

Educational Opportunities

GRADES 6-12



Overview

This activity is geared toward participants in grades 6-12. The estimated amount of time to deliver this lesson is 60 minutes.

During their time in the U.S. Navy, sailors have a multitude of opportunities for advancing their education. From taking mail-order classes to studying for a higher rate, sailors are able to learn a variety of skills while on board their vessels.

After leaving the military, veterans are able to use their benefits to pursue higher education for little to no cost. Participants will use the lens of two sailors of color, disadvantaged when they entered the service to explore the Navy's educational offerings.



Objective

Participants will be able to identify the Navy's education programs for sailors, while they are on duty and after they have retired.



Materials

- Training manual excerpts from Steward 3&2, Radarman 3&2, Human Behavior and Leadership
- Oral history compilation of Agustin Ramos and Antonio Nibbs
- Paper and writing utensils



Inquiry

Split the participants into three groups. Distribute the selected sections from the *Steward 3&2*, *Radarman 3 and 2* and *Human Behavior and Leadership* training manuals, one to each group. Give the groups a few minutes to look over the table of contents and excerpt and respond to the following questions:

- Who is the audience for this training manual?
- What kinds of things is this manual teaching?
- How are these topics important to the overall success of the Navy?

More suggested questions for grades 9-12:

- What level of education do you imagine sailors completing before taking on this role?
- How might this training manual support the day-to-day needs of a sailor?

These training manuals are from the 1960s and include a leadership handbook, a manual for advancement to Steward 3rd and 2nd class and a manual for advancement to Radarman 3rd and 2nd class. Distribute chart paper to each group and ask them to write down the question pertaining to their handbook:

- What skills were important to be a steward?
- What skills were important to be a radarman?
- What skills were important to be an effective leader?

Ask groups to share their responses. Together, discuss the following questions:

- How are these training manuals related?
- Why might the Navy have developed these training manuals for their sailors? What was their importance?



Investigation

Provide background information on educational policy and opportunity in the Navy during the mid-20th century. Listen or read transcripts of [oral histories](#) from Agustin Ramos and Antonio Nibbs.

Agustin Ramos used correspondence courses on board *Intrepid* to get his high school equivalency diploma, or GED. He also took art classes and learned from fellow sailors who were artists in their civilian lives. When he retired from the Navy, Ramos continued to use the art skills

he learned in his correspondence courses. Antonio Nibbs was an aviation electronics technician in the Navy and went through extensive training in the service.

After retiring, he used the GI Bill for college tuition support and advanced his electronics knowledge even further. He continued to use his electronics skills for the rest of his career. Discuss the following questions:

Suggested questions for grades 6-8:

- How did Agustin and Antonio take advantage of the Navy's education benefits?
- How was education in the Navy different from traditional school?

Suggested questions for grades 9-12:

- What kinds of educational support did the Navy offer while sailors were in the Navy versus after leaving the Navy?
- How did the Navy's education policies support Agustin and Antonio later in life?



Create a Training Manual

Share oral history transcripts and training manuals with participants. Review the purpose of training manuals and the ways that Navy sailors advanced and learned new skills. Participants will create their own training manuals for their peers. Instruct participants to do the following:

Choose a skill or activity that you enjoy doing and know well. Create a training manual for that activity, describing the materials and preparation necessary, then step-by-step instructions. Write the manual for your peers, incorporating all information necessary for one of them to be able to carry out the activity. Design a cover for your manual and present it to the group.

Trying a New Skill

Collect participants' training manuals and redistribute them to the group. Ask participants to attempt to carry out the activity described in their handbook, following their peer's step-by-step instructions. Go around the room showing off each activity.



Lesson Connection

Hear more from Agustin Ramos in our lesson, **Latino Sailors Finding Community On Board**, which explores the bonds formed between Latino sailors in the face of adversity and also features the oral history of Jose Morales.



Background

Education in the Navy

The Navy offers many ways for sailors to advance their education while in the service and after they leave. Recruits who have been to college are eligible for Officer Candidate School to learn skills required to be an officer. Enlisted recruits may be sent to "A School" to learn a specialty, or straight to their duty station. Once in the service, there are more opportunities for education. There are opportunities to advance within a specialty through study and examinations. To learn more about their occupation, recruits may be sent to C School, which offers more advanced training.

Vietnam Era

In the 1960s, sailors who did not have a high school or college degree had the opportunity to take mail-order classes on board their ships. These were called correspondence courses and could be degree-oriented or electives. The post-World War II GI Bill, which was extended and recreated several times in the Korean and Vietnam War eras, covered portions of former sailors' college or technical education once they had left the service.

Today

Today, there are two programs for sailors to access outside education opportunities while on active duty. The Tuition Assistance program pays for classroom and distance learning courses that meet semester hour criteria. The Navy College Program for Afloat College Education pays for stand-alone courses that do not require ongoing internet access. This program benefits sailors who may be at sea for long periods of time. Both programs fund courses working toward high school, certificate, associate, bachelor's and master's degrees.

The current GI Bill, often referred to as the post-9/11 GI Bill, funds traditional undergraduate and graduate degrees, foreign programs, distance learning programs, correspondence courses, non-degree programs and other educational support.



