

# LORD OF THE FLIES

## THE NOVEL STUDY



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# CREDITS

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# INTRODUCTION

Though first published in 1954, *Lord of the Flies* did not become a must-read in English classrooms until its 1959 release in paperback. William Golding's tale of boys stranded on a tropical island has become so pervasive it has been described as "a compulsory stop of any surveyor of the English novel after the Second World War."<sup>1</sup>

As with all literature, *Lord of the Flies* creates numerous interpretative possibilities. Countless critiques, studies, and learning resources have been created that address its many themes. Governance and the law is one such theme, and that is the focus of this novel study.

PLEA's *Lord of the Flies: The Novel Study* has been written for use with Unit One of Saskatchewan's Law 30 curriculum, while also having a great deal of relevance to Saskatchewan's English Language Arts B30 curriculum. It begins with an overview of the fundamentals of law. From there, it proceeds into twelve chapter-specific sections that explore law and governance in relation to the novel. The study is rounded out with a summative activity to bring these concepts together.

Most often, the questions posed in this novel study have no prescribed answers. This is purposeful. In a 1982 essay, William Golding stated:

*The book yields easily to explication, to instruction, to the trephining of the pupil's skull by the teacher and the insertion onto the pupil's brain by the teacher of what the pupil ought to think about it. I would like the pupil or anyone else to enjoy the book if he can.*<sup>2</sup>

Consequently, *Lord of the Flies: The Novel Study* is designed not to lead to singular answers. Rather, it is designed to provoke classroom discussion and encourage critical thought about the novel and about the ideas of law and governance.

Although this learning resource can stand alone as an approach to *Lord of the Flies*, it is in no way a definitive approach for introducing students to this novel. With the many other excellent resources also available, teachers are encouraged to integrate this resource with others in a manner that is best-suited to their classroom and their students.

As the professionals closest to the actual learning that takes place in Saskatchewan classrooms, teachers are welcome to contact PLEA with questions, comments, and critiques of *Lord of the Flies: The Novel Study*. Find us at [plea.org](http://plea.org) and click on contact. Any insights offered will only improve future learning resources from PLEA.

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1 Mark Kinkead-Weekes and Ian Gregor, *William Golding: A Critical Study of the Novels*.

2 William Golding, "Belief and Creativity," *A Moving Target*.



# USING THIS GUIDE

*Lord of the Flies: The Novel Study* has been designed specifically for use with Saskatchewan's Law 30 curriculum. It can stand alone as an innovative way to introduce students to Unit One, Foundations of the Canadian Legal System. But its applications go beyond Law 30. This novel study is also of great use to teachers of English Language Arts B30, and may be of particular interest to teachers looking to implement this book in a cross-curricular unit.

Because this resource was designed to meet the objectives of Law 30, it is not a broad literary interpretation of *Lord of the Flies*. Instead, its consideration is primarily limited to governance and law-related education. Some suggested links between the curriculum objectives, the novel, and this resource are highlighted below.

The novel study's content should be considered as introductory—not holistic—approaches to curricular links. Thus, consistent with good teaching, PLEA recommends that teachers use *Lord of the Flies: The Novel Study* as one part of a diverse library of resources for Unit One of Law 30. To help accomplish this, Saskatchewan-specific law-related resources available from PLEA are also introduced below. All these resources are available at no charge from plea.org.

Please note that page references are based on the 1958 Faber edition of *Lord of the Flies*.

## **WHAT IS LAW? AND ISLAND SIMULATION: THE RULE OF LAW**

The pre-reading activities are meant to begin thinking processes about The Need for Law, Rule of Law, and Functions of Law. *What is Law?* and *Island Simulation: The Rule of Law* will begin students' consideration about the scope of law in our lives. The island simulation should be completed in small groups.

A second consideration of the island simulation may be useful as a post-reading activity. By doing so, students will have a comparative base to demonstrate what they have learned over the course of the unit.

## **CHAPTER ONE: THE SOUND OF THE SHELL**

With the boys' arrival on the island, discussion questions address ideas surrounding The Need for Law. It is worthwhile to note that the boys' society begins as a direct democracy, while Canada is a representative democracy. The questions and readings in this resource do not belabour this point, but instead focus on broader conceptual similarities.

*The Conch, The Mace, and Symbols of Governance* considers the Foundations of Canada's Legal System with regard to written statutes' roots in Westminster-style governance.

## **CHAPTER TWO: FIRE ON THE MOUNTAIN**

With the boys beginning to cement how they will live together as a society, discussion questions consider the Sources of Law and Making Laws. Given the boys' presumptions about the superiority of the English, Law as a Cultural Construct is also touched upon.

Teachers looking to introduce specific breakdowns of constitutional jurisdiction in Canada should check out Government Powers in Canada, lesson two of PLEA's *Municipalities Matter 2.0*.

*Piggy, the Census, and the Importance of Knowledge* introduces the role of knowledge in law-making, and can be used as a launching point for discussion of Worldview and its relationship to knowledge and making laws.

Teachers looking to further explore the role of knowledge and Worldview in making laws should check out *The PLEA, Vol. 31, No. 2: The Youth Criminal Justice Act: Changing Perceptions, Changing Realities*.



### **CHAPTER THREE: HUTS ON THE BEACH**

With tensions building in Ralph and Jack's relationship, discussion questions are largely focused on Consensus and the Rule of Law.

*Freedom, Responsibility, and Law* continues consideration of Consensus and the Rule of Law, while introducing how Order and Freedom are balanced when Making Laws.

### **CHAPTER FOUR: PAINTED FACES AND LONG HAIR**

With power struggles and power imbalances evident on the island, discussion questions can be linked to Tensions.

Teachers looking for ways to empower students should check out *Democracy in Action: Speak Out!*, lesson six of PLEA's *Municipalities Matter 2.0*.

*Freedom and Human Interaction* begins deeper examination of how Making Laws must be done in a manner that balances Freedom.

### **CHAPTER FIVE: BEAST FROM WATER**

With the island descending into chaos and the boys not respecting agreed-upon rules, discussion questions probe Tensions.

Teachers wishing to further explore the boys' lack of sanitary behaviour and its link to the Functions of Law should check out *The Great Stink of London: A Case Study in The PLEA*, Vol. 32, No. 2: *The Bathroom Barrister*.

*Consequences: Restitution, Retribution, and Restoration* explores rule-breaking on the island, delving into the Foundations of Canada's Legal System and its Evolution of Codified Law, and the differences between Traditional Aboriginal View of Justice and Law and the Traditional Western European View of Justice and Law.

Teachers looking for more information on the origins of our legal system should check out PLEA's *Aboriginal Youth Justice*.

### **CHAPTER SIX: BEAST FROM AIR**

With the boys' rush assembly after a sighting of the beast, discussion questions consider basic concepts of Governance.

*Constitutions and the Role of the Courts* opens consideration of The Charter of Rights and Freedoms, and Entrenchment. Given Jack's attempts to restrict rights, *The Living Law* deserves attention as well. Upholding and Enforcing Laws in the Justice System is introduced through discussion of the courts and judiciary.

### **CHAPTER SEVEN: SHADOWS AND TALL TREES**

With Ralph's need to make decisions as the group pursues the beast, discussion questions return to basic concepts of Governance.

*Checks and Balances: Stemming Mob Rule* provides a deeper consideration of Making Laws through its examination of where ultimate power lies in Canadian democracy.

Teachers looking to expand understandings of democracy should check out *What is Democracy?* lesson 1.1 of PLEA's *Our Government Our Election*. As well, teachers interested in furthering understandings of creating Statute Law should check out *Creating Written Laws in Saskatchewan*, lesson 2.2 of *Our Government Our Election*.

### **CHAPTER EIGHT: GIFT FOR THE DARKNESS**

With the mismanagement of the island resources and further breakdown of island governance, discussion questions touch on concepts of the Functions of Law.

*Rational Changeover of Government* is an intensive look at specific aspects of the Functions of Law, through its examination of the framework for changeover of governments.

Teachers looking to explore the changeover of government in more depth may be interested in The Provincial Election Process, lesson 3.1 of *Our Government Our Election*.

### **CHAPTER NINE: A VIEW TO DEATH**

With Jack's breakaway society gaining form, discussion questions touch on the ideas of Law as a Cultural Construct.

*Bread and Circuses: Jack's Offer to the Boys* considers the Functions of Laws in relation to their role in facilitating the basic needs of society.

Teachers wishing to enhance understandings of why laws are created to facilitate basic needs may be interested in Public Goods and Services, lesson 1.3 of *Our Government Our Election*.

### **CHAPTER TEN: THE SHELL AND THE GLASSES**

With Jack's new area around Castle Rock established and fortified, discussion questions can be linked to considerations of Worldview.

*Simon's Death and the Purpose of Criminal Law* introduces basic concepts of Criminal Law as well as Upholding and Enforcing Laws through its introduction of some of the key players of the Justice System.

Teachers wishing to better understand criminal law, and the differences between criminal and civil law, should check out PLEA's *Teaching Youth Justice* or PLEA's informational booklet *Criminal Law*.

### **CHAPTER ELEVEN: CASTLE ROCK**

With Piggy's death and the destruction of the conch, the focus of the discussion questions begin to return to The Rule of Law.

*Jack's Detainments and Substantive and Procedural Law* consider Jack's new society and its disregard for Substantive Law and Procedural Law.

For more explanation on the process of arrest, check out either *Teaching Youth Justice* or PLEA's informational pamphlet *Arrest*.

### **CHAPTER TWELVE: CRY OF THE HUNTERS**

With the final collapse of rationality and the rule of law, discussion questions largely relate to The Rule of Law.

*Without the Rule of Law* also returns focus to The Rule of Law, in light of its breakdown on the island.

### **CRITICAL CONSIDERATIONS**

Possible areas of discussion related to governance and law that stem from the study are brought up in this section. Teachers may wish to use these as the basis for student projects, such as writing activities or presentations.

### **FOR FURTHER STUDY**

As discussed in Saskatchewan's Law 30 Curriculum, PLEA believes many of the issues addressed in this resource can be related to current events. The Fall 2013 issue of PLEA's Youth and Schools newsletter *The PLEA* examines recent developments in law-related events in light of many of the topics in this novel study. Class sets of *The PLEA* are available while supplies last. Order copies at [plea.org](http://plea.org).

# WHAT IS LAW?

Speed limits determine how fast we can drive. Litter regulations are designed to keep our communities clean. Food inspections are meant to ensure what we eat is safe.

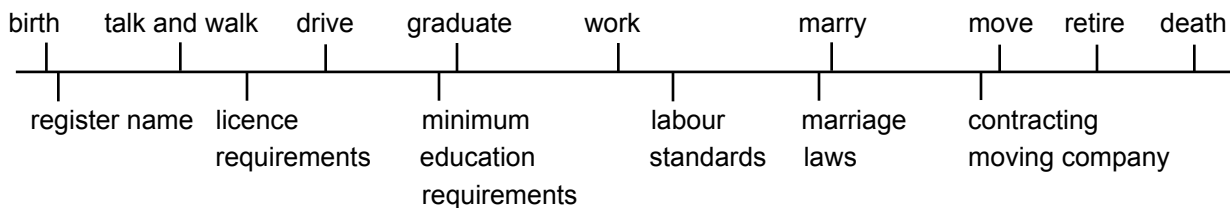
These three simple examples demonstrate just three ways that the law is all around us. But think more deeply about these examples, and you'll also realize that they demonstrate that law provides order for our diverse society.

So what is law? Laws are democratically-constructed and broadly accepted rules meant to serve several purposes:

- Law supports broad social values with goals such as promoting democratic processes, protecting the right to a fair trial, prescribing honest business practices, and establishing social programs.
- Law is a way of resolving disputes in an orderly manner that follows rules.
- Law protects citizens, their property, and their rights.
- Law provides a framework for order in our society and ensures some degree of predictability and stability.

