

WELCOME TO THE REVENUE CUTTER SERVICE PROGRAM

You and your students are about to embark upon an exciting adventure aboard the tops'l schooner ***Spirit of Dana Point!*** History comes alive as students experience life aboard a traditionally rigged sailing vessel. During this fun and dynamic program, the students actually cast off and set sail in the open ocean.

Under the guidance of a Coast Guard certified captain and qualified crew, the students are immersed physically, mentally, and emotionally in real shipboard activities, including line and sail handling, navigation, sail theory, physics, history and standing a “trick” at the helm. The program has been aligned with the *California History-Social Science Content Standards*.

We combine “living history” with experiential education, hard work, discipline, and fun in an adventure many children never forget. Aboard the ***Spirit of Dana Point***, we hope to continue to grow as a place where students can challenge their minds and bodies, while discovering their heritage.

Please take advantage of the following materials to prepare your group. We have found that the more prepared your students are, the more they will gain from this program.

Have a Great Voyage!

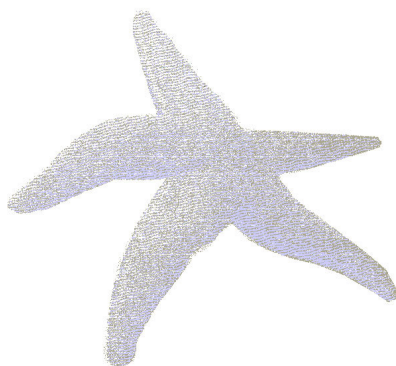


TABLE OF CONTENTS

WELCOME TO THE REVENUE CUTTER SERVICE SAILING PROGRAM

A. ADMINISTRATIVE CHECKLIST	3
B. PROGRAM DESCRIPTION	4
C. LINKS TO CALIFORNIA CONTENT STANDARDS	4
D. ADMINISTRATIVE PREPARATION	6
Administrative Contact / Introduction	6
Teacher Information: Before the Program / Teacher Information: During the Program	6
Recruitment of Safety Officers / Payment / Final Count	7
Student Aid / Transportation / Nametags / Lunch	7
Forms / Student Behavioral Expectations / Student Preparation / Appropriate Clothing	8
Avoiding Sea Sickness / Chambers Gift and Book Store	9
Spirit T-Shirt Information	10
Directions to the Ocean Institute	11
E. STUDENT PREPARATION	12
Academic Preparation	12
Crews	12
Role-Play	12
Safety Considerations	12
Program Scenario	13
Cast of Characters	13
Vocabulary	14
F. RESOURCE MATERIAL	14
Program Background: Building a New Nation—and Protecting It!	14
The Revenue Cutter Service	15
History of the Schooner <i>Spirit of Dana Point</i>	15
Shipboard Life	16
Maritime Glossary	17
Classroom Activity: <i>Sea Shanties</i>	19



A. ADMINISTRATIVE CHECKLIST

Immediately upon receiving this package...

- Carefully review the Teacher Preparation Package
- Arrange your transportation

Two months prior to your trip...

- Confirm student and adult numbers with the Ocean Institute
- Arrange for safety officers (accompanying adults)—please arrange for a minimum of 3 adults (including the teacher) and a maximum of 5 adults (including the teacher)

One month prior to your trip...

- Begin student preparation
- Assign students to crews
- Choose student mates
- Copy and distribute Acknowledgement of Risk and Waiver to each student

Two weeks prior to your trip...

- Mail program payment to the Ocean Institute—full payment must be received a minimum of 10 days before your program
- Collect Acknowledgement of Risk and Waiver from each student
- Contact parents to remind them to sign and return the Acknowledgement of Risk and Waiver
- Fill out and sign the Acknowledgement of Risk and Waiver for yourself

One week prior to your trip...

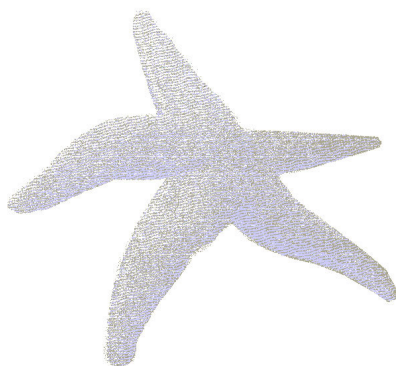
- Review behavioral expectations with students
- Contact the Ocean Institute with any last minute questions or changes

24 hours to go!!!...

- If inclement weather is expected, contact the Ocean Institute for status of the program
- Prepare nametags for students and adults

When you arrive for your program...

- Unload the bus in front of the Ocean Education Center's Student Services Building
- Check in at the Student Services building with a final head count
- If necessary, students may use the restroom facilities. Please limit use to 7 girls and 7 boys at a time



B. DESCRIPTION OF THE REVENUE CUTTER SERVICE SAILING PROGRAM

The Revenue Cutter Program is based upon the early days of the US Coast Guard. In an effort to put an end to smuggling and piracy upon the Eastern Seaboard, the Cutter Service was begun in 1790. Soon, the sailors aboard the Cutters became the most experienced United States government sailors, as the Navy was not in full active service until after the War of 1812.

Using the Revenue Cutter Service as a base, the students will sign aboard to discover that they are learning teamwork and sail handling skills, while engaged in hostilities with Great Britain. Their job is to fight for America's very survival! While "remembering" the events after the Revolutionary War and discussing the causes leading to the War of 1812, the officers aboard the *Spirit* give the greenhands a crash course in sailing, economics, history, strategy, navigation, and critical thinking.

