Treasure Island

"What is a Black Spot, Captain?" "That's a summons, mate."

—Robert Louis Stevenson,
Treasure Island

L ondon, 1740, a 30 year-old James Hawkins addresses the members of the Explorers' Club (the audience). With the aid of a magic lantern (an early slide projector), the adventure of a 14-year-old Jim Hawkins unfolds on Treasure Island.

The adventure begins at the "Admiral Benbow," an inn run by Jim's mother located on the coast of the West Country in England. Young Jim is mourning the death of his father, but his grieving is interrupted by requests for rum from Billy Bones, a drunken, old pirate staying at the inn. Billy Bones is protective of his sea chest hidden in the inn's root cellar and is perpetually on watch for a peg-legged sailor or anyone else who may covet the chest's contents. Instead, Billy Bones is visited by Blind Pew, a hunched, old blind man, who conveys the pirates' curse to Bones—*the Black Spot!*

Bones dies from the terror of the encounter with his old shipmate and too much rum. Jim and his mother retrieve and examine the secret chest. They discover all sorts of coins and remove papers wrapped in oil cloth. Their search is suddenly suspended by the untimely reappearance of Blind Pew who has brought reinforcements in the form of his scurrilous cronies, Black Dog and Tom Morgan. These pirates have returned to seize a map from Billy Bones' sea chest. The map is not found and in the confusion, Morgan and Back Dog run off with the chest abandoning Blind Pew who staggers about wildly and falls to his death in the root cellar.

Jim takes the discovered papers to Doctor Livesay and Squire Trelawny. They find that Jim has outwitted the pirates and secured a map which leads to the treasure of Captain J. Flint, "the bloodthirstiest buccaneer that ever sailed" (*Treasure Island*).

The next day, the Doctor, the Squire and Jim travel to Bristol where they charter a schooner, the "Hispaniola," commanded by a Captain Smollett. They also hire a crew, unaware that the majority of them are pirates who are secretly governed by a treacherous sea cook named Long John Silver. As the ship and its passengers make a journey toward treasure, Jim Hawkins makes his own journey toward manhood. On this journey, he discovers that some men are good, some are bad, but most men have personalities so ambiguous and self-serving that they vacillate between the best and worst of humankind. ∎

"I have thought some of nature's journeymen had made men and not made them well, they imitated humanity so abominably."

—William Shakespeare,
Hamlet III, ii,30.
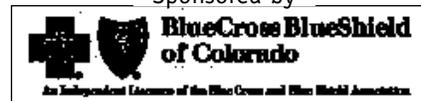
Robert Louis Stevenson

"To travel hopefully is a better thing than to arrive."

—Robert Louis Stevenson,
El Dorado

Scottish romancer, travel author, poet and essayist, Robert Louis Stevenson wrote the enduringly popular adventure stories *Treasure Island* and *Kidnapped,* as well as the psychological allegory, *Doctor Jekyll and Mr. Hyde.* These juvenile classics were well received but obscured Stevenson's talent for other forms. He was also one of the most gifted British writers of the late 19th century.

Stevenson was born in Edinburgh, Scotland on November 13, 1850. Though sickly as a child, he managed to attend school and do well enough to enter the university at age 16. His family expected him to become a lighthouse engineer, but Robert preferred to study law. He was a rebellious youth who thought his parents' Calvinist religion was an abomination. He ranted against bourgeois hypocrisy and was considered a bohemian

When Stevenson was 23, he developed a severe respiratory illness and was sent to the French Riviera to recuperate. This was the first of his many travels abroad and he used these voyages as a framework for many of his works. In 1876, while at Fontainebleau in France, he met Fanny Osbourne, an American woman who was separated from her husband. He fell in love with her and, much to the horror of his parents, courted her for two years. In 1878, Mrs. Osbourne returned to California and Robert, despite his par-

ents' objections, followed her. He arrived in California in 1879, very ill and very poor. Stevenson barely managed to eke out a living. Nevertheless, Fanny and Robert married in 1880 and, about the same time, received a telegram from Stevenson's father, relenting and offering them much-needed financial support. The couple soon sailed for Scotland.

In Scotland, Stevenson suffered with bouts of illness, so he tried living in Switzerland and England. All this time, however, he was writing and publishing; *Treasure Island* and *Kidnapped* are both products of this period from 1881 to 1887.

Treasure Island began as a story for Stevenson's stepson, Lloyd. On a chilly August day in 1885 at Braemer, Scotland, Louis and Lloyd were dabbling with paints and subsequently produced a map. As the map progressed, Stevenson began to write the story. The next morning, he summoned Lloyd and read him the opening pages. The boy was ecstatic. As the story evolved, Louis read it aloud each evening to the family. His father, Thomas, was particularly delighted and the story proved to be the final step in the reconciliation between father and son.

In August, 1887, Stevenson and his family sailed for America, where he found himself famous. He then chartered a yacht and sailed for the South Seas. He lived there for the rest of his life, writing novels, essays and poetry and traveling among the islands. He died in Samoa in 1894 of a cerebral hemorrhage, not the long-feared tuberculosis, which had plagued him throughout his life. ■
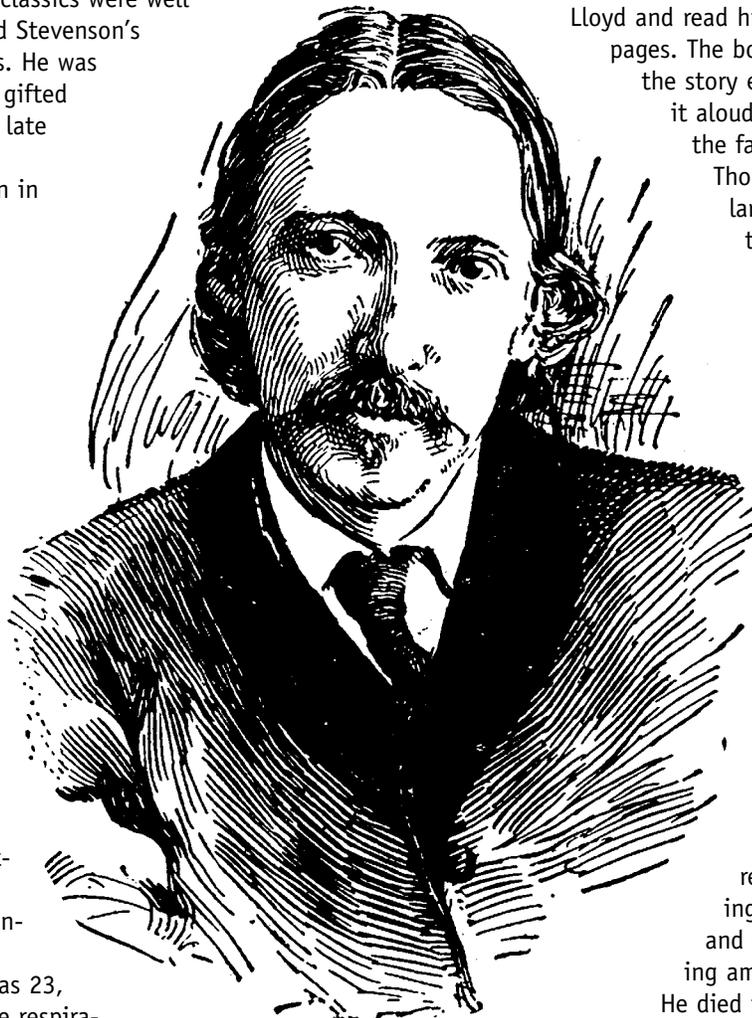
Robert Louis Stevenson

