MICHIGAN IN THE WAR

Nearly **90,000 men served from the State of Michigan** (23% of the male population according to the 1860 census.) She ranked tenth in population in the United States and eighth in number of troops furnished.

181 soldiers were of the **Jewish** faith (from about 151 Jewish families living in Michigan at the time)

1,661 black soldiers most of whom served in the First Michigan Colored Infantry Regiment. It was the only Michigan unit that lost its name when it was made part of the Union army. It became the 102nd United States Colored Infantry Regiment.

145 Indians served, a very low number compared to population. There was also a slight concern that they would not be able to fight in a "civilized" manner.

Immigrants who were not yet citizens also fought for the Union cause.
3,761 Englishmen; 3,929 Irishmen; 4,872 Germans

Navy **– about 500 men enlisted**

Army

30 Infantry Regiments
11 Cavalry Regiments
14 Artillery Batteries
1 Regiment of Engineers & Mechanics
1 Regiment of Sharpshooters
and several miscellaneous units

(At the beginning, Michigan's quota was for only a few regiments so they were almost turning volunteers away. Those anxious to serve their country went to other states to enlist in regiments that weren't filled yet. The end of the war Governor Blair instituted the draft to fill the ranks. Only 4,281 were drafted)

Nearly 15,000 men died in the service (**almost one out of every six**). More men died of disease and sickness than from battle-related wounds.

69 Michigan men received the **Medal of Honor**

The only woman ever accepted into the Grand Army of the Republic served in a Michigan regiment- Sara Emma Edmonds (Enlisted as Franklin Thompson)

GRAND RAPIDS' OWN REGIMENT
THIRD MICHIGAN VOLUNTEER INFANTRY

1861

Abraham Lincoln called for 75,000 troops in April of 1861 after the Confederate attack on Fort Sumter. Michigan responded immediately. In Grand Rapids, the **Third Michigan Volunteer Infantry** formed a group of 1,042 men, including officers. The roster included men from the surrounding counties.

The training ground was Cantonment Anderson, at the corner of Hall and Jefferson Streets. Preceding the Civil War, this site was the County Fairgrounds. In the early 1900s, it became the site of Grand Rapids South High School. Today, a large boulder marks the site of the camp. The townspeople came by the camp to watch the men drill as they trained.

Finally, in June, the new soldiers departed in their handsome "West Point grey" uniforms for their journey to Washington by marching up Kalamazoo Plank Road (present day Division Avenue) to the train depot at the corner of Plainfield and Leonard. Among the crowd, which gathered to see off their "pet regiment," were several young ladies who presented the soldiers with housewives and havelocks and a special regimental flag made by Miss Maggie Ferguson. Although she passed away two weeks later of consumption, her flag flew proudly through many battles until it was retired. What remains of that flag can be seen today at the Michigan Historical Museum in Lansing in the flag preservation room.

Under the command of Colonel McConnell, on July 18, the Third came under fire at Blackburn's Ford. Three days later, they were one of the first regiments on the field at **Bull Run**. Despite the confusion by both armies as to who was on which side, the stage was set that day for the Third to become known as a hard-fighting regiment that wouldn't back down from a fight as they covered the retreat to Washington by the Union troops. Many battles would see the Third in that role.

On October 22, Colonel McConnell resigned and six days later Major Champlin was commissioned to lead the Third. The rest of 1861 was spent building and garrisoning forts across the Potomac before going into winter quarters at Camp Michigan (between Alexandria and Pohick Church). In the meantime, the two armies decided who would wear which colors and the men were issued new uniforms of blue.

1862

The Regiment served in the Virginia campaigns with the Army of the Potomac. The Third saw action in every major engagement but Antietam, at which time they were doing guard duty in Washington. March through July, of 1862, was spent participating in McClellan's Peninsular campaign as part of General Philip Kearny's Division of the Third Corps. (Kearny's Division aids Couch's beleaguered division, but is itself flanked and must escape through the woods. Their actions received commendations for duty "Nobly Performed")

In August of 1862, the Third joins Pope's army in Virginia, and was heavily engaged at the **Second Bull Run** on August 29th. They were also present when a Reb flank attack was foiled at **Chantilly** on September 1st. This battle ended the life of General Philip Kearny. The Michigan troops were then sent to defend Washington until October, while the rest of the army chased General Lee in Maryland. In November, the Third went on a long march into Maryland, then via Edward's Ferry and Waterloo to Falmouth (across the Rappahannock from Fredericksburg). The battle of **Fredericksburg**, in December, found them on the left and supporting a battery.

1863

From January to April, the Third had winter quarters in Falmouth Va., except for the period of time they were on the "Mud March", January 20 - 24. On May 1, the Third was heavily engaged at **Chancellorsville** and fought stubbornly to hold their position resulting in heavy loss. The Third was under General Sickles in the III Corps.

In June and July, they marched toward Gettysburg, Pa. The Third was in some of the war's hottest action in the Peach Orchard/Wheatfield at **Gettysburg,** on July 2nd**.** They suffered extra heavy losses because they were skirmishers in this engagement and Sickles' Corps had an advanced line with hand-to-hand fighting. They chased the retreating Confederates into Virginia after the battle.

In August, the Third was sent first to New York to keep order during the draft lottery drawings. By September 17, they were back with their Brigade at Culpepper, VA. For the rest of September and October, they participated in the Bristoe Campaign (a fruitless retreat from the Rappahannock up the Orange & Alexandria Railroad, then back again.) Early in November they camped at Warrenton Junction where another series of marches began. They met the Confederates at Kelly's Ford, charged the Confederates at Mine Run, moving on to Brandy Station by December 7. On December 23, over 200 men reenlisted and were given veteran's furlough.

1864

General Grant takes command and reorganizes the army. The Michigan men returned from furlough in March and were placed in General Hancock's Second Corps after the Third Corps had been dissolved from Grant's reorganization. From May through June, they fought in Grant's "Overland Campaign" which included:
The Wilderness Campaign (May 5-7) and Spotsylvania (May 12 first attempt to break Lee's lines and May 18, the second attempt- resulting in the Third capturing two regimental colors and a large number of prisoners). Following Spotsylvania, Grant "sidles" to the left. The Third forces a crossing at North Anna River on May 23 and 24 where they were again engaged in battle. Lee was too well entrenched. Grant "sidled" to the left again. There were skirmishes and operations at Pamunkey River and Totopotomoy River through the end of May. In the first week of June, they participated in several battles about Cold Harbor.

On June 10, the Third Michigan Infantry was withdrawn from the lines, as its term of service had expired. The men who did not reenlist returned to Michigan to be mustered out of service in Detroit ten days later. Those who chose to stay were not enough to keep the regiment intact. They were consolidated into the Fifth Michigan on June 13, 1864, by order of the Secretary of War. They saw action with the Fifth through the siege of Petersburg and the pursuit of Lee to Appomattox Court House. In 1865, they were mustered out of service so they could go back home.

An interesting Note: In October 1864, after the original Third had been disbanded and consolidated with the Fifth, another regiment was raised in Grand Rapids by Colonel Houghton. This was called the *REORGANIZED THIRD MICHIGAN*. They were mustered in on October 15 and left Grand Rapids on October 20, with 879 officers and men. They saw action in Tennessee and Alabama and mustered out in June of 1866. With the exception of a small handful of officers and men, the members of this group did not see service with the original Third.

After the war, many of the men from the "old third" joined together as the **OLD THIRD ASSOCIATION** for annual reunions until 1927. Annie Etheridge was a member of this esteemed group of men.

WHERE THE THIRD SAW ACTION

(Bold denotes major engagement – all sites in Virginia unless specified)

Blackburn's Ford -July 18, 1861
Bull Run - July 21, 1861

Yorktown - to May 3, 1862
Williamsburg - May 5, 1862
Fair Oaks - May 31, 1862
Savage Station - June 29, 1862
Peach Orchard - June 29, 1862
Glendale – June 30, 1862
Malvern Hill - July 1, 1862
Groveton – August 29, 1862
Second Bull Run – Aug. 29, 1862
Fredericksburg –Dec. 13, 1862

Chancellorsville - May 2 - 3, 1863
Gettysburg, PA - July 2 - 3, 1863
Wapping Heights - July 23, 1863
Auburn Heights - Oct. 13, 1863
Kelly's Ford - November 7-8, 1863
Mine Run - Nov 26 - Dec.

Wilderness - May 3 - 4, 1864
Todd's Tavern
Po River – May 10, 1864
Spotsylvania - May 12 & 18, 1864
North Anna River - May 23, 1864
Cold Harbor - June 3, 1864

Killed in Action: 110
Died in Confederate Prisons: 15
Died of Wounds: 65
Died of Disease: 81
Discharged because of Wounds: 404
Total casualty rate: **47.1%**

Today's **126th National Guard** stationed at the Grand Valley Armory in Wyoming on 44th Street can trace its origins back to the original Third Michigan Volunteer Infantry. A state historical marker is located at the armory. The Third was highly decorated for her service to the Union cause. The Regiment was known as part of the **Red Diamond Division.** The men of the III Corps wearing the red diamond (lozenge) on their hat instituted this term. **General Phil Kearny,** mistaking men to be in his division, issued the order stating that any man under his command would wear a red diamond so that they could be identified. These were the beginnings of today's Corps badges.