C. LINKS TO CALIFORNIA CONTENT STANDARDS

Grade Four

History - Social Science Standards

4.1.1 Explain and use coordinate grid system of latitude and longitude to determine absolute locations.

4.1.2 Distinguish between the North and South poles; the equator and Prime Meridian; the tropics; and the hemispheres using coordinates to plot locations.

Analysis Skills (Grade K - Grade 5)

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

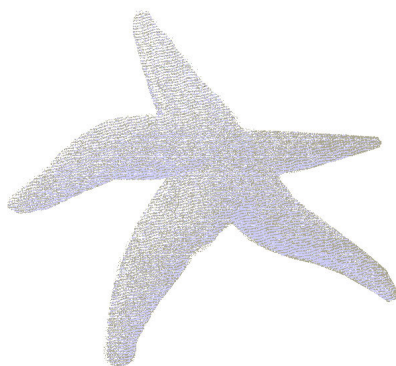
1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.



Grade Five**History - Social Science Standards**

- 5.5.1. Students understand how political, religious, and economic ideas and interests brought about the Revolution.
- 5.6.4. Students understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

Analysis Skills (Grade K - Grade 5)

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed *only in conjunction* with the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking:

1. Students explain how the present is connected to the past, identifying similarities and differences between the two, and how some things change over time and some things stay the same.
2. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

Research, Evidence, and Point of View:

1. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify and interpret the multiple causes and effects of historical events.



D. ADMINISTRATIVE PREPARATION FOR THE REVENUE CUTTER SERVICE PROGRAM

ADMINISTRATIVE CONTACT

For questions regarding the Revenue Cutter Service Program, please contact:

Bryn DuBois, Program Coordinator, Maritime
Telephone Number: (949) 496-2274, extension 218
E-mail: bdubois@ocean-institute.org

INTRODUCTION

Thank you for choosing the Ocean Institute as your field trip destination. We appreciate the time and effort it takes to prepare your students for their program, and we will do everything we can to make their experience as rewarding as possible.

Please make sure that all of the participating teachers have a copy of these teacher materials. The information contained here can help you find answers to your questions, develop your preparation timeline, and prepare both your students and safety officers. This packet also contains directions to the Ocean Institute as well as contact telephone numbers—please call us at any time with any questions you may have about your field trip.

TEACHER INFORMATION: BEFORE YOUR PROGRAM

You can do several things before you arrive to help make your program run as smoothly as possible:

- Review the program goals, station activities, and expected behaviors with the students before you arrive. Complete the classroom activities with your students, and make sure they have a clear understanding of the educational concepts they will explore during the program.
- Spend some time choosing and preparing your parent safety officers. Review the program goals, station activities, and expected student behaviors with them before you arrive. Make sure that they have a clear understanding of their role as a safety officer.
- Divide the students into three crews, and provide each student with a nametag. The crews should be named **Port**, **Starboard**, and **Midships**.
- Have a signed Acknowledgement of Risk and Waiver for each student and safety officer, including yourself, before boarding the bus.
- Notify the Ocean Institute staff of students with any special health or behavioral considerations.
- Send program payment to the Ocean Institute at least 10 days before the scheduled date of your field trip. Please mail a single check for the total amount of the program minus the deposit you have already paid. **Please make checks payable to Ocean Institute.**

TEACHER INFORMATION: DURING YOUR PROGRAM

Ocean Institute instructors are all well trained to work with students of different ages and abilities. Both you and the adult safety officers can help the instructors monitor student behavior and safety. There are several things that you can do to help facilitate the smooth running of your educational program:

- Work cooperatively with Ocean Institute instructors and your parent safety officers to manage students during the program.
- Work cooperatively with Ocean Institute instructors and your parent safety officers to solve student and safety officer management problems.
- Report any problems to the Ocean Institute staff as soon as possible.

RECRUITMENT OF SAFETY OFFICERS

At least three adults (including at least one teacher or leader) are to accompany the participants on their voyage. Each safety officer should be assigned to a crew that does not include their child. The safety officers will be responsible for keeping an eye out for safety problems. They will be asked to take part in role-playing as a common, ignorant greenhand and expected to follow orders of all superior officers, including the student mate, for their crew! We suggest that you begin recruiting safety officers early.

The maximum number of safety officers for a *Revenue Cutter Service Sailing Program* is 5 adults.

The safety officers need to know that they will be required to participate in all aspects of the program and must remain with their assigned crew for the entire voyage. Safety officers will not be permitted to leave the ship or crew to make telephone calls, smoke, etc.

We do not allow cell phones, pagers, or smoking onboard our vessels.

PAYMENT

Payment must be received 10 days before your program date. Please mail a **single check** for the total amount of the program minus the deposit you have already paid. Please make checks payable to **Ocean Institute**.

FINAL COUNT

Call the Ocean Institute two days before your program if the number of students or adults changes. When you arrive at the Ocean Institute for your program, you must have an accurate count of total students and adults participating in the program. If the number of participants listed on your Program Agreement is not accurate, call the Ocean Institute immediately.

STUDENT AID

The Ocean Institute maintains a student aid fund for students who are unable to obtain sufficient funding to attend the program. Please call (949) 496-2274, extension 0 for more information and to receive the necessary forms for student aid.

TRANSPORTATION

Student transportation should be arranged well in advance. **It is important that you arrive on time.** Please schedule yourself to arrive at least 15 minutes before your scheduled program start time. If you arrive late, your program time will be shortened.

Buses can unload at the curb in front of the Student Services building. After the students have unloaded, the drivers will be notified of where to park the buses.