"Old and young, we are all on our last cruise."
—Stevenson
An Inland Voyage. "Crabbed Age and Youth."

Commentary

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We think of Robert Louis Stevenson as a children's author, but he is much more than that. He was regarded by his contemporaries as a serious and gifted artist. *Treasure Island* has been regarded as a boy's adventure story, but many critics find more to the story than just adventure.

Author David Daiches states that in the story there is a carefully worked out moral pattern, one which presents a dilemma rather than solves a problem. "What we admire is not always what we approve; the personality and energy of Long John Silver do not belong to any conventional hero, and the virtuous are saved at the end by a combination of Lady Luck and a boy who does not quite know what he's doing."[1]

Treasure Island is not a series of clichés of good and evil. "The characters who enlist our sympathies go off after hidden treasure out of casual greed, and when the adventure is over, they have achieved very little but a modicum of self knowledge. And Silver, magnificent and evil, (has) the moral ambiguities of his character presented but unexplained."[2]

Author Robert Kiely feels *Treasure Island* is one of the most satisfying adventure stories told because it is the most unhampered. Stevenson gives us a sense of "casting off,"—both in a nautical sense and a sense of throwing off encumbrances. He mentions no geographical places and the characters shed their personalities to assume new roles. An innkeeper's son, a doctor and a squire assume different occupations as required by the nature of the adventure. Death is not dwelled upon but is quick and efficient for the advancement of the plot. Jim's father dies early in the text, so there is no parental authority to prevent him from going on the journey and the "bad guys" are disposed of as necessary. "Long John Silver is the kind of character critics like to give hyphenated names to: villain-as-hero, devil-as-angel, and his duplicity of character justifies these labels."[3] In both his evil and kind phases, he holds a parental sway over young Jim and his "quick-changes" give much excitement to the book. Finally, the world is viewed through young Jim's eyes, which expose this world's amoral, imperfect and distorted images.

Writer Alan Sandison regards Jim, not as the irresponsible child, but as the adolescent who wins and transcends his condition, so much so that he is "authoring" the text of the adventures instead of his older companions. As a boy, he cries at the death of Billy Bones, but not of his father; maybe he is learning something about the unreliability of appearances and the ambiguity of the moral order—as seen in himself as well as in others. Jim looks toward the Squire, Captain Smollet and Dr. Livesay as authority figures, but the first two disappoint him. As for the steadfast and loyal Dr. Livesay, he rebukes Jim for deserting the stockade, but Jim is asserting his manhood. He displays a certain selfishness, yet his act is a necessary one if he is to learn to take responsibility for decisions and his own life. In his love-hate relationship with Silver, "he has to come to terms with the fact that growing up involves some painful and daunting discoveries... most notably that the world is full of misleading signs where duplicity and treachery are initially concealed. ...He has to learn that moral categories are not clear cut; that the same face can speak both affection and murder...."[4] Finding the treasure makes a man of Jim, though his new status has been earned by the process, not the proceeds. ■

PHOTO BY GARY ISAACS

A Brief History of Piracy

> *"There is nothing so desperately monotonous as the sea, and I no longer wonder at the cruelty of pirates."*
>
> —James Russell Lowell,
> *Fireside Travels,* 1864

Most men who became pirates did so because of the misery of poverty and unemployment. Likewise, a number of sailors, sick of the harsh discipline of navy life, were lured by the freedom and adventure piracy offered. Others were recruited from merchant ships captured by pirates.

Piracy is defined as the taking by force of a ship or an airplane by an armed force that holds no commission from a sovereign state or government. Pirates were also called buccaneers (West Indian), corsairs (the Barbary States in North Africa), sea rovers and freebooters. They are often confused with privateers, who have a national license or commission to seize enemy property. Piracy dates from the time of the ancient Phoenicians, the world's first seafaring people. Greek literature also refers to pirates, particularly as slavers. A free man could be captured in one city and find himself as a slave in another. The early Romans were tormented by pirates; even Julius Caesar was captured by pirates in 78 BC. His captors demanded a ransom of 50 talents. When it was paid and Caesar was released at Miletus, he quickly borrowed four war galleys, attacked the pirate camp,

recouped his ransom and had his former captors executed. Finally, three major expeditions were launched (102-67 BC) against the plunderers in the eastern Mediterranean, culminating in their destruction by a large Roman fleet led by Pompey the Great. For the next 150 years, the Roman navy kept the Mediterranean virtually free of pirates.

During the Middle Ages piracy again became a problem. In northern Europe, Vikings raided continuously along the coast from the Baltic Sea to the Straits of Gibraltar. The Vikings' superiority at sea came from their tribal unity and in their skill as shipmakers and seamen. They were also brazen enough to raid monasteries in England and Ireland. In addition, the Christian-Muslim conflict spawned additional piracy in the Mediterranean. With the rise of Turkish power in the East, several small autonomous provinces known as the Barbary States developed along the North African coast under a vague Turkish rule. The crews of their ships engaged in military activities of a piratic nature. The infamous Barbarossa was a leader of these 16th century corsairs. He captured Algiers and Tripoli from the French and became a regent in the Ottoman Empire.