Additional Resources/References

For more on current Navy Education Benefits: <https://veteran.com/navy-education-benefits/>

For more on the World War II era GI Bill: <https://www.history.com/topics/world-war-ii/gi-bill>

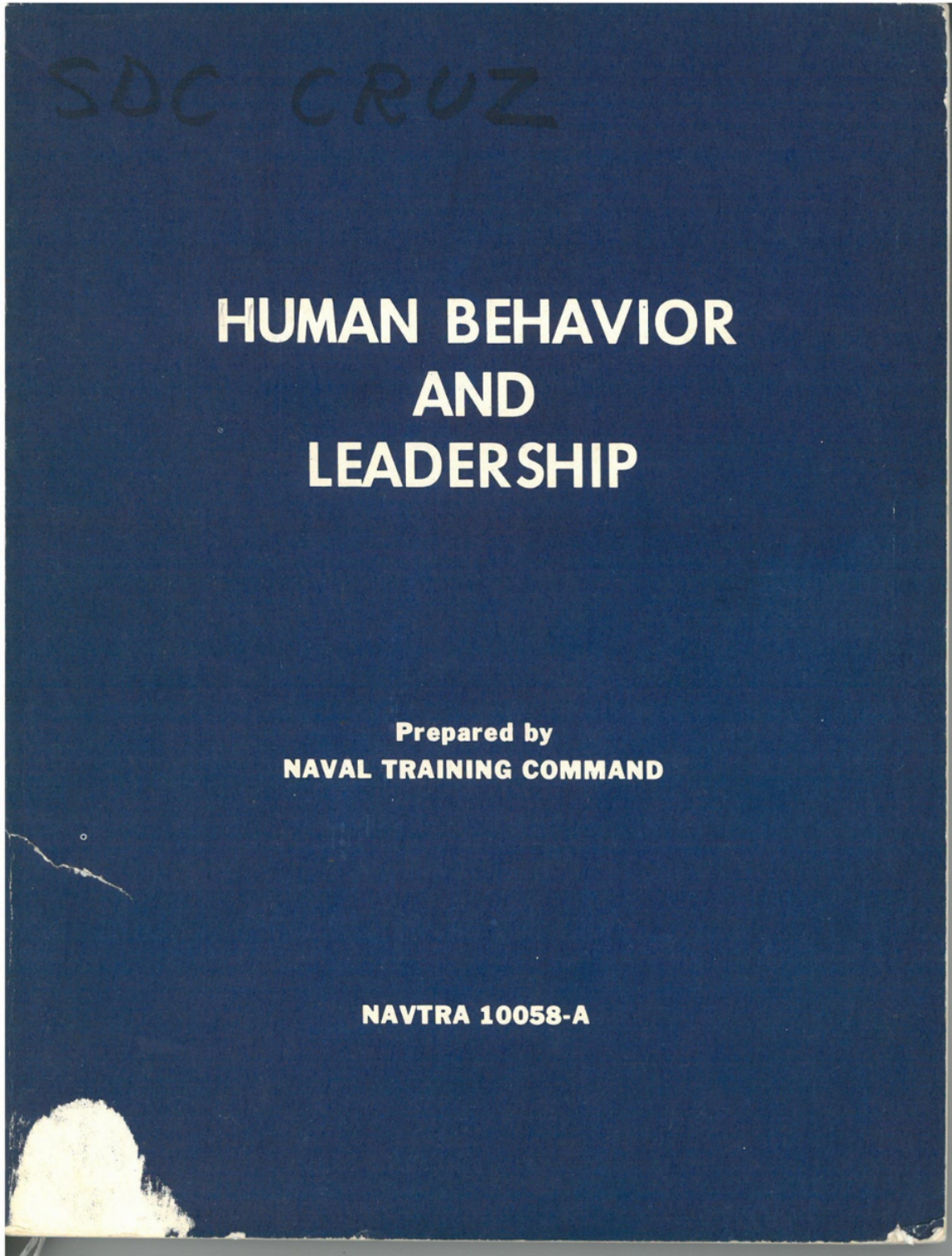


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Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities.

Documents and Images



THE UNITED STATES NAVY

GUARDIAN OF OUR COUNTRY

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WE SERVE WITH HONOR

Tradition, valor, and victory are the Navy's heritage from the past. To these may be added dedication, discipline, and vigilance as the watchwords of the present and the future.

At home or on distant stations we serve with pride, confident in the respect of our country, our shipmates, and our families.

Our responsibilities sober us; our adversities strengthen us.

Service to God and Country is our special privilege. We serve with honor.

THE FUTURE OF THE NAVY

The Navy will always employ new weapons, new techniques, and greater power to protect and defend the United States on the sea, under the sea, and in the air.

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CHAPTER 10

PROBLEM-SOLVING AND DECISION-MAKING

Solving a problem and making a wise decision challenge a leader's abilities to analyze the problem and to apply sound judgment to satisfactorily resolve the situation. Often there is more than one solution to the problem. The leader must select the decision that will most likely produce the desired results and with the minimum undesirable side effects. This is what management, supervision, and leadership are all about. They are specialized skills that demand the best you have to give.

