

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF TLEMCCEN



Faculty of Letters and Languages
Department of English

Children's Suffering in the American Civil War (1861-1865)

An extended essay submitted to the Department of English as partial fulfillment of the requirement For the master's degree in Anglo-Saxon literature and civilization

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Academic Year: 2017-2018

Dedication 1

Thank you Allah for helping me to reach this moment. Thank you for giving me power and patience to finish this work.

This work is dedicated to the candle of my life; my lovely mother “Aicha”, the source of sympathy and love, I wish Mum that I had realized your dreams. I would like to pay my last respects to my father who passed away.

To my lovely sisters.

To my friend Zakaria with whom I share this work.

To my best and sweet friends

To all Master II students with whom I shared an enjoyable learning atmosphere.

To all those who are forgotten by my pen and never forgotten by my heart.

Mohammed Akal

Dedication 2

This work is dedicated to;

Allah, my Creator and my Master,

My great parents, who never stop giving of themselves in countless ways,

My beloved brothers and sisters.

And all my family members.

To my good partner and dear friend Mohammed,

To my friends with whom I spent the university life.

To those who love me.

Zakaria Madani

Acknowledgments

We are sincerely grateful, to Allah the most merciful for giving us strength to finish this work.

Our deepest appreciations and thanks go to our respectful supervisor Dr. Yahia ZEGHOUDI for his guidance, time devoted, encouragements, and insightful comments that have been of great help. Our work would not be possible if supervision did not exist.

A deep sentiment of gratitude heads to Dr. Wassila Mouro for the care that she poured us with throughout the past years.

Finally, special thanks go to our teachers and all the staff of the English Department.

Abstract

The American civil war changed the lives of children in numerous ways. It affected every aspect of their daily lives. It was the greatest crisis in the American history and it was sometimes called "*The boys war*" because so many of the soldiers were very young. The objective of this work is to provide an overview of the effects of the American civil war on children (black and white, male and female, northern and southern) that were to be expected such as: the death of parents; loss of property; disruption of family life and living in a constant state of fear, as well as the unexpected effects like: the change in the economy and the way education was seen.

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**GENERAL
INTRODUCTION**

General Introduction

The United States of America engaged in a civil war for four years between 1861 and 1865 where the conflict was between the free North and the slaveholding South. And the divisions between these parties began to emerge after the election of Abraham Lincoln as president in 1860. This period was characterized by the separation of eleven Southern states from the Union, collectively turning their back on the idea of a single America nation. Lincoln declared that these acts of separation were illegal, and he asked Congress for 500,000 soldiers to crush what threatened to be an aggressive rebellion.

319,342. This huge number is an estimate of soldiers under the age of eighteen that fought in the American Civil War. However, thousands more were affected every day in numerous ways on the home front. At the beginning of the Civil War, many young children volunteered for the army to fight, some of them were physically fit, they fought alongside their fathers and those who were not became military drummers or worked at ammunition factories and this is in order to help as much as they can. The American Civil War was a devastating time for children and had a negative impact on their lives, they wanted to fight despite knowing that they would face the risk of death, including those who left their homes to the battlefield without permission from their families, they regarded honor as being soldiers in the war and not to stay like cowards with their mothers. According to some studies, many of these children have abandoned their studies and entered the army illegally by lying about their age.

The Civil War altered the meaning of childhood in diverse ways because children faced many hardships that made that time period a difficult time for them. They were not only male but also female, black and white, as well as northern and southern. Even the children of the home front still faced a life filled with many challenges, most of them dropped out of school and got jobs to support their families that had relied on the fathers as their main source of income. The war has greatly affected the mentality of the very young children in their daily lives, for example, they spent their fun times playing violent games that resembled the violence that was happening all around them. They played games where they would build enemy soldiers out of miscellaneous objects and pretend to brutally slaughter them. As the war drew on, food started to run out, there was a shortage of clothing, and the population suffered from diseases and a high increase in homelessness. This atmosphere was difficult on

the children and had both a physical and emotional effect on them. They experienced fear and they lived with the hard realities of death at an early age.

Many Civil War survivors published memories and diaries to ensure their experiences would survive the annals of time. Through these memories, anyone can see the reality of their grief and depression during the war, they told how their freedom was taken away from them and how they did not live the real meaning of childhood. Carrie Betty, a child on the home front, a ten year old resident of Atlanta, he wrote, “we were close to death last night. Some mean soldiers set several houses on fire in different parts of the town. I could not go to sleep for fear that they would set our house on fire.” This quote showed how Carrie Betty was stricken with fear from what happened, even though she was so young, there was a constant worry for their safety. Mary Chesnut, another teenager during the Civil War also faced many challenges that no teenager should have to endure. Through her diaries, you can find her suffering despite her young age. Even slaves published their diaries and wanted everyone to know how they were suffering in silence, Frederick Douglass used his *Narrative of the Life of Frederick Douglass : an American Slave* as to show his negative presentation of slavery and his hard experience.

The selection of this topic “ Children’s Suffering in the American Civil War (1861-1865) specifically has come into existence due to some reasons, some are objective and some are subjective motivations. First, the significance lies in the fact that this research is made with the intention of demonstrating the reality of the children’s social status before and during the American Civil War, in addition to this, this paper will examine the ways in which the War altered the meaning of childhood of young Americans. The importance of children in the community as innocent individuals and their tragic fate that led to the destruction of their childhood drove us to devote our graduating dissertation to this topic.

After having a through knowledge about the Civil War and its impact on American children, one can adequately feel the reflection of the political conflict on daily life. This extended essay is supposed to answer the following questions :

- How was the general status of children in the Antebellum era, and what kind of difficulties they faced ?
- How much have children suffered during the Civil War and how they could not live their childhood as they wished ?

The present extended essay is divided into two chapters. Chapter one that is entitled “The general Status of Children In the Antebellum Era” scrutinizes the prewar period and the meaning of childhood during that time for both white and black children, this chapter deals also with the state of education for both races and for slaves in particular.

Chapter two is entitled “ Children During the American Civil War” is the practical chapter in which it based on our readings about the history of these children during the war. It discusses the title of our thesis in general about the suffering of children in the civil war.

CHAPTER ONE:
The General Status of
Children in the
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Chapter One: The General Status of Children in the Antebellum Era

1.1. Introduction

The American civil war changed the lifestyles of the children who lived through it, they faced many hardships and that is what made that period a difficult time for them. Boys who fought in the war, faced challenges on and off the field that greatly affected them. The children that stayed on the home front also experienced a divesting time with lots of work, emotional setbacks, and a newfound responsibility forced upon them.

This chapter is divided into two main parts: the first part deals with the situation of children in the antebellum era, starting with a definition of that period and discussing some elements about how children lived during that time in addition to their status in the community.

The second part is devoted to the education of white and black children. At the end, this chapter discusses the meaning of education and slaves; slaves in general and slave children in particular.

1.2. Childhood in the Antebellum Era

The Antebellum period is generally considered to the period before the American civil war and after the war of 1812. Historians differ as to the dates that make up the antebellum period, for some, it was from 1784 to 1860-the years after the American revolution, others set the period as 1823-1859. When the term Antebellum is used, it refers to the period prior the start of the Civil War (1860).