Throughout the Middle Ages, the constant warfare between England and France provided an excuse for piracy. A most unusual 13th century outlaw was Eustace the Monk. A product of a monastery, he first allied himself with King John and sailed against the French ships. But when the barons rebelled against John, Eustace switched allegiances and joined up with Louis VII of France to raid British vessels.

As the European economy expanded, efforts were made both in the Mediterranean and in northern waters to suppress piracy. In the Baltic and North seas, the Hanseatic League attacked and defeated the powerful Vitalean Brethren

in the 15th century. Less success was achieved in the Mediterranean where Christian pirates entered a location already teeming with Muslim raiders. By the 16th century, piracy had spread to the northern Adriatic, because Venice, in decline, could no longer clear neighboring waters of plunderers.

Privateering, which originated in the Mediterranean during the 13th century, arose in response to increased piracy; governments commissioned ships to make reprisal raids on enemy ships in an attempt to recoup earlier losses. Before

tempted by the booty available, some sea rovers—including Sir John Hawkins and Sir Francis Drake of England—attacked Spanish colonies in America. By the 17th century pirates had established Carribean bases at such places as St. Christophers, Jamaica and Tortuga. Sir Henry Morgan, another well-known English pirate of this era, sacked and pillaged along the Spanish Main, though later, as governor of Jamaica, he tried to control piracy. Women were also attracted to pirate life; Anne Bonney and Mary Read participated in many coastal raids.

the unlawful seizure of ships was contained.

However, pirates operated along the North American coast in the 17th and 18th centuries. The bloodthirsty Blackbeard (Edward Teach), who terrorized the city of Charleston, South Carolina with his appearance and temper, was captured along the Carolina coast and other pirates were seized and executed in America. The pirate Jean Lafitte, who with his brother Pierre ran a profitable privateering business, assisted the American army at the Battle of New Orleans in 1815. Piracy waned considerably in the Atlantic area after 1815, but still continued in the East Indies and along the China coast into the 20th century.

Most pirate crews had written regulations, articles that all recruits were required to sign. The captain was commonly elected by the crew and could be demoted as well; the quartermaster supervised the apportionment of loot. Pirate attacks were often underwritten by corrupt merchants who supplied the pirates with the necessities of their trade: powder, cannons, victuals and rum. Pirates deposited their loot in pirate lairs in Jamaica, Madagascar and other locations. Wealthy pirates were welcome in North American colonies, with New York becoming a popular recreation center. Still, it is wise to remember that despite their wealth, pirates were usually robbers and murderers whose money was spent quickly and unwisely, so that they found themselves in desperate straits again. ∎

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the rise of national navies, privateers often provided protection against pirate raids, but these privately armed vessels and their crews, operating on a "no prize, no pay" basis, were often tempted into piracy, using their privateering licenses to cloak illegalities. Privateer-pirate vessels were also sometimes used to damage and destroy the trade of a potential enemy.

The 16th and 17th centuries were the Golden Age of Piracy. When Elizabeth I came to power in England in 1558, she used pirates as a tool of national policy and received some official support. It was a pirate named Fleming who spotted the Spanish Armada in the English Channel, which was subsequently defeated by the Royal Navy under the command of Sir Francis Drake. Meanwhile, galleons carrying treasure from America to Spain were tempting targets for seafaring raiders. Pirates and privateers, such as the Sea Dogs of England, the Sea Beggars of the Netherlands and the Sea Wolves of France, intercepted countless Spanish vessels, including, in 1521, a ship laden with riches from Hernan Cortez's Mexican expedition. By the late 16th century,

By the end of the 17th century, piracy began to lose its popularity in commercial and diplomatic circles. The economic philosophy called "mercantilism" stressed the importance of trade to a nation's growth and power. Governments no longer ignore pirate raids, as evidenced in 1701 by the widely publicized trial and execution of Captain William Kidd. Kidd had been chosen by the governor of New York in 1696 to capture French vessels and to seize certain pirates; instead he plundered ships belonging to friendly powers. When he was arrested in Boston, he was sent to England for trial. When Red Sea pirates began to prey on the rich East Indian trade, anti-pirate forces in England united to bring an end to free-booting. Naval squadrons suppressed piracy and strictly monitored privateering so that

"Come, friends who plow the sea,
Truce to navigation,
Take another station.
Let's vary piracy
With a little burglary."
—W.S. Gilbert,

Sailors
THE FAMOUS AND THE INFAMOUS

SIR JOHN HAWKINS was a famous English naval commander of the Elizabethan era. Born into a family of seafarers at Plymouth, he made his earliest voyages to the Canary Islands as a young man. He married Katherine Gonson, whose father was treasurer of the navy, in 1559. After Gonson's death in 1577, Hawkins assumed the post and introduced notable improvements in shipbuilding and naval administration. Between 1562 and 1569, Hawkins led three expeditions in which black slaves were taken for sale from Africa to Spanish colonies in the West Indies. On the third voyage (1567-69) he was involved in a major battle with a Spanish fleet off the coast of Mexico and lost many of his men and ships. Hawkins commanded a portion of the English fleet that defeated the Spanish Armada in 1588. He died at sea on an unsuccessful expedition to the West Indies; Drake died during the same expedition.

SIR HENRY MORGAN was a Welsh adventurer who, with the unofficial support of the English government, preyed on Spanish shipping and colonies in the Caribbean. In 1688, he captured Puerto Principe (now Camaguey, Cuba) and sacked Portobelo (now in Panama). He raided Maracaibo (now in Venezuela) in 1669. His spectacular capture of the city of Panama in 1671 was marked by great brutality. Afterward, much of the booty was lost and Morgan's crew claimed that he had cheated them. Captured and sent back to England to answer piracy charges, Morgan was treated like a hero, knighted and appointed lieutenant-governor of Jamaica, where he lived quietly thereafter.

