

## Unit 1: Leadership Development

### Lesson 2: Sense of Heritage

**Lesson Duration:** 90 minutes

#### **ENABLING OBJECTIVES:**

- **EXPLAIN** the origins of the Sailor’s Creed and how it applies to the role of the Chief Petty Officer.
- **STATE** the importance of a sense of heritage.
- **DESCRIBE** the history and traditions of the Chief Petty Officer.
- **EXPLAIN** how a sense of heritage influences you as a leader.
- **IDENTIFY** ways to promote command history and heritage.

#### **INSTRUCTOR PREPARATION:**

1. Review Lesson 2 objectives.

2. Review Lesson 2 lesson plan and corresponding presentation.
3. Print copies of “The Finest Man I Ever Knew” for each trainee.
4. Make notes, including personal stories and lessons learned.
5. Materials:
  - a. Lesson 2 presentation
  - b. Markers
  - c. Chart pack paper/white board

#### **REFERENCES:**

Naval History and Heritage Command website:

[www.history.navy.mil](http://www.history.navy.mil)

For ship history go to:

[www.history.navy.mil/danfs/index.html](http://www.history.navy.mil/danfs/index.html)

“The Finest Man I Ever Knew” – All Hands magazine 1943

TITLE	RELATED INSTRUCTOR ACTIVITY
<b>2-0 Lesson 2</b>	<b>DISPLAY:</b> Slide 2-0 Lesson 2.
<b>2-1 Sense of Heritage</b>	<b>DISPLAY:</b> Slide 2-1 Sense of Heritage.  <b>SAY:</b> Heritage is the handing down of beliefs and customs from generation to generation.  As a member of the Chiefs' Mess, you have inherited a rich and proud tradition of patriotism, courage, and concern for people.  You have also inherited an obligation to your predecessors and successors to uphold this tradition.  You can't know where you are going without first understanding where you came from.  As one of the guiding principles, sense of heritage connects Sailors to the rich past and promising future.
<b>2-2 Objectives</b>	<b>DISPLAY:</b> Slide 2-2 Objectives.  <b>REVIEW:</b> Objectives. Discuss what trainees will be able to accomplish after this session.

TITLE	RELATED INSTRUCTOR ACTIVITY
<p><b>2-3 Sense of Heritage</b></p>	<p><b>DISPLAY:</b> Slide 2-3 Sense of Heritage.</p> <p><b>SAY:</b> Sense of heritage defines our past and guides our future. Chiefs will use heritage to connect Sailors to their past, teach values, and enhance pride-in-service to our country.</p> <p><b>DO:</b> Share how you felt when you became a selectee.</p>
<p><b>2-4 Sailor’s Creed</b></p>	<p><b>DISPLAY:</b> Slide 2-4 Sailor’s Creed.</p> <p><b>DO:</b> If the Sailor’s Creed was not conducted prior to the start of the course, have all personnel recite the Sailor’s Creed.</p>
<p><b>2-5 Sailor’s Creed</b></p>	<p><b>DISPLAY:</b> Slide 2-5 Sailor’s Creed.</p>
<p><b>2-6 Origins of the Sailor’s Creed</b></p>	<p><b>DISPLAY:</b> Slide 2-6 Origins of the Sailor’s Creed.</p> <p><b>SAY:</b> The Sailor’s Creed is the personification of the very essence of a Sailor.</p> <p>The Sailor’s Creed was written by a blue-ribbon recruit training panel in 1993 at the direction of CNO Admiral Frank Kelso, who personally participated in the final edit of the working group’s proposal.</p>