Children haunt our images of war, as victims and warriors, sources of heroic inspiration and tragic reflection. Through a study of Antebellum children, it is possible to compare and contrast children of the Civil War and the Reconstruction period in order to understand and determine the effects of war on them. Although different factors may have played an important part in changing their lifestyle, Childhood in this period was completely different. Many children never lived to adulthood, they suffered disease, accidents and slavery. Power in antebellum America rested in hands of whites, many of them viewed slaves, regardless of their ages, as children. This period was an all-encompassing life event that affected the children's daily life before the American Civil War. With an understanding of what was normal before, one can see for oneself how things developed over time.

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1.3.The Status of White and Black Children in the Community

The meaning of childhood in the period prior to the war was completely different, Marten's (1998) book "*The children's civil war*" shows that the lives of colonial children were dominated by controlling elders who expected everyone to work for the family's survival. This lifestyle changed in the beginning of the 1800s with a new method that focused more on childrearing –more focus on love than anything else (Marten,1998, p. 21) .With that new change, the child's life became the norm across the century and many families changed from those of traditional corporal punishment to those of 'Relationships' of disciplinary intimacy and both parties were governed by internal constraints of affection rather than by an externally imposed set of rules(Jabour, 39).

Marten's (1998) findings confirm that parents used some methods and ideas as effectively as the rod to correct the child, his study additionally points out that many parents remained traditional when this new form of childrearing was raised. It was a patriarchal system in the south where the father considered as 'the head of the household' with his power and authority over all the members of the family (Jabour, 39).

The father has some properties on each member of the family, on his wife's services and on the services of his children till they are twenty-one years of age. They were considered his slaves. According to Marten (1998),there were no differences between the father and the master, because no one of them will pay and each is using them as slaves.(Children and youth during the civil war era, 22).Jabour's (2010) study emphasizes that slaves were considered family, their duty was to protect and take care of their masters (Jabour, 19).

The role of women at this period rose as primary childcare but their control over their children was not absolute, while fathers declared themselves complete masters (Marten,1998, 21).During that time and exactly in the early 1800s,mothers became responsible for protecting their families from the evil outside world (Ibid, 21).They became the new head of childrearing and they had a big importance in the community. They were caregivers for their boys and teenaged daughters, while the role of fathers from middle classes was to teach their children about essentials as career, public responsibilities and about sexual relationships.

The home also became the women's domain. They gained appreciation and status if they did their duties in a good way, and sometimes they received blame if bad habits seemed

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to be present in their children. The analysis of Zimmer's (1997) study points out that some fathers in this period prior to the American Civil War were modern in their practices toward their children, Zimmer's work *'The Robert E. Lee family cooking and housekeeping book'* shows that Lee's wife was too promiscuous, moody and yielding with the children, but he was not disinterested or overly strict himself. This work gave a strong example to expose the status of some children in that time and shows how young children tickling hands and feet just to earn stories and some advertencies.

Although, the prewar period was common in the American society, each family had its own way of childbearing. Some families had imposed harsh laws on their children, while other families were very lenient with them. Whether they were black or white children, the effects of these events appeared in every child. Women and children were still property of men, the patriarchal system reinforced violence towards women in intimate partner relationships and the children's habits were related to the way the mother taught them, she cared for them more than the father.

1.3.1. Education for White Children

School was an important topic in the lives of most children. Few states provided universal public education, but in communities throughout the nation, local church congregations and civic minded citizens started schools. In order to learn the day's news, the easy way for the youngest children of both races was just to keep listening to adult's talk. Jabour's (2010) study *'topsy-turvy'* 'how the civil war turned the world upside down for southern children' confirms that the slave children working among their owner's family may have been a major source of up to date information for the slave community regarding the war (Jabour, p73).

Education for white children was different during this period. It depended on the economic status of the student and also on his gender. Jabour (2010) additionally asserts that the first step of learning for both genders alike tended to be parent-led homeschool (oftentimes with their mothers as teachers for them), and when the little child had learned all the first basics and rules, a mentor or governess might be employed (p. 34). Many parents who were from the upper classes used to hire teachers for their children, other parents who were from the middle class could not provide money for education, and this was the next level of academies, seminaries and colleges was where gender differentiation presented itself

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(Jabour, 2010, p. 34), Marten's (1998) study '*children and youth during the civil war era, 49*' shows that only about 2% of children attended college as early as 1800s because advanced schooling was not cheap:

“..Annie and Agnes Lee (*Robert E. Lee's daughters*) attended Virginia Female Institute in Staunton, Virginia. Charges per year were \$200.00 for room, board and tuition plus all of the extras which included: Musical training ranged from \$50.00-\$80.00 depending on the instrument chosen; foreign languages training was \$20.00 per language (five possible); drawing or painting was \$20.00; daily sacred music practice was \$5.00; voices lessons were \$ 50.00; and the rental of the church pew was \$2.50. According to these prices a girl who received only the best would have a yearly charge of around \$457.50. This was definitely not cheap and he sent two daughters there..”

According to Jabour (2010), Both genders (Boys and Girls) of white children had a purpose from education and these purposes were different, for girls it was to teach their own children. They were taught the fine arts to win a husband because they were classically educated, while the purpose of a young's man education was to get a good job because that was necessary for the honor of the family.

Howard's (2007) book '*Children at Play*' points out that parents shared with teachers the responsibility of guiding their children to the right direction, and in his work he was against the idea that says that kids came into this world with a curse. Children were influenced by teachers especially when they teach girls how to win the attentions of a man and some rules to attract a husband and protecting their reputations and looks in front of men (Marten, p128). White girls during this period learned some types of flirtation too that changed their lifestyles and ever their way of talking (p. 128).

For white boys, there were some important educational institutions for the professional military that trained them to be good officers and it was called the West Point. There were also few girls in that institution who wanted to join the military, as Agnes wrote in her journal:

“..In one year I have learned & experienced a great deal at west point

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I feel differently too; young as I am I must sit up & talk & walk..”

Agnes also indicates that it was so difficult to be a little child there because there were a lot of strangers who wanted to treat children as grown persons and that was not good (1854,july,16,p. 40). The southern equivalent school was the Virginia Military Institute (V.M.I.), it was like the northern one (West Point) and in both of them students were subjected to a very difficult time with hard practices (Berrat & Tuner, 1961,p.45).

Even the white children faced some difficulties during that period in study as Black children, because some of them had no money and they were from the lower class.

1.3.2.Education for Black Children

“ I was never sent to school, nor allowed to go to church. They were afraid we would have more sense than they” (Seward, 1855).

“ It is wonderful how a people who have been so long crushed to the earth ...can have so great a desire for knowledge, and such a capability for attaining it” (Forten, 1864).

The black children did not enjoy the study, such as the white children, they were deprived of several things in terms of science. We can say that race and skin color played a large role in this difference. On the one hand but on the other hand, some teachers were teaching them lessons and most of the topics did not suit their age at all. Through some examples of children who wrote about their suffering, we can know that they were preparing them somewhat or addressing their inner mind with ideas that should not make them a void in their thinking.

The Education for black children was so different and not formal. Sometimes like other children, they learned to work from an early age not like the white children. Even the lessons that they have learned were about survival and resistance (Jabour, p. 33). Teachers used to teach them some different stories in order to show them what is the real meaning of self-confidence and to make them use their heads and improve themselves. An ex-slave called Henry Bibb said that the only weapon of self-defense he could use successfully was that of deception ...(Jabour, p.71).

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According to Marten's (1998) book, *The children's Civil War*, it remained too difficult for blacks to receive an education, most of them used the same texts as their white counterparts, a lot of them were from lower class and their parents did not have enough money for education, so it was not easy for them like white children and that affected their habits, lifestyles and their way of talking. In the end, their lives were marginalized and nobody cared because they were naturally black children.