Making a decision is closely related to solving a problem. Each of us constantly faces choices between alternative actions. Each day we decide what to do and how to do it. Most decisions that we make each day are routine and may have no real significance in our lives. However, some of the decisions we make affect our lives for days, weeks, or even a lifetime. The skill and intelligence with which we decide the situations that we routinely face each day may well determine the outcome of our personal and professional lives. In this chapter, we discuss the problem-solving and decision-making process that contributes to effective leadership.

UNDERSTANDING THE PROBLEM

A problem becomes intelligible when it is thoroughly analyzed and, when possible, put into words. The manager who lays out his problem in an orderly way stands a better chance of reaching the right outcome than the one who relies on snap judgments.

As you explore the problem, you need to differentiate between tasks that demand only the application of known techniques and those that have unusual conditions that require ingenuity and imagination. For example, the mail dispatching staff that is faced with an unusual spate of envelopes knows that extra effort and perhaps extra time will get the job done; but if there

is an unusual number of complaints about wrong addresses, accompanied by a mounting pile of uncompleted orders, then you have a more complex problem.



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A problem can generally be solved if the person responsible grasps its nature, gauges its true dimensions, decides what to do about it, and takes immediate steps to cope with it. He breaks a big problem down into small, easily-tackled units, changing a vague difficulty into a specific concrete matter.

MAKING THE DECISION

The ability to make sound decisions pertains to all phases of leadership. Sound decisions, made and carried out on both major and minor matters, help determine long-term success both for you and your associates.

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HUMAN BEHAVIOR AND LEADERSHIP

Begin by asking yourself the following questions:

- Is decision-making a process? Can it be analyzed and broken down into steps?
- Is it a skill that you can learn and improve with use?
- Can you teach others how to make sound decisions?

"Yes" is the answer to each of these questions. However, successful decision-making is neither an easy nor a routine task. The lengthy, complex process of exploring and analyzing that precedes the decision itself is one of a leader's most challenging responsibilities.

Decision-making has four phases:

- Analyzing the situation
- Finding possible courses of action
- Evaluating possible courses of action
- Choosing the optimum course of action

This sequence is, however, far more complex than it first appears. Each phase for any particular decision is in itself a complex decision-making process. There are wheels within wheels within wheels. Nevertheless, these four broad categories appear again and again when you observe the decision-making process in operation. These are closely related to stages in problem solving first described by John Dewey, the educator:

- What is the problem?
- What are the alternatives?
- Which alternative is best?

To reach a rational decision, you go through mental gymnastics that approach the following sequence. You ask yourself:

- Is there a need for a decision?
- What is the situation?
- What is the nature of the problem situation? Must I set priorities if the problem has more than one facet?
- What are the possible courses of action?
- What will be the consequences for each course of action?

- Which alternative is the best in terms of both long-term and short-term results?
- What is the plan of action and schedule for carrying out the decision?
- What alternative plan of action is to be taken if the original decision fails?

In each of these eight steps several decisions may need to be made. Therefore, the process becomes a logical, systematic, step-by-step procedure. It starts with the identification of the problem and progresses to the determination of its cause. Then it goes on to the development and selection of a solution which is finally and fully safe-guarded by sound control procedures.

When broken down this way, decision-making sounds complex. However, if this process is studied, the techniques understood and seriously used the next few months, each time you are up against a tough decision, it should become a natural part of your subconscious process.

Sometimes decisions can be made without following this detailed process. The process should be utilized only to the degree needed. A cardinal rule is that your decision must be adequate to the solution of the problem. There is no use in attacking a tank with a pea-shooter, and it is equally undesirable to shoot sparrows with a cannon.

A simple issue as to whether or not to use black or white paper for a report cover does not require a detailed approach to a decision as herein outlined. On the other hand, a problem that requires a solution instead of routine handling deserves a more detailed and analytic approach to sound alternatives and responsible action.

THE EIGHT STEPS OF DECISION-MAKING

The bulk of most people's work and lives is composed of routine matters which can be satisfactorily disposed of by snap judgment or routine procedures. Be alert, nevertheless, to recognize the exception, the situation that calls for applying the following process to a wise decision. Let's examine this process in detail.

FIRST, THE NEED FOR A DECISION— IS THERE A PROBLEM?

Poor decisions often result because we fail to recognize the problem and act on impulse. The first step in sound decision-making is the

Human Behavior and Leadership Training Manual

Credit: Battleship Missouri Memorial

Transcript:

HUMAN BEHAVIOR AND LEADERSHIP

Prepared by NAVAL TRAINING COMMAND

NAVTRA 10058-A

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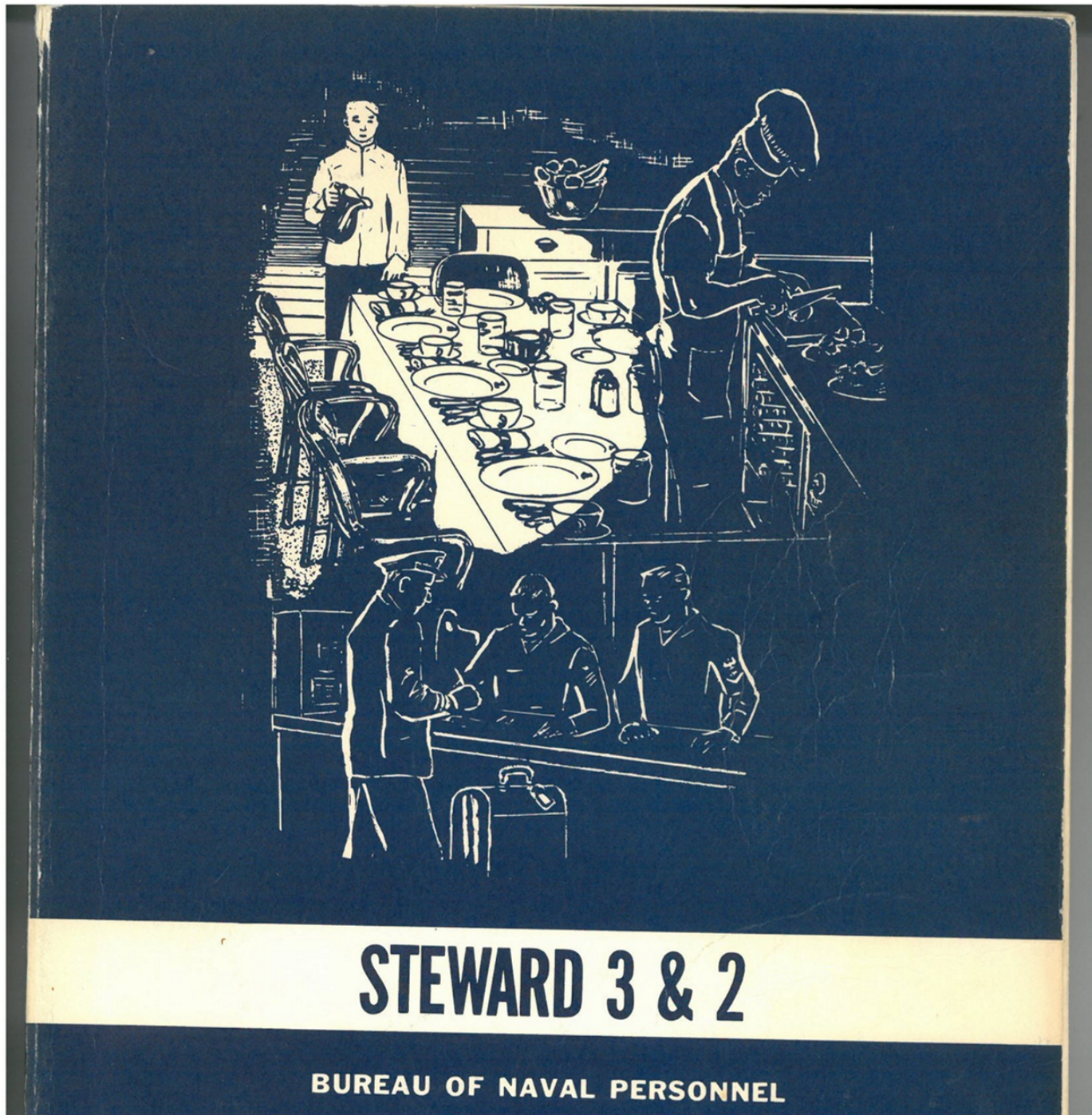
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STEWARD 3 & 2

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CHAPTER 1

THE NAVY STEWARD

This training course has been prepared for men of the Navy and Naval Reserve who are studying for advancement to Steward 3 and 2. The Steward qualifications that were used as a guide in the preparation of this training course are those contained in revision A of the Manual of Qualifications for Advancement in Rating, NavPers 18068. Changes in the qualifications occurring after revision A may not be reflected in this training course.

Chapter 2 of this training course deals with the organization in which Stewards work. It discusses officers' messes, mess officers, and mess activities, and also the relationship of Stewards with the supply department.

Succeeding chapters discuss sanitation in the galley and wardroom; equipment used in food preparation; inspection, procurement, and storage of foods; nutrition and menu planning; meat, poultry, and seafood; general instructions for food preparation and baking; wardroom and stateroom duties; and general information on mess management.

The remainder of this chapter gives information on the enlisted rating structure, the Steward rating, requirements and procedures for advancement in rating, and references that will help you both in working for advancement and in performing your duties as a Steward. This chapter includes information on how to make the best use of Navy Training Courses. Therefore, it is strongly recommended that you study this chapter carefully before beginning intensive study of the remainder of this training course.

THE ENLISTED RATING STRUCTURE

The present enlisted rating structure, established in 1957, includes three types of ratings—general ratings, service ratings, and emergency ratings.

GENERAL RATINGS identify broad occupational fields of related duties and functions. Some general ratings include service ratings; others do not. Both Regular Navy and Naval Reserve personnel may hold general ratings.

SERVICE RATINGS identify subdivisions or specialties within a general rating. Although service ratings can exist at any petty officer level, they are most common at the P03 and P02 levels. Both Regular Navy and Naval Reserve personnel may hold service ratings.