WHICH WAR?

The conflict known to most of us as the Civil War has a long and checkered nomenclature. It is known by over one hundred different names. Some examples: The War for Constitutional Liberty / The War for Southern Independence / The Second American Revolution / The War for State's Rights / The War Against Slavery / Mr. Lincoln's War / The War of the Rebellion / The War Between the States / The War of Northern Aggression

SLAVERY

Slavery has existed since before the times of Christ. Nearly every nation has participated in the slave trade. The institution of slavery brought vast amounts of wealth to the slave trader; allowed the slave owner to purchase his farm hands; and caused the African to have his family torn apart and to suffer cruel and inhuman punishments. Many nations based their economy on the sale and use of slaves.

The first Africans to arrive in British North America were indentured servants, not slaves. A year before the Mayflower landed, 20 Africans came to Jamestown, VA., where their labor was purchased for a term of service, after which they were freed. One of them, Anthony Johnson, became a prosperous farmer with several white indentured servants.

The development of institutionalized slavery in America began in Virginia in 1662. New England was home to ardent slave traders. The "Triangle Trade" among New England, the West Indies, and Africa established New England as the center of commerce. By mid-18th century, New England was the largest North American slave-trading region. Several statutes were passed in regards to the slave issue. They were:

1662 Condition of mother determines the condition of children

1662 Fine for interracial fornication double that for when whites only involved

1667 Baptism after importation does not alter status of slave

1669 Act about "casual killing"

1670 Free blacks and Indians barred from buying white servants (Christians), but may buy "any one of their own nation."

1670 "All servants not being Christians, imported into this colony by shipping" to be "slaves for their lives."

1680 "An act for preventing Negro insurrections."

1682 "An additional act for the better preventing of insurrections by Negroes."

1691 "An act for suppressing outlying slaves" deals with that subject but also bans all forms of interracial marriage and requires that all slaves thereafter set free must be transported out of Virginia

1705 "Mulatto" defined

1723 Black testimony barred in cases involving whites

By 1820, the problem of slavery was the source of major political divisions. **Representative Charles Pinckney of South Carolina,** one of the framers of the Constitution, articulates the major southern justifications for maintaining slavery.

> ". . . A great deal has been said on the subject of slavery: that an infamous stain and blot on the states that hold them, not only degrading the slave, but the master, and making him unfit for republican government; that it is contrary to religion and the law of God; and that Congress ought to do everything in their power to prevent its extension among new states.
>
> Now, sir, is there a single line in the Old or New Testament either censuring or forbidding it (slavery)? I answer without hesitation, no. But there are hundreds speaking of and recognizing it . . .. Hagar, from whom millions sprang, was an African slave, brought out of Egypt by Abraham, the father of the faithful and the beloved servant of the Most High; and he had, besides, three-hundred-and-eighteen male slaves. The Jews, in the time of the theocracy, and the Greeks and Romans, had all slaves; at that time there was no nation without them.
>
> If we are to believe that this world was formed by a great and omnipotent Being, that nothing is permitted to exist here but by his will, and then throw our eyes throughout the whole of it, we should form an opinion very different indeed from that asserted, that slavery was against the law of God. . . .
>
> It will not be a matter of surprise to anyone that so much anxiety should be shown by the slaveholding states, when it is known that the alarm, given by this attempt to legislate on slavery, has led an opinion that the very foundations of that kind of property are shaken; that the establishment of the precedent is a measure of the most alarming nature . . . .For, should succeeding Congresses continue to push it, there is no knowing to what length it may be carried.
>
> Have the Northern states any idea of the value of our slaves? At least, sir, six hundred millions of dollars. If we lose them, the value of the lands they cultivate will be diminished in all cases one half, and in many they will become wholly useless. And an annual income of at least forty millions of dollars will be lost to your citizens, the loss of which will not alone be felt by the non-slaveholding states, but by the whole Union. For to whom, at present, do the Eastern states, most particularly, and the Eastern and Northern, generally, look for their employment of their shipping, in transporting our bulky and valuable products (cotton), and bringing us the manufactures and merchandises of Europe?
>
> Another thing, in case of these losses being brought on us, and our being forced into a division of the Union, what becomes of your public debt? Who are [sic] to pay this, and how will it be paid? In a pecuniary view of this subject, therefore, it must ever be the policy of the Eastern and Northern states to continue to be connected with us."

There were some politicians, including **Abraham Lincoln**, who thought that the slavery issue could be resolved by sending the Negroes to a separate land where they could rule themselves. One of the proposed regions was Liberia.

Frederick Douglass was a former slave who learned to read and write while a slave, taught by the naive wife of his master. He escaped and wrote about his life under slavery. This selected passage, written in 1827, indicates that slave owners wanted slaves to know only certain parts of the Bible, and feared that if they read it all, it would lead to rebellion.

> "The frequent hearing of my mistress reading the Bible aloud - for she often read aloud when her husband was absent - awakened my curiosity in respect to this mystery of reading, and roused in me the desire to learn. Up to this time I had known nothing whatever of this wonderful art, and my ignorance and inexperience of what it could do for me, as well as my confidence in my mistress, emboldened me to ask her to teach me to read.

> With an unconsciousness and inexperience equal to my own, she readily consented, and in an incredibly short time, and by her kind assistance, I had mastered the alphabet and could spell words of three or four letters. My mistress seemed almost as proud of my progress as if I had been her own child, and supposing that her husband would be as well pleased, she made no secret of what she was doing for me. Indeed, she exultingly told him of the aptness of her pupil, and of her intention to persevere in teaching me, as she felt her duty to do, at least to read the Bible. . . .
>
> Master High was astounded beyond measure, and probably for the first time proceeded to unfold to his wife the true philosophy of the slave system, and the peculiar rules necessary in the nature of the case to be observed in the management of human chattels. Of course, he forbade her to give me any further instruction, telling her in the first place that to do so was unlawful, as it was also unsafe. "For," he said, "if you give a nigger an inch, he will take an ell. Learning will spoil the best nigger in the world. If he learns to read the Bible, it will forever unfit him to be a slave. He should know nothing but the will of the master, and learn to obey it. As to himself, learning will do him no good, but a great deal of harm, making him disconsolate and unhappy. If you teach him how to read, he'll want to know how to write, and this accomplished, he'll be running away with himself."

Frederick Douglass also believed that American blacks could fight for and win equality in the United States. For that reason, in a speech during 1849, he opposed colonization ideas, arguing that free black ought to devote their energy to freeing slaves and reforming American society.

> "We are of opinion that free colored people generally mean to live in America, and not in Africa; and to appropriate a large sum for our removal, would merely be a waste of public money. We do not mean to go to Liberia. Our minds are made up to live here if we can, or die here if we must; so every attempt to remove us, will be, as it ought to be, labor lost. Here we are and here we shall remain. While our brethren are in bondage on these shores; it is idle to think of inducing any considerable number of the free colored people to quit this for a foreign land.
>
> For two hundred and twenty-eight years has the colored man toiled over the soil of America, under a burning sun and a driver's lash - plowing, planting, reaping, that white men might roll in ease, their hands unhardened by labor, and their brows unmoistened by the waters of genial toil, and now that the moral sense of mankind is beginning to revolt at this system of foul treachery and cruel wrong, and is demanding its overthrow, the mean and cowardly oppressor is mediating plans to expel the colored man entirely from the country. Shame upon the guilty wretches that dare propose, and all that countenance such a proposition. We live here - have lived here - have a right to live here, and mean to live here."

The **Dred Scott Decision of 1857** clarified the status of slaves as property, which meant that masters could take slaves into non-slave territory with impunity. The decision of Chief Justice Taney was based on the "innate inferiority" of blacks, arguing that the Declaration of Independence did not mean all men, but only white men. Southern newspapers used the decision to further white supremacy. The following excerpt from an editorial in a Southern newspaper was typical of the daily racism that all Southerners were exposed to just before the Civil War:

> "Negro nuisances in the shape of occupying promiscuous seats in our rail-cars and churches with those who are citizens must be abated. Negro insolence and domineering arrogance must be rebuked; the whole tribe must be taught to fall back into their legitimate position in human society - the position that Divine Providence intended they should occupy. Not being citizens, they can claim none of the rights or privileges belonging to a citizen. They can neither vote, hold office, nor occupy any other position in society than an inferior and subordinate one - the only one for which they are fitted, the only one for which they have the natural qualifications which entitle them to enjoy or possess."

NOTE OF INTEREST: Africans introduced the practice of inoculation in America as a cure for smallpox. During the 1721 smallpox epidemic, a Boston slave taught Puritan cleric Cotton Mather an immunization technique commonly used in Africa.