1.4.Slave Children

Children whose parents were slaves automatically took on the slave status. It is not true that all slaves were individuals of the African heritage, but in reality a lot of slave children had one black and one white parent. Slave-owners in the early 1800s realized the value of women because of their reproductive capabilities. The slave woman was both the nucleus of a labor force and the producer of wealth that increased rapidly, the more children a woman had, meant more property and profits for the owner.

According to Lee's (2011) study '*Exodus-The movement of people from slavery to...*' a child of mixed parentage took on the status of the mother according to a 1622 Virginia law and most of the mixed race children had a slave mother and either slave owner or overseer father.

In 1808 less than 1 million slaves had been imported into the country and after 1807 the majority of illicit trading in slaves was of children. By 1860 the population had increased to 3,952,760 so 56% of which were under the age of 20 (Philip; 1970). This statistics shows an indication of the large numbers of slaves who experienced their childhood within the system that existed within the United States.

Jabour (2010) notes that the reality is that the child slaves were viewed by their masters as an investment, rearing them was not only a duty, but also the most profitable part of their business (p. 109). Owners had the authority over slaves even to keep them or to sell them for money or for other purposes. Slaveholders were obliged to show some attention and interest for the enslaved youngsters because of the sentimental notions about childhood that started gaining ground throughout the nation. Slaveholders desired to care for children was related with a desire for profit.

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Slave children were forced to move when they were sold to different masters, they were obliged to leave their families and their original plantations and rarely got the chance to return. Some of them stayed with their families till the age of seven years, others were lucky because they were never removed from their families. The most difficult feeling and experience for the enslaved children is when they have separated their parents to an unknown life with their new owners. An ex-slave named Charles Ball described the separation between his mother and himself in his book ‘ *Slavery in the United States* ’ and he said :

“..But my poor mother, when she saw me leaving her for the last time, ran after me, took me down from the horse, clasped me in her arms, and wept loudly and bitterly over me. My master seemed to pity her, and endeavored to soothe her distress by telling her that, he would be a good master to me, and that I should not want anything. She then still holding me in her arms, walled along the road beside the horse as he moved slowly, and earnestly and imploringly besought my master to buy her and the rest of her children..”(p,12-13).

Here Charles Ball described the scene that seemed to be firmly in his mind when his mother cried and begged only for the survival of her son. The slave children faced cruelty from the wives of the masters and were sometimes tortured only because they were black skinned and because most wives hated blacks, they enjoyed watching black children work hard from morning to night. They also enjoy seeing them without clothes and without shoes. In general, they would rejoice when they see black children getting sick. Charles continued describing the scene and he also said :

“..the slave-driver, who had first bought her, came running in pursuit of her with a raw hide in his hand. When he overtook us he told her he was her master now, and ordered her to give that little negro to its owner, and come back with him. My mother then turned to him and cried ‘Oh, Master, do not take me from my child !’, Without making any reply, he gave her two or three heavy blows on the shoulders with his raw hide, snatched me from her arms, handed me to my master, and seizing her by one arm, dragged her back towards the place of sale..” (p. 13)

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Charlton Lewis described the way his mistress treated him; when he was a babe, he was kept in a quarter house from four o'clock in the morning to nine o'clock in the evening without anything to eat or drink. The type of personality of the master or the mistress had a great influence on the slave children. In the reality, not all the masters had been cruel to these children, some of them were kind people. Lewis described his master who had a kind heart with many noble qualities but his wife was cruel and hardhearted, she hates the blacks and she was always against poverty and the working class, she treated black children like dogs.

Children's mothers were treated only as sex objects and had no rights. Slave mothers started teaching their daughters how to avoid rape, because their lives were threatened and they had no law to protect them like other white women of high classes. The easiest thing at that time was to rape a black girl from the slave family.

According to Brown's (1986) findings from his work *'Honor and Violence in the old South'*, His explanation was about using women and he said :

“..implied that a class of enslaved black women performed a useful service: their availability made possible the sexual license of men without jeopardizing the purity of white women. Prostitutes performed that convenient service in free societies; fallen women, it was thought, kept the rest of the world in good moral order. Slave companions did the same in the old south..”(p. 97).

This quote illustrates the bad thinking of some masters in the exploitation of blacks while leaving the honor of white women pure and not to approaching them and considering them sacred. Parents also had a word and decision about their daughters to avoid rape and exploitation. They hoped that if the girl was made to appear innocent she would attract less unwanted male attention (King, 61). The greater the beauty and femininity of a girl, the more people looking to harm her honor. Slave girls were also threatened by males of their own race and as mentioned above, they did not have a law to protect them or any actual commission of a rape by a slave on a female slave (King, 109).

Jabour (2010) states that the majority of slave children lived with their mothers and the father was rarely present in the enslaved family. Some children were lucky to live with both parents (p, 20 & 36).

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Women were a lucrative business for the masters. They were like furniture. The evidence on this is the article written in 1858 by Kenneth N. Addison entitled '*Profits of farming-facts and figures*' he described his opinion saying :

“..I own a woman who cost me \$400 when she was a girl in 1827. She made me nothing only worth her victuals and clothing. She now has three children, worth over \$3000 and have been field hands say three years; in that time making enough to pay their expenses before they were half hands, she has only three boys and a girl out of a dozen; yet, with all her bad management, she has paid me ten per cent. Interest for her work was to be an average good, and I would not this might touch \$700 for her. Her oldest boy is worth \$1250 cash, and I can get it..”

The masters had the right even to intervene in the emotional relations that arose between the slaves and were prevented from them, even in the right to marry. They had no authority over the decisions of their personal lives except with the permission of the master. As Henry Box Brown explained in his work '*Nrrative of the Life of Henry Box Brown*' :

The law recognized no right in slaves to marry at all. The relation of husband and wife, parent and child, only exists by the toleration of their master, who may insult the slave's wife, or violate her person at any moment, and there is no law to punish him for what he has done (Brown, 2002, p. 21-22).

According to Marten (1998), The destruction of the family was the goal most sought by the masters, but few of them were consecrated to reunite, those are just those who had good intentions and not like the majority, but rarely was their presence and the enslaved people under their rule were more fortunate than other slaves especially children.

Free blacks also owned slaves, an estimated 2% or 3,775 of American slave owners in 1830 were free blacks; as a group they owned 12,760 slaves. Blacks who owned other blacks for economic reasons did not treat their chattel any differently from their native American or white counterparts who had an eye for business.

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John Jacobs also explained another reason for blacks owning family members in his work '*A True Tale of Slavery*' and he said :

“..It may rather strange that my grandmother Molly Horniblow should hold her son a slave; but the law required it, she was obliged to give security that she would never be any expense to the town or state before she could come in possession of her freedom, her property in him was sufficient to satisfy the law; he could be sold at any minute to pay her debts though it was not likely this would ever be the case..”

Although, they were of the same race and that their skin was the same color, some black owners were racist and did not want black slaves to share the same food or drink or even the same table with them, all what we can say is that they became influenced by the mentality of white masters.

1.5.Education and Slaves (Slaves in general and Slave Children in particular)

It is very important to know how slaves struggled to study and to have a better life. The history of education for slaves in the antebellum era, therefore, falls into two periods. The first extends from the introduction of slavery to climax of the insurrectionary movement about 1835, then followed the second period, when slavery changed from patriarchal to an economic institution.