NAMETAGS

Each student needs to wear a sturdy nametag throughout the voyage. The tag should have only the student's last name and the crew to which he/she belongs. If he/she is a mate, remember to put a "Mr." before his/her name.

For safety reasons, the nametag should attach to the clothing and not hang around the student's neck, since the tag could become entangled with line being used.

LUNCH

This program allows time onboard the ship for lunch. Please have the students bring a sack lunch with their name clearly printed on the bag.

FORMS FOR THE REVENUE CUTTER SERVICE SAILING PROGRAM

Acknowledgement of Risk and Waiver

Each student must have this form signed by a parent or guardian to participate in the *Revenue Cutter Service Sailing Program*. Please make sure that you have one signed form for each student, safety officer, and teacher when you check in with the Ocean Institute staff. **Participants without a signed form will not be permitted to participate.**

Crew Manifest

Please divide your class into three crews of equal size and complete the Crew Manifest form. The Coast Guard requires us to have a completed Manifest in order to account for all passengers before we leave the dock. Please have it completed before you arrive at the Ocean Institute--we will lose valuable instructional time if the Manifest needs to be completed when you arrive. It is important that the Manifest is accurate and includes the first and last names of ALL students, teachers, and safety officers. The Ocean Institute staff will take a head count before boarding the vessel, and the number of this count must match the number on the Manifest.

STUDENT BEHAVIORAL EXPECTATIONS

Please take time to discuss the academic nature of their field experience with your students before arriving at the Ocean Institute. When at the Ocean Institute, we expect your students to follow the same behavioral rules you have in your classroom.

STUDENT PREPARATION

The more familiar the students are with program concepts and content before they arrive, the more they will benefit from and enjoy their experience. We have included background information and classroom activities to introduce important concepts to your students before they arrive for their program.

APPROPRIATE CLOTHING / THINGS TO BRING

All participants need to wear clothing that is safe (long pants and closed-toed shoes with good traction), and bring a warm jacket and cap. Clothing should be comfortable for work and old enough that parents will not mind if the student gets dirty or wet. **SHORTS, DRESSES, AND SANDALS WILL NOT ADEQUATELY PROTECT THE STUDENTS AND WILL NOT BE ALLOWED DURING THE PROGRAM.** If inclement weather is predicted, make sure the students have proper rain gear (waterproof poncho with hood and boots with good traction). Please contact the Ocean Institute if inclement weather is predicted to check the status of the program.

Since the voyage takes place in the age of sail, we ask that certain items be left at school. This will increase the realism of the program and decrease the distractions. If any such items are found on any participant, they may be confiscated and returned at the end of the program.

AVOIDING SEASICKNESS

There are several things that you and your students can do to avoid seasickness on day sailing programs:

- Eat a good breakfast or lunch before the cruise--make sure that you avoid sweets and greasy foods!
- Take anti-motion medication at least 2 hours before boarding the vessel; we recommend a **non drowsy** form of Dramamine or Bonine.



CHAMBERS GIFT AND BOOK STORE

The Chambers Gift and Book Store is a non-profit museum store open daily from 9:00 AM to 5:00 PM. The revenue is directed toward lowering tuition for schools that participate in Ocean Institute programs. You and your class are encouraged to visit the store. To help accommodate all of the schools that would like to shop each day, please have one teacher from your school check-in with a store staff member before your students begin shopping.

There will be a limit on the number of students allowed to shop at one time as well as a three-minute time limit for each student. This is to ensure that all of your students will have time to shop. Please have two or three adults in the store to help supervise your students. One adult should stand at the door to monitor the students waiting in line. The other two adults should supervise the shoppers and remind them that they must make their selections quickly. Please ask the students to leave food, drinks, and backpacks outside with a friend while they are shopping.

Please remind your students that sales tax will be added to their items.

If your crew wishes to purchase merchandise, they are welcome to do so, but please observe the following:

- Plan to arrive early so that the students have sufficient time to shop. All shopping must be completed by 2:45 p.m., at which time the supervising safety officer will lead the students to the dock for the crew muster, which begins at 3:00 p.m.
- All purchases should be stowed safely away in the participants' gear and must not be taken out or seen for the entirety of the program or they will instantly become the First Mate's property!
- Please allow only one crew in the Chambers Gift and Book Store at a time. Remaining crews should be finishing their snack outside in a manner that does not interfere with traffic in and out of the building.

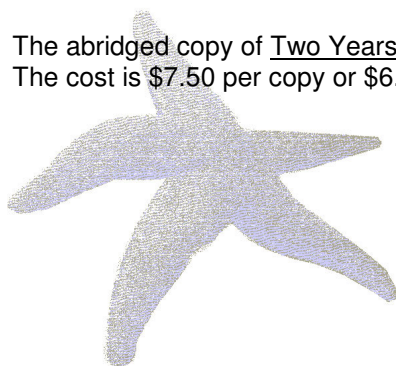
Please send a fax to the Chambers Gift and Book Store Manager for any large orders, such as 30 T-shirts, 30 patches or books etc. Please make sure to include your phone number so we can contact you about your order. Orders are required at least 6 weeks in advance to assure availability. The fax number for the store is (949) 496-4296.

Below is a list of items and current prices, which are subject to change without notice.