PRESIDENT LINCOLN AND SLAVERY

President Abraham Lincoln believed in colonization as a rational solution to the "Negro problem." Although his racial beliefs changed during the 1850's and the War years, he never became an abolitionist, nor was his thought freed from the contemporary racist attitudes. In his "Emancipation Proclamation" he states that the freeing of the slaves is "warranted by the Constitution upon military necessity," and "as a fit and necessary war measure for suppressing [the] rebellion. . . ."

Springfield, Illinois, October 11, 1854:
"If all earthly power were given to me, I should not know what to do as to the existing institution. My first impulse would be to free all the slaves, and send them to Liberia, to their own native land. But a moment's reflection would convince me that whatever high hope (as I think there is) there may be in this in the long run, its sudden execution is impossible. If they were all landed there in a day, they would all perish in the next ten days, and there are not surplus shipping and surplus money enough to carry them there in many times ten days. . . .

What next? Free them and make them politically and socially our equals. My own feelings will not admit of this and if mine would, we well know that those of the great mass of whites will not. Whether this feeling accords with justice and sound judgment is not the sole question, indeed if it is any part of it. A universal feeling, whether well or ill founded, cannot be safely disregarded."

Speech of Abraham Lincoln-Charleston, Illinois, September 18, 1858:
"I will say, then, that I am not, nor ever have been, in favor of bringing about in my way the social and political equality of the white and black races (applause): that I am not, nor ever have been, in favor of making voters or jurors of Negroes, nor of qualifying them to hold office, nor to intermarry with white people. . . .

And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and as much as any other man am in favor having the superior position assigned to the white race."

July 12, 1862 - Appeal to Favor Compensated Emancipation. Read by the President to the Border-State Representatives:
"I do not speak of emancipation at once, but of a decision at once to emancipate gradually. Room in South America for colonization can be obtained cheaply and in abundance, and when numbers shall be large enough to be company and encouragement for one another, the freed people will not be so reluctant to go."

December 1, 1862 - Annual Message to Congress:
"Application have been made to me by many free Americans of African descent to favor their emigration, with a view to such colonization as was contemplated in recent acts of Congress. Other parties at home and abroad - some from interested motives, others upon patriotic considerations, and still others, influenced by philanthropic sentiments - have suggested similar measures; while, on the other hand, several of the Spanish-American republics have protested against sending of such colonies to their respective territories. Under these circumstances, I have declined to move any such colony to any state without first obtaining the consent of its

government, with an agreement on its part to receive and protect such emigrants in all the rights of freemen; and I have at the same time offered to the several states situated within the tropics, or having colonies there, to negotiate with them, subject to the advice and consent of the Senate, to favor the voluntary emigration of persons of that class to their respective territories, upon conditions which shall be equal, just, and humane.

Liberia and Hayti are as yet the only countries to which colonists of African descent from here could go with certainty of being received and adopted as citizens; and I regret to say such persons contemplating colonization do not seem so willing to migrate to those countries as to some others, nor so willing as I think their interest demands. I believe, however, opinion among them in this respect is improving; and that ere long there will be an augmented and considerable migration to both these countries from the United States.

. . .I cannot make it better known than it already is, that I strongly favor colonization. And yet I wish to say there is an objection used against free colored persons remaining in the country, which is largely imaginary, if not sometimes malicious.

It is insisted that their presence would injure and displace white labor and white laborers. Labor is like any other commodity in the market - increase the demand for it, and you increase the price of it. Reduce the supply of black labor by colonizing the black laborer out of the country, and by precisely so much you increase the demand for, and wages of, white labor.

But it is dreaded that the freed people will swarm forth and cover the whole land? Are they not already in the land? Will liberation make them any more numerous? Equally distributed among the whites of the whole country, and there would be but one colored to seven whites. Could the one in any way greatly disturb the seven?"

AFTER THE WAR – POLITICS AND THE BLACK MAN

After the Civil War many blacks joined the Republican Party, and thereby entered the established political system for the first time in the South. In May 1867, Alabama blacks convened in Mobile, Alabama and published the "Address of the Colored Convention to the People of Alabama." The content and style of the document demonstrate both an acute understanding of the difficulties in overcoming the traditional racism of America, as well as militant demands for immediate equality. Those historians who have described black participation in Reconstruction politics in terms of corruption and selfishness have ignored documents like this "Address of Alabama," which has parallels in several southern states.

"As there seems to be considerable difference of opinion concerning the "legal rights of the colored man," it will not be amiss to say that we claim exactly ***the same rights, privileges and immunities as are enjoyed by white men*** - we ask nothing more and will be content with nothing less. *All legal* distinctions between races are now abolished. The word white is stricken from our laws, and every privilege which white men were formerly permitted to enjoy, merely because they were white men, now that word is stricken out, we are entitled to on the ground that we are men. ***Color can no longer be pleaded for the purpose of curtailing privileges, and every public right, privilege and immunity is enjoyable by every individual member of the public.*** - This is the touchstone that determines all these points. So long as a park or a street is a *public* park or street the entire public has the right to use it; so long as a car or a steamboat is a public conveyance, it must carry all who come to it, and serve all alike who pay alike. The law no longer knows black or white, but simply men, and consequently we are entitled to ride in public conveyance, hold office, sit on juries and do everything else which we have been in the past prevented from doing solely on the ground of our color. . ."

WAS THE REASON SLAVERY?

By 1860 only 10,000 families owned more than 50 slaves each, and three-fourths of Southern families owned none at all. The typical plantation included 10 to 20 slaves; other slaves worked in the cities or hired out their time elsewhere. At a time when the world condemned slavery, the South held on to it.

The answer most give would be yes, but that is only partly true. We tend to write off the Civil War as the great war to end slavery. It did, of course, end slavery, but it did not begin that way at all. In July of 1861, after the war had gotten well started and both sides were preparing for a long fight, the Congress of the United States, with Abraham Lincoln's approval, passed a resolution saying flatly that the war was not being fought to interfere with slavery in any way at all.

At the same time, the Southern people were equally clear on the fact that they were not fighting to defend slavery; they were fighting for their own independence.

In other words, the two governments that differed on so many matters were in agreement on that one point - they weren't fighting over slavery. Yet, of course they were. The war was about slavery. Slavery caused it.

WHY WERE THEY FIGHTING?

The reasons men gave for enlisting in the Confederate army reveal some critical aspects of the Southern mind during the crisis of the Union. Racism and fear of slave insurrection motivated some volunteers. Others fought to defend a South they saw a land of opportunity; their motivation was in part, and perhaps indirectly, economic. Still others thought the South possessed a culture so distinct from the North's, that it required a separate nation. And a great many went to war because they hated Yankees.

Hatred of the Yankees led some Southerners to believe the North and South to be two different peoples.

The cause of the Union was the cause of liberty throughout the world. Abolitionist and officer Henry H. Seys saw the American flag as a "beacon of hope to the nations of the world."

Just as Southerners, who feared enslavement to the North, enlisted in the Confederate army, some Northerners volunteered because they believed Southern tyranny threatened them. Hatred of slaveholders did not imply love for the slave. The Civil War was a war to protect freedom before it was a war to extend freedom. Most Union soldiers, however, did not support emancipation.

WHO WERE THE SOLDIERS?

In the Civil War, the common soldiers of both sides were the same sort of people; untrained and untaught young men, mostly from the country. There weren't many cities then, and they weren't very large, so the

average soldier came from either a farm or from some very small town or rural area. He had never been anywhere, usually no more than 20 miles from his home; he was completely unsophisticated.

A set of statistics was compiled about the average Northern soldier that are rather interesting. They pretty much apply to the South as well. An average soldier was 5 feet, 8.5 inches tall; he weighed just 143 pounds. Forty-eight percent were farmers; 24 percent were mechanics; 15 percent were laborers; 5 percent were businessmen; and three percent were professional men. That was really a cross-section of the male population of the United States at that time.

In 1860, the North had three-fourths of the foreign-born. The census that year shows almost 4,000,000 foreigners in the North, and 223,000 in the South. Half of these had arrived in the preceding ten years - and were the reason for the defiance of the Southern leaders, who saw the balance of the population and power slipping away from them.

Germans took the lead as the War opened, followed by the Irish, French, Russians, Hungarians, Poles, and Spanish. The South was aided by Canada.

Not only men were in the war. The following tells of a brave Michigan girl who also served in the army.

ANNIE ETHERIDGE

Sixteen-year-old Annie Etheridge was one of eighteen girls to join the Michigan men at the beginning of the Civil War. They traveled to Washington with the 2nd Michigan Volunteer Infantry. But seventeen went home before the first battle was even fought leaving only Annie for the duration of the war. Her role became that of what we would today call a “combat medic”.

Serving under General Phil Kearny, in the 3rd Corps at Williamsburg, in 1862, Annie was seen by the General binding up wounds under enemy fire. He admired her bravery and work and promised to make her a sergeant and provide her with a horse and saddle.