Education for slave children was forbidden, it was illegal for a slave to read or to write, but impossible to regulate, but despite this, many slaves resisted the situation and refused to remain ignorant and alien to other children of the same age who were fortunate enough to have opportunities to become educated. Frederick Douglass, learned to read with the help of old newspapers and books that he always carried them with him in his free time, he learned to write with the use of a *Webster's spelling* book. Slaves rarely received lessons and a formal education from their masters or mistresses, some slaveholders would punish them if they knew they were studying without his knowledge by beating them with whips or stripping them and keeping them in the cold for a long time (Richard;1964).

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At times, some black teachers taught slaves in inappropriate places and very harsh conditions just to give them helping hand to overcome ignorance and this was done in secret because they were afraid of the reaction of the masters. George Thompson, he was a slave at this time, he described the situation of slaves like him and how he encountered difficulties in studying when he said :

“..I have no education, I can neither read nor write, as a slave I was not allowed to have books. On Sundays I would go into the woods and gather ginseng which I would sell to the doctors and with the money I would buy a book that was called the Blue Back Speller. Our master would not allow us to have any books and when we were lucky enough to own a book we would have to keep it hid, for if our master would find us with a book he would whip us and take the book from us. After receiving three severe whippings I gave up and never again tried for any learning, and to this day I can neither read nor write..” (1937).

Another victim of this cruel experience called James W. Sumler who was enslaved in Virginia said :

“..I was not sent to school—never. My first master and mistress gave me no religious instruction at all, nor any other. I learned to read: the way was, I hid in a hayloft on Sunday, and got the younger white children to teach me. I bought the book with a nine pence that a man gave me for holding his horse..”(1855).

Based on this description in the two quotes above, we conclude that the slaves were not deprived of their present but also of their future, where the fear of the masters was that consciousness would arise among their ranks and to become disobedient to orders and ends when they claim their rights and freedom.

It should be noted that during the 1800s in such areas as South Carolina and Virginia there were free Blacks who owned land and property and considered wealthy for their time and place. Blacks helped to finance their own education when they were economically

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sufficient enough to do so. The education for Blacks relied on three fundamentals. The first part is centered around education for Bible reading and to embrace the Christian ideals, Slavery was based largely on this rule, the second part was about The support of the Quakers slave education, the principle of Christianity in this part was calling for the liberation and the achievement of equality, and the third principle was about the justice among all (Young 7-8).

According to Morgan's study, Free Black families living in the Northeastern areas had education equal to the average White family. Whites living in those areas were more liberal with their slaves. In New York, they were taught to read and write after their daily work was completed and by 1708 as many as 200 slaves were being educated. Blacks in the North were being educated much earlier than those in the South even though Jim Crow laws were prevalent (p, 36). The formal education of the Black children began with the Church in order to Christianize them, but They were educated as well.

The story of '*A Slave's Education In Courage*' about the life of Frederick Douglass, that was written by Wim Coleman & Pat Perrin show us how The young boy Frederick (1818-1895) who was born a slave in America lived in slavery with his mother and grandmother and how he challenged the circumstances after his suffering and decided to change his life, especially in education, the story also told us that he had escaped to save himself from the orders of his master. Frederick did not want to live like the rest of the slaves so he find that the only solution that can save his own life and that can lead him to the world of freedom is education, he became famous as a brilliant speaker. He believed that all people are created equal, but he also believed that we weren't born free and we have to make ourselves into who we are. So education and self-improvement are incredibly important to him, Frederick Douglass confirmed that slavery prevents people from improving themselves through education and that the two are completely opposite things. He works towards making himself free by expanding his horizons though reading. He still has to physically escape, of course, but it's his education that gives him the strength of will to make it happen (*Frederick-Douglass.shmoop.com*).

The story of Douglass inspired many people because he showed them the right path to reach total freedom. At the beginning of his famous book, he described his sufferings where he was imprisoned in terms of thought and mind, but in the last pages of the book, he mentioned how he managed to make his mind free. The meaning of his book did not stop

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here, but was completed when he found a way to complete the struggle to convey his ideas to the rest of slaves in that period. He wrote the narrative of his life to teach others white and black how to follow in his footsteps as he said :

“..If there is no struggle, there is no progress. Those who profess to favor freedom, and yet depreciate agitation, are men who want crops without plowing up the ground. They want rain without thunder and lightning. They want the ocean without the awful roar of its many waters. This struggle may be a moral one; or it may be a physical one; or it may be both moral and physical; but it must be a struggle. Power concedes nothing without a demand. It never did and it never will..”(*Frederick Douglass*).

Slavery exists not because the masters are better than their slaves but because they keep their slaves ignorant. By resisting slavery they could build up self-confidence and self-respect which is what the slave-owners were trying to squelch (Jabour, p. 37).

1.6.Conclusion

The Antebellum period was a great experience in the lives of people, especially children who have been greatly affected by some circumstances and differences in race and social class. This made the meaning of childhood incomprehensible to most of them and many children never lived to adulthood, only the minority who could live in a good atmosphere and this is due to the color of their skin and the richness of their parents.

This Chapter was an attempt to give an idea about the general status of children in the period prior to the American Civil War, black and white status in the community, education for them and slavery which is the most important part. In addition, this chapter also includes the subject of education for slaves in general and slave children in particular.

CHAPTER TWO

Children during the American Civil War

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Chapter Two: Children during the American Civil War

2.1. Introduction

The children of America faced several difficulties and challenges at the beginning of the Civil War after the Antebellum era, which had a special impact on their lives and the lives of their parents, many of the children who fought in the Civil War were very young. The present chapter aims at giving an idea about the participation of children in the American Civil War, it also describes their status in this period and their role in the war.

In addition, this chapter shows how many of them chose education as a protection against slavery and it provides a clear image about their suffering that has been reflected on their habits, relationships with each member in the family and their games during the war. At the end, this chapter discusses briefly the reconstruction of children that came after the Civil War.

2.2.Children during the Civil War

“ My childhood had slipped away from me. Necessity, human obligations, family pride and patriotism had taken entire possession of my little emaciated body.”

The American Civil War influenced the lives of Northern and Southern white children in numerous ways and it changed completely the lives of African-American children forever, it forced them to grow up quickly amidst a nation at war with itself (Marten,1998).

A large number of children participated in the war, there were an estimated 250,000-420,000 underage soldiers serving on both sides. According to Marten’s (1998) book *Children and Youth During the Civil War Era*, there were at least 10,000 soldiers who are under the age of thirteen in the first days of the beginning of the war. Marten also points out that there were some rules and articles and some of the requirements that must be present in these children in order to join the army. For whites, they can get the permission of the engagement if they are above the age of eighteen and under thirty-five years and in some military units, they did not accept the involvement of young children except with a consent of the parents (p, 104). Jabour (2010) confirmed that after few months of the beginning of the American Civil War, the minimum age of the enlistment in the Confederate army dropped to seventeen (p, 79).

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Slave children participated also in the Civil War. They chose the war for several reasons, it was the only opportunity to get out of slavery and the injustice of their masters, they preferred war and the unknown future than to stay slaves forever. According to Marten's (1998) study, the Civil War was the freedom and the real glory for Southern boys (p, 70).

This does not mean that all the black children volunteered for war, but many of them were prevented from joining the army until they needed them. Some slave boys followed their masters into the military as personal servants and took on additional roles such as stretcher, bearers, cooks and foragers. Marten & Jabour's findings showed that serving in the military for black children meant the real adulthood and freedom. King (1995) gave an example in his book *Slave Youth in nineteenth century America* about "Blanche K. Bruce who was the first black American to serve in the U.S. Senate for a full term, went to war and was his half-brother's body servant" (p, 133).