EMERGENCY RATINGS generally identify civilian occupational fields. Emergency ratings do not need to be identified as ratings in the peacetime Navy, but their identification is required in time of war.

THE STEWARD RATING

The Steward rating is a general rating; there are no service ratings. The Steward rating requires the skills and knowledge necessary for purchasing, stowing, preparing, and serving food for officers' messes on ships and at shore stations. It also includes those duties and responsibilities relating to the operation and maintenance of officers' quarters.

Stewards may serve in the galley, wardroom pantry, wardroom, officers' quarters, or other assigned spaces. Each of these billets requires certain skills. For example, as a galley watch captain, your duties would include cooking, baking, and maintaining equipment and spaces, and supervising others in these tasks. To perform these duties you must have a broad knowledge of the methods of food preparation and the sanitary and safety precautions to be observed, including the causes of food poisoning and spoilage, the methods and materials used in insect and rodent control, and the precautions to be observed in the use of galley and pantry equipment.

As a wardroom Steward, you will supervise food service. This requires knowledge of seating arrangements, types of table settings and services, and precedence accorded to members and guests. You will be responsible for ensuring that prompt, courteous, and efficient service is the rule at all meals.

Ashore, you may be assigned to work in the mess office, where you would assist in preparing records and reports; at the front desk,

STEWARD 3 & 2

where you would register and check-out guests; or in officers' quarters, where you would supervise cleaning and maintenance.

Whatever your billet, it will involve a certain amount of personal service and contact with officers. Your actions, manners, and appearance will be observed closely. You must set high standards of quality and of personal integrity, for your attitudes will influence the behavior and performance of those you supervise.

To perform your duties effectively, you must develop your ability as a leader. You must know how to make a job assignment and follow it through until the job is completed.

General Order 21 defines naval leadership and explains its requirements. For information on the practical application of leadership and supervision, study Military Requirements for Petty Officers 3 & 2, NavPers 10056-A.

ADVANCEMENT IN RATING

Some of the rewards of advancement in rating are easy to see. You get more pay. Your job assignments become more interesting and more challenging. You are regarded with greater respect by officers and enlisted personnel. You enjoy the satisfaction of getting ahead in your chosen Navy career.

But the advantages of advancing in rating are not yours alone. The Navy also profits. Highly trained personnel are essential to the functioning of the Navy. By each advancement in rating, you increase your value to the Navy in two ways. First, you become more valuable as a technical specialist in your own rating. And second, you become more valuable as a person who can train others and thus make far-reaching contributions to the entire Navy.

HOW TO QUALIFY FOR ADVANCEMENT

What must you do to qualify for advancement in rating? The requirements may change from time to time, but usually you must:

1. Have a certain amount of time in your present grade.
2. Complete the required military and professional training courses.
3. Demonstrate your ability to perform all the PRACTICAL requirements for advancement by completing the Record of Practical Factors, NavPers 760.
4. Be recommended by your commanding officer, after the petty officers and officers

supervising your work have indicated that they consider you capable of performing the duties of the next higher rate.

5. Demonstrate your KNOWLEDGE by passing a written examination on (a) military requirements and (b) professional qualifications.

Some of these general requirements may be modified in certain ways. Figure 1-1 gives a more detailed view of the requirements for advancement of active duty personnel; figure 1-2 gives this information for inactive duty personnel.

Remember that the requirements for advancement can change. Check with your division officer or training officer to be sure that you know the most recent requirements.

Advancement in rating is not automatic. After you have met all the requirements, you are ELIGIBLE for advancement. You will actually be advanced in rating only if you meet all the requirements (including making a high enough score on the written examination) and if the quotas for your rating permit your advancement.

HOW TO PREPARE FOR ADVANCEMENT

What must you do to prepare for advancement in rating? You must study the qualifications for advancement, work on the practical factors, study the required Navy Training Courses, and study other material that is required for advancement in your rating. To prepare for advancement, you will need to be familiar with (1) the Quals Manual, (2) the Record of Practical Factors, NavPers 760, (3) a NavPers publication called Training Publications for Advancement in Rating, NavPers 10052, and (4) applicable Navy Training Courses. Figure 1-3 illustrates these materials; the following sections describe them and give you some practical suggestions on how to use them in preparing for advancement.

The Quals Manual

The Manual of Qualifications for Advancement in Rating, NavPers 18068A (with changes), gives the minimum requirements for advancement to each rate within each rating. This manual is usually called the "Quals Manual," and the qualifications themselves are often called "quals." The qualifications are of two general types: (1) military requirements, and (2) professional or technical qualifications.

Steward 3&2 Training Manual

Credit: Battleship Missouri Memorial

Transcript:

STEWARD 3&2
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This training course has been prepared for men of the Navy and Naval Reserve who are studying for advancement to Steward 3 and 2. The steward qualifications that were used as a guide in the preparation of this training course are those contained in revision A of the Manual of Qualifications for Advancement in Rating, NavPers 18068. Changes in the qualifications occurring after revision A may not be reflected in this training course.