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	<p>Admiral Kelso then directed that every recruit be given a copy and required that they to commit it to memory.</p> <p>In 1994, CNO Admiral Jeremy “Mike” Boorda approved a minor change that made the creed inclusively descriptive of all hands.</p> <p>The change involved replacing the word “bluejacket” with “Navy,” which describes all personnel in the Navy as Sailors first, and then they are officers, Chiefs, petty officers, or seamen.</p> <p>After 1997, another change to the text occurred when the words “my superiors” were replaced with “those appointed over me.”</p> <p>Remember, the Sailor’s Creed was developed to reflect and support our Core Values.</p> <p>No one can live by the Sailor’s Creed all the time, but it becomes our roadmap when we get off track and gets us back on track quickly.</p>
<p><b>2-7 Sailor’s Creed and the Navy Core Values</b></p>	<p><b>DISPLAY:</b> Slide 2-7 Sailor’s Creed and the Navy Core Values.</p> <p><b>GROUP DISCUSSION (5 min):</b> Discuss how the Sailor’s Creed reflects the Navy Core Values.</p> <p><b>ASK:</b> How will you ensure your Sailors live up to the expectations of the Sailor’s Creed?</p>

TITLE	RELATED INSTRUCTOR ACTIVITY
<p><b>2-8 Naval Heritage</b></p>	<p><b>DISPLAY:</b> Slide 2-8 Naval Heritage.</p> <p><b>DO:</b> Have a trainee read aloud the slide.</p> <p>U.S. Navy history is a continuum of success, customs, traditions, and memories. Past heroes help today’s Sailor identify with the Navy Core Values. Heritage binds us to the past, and, at the same time, lends an air of dignity and respect to the modern Navy.</p>
<p><b>2-9 History and Traditions</b></p>	<p><b>DISPLAY:</b> Slide 2-9 History and Traditions.</p> <p><b>DO:</b> Have a trainee read aloud the slide.</p> <p>“In the United States Navy, the title ‘Chief Petty Officer’ carries with it responsibilities and privileges no other armed force in the world grants enlisted people. These responsibilities and privileges exist because for 100 years, Chiefs have routinely sought out greater challenges and assumed more responsibility.”</p> <p style="text-align: right;"><i>— CNO ADM Frank Kelso on the 100<sup>th</sup> anniversary of the creation of the rank of Chief Petty Officer</i></p>
<p><b>2-10 What Does Heritage Mean to You?</b></p>	<p><b>DISPLAY:</b> Slide 2-10 What Does Heritage Mean to You?</p> <p><b>GROUP DISCUSSION (15 min):</b> Discuss your thoughts on heritage. Discuss the importance of a sense of heritage.</p>

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	<p><b>DO:</b> Share with the trainees examples of how you the instructor have applied heritage in your role as a Chief.</p>
<p><b>2-11 History and Traditions</b></p>	<p><b>DISPLAY:</b> Slide 2-11 History and Traditions</p> <p><b>SAY:</b> As a Chief, you represent a great legacy, full of tradition and responsibility.</p> <p>As guardians of the past and leaders with the ability to shape the future, a great responsibility falls upon you to maintain and carry on the great history and traditions that come with being a Chief.</p> <p>As those who went before you demonstrated, the sense of pride, professionalism, and heritage is yours to foster, cultivate, and then pass along to those who will follow you.</p> <p><b>SAY:</b> The earliest example of the use of the word “Chief” was on the Continental Warship “Alfred,” when Jacob Wasbie, a cook’s mate, was promoted to chief cook on 1 June 1776.</p> <p>Prior to 1885, Navy regulations stated that the master-at-arms was the Chief Petty Officer (CPO).</p> <p>On 1 April 1893, two important steps were taken. First, the grade of CPO was established; second, most enlisted men received a pay raise.</p>