According to Jabour (2010,p, 80), Many children during this period sacrificed themselves and took part in the Civil War instead of their fathers to help their families because of poverty and lack of work, they abandoned education and decided to change their lives because they believed that joining the ranks of the army was a great honor for them and was differentiating them from other children of the same age. Some children have stood up against their parents and disobeyed their orders just to leave home and go to war because they felt that they weak and worthless and that they were not brave, so they decided to prove that they can depend on them and they have the full knowledge about the situation and they are able to take responsibility.

Elisha Stockwell was sixteen-years old at the Battle of Shiloh. He fought for the fourteenth Wisconsin Volunteers Company (I), he wrote :

as we lay there (Shiloh) and the shells were flying over us, my thought went back to my home...I thought what a foolish boy I was to run away to get into a mess as I was in. I would've been glad to see my father coming after me... (Damon, 2003, p. 49)

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Abraham and Mary Lincoln lost their son Willie on February 20, 1862 from Pneumonia. He was eleven he fought his family for the permission to join the Union Army and he got his wish with some conditions. His mother Mary Lincoln said :

We have lost one son, and his loss is as much as I (Mary) can bear...and our son is not more dear to us than the sons of others people are to their mothers (Marten, 1998,p. 92).

Some parents did not give a consent to their children to join the army after they heard about the danger that their children could face there and the stories of many parents like them who lost their young children, so they decided to stop them even if they had to use force with them because they were more interested in their children's lives more than anything else. They chose to have their children attend the Virginia Military Institute rather than enlist. Beverly Stanard entered V.M.I. on January, 1863 after the death of his father who was against his desire to enlist, than he was sent to the Battle of New Market with the cadets and he died from wounds sustained there.

Children who fought the American Civil War recorded in diaries and memories their hard experiences during that time, they wrote about the bombardment of the cities and the closing of schools and churches. Children from both races and in both sections were fearful but also excited when the war began, those who did not get the opportunity to enlist, liked to watch regiments march off to the front. Some children's magazines like *The Student and Schoolmate and Our Young Folks*, were filled with stories of boys playing at war and of drummers or boys under-aged soldiers who died heroic deaths. Even books and other stories proffered a lot of information about the war and that made many boys want to join the army.

Other teenaged boys in the North and older girls in the South worked in ammunition factories, While younger children collected food and supplies for local regiments and hospitals. Many of them were performers, volunteers and consumers in fundraising fairs sponsored by the U.S. Sanitary commission. They did what they could to help in the Civil War, sacrificing their most precious possessions, their childhood and happiness.

Marten's (1998) study, shows that some children left schools in order to take the place of absent fathers and brothers and they started working to help their families, they faced a lack

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in money and economic hardships and this was the first factor in the suffering and the depression of American Children. Schools were closed because of a shortage of students and also when teachers went to war.

Women have felt some threats to their lives and the lives of their children after the father's absence and this is due to the lack of food and clothing, and the widespread of diseases in the absence of medicines and the minimum health standards. The enslaved children took the advantage of this situation to free themselves by running away, some went back to their families, others were not lucky, they were arrested and forced to go to the military units to volunteer in the ranks of the war, it should be noted that some slave children did not want to join the army but they could do nothing but obey orders. Freedom was so expensive and difficult to black children, they were no longer anyone's property and in the same time, they were no officially free but the circumstances made them free only for a short time (Marten, 1998).

According to Hoose's work *Children during the War*, drummers and buglers were classified as noncombatants, so boys were allowed to join, he stated that at least twenty-five drummers were ten years old or younger, these boys were assigned duties around camp which did not require the use of weapons (Hoose, p, 110).

There was no age for children who want to become drummers and musicians because their mission was not as dangerous as other children on the battlefield, some children fled their homes and families to join the band of musicians. The Union Army ruled that a musician had to be at least sixteen years old, but many boys lied about their ages in order to enlist, they had a great desire to help the Union. Johnny Clem is the most famous Civil War drummer, he run away from home to volunteer in the war at the age of nine. During *the Battle of Shiloh*, his drum was smashed, and he became known as " Johnny Shiloh" (Hoose, p, 110).

To become a musician or a drummer boy does not mean that these children were safe, but they were in the same danger zone as other children. Some of them were arrested by the enemy and taken to prison and others were subjected to injuries during the performance of their duties. Louisa May Alcott recounted in her *Hospital Sketches* the heart-breaking story of one such boy :

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“..The child Billy lay in one of the camps thereabout, and this good friend Kit, though sorely hurt himself, would not leave him to the exposure and neglect of such a time and place; but wrapping him in his arms to the transport, tended him during the passage to the transport, and only yielded up his charge when Death met him at the door of the hospital which promised care and comfort for the boy..”(Alcott, 1987, p. 47).

Through these words taken from the story of Louisa, she described how the good friend Kit was heartless and sad when his friend died.

Drummer Boys and buglers were musicians however, the beats they made on their drums were not meant for entertainment. Drummer boys used beats to communicate messages to the regiment. They handled all manner of military camp chores during the Civil War, the need for their services became vital during battles and troop maneuvers. Positioned as they were at the side of frontline officers during a battle, it was the drummer or the bugler or both who transmitted the call for a particular maneuver to troops who were blinded by battlefield smoke and often separated from contact with the officers commanding their movements . It was the drumbeat or bugle call that told the troops what was expected of them in the heat of battle. It is worth noting that the American Civil War is the last major conflict in which the drummer or the bugler has played such a key role in transmitting signals from officers to troops during battle (Eames, 1999).

2.3. Education

Education has not changed much during the American Civil War, the basic principles and conditions of study remained the same as in the Antebellum period. The only thing that has changed is the suffering of children in general and the suffering of blacks in particular. Some states like Maryland provided money for the first time to develop and build public schools for white children, but made no provisions for black children and this does not mean that all white children have the right of education, but only some of them, while the rest were hired by the results of the war around them.

It was difficult for some children to receive education, poor children forced to work rather than go to school. The agricultural economy in both the North and the South dictated

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school schedules, and children were excused from school during the months when they were needed to work in the fields. For them, working was a good experience and a better guide than school learning (Marten,1998.p, 136).

Students attended school for fewer years than do modern students, the schools were small, and often several grade levels were taught in the same room. Poor children were students while children from wealthy families might board at some private schools and academies, which provided intensive educational experiences for them where the purpose is to prepare a well-educated elite. These academies offered a variety of classes and focused more on classical studies and foreign languages, for example, offered classes in Greek, Latin, French, German, Italian, and Spanish(Varhola, 2011. p, 60).

Based on the analysis of Marten's work, *The Children's Civil War*, the start of the Civil War obliged boys to complete their studies as quickly as possible in order to find suitable work to help their families, they could not focus on study alone, but there were several things that preoccupied their thinking, as it is clear that many of them gave up and volunteered for the army regardless their age (Marten,1998.p, 113).