Chapter 2 of this training course deals with the organization in which Stewards work. It discusses officers' messes, mess officers, and mess activities, and also the relationship of Stewards with the supply department.

Succeeding chapters discuss sanitation in the galley and wardroom; equipment used in food preparation; inspection, procurement, and storage of foods; nutrition and menu planning; meat, poultry, and seafood; general instructions for food preparation and baking; wardroom and stateroom duties; and general information on mess management.

The remainder of this chapter gives information on the enlisted rating structure, the Steward rating, requirements and procedures for advancement in rating, and references that will help you both in working for advancement and in performing your duties as a Steward. This chapter includes information on how to make the best use of Navy Training Courses. Therefore, it is strongly recommended that you study this chapter carefully before beginning intensive study of the remainder of this training course.

THE ENLISTED RATING STRUCTURE

The present enlisted rating structure, established in 1957, includes three types of ratings-- general ratings, service ratings, and emergency ratings.

GENERAL RATINGS identify broad occupational fields of related duties and functions. Some general ratings include service ratings; others do not. Both Regular Navy and Naval Reserve personnel may hold general ratings.

SERVICE RATINGS identify subdivisions or specialties within a general rating. Although service ratings can exist at any petty officer level, they are most common at the P03 and P02 levels. Both Regular Navy and Naval Reserve personnel may hold service ratings.

EMERGENCY RATINGS generally identify civilian occupational fields. Emergency ratings do not need to be identified as ratings in the peacetime Navy, but their identification is required in time of war.

THE STEWARD RATING

The Steward rating is a general rating; there are no service ratings. The Steward rating requires the skills and knowledge necessary for purchasing, stowing, preparing, and serving food for officers' messes on ships and at shore stations. It also includes those duties and responsibilities relating to the operation and maintenance of officers' quarters.

Stewards may serve in the galley, wardroom pantry, wardroom, officers' quarters, or other assigned spaces. Each of these billets requires certain skills. For example, as a galley watch captain, your duties would include cooking, baking, and maintaining equipment and spaces, and supervising others in these tasks. To perform these duties you must have a broad knowledge of the methods of food preparation and the sanitary and safety precautions to be observed, including the causes of food poisoning and spoilage, the methods and materials used in insect and rodent control, and the precautions to be observed in the use of galley and pantry equipment.

As a wardroom Steward, you will supervise food service. This requires knowledge of seating arrangements, types of table settings and services, and precedence accorded to members and guests. You will be responsible for ensuring that prompt, courteous, and efficient service is the rule at all meals.

Ashore, you may be assigned to work in the mess office, where you would assist in preparing records and reports; at the front desk, where you would register and check-out guests; or in officers' quarters, where you would supervise cleaning and maintenance.

Whatever your billet, it will involve a certain amount of personal service and contact with officers. Your actions, manners, and appearance will be observed closely. You must set high standards of quality and of personal integrity, for your attitudes will influence the behavior and performance of those you supervise.

To perform your duties effectively, you must develop your ability as a leader. You must know how to make a job assignment and follow it through until the job is completed.

General Order 21 defines naval leadership and explains its requirements. For information on the practical application of leadership and supervision, study Military Requirements for Petty Officers 3 & 2, NavPers 10056-A.