## CONSIDER

1. Think of the ways that the law plays a role over the course of our lives. Consider the basic life timeline below, and the laws associated with life's events:



- a) What events can you add to this timeline?
  - b) Would the law play a role in these events? If so, how?
2. Looking at your timeline and associated laws, consider the following questions.
    - a) Are all laws restrictive?
    - b) Does law unnecessarily interfere with the right to live one's life as one chooses?
    - c) When do public needs override individual rights?
    - d) What would life be like without laws?

# ISLAND SIMULATION: THE RULE OF LAW

The law should apply to everyone. No one should be exempt from the law because he or she holds a position of power. If we have a system of law, everyone must respect and obey the law.

This is the basis for the rule of law. It is the belief that it is better to be ruled by laws than to be ruled by leaders who can act any way they like. For example, if a king, queen, or dictator rules us, it is simply a person exercising power without guidelines. If the law rules us, leaders cannot use their power any way they like. Political leaders, police, and judges are subject to the same laws as everyone else. They must apply the laws or guidelines to everyone, including themselves.

The rule of law also requires peaceful and orderly ways to change laws. There must be guidelines about how to change the law that can be understood and used by everyone.

This idea about the rule of law is demonstrated in our legal and our political system. Our political system allows us to control how our laws are made through a democratic, parliamentary process. This process gives us an organized way to change the law and change our elected leaders.

With this knowledge about the rule of law, consider how you would go forward in the following situation...

*A group of eight people are on an island that is six kilometres long and two kilometres wide. The island is located in a large ocean. This island is not on any map. No plane or ship passes it at regular intervals. A warm water current flows past the island. The highest elevation is a three hundred metre hill at the north end of the island. There is a fresh water spring on the island, plenty of fruit trees, and a population of wild pigs. Two-thirds of the island is covered with plants.*

*The boat that brought you to the island is wrecked and sunk in deep water at least five kilometres away. Nobody knows where you were going or where you are. The last time you touched land was 500 kilometres away.*

*Through a miracle, no one was hurt. You are as well as you are right now.*

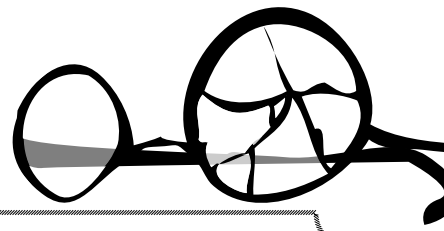
*What are you going to do?*

## GUIDING QUESTIONS

- Do we know that there is no one else here?
- Why do we need to know if anyone else is on the island?
- Do we know if we need protection?
- What do we need and in what order?
- Who will our leaders be?
- What should we do to get started?
- What decisions must be made?
- How will these decisions be made?
- What will be done to those who do not obey?
- How will disagreements be settled?
- What will happen if we disregard the rules?
- What things do we have?



# CHAPTER ONE: THE SOUND OF THE SHELL



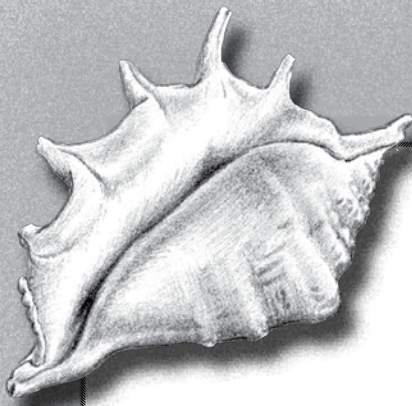
## SYNOPSIS

A plane has been shot down, and the passenger tube has crashed into a tropical island. It appears that most of the passengers—all boys—escaped the tube before it washed out to sea. The boys elect a boy named Ralph as their chief, and Ralph assigns Jack and his choir to be the island's hunters. A survey of the island determines that the boys are the only ones there. On their first hunting trip, Jack hesitates when given the chance to kill a pig, allowing it to escape.

## DISCUSSION

1. The boys create a system of government by calling a meeting and electing Ralph as their chief. Consider the election process.
  - a) How did the boys come about to decide to hold an election?
  - b) What are the boys' criteria for choosing their leader?
  - c) Do you think Ralph was the right choice? Why or why not?
  - d) Do you see any connection between the boys' election and today's elections?
  - e) Why do you think Golding called it "this toy voting" (p. 24)?
2. Upon being elected chief, what does Ralph offer Jack? Why do you think he did this?
3. After surveying the island, Ralph, Jack, and Simon determine that it is uninhabited. Ralph proclaims "This belongs to us" (p. 31). It has been said that for a State to exist, four conditions must be met:
  1. A territory: a defined area of land.
  2. A population: people must occupy the territory.
  3. Unity: the territory must not be part of a wider political unit.
  4. Organization: the population must agree to form a government.

Consider these conditions against what is revealed in the first chapter. Have the boys created a State?



## THE CONCH, THE MACE, AND SYMBOLS OF GOVERNANCE

Many countries have symbols that represent their system of governance, law, and order. This is also true of *Lord of the Flies*. In the lagoon laying amongst ferny weeds, Piggy and Ralph discover a large creamy shell called a conch. The boys use this shell to call a meeting, and soon it becomes a symbol of the orderly governance of the island.

In Canada, the House of Commons and each provincial legislature has a symbolic item similar to the conch. It is a club-like weapon called the mace. Maces can be found in most legislatures based on the United Kingdom's Westminster-style of parliamentary governance.

The mace represents the honour of our system of democratic government. In Saskatchewan, the Mace in the legislature dates back to 1906. Though considered a priceless symbol of the royal authority that the legislature has to meet and determine laws, Saskatchewan's mace was originally manufactured in Toronto at the cost of \$465.

The history of the mace in Westminster legislatures dates back to at least the fifteenth century, if not earlier. According to the House of Commons Procedure and Practice manual, when a guard called the Sergeant-at-Arms was first placed in the United Kingdom's Parliament, he was armed with a mace. As the role of the Sergeant-at-Arms evolved the mace also evolved, from weapon into symbolic ornament.

One of the similarities between the mace and the conch is their use at assemblies. Much like how the boys sound the conch to call meetings, the mace is carried into the legislature at each day's opening of proceedings. It is placed on the centre table, and pointed towards the side where the government members sit. In Canada, the mace is considered integral to a legislature's operation. If the mace is not present, legislative proceedings cannot carry on.

One of the differences between the conch and the mace is the ability of people to touch it. While the boys need to be holding the conch for the right to speak, in Canada's legislatures the mace is off-limits to elected members. On the rare occasions that members of legislatures have touched or held the mace, an apology was required. This is because such actions are considered serious violations that obstruct the business of the legislature.

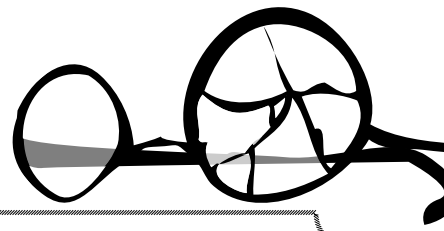
### CONSIDER

1. Are customs, conventions, and symbols of law, order, and governance important for a society? Why or why not?

### FOR FUTURE READING

As the story progresses, consider the role that the conch plays as a symbol of governance, law, and order on the island. Does it become more esteemed or less respected as the boys' society evolves?

## CHAPTER TWO: FIRE ON THE MOUNTAIN



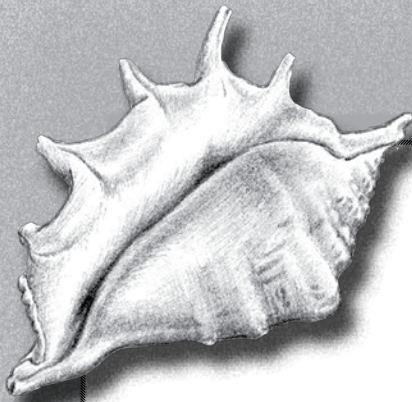
### SYNOPSIS

The boys hold a meeting to discuss their exploration of the island. They tell the others that there is nobody else there and establish they may be stranded for some time. At the meeting, a little 'un with a birthmark claims he has seen a beastie. Ralph is unable to convince the boys that such a thing is impossible, and the idea is planted amongst the boys. At the meeting the boys resolve to make a fire, but their first attempt ends in failure.

### DISCUSSION

1. The process of governing the island further unfolded when the boys met.
  - a) Realizing that there can be no orderly discussion and debate if the boys are all talking at once, what role does Ralph assign to the conch?
  - b) Is this rule respected?
  - c) Is orderly and respectful debate and discussion necessary for determining laws and governing society? Why or why not?
2. Reexamine the building of the fire.
  - a) How is the fire built and lit?
  - b) Is the fire a success?
  - c) Does the fire suggest that the boys can each act alone and their society will survive? Or do they need to organize and be cooperative?
3. Consider this statement made by Jack:  
*"We've got to have rules and obey them. After all, we're not savages. We're English; and the English are best at everything. So we've got to do the right things." (p. 47)*
  - a) When Jack says "we've got to do the right things" does he define what the "right things" are?
  - b) Who determines what the "right things" are for society?
  - c) Given the boys' failed fire, are the English "best at everything"?
  - d) What are the risks for a society that thinks it is best at everything?
4. Do you believe that the little 'un has really spotted a beastie?





## PIGGY, THE CENSUS, AND THE IMPORTANCE OF KNOWLEDGE

Throughout *Lord of the Flies*, Piggy is the character most closely associated with the ideals of fact and reason. His assessment of the boys' situation at the closing of Chapter Two illustrates this well. After suggesting their first priority should be building shelter, Piggy specifically voices his concern about counting the number of little 'uns:

*"And that's not all. Them kids. The little 'uns. Who took any notice of 'em? Who knows how many we got?"*

*Ralph took a sudden step forward.*

*"I told you to. I told you to get a list of names!"*

*"How could I," cried Piggy indignantly, "all by myself? They waited for two minutes, then they fell in the sea; they went into the forest; they just scattered everywhere. How was I to know which was which?"*

*"Then you don't know how many of us there ought to be?" (p. 50)*

What Piggy was responsible for, but was left unable to complete, was the island's first basic census.

### WHAT IS A CENSUS?

A census is a survey of a population. In addition to counting the number of inhabitants, a census can inventory various characteristics about the population as a whole. For example, Canada's census studies topics as varied as people's income levels and their walking habits. With better understandings of citizens as a whole, the government is better able to determine policies and laws that meet the needs of communities as a whole.

It is important that governments rely upon information and research to develop policy. Munir Sheikh, the former head of Statistics Canada, said that "No country can be among the league of civilized societies without intelligent policy development. And, intelligent policy development is not possible without good data."<sup>1</sup> A thorough census is one source of "good data." Studies from experts and academics are also important sources.

However, statistics and research are not the only source of information for governments. In a democracy, citizens are empowered to speak out about laws and policies. In fact, it is essential that all people's experiences with the government's laws and policies are heard.

Occasionally, though, people's impulses and opinions may stand in the way of "intelligent policy." Piggy touched on this when he chastized the boys for their irrational excitement for building a fire:

*"The first thing we ought to have made was shelters down there by the beach. It wasn't half cold down there in the night. But the first time Ralph says 'fire' you goes howling and screaming up this here mountain. Like a pack of kids!" (p. 50)*

In this case, it appears that intelligent policy for the island—that is, building shelters—was pushed aside by the more immediate desire to build a fire.

<sup>1</sup> Munir A. Sheikh, "Good Data and Intelligent Government." *New Directions for Intelligent Government in Canada*.

This is one of the challenges of creating policies and laws in a democracy. People have the right to be heard. Their experiences, opinions, and worldviews are valid and should never be discounted. However, the “good data” that comes from statistics and research also have a vital role to play.

This is why good laws and policies can only be created when citizens’ views are considered alongside statistics and research.