<u>Two Years Before the Mast</u> (unabridged paperback)	\$ 6.95
<u>Two Years Before the Mast</u> (unabridged paperback)	\$11.95
<u>Carry On, Mr. Bowditch</u> (unabridged paperback)	\$ 6.95
Pilgrim Poster	\$ 7.95
Pilgrim Patch	\$ 2.25
Pilgrim Postcards (horizontal and vertical view)	\$ 0.75
Pilgrim coin from the Collector Coin Series	\$ 4.95
Spirit of Dana Point coin from the Collector Coin Series	\$ 4.95
Pilgrim T-shirt or Spirit of Dana Point T-shirt	\$12.00 (tax included)
Pilgrim Sweatshirt (seasonal)	\$18.00

Please add 7.75% sales tax to the total cost.

The abridged copy of Two Years Before the Mast can be purchased through Globe Fearon at (800) 848-9500. The cost is \$7.50 per copy or \$6.95 for ten or more copies. The ISBN is 0-8224-9235-0.



SPIRIT OF DANA POINT T-SHIRT INFORMATION

Take home more than just knowledge and memories!

Spirit of Dana Point T-shirts are available for both students and adults. This comfortable T-shirt features the **Spirit of Dana Point** logo in full bright colors. Individuals interested in purchasing a T-shirt must place an order with their teacher or group leader before attending a **Spirit of Dana Point** program. The Ocean Institute must receive the T-shirt order **SIX WEEKS** before your program.

**FAX YOUR GROUP ORDER TO:
(949) 496-4296**

School Name _____

Contact _____

Program Date _____ Phone _____

Number of Shirts by Sizes (**adult sizes only**):

Small _____

Medium _____

Large _____

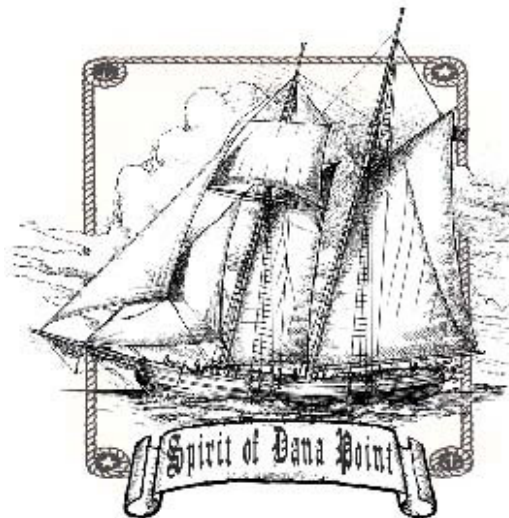
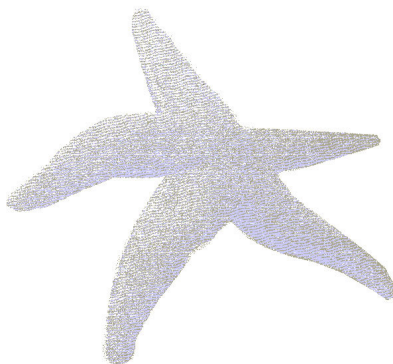
X-Large _____

Total number of shirts (small - X-Large) _____ @ \$12.00 each, including tax

AMOUNT DUE: \$ _____

Please make checks payable to the Chambers Gallery and include your driver's license and telephone numbers

ORDERS MUST BE RECEIVED SIX WEEKS PRIOR TO YOUR TRIP



DIRECTIONS TO THE OCEAN INSTITUTE

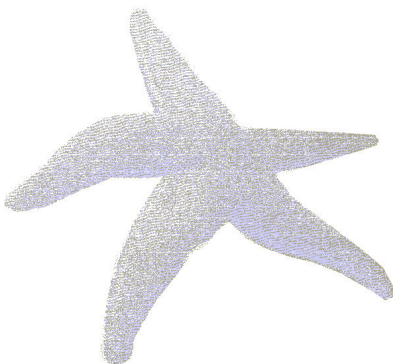
The address of Ocean Institute:
24200 Dana Point Harbor Drive
Dana Point, CA 92629
(949) 496-2274

Directions from Los Angeles:

- Travel south on Interstate 5
- Exit on the Pacific Coast Highway Exit
- Stay in the right lane of the exit ramp and go north on P.C.H.
- Turn left onto Dana Point Harbor Drive
- The road ends in the Ocean Institute parking lot

Directions from San Diego:

- Travel north on Interstate 5
- Exit on the Beach Cities Exit
- Stay in the left lane of the ramp and go north on P.C.H.
- Turn left onto Dana Point Harbor Drive
- The road ends in the Ocean Institute parking lot



D. STUDENT PREPARATION FOR THE REVENUE CUTTER SERVICE SAILING PROGRAM

Preparing your students for this program is extremely important. We want the students to have fun as they learn, but they must understand that their tasks are not always easy. They need to know that they will be expected to work hard, work together, and listen to and follow orders. They must understand that the success of their voyage depends on them—their attitude, their willingness to take this adventure seriously, and most of all, their willingness to learn. The better the students are prepared, the more they—and you—will gain from the program. You, as the leader, must take the time to prepare them using the following materials. Please take advantage of the instructions, resource materials, and information provided in this package.

ACADEMIC PREPARATION

The students need to know why they are coming on this voyage. Be sure they have a solid understanding of the program scenario. We strongly recommend that your students read the program scenario, program background, and crew information to the students before arriving for your program.

CREWS

Divide your class/group into three "crews." The crews will be called **Port**, **Starboard**, and **Midships**. These are the names of the standard watches kept onboard the *Spirit of Dana Point*. Assign a student mate to each crew. The mate will be responsible for relaying orders and making certain all members of "his" crew are working. Choose a mate any way you wish, but remember that the mates must be capable of withstanding the stress of leadership.