HOW TO QUALIFY FOR ADVANCEMENT

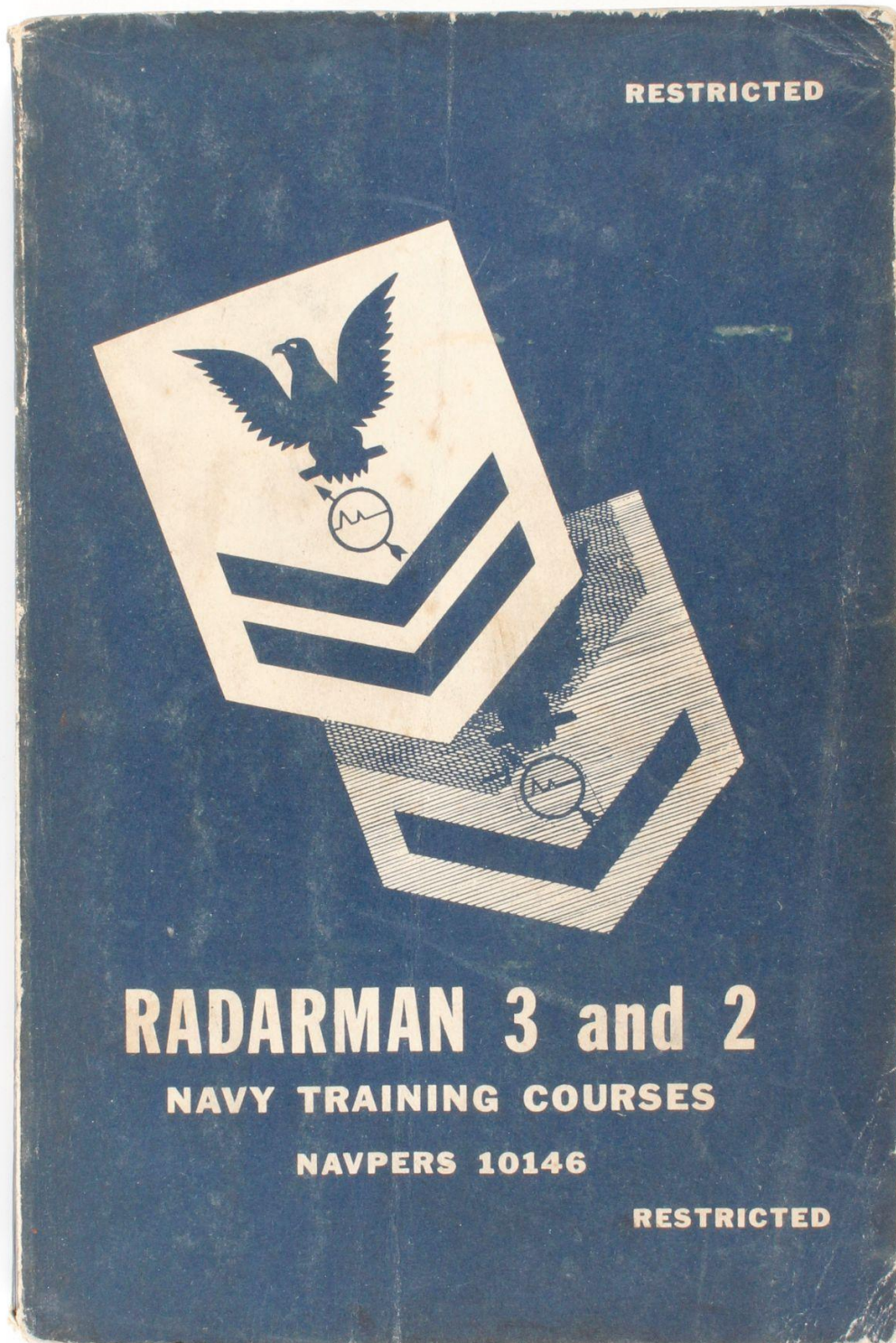
What must you do to qualify for advancement in rating? The requirements may change from time to time, but usually you must:

1. Have a certain amount of time in your present grade.
2. Complete the required military and professional training courses.
3. Demonstrate your ability to perform all the PRACTICAL requirements for advancement by completing the Record of Practical Factors, NavPers 760.
4. Be recommended by your commanding officer, after the petty officers and officers supervising your work have indicated that they consider you capable of performing the duties of the next higher rate.
5. Demonstrate your KNOWLEDGE by passing a written examination on (a) military requirements and (b) professional qualifications.

Some of these general requirements may be modified in certain ways. Figure 1-1 gives a more detailed view of the requirements for advancement of active duty personnel; figure 1-2 gives this information for inactive duty personnel.

Remember that the requirements for advancement can change. Check with your division officer or training officer to be sure that you know the most recent requirements.

Advancement in rating is not automatic. After you have met all the requirements, you are ELIGIBLE for advancement. You will actually be advanced in rating only if you meet all the requirements (including making a high enough score on the written examination) and if the quotas for your rating permit your advancement.



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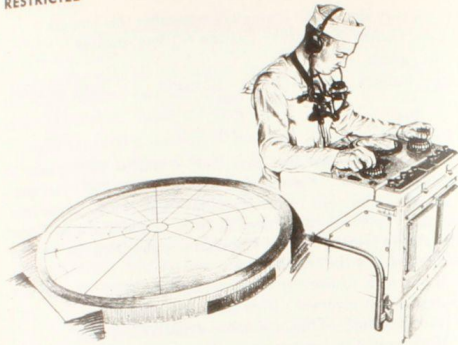
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RADARMAN 3 AND 2

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CHAPTER 18
 HOW TO PLOT
 SOMETHING ABOUT MAPS AND CHARTS

Most of you have used a road map when driving a car. Maybe you've also used a city street map to find out how to get from Hunters Point to Market Street in San Francisco, or from Sand Street to the Polo Grounds in New York. Without realizing it, you used the basic principle on which all maps are constructed. You located the exact place where you wanted to go by the intersection of two lines.

In your work in CIC you'll use nautical maps called charts. Charts of oceans do not have avenues and streets, but they do have latitude and longitude. Markings of latitude, you remember, are imaginary lines running around the earth parallel to the equator. That's why some people call them parallels of latitude. The degree marking of the equator is 0 (zero). As you move northward from the equator, the degrees of latitude increase until at the pole you reach a latitude of 90° north.