### **CONSIDER**

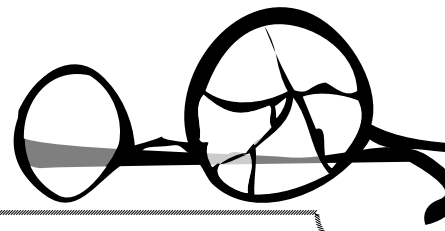
1. Do you agree with Piggy? Is the fire an example of the mob acting without fully considering a situation?
2. Consider the following:
  - a) How important are the opinions of individual citizens in a democracy?
  - b) How important is “good data” from experts and academics in a democracy?
  - c) When the opinions of individuals contradict “good data”, what should leaders do?
3. Are all voices equal in a democracy?

### **FOR FUTURE READING**

As the story progresses consider when the boys act on Piggy’s suggestions. Consider when the boys act on their own instincts. Which is more successful?



## CHAPTER THREE: HUTS ON THE BEACH

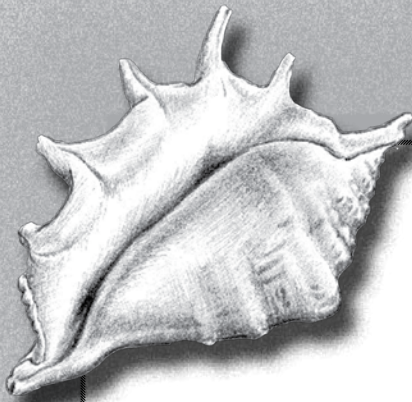


### SYNOPSIS

Jack's preoccupation with tracking pigs has seemingly caused him to forget about being rescued. Ralph is frustrated by the lack of help he has received for building huts. While Jack and Ralph discuss fears about the beast, Simon retreats into the jungle to take in the surroundings.

### DISCUSSION

1. Simon suggests that the littluns cry at night "As if this wasn't a good island." Ralph finds this belief problematic:  
*"As if this wasn't a good island," said Ralph slowly, "Yes, that's right."  
Jack sat up and stretched out his legs.  
"They're batty."  
"Crackers. Remember when we went exploring?" (p. 57)*
  - a) Is it a "good island"? What are its attributes and drawbacks?
  - b) Even if a state is "good", can it be improved?
  - c) Are citizens who critically question the state contributing to its further development? Or are they disloyal?
2. The littluns' fear of the beast is causing them to have nightmares. Jack claims that "I know how they feel" (p. 58), telling Ralph he feels watched while in the forest.
  - a) Do you think Jack's fear of the beast is rational?
  - b) Is it important that leaders are able to relate to the hopes and fears of citizens?
  - c) Are there risks if those fears are not grounded in facts?
3. Ralph's desires to build shelters and a signal fire are contrasted with Jack's desire to hunt pigs. Their differences are described as "two continents of experience and feeling unable to communicate." (p. 60)
  - a) What do you think is more important? Building huts or hunting pigs?
  - b) Can you think of a way the two could reach a compromise? Or do you believe one of their desires is too important to be compromised?



## FREEDOM, RESPONSIBILITY, AND LAW

When people live together, everyone needs to live up to certain expectations. Some expectations are informal, such as the unwritten rules that govern a family. Some expectations are formal, such as the written laws that govern a community.

It is easy to see how having rules can restrict the freedom of an individual to do what he or she wants. What is more difficult to understand is how these rules often also provide freedom to all individuals.

As an example, consider how laws and regulations governing public sanitation affect personal freedom. Bans on littering and organized garbage collection dictate acceptable methods for waste disposal. Therefore, these laws restrict the freedom of citizens to do what they want with their garbage.

But these laws also maintain order for society. With a universal framework to minimize pollution, citizens are free from the burden of many pollution-borne diseases. As well, a public system of garbage disposal frees citizens to spend their time and energy pursuing other life choices rather than individually seeking out ways to dispose of their garbage. Therefore, these laws can be seen as contributing to freedom.

This simple example demonstrates how a law can simultaneously restrict and enhance freedom.

A similar example of how laws both restrict and enhance freedom is found in the failing effort to build shelters on the island:

*Two shelters were in position, but shaky. This one was a ruin.*

*"And they keep running off. You remember the meeting? How everyone was going to work hard until the shelters were finished?"*

*"Except me and my hunters—"*

*"Except the hunters. Well, the littluns are—"*

*He gesticulated, sought for a word.*

*"They're hopeless. The older ones aren't much better. D'you see? All day I've been working with Simon. No one else. They're off bathing, or eating, or playing." (p. 55)*

Building huts restricts the boys' freedom to bathe, eat, and play. However, much like how public sanitation laws expand freedom, shelter will protect the boys from the excessive rain, heat, and sun. Thus, they are freed from many risks that will arise due to exposure to the elements. And it is important to keep in mind that the boys collectively and freely decided to build these huts.

### FREEDOM REQUIRES RESPONSIBILITY

Eleanor Roosevelt once said that "Freedom makes a huge requirement of every human being. With freedom comes responsibility. For the person who is unwilling to grow up, the person who does not want to carry his own weight, this is a frightening prospect."

The boys on the island are free to meet and decide that huts are a priority for their civilization. But if they are free to decide they will build huts, as citizens of the island they are also responsible for seeing through their decision. This would show their respect for their own process of government, as well as help their whole society remain orderly, healthy, and safe.

What is suggested by the boys simply running off to play is a civilization practising their freedoms, but not exercising their responsibilities.

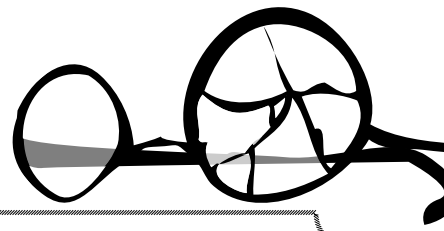
**CONSIDER**

1. Who is responsible for the failure in hut construction? The boys or their leaders?
2. What are the risks for those who practice their freedoms but do not exercise their responsibilities?

**FOR FUTURE READING**

It could be argued that the boys have too much freedom and not enough respect for the group's collective decision-making process. As the story progresses, watch for how the boys create and follow rules.





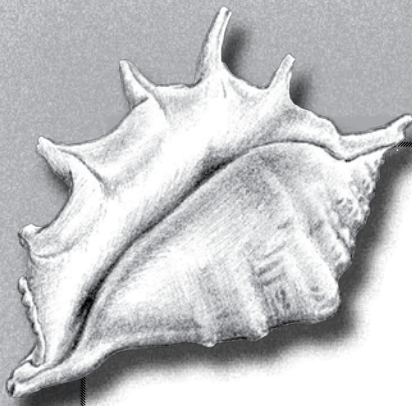
### SYNOPSIS

While several boys play on the beach, a ship passes by the island. Because the signal fire is out, they are unable to attract its attention. Jack and the hunters return with a pig, and he excitedly shares the story of the bloody killing. When confronted about the signal fire, Jack only offers a reserved apology.

### DISCUSSION

1. Roger and Maurice destroy several sand castles on the beach. The three littluns who are witness to this do not protest because the castles were not theirs. Consider the littluns' actions in light of this famous quote of Martin Niemöller, a Protestant pastor who spent the last seven years of Germany's Nazi rule in a concentration camp:  
*First they came for the Socialists, and I did not speak out.  
Because I was not a Socialist.  
Then they came for the Trade Unionists, and I did not speak out.  
Because I was not a Trade Unionist.  
Then they came for the Jews, and I did not speak out.  
Because I was not a Jew.  
Then they came for me.  
And there was no one left to speak for me.*
  - a) Do you think the littluns understand the danger in not speaking out?
  - b) Why is it important to speak out when one sees injustice?
2. A dispute breaks out over Jack having let the signal fire go out.
  - a) When Ralph confronts Jack, what is Jack's excuse?
  - b) When Piggy confronts Jack, what does Jack do?
  - c) What do the boys do when Jack mocks Piggy?
  - d) Does Jack's apology make it right?
3. Following the confrontation, Ralph describes Jack's actions as a "dirty trick" (p. 79). Do you think Ralph condemned Jack's actions strongly enough? Why or why not?
4. Jack stands in the centre of the boys and tells them "I got you meat... I painted my face—I stole up. Now you eat—all of you" (p. 81). Consider this statement.
  - a) Was it Jack alone who killed the pig?
  - b) Who built the fire so the meat could be cooked?
  - c) How was the fire lit?
  - d) Does Jack's claim that "I got you meat" take into account the complex social relations required for a society to function?
5. It is said that those who control resources control power.
  - a) How does Jack demonstrate this principle at the pig roast?
  - b) Is this a responsible use of power?





## FREEDOM AND HUMAN INTERACTION

It has been said that it is the goal of the individual to achieve as much freedom as possible. Conversely, it is the function of the State to maintain order in society. As was discussed in *Freedom, Responsibility, and Law*, sometimes laws simultaneously limit and enhance freedom. Thus, the goals of the individual and the goals of the State can

sometimes be achieved simultaneously.

With this understanding, think more deeply about the concept of freedom. Even though it is the goal of the individual to achieve as much freedom as possible, absolute freedom for every individual is an impossible proposition. Consider this extreme example: if every person was free to kill others if they so pleased, then nobody would be free to enjoy life, liberty, or security. There must be bounds to freedom.

So how does society determine the bounds of its freedoms?

It has been generally accepted that the most freedom that an individual can enjoy is to be free to do as he or she pleases, so long as that person's actions do not impose upon the freedom of another individual. In other words, there are reasonable limits placed upon individual freedom.

There are several situations in *Lord of the Flies* that raise basic questions about reasonable limits on freedom. Consider the following examples from Chapter 4.

- When Piggy confronts Jack about letting the fire go out, Jack beats Piggy and breaks a lense of his glasses. In a lawful society, Jack would not be free to beat on Piggy as he pleased. Jack's freedom to act this way restricts Piggy's safety and security.
- When Roger and Maurice destroy the littluns' sand castles, they are able to do this without constraint. However, in a lawful society people are not free to destroy other people's property at their own pleasure. This is considered a reasonable limit on freedom.

These simple examples illustrate why at times freedom must be limited. They also illustrate that these limits are not being well-defined on the island. Without rules that restrict people's actions, the boys on the island may have a great deal of freedom, but this freedom is not resulting in a safer and more fair society.

### CONSIDER

1. When Roger casts stones at Henry, he is careful not to hit him. Golding describes the situation as such:

*Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law. Roger's arm was conditioned by a civilization that knew nothing of him and was in ruin. (p. 67)*

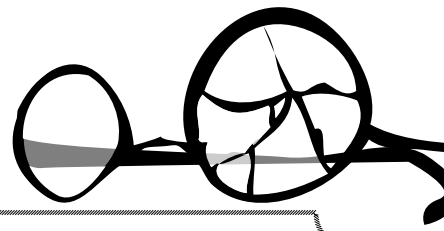
- a) How important is "the protection of parents and school and policemen and the law" for preserving freedom?
- b) Are there times when the protection of parents, school, police, and the law becomes too intrusive? If so, why do you believe this?

2. Golding claims that Roger's arm was "conditioned by a civilization" so that he would not cast stones at Henry.
  - a) If this is true, then how does Johnny "throwing sand at an imaginary Percival" reflect the conditioning taking place within the island society?
  - b) Does this bode well for the boys' future?

### **FOR FUTURE READING**

At the close of the chapter, Ralph is concerned with how the island is falling into lawlessness. Out of concern, he calls an assembly. As the story unfolds, watch for how power and authority is used to preserve law and order, and how power and authority is used to destroy law and order.



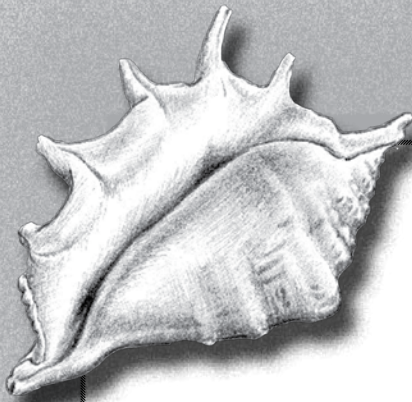


### SYNOPSIS

Ralph calls a meeting in an attempt to restore order. A general agreement about respecting the rules is not reached. Instead, the discussion turns to fear of the beast. Jack rejects the island's rules and leads the boys in a dance. Ralph contemplates abandoning his position as chief, but Simon and Piggy persuade him to stay on.