SIR FRANCIS DRAKE, the most famous English sailor of the Elizabethan Age, is best known for his exploits against the Spanish and his circumnavigation of the world. He sailed with Hawkins on one of his expeditions but scouted the Panama region in 1570 where he bombarded several coastal cities and captured much gold and silver. The deterioration of relations with Spain led Queen Elizabeth I to back an expedition to sail around the world, a feat that had been accomplished once before by Ferdinand Magellan. Drake was placed in charge of five small ships and, with 160 men, left Plymouth in December, 1577. The voyage was a difficult one; by the time he reached the Pacific, Drake was left with only one ship, the Golden Hind. He traveled up the coasts of Chile and Peru, raiding Spanish shipping. He sailed to the north and touched land in the San Francisco area and claimed the area for England, naming it New Albion. He returned to England via the Indian Ocean and the Cape of Good Hope, reaching England in 1580, his ship laden with treasure and spices. For his accomplishments he was knighted by Queen Elizabeth. In 1585, he was given command of a large fleet that sacked Vigo, in Spain, then crossed the Atlantic to capture and plunder Cartagena and Santo Domingo and to destroy St. Augustine in Florida. Drake played a major role in defeating the Spanish Armada in 1588 and was acclaimed the nation's hero. On a final voyage to the West Indies, Drake died off the coast of Panama in 1596.

Blackbeard was the nickname of an English pirate, **EDWARD TEACH** (or Thatch), who attacked ships in the Caribbean and along the Atlantic coast of North America from 1716-18. He turned to piracy after a career as a privateer during the War of the Spanish Succession (1701-13). Operating from a base in North Carolina (with whose governor he shared his booty), Blackbeard terrorized the coastal settlements of Virginia and the Carolinas. He was killed in a fight with a British naval force in 1718.

WILLIAM KIDD, known as Captain Kidd, was a British pirate whose life has been much romanticized by literature. Kidd became a privateer and by 1690 was an affluent shipowner in New York. While engaged in a privateering mission off East Africa in 1696, he turned to piracy, capturing several ships. He returned to Long Island, thinking that his privateering commission would shield him from arrest, but he was sent to Boston, where he was detained and sent to London. Kidd was tried for piracy and murder and was executed. Many legends arose about Kidd's buried treasure and its location. The only treasure actually recovered was found off Gardiners Island, near Long Island, in 1699.

JEAN LAFITTE was a Louisiana privateer and smuggler who helped U.S. forces in the Battle of New Orleans at the end of the War of 1812. About 1810, he and his men settled in the area of Barataria Bay, near New Orleans, and preyed on Spanish ships in the Gulf of Mexico. In 1814, the British attempted to buy Lafitte's aid in attacking New Orleans. Instead, he passed their plans onto the Americans and helped Andrew Jackson defend the city in January 1815. ∎
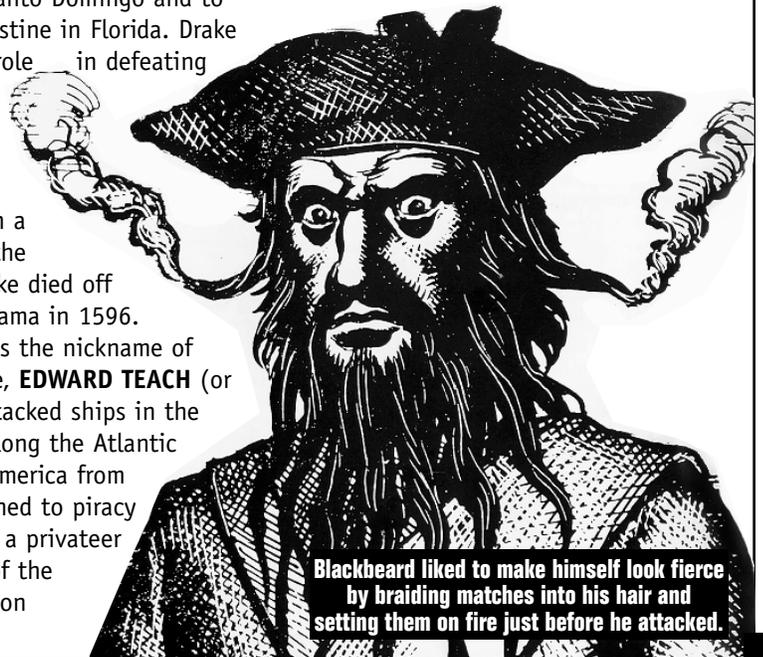
Blackbeard liked to make himself look fierce by braiding matches into his hair and setting them on fire just before he attacked.

MODERN DAY
PIRATES

Piracy in the 20th century has moved from the sea to the skies and is usually politically motivated.

The first recorded hijacking in the skies was an isolated incident. In May, 1930, Peruvian revolutionaries seized a mail plane belonging to Pan American Airlines, piloted by 22-year-old Captain Byron D. Richards. The hijackers wanted the pilot to drop propaganda leaflets over the capital, Lima, but young Richards was intent on getting the mail through. He tricked the rebels into letting him deliver the mail first and then refused to acquiesce to their demands. For his actions he was rewarded with $100.

Between 1947-52, there were 23 hijack incidents, all committed by Eastern Europeans and all but three inspired by the seeking of political asylum in Western Europe. The West regarded these individuals as heroes and celebrated their actions without punishment. As a result, the planes were usually returned and no one punished. In hindsight, "the lack of punitive action by receiving governments against those committing crimes in the pursuit of political asylum set the stage for further hijacking."[5]

Between 1958-61, Cuba became the skyjacking center. Raoul Castro, Fidel's brother, could certainly claim to be the father of modern hijacking. Using his own equipment and public work corps, he carved an air base out of the jungle in Oriente Province; his intention was to harass transport and disrupt communication. Instead, the runways were used by dissidents who hijacked planes to flee Castro's regime.

In May, 1961, a National Airlines Convair 440, flying from Miami to Key West, was hijacked to Cuba by a quiet, slender man armed with a knife and a pistol. His name was Elpir Cofrisi, but he had asked the ticket agent in Miami to add the letters "a-t-a"

to his first name. The clerk was unaware that "Elpirata Cofrisi" had been a pirate on the Spanish Main in the 18th century and that Elpirata II was to become the first of a new breed of buccaneer. Between May 1, 1961 and December 31, 1972, 159 American planes were involved in skyjack incidents; of these 85 were diverted to Cuba. "The Florida Straits had become the Skyjack Main."[6]

Highjacking was also dominated by the mentally disturbed, the criminal extortionist and the social misfit. One of its members was D.B. Cooper, who demanded $200,000 ransom in 1971. When he received his money, he parachuted out of the plane over Washington state and was never found. In 1972, an extortionist hijack incident took place that was to galvanize the U.S. into imposing a complete system of airplane and airport security. Three escaped convicts, hijacked a Southern Airways DC9 flying out of Birmingham, Alabama. They demanded $10 million ransom in a hijack that was to last 29 hours, include nine forced stops and involve two other countries. When the ransom was not delivered promptly, the hijackers threatened to crash the plane into the atomic plant at Oak Ridge, Tennessee. At the same time as the plane finally landed on a sea of foam in Havana, the hijackers were arrested and imprisoned in Cuba.