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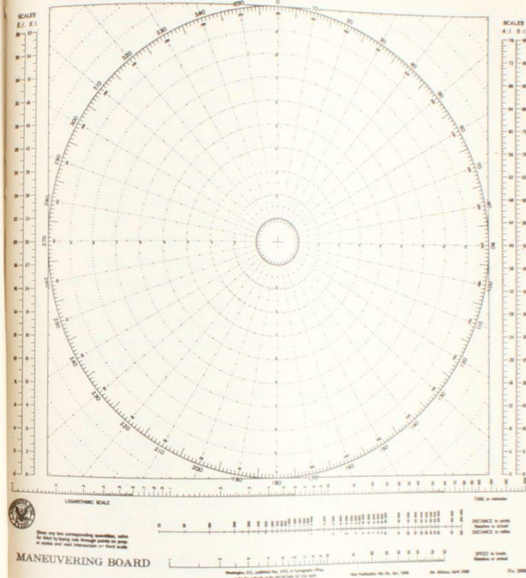
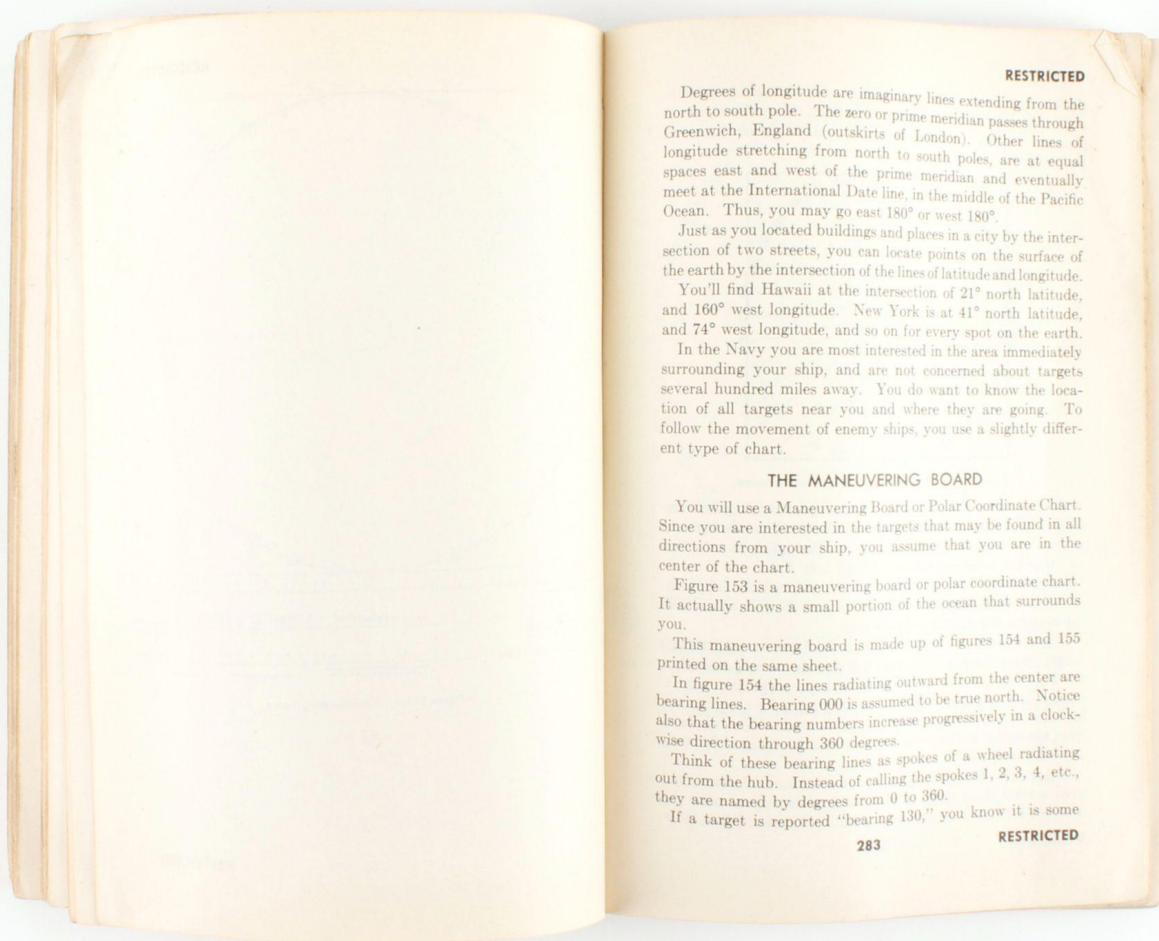


Figure 153. — A maneuvering board.

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Radarman 3&2 Training Manual

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Transcript:

RADARMAN 3 AND 2 NAVY TRAINING COURSES
 NAVPERS 10146
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CHAPTER 18

HOW TO PLOT

SOMETHING ABOUT MAPS AND CHARTS

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Degrees of longitude are imaginary lines extending from the north to south pole. The zero or prime meridian passes through Greenwich, England (outskirts of London). Other lines of longitude stretching from north to south poles, are at equal spaces east and west of the prime meridian and eventually meet at the International Date line, in the middle of the Pacific Ocean. Thus, you may go east 180° or west 180°.

Just as you located buildings and places in a city by the intersection of two streets, you can locate points on the surface of the earth by the intersection of the lines of latitude and longitude.

You'll find Hawaii at the intersection of 21° north latitude, and 160° west longitude. New York is at 41° north latitude, and 74° west longitude, and so on for every spot on earth.

In the Navy you are most interested in the area immediately surrounding your ship, and are not concerned about targets several hundred miles away. You do want to know the location of all targets near you and where they are going. To follow the movement of enemy ships, you use a slightly different type of chart.