### DISCUSSION

1. As Ralph prepares for the meeting, his thoughts about the role of chief are revealed:  
*The trouble was, if you were a chief you had to think, you had to be wise. And then the occasion slipped by so that you had to grab at a decision. This made you think; because thought was a valuable thing, that got results... (p. 85).*
  - a) Ralph believed that Piggy was the smartest person on the island. Would Piggy have been a better chief? Why or why not?
  - b) Is wisdom knowing all the answers, or being able to learn and take good advice?
2. At the assembly, Ralph re-establishes the existing rules, and puts forth one new rule.
  - a) What are these rules and why are they put in place?
  - b) Do these rules impose reasonable limits on the boys' freedoms? Why or why not?
3. At the assembly, the debate turns to the beast.
  - a) Ralph says that the boys have to talk about their fear and realize that there is nothing in it. Is Ralph's desire to openly discuss this a good idea?
  - b) When Jack reassures the group that there is no beast, he also belittles the littluns, calling them cry-babies and sissies. Is this the appropriate way to deal with the littluns' fears? How is Jack's approach different from his first discussion of the littluns' fears of the beast.
  - c) Piggy claims that the world is scientific and that the boys should be safe "unless we get frightened of people" (p. 91). Who are the people that the boys should fear?
  - d) Simon claims the beast might exist but "maybe it's only us" (97). What does he mean?
4. When Jack and the boys rush off in disorder, Ralph considers blowing the conch. Piggy believes that "You got to be tough now. Make 'em do what you want." Ralph decides that "If I blow the conch and they don't come back, then we've had it. We shan't keep the fire going. We'll be like animals. We'll never be rescued" (p. 101). Whose argument had more merit? Piggy's or Ralph's?



## CONSEQUENCES: RETRIBUTION, RESTITUTION, AND RESTORATION

When the assembly to restore order on the island falls into disarray, it appears that “[t]he world, that understandable and lawful world, was slipping away” (p. 99). Instead of the boys reaching a consensus on fire being all-important for rescue, Jack rejects Ralph’s authority, disrespects the conch, then rejects the whole island order:

*“The rules!” shouted Ralph, “you’re breaking the rules.”*

*“Who cares?”*

*Ralph summoned his wits.*

*“Because the rules are the only thing we’ve got.” (p. 100)*

According to Kathleen Woodward, in her *Lord of the Flies* article “The Case for Strict Law and Order,” the problem on the island was that there were not enough rules. She believed that the boys needed to construct more rules. These extra rules would spell out the consequences when rules were broken.

As is seen when Jack breaks the rules, the boys have no agreed-upon system of consequences for dealing with rule-breakers. This, in part, can be blamed on the infancy of their system of laws and governance.

As legal systems have developed across the world, so have beliefs about what constitutes appropriate consequences for breaking the rules. Consider the three following historical origins of law and their relation to consequences.

### RETRIBUTION AND HAMMURABI’S CODE

Hammurabi ruled Babylon from approximately 1792 to 1750 BC. During his rule he codified, or put into writing, 282 laws governing Babylon. These laws have become known as the Code of Hammurabi.

It has been said that Hammurabi codified laws so “the strong might not oppress the weak, that they should give justice to the orphan and widow, and for the righting of wrong.”<sup>1</sup> Codified laws helped ensure that the public would know what was expected of them, and judges would have a written reference to determine crimes and required punishments.

Earlier codified laws have been found, the oldest being the Code of Ur-Nammu, dating back to 2050BC in Mesopotamia. What made Hammurabi’s code so well-known was that the original tablets, first discovered in 1901, have been well-preserved. Today, one nearly-complete 2.25 metre-high slab of stone with most of Hammurabi’s Code is on display at the Louvre in Paris.

Hammurabi’s laws dealt with a wide-range of issues, ranging from kidnapping and theft to divorce and disobedient sons. One feature of Hammurabi’s Code was the concept of retributive justice. Retributive justice is the idea that if a wrong is committed, revenge should be the basis of punishment. Retribution usually requires the wrong to be proportionately acted back upon the perpetrator. For example, Hammurabi’s Code prescribed “an eye for an eye, a tooth for a tooth.”

1

Robert Francis Harper, “The Code of Hammurabi.” *The American Journal of Theology*.

## **RESTITUTION AND MOSAIC LAW**

Approximately 800 years after Hammurabi, it has been said that God gave Moses laws for the Hebrews. Because these laws were given by a supreme being, it was believed these laws were supreme. As such, people could be confident that all citizens, including kings, would obey them.

Mosaic law begins with the Ten Commandments, and includes other significant laws and rules set out in the first five books of the Old Testament. Not only do the Ten Commandments still hold a great deal of importance in modern religions, but they also are reflected in today's laws. For example, Mosaic law prohibited murder and theft. Other Mosaic laws, such as honouring your parents, are no longer in legal code. However, they still hold a great deal of relevance to society.

These laws were to be taken very seriously, and punishable through means such as stoning. As well, Mosaic law featured the concept of restitution. Restitution means that the offender must repay the victim for goods stolen, damaged or lost.

## **RESTORATION AND ABORIGINAL LAW**

The Aboriginal worldview can be linked to a hierarchy based on dependencies. Mother Earth is first since everything and everyone depends on the earth for survival. The plant order is next since the animal world needs plants to survive. After that comes the animal order. Humans, dependent upon all these levels, are the least powerful and least important power in creation. Harmonious interconnections are required between these orders for long-term survival.

Traditional Aboriginal laws reflect these ideas. Because each citizen can contribute to the effective and sustainable welfare of the entire community, traditional Aboriginal conflict resolution has been guided by spiritual means nurtured by customs and habits. Sweats, isolation, and the teachings and influences of Elders, parents and grandparents are examples of this.

Important to the Aboriginal system of laws are notions of honesty and harmony brought about by forgiveness, restitution, and rehabilitation. These three factors contribute to the restoration of smoothly operating families and communities.

Restorative justice envelops these ideas. Restorative justice recognizes that everything is connected, and a crime disturbs the harmony of these connections. When a crime takes place, its remedy should be determined by the needs of victims, the community, and the offender. This restoration is meant to heal victims and communities, while encouraging offenders to confront the consequences of their action. Such an approach is believed to lead to restoration for all.

## **CONSIDER**

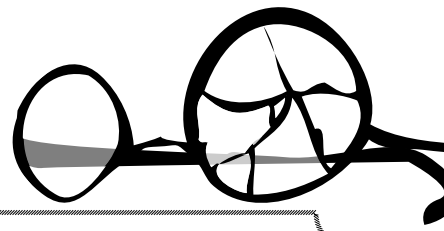
1. Even though the boys have no system to deal with those who do not follow the rules, it was suggested in Chapter 2 that this would not be the case:

*"We'll have rules!" [Jack] cried excitedly. "Lots of rules! Then when anyone breaks 'em—"*  
*"Whee-oh!"*  
*"Wacko!"*  
*"Bong!"*  
*"Doink!" (p. 36)*

- a) What concept of justice does this most closely resemble? Retribution, restitution, or restoration?
  - b) What concept does this least resemble?
2. Because the boys have few resources, is restitution possible in instances such as when Jack broke the lense of Piggy's glasses?
  3. "Rough Justice," a recent essay by Daniel Baird in *The Walrus*, made the following point about retributive justice:  
*The trouble with retributive justice is that a literal reading of the "Eye for an Eye" biblical passage leads to morbidly comical conclusions and boundless forms of cruelty. One rabbi noted that if a blind man puts out someone's eyes, it is impossible to blind him in return.*  
The boys seem to endorse a system of retributive justice in Chapter 2. Do you think that their society is sophisticated enough to understand its potential shortcomings?
  4. Do you think the boys' society is sophisticated enough to embrace the Aboriginal concept of restorative justice?

#### **FOR FUTURE READING**

As the story continues, watch to see if consequences are used when rules are broken. If consequences are used, what concepts do they most closely reflect?



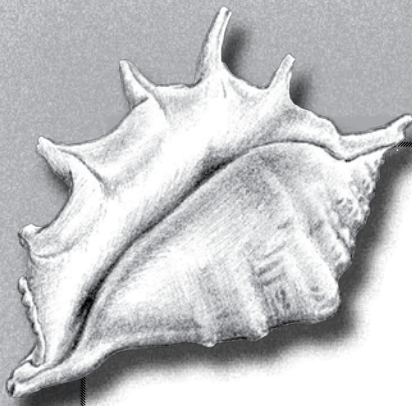
### SYNOPSIS

In the middle of the night, an air battle takes place near the island. An already-dead pilot on a parachute lands near the fire that Sam and Eric are watching over. They awake to see something flapping in the dark, and run to the beach and claim they have seen the beast. An assembly is called where it is agreed that the boys will search for the beast. The boys explore a corner of the island that Jack believes would make an excellent place for a fort. The boys become so preoccupied with this space that Ralph has to demand that they resume their trek so that the fire can be relit.

### DISCUSSION

1. Review Sam and Eric's description of the beast (p. 109).
  - a) What does the beast look like?
  - b) How similar is this description to a dead parachutist?
  - c) Does this give us any reason to be cautious about eyewitness accounts?
2. Does anybody cast doubt upon Sam and Eric's account? Should they?
3. During the rush assembly, Ralph reiterated that the boys' first priority should be the fire. However, in their search for the beast, Ralph decided that they will first check the tail-end of the island. After investigating there, they will check the mountain and re-light the fire. Is this the right choice?
4. What do the boys discover at the tail-end of the island? What does Jack think this location is ideal for?





## CONSTITUTIONS AND THE ROLE OF THE COURTS

The breakdown of the island's society accelerates when the boys meet to discuss Sam and Eric's sighting of the beast. As the debate carries on, Jack discounts the role of the conch and then lashes out against all the boys having a voice during assemblies:

*Jack broke in, contemptuously.*

*"You're always scared."*

*"I got the conch—"*

*"Conch! Conch!" shouted Jack, "we don't need the conch any more. We know who ought to say things. What good did Simon do speaking, or Bill, or Walter? It's time some people knew they've got to keep quiet and leave deciding things to the rest of us—" (p. 112)*

It appears that Jack is violating a fundamental rule of island governance: that everybody has the right to be heard when they hold the conch. Essentially, this rule has been entrenched as a fundamental belief of the island's unwritten constitution.

### **WHAT IS A CONSTITUTION?**

A constitution is the highest law in the land. It sets forth the rules and principles about how a government can exercise its power. Canada's highest law is the *Constitution Act, 1982*. It includes the *Canadian Charter of Rights and Freedoms*, a document that enshrines many civil and political rights. The government cannot act in a way that violates these rights.

The government is free, however, to create laws that put reasonable limits on rights. However, the restrictions must be justifiable under the *Charter*.

### **WHAT ARE REASONABLE LIMITS?**

Think back to the discussion in *Freedom and Human Interaction* of how freedoms must be limited. This concept is reflected in the *Charter of Rights and Freedoms*. Even though the Charter enshrines civil and political rights, its preamble states that "The Canadian *Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society." In other words, rights are not absolute: the government may pass a law that limits rights and freedoms, as long as the government can prove they acted in a reasonable and justified way.

### **WHO DETERMINES WHAT IS REASONABLE AND JUSTIFIED?**

In our democracy, it is judges who ultimately interpret and apply laws. This includes determining if the limitations to freedom that laws create are reasonable and justified under the *Charter*.

Because judges must make these judgments on the government, judges must be independent of the government. Independence allows judges to be free to make impartial decisions based on what the law says. Independence means that judges are not subject to popular trends or the whim of the government.