Annie transferred to the **Third Michigan Volunteer Infantry** in the fall of 1862 and soon became a favorite of all. She stayed with the Third even after their three-year enlistment was up. Annie and those who re-enlisted were consolidated into the Fifth Michigan (June 1864)

Annie received the **Kearny Cross** on May 2, 1863. This medal, named in honor of the fallen General, was given to regular enlisted soldiers for acts of bravery. Tireless in her duties in camp as well as on the battlefield, Annie read to the boys, cooked, did laundry, wrote letters home, and nursed their wounds.

Annie served in some of the Civil War's hottest battlefields including Gettysburg, the Wilderness, and Spotsylvania. At the Battle of Chancellorsville, in 1863, Annie received her only war wound. A bullet grazed her hand. She served on some of the hospital transports and at City Point Hospital, also.

The men of the Third called her, the “Daughter of the Regiment” or "Gentle Annie." They held her in such high regard that it was ***“woe unto the soldier of any other command who uttered a disrespectful or immodest word in her presence!”***
(In the journal of D.G. Crotty - Color Sergeant of the Third Michigan Volunteer Infantry.)

WHO ARE THESE OTHER GUYS?

Although many of the men who fought in the war were volunteer *infantry* (This branch of service had light blue trim color on their uniforms to indicate they were infantry), there were many other organizations:

THE REGULARS. While most Civil War troops were ***volunteers*** (raised by individual states), each side had one or more regiments of ***regulars,*** raised directly by the central government. While uniformed the same as volunteers, one difference is that regiments of regulars were frequently divided into battalions.

ZOUAVES. These are infantry regiments whose colorful uniforms ape those of the French Algerian units: baggy (usually red) pants, small jackets, and fezzes or turbans for headgear. Never very common, they became less so as the war went on. Perhaps it has something to do with the their bright red uniforms making such good targets!

SHARP SHOOTERS. The Federals had a number of regiments designated as sharp shooters. They rarely served together as a regiment, their companies (of 100 men) instead being distributed among various brigades. Most wore the standard infantry dress, though some in the east were decked out in green uniforms, such as the Berdan's Sharpshooters, to which many Michigan boys belonged.

CAVALRY. Yellow trim on the uniform was prescribed for this mounted branch of the service. At war's beginning, cavalry companies ("troop" is a postwar term) were frequently detailed to different points. As the war progressed, cavalry began operating as combined regiments, brigades, and divisions.

ARTILLERY. Red trim was designated for this branch of the service (though photos prove that untrimmed uniforms were more common). Their organization differed in that an artillery regiment was divided into twelve (not ten) batteries (not companies, except in the heavy artillery), each battery including four to six cannon. In addition, though mustered in as regiments, field artillery rarely operated as such. Instead, each battery would be assigned to a brigade.

ENGINEERS. The Federals had several regiments designated as engineers. Though uniformed, armed and drilled as infantry, they also had the equipment to survey, design and construct buildings, bridges, fortifications, etc.

INVALID CORPS. Redesignated the "Veterans' Reserve Corps" in March, 1864, this consisted of Federal soldiers not fit enough to serve in the front lines, but fit enough for other duties (such as guarding prisoners). Their uniform consisted of a light blue jacket, instead of dark navy as the rest of the army.

OTHER DEPARTMENTS WITHIN THE WAR DEPARTMENT

MEDICAL DEPARTMENT. As noted, every regiment had a medical staff consisting of a *surgeon* (usually a major), two *assistant surgeons* (both commissioned officers) an enlisted man serving as *steward,* and other privates detailed as medical *orderlies* to help the surgeon, gather wounded etc. The bandsmen also filled the latter role. Above the regimental level, the medical department oversaw the ambulance corps, field hospitals, and permanent hospitals.

COMMISSARY (SUBSISTENCE) DEPARTMENT. This department collected, stored and distributed food to the various branches.

QUARTERMASTER DEPARTMENT. This department oversaw the distribution of clothing and equipment and transportation (wagon trains, railroad trains). A *quartermaster sergeant* was assigned to each regiment.

ORDNANCE DEPARTMENT. This department saw to the acquisition, repair and distribution of weapons and ammunition. An *ordnance sergeant* was detailed to each regiment to keep tabs on the weapons.

ADJUTANT GENERAL. Staffs of brigades on up included a commissioned officer denominated an *assistant adjutant general* (A.A.G.) To handle recruiting and keep personnel records. In addition, while the generals formulated orders, it was the adjutant who would draft and sign them.

PAY DEPARTMENT. *Paymasters* (holding the rank of major) and their clerks were dispatched to pay off the troops. Infantry privates were supposed to receive $26 every other month (though they were often paid late).

BUREAU OF MILITARY JUSTICE. This department prosecuted military offenders with courts martial made up of whatever officers were available.

"WEBFEET." In addition to the army, each army had a *navy*, to which was attached a *marine corps*.

OTHER

Every organization from regiment up had a *provost guard* consisting of men and officers detailed to keep order, arrest miscreants, and take charge of prisoners.

The number of special organizations was limited only by the human imagination: there was the *signal corps* (charged with passing messages via wigwag flags or torches), *telegraph corps*, *aeronautics corps* (military balloons), *U.S. Military Railroads*, *topographical engineers* etc.

HOW YOUNG THEY WERE!

Out of an approximate total of **2,700,000** Federal soldiers, more than **2,000,000** were **under twenty-one.**
More than **1,000,000** were **eighteen** and under.
About **800,000** were **seventeen** and under.
About **200,000** were **sixteen** and under.
Nearly **100,000** were **fifteen** and under.
Three hundred were thirteen or under - most of these were fifers or drummers, but regularly enrolled, and were sometimes fighters.

The youngest known soldier was a resident of Ohio, named Johnny Clem, age 10. They wouldn't let him join an Ohio regiment because he was too young so he ran away to become a drummer boy for a **Michigan regiment**. After the Battle of Shiloh where his drum was destroyed, Johnny picked up a rifle and returned fire. He became known as "Johnny Shiloh". Later in the war, after standing tall against a Confederate officer at the Battle of Chickamauga, Johnny became known as the "Drummer Boy of Chickamauga". Johnny retired from army life as a Brigadier General in 1916, at the age of 65!

WHAT DID YOU SAY?

A soldier's vocabulary was quite diverse. We have listed words and definitions for helping create the authentic impression. The first set is from **Frederick L. Hitchcock,** a colonel from the 132nd Pennsylvania Infantry.

Real work: A battle or skirmish

Order of business: Schedule of parades/drills

Balled up: Confused or afraid

Hotel "Dame Nature": Any campground used for tenting or bivouac. "The rooms were fresh and airy, the mattresses hard, the ceiling star-studded"

Stack arms: Procedure to group several muskets together in a standing fashion

Baptism of fire or "see the elephant: First battle or encounter against the enemy

Hardtack: Nickname used for hard bread issued

Squirmers: Worms / maggots found in hardtack

"Full hand": Soldier's version of card playing term meaning a hand full of squirmers (not cards)

Blue coats / Yanks / Yankees / Bluebellies: Nicknames for Union soldiers

Johnny Reb / Johnny / Secesh / Rebel: Nicknames for Confederate soldiers

Going to the "ball": A battle

Crow bait: Old horse

Debatable ground: A battlefield

Greenhorns / Pretty boys / Mama's Darlings: Fresh troops

Planting: Northern soldiers term for burying a Southern soldier

Graybacks: Body lice

"Missus": Slave term for white female owner of a plantation

"Mars": Slave term for white male owner of a plantation

"Daddy": Black male slave

"Aunt Lucy": Black female slave

Contraband: Slave who escaped his master

"Fat in the Fire": Soldier in trouble w/ officer

F.F.V.: First Family of Virginia, colonial elite

Red tape: Government regulations

Bummers: Soldiers who free with private property / livestock they found along the march

This set of definitions is from **John D. Billings**, from the 10th Massachusetts Battery of Light Artillery.

Spooning: A term referring to how men slept together in cold weather inside their tent

Paper collar man: New recruit, usually from city, wearing a fine-looking non-issue uniform

Knitting work: Taking lice out of one's uniform

Other words commonly used.