There was no credibility in the education of Southern children, not even in the texts and the lessons they study, and this is due to their race and class in the society. Some Southern responsible then based in teaching Children on the superiority of Confederate cause and then they disposed all textbooks published before the confederacy's creation and replaced them with Confederate published texts, and the purpose of this is to teach children the principles of Confederation and its fundamentals. In-depth study of Jabour's (2010,p. 195-197) work, she insisted that the Southern view of life was bad, according to her, the Torrid Zone was inhabited by "dark complicated, indolent and warlike...very ignorant people", while, those of the Temperate Zone were "white...generally industrious and intelligent.". She also argued that "African-American Children in particular and families in general were foreordained for servitude by God's curse on Ham, the son of Noah".

The American Civil War has also caught the attention of girls and not only boys, as this has greatly affected their lives and their studies, even teachers used war-based assignments to capture the interest and to better educate their students regardless of gender. For that reason many assignments for girls were also war-based, Through the examination of

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Beverly Standard's (a V.M.I cadet) essay entitled *war*, one can see that young children were taught to love the Confederacy and it would not be surprising if they fought for it and support the cause (Barrett, p. 38).

After studying various texts and events regarding the education of children during the Civil War, most American children (boys and girl, black or white, Northern and Southern) did not take advantage of their right to study in good circumstances, they were victims and at the same time they were like objects and the meaning of childhood was completely away from them and this can sum up the extent of their suffering.

2.4. Children's Games during the War

With the atmosphere of war and serious fighting, the American children played different games in the form of groups such as war games. The Civil War has affected children's childhood tremendously, that even in times of fun, they were imitating soldiers and carrying wooden weapons and representing as if they are on the battlefield.

Even in difficult times when families were trying to forget about the war around them, their children quickly reminded them of its details through their games. As Margaret Junkin Preston wrote :

The thought of war is never out of our minds. If it could be our children would bring it back by their plays (Marten, 1998, p.47).

Children were at a very sensitive age, they were trying to repeat any word they heard and to imitate and do the same movements they saw because they did not become mature to distinguish between everything. So they continued making up games based on what was going on around them. Both boys and girls, black and white would play soldiers in mock battles. Jabour (2010), found that white boys always got the best parts when there were mixed genders or races involved in a war game together, their roles followed the natural pecking order of society (p, 106).

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Young girls played some domestic games that expressed their own view of society in an innocent way and through which they translated the situation of their families, especially their mothers. Based on the research of Jabour, *Topsy Turvy, How the Civil War turned the world upside down for Southern Children*, young girls played the role of the mother protecting her home and her family (Jabour,2010, p. 105). This was a reflection of reality, because the mother was the pillar of the house where she controlled the family in the absence of the father, she was responsible for taking care of her children, this interest has increased because of the war.

In the period prior to the Civil War, store-bought toys were expensive and rare, companies realized that they had an untapped market and that they could get the opportunity to use it in order to sale war items geared toward children (Marten,1998,p. 15-19).

Even children's games have not escaped the effects of the war, many teenage soldiers used these games for military purposes to serve the war in any way. They used dolls with hollow heads to smuggle items into military controlled areas, they were not interested in the joy of young children and never took their childhood into account, all they cared about is war and victory and they forget that these toys were the only way to make those children smile and happy (Jabour,2010,p. 101).

Moving from an in-depth analysis of Marten's work *The Children's Civil War*, it is clear that games played by children during the Civil War had some other aspects than spending time and enjoyment, but the children were ignorant of these aspects and were focused only on sharing the joy of playing together. It has become apparent at this period that imitating anything they see or hear from their parents or even from outside the home is an important factor in the maturity of the child even if only for some time, while their games were considered as a best way to assimilate information and to exercise their social activities. On the other hand, these games were the appropriate solution to get rid of the tension and anger that affects children and keep them away from everything that is harmful to their psychological and mental health, and these games gave them the ability to control themselves at an early age and also the absolute experience in dealing with pain and negative memories (Marten,1998,p. 159).

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Play allows children to live in a different way, it enabled them to try out being adults and to know the meaning of freedom and psychological comfort. Boys have felt closer to their fathers and old brothers who were at war every time they play the role of soldiers, and for girls, playing nurse might have enabled them to feel as they tending a wounded friend or family member and to feel the role of mothers in protecting their homes. Even black children felt free from the control of their masters through these games where they expressed all their feelings.

2.5. Work

With the beginning of the war and immediately after the departure of fathers and some of the adolescent children to the battlefield, most of the work of survival had to be done by women and young children who have helped to provide food for the entire family and these little children played a major role in assuming responsibility in the absence of their fathers and old brothers. Werner (p, 29) emphasized that there were no differences between lower class children and the planter-class during this period because their goal was to work for survival. Werner explained through an analytical study of his ideas that children helped their families to protect their precious and valuable goods such as some silver dishes and spoons and jewelry, where they hid under their clothes all the time and they tied them with ropes around their legs and chests because they cannot be searched by the Union soldiers.

The economic and social situation of the child was bad and this led him to work at an early age. According to Jabour's (2010) work, girls worked in cleaning and caring for babies and other household chores except for laundry that was reserved for black girls. Jabour said :

“..Laundry was considered a black woman's job, not a white woman's. It was a hot, dirty and labor-intensive job, and if there were no appropriate laundresses available, sons would be impressed to do it instead..” (Jabour, 2010,p, 118 & 120).

Jabour (2010) points out that girls and boys of farming families would be expected to perform any chores required to keep the family farm running just to overcome the crisis and to make things better. Based on these analysis, it is clear that the children had many tasks such as selling and buying in markets and also controlling the slaves who were the same age in the work of the house.

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A sixteen-years old called T. E. Davis was given the task of running the farm and controlling the home in the absence of his old brother that he left for the war. Davis wrote to his brother:

“..I have in a measure taken your place at home, and you know I never cared anything about the farm before, and your advice and experience would be very beneficial and accept able to me..”(Poe, p. 60).

Most children were forced to work like men to help their mothers and younger sisters, they had no choice but to do so. Marten (1998) in his work *The Children's Civil War* gave an example of George Donaghey from Arkansas, when he was seven or eight years old, and he had to work almost like a man. Marten stated that girls also helped their young brothers because they learned the lessons of war survival very early and not all the jobs that they took were in the home. Government jobs were the first choice for girls because they wanted to get money without doing hard work, while working in factories especially in the production of weapons and ammunition was the most selected option for boys because it was less dangerous and tired compared to other work and away from the battlefield (Marten,1998,p, 172). According to Damon, 75,000 or more children labored in factories, mines, and mills during the American Civil War (p, 20). “In one representative textile mill in Pennsylvania, twenty-two percent of the workers who typically forked fourteen-hour days were sixteen and under”.

The children also contributed to the sacrifice and to lend a hand to their beloved soldiers, where they carried loads to collect money, food, Sanitary Fairs and clothes for the volunteers in the Civil War, there was mutual love between the soldiers and these children. They also assisted in the collection of lint which was used by the doctors to treat the wounded, Clara Lenroot wrote :

“..Very important we children felt as we scraped away at the linen, making fluffy piles of soft line for the soldiers..”.

According to David's (1952) study, *The Americans At Home*, women and children played an important role after doctors found it difficult to provide medication because of tension at the border, so the Confederate Government called upon them; who went out into

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the woods and swamps and gathered horehound, bone-set, wild cherry bark, dog-wood, and anything that could help to supply the want (1952,p. 279).

2.6. Children's Relationship with their Families during the Civil War

The new method used by parents at this time was to pay great attention to their children by feeding them, keeping them away from disease and danger, and also giving them the love they need. They relied heavily on providing a good environment for the child to have a positive impact and they kept their children's childhood and innocence and this ideal was probably easier to accomplish in the north than in the south where the war forced children to grow up much quicker than preferred. But not all parents have succeeded in providing psychological stability and comfort for their children because they did not even provide it for themselves as parents and this is due to the severity of the war and its tragedies (Marten, 1998, p. 4-5).