### **BACK TO THE ISLAND**

Because Canadians have an established court system, we have a formal and independent mechanism to determine whether or not the government is respecting the *Constitution* and the *Charter*. On the island, there are no judges. So when Jack restricts the rights of the boys to speak, there is no mechanism to determine whether or not this is consistent with the established rules of the island. Without judges and a court system, the island is missing a check and balance to ensure everyone's rights are respected.

### **CONSIDER**

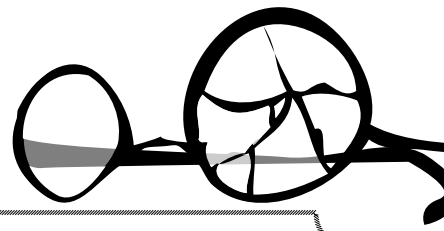
1. Jack claims that many of the boys are not making helpful contributions at the assembly discussions. Review *Piggy, the Census, and the Importance of Knowledge*.
  - a) What responsibility do people have to be informed when speaking out?
  - b) What makes a person informed?
2. Is Jack's demand that some of the boys be silent a reasonable limit on freedom?
3. Without a system of court and judges on the island, can true rule of law exist?

### **FOR FUTURE READING**

Watch for moments where the boys act in unreasonable and unlawful manners. Do you see a need for an independent court system on the island?



## CHAPTER SEVEN: SHADOWS AND TALL TREES

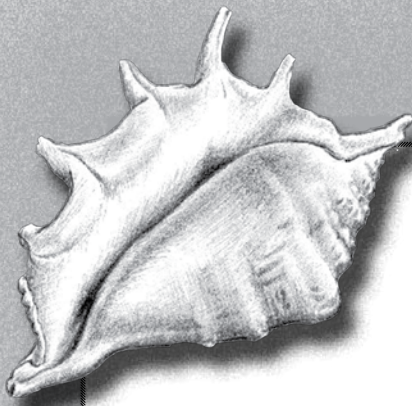


### SYNOPSIS

While searching for the beast, the boys discover fresh pig droppings so try to hunt down the animal. Though unsuccessful, Ralph gets his first taste of spearing a pig and the boys get to partake in a mock pig-killing dance. Jack, Ralph, and Roger carry on to the mountain while the others return to the huts. Jack is first to see a creature at the abandoned fire and runs back. At Ralph's suggestion, the three boys return. Though darkness is approaching, they see what they believe to be an ape-like creature.

### DISCUSSION

1. For the first time, Ralph takes part in a hunt. What was the experience like for him?
2. When the pig droppings were found, Jack said the boys needed meat.
  - a) What condition did Ralph put on approving of the hunt?
  - b) Given the tension between Ralph and Jack, was it a good idea for Ralph to grant permission for the hunt even if it meant delaying arrival at the mountain?
3. Ralph, Jack, and Roger are the only boys left to carry on to the mountaintop once the others returned to the huts.
  - a) Was Jack and Ralph's decision to carry on based on rationality or emotion?
  - b) Was it a wise decision to go to the mountaintop after dark?



## CHECKS AND BALANCES: STEMMING MOB RULE

Democracy cannot work without citizen participation. However, citizens need to act in a responsible manner that recognizes the broader good of society. This is a primary difference between democracy, which is rule by the will of the people, and ochlocracy, which is rule by mobs with little regard for reason and rationality.

*Lord of the Flies* has many examples of boys acting as a mob. Even Ralph—the character most closely associated with democracy and lawfulness—succumbed to aggression and impulse during his first pig hunt. After taking great pleasure in spearing the boar, he enthusiastically joined the frenzied mock killing of Robert:

*They got his arms and legs. Ralph, carried away by a sudden thick excitement, grabbed Eric's spear and jabbed at Robert with it.*

*"Kill him! Kill him!"*

*All at once, Robert was screaming and struggling with the strength of frenzy. Jack had him by the hair and was brandishing his knife. Behind him was Roger, fighting to get close. The chant rose ritually, as at the last moment of a dance or a hunt.*

*"Kill the pig! Cut his throat! Kill the pig! Bash him in!"*

*Ralph, too, was fighting to get near, to get a handful of that brown, vulnerable flesh. The desire to squeeze and hurt was over-mastering. (p. 126)*

Ralph's "thick excitement" and over-mastering "desire to squeeze and hurt" suggest he was being overtaken by mob mentality.

So if democracy involves the will of the majority, what checks and balances does democracy have to ensure that the mob does not override reason and the rule of law?

### CHECKS AND BALANCES

As discussed in *Constitutions and the Role of the Courts*, Canadian government and its laws must respect the highest law in the land, the Constitution. Sometimes, it is questionable whether or not this is the case. So when asked, the courts will determine the answer to this.

Because judges have the power to rule on the validity of laws, this has led some people to suggest that there is a "tyranny" of the judiciary. They argue that it is unelected judges, and not elected representatives, who ultimately determine Canada's laws. This is not necessarily true.

Even if the Supreme Court rules that a law is contrary to the *Charter of Rights and Freedoms*, the Federal and Provincial governments have the option of invoking something called the "Notwithstanding Clause." The Notwithstanding Clause allows a legislature to temporarily allow a law that is contrary to the *Charter* to stand. This is provided that the law is within that legislature's constitutional authority. Thus, the Notwithstanding Clause gives legislatures higher authority than the courts.

Because of the importance Canadians place in the rule of law and the Constitution, invoking the Notwithstanding Clause is extremely controversial. It is said that governments use the Notwithstanding Clause at their peril.

Even with an independent judiciary, there is another check on laws. All legislation passed must be given Royal Assent before it can become a law. Royal Assent is the formal approval of the Monarch. Currently, our monarch is Queen Elizabeth II. Because the Queen does not reside in Canada, Royal Assent is given by her representatives. In the case of federal legislation, it is the Governor General. In the case of provincial legislation, it is each province's Lieutenant Governor.

Although this check exists, the refusal of Royal Assent is virtually unprecedented. The last instance of a British monarch refusing Royal Assent in the United Kingdom was in 1707. The Governor General of Canada has never refused Royal Assent of a Bill. And only once has Royal Assent been refused provincially, in Prince Edward Island in 1945.

Given what has happened historically, it is highly unlikely that Royal Assent would be refused today. Yet, because the Queen's representatives could refuse to sign a law, it could be said that it is the Queen who has the ultimate power in Canada's democracy. Because refusal is virtually unprecedented, it is difficult to know what would happen if Royal Assent was refused for a Canadian law today.

### **AVOIDING OCHLOCRACY**

Canada has other safeguards throughout the legislative process, such as legislative committees and multiple readings of laws, that help ensure laws are thoroughly reviewed and not simply the result of mob rule. These rational processes, combined with the independent judiciary and the concept of Royal Assent, helps curtail ochlocracy and ensures Canada remains a country of peace, order, and good government.

### **CONSIDER**

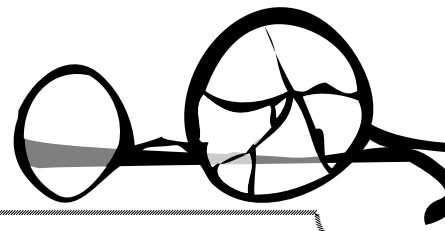
1. Ralph's eager participation—albeit temporary—in the boys' frenzied mock killing demonstrates human fallibility in the face of mob mentality.
  - a) Do you think Canada is completely protected from falling into ochlocracy and mob rule?
  - b) How does the concept of ochlocracy reinforce the importance of statistics, research, and rational debate?
2. Do you think the boys' system of government can effectively ensure that mob rule does not take over?
3. Even though democracy is the will of the majority, why is it important that democratic processes respect and protect minorities?

### **FOR FUTURE READING**

As the story progresses, look for instances of where mob rule overpowers reason on the island. Who resists mob mentality? Who embraces it?



## CHAPTER EIGHT: GIFT FOR THE DARKNESS



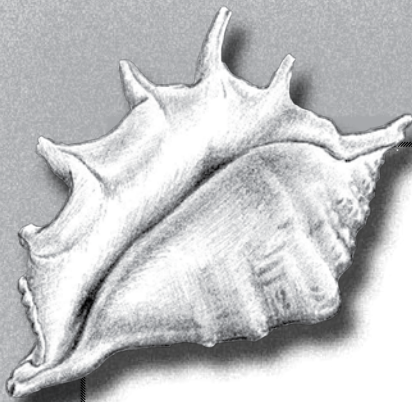
### SYNOPSIS

Jack calls an assembly, accusing Ralph of insulting the hunters. His attempt to have Ralph voted out as chief fails, so Jack breaks away to form a new group and invites the others to join. The breakaway group kills a pig, leaving its head on a stick as an offering to the beast. Simon, dehydrated and hidden away in the forest, sees Jack's hunters leave the offering to the beast. He has a conversation with the head, which claims to be the Lord of the Flies.

### DISCUSSION

1. Jack misrepresents Ralph's remarks about the hunters and distorts the events of their hunt for the beast. Do you see any similarity between Jack's skewing of facts and modern political debate?
2. Look back at how Piggy's circumstances change when Jack leaves. How does Piggy become empowered?
3. Consider the boys' killing of the sow while she nurses piglets.
  - a) Does killing an animal nursing her young show responsible stewardship of resources?
  - b) Can you think of other instances where societies past or present have been irresponsible with their use of resources?
  - c) What role does or could the law play in managing natural resources, both on the island and in contemporary society?
4. What is to be made of the shift of gender identification of the pig's head, from a female sow's head to the male Lord of the Flies?
5. When Jack raids Ralph's fire, he was "safe from shame or self-consciousness behind the mask of his paint" (p. 155).
  - a) Is Jack, behind his painted mask, similar to people on social media and other online discussions?
  - b) Is debating laws and issues of the public good best done behind a mask?
6. The Lord of the Flies tells Simon "Fancy thinking the Beast was something you could hunt and kill . . . You knew, didn't you. I'm part of you? Close, close, close! I'm the reason why it's no go. Why things are what they are?" (p. 158).
  - a) Is the Lord of the Flies' definition of the Beast similar to Simon's original beliefs about it?
  - b) Do you think the Lord of the Flies is real, or just a hallucination brought on by Simon's dehydrated, pre-fit state?





## RATIONAL CHANGEOVER OF GOVERNMENT

Looking back to Chapter One, it could be said that the boys established a basic island-state. As the story has moved forward, the boys' society and their concepts of law and governance have degenerated. Their unity and system of government finally collapses when Jack breaks away from the group.

Though sometimes more dramatic, changes in Canadian government are more orderly than what is taking place on the island.

### ELECTIONS

One of the mechanisms for orderly renewal of government in Canada is elections. Elections give the public a chance to select who will represent them in the legislature. The *Constitution* requires that elections take place no later than every five years, except during national emergencies such as war. Although the time limit between elections is five years, the federal government and many provinces have fixed election date legislation that suggests elections be held on certain days every four years. Fixed election date legislation is not constitutionally binding.

When the boys elected Ralph as their chief, they never went a step further to establish an election cycle. However, this does not necessarily mean Ralph could remain chief forever. As illustrated by Jack's attempt to have Ralph voted out, the boys' rudimentary democracy allowed for a change of leadership without an election.

### CONFIDENCE VOTES

Like Jack's vote to have Ralph ousted as chief, Canada's system of Westminster-style governance has a similar mechanism that can allow for a change of government without an election necessarily happening. It is called a confidence vote.

A confidence vote is an orderly means for the people's elected representatives to remove a government from power. Like its name suggests, when a confidence vote takes place, the elected members of a legislature express whether or not they have confidence in the government.

Motions of confidence take place in several different ways. Opposing members of the legislature can put forth motions of confidence. Governments can declare bills as motions of confidence. And bills that involve spending money are automatically considered motions of confidence.

If a government loses a confidence vote, one of two things will usually happen. One option is for the Queen's representative to ask another group of elected members to form a government. This can only happen if the potential alternative government can demonstrate that they will have the confidence of the majority of the legislature's elected members. The other option is for the Queen's representative to call a general election.