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	<p>The question is often asked, "Who was the first CPO?"                      The answer is flatly, "There was no first CPO because all ratings carried as Petty Officers First Class from 1885 were automatically shifted to the CPO level."</p> <p>The original CPO grades encompassed the nine rates shown in the table below.</p> <table border="1" data-bbox="722 581 1843 1068"> <thead> <tr> <th colspan="3" data-bbox="722 581 1843 630">CPO Ratings on 1 April 1893</th> </tr> <tr> <th data-bbox="722 630 1094 678"><u>Seaman Branch</u></th> <th data-bbox="1094 630 1465 678"><u>Artificer Branch</u></th> <th data-bbox="1465 630 1843 678"><u>Special Branch</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="722 678 1094 776">Chief Master-at-Arms</td> <td data-bbox="1094 678 1465 776">Chief Machinist</td> <td data-bbox="1465 678 1843 776">Chief Yeoman</td> </tr> <tr> <td data-bbox="722 776 1094 906">Chief Boatswain's Mate</td> <td data-bbox="1094 776 1465 906">Chief Carpenter's Mate</td> <td data-bbox="1465 776 1843 906">Apothecary</td> </tr> <tr> <td data-bbox="722 906 1094 1003">Chief Quartermaster</td> <td data-bbox="1094 906 1465 1003"></td> <td data-bbox="1465 906 1843 1003">Band Master</td> </tr> <tr> <td data-bbox="722 1003 1094 1068">Chief Gunner's Mate</td> <td data-bbox="1094 1003 1465 1068"></td> <td data-bbox="1465 1003 1843 1068"></td> </tr> </tbody> </table> <p>The assigned master-at-arms rating badge had three chevrons, an eagle and three arcs (rockers), and became official in 1894. It formed the basis for today's CPO chevron. The fouled anchor was first used as a cap device with the CPO uniform in 1905. In 1959, the fouled anchor as a collar device became an official part of the CPO uniform.</p>	CPO Ratings on 1 April 1893			<u>Seaman Branch</u>	<u>Artificer Branch</u>	<u>Special Branch</u>	Chief Master-at-Arms	Chief Machinist	Chief Yeoman	Chief Boatswain's Mate	Chief Carpenter's Mate	Apothecary	Chief Quartermaster		Band Master	Chief Gunner's Mate		
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	<p>Formal structuring of the pay grades occurred in 1920 and established the rank of Seaman Apprentice to CPO.</p> <p>In 1958, the pay grades of Master Chief Petty Officer (MCPO) and Senior Chief Petty Officer (SCPO) were established. The position of MCPON was created in 1967. Master Chief Gunner's Mate Delbert Black was selected as the first MCPON.</p> <p>The History of the CPO Charge Book</p> <p>During World War II, commanding officers were authorized to advance and promote deserving and qualified Sailors to the highest enlisted rank of CPO.</p> <p>The determination of "deserving and qualified" could be difficult for the commanding officer.</p> <p>The situation also presented challenges to the Sailor who aspired to attain the rank of Chief.</p> <p>How best to prepare? How to plan and track preparation? How to best display your qualifications? From these dilemmas sprang the original charge book.</p>

TITLE	RELATED INSTRUCTOR ACTIVITY
	<p>USS CHIEF (MCM 14)</p> <p>The USS CHIEF (MCM14) is named for the former USS CHIEF (AM 315), and to honor the service and tradition of the Chief Petty Officers of the U.S. Navy.</p> <p>USS CHIEF was christened by Mrs. Susan Bushey (the wife of the seventh MCPON, Dwayne Bushey) on 12 June 1993.</p> <p>Construction and fitting-out was done in Sturgeon Bay, Wisconsin, and the ship was accepted by Mr. Ellsworth Peterson on behalf of the U.S. Navy, and placed in commission by her first commanding officer, Lieutenant Commander Timothy S. Garrold, USN, on 8 July 1994.</p> <p>One of the significant results of the event was the creation of the Chief Petty Officer Scholarship Fund (CPOSF).</p> <p>The fund came to fruition with the signing of the charter of the CPOSF in January 1998 at the U.S. Navy's Senior Enlisted Academy (SEA) in Newport, Rhode Island.</p>

