are easiest to teach andevaluate - and away from the art of engineering design as taught by experienced engineers.EugeneFerguson is Professor of History Emeritus at the University of Delaware.

Despite demonstrated prowess in the handling of ships and sailors, five years after receiving his commission, Jim Stavridis was planning on getting out of the Navy and going to law school. His assignments officer, a young lieutenant commander by the name of Mike Mullen (who would go on to become Chairman of the Joint Chiefs) noticed something special in Stavridis, however, and convinced him to stay on active duty by dangling the prospect of Uncle Sam sending him to graduate school. Going ashore for a few years, Stavridis earned his MALD and PhD in international relations from the Fletcher School of Law and Diplomacy at Tufts University. The experience that taught him to look beyond the horizon and to think and act globally. Throughout his career Stavridis was anything but uniform in the way he approached his duties. An avid reader and prolific author he wrote more than 55 articles, commentaries, and book reviews in the Navy’s professional journal “Proceedings” beginning when he was still a midshipman and continuing to this day. He has also written for some of the leading papers and journals in the United States, including the, New York Times, Washington Post, Atlantic Magazine, Naval War College Review, and many others His career was marked by unusually challenging assignments including command of a U.S. Navy guided missile destroyer in the early ‘90s; two stints as a top aide to two different Secretaries of the Navy (one a Republican and the other a Democrat); and command of an aircraft carrier battle group. Stavridis narrowly missed being killed on September 11, 2001 when an American Airlines aircraft plunged into the Pentagon not far from his office. He was subsequently put in charge of a Navy think tank, “Deep Blue,” which was tasked with reimagining the service’s role in a post-9/11 environment. Already selected for his first star as 9/11 unfolded, his rise through the ranks was swift – even going directly from one-star to three-star admiral without ever wearing two stars – when he was selected to be the senior military assistant to the very demanding Secretary of Defense, Donald Rumsfeld. Surviving that crucible, he was nominated for his fourth star at the age of 50, one of the youngest persons to serve at that rank in modern history. He then became the first naval officer to lead the U.S. Southern Command – responsible for all U.S. military operations in the Caribbean and Central and South America. At the end of that assignment he was picked to be the first naval officer to serve as Supreme Allied Commander of NATO – a job first held by Dwight D. Eisenhower and then by a string of prominent generals. When he was given that assignment, the New York Times referred to Stavridis as a “renaissance Admiral,” something Stavridis turned into “the accidental Admiral” given he was the first sailor to head to that command. That is where this book, “The Accidental Admiral” picks up – as Stavridis enlightens readers about securing such a position and serving as NATO’s top man in uniform for four years. They were challenging years indeed. Stavridis was responsible for NATO operations in Afghanistan, its conduct of a military intervention in Libya and preparation for possible war in Syria – as well as worrying about the Balkans, cyber threats, piracy, all while cutting NATO by 30% due to budget reductions by the 28 nations of the Alliance. More than just describing the history of what happened, Stavridis shares with reader the “why” and gives insights into the personalities of those with whom he dealt, ranging from President Barack Obama; Secretary of State Hillary Clinton; Secretaries of Defense Robert Gates, Leon Panetta, and Chuck Hagel; Afghan President Hamid Karzai; Generals David Petraeus, Stanley McChrystal, John Allen and many more. The Accidental Admiral is more than just a memoir. The book is also a very personal reflection of the burdens and benefits of leadership, and Stavridis also shares his insights on strategic communications, planning, and the convergence of threats that will confront the U.S. and its allies in the near future.

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