### BACK TO THE ISLAND

Jack's confidence vote on Ralph's leadership suggested that Ralph retained the confidence of the majority of the boys. However, a majority of boys then quietly joined Jack's breakaway group. So even though the boys' democracy allowed for an orderly change of leadership, the boys failed to use this tool in an open and honest fashion.

## **CONSIDER**

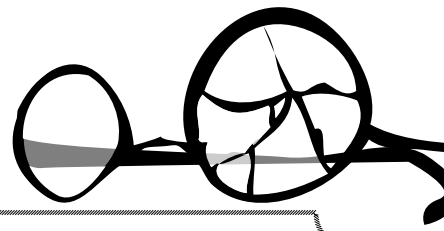
1. When Jack asks the boys to vote on Ralph's leadership, no boys vote in favour of ousting Ralph. Yet, several boys follow Jack after he departs.
  - a) Do you think the boys' vote would have turned out differently if they had voted by secret ballot?
  - b) Why is it important that private citizen's votes are secret?
2. In Canadian legislatures, almost all votes by elected representatives are done in the open. Why is it important that citizens know how their elected representatives have voted on issues?
3. When Jack breaks away from Ralph's group, he says "I'm not going to play any longer" (p. 140). What does the word "play" tell us about the seriousness with which Jack treats their island society and governance?

## **FOR FUTURE READING**

Observe the development of Jack's new tribe. Does he build it on the idea of democracy or dictatorship?



## CHAPTER NINE: A VIEW TO DEATH



### SYNOPSIS

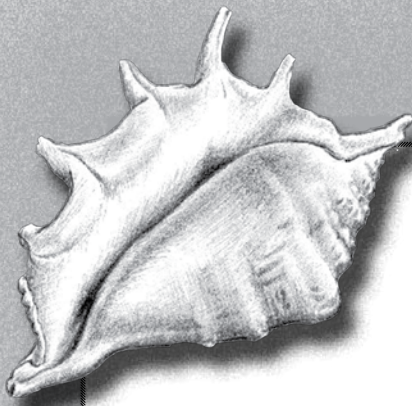
Simon discovers that the beast at the fire is simply a dead parachutist. He untangles the parachute lines from the rocks, then sets out to tell the boys the truth. Meanwhile, Ralph and Piggy join Jack's feast, where Jack declares the conch powerless on his part of the island and asks others to join his tribe. As a storm begins, the boys begin their ritual killing dance. Simon emerges from the forest just as the boys are worked into a frenzy. Mistaken for the beast, he is killed. The parachutist blows over the boys and off the island, and the tide takes Simon's body out to sea.

### DISCUSSION

1. Review how flies surround the pig's head as the chapter begins. Are there parallels to how the boys surround Jack and take his offering of meat?
2. Jack declares that "the conch doesn't count at this end of the island" (p. 166). Think back to *The Conch, the Mace, and Symbols of Governance*.
  - a) What does the conch symbolize?
  - b) If the conch does not count under Jack's leadership, who will hold the most power on the island?
  - c) Laws reflect the values of those who possess power in a society. What does Jack's declaration mean for the future of laws on the island?
3. When Simon is killed, the boys are described as "the throb and stamp of a single organism" (p. 167).
  - a) Do you think Canadian society is a "single organism", or made up of diverse communities?
  - b) Pluralistic and multicultural societies may have profound disagreements about the need for, and application of, particular laws. Is this a good thing or a bad thing?
4. Simon's death, in part, is described as follows:

*At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws. (p. 168)*

Does Simon's death, and particularly this description, suggest there was truth in Simon's belief that the beast was "us"?



## BREAD AND CIRCUSES: JACK'S OFFER TO THE BOYS

It is not uncommon to hear people talk about “bread and circuses” when discussing governance and politics. The term was coined by Roman satirist Juvenal almost 2000 years ago. Broadly defined, bread and circuses describes when people become so easily distracted by food and entertainment they lose their focus on more important issues facing society.

In some ways, the appeal of Jack's rule over Ralph's demonstrates this concept. Jack is often associated with exciting concepts like hunting, feasts, and dances. Ralph, on the other hand, is often associated with more mundane concepts like democracy, rescue, and shelter. This contrast is well-demonstrated as the feast ends in Chapter 9:

*“Who'll join my tribe and have fun?”*

*“I'm chief,” said Ralph tremulously. “And what about the fire? And I've got the conch—”*

*“You haven't got it with you,” said Jack, sneering. “You left it behind. See, clever? And the conch doesn't count at this end of the island—” (p. 166)*

Ralph's concern with stability, order, and well-being is contrasted with Jack's concern for fun, or bread and circuses. One outcome of prioritizing bread and circuses is highlighted as the storm approaches:

*“Going to be a storm,” said Ralph, “and you'll have rain like when we dropped here. Who's clever now? Where are your shelters? What are you going to do about that?” (p. 167).*

Taken together, this illustrates how Ralph's leadership priorities mean people will have basic necessities. Jack's fixation of feasts and dances, on the other hand, does not fulfill these needs.

However, none of this means that Ralph is above the temptation of bread and circuses. Ralph (and Piggy) took Jack's gift of meat at the feast, “dribbling” at it like dogs. This would suggest that even leaders with the purest of motives are still subject to human desires.

Indeed, there is nothing wrong with celebrations, feasts, and entertainment. In fact, they are necessary for a happy and fully-functioning society. However, as the lack of shelters for the coming storm indicates, it is doubtful that society can survive on bread and circuses alone.

### CONSIDER

1. When Piggy arrives at the feast, he is bumped by boys carrying hot meat:

*Immediately, Ralph and the crowd of boys were united and relieved by a storm of laughter. Piggy once more was the centre of social derision so that everyone felt cheerful and normal. (p. 164)*

- a) How has the social ridicule of Piggy been one of the “circuses” for the boys?
- b) Is this healthy for Piggy? Explain.
- c) Is this healthy for the boys as a whole? Explain.

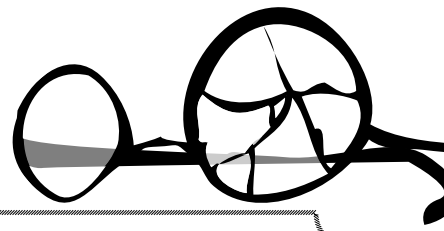
2. How do bread and circuses work to obscure public debate about good laws and good governance?
3. Do you think there are too many bread and circuses in society today? Not enough? Explain.

**FOR FUTURE READING**

At the feast, Ralph tried to remind the boys of the importance of huts for shelter and fire for rescue. As the story continues, watch to see if Jack takes heed of Ralph's advice.



## CHAPTER TEN: THE SHELL AND THE GLASSES



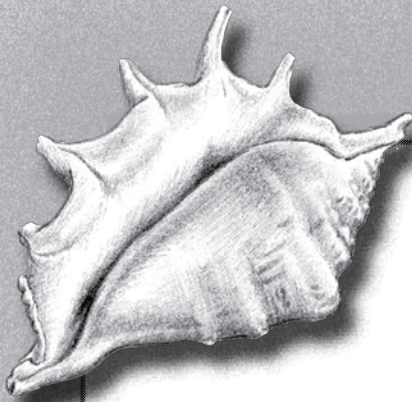
### SYNOPSIS

Ralph, Piggy, Sam, and Eric discuss the events from the previous night. Meanwhile, Jack has fortified the area around Castle Rock and demands his tribe be vigilant to protect their area from the others and the beast. He also claims the beast may take on new forms, and they should appease it with offerings. That night, Ralph decides to let the fire go out at his camp. When Jack and some of his hunters arrive to steal fire, they instead leave with Piggy's glasses.

### DISCUSSION

1. Jack has fortified Castle Rock with a large boulder that can be dropped on those below. He claims the fortification is necessary because of the beast, and because the others will try to sneak in to "spoil things we do" (p. 177).
  - a) What have Ralph's priorities been for the island?
  - b) How would Ralph and his remaining boys "spoil" the way of life for Jack and his tribe?
  - c) Would this "spoiling" of their way of life be to their benefit or detriment?
2. Is fortifying Castle Rock a wise use of resources?
3. When Ralph's huts are raided, Ralph at first believes Jack came for the conch.
  - a) What did Jack actually come for?
  - b) What is the primary purpose of fire for Ralph? For Jack?
  - c) Discuss ways that fire and the raid illustrate the differences between Jack and Ralph as leaders.
4. Roger describes Jack as a "proper Chief" (p. 176). Do you agree? Why or why not?





## SIMON'S DEATH AND THE PURPOSE OF CRIMINAL LAW

Piggy and Ralph have somewhat differing views about the death of Simon. Ralph described it as a murder. Piggy claimed it was an accident.

How could the question of whether or not Simon's death was a "murder" or an "accident" be resolved? How could it be determined who was responsible? In Canada, these types of questions would be dealt with through our criminal law system.

What is Criminal Law?

The main purpose of criminal law is to protect society and to keep our communities peaceful and safe. Actions that are deemed criminal are believed to harm not only the victim, but also harm society as a whole. Thus, criminal law sets a standard of behaviour for all people in society. Common examples of criminal offences are theft, break and enter, assault, fraud, and impaired driving. Homicide and manslaughter are also criminal offences.

There are several components of the justice system that are used to address suspected criminal activity, including:

- police, who investigate the crime, arrest suspects, and charge people with criminal offences;
- crown prosecutors, who prepare and conduct legal proceedings against the accused perpetrator or perpetrators; and
- the court, which determines the guilt of the perpetrators and the appropriate punishment within the law.

### WHO ENFORCES CRIMINAL LAW ON THE ISLAND?

Although Ralph and Piggy were able to debate on whether or not Simon's death was a murder, their society is ill-equipped to bring about justice for this situation. It is apparent that at the very least, Ralph and Piggy know that what happened was wrong. However, the island has yet to develop a series of laws to deal with such offences. And even if they did have these laws in place, the boys lack a police force, public prosecutors, and a court system to ensure an orderly and fair way to determine the precise nature of the incident and who was responsible.

Given the boys downwards spiral into disorder, it is unlikely that a criminal justice system—however rudimentary—will develop on the island to remedy Simon's killing. Without a criminal justice system, it is doubtful that there is hope for justice and restoration to come about after a crime is committed.

### CONSIDER

1. When Piggy and Ralph discuss the killing of Simon, Ralph describes it as murder while Piggy claims it was an accident.
  - a) What truths do you see in Piggy's interpretation?
  - b) What truths do you see in Ralph's interpretation?
  - c) Whose interpretation is more accurate? Piggy's or Ralph's?

2. Consider your answers in question 1.

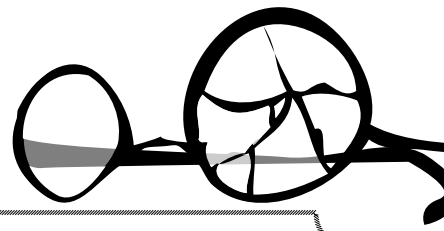
- a) Why is it important that societies have laws that help define the answers to these questions?
- b) Why is it important that societies have fair and established systems and institutions (such as police, judges, and lawyers) to determine the answers to these questions?

**FOR FUTURE READING**

With no consequences for Simon's murder, watch the boys' attitude towards violence as the story concludes.



## CHAPTER ELEVEN: CASTLE ROCK



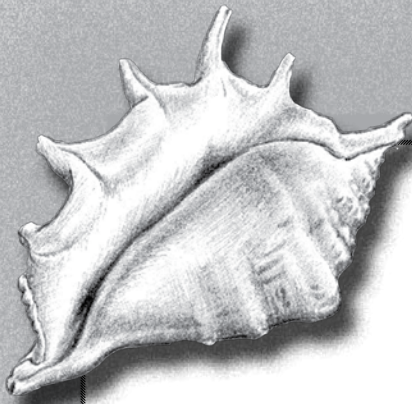
### SYNOPSIS

Ralph, Piggy, Sam, and Eric visit Jack's tribe at Castle Rock. Piggy needs his glasses, and Ralph knows the boys need smoke for rescue. Following a brief scuffle between Ralph and Jack, Jack has Samneric captured. Piggy speaks out about the need for law and rescue just before Roger drops a rock that kills him and destroys the conch. As Jack's tribe sets out to attack Ralph, he flees and Jack stops the boys from going further.