<p><b>2-12 Traditions and Leadership</b></p>	<p><b>DISPLAY:</b> Slide 2-12 Traditions and Leadership.</p> <p><b>GROUP DISCUSSION (15 min):</b> Brainstorm some Navy traditions. Why are CPOs the holders of the heritage/traditions? Discuss how a sense of heritage influences you as a CPO.</p> <p><b>DO:</b> Have trainees brainstorm answers on chart pack paper.</p>
<p><b>2-13 Heritage as a Leader</b></p>	<p><b>DISPLAY:</b> Slide 2-13 Heritage as a Leader.</p> <p><b>GROUP DISCUSSION (15 min):</b> In your role as a CPO, how will you demonstrate and maintain heritage within your command?</p> <p>As a group, identify ways to promote command history and heritage to pass on to Sailors.</p> <p><b>EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• USS MARYLAND (SSBN 738) – 4<sup>TH</sup> ship to bear that name             <ul style="list-style-type: none"> <li>○ USS MARYLAND (BB 41) – (3<sup>RD</sup> ship) – was in Pearl Harbor on 7 December 1941.                 <ul style="list-style-type: none"> <li>▪ A very young GMCM Delbert Black onboard</li> <li>▪ 4 Sailors perished</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Commitment             <ul style="list-style-type: none"> <li>○ Conduct ceremony on 7 December to acknowledge BB41’s contributions to WWII (and the 4 Sailors lost)</li> <li>○ Learn about the first and second USS MARYLANDs</li> </ul> </li> </ul>
<p><b>2-14 All Hands</b></p>	<p><b>DISPLAY:</b> Slide 2-14 All Hands.</p> <p><b>Review:</b> Have trainees read the article, “The Finest Man I Ever Knew,” All Hands magazine, 1943.</p>
<p><b>2-15 Knowledge Check</b></p>	<p><b>DISPLAY:</b> Slide 2-15 Knowledge Check.</p> <p><b>ASK THE FOLLOWING QUESTIONS TO CHECK FOR UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• When was the Sailor’s Creed written?</li> <li>• What are two ways the Sailor’s Creed applies to your role as a CPO?</li> <li>• Why is heritage important?</li> <li>• When was the CPO rank established?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are two ways heritage influences you as a leader?</li> <li>• What are two examples of how you will promote command history/heritage?</li> </ul>
<p><b>2-16 Objectives</b></p>	<p><b>DISPLAY:</b> Slide 2-16 Objectives.</p> <p><b>REVIEW:</b> Objectives.</p>
<p><b>2-17 Summary</b></p>	<p><b>DISPLAY:</b> Slide 2-17 Summary.</p> <p><b>SAY:</b> By learning about yesterday’s Navy, you can be better-prepared to serve today’s Navy. You can better understand why the Navy is so important to national security. You can share the pride of a heritage that became yours when you first took the oath of enlistment.</p>