As a classic study of British children during world war II pointed out, the children who stood the best chance of sustaining their emotional health in the face of fear and uncertainty were those whose parents, especially mothers, could manage their own anxiety. Marten's (1998) work, *The Children's Civil War*, explains a great example of this idea where a woman called Scott, who had a baby in her arms, begged the men not to take the guns, Her husband had said not to open the cache. But in their panic, people ignored her, and took the weapons. Mrs. Scott lost her grip. She became, said a later report, 'violently insane and started to throw her child in an open well.' A man saved the child, but no one could ever save the mother, because she 'never regained her right mind' (Marten, 1998,p. 112).

In Topsy-Turvy, '*How The Civil War Turned The World Upside Down*' Jabour gave a strong description of the atmosphere of war when she said that 'war was sometimes the elephant in the room' it was a horrific event that silenced everyone despite its clarity, many parents did not explain to their children what was going on around them because of the bad situation, so as not to make them live in terror and panic and only a few parents could explain this danger to their children (Jabour,2010, p. 55-56).

The parents and children who volunteered for the army kept their families permanently informed of their situation in the battlefield where most of their letters were centered around the family's welfare and justifying the absence from home is an honor and a courage and

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better than staying without any reaction. Through these letters, parents taught their children how to deal with the situation at home and how to behave towards their mothers and to take responsibility in order to avoid the crisis because they realized that surviving the war was almost impossible. Marten emphasized that parents used a variety of methods through their letters to their children, these methods differed according to gender. The letters that were sent to boys were not the same as those sent to girls (Marten, 2010, p. 70).

Spotswood Rice was a black Missouri soldier in the Union army in 1864. During the time of Rice's military service, he had two daughters that were still slaves in Glasgow, Missouri. While spending time in Benton Barracks Hospital, which was in St. Louis, Missouri, Rice wrote letters to his daughters, Rice assured them that the Union Army was on its way to free them and liberate Glasgow. He wrote of expecting to be out of the hospital and with the army to personally free the girls when they came in town. Rice also talked about the girl's master, Miss Kaitty, and told them to warn her that he is coming. He stated that he used to have some respect for her and other slave holders, but since the girls freedom was denied, he had lost all of it. Rice compared Miss Kaitty to the devil, and questioned how she could ever call herself a Christian, while refusing to sell his children to him. He directed threats towards Miss Kaitty, stating, "I want you to understand kittey digs, that where ever you and I meets we are enemies to each other." (McPherson, 1988, p. 306-307) . He also wrote :

“.I want you to understand that Mary [sic] is my Child [sic] and she is a God given rite [sic] of my own and you may hold on to hear [sic]as long as you can but I want you to remember [sic] this one thing that the longer [sic] you will have to burn in hell and the quicker [sic] you will [sic] get their [sic]"(Rice, 1984).

This letter was a means of encouragement for his daughters and at the same time considered a threat and a provocation to the owner. What Rice wrote illustrates the extent of his sacrifice and his choice to get out of his silence and fear for his daughters. He was a black soldier and during that period, black soldiers were largely marginalized from the rest of the white soldiers and did not have the same rights. Therefore, the father's letter to his daughters and to the owner Miss Kaitty expresses the meaning of the good relationship between the family members despite the terror surrounding them.

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2.7. Children's homes and Battles

War became the center of everyone's world, desired or not. Many children understood the reality of war despite their age, realizing that the war was not only on the borders, but everywhere through many battles. One example from Virginia was the Bushong Farm which became central to much of the Battle on New Market on May 15, 1864. This battle included the V. M. I. cadet corps who was used to fill the hole blown in the Confederate lines. On the way there the cadets were teased mercilessly regarding their youth. Following the battle these boys were no longer the brunt of such jokes for they had proven themselves in battle. The Bushong family included two children, their parents, their aunt and their grandparents, sheltered in their cellar while they waited for the battle to end, and after the battle concluded, the family's home became a hospital.

Through this event, one can imagine how this farm was and how the Bushong family were protecting themselves and trying to survive. It is possible to imagine what it must have been like in the cellar looking out the windows as soldiers marched by in ranks. Add to this the fear of not knowing what the outcome would be and the unspoken about the survival of the family, the home and their livelihood. Then when it was finally safe to come out the house, to become overrun by the wounded and their caretakers. The smells and sights of a military hospital must have lingered long after the soldiers left. The Bushongs were not the only people in New Market, Virginia, on the day of the battle. In town, Jessie Rupert (a Unionist who would become known after this battle as "The Angel of the Shenandoah") had a young baby to protect which she did by cutting a hole in the floor of her home and digging out a corresponding area out of the earth below into which it was large enough to place her son Charles and his cradle, if necessary (Susan, 2013).

Marten (1998) points out that the civilian population were encouraged sometimes to leave their homes by the Union Army before the battle began. In September, 8.1864, Sherman expelled 867 children and 705 adults from their city before the coming of his army, some officials blamed him for this heinous act but he said the he replied that no one could hold him accountable and judge his actions except god because he did something human in his opinion as he chose to fight away from these children and their families and wanted them to be in a place far away from war and safer. He transformed the lives of these children to the worst and destroyed the last part of their joy , in a letter to his daughter Minnie from the occupied Memphis In 1862, he told her that hundreds children like her are daily taught to curse his

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name, and each night thousands kneel in prayer and beseech the almighty to consign him to perdition (Marten,1998, p,113-114).

According to Jabour's (2010) findings, children during this period may not have understood everything but they understand the meaning of the presence of the army close to them, they started taking precautions because they made sure that what was going on around them was not normal, Jabour noted also that children had to adjust to the situation without understanding it because they were forced (Jabour,2010, p. 130).

Werner presented a strong and influential example of this idea as it relates to the story of a young girl who was standing proudly with her dog and without understanding the dangerous situation surrounding her, an army sniper was watching her when a shell landed next to her, so the girl thought it was a game and approached to pick it up while the dog kept barking and did not let the girl approach. Fortunately, this girl survived miraculously and returned to her mother after the end of the battle. This powerful and influential event illustrates the extent of the suffering of children even in their homes and places of play, this scene was only one case of thousands of cases witnessed by children at the time until they became part of their daily lives. They were not afraid when they encountered bodies of dead persons, but on the contrary, they approached the body and tried to rub it thinking it was asleep and they were playing right in the middle of these bodies and hiding behind them (Werner, p. 33-34).

Charlie McCurdy was ten years old at the battle of Gettysburg, he noted that he never before seen a dead man, and yet he do not recall that he was shocked. Daniels's (1989) work '*The Children Of Gettysburg*' showed that the little boy Charlie was not like many southern children who were constantly surrounded by the battlegrounds and the threat of imminent action and even his feelings were different. For him the battle was too big for a little boy because his concept was different and far from reality (Daniels, 1989, p. 40).

Marten (1998) noted that children were victims even when they were far from the battlefield and that through the diseases that infected them, and also the infection that passed to them from some soldiers who were not in good health. (p. 110).

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Blesser's study gave a strong example for that about the little boy Willy Sherman who was nine years old son, Willy caught dysentery and malaria while visiting his father following the Siege at Vicksburg (Blesser, p. 149-150).