In 1967, hijacking became more violent, frequent and frightening. Following the defeat of the Arab states in the Arab-Israeli conflict, the Palestinians found themselves without Arab support and without land bases to carry out raids across Israeli borders. Hijacking became a solution. George Habash, leader of the Popular Front for the Liberation of Palestine (PFLP) based in Beirut, used air piracy for the purpose of political blackmail and a tactic of terrorism. For the first year the Palestinian attacks were all against El Al, the Israeli National Airline, but El Al improved their security measures, including locked bullet-proof doors and armed sky marshals. This led the PFLP to turn to the aircraft of other nations.

On September 6, 1970, there began a mass hijacking described as "the most remarkable event in the history of aerial piracy."[7] First, a TWA B707, flying from Frankfurt to New York, was diverted to Dawson's Field in Jordan. Simultaneously, a Swissair DC8 flying from Zurich to New York was hijacked. The third plane commandeered was an El Al B707 flying from New York to Tel Aviv. The fourth airliner skyjacked that afternoon was a Pan American jumbo jet; the hijackers directed the plane to Cairo where the passengers were given eight minutes to vacate the plane before the $20 million aircraft was blown up. Four days later the PFLP hijacked a British BOAC VC10 flying from London to Bombay. Five governments became involved in the negotiations over three aircraft at Dawson's Field. Four hundred and thirty passengers were held hostage and it took five weeks to unravel the whole situation.

By the late 1970s and early 80s Middle Eastern and Islamic fundamentalists began hijacking attempts. Following the PFLP example, the Islamic Jihad terrorists commandeered TWA flight 847 bound from Athens to Rome in June, 1985. The hijackers demanded the release of 700 Shiite prisoners of war being held in Israel and kept the initiative by flying back and forth between Beirut and Algiers several times. With the Sixth Fleet and American Delta force closing in, the hijackers would change locale. They released some passengers as concessions, but then singled out a U.S. Navy diver whom they battered, tortured and finally killed. They separated passengers with Jewish-sounding names and threatened to kill the Americans on board, one by one. Finally, after 15 days, President Assad of Syria intervened and the hostages were released. It was a devastating defeat for the West, both in terms of their lack of airport security and in their inadequate response to the crisis.

Air piracy has decreased somewhat since 1988. Heightened security measures at airports have certainly helped. This process of planning and continually upgrading security in response to terrorist acts may, in the end, outlast if not overcome the terrorist threat.

"Really firm policies toward terrorism with an absolute minimum of concessions are the only way to deal with fanatics, and need not damage the internal fabric of democracy."[8] ∎

The Rite of Passage

Rites of passage are defined as "a category of rituals that mark the passage of a person through the life cycle, from one stage to another over time, from one role or social position to another, integrating the human and cultural experiences with biological destiny: birth, reproduction, and death. These ceremonies make the basic distinctions, observed in all groups, between young and old, male and female, living and dead."[9]

In his classic study, *The Rites of Passage*, Arnold van Gennep provided a basic framework for understanding the initiation rituals from child to adult in primitive societies. The central theme of these rites is a change in identity; the death of youth, the resurrection of adulthood. Van Gennep claimed that the theme of death and rebirth is played out in three phases: separation, transition and incorporation. During the separation phase, the child must be severed from all ties with his/her past. Sometimes the hair is cut or new clothes given, but always he/she is removed from the home. In this separation phase, for example, the boy (usually) is ceremonially killed by spears thrown by masked dancers, or picked up and thrown over a fence where another tribal member catches him. Then the youth is left in seclusion, which constitutes the transition phase. During this time he is subjected to hazing and tests of endurance. During this time, his elders teach him tribal lore that ranges from hunting skills to sex education. When the period of transition is over, the young men are ready to enter their society as adult males. This is the incorporation phase and it is marked by ceremonial splendor and celebration. The boy is now officially a man. "Initiation...is an act that involves not only the religious life of the individual...it involves his entire life. ... A man becomes what he is and what he should be...one who participates in the culture into which he was born."[10]

> **The central theme of these rites is a change in identity; the death of youth, the resurrection of adulthood.**
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In *Treasure Island,* young Jim goes through a similar process. He leaves home and is separated from his mother. His transition period takes place on the "Hispaniola" and the island, where he experiences and learns from elders that include the pirates and other male role models. When he kills Israel Hands, he is, perhaps, symbolically killing his youth and emerging as an adult. Finally, he is incorporated back into society by returning home a man.

In the 18th century, separation or leaving home was an experience common to all youth, though the nature of this separation differed from class to class. Parents of means sent their children off to school to study a profession; middle class parents often sent their children to apprentice in a skill or trade. Poor families had no choice; as soon as their children were able to work, they had to leave home to find it. Another sort of initiation rite was joining the military; Revolutionary War records indicate soldiers as young as 14 and 15. There were also self-improvement societies, political associations and religious revivals for both genders. On the down side, there were gangs, mostly composed of young men who found causes like abolition, conscription, or who wanted to escape the crowded, squalid conditions of home.

In the 19th century, parents and doctors felt that adolescence was marked by "pressure and an acceleration of experience."[11] As such, they advocated a slow and steady regimen in childhood that would guarantee a smooth transition to adolescence. Spared exposure to the world was supposed to result in a teen ager who was just and wise—and resigned. Clearly, rites of passage as van Gennep described them were not practiced in 18th and 19th century society.

Our 20th century society differs from other cultures, both historical and contemporary, in its lack of clearly defined initiations to enhance and give meaning to life's transitions. This is particularly troublesome as adolescence is a time of confusion, self-consciousness and desperation to find a niche. The teen ager needs nurturing but wants independence; he/she needs to belong to some kind of identifiable group, but often lacks judgment in selecting one; he/she needs direction and love, but families, schools and society are not always able to supply them. In traditional societies of the past, the elders knew what they had to teach their young, but elders today are often going through their own "passages." Changes in jobs, marital situations and community have brought a "shifting" society, so that elders, parents and mentors are not available to young people. According to author and teacher Christina Grof, many "pseudo rites" have replaced ones with any spiritual meaning. Superficial events such as sweet sixteen parties, debutante cotillions, summer camps, "binge" drinking, drug use and gang activity are hurting those young people who search for something beyond their ordinary scope of existence.[12] ■

"My journey will be a means to an end, but it is I who will navigate through the forest."[13]

ACTIVITIES

ELEMENTARY

CHANTIES

Chanties were work songs, sung by sailors. The earliest ones we know about are well over 200 years old. With their strong simple rhythms, chanties helped sailors keep in time with each other as they worked.