ROLE-PLAY

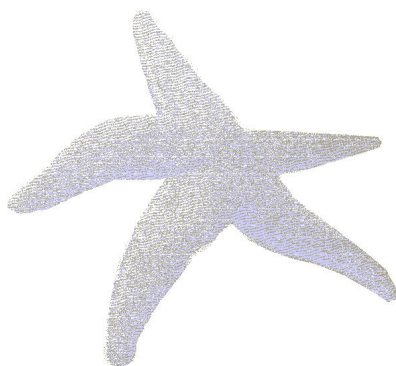
The students need to thoroughly understand the concept of role-playing. The students should know that they will be pretending to be sailors in the past.

From the moment the Second Lieutenant musters the crew on shore, the students will be expected to participate in the role-play for the entirety of the voyage. Our staff will also be pretending, and they will take their characterizations very seriously!

SAFETY CONSIDERATIONS

We will teach you all you need to know upon your arrival. All participants must wear rubber-soled shoes and long pants. Students will be told to stay out of the rigging, do as they are told, stay away from the rails, and do not run. Most dangers aboard will become readily apparent once the program has begun. For anyone who does not see them, the officers will enthusiastically point them out.

Should an emergency arise, please remain calm. All of our staff members are certified in First Aid and CPR and have been trained to handle emergencies. Additionally, the ship has excellent communication equipment and help is only a few minutes away.



PROGRAM SCENARIO

Your adventure begins in 1798 in Boston. Your family, friends, and neighbors are just recovering from the Revolutionary War, and the country is nearly broke. Smugglers, who are buying and selling goods in unsettled parts of the coast to avoid paying badly needed taxes, are one of the biggest problems facing the fledgling country. In addition, privateers, who had become pirates, are attacking merchant shipping. To make matters even worse, an undeclared war with France has begun, and nearly 300 merchant ships have been captured by French privateers in the last year. The Revenue Cutter Service has been created to hunt down the ruthless pirates and bring them to justice as well as to find the smugglers and force them to trade legally in ports. Most smugglers are as mean as the pirates are and will fight tooth and nail to continue their illegal operations. It might actually be easier to fight the French!

*You follow the patriotic posters to the recruiting office and sign aboard as a new recruit of the Revenue Cutter Service. The cutter leaving the soonest will be sailing along the Eastern Seaboard, looking for suspicious ships to investigate. Gathering your belongings and bidding a hasty farewell to your family, you make your way towards the harbor and find your new ship, the **R.C. Spirit**. Though this revenue cutter is a schooner and smaller than the new, big navy frigates, you know she is actually much faster and more versatile.*

The first person you meet is the Second Lieutenant. You must show him your readiness to learn to how sail and be a part of the Revenue Cutter Service. He expects discipline from his crew. They must be able to make quick decisions in any situation. "There will be times," he says, "when we will be in a fight for our lives, with powder and shot all around you, and you still have to remember how to calmly make off a halyard or properly trim a sail."

Once you get on board, the Captain orders the sails set and the cutter to sea, knowing that the best teacher is experience.

CAST OF CHARACTERS

- **The Captain**

The Master is the captain of the ship and the crew. Possessing a calm head and ability for handling any situation, he is not above teaching his crew everything he knows about sailing. He has even been known to teach his officers the latest math, navigation, and fighting tactics—skills that his officers will teach their men as well. Working his ship hard and practicing difficult maneuvers at sea is a trademark for which your captain is well known.

- **First Lieutenant**

The First Lieutenant is an extremely experienced sailor. He is the sailing master of the vessel and is in charge of making the crew execute the captain's orders. His is the task to coordinate the sailors on deck in maneuvers and in battle. A harsh and demanding officer, as any in service of the Treasury Department, he knows that the survival of his crew, his vessel and the new country he serves depends on precision, dedication and bravery. He is a serious man and will not allow any "laxity" aboard his ship!

- **Second Lieutenant**

The Second Lieutenant is the third in command, responsible for all the practical, sailing duties aboard the vessel. He organizes the watches, trains new recruits, keeps discipline in the crew and does a large measure of the navigation aboard. While almost as fine a sailor as the first lieutenant, his is the task to keep the boat and crew in good trim on a day to day basis, leaving command in battle to the captain and first lieutenant.

- **Boatswain**

The Boatswain is the man responsible for maintaining the hull and rigging of the vessel. Keeping miles of line and thousands of pieces of wood from going to rot or falling to pieces is a job that demands the highest order of attention and dedication. Whether fixing the rigging under sail, painting the hull in port or keeping the boat afloat in battle, the boatswain demands the highest order of discipline from the crew. To do his job, a boatswain had to care for the heart and soul of the wooden ship—a ship that he must truly believe is as much a living, breathing creature as any of its crew.

- **Petty Officer**

The Petty officer is a common enlisted sailor who is responsible for the ship stores and heading up minor tasks. He will make sure that there is always enough food, gunpowder, sailcloth, and extra rigging for the *Spirit*.

VOCABULARY

The students should know the following nautical vocabulary before they arrive:

AVAST: Stop

AYE: Yes

AYE, AYE: Yes, I understand and yes, I will carry out your orders

CARRY-ON: Get started. Students will often be given a series of orders; they must wait for the command “carry-on” before they begin

SIR: Any superior officer. Officers are addressed by rank, name and “sir.” For instance: “Aye, aye, Second lieutenant _____, sir!”

E. RESOURCE MATERIALS**PROGRAM BACKGROUND: BUILDING A NEW NATION—AND PROTECTING IT!**

At the close of the Revolutionary War, America entered into a period of economic development. Merchant ships from across the eastern seaboard set sail across the world to trade. The new United States of America depended upon this foreign trade for income and products that were not yet being produced in the States. One of the largest areas of trade was within the Mediterranean Sea, where the countries of Europe, Africa, and the Middle East met to trade. However, there was a large problem for American merchantmen.