PEOPLE

Boys: Soldiers
Comrade: Fellow Soldier

Jonah: Man with bad luck. Spills coffee, step on someone, or receive wound from camp duties

Beats: A man who always finds way out of duties

High-tempered man: A man known for his temper and profanity. If conversation written on paper, there would be many_____ blanks.
Greenie; Fresh fish: Inexperienced person
Copperhead: Southern sympathizer
Red Leg; Zou-Zou: Zouave
Citizen: Civilian
Soiled dove: Prostitute
Brick: Stalwart person
Coffee boiler: Worthless soldier

Play off; Play old soldier: Malinger or shirk
Flicker: Coward
White livered: Cowardly
Shell fever: Cowardice
Show the white feather: Display cowardice
Take French leave: desert

TALK / BEHAVIOR

Jaw; Blow: Speak
Dry up: Be quiet
Improve: Use (time, opportunity)
Use: Treat
Let slide: Neglect
Cut up: Misbehave
Cramp: Steal
Come it over on; Rope in: trick
Give S.O. Hail Columbia: Trouble s.o.
Put through: Discipline

FOOD / DRINK

Peckish: Hungry
Worm castle; (hard cracker): Hardtack
Salt horse: Salted beef
Flyblown: maggot-infested
Tight; In the wind; Bringing a brick with him; Owly: Drunk

HEALTH / DEATH

Played out: Exhausted
Puny: Sick
Spread: Vomit (verb)
The runs: Diarrhea
Go up: Die
Get dumped: Get killed

CONFLICT

The ball opened: The battle begun
Peg (or Peck) away; Let drive: Shoot
Give it up: Quit
Skedaddle: Flee
Gobble: Capture
Whip; Lick: Defeat

CONCRETE THINGS

Traps: Things
Drawers: Underpants
Dog tent: Shelter tent
Gum blanket: Rubber-coated sheet
Likeness: Photographic portrait
French envelope: Condom

MISCELLANEOUS

Bully; Hunkey: Good or excellent
Wade (or Go) In; Commence: Proceed
Take the cars: Travel by railroad
Root; Hog; or Die: Be self-reliant
That's What's the Matter: That's the nub of the problem
Mister, Here's your mule: Insult directed at cavalry

QUARTERMASTER DEPARTMENT

OFFICE OF THE COMMISSARY

LET'S EAT!

Army rations were not served on a regular basis but if it was available. The food consisted of the following:
Salt pork (like unsliced bacon) fresh beef salt beef

rarely ham or bacon
hard bread
soft bread
potatoes
an occasional onion
coffee
tea
flour
beans
split peas
rice
sugar
molasses
dried apples
dried peaches
desiccated vegetables
(vegetables that had been
cooked into a mush and dried -
similar to dehydrated)
vinegar
pepper and salt

Regulation ration allowances
Table 1 – Daily Army Ration

CAMP AND GARRISON RATION:

Meat: 12 ounces of pork or bacon, or
1 pound and 4 ounces of salt or fresh beef

Bread: 1 pound and 6 ounces of soft bread or flour, or
1 pound of hard bread [hardtack] or
1 pound and 4 ounces of corn meal

To every 100 rations:

15 pounds of beans or peas, and
10 pounds of rice or hominy
10 pounds of green coffee, or
8 pounds of roasted (or roasted and ground) coffee, or
1 pound and 8 ounces of tea
15 pounds of sugar
4 quarts of vinegar
1 pound - 4 ounces of adamantine, star candles
4 pounds of soap
3 pounds and 12 ounces of salt
4 ounces of pepper
30 pounds of potatoes, when practicable
1 quart of molasses

Paragraph 1191: "Desiccated [dehydrated] compressed potatoes, or desiccated compressed mixed vegetables, at a rate of 1 ounce and ½ of the former, and 1 ounce of the latter, to the ration, may be substituted for beans, rice, hominy, or fresh potatoes."

MARCHING RATION:

Meat and Bread; same as above
Coffee, Sugar, and salt; same as above

Officers allowance for food: Payment for food that the officers received to buy supplies from the Brigade Commissary

There were many occasions where the Civil War soldier would go without food for days. Much of the time the food was not fresh. The military doctor often stated that "death by frying pan" was the highest cause of death in the Civil War, because the soldier ate foods with a high fat or grease content or ate spoiled foods and didn't know much about how to cook his food.

Special Occasion: In 1864, General Grant ordered 125,000 fresh turkey dinners for Thanksgiving. This was a very special treat for the Army of the Potomac.

CIVIL WAR BILL OF FARE

(What a Northern family may have eaten for Thanksgiving at home in 1863)

Turkey, roasted	**Venison, roasted**
Sweet Potatoes	**Wild Greens**
Biscuits	**Butter**
Corn	**Squash**
Pumpkin Pie	**Cornmeal stuffing**
Milk	**Coffee**
Buttermilk	**Red Flannel Hash (Beets / Potatoes)**

Desserts: Apple Pie, Pumpkin Pie
"Brown Bears in the Apple Orchard"
(Apple upside down ginger bread with raisins)

A SOLDIER'S UNIFORM

The standard dress uniform for the enlisted man in the Union infantry was a dark blue wool frock coat (hanging to the mid-thigh area) with light blue piping on the sleeve. The standard fatigue uniform was a dark blue wool sack coat (coming just below the waist area).

The frock coat had nine buttons down the front, while the sack coat had four. The sack coat had only one inside front pocket and was unlined. A dark blue vest, also of wool, was permitted in camp. To be without any of these items was to be "out of uniform." Outside camp, the frock or sack coat is regulation with all buttons fastened. In camp, only top button needed to be buttoned.

The pants were sky-blue wool, full-cut, had a button fly with cast tin or pewter buttons. There were no belt loops but suspender buttons and a back adjustment tie. There were two side pockets, but no rear pockets.

A SOLDIER'S HAT

The most common headgear was the French-styled kepi, a low-brimmed hat with short leather visor. Another style was the forage, or "bummer" cap, similar in design but with a taller crown designed with a forward tilt. This cap could be used as a bucket to gather foods from the fields or orchards. Not regulation or issued by the army, a slouch hat was often used by the soldier because it had a brim all the way around which offered more protection from the weather.

A SOLDIER'S FOOTWEAR

The soldier wore an ankle-high shoe called the Jefferson Bootee, after a design worn by President Thomas Jefferson. The shoe was designed with a square toe. Up until 1854, the shoe had been made with a straight side, no lefts or rights. At that time, two changes were made, the first brought about the pattern calling for left and right-sided shoes. The second created a new name for the shoe worn by the black man, the Negro Brogan. There were no differences in the shoe, only the name.

A SOLDIER'S EQUIPMENT OR ACCOUTERMENTS

These items were commonly called "leathers." The standard infantry leather set or equipment included a shoulder belt or sling with Union eagle breastplate and attached cartridge box with US plate and inside flap, tool envelope, and two cartridge tins capable of holding 40 rounds of ammunition. A waist belt with brass clip and US belt plate with cap pouch and bayonet and scabbard was worn.

The soldier's haversack was made of canvas treated with black pitch or paint, for waterproofing. This was the personal carryall bag used by the soldier.

The most important item used by the Civil War soldier was the canteen, usually tin covered with wool. The second most important item was his drinking cup, also made of tin, capable of holding about a quart of coffee, beans, or other foods.

QUARTERMASTER DEPARTMENT
Cost of Supplies Issued to Troops

Bayonet $2.50
Bayonet Scabbard and Frog .56
Blankets 3.25
Bootees 1.48
Cap .58
Canteen .41
Cap pouch .40
Cartridge box 1.10
Cartridge box plate .10
Cartridge box belt .69
Cavalry bridle 4.60
Cavalry carbine 30.00
Cavalry saber 7.50
Cavalry saddle 18.18
Colt's Revolving Pistol 25.00
Flannel drawers .90
Flannel sack coat (Unlined) 2.35
Flannel shirts 1.53
Great coat 7.50
Gun sling .16
Haversack .49
Holster $2.63
Knapsack 1.85
Musket (.69 Caliber Smoothbore) 13.00
Poncho 1.60
Remington Pistol 16.00
Rifled musket (Springfield) 19.25
Rifled musket (Enfield) 19.00
Sharp's rifle 42.50
Shelter tent 3.78
Stockings .32
Trousers (Infantry and artillery) 2.50
Trousers (Cavalry) 3.55
Uniform coat (Frock) Infantry 7.00
Uniform coat (Shell) Cav. And Art. 5.30
Waist belt .25
Waist belt plate .10

WHAT DID THEY FIGHT WITH?

The basic weapon of the Civil War soldier was a .58-caliber, muzzle-loading shoulder arm. The 40-inch barrel was rifled, meaning it had spiraled grooves, to impart a spin to the bullet. The bullet, called a "Minié ball," was a hollow-based, elongated lead bullet weighing 500 grams. A percussion cap was used as a primer to ignite the black powder charge.

The pre-Civil War muzzle loading smoothbore fired a round ball and highly inaccurate at any distance over one hundred yards. In fact, it took a pretty good marksman to hit anything of any consequence at more than 50 to 75 yard's distance.

The rifled muzzle-loader had a range of perhaps half a mile. This changed the tactics of how men would attack. No longer could men face each other, with little fear, at ranges less than 700 to 800 yards. It is, in large part, the reason for the terrible casualty lists at some battles, such as Gaines Mills, Gettysburg and Cold Harbor. The generals were using the old tried-and-true tactics, but those tactics were out of date.

Artillery changes brought about the greater need for explosive shells. Furthermore, for close-range work, the artillery fired canister. Canister was a tin can, about the size of a large sized can of tomato juice, filled with balls the size of large marbles. The charge of powder was put into the guns, and this can of balls was placed on top of it. The artillery piece was fired and it had the effect of a sawed-off shotgun. The range of canister was very short; less than 200 yards, but at close range was simply murderous. Whole ranks could be blown apart by a battery firing canister at such close range.