### DISCUSSION

1. Ralph reminds the boys that fire is all-important for rescue, but they laugh him off. Is Jack solely to blame for the boys' disregard for such things? Or does each boy carry some responsibility?
2. Piggy's last words were "Which is better, law and rescue, or hunting and breaking things up?" (p. 199). With his death, the conch is destroyed. What is the symbolic importance of these events?
3. Recall that in Chapter 4, Roger threw stones at the littluns but aimed to miss. Why is it significant that he drops the rock that kills Piggy?
4. Section Two of *Canada's Charter of Rights and Freedoms* states that everyone has the following fundamental freedoms:
  - freedom of conscience and religion;
  - freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
  - freedom of peaceful assembly; and
  - freedom of association.
  - a) Consider how Jack insists that Samneric has "got to join the tribe" (p. 201). Do you think Jack respects freedoms that promote diversity?
  - b) Why is it vital that a society ensures these freedoms for all people?
  - c) What kinds of reasonable limits to these freedoms are justifiable in a free and democratic society?
5. When Jack is prodding Samneric, Roger's rising power and authority is hinted at:  
*Roger edged past the Chief, only just avoiding pushing him with his shoulder. The yelling ceased, and Samneric lay looking up in quiet terror. Roger advanced upon them as one wielding a nameless authority. (p. 201)*

With the destruction of democracy on the island, there is no rational means for changeover of leadership and government. How do you think a changeover of leadership from Jack to Roger would play out?



## JACK'S DETAINMENTS AND SUBSTANTIVE AND PROCEDURAL LAW

With the rise of Jack's leadership, the boys on the island slip further away from the rule of law. Jack, in particular, acts on his own whims with no established rules governing his behaviour.

Jack's detainment of boys on the island illustrates this point. First, think back to how Wilfred was tied and beaten in Chapter 10:

*"He's going to beat Wilfred."*

*"What for?"*

*Robert shook his head doubtfully.*

*"I don't know. He didn't say. He got angry and made us tie Wilfred up. He's been"—he giggled excitedly—"he's been tied up for hours, waiting—"*

*"But didn't the Chief say why?"*

*"I never heard him."*

*Sitting on the tremendous rocks in the torrid sun, Roger received this news as an illumination. He ceased to work at his tooth and sat still, assimilating the possibilities of irresponsible authority. (p. 176)*

As the situation with Wilfred suggests, Jack is using authority in arbitrary and unfair ways. This continues in Chapter 11, with Jack's apprehension of Samneric:

*"Grab them!"*

*No one moved. Jack shouted angrily.*

*"I said 'grab them!'"*

*The painted group moved round Samneric nervously and unhandily. Once more the silvery laughter scattered.*

*Samneric protested out of the heart of civilization.*

*"Oh, I say!"*

*"—honestly!"*

*Their spears were taken from them.*

*"Tie them up!" (p. 198)*

In democratic societies that follow the rule of law, arrests and detainments would not take place in this way. Generally speaking, to be arrested a person has to:

- have committed,
- be believed to have committed, or
- be believed to be planning to commit a crime.

And when a person is arrested, certain procedures must be followed. These concepts illustrate the ideas of substantive and procedural law.

### **SUBSTANTIVE LAW**

Substantive law, simply defined, is the substance of a law. It defines an offence.

For example, take impaired driving. It is an offence under Section 253(1) of Canada's *Criminal Code*. It states, in part:

*Every one commits an offence who operates a motor vehicle or vessel or operates or assists in the operation of an aircraft or of railway equipment or has the care or control of a motor vehicle, vessel, aircraft or railway equipment, whether it is in motion or not,  
(a) while the person's ability to operate the vehicle, vessel, aircraft or railway equipment is impaired by alcohol or a drug; or  
(b) having consumed alcohol in such a quantity that the concentration in the person's blood exceeds eighty milligrams of alcohol in one hundred millilitres of blood.*

Note how the above example defines the terms of impaired driving. This is what makes it a substantive law.

### **PROCEDURAL LAW**

If a person is in violation of a substantive law, such as driving while impaired, then certain concepts of procedural law must be followed. As its name suggests, procedural law is the process that must be followed when administering and enforcing laws.

For example, if a person is being arrested for impaired driving, the police must follow certain procedures for arrest, including:

- identifying themselves as police officers
- telling the person that they are under arrest
- telling that person why they are being arrested
- making it clear that the person is not free to leave.

Note how the above example defines the procedures the police must follow. This is what makes it procedural law.

### **SUBSTANTIVE AND PROCEDURAL FAIRNESS**

Fairness is integral for safeguarding the rule of law in a society.

Substantive fairness involves laws being made public and applied equally to all citizens. For example, recall that Hammurabi's Code was written so that all could know the law. This reflects the idea of substantive fairness because writing laws down helps to ensure that the public knows what the laws are. As well, when laws and their punishments are written down, judges had a record of what the law prescribes and its corresponding punishment. This helps ensure that all citizens who break the law can be dealt with using the same set of rules.

Procedural fairness means that the processes of applying the law are clearly identified and consistent with human rights spelled out in the *Charter of Rights and Freedoms*. If these processes are followed, this ensures that all citizens are treated equally and their rights are respected.

### **BACK TO THE ISLAND**

It is probably fair to say that there is no substantive or procedural fairness under Jack's rule. Substantively, it appears nobody—including Wilfred—seemed to know what law had been violated that led to Wilfred's detainment. Procedurally, the apprehension of Wilfred and later Samneric seemed to follow no defined procedure, at least not to the extent of what we have in Canada today.

Without substantive and procedural fairness on the island, the rule of law cannot exist.

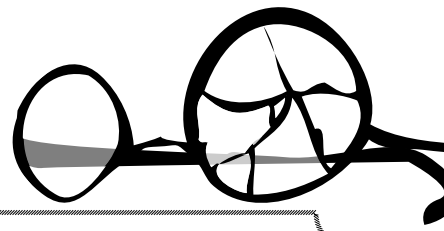
### **CONSIDER**

1. The boys created some substantive laws under Ralph's rule, such as all cooking taking place at the signal fire. Can you think of any instances where they created procedural laws?
2. Look back to Piggy's second-last sentence: "Which is better—to have rules and agree, or to hunt and kill?" (p. 199).
  - a) Why is it better to have rules?
  - b) Are there limits to how many rules there should be?
  - c) Is there any point to creating rules if substantial or procedural fairness is not followed?

### **FOR FUTURE READING**

As the story concludes, what events illustrate a complete breakdown of rationality and the rule of law on the island?

## CHAPTER TWELVE: CRY OF THE HUNTERS



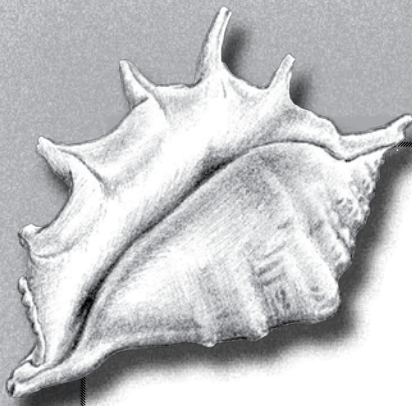
### SYNOPSIS

Ralph spends the evening roaming the island, pondering his options in the face of Jack's tribe. He spots Samneric guarding Castle Rock, so climbs up to speak with them. They give him some meat, and warn him to stay away. Ralph hides in a nearby thicket, but is forced to flee when a fire is lit to smoke him out. Ralph retreats into the forest. With the boys in pursuit and the island burning up, Ralph finally rushes to the beach. There, he discovers a British navy officer whose ship was attracted to the island by the smoke.

### DISCUSSION

1. The twins were forced to join Jack's tribe.
  - a) Do you think Samneric had any choice but to join?
  - b) Do you think it was appropriate for Jack to use force to make them join?
  - c) When is the use of force justified? Or can it ever be fully justified?
2. Why did Roger sharpen a stick at both ends?
3. Before the final pursuit, Ralph hid in a thicket near Castle Rock. He believed that:  
*Here—and his hands touched grass—was a place to be in for the night, not far from the tribe, so that if the horrors of the supernatural emerged one could at least mix with humans for the time being, even if it meant... (p. 210)*
  - a) Do you think if an external "supernatural" threat emerged, the boys would learn to reconcile their differences?
  - b) What does Ralph's belief tell us about the commonality of all people?
4. Think back to how Jack had Castle Rock fortified against outsiders.
  - a) Could this fortification successfully defend Castle Rock against the British navy that arrived on the island?
  - b) What does this suggest about the shortcomings of relying solely upon force as a means for security?
5. The fire meant to smoke out Ralph destroyed the island, reaching the fruit trees and incinerating the huts on the beach. How does this fire show the irrationality of Jack's leadership?





## WITHOUT THE RULE OF LAW

The rule of law stipulates that no individual, organization, or institution in a democracy is above the law. The legitimacy of the rule of law, it is said, “stems from the support of the people for the institutions of the land, and a desire to live by the rule of law.”<sup>1</sup>

What could happen if a society collectively withdraws their support for the rule of law? Though *Lord of the Flies* does not provide the definitive answer to this question, it certainly offers clues.

While blame for the island’s rejection of the rule of law could be assigned to many characters, Jack is the character most closely associated with the island’s breakdown of the rule of law. It was Jack who rejected the authority of the conch, who tried to arbitrarily silence many of the boys on the island, and who ultimately led the rejection of a rules-based society through the establishment of his own tribe.

Jack gained dominance through force. This was illustrated by his picking on littluns, his continual bullying of Piggy, his beating and intimidation of Wilfred and Samneric, and his rallying of the entire island population to literally smoke out and try to kill Ralph, the last openly dissenting voice on the island.

But force was not Jack’s only tool. In fact, most of the boys voluntarily joined Jack’s tribe. The first boys joined after Jack’s failed attempt to vote Ralph out as leader. Shortly after at a feast, Jack made this offer to the boys:

*“I gave you food,” said Jack. “And my hunters will protect you from the beast. Who will join my tribe?” (p. 166)*

This offer of food and security secured almost-complete acceptance of Jack as leader. Even though Jack used force to gain dominance, he did not need to blatantly force anybody—except Samneric—to join his tribe.

The vast majority of the boys voluntarily rejected Ralph’s society based on democratically-constructed rules. They chose Jack’s society, which embraced fear, acted through coercion and force, and rejected knowledge and diverse opinions. In the end, the island descended into a flaming wreck, its resources destroyed and boys dead.

So as Piggy pointedly asked, “Which is better? To have rules and agree, or to hunt and kill?” (p. 199). Given the outcome of *Lord of the Flies*, it would appear that having rules and agreement was the better of the two options.

### CONSIDER

1. In Chapter 8, Ralph asked “What makes things break up like they do?” (p. 154). What factors do you think caused the island to break up like it did?

1

*Law 30: The Law and You*, Saskatchewan Education.