Different chanties accompanied different tasks. Some with long repetitive rhythms were sung when hauling up the anchor. Others with a short, jerky beat were better suited to working the pumps to get rid of water below deck.

"One More Day"
1. Only one more day, my Johnny,
   One more day;
   Oh, rock and roll me over,
   Only one more day.
2. Don't you hear the Old Man howling?
3. Don't you hear the mate a-growling?
4. No more gales or heavy weather.
5. Only one more day together.
6. Can't you hear them gals a-calling?
7. Pack your bag today, my Johnny.

"Paddy Dooyle's Boots"
1. To my way-ay-ay-ah
   We'll pay Paddy Doyle for his boots.
2. To my way-ay-ay-ah
   We'll all throw dirt at the cook.
3. To my way-ay-ay-ah
   We'll all drink brandy and gin.

Make a chanty of your own for work or exercise: doing laundry, raking leaves, vacuuming, mowing lawn or rollerblading, skateboarding, walking, other exercises.

CREATE A FASHIONABLE PIRATE ENSEMBLE

On shore pirates wore long coats and sometimes long pants, but pirates usually wore short jackets and pants on board for ease of movement. Long clothes might trip them or get caught in things on board ship. All of your clothing should be loose so that you won't have any trouble climbing the ship's rigging!

Pants: Start with a pair of plain, comfortable pants or jeans (knee breeches if you have been saving a pair in your closet).

Socks: If your pants are short use long socks and avoid bare knees.

Shoes: Buckled shoes were in fashion for pirates, but sandals, knee-high boots and even bare feet were in style.

Shirt: Wear a long and oversized shirt or blouse. Color doesn't matter as it will soon be torn and dirty.

Sash: For the ultimate fashion statement and for holding up your pants, as well as a place to tuck your weapons, use a brightly colored sash around your waist or a thick leather belt. Be careful not to make the sash too long, or you may trip yourself.

Coat/jacket: The coat or jacket is a nice finishing touch to the ensemble. It adds a bit of style.

Bandeau: Tie a piece of cloth or kerchief around your head at an angle. Without a pirate hat, this gives you a bit of credibility. You can also make a hat with a pirate decoration on it out of cardboard. Remember pirates used pictures of sculls, crossbones, crossed sabers (swords), hour glasses with time running out, etc.

Earring: Pirates believed that earrings helped their eyesight. They used the gold the earring was made of to pay for funerals, too!

Weapons: Draw daggers and cutlasses onto thick cardboard and cut them out. Cover with silver foil and colored cardboard, or if you prefer, use paint.

Eye patch: If you injure your eye in battle, you'll need an eye patch.

CREATE YOUR OWN PIRATE FLAG

Use black and white felt or paper and glue. Add skulls, crossbones, bleeding hearts, crossed sabers, skeletons, draining hourglasses or other frightening symbols. (Example on page 4)

[Set all sail, clear the deck, stand to quarters, up with the Jolly Roger!]
—*Sir Walter Scott: The Pirate,* chap. xxxi.

Pirates used flags of several countries to fool their victims. This was known as flying false colors. They used pirate flags to frighten passing ships, hoping that they would surrender without too much of a fight. When giving chase, pirates often flew a white flag. If the merchant ship refused to slow down, the pirates hoisted a red flag. The flag signified blood. The message it sent to the resisting ship was that once the pirates boarded, no one would be spared.

The flag, the Jolly Roger (the skull and crossbones) is the name of the most famous symbol of pirate terror. The skull and crossbones was a popular symbol of death, which often appeared on gravestones at that time. The Jolly Roger was also known as Black Jack or the Banner of King Death.

Pirate captains created their own pirate flag. Skulls, hourglasses, cutlasses, crossbones, spears, armed pirates and bleeding hearts decorated flags. Sometimes they would fly the Jolly Roger to give their chosen victim the chance to surrender. If this offer was refused, some pirates flew a red flag instead which meant ...PREPARE TO DIE!!!

RULES OF RUFFIANS

Most pirates operated under a set of rules or articles. Together, they created the laws which governed their lives. It was a simple form of democracy and it worked! Here are three articles of conduct which pirates used.

The captain and his ship are to have 40

shares and any man that would come aboard the said ship should have shares of such treasure as should be taken.

If any man should lose a joint in service, he should have 100 pieces of eight.

Anyone that doesn't keep his weapons clean, or in any other way is not prepared for action, will not receive his share of any treasure and will suffer what further punishment the captain and the crew think fit.

As a class, prepare your own rules of conduct covering the following items: curfew, discipline, obedience, stealing, being on time, lying, cheating, hurting another student, etc.

SCOUTING PARTY

Your ship's captain has placed you in charge of searching for a suitable location on which to establish a headquarters for his pirate crew. From among a number of possibilities, you have selected one location. The following report to your captain outlines the criteria used to make this decision. Use your imagination to create the description of the perfect place, but use a map.

Report dated:_____
To Captain: _____
The land lying_____and
which I have named_____
will be a most suitable location for the following reasons:

Signed,

NOW CREATE A MAP OF YOUR SITE

You will need medium-weight plain paper, colored pencils, damp tea bag, wide ribbon, colored modeling clay, old or new coin(s) as large as possible. Draw a map of island or land near water. Decide where your camp is. Where do you go to fish for food? Where are the swampy places? And where would you bury any treasure? Where do you dock your ship?

Make your map look old (we call this distressing it). For example, bend the

edges and tear them a little. Wipe the damp tea bag over the drawing to make it look brown as old paper does. Roll up the map and tie with a ribbon out of which you have cut a "V" at each end. Add a seal by making an impression on a bit of clay or warm wax with the coin and glue the seal on the ribbon.

YOU'RE THE COOK
AND YOU'RE OUT OF BISCUITS!