**BUREAU OF**

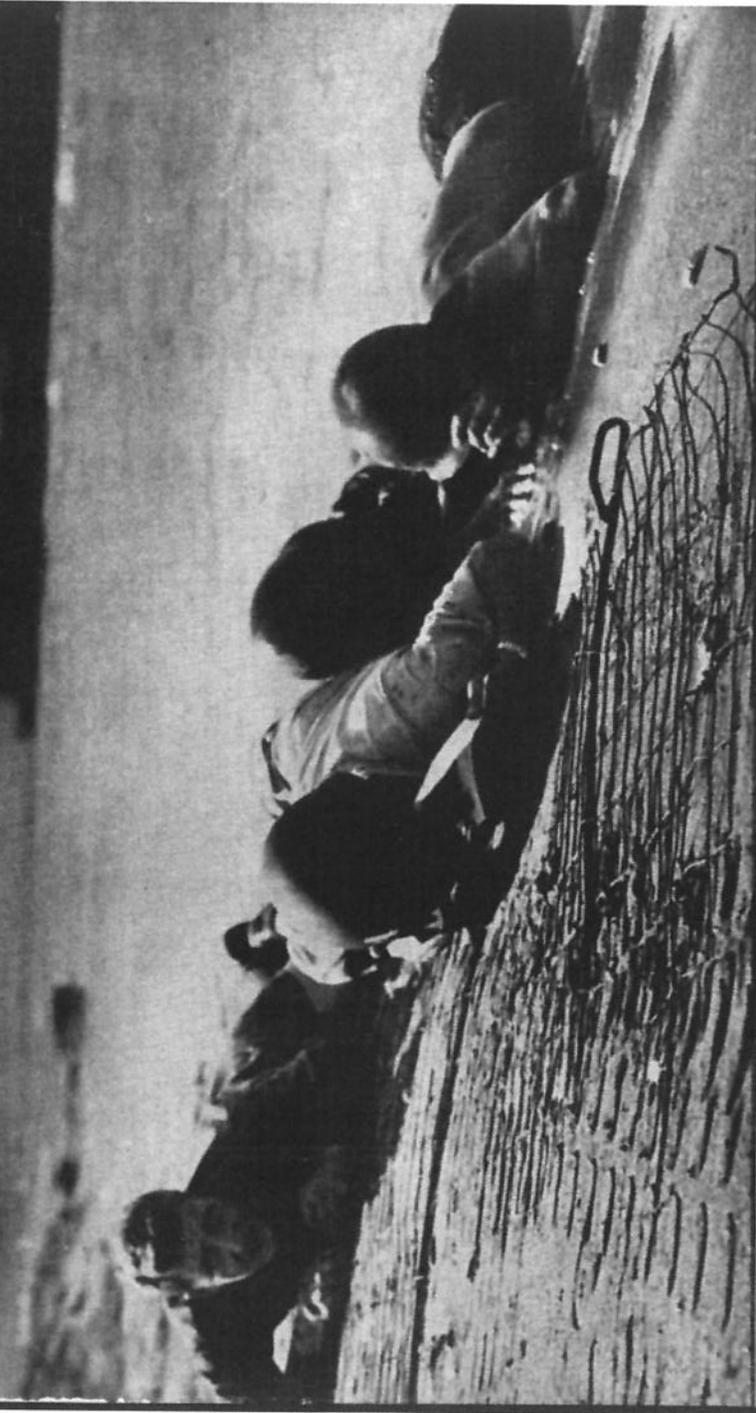
**DECEMBER 1943**

# **NAVAL PERSONNEL**

**INFORMATION BULLETIN**

VPERS—0

**THIS MAGAZINE IS FOR  
ALL HANDS  
SEE NEW PRO RATA  
DISTRIBUTION..page 65**



**NAVY BEACH BATTALION AT SALERNO**

parts of the country. It is the opinion of the FBI that this would indicate a substantial force of enemy representatives strategically placed throughout the country and working under orders to undermine American morale by such methods. (Incidentally, any casualty notification received by a serviceman's family over the telephone also is open to question, as it is not the policy of the Navy Department to transmit such messages by telephone.)

8. If your ship is ever a casualty, and you come out OK, notify the home folks yourself. For reasons of security, you can't say much, but even a simple sentence like: "Just a line to let you know I'm OK and everything is fine" will do the trick. And *date* your letter. As soon as security permits, such a letter may be sent, and it may allay anxiety at home. To protect families from unnecessary worry, the Navy ordinarily holds up announcement of a ship casualty until personnel casualty reports are received. But you can still send a noncommittal sentence which, with the date, will assure your family of your own well-being at that time.

### Selected Reading:

Navy Regulations concerning abandoning ship, and duties of officers: Articles 21, 841, 865, 908 and 1230.

Casualties: Alnav 150, 1 August 1943, "Disposition personal effects deceased and missing"; BuPers Circular Letter 104-43, "Reports of Casualties," N. D. Bul. (semi-monthly), of 1 July 1943, R-1179; VopNav restricted despatch 181955, May 1943, (notification of casualties to SecNav); Alnav 258, 2 December 1943, "Casualty despatches and casualty amplifying airgrams"; Alnav 162, 1 August 1942, "Casualty reports"; Alnav 13, 15 January 1942, "Reports of Navy, Marine Corps and Coast Guard casualties"; BuPers Circular Letter 155-41, 15 December 1941, "Notification of death and serious injury" (appears in BuPers Circular Letter O-43).

Procedure to be followed in reconstructing pay accounts of survivors: Article 2150-3, BuSanda Memo.

Procedure to be followed to reimburse survivors for loss of personal property in a casualty: BuPers Manual, forthcoming articles C-8006 (officers) and D-10117 (enlisted men). These articles will supersede BuPers Circular Letter 88-43.

Emergency issues of clothing to survivors: SecNav ltr. 26 August 1943, N. D. Bul. (semi-monthly), of 1 September 1943, R-1346.

Loss of savings deposit record book: Article 1781 (8), Navy Regulations.

For sensible suggestions on abandoning ship, and how to prepare beforehand for it: "How to Abandon Ship," by Comdr. Wm. C. Chambliss, USNR (*Information Bulletin*, September 1943).