Ideally, a Civil War battery consisted of 6 cannons of the same caliber, each attached to a limber (a two-wheel ammunition chest), drawn by three pairs of horses in tandem (called lead, swing, and wheel pairs), and supplied by 6 or more caissons (2 or 3 ammunition chests mounted on four-wheel carts), each also drawn by 6 horses. A traveling forge serviced the guns, limbers, and caissons. A battery's standard strength was 155 men. A standard supply of ammunition - a mixture of solid shot, spherical case, and canister - varied from 1,218 to 1,344 rounds. Although the standard firing rate was 1 shot in two minutes, normally a smoothbore gun crew got off 2 aimed shots per minute. With canister, the rate doubled.

HOTEL "DAME NATURE" (SLEEPING AS A SOLDIER)

"The rooms were fresh and airy, the mattresses hard, the ceiling star-studded."

Taken from War From the Inside, by Frederick L. Hitchcock - 132nd Pennsylvania Infantry

On the march - bed carried by soldier as a roll or "horse collar" on bivouac

- No tent used
- One or two rubber blankets (doubled as poncho)
  - one on ground to keep 'backside" dry and one on top during rain and heavy dew
- Mattress ticking to be stuffed with hay, leaves, or grass - if sent from home (not issued by the army)
- Wool blanket – First issue was gray with black stripe (West Point colors) and second issue was tan with brown stripe. Only item US Quartermaster General fully imported during the Civil War.

TENTING – IN CAMP

- Soldier received "dog or pup" tent or shelter tent. The shelter was half a tent that buttoned together with another soldier's (his pard or partner) half to make one tent, easing carrying load
- Officers could sleep in larger tents called A – Frames or wall tents

THE LAST OF THE OLD-FASHIONED
THE FIRST OF THE MODERN WARS AND SOME FIRSTS INVOLVED

railroad artillery	"snorkel" breathing device	land-mine fields
successful submarine	periscope for trench warfare	flame throwers

military telegraph
naval torpedoes
aerial reconnaissance
anti-aircraft fire
repeating rifles
ironclad navies
steel ship
a revolving gun turret
army ambulance corps
working machine gun
legal voting for servicemen in the field
the income tax (3 to 7%)
withholding tax
tobacco tax
cigarette tax
the Medal of Honor
battle photography
government censorship of news correspondents and photos
use of railroads to transport troops.

HORSES KEPT THE WAR ALIVE!

Union cavalrymen were usually provided with a government-owned horse, but an exception was found in the case of the Third Pennsylvania Cavalry, whose men rode their own steeds.

Any enlisted man who brought his own mount was entitled to fifty cents a day in extra pay. By October 1861, virtually all units were offered animals owned by the government.

One year later, the Federal government owned approximately 150,000 horses and 100,000 mules. During the first two years of fighting, Union cavalry units (which never had more than 60,000 men in the field), were supplied with 240,000 horses. Before Lee surrendered, Federal funds had paid for an estimated **840,000** horses and at least **430,000** mules.

Maj. General George B. McClellan transported his Union forces by water when he prepared to launch what became the Peninsula Campaign. His immense flotilla carried to the field about 15,000 horses and mules along with 130,000 men. By the time Maj. General William T. Sherman was ready to begin the March to the Sea, proportions had changed. He commanded only about 62,000 men but used 28,000 horses and 32,000 mules.

A standard U.S. Army wagon was 120 inches long (inside measurement), 43 inches wide, and 22 inches high. Such vehicles were rated as capable of transporting cargo of about 2,600 pounds - equivalent to 1,500 individual rations of bread, coffee, sugar, and salt.

Fully loaded, such a vehicle required a team of four horses or six mules for travel on good roads. Other loads or circumstances required more animals. The average wagon train consisted of about 3,000 wagons equaling an average of 12,000 horses or 18,000 mules. Some trains could be as long as 60 miles in length.

THE PRICE IN BLOOD!

At least **618,000 Americans died in the Civil War**, and some experts say the toll reached 700,000. At any rate, these casualties exceed the nation's loss in all its other wars combined, from the Revolution through Korea. The Union armies had from 2,500,000 to 2,750,000 men. Their losses by the best estimates:

Battle deaths: 110,070
Disease, etc.: 250,152
Total **360,222**

The Confederate strength, known less accurately because of missing records, was from 750,000 to 1,250,000 men. It's estimated losses:

Battle deaths: 94,000
Disease, etc.: 164,000
Total: **258,000**

Of the leading 48 battles studied, it was concluded that out of every 1,000 Federals in battle, 112 were wounded. Of every 1,000 Confederates, 150 were hit. Mortality was greater among Confederate wounded because of inferior medical service and lack of supplies.

Gettysburg

Union		Confederate
3,155	dead	3,903
14,529	wounded	18,735
5,365	missing	5,425
23,049	total	28,063

Grand Total: **51,112** for three days

Antietam

2,108	dead	2,700
9,549	wounded	9,024
753	missing	2,000
12,410	total	13,724

Grand Total: **26,134** for one day

Some of the great blood baths of the War came as Grant drove on Richmond in the spring of 1864. Confederate casualties are missing for this campaign, but were enormous. The Federal toll:

The Wilderness, May 5-7: **17,666**
Spotsylvania, May 10 and 12: **10,920**
Drewry's Bluff, May 12-16: **4,160**
Cold Harbor, June 1-3: **12,000**
Petersburg, June 15-30: **16,569**

Horses were not immune from the slaughter of battle either, with over 5,000 horses killed at Gettysburg. One artillery battalion, the 9th Massachusetts, lost 80 of its 88 animals on the Trostle Farm.

MILITARY INTELLIGENCE IN THE CIVIL WAR

Military Intelligence refers to the gathering of useful information about the enemy and the timely transmission of that same information so it can be used for decision-making and strategic military advantage over the enemy. The Civil War came at a time when our 85-year-old nation had no organized department or bureau for such activities. Even though George Washington, during the Revolutionary War, used “intelligence” gathering, the activity fell into disuse, mainly because there didn’t appear to be a formal

need for it. By the time the South seceded from the Union, there were many apparent difficulties facing the two nations.

The South had a "head start" on the activity because they set up **"information lines"** in Washington in advance of their secession. The North had more technological advantage at their disposal with more miles of telegraph line, railroads and better quality travel routes. Yet these things did not compensate for the lack of organization or lack of formal preparedness or lack of vision as to the important nature of this activity. Common language, common heritage, common culture, common appearance and common knowledge contributed to both the difficulty and the ease of gathering information from the enemy. Fairly easy access to each other's newspapers and mail added to the wealth of information being passed to the other side. Officers training at West Point and personal acquaintances with each other gave both sides advantages and disadvantages.

One should also remember the **underground organizations**, which assisted the cause of transmitting valuable information. Union sympathizers in the South formed secret groups such as the Order of Heroes, the Peace Society, and the Peace and Constitution Society. There was also a secret Negro group called the Legal League, which aided Union Negro spies like John Scobel. These groups were not highly trained or organized. The confederacy had organizations in the North as well. Groups such as the Knights of the Golden Circle in Indiana, which were heavily involved with the plot to cause a Copperhead uprising in the North. The hope was to divide the country into three parts by having Indiana, Ohio, and Illinois secede from the Union and form the Northwestern Confederacy. The Confederacy financially supported the heavy operations in Toronto, which directed many of these efforts. (This is the group behind the conspiracy to destroy the *U.S.S. Michigan*, the only gun ship on the Great Lakes. A Union counter spy, by the way, foiled the attempt.)

The activity during the Civil War was not called "intelligence" as we call it today. They did not have an official name for such activity, although it was often referred to as **"secret service**" and included civilian detective work as well as military work. The work was done only in a small part by actual espionage, with the majority of work being done through cavalry reconnaissance, scouting, visual observation (balloon corps), signal corps, interrogation of prisoners, runaway slaves, and deserters. Each general set up his own "network" of information gathering. Some, like General McClellan, used detectives such as Allan Pinkerton who mainly used the method of interrogation and some spying. Indeed, Mr. Pinkerton is often considered our nation's first "official" spymaster. In early 1863 General Hooker set up his Bureau of Military Information and put Colonel George Sharpe in charge, thus taking over Pinkerton's spying and interrogating functions. In fact, it is said that this bureau deserves credit for much of the Union success at Gettysburg.

There are many stories of **espionage and danger** during the Civil War, mostly colorful and ostentatious memoirs written by some of the spies themselves after the war. However, the credibility of many of these tales may be in question and the reading of such material should be done with a healthy skepticism. This is not to discredit the work performed by spies on either side, for indeed they contributed much to the war efforts. Researching several sources to confirm the accuracy of various claims is wise if one is considering portraying a particular person in history.

There are several famous people from Michigan who engaged in spying and other information gathering activities. Of course, the flamboyant **General Custer** from Monroe, Michigan, and his cavalry troops engaged in numerous battles but the primary responsibility for the cavalry was reconnaissance. (The Confederate General Stuart and his cavalry were superior in this area.)

A young woman from Grand Rapids, **Pauline Cushman,** was an actress and gathered much information from southern sympathizers. She also has the distinction of being sentenced to be hanged when she was caught for her activities as a spy (although rescued just before execution).