The gifts sent to the children by their fathers and brothers in the army have greatly influenced their lives, some of which killed them and some of them have distorted their faces. One of the fathers that sent his sons presents called Sherman, he sent his son Willy a box of cannon balls and bullets and he asked him to share these things with his brothers. Sherman emphasized through his letter that he is eager to see fear in the eyes of his children when they open these gifts, in yet another letter, Sherman tells how he does not want his sons to follow in his footsteps :

“Tell Willy I have another sword which he can add to his present armory. When I come home again I will gratify his ambition on that score, though truly I do not chose for him or Tommy the military profession”(Howe, 201).

During the war, these children's homes were turned into temporary hospitals because soldiers were unable to move and the wounds filled their bodies. A little girl called Sadie Bushman have lived this experience when she was in her grandparent's farm prior to the battle reaching the town of Gettysburg. Sadie said that it was difficult for her to see these wounded soldiers, Sadie remembered:

“..The surgeon...’turned to me and ask me if I could hold a cup of water to the poor man’s mouth while his leg was being taken off’...Terribly frightened, she complied...I had to see the whole operation...But she did not faint, or vomit, or run away. I had more fear of the surgeon than of the mangled man..”(Creighton, p. 118-119).

After the battle ended, the children were busy in collecting weapons, bullets and other tools that were in the battlefield. They were putting themselves at risk for this, some of them were selling these military items for little money, and others kept them in their bags or their pockets or hid them out of sight (McCreary, 1909, p. 252)

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2.8. The Suffering of Children

Loss and Suffering were among the most obvious examples ever made for members of the American society, especially children who understood the disastrous situation early and they were obliged to mature quickly. The conditions of life were strange and harsh for them.

According to Marten (1998) :

children normally are and were socialized to respect human life and believe in peace. During war, however, they are constantly pushed to dehumanize their enemies and rationalize their destruction. Children in warzones have revealed that these conditions can break down discipline; increase antisocial and aggressive behavior and spark emotional outburst; product health problems such as sleep disorders, headaches, bed-wetting, and decreased appetite; and create a whole range of that therapists now call post-traumatic stress disorders.

Children can be amazingly resilient when bad things happen, but they can also be horribly scarred for life, Marten insisted that many of them met the challenges of war by taking on greater responsibilities and contributing to their families' survival (Marten, 1998, p. 170).

Poe (1961) Noted that children suffered from hunger and lack of food, where in some cases the soldiers stole the food of the families of these children during when they were close to them. Many children died of starvation, and many of them have been affected by many diseases and until their health has been deteriorated. In a letter from Mary to her husband who was a soldiers in the army, she described how her son was suffering from hunger and how she could not do anything , she wrote :

“..Last night I was aroused by little Eddie’s crying. I called and said ‘What is the matter Eddie?’ And he said ‘ O mamma, I am so hungry’ And Lucy she never complains but she is growing thinner and thinner...before God, Edward, unless you come home, we must die..” (Poe, 1961, p. 65).

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Starvation also threatened slave children where the owner could not provide food for them as before and they worked all the day without eating and that is why many of them died. Being a child was not enough to guarantee one's safety. According to Jabour's (2010) work, some Northern soldiers were reported to have attacked Southern children, and in some cases raped them. In addition to physical threats of harm, children could have their belonging taken from them including their homes (Jabour, p. 134).

2.9. The Reconstruction Period

After the end of the Civil War and the stability of the situation, the problem of slavery has not yet ended, so the political leaders decide to find a solution to this in order to unify the American society and unite the people of both races. Therefore, some white families took these slave children and they promised to provide them with food, clothing, education and also health care (Marten, 1998, p. 197).

The government also paid attention to the families of soldiers who died in the war and provided them with some privileges to compensate them for what they lost. It was a duty for children to learn how to live with the new normal and to adapt the current situation to help themselves and their families, for example, girls had to start thinking about marriage so as not to leave a heavy burden on their mothers at the time (Jabour & Zimmer, p. 51).

As for education, it continued to remain of great importance especially for black children who have understood its value in life because they considered it the only way to be free like others after suffering from marginalization and ignorance, so they have to mix with whites for learning. Both lower level black and white children's education consisted of 'sporadically attended local day schools, where both boys and girls learned basic literacy and mathematics (Jabour, 2010, p. 35).

2.10. Conclusion

Children suffered during the Civil War in an unimaginable way and this made them different from other children and made this time a difficult period for them. They experienced harsh times and challenges which made them grow up before their time.

**GENERAL
CONCLUSION**

The American Civil War has changed the lives of children unexpectedly, they faced many hardships and bad challenges that greatly affected them and made that time period a difficult time for them. Some of these changes were expected like the death of parents and loss of property, while others were unexpected like changes in the economic and social status, and in the way education was seen. One is able to learn how the war itself changed children's lives through using the backdrop of Antebellum childhood as a basic from which to compare and contrast the childhoods of those who experienced the Civil War and those who were born later. There was no difference between the children who were on the battlefield and those who were in their homes because they were all at risk as they were affected by the disadvantages of the war, these effects may have depended on where they lived. There was a common thread of fear, loss, and instability and the meaning of war was different for northern children, it was not the same concept for southerners.

The situation of children and their families in the Antebellum period was not like during the war. There were a number of children who did not need to work to live because their families were economically well off, but this did not last long because with the beginning of the war they became like other poor children, they had to fight for survival. Even education changed during this period. For example, during the war, it was forbidden for black children to go to school because of their race. They were used as slaves and servants to their masters, but this does not mean that the rest of children were studying in a good atmosphere. Many of them abandoned schools to work and to help their families, but by the Reconstruction there were schools available for all across the country. Parents had a big role in the children's lives, especially during this harsh experience. They had to protect their young children from the danger surrounding them, and they have compensated for their pain and lost childhood, but that did not work because the war's impact reached their minds and these young children realized that what was going on around them was not normal. They lived in terror and panic even as they were close to their parents and the war was no longer a secret but a clear reality. Children are little sponges that absorb everything, they noticed even little differences that adults think are unclear to them, these sponges soak up what is going on around them and then incorporate it into their daily lives.

Children of both races and in both sections were fearful but also excited when the war began. They loved watching regiments march off to the front, they also liked to hear stories about the soldiers' lives and their tournaments like in some children's magazines that were filled with stories of boys playing at War, but also of boys who went off to war as drummers

or under-aged soldiers and who often died heroic deaths. Other magazines were filled of fiction and non-fiction articles, games, and every other aspect of their contents. Even in their games, there were violence. They used to play war games and they would have fun and they enjoyed them.

The participation of children in the American Civil war was considered the most important event of that period from 1861 to 1865. As these children gave up their studies for the war and some of those who did not have the chance to volunteer, they joined the army as drummers, and others worked in factories producing ammunition and war tools. They considered their participation in the War brave and also considered staying at home like cowards humiliating, and those who were too young to be on the battlefield were also influenced by the thinking of volunteer soldiers, the were also helping in some campaigns to raise money and medicines for soldiers and this has made a kind of love arises between soldiers and these young children.

Children during the American Civil War did not know the meaning of childhood, they could not live as they wished. The war was not entirely forgotten and continued to live inside their memories, even today in the south, the American Civil War is still very alive and pertinent to some new generations because of the way that the memories have been passed down from generation to generation. Hatred and bitterness is not forgotten easily or quickly. These child survivors were the first post war generation and in many ways have determined how the War has been remembered. The Civil War remained a nightmare for children and at the same time a tragic reality that have never left their minds.

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