# 'The Finest Man I Ever Knew'

(By a Commander, USN)

[See page 13]

Early in 1919, there reported to the Naval Training Station at Pelham Bay Park a new recruit. He had evidently just been discharged from the Army after service overseas as he was still wearing his Army uniform. He was of foreign extraction as was evident from his English which was difficult for both himself and his listeners. In fact, he had been born in Lithuania. It happened to be a recruit at the same time and was assigned with him to the same drill company and the same small barracks. His name was Peter Tomich.

Our training finished, Tomich and I went our different ways. A beneficent government sent me to the Naval Academy and gave me both an education and a profession. I did not see Tomich again for seven years when as a young ensign I reported to a destroyer in which he was serving.

Tomich was then a watertender first class. Subsequently he was advanced to chief petty officer. In this capacity he served with me as engineer officer for five years. Those years were happy years for me.

As far as watertenders went there were none better than Tomich. Boilers were his life and steam was in his blood. He always knew the speed the ship was expected to make because he taught himself to read the signal flags,—and he was always where he could read them. With a monkey wrench he devised a system of stop-smoke—that worked. He talked me into violating a section of M.E.I. three years before the correction came out to do just what he advised. His men liked him. But he kept me informed of everything that went on in his little command without the men ever feeling they were being spied upon.

Tomich had few aspirations to higher things. He knew his job and he knew his limitations. He was a wise and simple man. Once when the destroyer on which he was serving was placed in reserve commission, he was allowed to keep only a few of his men. The rest were to be transferred to the receiving ship. Tomich knew men and he picked them well. But one of the duties of a C.P.O. in a reduced commission ship was the standing of O.O.D. watch which included much use of the telephone. If there was ever a job for which Tomich was unfitted that was it. No one knew it better than Tomich. After a nightmare of a week-end duty, he exchanged with the chief water tender in the ship relieving and he found himself with a fireroom gang from which he himself had weeded all the good men.

Tomich had no other interest in life but his boilers and his ship. So far as I knew, he never married. On occasional sprees ashore in foreign ports he would get sentimental and come back loaded with perfumes, kimonos and other getdads. But in his soberer moments the wives of his shipmates usually became the happy recipients of these.

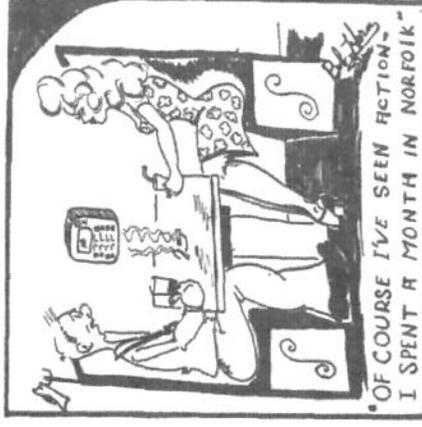
Despite our long service together and the affection that existed between us, Tomich never asked of me a favor. Only once did he place me in an embarrassing situation. That was some years later when he came to see me aboard the driest battleship in the U.S. Navy, bringing as a gift a bottle of excellent wine.

One of the many stories about him is worth retelling. The destroyer squadron commander was a demanding soul who would ask the impossible and then want to know why it was not done expeditiously. One afternoon the speed was increased rapidly to full power. The steam pressure fell and some smoke was made. A little excitement ensued but when it was all over Tomich commented cryptically in his Slavic accent. "He rings up 30 knots from stop and yells 'No smoke.' I likes to tell him that he is gottam lucky to be moving at all".

Our ways again parted as Navy ways do. We never missed an opportunity of seeing each other whenever our paths crossed. Nevertheless the years slip by quickly and we more or less lost touch. That is until a few days ago when I was reading the list of awards for heroism at Pearl Harbor and found on the list of Medal of Honor men the name of

PETER TOMICH, CWT(PA) USN,  
Deceased.

No man completed a more useful life in a grander manner than this simple but great man. He died as he had lived and served his country for a quarter of a century, just doing his humble job with all that he had in him.



—Daily Dope Sheet (NAS, Norfolk).