Miss **Emma Edmonds**, from Flint, disguised herself as a man and enlisted as a soldier with the name Franklin Thompson in the 2nd Michigan Volunteer Infantry. "He" began serving as a male nurse but volunteered for duty as a spy. "He" performed over eleven missions disguised as various people including a black man and even a "woman". These stories can be read in her memoirs called *"Nurse and Spy in the Union Army: The adventures and Experiences of a Woman in Hospitals, Camps, and Battlefields."*

Many people had support role, such as a contact persons or couriers. Some people smuggled food or medicine across the lines. Some were traveling companions. For instance, Mr. Pinkerton had several agents working in various cities around the nation like Mrs. E.H. Baker. Although she lived in Chicago, she had lived in Richmond prior to moving to Chicago. Having kept up her correspondence with her "dear friends", she decided to travel back to Richmond and visit them. Their son happened to be a Confederate captain at Tredigar Iron Works where the secret underwater ships were being built. After they proudly showed her all the marvelous fortifications and earthworks around Richmond, he invited her to join his family for a "picnic" to watch the "sea trials" of their new submarine rams. The next day he took her to the Iron Works where she was given an inspection tour of the new "submergible" ships. After ending her visit she reported to the War Department and the Confederate element of surprise had been lost and the navy was on alert!

MUSIC, MUSIC!

Civil War-era Americans preferred ante-bellum hymns, ballads, marches, and songs popularized by entertainers. According to studies by musicologist Dr. William Mahar, "The Last Rose of Summer" (1813), "Home, Sweet Home" (1823), "Annie Laurie" (1835), "Listen to the Mockingbird" (1855), "Lorena" (1857), and "Dixie"" (1860), were the six most popular songs of the war years. All prewar favorites, five of them focused on sentimental themes. Only "Dixie," written by Northern minstrel performer, Daniel D. Emmett, made a regional reference. Ranking in sales at 7th, entertainer Harry McCarthy's "Bonnie Blue Flag" (1861) was the most popular tune lyrically addressing the national political schism. Based on numbers of editions, the three most popular songs in the Confederacy were "Dixie," "the Bonnie Blue Flag," and "Maryland, my Maryland."

As or more popular than secular songs were religious hymns. The top three of the Civil War era (1847-1864) were "When I Can Read my Title Clear," "All Hail the Power of Jesus' Name," and "There is a Land of Pure Delight."

A growing music-publishing industry molded Northern and Southern tastes. During the war, 9,000 new songs were printed for the entertainment of soldiers, reproduced in single-page broadsides or small, inexpensive songbooks called "songsters." Neither the Union nor the Confederacy had an official national anthem. "The Star-Spangled Banner" (1814), by Francis Scott Key, was popular during the war but did not become the National anthem until adopted by Congress in 1931. Other patriotic songs (like "Hail Columbia") were equally popular.

Following tradition, bands saluted President Abraham Lincoln with "Hail to the Chief." The piece was first played at President James K. Polk's March, 1845 inauguration, and thereafter, became associated with the Presidential office. No musical composition similarly honored Confederate President Jefferson Davis.

A second musical tradition began during the war. **"Taps,"** the bugle composition played at the end of a soldier's day, was adapted from the 1835 "Tattoo, in July, 1862, by Union Major General Daniel Butterfield

while in camp at Harrison's Landing. Major General Emory Upton's Infantry Tactics (1867), established "taps" as the official "lights-out" call.

COULD I HAVE THIS DANCE?

This question would not have been asked by any man in the Civil War, as it would have been considered improper to speak to any lady without her first speaking to the man or after he had been introduced by the host/hostess. A parlor game, from Colonial times, using the lady's fan as a way to silently communicate, would be of great use during a social event or dance.

For any man to be able to dance with a lady required the use of a pair of gloves. Touching a lady without gloves would have insinuated that one might not be a proper lady.

Over one-hundred guests would be considered a **"large ball,"** under that a **"ball,"** unless there are under fifty guests, when it is merely a **"dance."** It was considered the duty of the hostess to see that each guest had a dance partner. To refuse a dance would have been a great insult to the hostess and the guest.

The first strain of music must be a march; then follows a quadrille, then a waltz. Twenty-one to twenty-four dances are sufficient for an evening. Have an interval of ten minutes after each one. Other dances follow in any order you prefer until the fourteenth, which should be the march, which announces supper. The supper room should be open at midnight, and remain open until the last guest leaves. There can be no rule laid down for supper. It may be hot or heavily iced. At a ball-supper every one stands up. The waiters will hand the refreshment from the tables to the gentlemen, who, in turn, wait upon the ladies.

Each guest must be introduced to a proper partner for every dance. None of the ladies who give the ball should dance until every fair guest has a partner. One of your duties will be to see that no young ladies lose their supper for want of an escort to ask them to go out. You must introduce partners to all the wallflowers.

Jealousy was frowned upon as a vain emotion, although it surely existed. It would be considered improper, on most occasions, for a husband and wife to dance with each other more than once per social gathering. If a young man danced with any lady more than once, it would signal to the other men that she was engaged. Dances were strictly for social pleasures and an opportunity for neighbors to share with each other.

Several dances that were popular during the war were the **"Virginia Reel," "The Fan Dance," "The Broom Dance," and the "Spanish Reel."** The "Broom Dance" was similar to musical chairs with the exception that partners are exchanged instead of chairs.

LADIES' CLOTHING FASHIONS

The rules of what was considered "proper" began to change. The idea that a lady could go outside without a head covering (net, hat or bonnet) was becoming more acceptable. Gloves were highly fashionable but wearing fingerless mitts was beginning to fade.

Hairstyles became more varied each year, with alternatives to the straight, down-the-middle part of earlier times. Yet the hair was nearly always controlled and tied back. A lady did not go in public with her hair down or undone.

Skirt hemlines raised slightly without the accusation of being a "hussy." White was also no longer the only "proper" color for some undergarments. Stockings became more colorful, often striped.

Both Northern and Southern women had become accustomed to making fashion concessions to economy and to climate. For instance, even in the most prosperous of days, the women of the deep South knew the intense, and sometimes extremely humid heat of their region, dictated wearing lighter colors and fabrics, no matter what had been declared "stylish" in New York or London.

Southern women protected themselves from the scorching summer sun with wide-brimmed hats, usually made of straw, while most Northern women preferred bonnets. For those same reasons, a lower neckline was the practical choice in Louisiana or Mississippi, instead of the chic, high-necked bodice favored in cities such as Boston or Philadelphia.

DRESSES FOR LADIES

The main style dress consisted of a two-piece dress with matching material for both the bodice and the skirt. Only in cases of extreme poverty or as the war progressed (as material became scarcer) would the material used for the bodice differ from the skirt in any dress.

“Separates” (bodice and skirt made of different materials) were not yet fashionable. But if a lady wore “separates”, such as a red or white Garibaldi blouse or a camp shirt, she would wear a shawl, jacket or vest to make the outfit "proper."

“Fashion” required different kinds of dresses for each occasion. A lady may need a visiting dress, a walking dress, a travelling dress or a dinner dress, in addition to her Sunday dress and her ball gown**. However, the higher social classes followed these fashion trends more closely.**

A woman from a lower class would typically own a **work dress** or two and a **"good" dress** for special occasions like Sunday services, weddings or dances. Rarely did she own a fancy ball gown. A black **mourning dress** was usually made when needed, then discarded. It was bad luck to hang on to it, but as the war dragged on, mourning became almost commonplace and the ladies would keep the dresses.

The work- or camp-dress, could be a one-piece design. The skirt of the work or camp dress would have less material, as there was usually no need for a large hoop skirt underneath. Instead, a corded petticoat or a narrower “work” hoop was worn to keep the skirt from interfering with her limbs (legs). The bodice of the work or camp dress would have narrower sleeves and perhaps banded cuffs at the wrist.

BLOOMERS weren’t underwear!

The years leading up to the Civil War were those of constant change. Starting in the late 1840’s, the first women's movement was taking place in both the home and public. The idea that a woman could be an equal to a man was beginning to shape how the lady would dress or behave.

In 1851, ten years before the Civil War, the first known, serious changes in ladies' style or fashion, appeared in New York, when a female **used a walking stick** (at one time for use by males only). Another woman **publicly smoked** a cigarette. And a new “fashion” appeared - the wearing of an outrageous pants-style costume later referred to as **"bloomers".**

American clothing reform advocate, **Amelia Bloomer,** editor of the “Lily”, campaigned in the 1850's for the adoption of the billowy Turkish-style pantaloons as proper outerwear. The comfort and ease with which a woman could do her work without hindrance by all the layers of petticoats were not enough to convince women to make the change. Her proposals were rejected with public ridicule and considered unthinkable.

In the Civil War years, some tried to revive her concept, arguing that "bloomers," as the pants were then called, were economical, practical and therefore, **patriotic**. But the public similarly disdained their efforts.

