



NONRESIDENT TRAINING COURSE

February 1994



Basic Machines

NAVEDTRA 14037

Although the words “he,” “him,” and “his” are used sparingly in this course to enhance communication, they are not intended to be gender driven or to affront or discriminate against anyone.

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: concepts and principles of operation of basic mechanical devices, and the construction and method of operation of common mechanical devices, such as engines and transmissions.

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.

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Published by
NAVAL EDUCATION AND TRAINING
PROFESSIONAL DEVELOPMENT
AND TECHNOLOGY CENTER

**NAVSUP Logistics Tracking Number
0504-LP-026-7140**

Sailor's Creed

"I am a United States Sailor.

I will support and defend the
Constitution of the United States of
America and I will obey the orders
of those appointed over me.

I represent the fighting spirit of the
Navy and those who have gone
before me to defend freedom and
democracy around the world.

I proudly serve my country's Navy
combat team with honor, courage
and commitment.

I am committed to excellence and
the fair treatment of all."

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INSTRUCTIONS FOR TAKING THE COURSE

ASSIGNMENTS

The text pages that you are to study are listed at the beginning of each assignment. Study these pages carefully before attempting to answer the questions. Pay close attention to tables and illustrations and read the learning objectives. The learning objectives state what you should be able to do after studying the material. Answering the questions correctly helps you accomplish the objectives.

SELECTING YOUR ANSWERS

Read each question carefully, then select the BEST answer. You may refer freely to the text. The answers must be the result of your own work and decisions. You are prohibited from referring to or copying the answers of others and from giving answers to anyone else taking the course.

SUBMITTING YOUR ASSIGNMENTS

To have your assignments graded, you must be enrolled in the course with the Nonresident Training Course Administration Branch at the Naval Education and Training Professional Development and Technology Center (NETPDTC). Following enrollment, there are two ways of having your assignments graded: (1) use the Internet to submit your assignments as you complete them, or (2) send all the assignments at one time by mail to NETPDTC.

Grading on the Internet: Advantages to Internet grading are:

- you may submit your answers as soon as you complete an assignment, and
- you get your results faster; usually by the next working day (approximately 24 hours).

In addition to receiving grade results for each assignment, you will receive course completion confirmation once you have completed all the

assignments. To submit your assignment answers via the Internet, go to:

<http://courses.cnet.navy.mil>

Grading by Mail: When you submit answer sheets by mail, send all of your assignments at one time. Do NOT submit individual answer sheets for grading. Mail all of your assignments in an envelope, which you either provide yourself or obtain from your nearest Educational Services Officer (ESO). Submit answer sheets to:

COMMANDING OFFICER
NETPDTC N331
6490 SAUFLEY FIELD ROAD
PENSACOLA FL 32559-5000

Answer Sheets: All courses include one “scannable” answer sheet for each assignment. These answer sheets are preprinted with your SSN, name, assignment number, and course number. Explanations for completing the answer sheets are on the answer sheet.

Do not use answer sheet reproductions: Use only the original answer sheets that we provide—reproductions will not work with our scanning equipment and cannot be processed.

Follow the instructions for marking your answers on the answer sheet. Be sure that blocks 1, 2, and 3 are filled in correctly. This information is necessary for your course to be properly processed and for you to receive credit for your work.

COMPLETION TIME

Courses must be completed within 12 months from the date of enrollment. This includes time required to resubmit failed assignments.

PASS/FAIL ASSIGNMENT PROCEDURES

If your overall course score is 3.2 or higher, you will pass the course and will not be required to resubmit assignments. Once your assignments have been graded you will receive course completion confirmation.

If you receive less than a 3.2 on any assignment and your overall course score is below 3.2, you will be given the opportunity to resubmit failed assignments. **You may resubmit failed assignments only once.** Internet students will receive notification when they have failed an assignment--they may then resubmit failed assignments on the web site. Internet students may view and print results for failed assignments from the web site. Students who submit by mail will receive a failing result letter and a new answer sheet for resubmission of each failed assignment.

COMPLETION CONFIRMATION

After successfully completing this course, you will receive a letter of completion.

ERRATA

Errata are used to correct minor errors or delete obsolete information in a course. Errata may also be used to provide instructions to the student. If a course has an errata, it will be included as the first page(s) after the front cover. Errata for all courses can be accessed and viewed/downloaded at:

<http://www.advancement.cnet.navy.mil>

STUDENT FEEDBACK QUESTIONS

We value your suggestions, questions, and criticisms on our courses. If you would like to communicate with us regarding this course, we encourage you, if possible, to use e-mail. If you write or fax, please use a copy of the Student Comment form that follows this page.