France was at war with England. Because France had aided America in the War for Independence, they were extremely offended when America opted not to join France in their continuing war against England. America simply wanted to rebuild her economy and to establish good relations with all her trading partners, including both France and England. In response to America’s neutral political policy, Napoleon allowed his French privateers to hide off the American coastline and attack and capture any American merchant ship they crossed, in hopes of keeping supplies from reaching their enemies. In 1797, the French and the Americans began fighting an undeclared war at sea. Both the United States Navy and the Revenue Marine fought the French Navy and privateers in the western Atlantic and Caribbean Sea. Of twenty-two vessels captured by the Americans between 1797 and 1801, eighteen were taken by the tiny revenue cutters.

To make matters worse, the Algerian states of North Africa, judging America militarily weak, began capturing and ransoming American merchant ships and their crews. Entire crews languished in Algerian prisons for years or were sold as slaves while the United States attempted to negotiate a peace. Finding that giving these “Barbary States” ransom money did not work, Congress argued over ways to deal with the problem. For the first time, those that argued for the creation of a Navy to protect America’s sovereignty were heard. Unfortunately, there remained one last problem.

Knowing that America had no concentrated naval might, British ships began stopping American merchant ships as well. They confiscated cargo heading for France, with whom they were at war, and abducted any sailors deemed to be “deserters of the British Navy.” The British Warship *Leopard* actually fired three deadly broadsides without warning into an American frigate, killing nearly a hundred US sailors simply because there was one possible “deserter” aboard. With so many predators of American ships, the economic stability of the United States faced ruin. There had to be a solution to save the new country from collapse!

THE REVENUE CUTTER SERVICE

Alexander Hamilton, the first Secretary of the Treasury, to prevent smuggling and the loss of revenue to the new nation, founded the U.S. Revenue Cutter Service in 1790. The Service operated under the Treasury Department and was one of the predecessors of the U.S. Coast Guard. The Collector of Customs took in revenue, documented vessels, administered marine hospitals, supervised lighthouses, and rescued distressed mariners.

As soon as the Cutter Service went to sea, they began assisting the fledgling U.S. Navy against the French privateers. The Department of the Navy, which had started, stopped, and restarted building six new frigates, found the revenue cutters invaluable and put them into naval service.

The fast, lightly armed cutters worked as scouts, messengers, general support ships, and engaged similar sized vessels in combat. With a force just large enough to protect American merchant ships from the French privateers, an undeclared quazi-war with France began. Immediately, the new American frigate **Constellation** captured two large French warships, and the supporting cutters captured eighty French privateers and small warships. Unable to compete with the U.S. Navy and cutters while still at war with England, the French soon made peace with America.

Finally, some of the new American frigates, which carried larger guns than the British frigates, were built. Immediately a force of American frigates and revenue cutters went to Tripoli to put an end to the Barbary Pirates and free American hostages. In combined sea and land actions, the force eventually persuaded the Algerian princes to agree to peace. However, there was still one last problem.

The British were still stopping American ships and abducting crewmembers, forcing them to join the British Navy. With their new frigates, support ships, and the revenue cutters, America felt it could finally declare war against Great Britain. Although most of the War of 1812 was fought on land, resulting in the destruction of the White House by British soldiers, the war against British military supplies and troop ships took place at sea. After the War of 1812, the US Navy took the role of national defense, and the Revenue Cutter service grew over time to include steamship inspectors and rescue services. Today, all the separate duties of policing the coastline, suppressing pirates and smugglers, running lighthouses and inspecting ships is done by the US Coast Guard.

HISTORY OF THE SCHOONER *SPIRIT OF DANA POINT*

"One by one the few remaining sailing ships are disappearing. They drop away, and are heard of no more. With them goes much that is worthy and incalculable. It passes like a high squall sinking beyond the horizon, wind and sea, motion and color, romance and inspiration, a whole range of human endeavor, all vanishing to leeward with the tall ships in their midst. . . The sailing ship stood for a means whereby men were brought to their fullest development. She stood for a profession in which only merit could endure. She stood for things the world cannot afford to lose."

Master Mariner, Lincoln Colcord

Specifications:

Length Overall: 118'
 Beam: 24'
 Draft: 9'6"
 Design by: Howard Chapelle
 Built by: Dennis Holland, Costa Mesa, CA
 Launched: Nov. 19th, 1983

The **Spirit** is a full size replica of a Baltimore Clipper schooner that originally patrolled against the British during the Revolutionary War. The Baltimore Clipper was a hull design that developed over several hundred years of Dutch and English history and culminated around the 1760's in and around the waters of Virginia. The marriage of a bow-shaped hull, a heart-shaped midsection, short keel and a raking stern, along with the large schooner-style fore and aft sail rig and one or two square top-sails, provided for one of the fastest ships of the era.

Due to the narrowness of the hull, cargo space was limited, but as a Letter of Marquee, naval support craft, Revenue cutter, or exploratory vessel, the Baltimore Clipper was prime. The first vessels ordered by George

Washington at the outbreak of hostilities with England were clipper schooners, and privateer schooners of this design were easily found and commissioned into the Continental Navy when extra vessels were needed.