Recipe for pirate biscuits.
8 ounces of plain flour, five teaspoons baking soda, 1 teaspoon salt, 2 teaspoon sugar, 4 oz butter, 2 fluid ounces of milk. Cut butter into dry ingredients; stir in just enough milk to make a smooth soft dough. Turn out on to board and knead for one minute. Roll dough out to 1/2" thick. Cut with round cookie cutter. Arrange on greased baking sheet and bake at 450 degrees for 12 to 15 minutes. Serve with butter or jam.

A LIST OF PIRATE VICTUALS, YUM!

Pickled meat, fish and vegetables, and even pickled cheese!
Barrel water, usually stale and old.
Wormy, moldy flour and rice.
Blackened breadfruit, mangos, bananas and crab apples.
Barbecued fish, birds, cats, dogs, rats and bugs.
Weeks-old beer stored in sloshing caskets under the broiling sun.
Partially distilled brandy and raw (chunky style) wine.
Rum.
Limes and lemons, when available to avoid scurvy and rickets.
Apples were driven with iron nails, the rusty fruit yielded a form of iron necessary against anemia.
When available, fresh meat was usually turtle or fish. When meat was not available, pirates ate biscuits called "hardtack" and dried meat washed down with beer, wine or rum.

MIDDLE SCHOOL

TO BE OR NOT TO BE A SAILOR OR A PIRATE. THAT IS THE QUESTION.

Life at sea during the 17th and 18th century was hazardous and full of hardship. Sailors endured unbearable living conditions. In spite of the risks, hundreds of these desperate men deserted their ships and joined pirate crews.

In order to compare life aboard a King's ship or merchantman with a pirate's life at sea, you will need to do some research. First go to your library and read an encyclopedia or books on the subject. If you have Internet access search for sailor and pirate histories. On a rough draft, with headings marked "sailor" and "pirate", tell what life was like for both. Now arrange this information in the two columns in the form of conversation between a sailor and a pirate. Again, label one column "sailor" and one column "pirate." Which would you prefer to be?

NOW AND THEN...

Imagine that people, living centuries apart, could speak to each other. For example:

A hijacker of the 20th century met a 17th century pirate and discussed their career paths.

A 20th century beachcomber met a marooned pirate.

You met the grandchild of Edward Teach.

A present-day defense lawyer met Captain William Kidd.

A present-day cartographer (map-maker) met pirate navigators of the 15th century.

The crew of a nuclear-powered submarine met the crew of a pirate ship.

Your parents met Anne Bonny's mother and father.

You may like to try reversing the position of the speakers and use the title "Then and Now."

Develop a dialog between the two. What do they have in common? What questions would they ask each other? Compare lifestyles. Why did they pick the

lifestyle they lead?

PIRATES LOG

You will notice for reasons unknown that the log entry is incomplete. Try to put yourself in the pirate's place and complete the remaining passage as if written by the author's hand.

Date: Calm seas and bright sun, time to catch up on duties before we meet another ship or land in port. I have not had...
or
Date: I've just come off watch. The wind is high and the seas are rough and conditions seem to be getting worse. I ...

MAP WORK:

Locate these places related to Robert Louis Stevenson: Bristol, England, where Jim Hawkins sailed from; Island of Samoa, where Stevenson died; Endinburgh, Scotland, where Stevenson was born; French Riviera, where author recuperated; Braemer; Scotland, where *Treasure Island* was written.

Locate these famous pirate hangouts: Barbary Coast, Spanish Main, Mediterranean Sea, Adriatic Sea, Red Sea, Madagascar, Baltic Sea, Straits of Gibraltar, North Sea, Jamaica, Tortuga

HIGH SCHOOL

RITES OF PASSAGE: the transition from childhood to adulthood

Jim Hawkins grows into an adult on his adventure. The voyage serves as a rite of passage for him. Our contemporary rituals for the rite of passage include: Sweet Sixteen parties, high school graduation, getting a drivers' license or the right to vote. Other practices that mark a passage include: peer counseling, Outward Bound, vision quests and accelerated learning camps.

Colleges recognize a need in students for such a rite and so have designed courses drawing from sociology, psychology, anthropology, literature and mythology. Participants read Margaret Mead's

Coming of Age in Samoa, Joseph Campbell's *A Hero's Journey*, Richard Wright's *Native Son* among others; view the *Star Wars* trilogy; and then design their own initiation ritual. There are usually three parts to an initiation ritual, separation (usually from the family), transition (a period of learning, sometimes under the supervision of a guide) and incorporation (returning somehow changed.)

THE TIME BOX

Each student brings in an object dear to them but one that they can part with for the next 20 years. Have each student write a letter to themselves about the object and indicate why it is significant in their lives.

Have the group construct a "sacred box" (decorate a shoe box or carton) and have each student place their letter and object inside. Store at the school or with the class president.

At the 20th reunion of the class, open the box and reunite the former students with their objects and letters.

SCAVENGER HUNT

Construct a list of clues that lead the participants to contacts who give a part of the instructions that uncover pieces of a group project. When the students find all the pieces they can, as a group build a structure honoring the successful completion of the hunt.

■ Step 1

Teach the students several activities that they must accomplish in small groups.
Example: Make up a secret handshake. If the students receive it, they must respond by pretending death, doing three jumping jacks, or answering a riddle.

■ Step 2

Assemble a group of teachers and administrators to be the contacts for the hunt. Each contact will ask the students to do one of the activities. Once executed they will give the team a line of the instructions leading to the prize or a part

of the prize. To help the game move along, give each contact a clue for the students to find the next contact. The clues might make it necessary to use the library, or a dictionary, or a phone book. This is a learning experience and the teams should have to figure out how to get from contact to contact and how to work together.

■ Step 3

Gather the students and explain that there are people they must contact to find the list of instructions to the prize or a piece of the prize. Divide up into teams and give each team a clue that will take them to a their first contact. Each team should have a different first contact. Give the teams a time limit in which to complete the hunt. It could be a day or a week—it doesn't matter. Also assign a mentor or guide to each team for when they need encouragement, advice or additional clues. It is important to let them figure out as much as possible on their own.