For subject matter questions:

E-mail: n314.products@cnet.navy.mil
Phone: Comm: (850) 452-1001, Ext. 1826
DSN: 922-1001, Ext. 1826
FAX: (850) 452-1370
(Do not fax answer sheets.)
Address: COMMANDING OFFICER
NETPDTC N314
6490 SAUFLEY FIELD ROAD
PENSACOLA FL 32509-5237

For enrollment, shipping, grading, or completion letter questions

E-mail: fleetservices@cnet.navy.mil
Phone: Toll Free: 877-264-8583
Comm: (850) 452-1511/1181/1859
DSN: 922-1511/1181/1859
FAX: (850) 452-1370
(Do not fax answer sheets.)
Address: COMMANDING OFFICER
NETPDTC N331
6490 SAUFLEY FIELD ROAD
PENSACOLA FL 32559-5000

NAVAL RESERVE RETIREMENT CREDIT

If you are a member of the Naval Reserve, you may earn retirement points for successfully completing this course, if authorized under current directives governing retirement of Naval Reserve personnel. For Naval Reserve retirement, this course is evaluated at 6 points. (Refer to *Administrative Procedures for Naval Reservists on Inactive Duty*, BUPERSINST 1001.39, for more information about retirement points.)

Student Comments

Course Title: Basic Machines

NAVEDTRA: 14037 **Date:** _____

We need some information about you:

Rate/Rank and Name: _____ SSN: _____ Command/Unit _____

Street Address: _____ City: _____ State/FPO: _____ Zip _____

Your comments, suggestions, etc.:

Privacy Act Statement: Under authority of Title 5, USC 301, information regarding your military status is requested in processing your comments and in preparing a reply. This information will not be divulged without written authorization to anyone other than those within DOD for official use in determining performance.
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NETPDTC 1550/41 (Rev 4-00)

CHAPTER 1

LEVERS

CHAPTER LEARNING OBJECTIVES

Upon completion of this chapter, you should be able to do the following:

- *Explain the use of levers when operating machines afloat and ashore.*
 - *Discuss the classes of levers.*
-

Through the ages, ships have evolved from crude rafts to the huge complex cruisers and carriers of today's Navy. It was a long step from oars to sails, another long step from sails to steam, and another long step to today's nuclear power. Each step in the progress of shipbuilding has involved the use of more and more machines.

Today's Navy personnel are specialists in operating and maintaining machinery. Boatswains operate winches to hoist cargo and the anchor; personnel in the engine room operate pumps, valves, generators, and other machines to produce and control the ship's power; personnel in the weapons department operate shell hoists and rammers and elevate and train the guns and missile launchers; the cooks operate mixers and can openers; personnel in the CB ratings drive trucks and operate cranes, graders, and bulldozers. In fact, every rating in the Navy uses machinery sometime during the day's work.

Each machine used aboard ship has made the physical work load of the crew lighter; you don't walk the capstan to raise the anchor, or heave on a line to sling cargo aboard. Machines are your friends. They have taken much of the backache and drudgery out of a sailor's life. Reading this book should help you recognize and understand the operation of many of the machines you see about you.

WHAT IS A MACHINE?

As you look about you, you probably see half a dozen machines that you don't recognize as such. Ordinarily you think of a machine as a complex device—a gasoline engine or a typewriter. They are machines; but so are a hammer, a screwdriver, a ship's wheel. A machine is any device that helps you to do work. It may help by changing the amount of force or

the speed of action. A claw hammer, for example, is a machine. You can use it to apply a large force for pulling out a nail; a relatively small pull on the handle produces a much greater force at the claws.

We use machines to *transform* energy. For example, a generator transforms mechanical energy into electrical energy. We use machines to *transfer* energy from one place to another. For example, the connecting rods, crankshaft, drive shaft, and rear axle of an automobile transfer energy from the engine to the rear wheels.

Another use of machines is to multiply force. We use a system of pulleys (a chain hoist, for example) to lift a heavy load. The pulley system enables us to raise the load by exerting a force that is smaller than the weight of the load. We must exert this force over a greater distance than the height through which the load is raised; thus, the load will move slower than the chain on which we pull. The machine enables us to gain force, but only at the expense of speed.

Machines may also be used to multiply speed. The best example of this is the bicycle, by which we gain speed by exerting a greater force.

Machines are also used to change the direction of a force. For example, the Signalman's halyard enables one end of the line to exert an upward force on a signal flag while a downward force is exerted on the other end.

There are only six simple machines: the lever, the block, the wheel and axle, the inclined plane, the screw, and the gear. Physicists, however, recognize only two basic principles in machines: those of the lever and the inclined plane. The wheel and axle, block and tackle, and gears may be considered levers. The wedge and the screw use the principle of the inclined plane.

When you are familiar with the principles of these simple machines, you can readily understand the

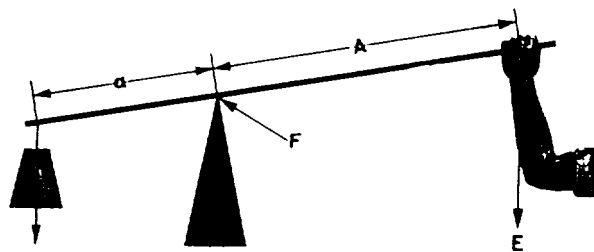


Figure 1-1.-A simple lever.

operation of complex machines. Complex machines are merely combinations of two or more simple machines.