Through the nineteenth century, clipper style vessels carried nearly half of American foreign borne trade. Most of the trade was with China and the Indies for products, including spices, rare cloths, slaves, and opium. These exotic, and sometimes illegal, goods were suited for the small cargo capacity of the clipper schooner, since they resulted in a high payoff. Some vessels competed with the California hide trade of the 1830's, but with the discovery of gold in Northern California, many schooners like the *Spirit of Dana Point* were used to transport passengers and equipment to the San Francisco.

SHIPBOARD LIFE

The labor of the sailor was endless. If work aloft did not occupy him, holystoning the deck might. Once a long and arduous passage had been concluded, the more brutal work of unloading cargo awaited him. The handling of cargo was considered more dangerous than climbing up to the royal yard in a gale. When the ship was finally unloaded, the First Lieutenant would immediately set the men to work again, painting, scraping rust, and beautifying the ship. Great pride was always taken in the condition of the vessel, especially when coming into port.

The able-bodied seaman was the most experienced sailor under an officer. He generally had no formal education and could not read or write, but his skills on board were phenomenal. He knew everything there was to know about sailing a tallship. He was ready to risk life and limb at a moment's notice to climb aloft in a storm in the middle of the night. He knew, without thinking, what to do with each line in every situation. He was agile, swift, and quick thinking. The safety of the ship, the officers, the cargo, and passengers depended on the able-bodied seaman.

The ordinary seaman was a man with little experience who had a lot to learn in a harsh environment. His pay was less than that of an able-bodied sailor, and the less interesting and most laborious work was left to this man.

Under the ordinary seaman came the greenhand, or apprentice seaman. Working up the ranks took years of hard labor and endless life-risking experiences. Along with the seaman were the "idlers," named because they did not stand a normal watch. The idlers were kept at work all day and slept through the night. The idlers included the sailmaker, the carpenter, and the cook.

The Second Lieutenant occupied a peculiar position. Socially, he was the lowest of the ship's officers. Though regarded as an officer, he was required to work alongside the crew. He was in charge of the day to day operation of the vessel under way and in port.

The First Lieutenant was second in command. It normally fell to the First Lieutenant to enforce discipline in the crew and. He supervised the crew directly in their work and saw to it that the Captain's orders were followed. If the Captain fell ill or died in battle, the First Lieutenant took over command.

The Boatswain controlled the deck. Under orders from the First Lieutenant or Captain, he watched over the ship, making sure that it was always in good repair and perfectly clean. If the Boatswain spotted spilled tar, broken rigging, or tarnished brass, the sailors were roused up to make repairs. As a man employable—but not promotable—on any ship, the Boatswain usually has a lot of experience at gunnery on privateers and military vessels. Any sailor would be a fool to cross the Boatswain, who was sometimes more fearsome than the First Lieutenant.

The Midshipmen were the sailors in charge of enlisted seamen. The midshipman ranked under the Second Lieutenant, but was in direct charge of a crew of sailors. It was the midshipman who would be promoted to Lieutenant, should he prove himself capable of command.

There is no equivalent to command under sail—the Captain. This sort of leadership called for split second decisions combined with the accumulated wisdom of the centuries.

MARITIME GLOSSARY

"Unintelligible orders were so rapidly given, and so immediately executed...that I was completely bewildered."

Two Years Before the Mast, Richard Henry Dana Jr.

"I wish you could hear Mr. Peters' language. It's perfectly elegant. He will give an order to the men just filled with the loveliest nautical terms all run together. I can't make out a word of it. Every mast has about a thousand ropes, the mainmast has sixty that I counted and each rope has a different name. The men all say, when he gives an order, 'Aye, aye, sir,' and run to the top of the rigging where they hang in mid-air by their feet."

By Square-Rigger, the log of Shirley Hyatt

Shipboard Directions

Aft - (Afterward or abaft) In rear to, or towards the stern.

Fore - (Foreword) In front of, or towards the bow, as in before the mast.

Port - The left side of a vessel, as one stands facing the forward.

Starboard - The right side of a vessel, as one stands facing forward.

Bow - The whole forward end of a ship or boat.

Stern - The backward end of a ship or boat.

General Terminology

Aloft - Above the deck, in the rigging.

Amidships - In the middle of the ship (main deck).

Avast - Stop, quit what you are doing, hold your work and await further instructions.

Aye - Yes.

Aye, Aye - "Yes, I understand your orders and yes, I will carry out your orders."

Bight - A bend or loop in a rope.

Bilge - The lowest internal part of the hull where ballast is kept and bilge water collects.

Bitter End - The very end of a piece of rope.

Block - A pulley. A wood or metal case for one sheave (wheel) or more.

Broadside - A firing of all cannons on one side of the vessel.

"Carry On" - Indication that an order is finished being given and must be carried out.

Chantey - Song sung by sailors to coordinate work.

"Doctor" - Nickname for the ship's cook because he has the knives.

Forecastle - The crew's quarters in the bow, also called fo'c'sle.

Furl - To raise or roll up a sail.

Galley - The ship's kitchen.

Greenhand - Inexperienced hand on a vessel.

Hatch - An opening in the deck, provided with a hatch cover and a box trim built around it.

Halyard - Any line used for hoisting (raising) sails, cargo, flags, etc. Short for haul to the yard.

Hold - Cargo storage area of the ship.

Kanaka - Hawaiian word for man.

Leeward - Downwind. Pronounced "lou-ward."

Lime juicer (also **Limey**)- British vessel or sailor

Line - A sailor's word for rope that has a purpose.

Mast - A vertical spar for supporting sails and rigging.

Quarter Deck - Raised aft deck on ship from where the Captain commands.

Reeve - To pass a line through a hole, as in a block and tackle system.

"Salt" - An experienced seaman on a vessel.