■ Step 4

Ideally, the prizes each contact gives out should be pieces to create a large "prize," a sculpture, structure, poster honoring the group as a whole. If and when every team returns to home base with its individual award, the entire group can then set about to create their "memorial."
Prize suggestions: ink pens, scotch tape, glue, glitter, staples, posterboard, paint, clay, paper mache, wood, cardboard, etc. The prize may be pieces given by each contact or found by the list on instructions given by each contact. The prize may be part of a puzzle that the students have to put together at the end of the hunt or maybe art supplies to decorate a display case or a wall. It is good to have the students come together at the end to celebrate and create something new.

Be creative with the prizes, i.e., use a Polaroid camera and have a contact take a picture of the teams. ■

MONETARY TERMS

Pieces of eight a former Spanish coin which corresponded to the American dollar.

Doubloons obsolete Spanish gold coin valued at 16 dollars.

Guineas an English gold coin.

Georges any English coin bearing the image of St. George.

French Louis French gold coin issued between 1640-1795, worth about $4.50.

NAUTICAL TERMS

Abaft a position toward the stern or the back of the vessel with relation to another object on the vessel.

Aft toward the rear of the ship.

Aloft in the rigging, above the upper deck. It is always in the open in nautical usage.

Alow rhymes with, and has the same meaning as "below."

Anchorage any place suitable for vessels to anchor, places not too deep nor too shallow.

Astern behind a vessel; 180 degrees relative to the vessel's heading.

Batten down the hatches to secure loose gear for rough weather.

Beach to run a vessel ashore intentionally for whatever reason.

Bearing the calculated position of a ship in reference to the North Pole.

Bilge the lowest part of a vessel's hull, where any water in the hull collects.

Binnacle the pedestal and case in which the compass is kept on deck.

Boatswain a warrant officer or petty officer in charge of the ship's deck crew and equipment. It is pronounced "bosun."

Bow the forward part of a vessel.

Bowsprit a projection from the stem or bow to which are attached forestays, allowing better support for the forward mast and making it possible to set more sail.

Broadside 1. the side of the vessel above the waterline. 2. to position a vessel so that the enemy is in line of fire for all the guns on one side of the ship.

Capstan a machine with a rotating drum for heaving up anchors or other heavy equipment.

Cat-'o-nine tails a short piece of rope made for flogging.

Chart 1.n. a navigation map. 2. v. to plan a route.

Davy Jones's locker the bottom of the sea.

Figurehead a wood sculpture carried at the bow of old sailing vessels.

First mate the second in command in the naval service.

Flood tide a tide that is in flood or flowing toward land.

Fore Usually seen as a prefix denoting the forward part of a vessel, its machinery, rig and so on.

Galley a ship's kitchen.

Gig a boat or barge designated for use by the captain.

Hatch watertight cover over an opening that gives access to spaces below.

Hawsehole an opening in the bow into which a kind of pipe is fitted.

High water the maximum height reached by a rising tide.

Jolly boat a work boat carried at the stern on merchant schooners.

Jolly Roger the traditional black pirate flag with skull and crossbones.

Keel on large vessels, a structural piece that is the backbone of the ship; it runs along the centerline of the bottom.

Keelhaul an ancient and extremely cruel form of punishment in which a man was pulled down one side of the ship, under the bottom and up the other side. The victim would be badly cut and was likely to die from blood poisoning because of sharp barnacles having attached themselves to the bottom of the ship.

Larboard the port or left side of a ship.

Latitude the angular distance north or south from the equator measured along a meridian beginning with 0 degrees at the equator to 90 degrees at the poles.

Lay to plan a course.

Lee the side toward which the wind is blowing; the downwind side.

Longitude the angular distance east or west between the prime meridian that passes through Greenwich, England, and any point on earth, up to 180 degrees.

Luff to bring a sailboat into the wind so that the leading edge, the luff, of the main-sail begins to tremble.

Mariner an experienced sailor or seaman.

Maroon to abandon on an island or a deserted coast with little hope of rescue.

Mast a vertical timber the supports gaffs, sails and booms. From the bottom up they are called the lower mast, topmast, topgallant mast, royal mast and skysail mast.

Mooring a berth or anchorage in which a vessel is secured.

Mutiny refusal by a crew to obey a master's lawful orders; an attempt to take over command.

Port 1. A coastal city usually with a protected harbor. 2. An opening in a vessel's side such as a gun port. 3. The left hand side of a vessel when facing forward.

Quarterdeck a part of the upper deck, usually extending from the mainmast to the stern, reserved for use by officers.

Quartermaster an officer in the navy who assists the officer of the deck under way and who is qualified in bridge and deck routine and navigation.

Rigging general term applied to all lines used to support masts, extend sails, or reduce sails.

Right to return a vessel to an upright position on an even keel.

Rudder a device mounted near the stern (rear) of the vessel to control horizontal direction. The function of the rudder is to direct the water beneath the vessel to one side or the other so the ship may progress forward or to the right or left.

Schooner a sailing vessel with two or more (up to a maximum of seven) masts.

Skylark to engage in horseplay, fun, or noisy, friendly chatter.

Spar a stout, rounded, solid piece of timber such as a mast.

Squall a severe local storm with gusty winds, rain or snow, thunder and lightning.

Spritsail a sail held in position by a spar that extends diagonally from the base of the mast to the peak of the sail.

Starboard the right hand side of a vessel as seen from the stern; its opposite is port, the left hand side of the ship. (To remember which is which, "port" and "left" both have four letters.)

Stern at end of a vessel; its opposite is bow, the front of the vessel.

Stow to put away goods or cargo.

Swab 1. mop used to wet down and clean a deck or floor. 2. a nickname for a sailor.

Tack change course; necessitating shifting the main boom from one side to the other.

Topmast a mast between the topgallant mast and the lower mast.

Topsail a square sail set above the course.

Trade winds a consistent pattern of air currents that move northeast in the tropics of the Northern Hemisphere and southeast in the tropics of the Southern Hemisphere.

Watch a period of time on duty, usually four hours or longer.

Weigh to raise, as an anchor or a mast.

Yardarm the tapered end of a yard (a spar set perpendicular to the mast for setting square sails) on a square-rigged vessel. ∎

Notes

1. Daiches, p. 9.
2. Daiches, p. 11.
3. Kiely, p. 74.
4. Sandison, p. 68.
5. St. John, p. 7.
6. St. John, p. 1.
7. St. John, p. 24.
8. Rivers, p. 163.
9. Eliade, p. 13.
10. Raphael, p. 7.
11. Kett, p. 135.
12. Grof, p. 10.
13. Dror, p. 413.

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