## CRITICAL CONSIDERATIONS

1. Traditional Aboriginal laws and worldviews embrace stewardship of natural resources and restorative models of justice. Examine the traditional Aboriginal view of justice and law. If the boys had applied it to their island society, how would the outcome of *Lord of the Flies* have changed?
2. William Golding said that “the moral [of *Lord of the Flies*] is that the shape of a society must depend on the ethical nature of the individual and not on any political system however apparently logical or respectable”<sup>1</sup>. Consider worldviews of various political systems. How does each system depend on the “ethical nature of the individual” to properly function?
3. Throughout *Lord of the Flies*, the beast is propped up as an external threat to the boys’ safety. Consider how the boys—especially Jack—use the fear of the beast as a method of social control on the island. How does this portrayal compare to external threats often discussed in contemporary society, such as threats of terrorism, crime, and economic uncertainty.
4. Much of the failure of the island could be linked to the boys’ failure to embrace responsible citizenship. If citizenship involves both rights and responsibilities, what lessons about rights and responsibilities does *Lord of the Flies* provide for broader society?
5. The boys are rescued by the British Navy, who are engaged in war on a global scale. Does this suggest that society as a whole is any better or more mature than the boys on the island? What parallels can you see between the boys’ behaviour and the behaviour of nations as a whole? What lessons from the events on the island can be applied to world governance and international law?
6. When the rescuing officer asks Ralph “Who’s boss here?”, he replies “I am” (p. 222). Consider the concepts of political legitimacy. Was Ralph still the rightful leader of the island at the close of the book? If not, when did he lose his legitimate claim to leadership?
7. Ralph never resorted to force to attempt to curtail Jack’s dominance. If there are values to be defended, can force be justified? Compare the idea of pacifism and the idea of force. What attributes does each position have?
8. There are several instances in *Lord of the Flies* when the boys failed to fulfill their duties, such as when facing the difficulties building the huts, and when the meetings fell into chaos. Consider the benefits and drawbacks of discipline and incentives. Should Ralph have found ways to discipline boys who failed to uphold the rules? Should he have found incentives for boys who followed the rules? Should he have developed a system that incorporated both?
9. *Lord of the Flies* only gives a limited portrayal of society. For example, the story takes place on an isolated tropical island. The characters are a heterogenous group of young boys. There is a seemingly unending supply of the basic necessities of life such as food and water. How do these factors limit the lessons that can be learned from *Lord of the Flies*? With such a limited portrayal of society, can any broader lessons be taken from the book?
10. Who is the Lord of the Flies?

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1 Quoted in E. L. Epstein, “Significant Motives of Lord of the Flies.” *Greenhaven Press Literary Companion to Lord of the Flies*, p. 107.

# ANSWER KEYS

## CHAPTER ONE: THE SOUND OF THE SHELL

1.
  - a) Ralph suggested they needed a chief. Jack was about to declare himself chief because he was the chapter chorister and head boy. But he hesitated, creating an opportunity for Roger to suggest a vote.
  - b) It appears there is no substantiated reason for their selection. It is said that “what intelligence had been shown was traceable to Piggy while the most obvious leader was Jack” (p. 24). However, Ralph had an attractive appearance and possession of the conch.
  - c) Answers will vary.
  - d) Answers will vary.
  - e) Answers will vary.
2. Leadership of the choir boys. / Answers will vary.
3. The island is a defined area of land with a new population on it, and the boys have organized a government under the leadership of Ralph. What is unknown is if the island is part of a wider political unit (that is, if a nation already has a claim to the island). While this aspect of the island is never revealed, even without this knowledge it would appear that for the purpose of this story the boys have their own island-state.

## THE CONCH, THE MACE, AND SYMBOLS OF GOVERNANCE

1. Answers will vary.

## CHAPTER TWO: FIRE ON THE MOUNTAIN

1.
  - a) The person holding the conch will have the floor.
  - b) In the beginning, it appears so. When Piggy took the conch on page 37, the boys allowed Piggy to speak. On page 38, when Piggy pointed at Ralph holding the conch, the other boys quieted down. However, after the forest fire breaks out, Piggy’s effort to speak while holding the conch was largely disrespected (p. 49). This is despite the fact that Ralph declared that “where the conch is, that’s a meeting” (p. 47).
  - c) Answers will vary.
2.
  - a) The group works together to gather wood because it is too much work for one boy. Jack “pinches” Piggy’s glasses to light the fire.
  - b) No. The boys chaotically try to keep up with supplying the fire with wood. Shortly after they give up, it ignites a small forest fire.
  - c) Answers will vary, although from collecting the wood to using Piggy’s specs to light it, what is suggested is that organization and cooperation is required.
3.
  - a) No. It is noteworthy, though, that Jack offers up his choir to keep up the fire and look out for ships.
  - b) Answers will vary.
  - c) The failed fire would suggest that they are not.
  - d) Answers will vary.
4. Answers will vary.

## PIGGY, THE CENSUS, AND THE IMPORTANCE OF KNOWLEDGE

1. Answers will vary.
2.
  - a) Answers will vary.
  - b) Answers will vary.
  - c) Answers will vary.

3. Answers will vary.

### **CHAPTER THREE: HUTS ON THE BEACH**

1.
  - a) Answers will vary.
  - b) Answers will vary.
  - c) Answers will vary.
2.
  - a) Answers will vary, but it is important to remember that there is no verifiable evidence that a beast exists on the island.
  - b) Answers will vary.
  - c) Answers will vary.
3.
  - a) Answers will vary.
  - b) Answers will vary.

### **FREEDOM, RESPONSIBILITY, AND LAW**

1. Answers will vary.
2. Answers will vary.

### **CHAPTER FOUR: PAINTED FACES AND LONG HAIR**

1.
  - a) Answers will vary.
  - b) Answers will vary.
2.
  - a) He needed all his choir boys to hunt the pig.
  - b) Jack acts violently, hitting Piggy several times. Piggy's glasses are knocked into the rocks, breaking one of the lenses.
  - c) They laugh at Piggy. Even Ralph lets out a smirk.
  - d) Jack only apologizes for letting the fire go out, and not for striking Piggy. Except for Ralph, the boys seem to believe Jack's apology is generous.
3. Answers will vary.
4.
  - a) No. The hunters as a group killed it.
  - b) Most of the boys.
  - c) Piggy's specs were used.
  - d) Answers will vary.
5.
  - a) Jack withholds meat from Piggy.
  - b) Answers will vary.

### **FREEDOM AND HUMAN INTERACTION**

1.
  - a) Answers will vary.
  - b) Answers will vary.
2.
  - a) Answers will vary.
  - b) Answers will vary.

### **CHAPTER FIVE: BEAST FROM WATER**

1.
  - a) Answers will vary.
  - b) Answers will vary.
2.
  - a) The rocks will be used for the lavatory so that the tide washes away the waste, the signal fire will be maintained to ensure rescue, and to be sure the fire is always burning, all cooking will take place at the signal fire.
  - b) Answers will vary.
3.
  - a) Answers will vary, though it is noteworthy that despite the merits of an open discussion the debate devolves into chaos.

- b) Answers will vary, though it is noteworthy that Jack originally related to the littluns' fears in Chapter 3.
  - c) Answers will vary, though Piggy's fear of Jack is noteworthy.
  - d) Answers will vary, though it is noteworthy that the boys laugh and ridicule him without properly allowing him to voice his thoughts.
4. Answers will vary.

#### **CONSEQUENCES: RETRIBUTION, RESTITUTION, AND RESTORATION**

- 1. a) Hammurabi's concepts of retributive justice.
- b) Traditional Aboriginal concepts of restoration.
- 2. It appears to be an impossibility.
- 3. Answers will vary.
- 4. Answers will vary.

#### **CHAPTER SIX: BEAST FROM AIR**

- 1. a) It is said the beast has eyes, teeth, and claws.
- b) Answers will vary.
- c) Answers will vary.
- 2. At the assembly, their word is accepted as true. Only when they begin their search is it revealed that Simon considers the beast with "incredulity" (p. 113). / Answers will vary.
- 3. Answers will vary, but it is noteworthy that going to the mountain after exploring the tail-end of the island is contrary to the stated priority of keeping the fire burning.
- 4. A rocky crag that would make an ideal location for a fort.

#### **CONSTITUTIONS, AND THE ROLE OF THE COURTS**

- 1. a) Answers will vary.
- b) Answers will vary.
- 2. Answer will vary.
- 3. Because there is no independent mechanism to determine if all follow the law equally, it is doubtful that the rule of law can exist.

#### **CHAPTER SEVEN: SHADOWS AND TALL TREES**

- 1. Ralph was unable to kill the pig but was quite excited to have hit it with his spear. The whole experience filled him with "fright, apprehension, and pride" (p. 124).
- 2. a) Ralph approved of the hunt so long as they went in the direction of the mountain (p. 123).
- b) Answers will vary.
- 3. a) The stubborn and continual one-upping of bravery between Ralph and Jack suggests that emotion trumped rationality.
- b) Answers will vary.

#### **CHECKS AND BALANCES: MOB RULE AND THE RULE OF LAW**

- 1. a) Answers will vary.
- b) Answers will vary.
- 2. Answers will vary, although it is doubtful given their lack of respect for facts and reason.
- 3. Answers will vary.

#### **CHAPTER EIGHT: GIFT FOR THE DARKNESS**

- 1. Answers will vary.

1. His suggestion of building a fire by the bathing pool is acted upon, and for the first time Piggy is the one who lights the fire.
2. a) Answers will vary.  
b) Answers will vary.
3. Answers will vary.
4. a) Answers will vary.  
b) Answers will vary.
5. a) Yes. Simon originally claimed that maybe there was a beast but it was “only us” (p. 97).  
b) Answers will vary.

#### **RATIONAL CHANGEOVER OF GOVERNMENT**

1. a) Answers will vary.  
b) Answers will vary.
2. Answers will vary.
3. Answers will vary.

#### **CHAPTER NINE: A VIEW TO DEATH**

1. Answers will vary.
2. a) Order and democracy.  
b) Likely Jack.  
c) Answers will vary, but may reflect dictatorial rule over democracy and reason.
3. a) Answers will vary.  
b) Answers will vary.
4. Answers will vary, but the description of the killing being done with teeth and claws would suggest the boys were the beast.

#### **BREAD AND CIRCUSES: JACK’S OFFER TO THE BOYS**

1. a) Answers will vary.  
b) No / Answers will vary.  
c) No / Answers will vary.
2. Answers will vary.
3. Answers will vary.

#### **CHAPTER TEN: THE SHELL AND THE GLASSES**

1. a) Reason and democracy, with such things as the fire, rescue, and shelter the result.  
b) Answers will vary.  
c) Answers will vary.
2. Answers will vary.
3. a) He came for fire. Because it was out, he stole Piggy’s glasses.  
b) Rescue / To cook meat at feasts.  
c) Answers will vary.
4. Answers will vary.

#### **SIMON’S DEATH AND THE PURPOSE OF CRIMINAL LAW**

1. a) Answers will vary.  
b) Answers will vary.  
c) Answers will vary.

2. a) Answers will vary.
- b) Answers will vary.

### **CHAPTER ELEVEN: CASTLE ROCK**

1. Answers will vary.
2. Answers will vary, but should focus on the destruction of such things as law, order, and reasoned debate.
3. Answers will vary.
4. a) Answers will vary.
- b) Answers will vary.
5. Answers will vary.

### **JACK'S DETAINMENTS AND SUBSTANTIVE AND PROCEDURAL LAW**

1. Answers will vary.
2. a) Answers will vary.
- b) Answers will vary.
- c) Answers will vary.

### **CHAPTER TWELVE: THE CRY OF THE HUNTERS**

1. a) Answers will vary.
- b) Answers will vary.
- c) Answers will vary.
2. The boys previously used a stick sharpened at both ends so they could leave the pig's head standing in the forest. It would appear that they are about to offer Ralph's head to the beast.
3. a) Answers will vary.
- b) Answers will vary.
4. a) No.
- b) Answers will vary.
5. Answers will vary.

### **WITHOUT THE RULE OF LAW**

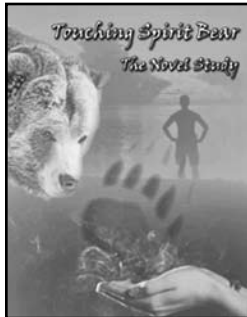
1. Answers will vary.

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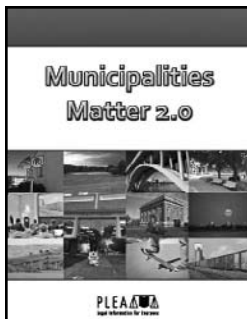
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