THE LEVER

The simplest machine, and perhaps the one with which you are most familiar, is the lever. A seesaw is a familiar example of a lever in which one weight balances the other.

You will find that all levers have three basic parts: the fulcrum (F), a force or effort (E), and a resistance (R). Look at the lever in figure 1-1. You see the pivotal point (fulcrum) (F); the effort (E), which is applied at a distance (A) from the fulcrum; and a resistance (R), which acts at a distance (a) from the fulcrum. Distances A and a are the arms of the lever.

CLASSES OF LEVERS

The three classes of levers are shown in figure 1-2. The location of the fulcrum (the fixed or pivot point) in relation to the resistance (or weight) and the effort determines the lever class.

First Class

In the first class (fig. 1-2, part A), the fulcrum is located between the effort and the resistance. As mentioned earlier, the seesaw is a good example of a first-class lever. The amount of weight and the distance from the fulcrum can be varied to suit the need.

Notice that the sailor in figure 1-3 applies effort on the handles of the oars. An oar is another good example. The oarlock is the fulcrum, and the water is the resistance. In this case, as in figure 1-1, the force is applied on one side of the fulcrum and the resistance to be overcome is applied to the opposite side; hence, this is a first class lever. Crowbars, shears, and pliers are common examples of this class of levers.

Second Class

The second class of lever (fig. 1-2, part B) has the fulcrum at one end, the effort applied at the other end, and the resistance somewhere between those points. The

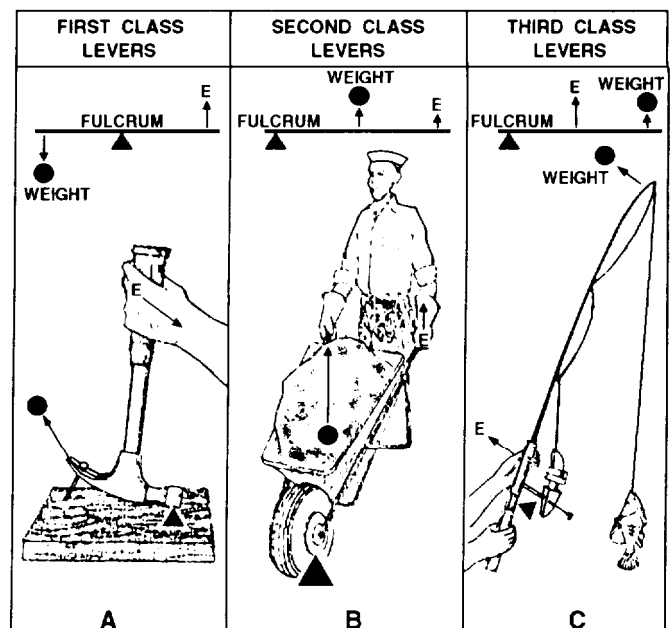


Figure 1-2.-Three classes of levers.

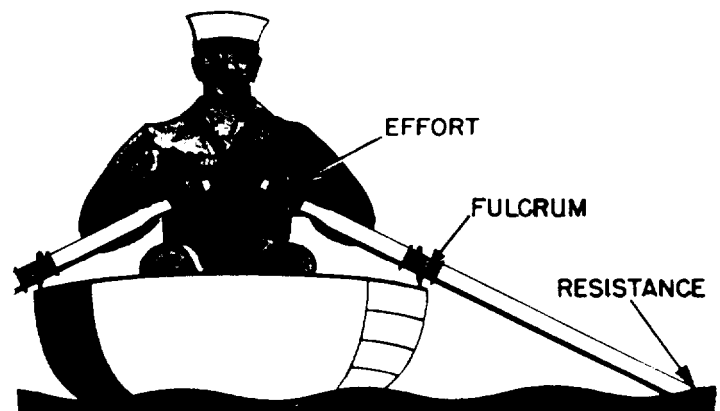


Figure 1-3.-Oars are levers.

wheelbarrow in figure 1-4 is a good example of a second-class lever. If you apply 50 pounds of effort to the handles of a wheelbarrow 4 feet from the fulcrum (wheel), you can lift 200 pounds of weight 1 foot from the fulcrum. If the load were placed farther away from the wheel, would it be easier or harder to lift?

Levers of the first and second class are commonly used to help in overcoming big resistances with a relatively small effort.

Third Class

Sometimes you will want to speed up the movement of the resistance even though you have to use a large amount of effort. Levers that help you accomplish this are in the third class of levers. As shown in figure 1-2, part C, the fulcrum is at one end of the lever, and the