Sheave - The grooved pulley wheel in a block.

"Slack away" - To let out line, hand over hand, without losing control of the line.

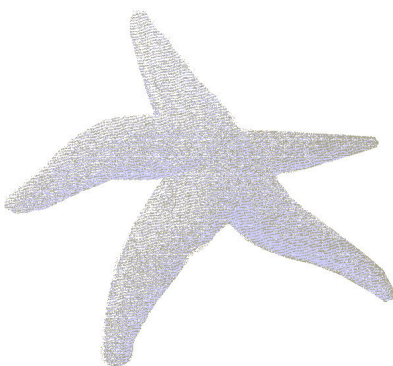
Spar - Any support for sails or rigging - a mast, yard, boom, or gaff.

Stow - To put away in its proper place; applied to anything loose.

Tackle - Line rigged through and around pulleys (blocks) to increase the effect of pull applied.

Windward - Towards or into the wind.

Yard - Horizontal spar that holds the sails.



Activity: *Sea Shanties*

• INTRODUCTION

When sailing ships such as the *Spirit* traveled the oceans, shipboard work relied on the human back, unassisted by mechanical power. Shanties were used to coordinate the necessary muscle power into single pulses of concentrated energy that could raise and lower the many tons of canvas and wood necessary to propel a sailing ship through the oceans.

Work shanties can be found in most cultures and time periods. They tend to reflect the nature of both the work and culture. Whether on land or at sea, their primary use was for work that tended to be laborious and repetitive. The sea shanty, reflecting the cosmopolitan nature of the sailor, revealed a magnificent array of human endeavor. On a single vessel, one could hear songs that reflected opinions concerning Hong Kong, New Orleans, cotton plantations, railroads, Irish emigration, wars, national heroes, and political trends. The most popular of all topics was, naturally, the plight of the maltreated sailor. The shanty, being part of the folk tradition, was ever evolving. One can find vulgarity and crudeness mixed side by side with literacy, sophistication, and compassion—all due to the various types of sailors (Harvard student, farm boy, blacksmith apprentice, and emigrant) who found their way to the seas.

Improvisation was a hallmark of the shanty, since the verses always ran out before the work was complete. It is this necessity that imbues shanties with their richness of cultural heritage. Cargo handling, weighing anchor, pumping bilges, line handling, setting sail, and working the capstan are some of the jobs sailors do that require the use of a sea shanty.

• The Challenge

Learn the verses to the attached sea shanties, and practice them for your voyage aboard the *Spirit*.

- John Kanaka: Halyard Shanty
- Gloucester Girls: Capstan Shanty
- Leave Her Johnny: Pumping and Windless Shanty

Please note that there are other shanty resources available in the Institute's gift shop, including the book with sheet music Songs of a Sailor. A web search for "sea shanty" will provide with more lyrics, many with files to play the tune for you!



John Kanaka: Halyard Shanty

C **F** **C**

I thought I heard the Old Man say,

G7 **C**

Johnm Ka - na - ka - na - ka, tu - lai - e! We'll work to -

F **C**

mor - row but no work to - day John Ka - na - ka - na - ka,

G7 **C** **F**

tu - lai - e! Tu - lai - e Oh Tu - lai -

C **G7** **C**

e! John Ka - na - ka - na - ka tu - lai - e!

A Yankee ship with a Yankee crew
 And we're the buckos to push her through

Oh, haul away, oh haul away
 Oh, haul away and make your pay

A Yankee ship with a Yankee mate
 If you stop to walk, he'll change your gait



Gloucester Girls: Capstan Shanty

C **G7** **C** **Am** **G7**

Glouce-ster girls, they have no combs. Heave a - way! Heave a - way! They

C **G7** **C**

comb their hair with cod-fish bones. We're bound for Cal-i-

G7 **C** **F** **C**

for-ni-a! Heave a - way, my bul-ly, bul-ly boys! Heave a -

Am **G7** **F** **C** **F**

way! Heave a - way! Heave a - way and don't you make a noise, we're

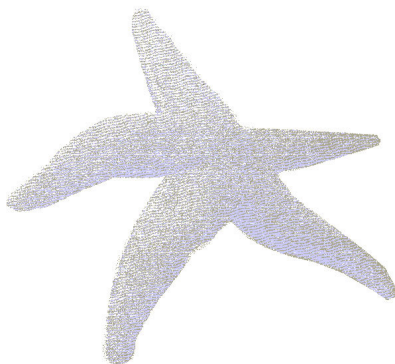
C **G7** **C**

bound for Cal-i-for-ni-a!

Gloucester boys, they don't have sleds
They slide down hills on codfish heads

Gloucester doctors don't use pills
They prescribe their patients codfish gills

Gloucester cats, they don't have tails
They got blown off in southeast gales



Leave Her Johnny: Pumping and Windlass Shanty

C
I thought I heard the Old Man say,

G7 C F C
"Leave her, John - ny, leave her!" You can go a - shore and

F C G7 C *LAST TIME*
draw your pay, It's time for us to leave her!

G7 C F
Leave her, John - ny, leave her, Oh leave her John - ny,

C F C F
leave her. The voyage was long and the winds don't blow and it's

C G7 G
time for us to leave her.

Oh, our ship is old and she's sinking fast
Our ship is old and she will not last

Aye the work was hard and the wages low
The grub was bad and the ship was slow

Yes, it's rotten meat and weevily bread
If you moan too hard, they break your head

The Mate was a bucko and the old
Man a Turk

And the bosun was a devil with the
Middle name o' work

Now the mates have gone and we the crew
It's time we lads that we went too