It took nearly 100 more years before **women wearing pants in public** was found acceptable. That was also in conjunction with another major war, World War II.

LADIES' FASHION ACCESSORIES

Reticule – drawstring purse which held personal items such as: keys, money, fan, and handkerchief

Handkerchief - fashionable to wear an **embroidered one** at waist. "Showed off" **needlework skills** of the lady. Also used as a way of overcoming **smells** in the air. To keep from being nauseated by unpleasant odors, a lady used **lavender or rosewater** in her handkerchief and **held it to her nose** while talking to others with an "aroma". (**Rosewater** also used as **flavoring for cooking**, because the **vanilla** flavoring was still **rare**.)

A **"nose gay"** was a popular form of **jewelry** worn to help hide ones' own body odor. A tube designed to hold a **fresh flower** that would hopefully fill the surrounding air with a pleasant aroma as one walked by or talked to other people. (The average person at that time took **baths every one to three weeks.** (Still held idea that one might get "ill" if bathed too often.)

The **"chatelaine"** was a form of **jewelry worn on the waist.** "**Chatelaine"** is the feminine form of the **French** word for **"Castellan,"** the Governor of a castle or fort. The governor's wife would wear her household keys attached to her belt - **a symbol of authority.** She was called the Chatelaine as the wife of the Castellan. The term became the word for the ornamental clasp or pin worn at a woman's waist with chains or ribbons attached to hold her needlework tools and possibly her watch, pencil, and keys.

Shawls were the everyday "overcoat" for most people. The **"wedding ring"** shawl was fine enough to be drawn through an average size wedding ring. **Abraham Lincoln** was fond of the **double shawl** and preferred it to other outer garments.

BONNET, HATS AND HAIRSTYLES

If no head covering was worn, the hair was most likely to have some type of comb, jewelry or ribbon in it. The hat or bonnet could give a new accent to an old dress. Hats or bonnets were manufactured to harmonize with particular dress patterns. The bonnet, covering the whole head, in the North was considered the more formal head wear; there were hats and caps that were assumed to be the status of accessories. Nets, worn by both warring sections, were beginning to lose a place in a ladies wardrobe. The more formal opera snood was a net, designed to be worn in public, with attached ribbons, jewels, or beads. The net was designed to hold the hair in place and either keep it clean or hide the dirt. Women rarely cut their hair and never wore it down in public once they reached maturity.

THE HOOP SKIRT

The single-most popular clothing item associated with the Civil War was the **crinoline hoop skirt.** It came in a variety of styles and designs. Some of the materials making the hoops or cages were crinoline, watch spring steel, willow reed, or fine wire held together with cloth tape.

Women from most of the social classes would not appear in public without her hoops (or her corset!)

The hoops dominated the fashion scene, despite inconveniences. Many public conveyances insisted women remove their hoops before boarding to provide room for others. Indeed, men often bemoaned the "distance" it demanded, prohibiting a close romantic walk.

By the end of the 1860s, the hoop began changing its shape from the dome, or bell shape. It flattened in the front of the lady, and began the trendy wearing of the "bustle" behind.

HOW FASHIONABLE WAS FASHION?

Popular ladies' magazines such as **Godey's Ladies Book, Harper's Monthly Magazine, and Peterson's Magazine,** regularly showed the latest styles from England, France, and Spain. Only European royalty or the wealthiest Americans could afford the quantities and styles of dresses that appeared. It also took a couple of years in transition from Europe to America.

The average reader, even those from better middle-class families, usually obtained only one or two new dresses each year. They did not closely follow fashions portrayed in the magazine's pictures but instead selected various features to incorporate into their clothing. They did whatever possible to update their dresses even if it was only a ribbon.

During the war years, while women struggled at home rehabilitating old dress designs, two important technological innovations appeared to lighten their burden, and ultimately, changed the face of fashion forever. The first was the **"chain stitch" sewing machine**. It came into commercial use during the late 1850's and opened the market for "ready-made" clothing. The "Singer" sewing machine was one of the first items sold on "credit" with a monthly charge of $5.00. By the late 1860's, it was very much in vogue to own a dress that was made on one. There was not yet one in every home, but marketing efforts of sewing machine companies made great strides in that area. The Grand Rapids Eagle printed advertisements on a daily basis by merchants who carried the machines.

An eighteen-year-old chemist hit upon the second great change. He accidentally discovered a brilliant shade of purple while experimenting with coal gas wastes. This color, magenta and soferino (fuchsia), became the **first synthetic dye,** and for the first time, made possible an outstanding permanent substitute for the then time-honored use of vegetable dyes. It was a dazzling commercial success.

VICTORIAN JEWELRY

During the Civil War period, jewelry was large, heavy and often gaudy. The jewelry increased in size as the enormous size attained by the crinoline reached the height of the fashion for this cumbersome garment. Fashions in America often lagged behind those of Europe even though there was improved communications and publications. The royalty of European countries greatly influenced the fashion trends in every area including jewelry.

Mechanization took place in many areas including the manufacture of jewelry. Decorative Artisans and craftsmen were increasingly being replaced as new manufacturing techniques improved the costs and the speed of manufacture. Another factor at work was the new riches found in the middle classes that also wanted to display their wealth. They felt they should not be denied the same privileges of the upper classes and demanded access to jewelry. By day less jewelry was worn, and more was used for the extravagant dinner parties and fancy dress balls.

Some of the Materials used

Jet	Silver	Hair
Coral	Enamel	Human Teeth
Gold	Porcelain	Past

Also Precious Gems (Diamonds, Sapphires, Emeralds, Rubies)
Semi-precious – opals, onyx, marcasite, cut-steel, pinchbeck (brass)

Pieces worn

Brooches	Necklaces & Lockets	Hair Combs
Earrings - Pierced with wires	Rings	Pendants
Bracelets	Tiaras	Chatelaine

LANGUAGE OF THE FAN

It is customary for a lady to carry a fan, not only for purposes of cooling one's self, but to engage in a parlor game known as the Language of the Fan. This game of communication was popular even in colonial days among the young people.

It is improper for any gentleman to speak to a lady, unless he has been formally introduced, or unless she speaks first. At a dance, this game may be used to "assist" the lady in speaking to a gentleman.

In books of etiquette, the young lady is advised “To avoid causing anxiety among the gentlemen, as they will be watching, do not be careless in sending your signals.”

Another custom is for young ladies to autograph each other's fans. In this way, the memory of the evening and enjoyment of the dance will not be forgotten.

LANGUAGE OF THE FAN

- **I desire your acquaintance**-fan in left hand open in front of face
- **I wish to speak to you** - close fan
- **Follow me**-fan in right hand open in front of face
- **Kiss me** - Hold handle to lips
- **Wait for me** - Open fan wide
- **I am sorry** - Draw fan across the eyes
- **You have changed** - Draw fan across forehead
- **I am married** - Fan slowly
- **I am engaged** - Fan very quickly
- **I love another** - Twirl fan in right hand
- **You are too willing** - Carry fan in right hand
- **I wish to get rid of you** - Place fan on left ear
- **I love you** - Draw fan across the cheek
- **I hate you!** - Draw fan through the hand
- **Do you love me?** - Present fan closed
- **Yes** - Rest fan on right cheek
- **No** - Rest fan on left cheek
- **We are watched** - Twirl fan in left hand
- **You are cruel** - Open and shut fan several times
- **We will be friends** - Drop the fan

HOW QUILTING IN AMERICA REFLECTS WOMEN'S ROLES

In the early years, when the settlers came to America in the 1600's, the women had the necessary skills and knowledge for quilting. However, they did not have the fabric, the time, or an environment conducive to creating quilts. Their houses were small and had dirt floors and thin walls. Cooking over the hearth caused filthy smoke-filled homes that didn't allow for making pretty quilts. They worked hard to provide all their family's needs including raising flax for making their own fabric. The fabric they made was very utilitarian in nature and was used for other things that were sorely needed such as clothing. The fabric wasn't pretty because dyes were not consistent. (They didn't have stable chemical dyes until the mid 1800's.) They used berries, bark, leaves and nuts to make their fabrics a different color. In fact, the real secret to make the dye somewhat colorfast so the fabric could be washed a few times without fading was to use "chamber lye" to set the color. (Chamber lye is urine. Imagine how delightful it smelled when she had to boil the various ingredients in the dye vat over the family hearth all day just to produce a piece of colorful fabric!)

By the mid 1700's, as America grew and became more populated, women's roles began to change. The growth of small cities and towns demanded more merchants and small-scale manufacturing. The women were able to purchase more of the goods because so much work (such as growing all their own food and making their own fabrics) was no longer as necessary. With the Revolution, in the later 1700's, also came a more prosperous America. Women wanted their houses to be more comfortable. They had larger homes with painted floors, rugs, decorated walls and hanging curtains. They also wanted pretty bedcovers. Because women had more time, cleaner homes, and more money, they were able to sew quilts. Most of the patterns still came from Europe.

Throughout the 1700's and 1800's, women gathered together to help each other work on quilts in **quilting bees**. These gatherings were as much for accomplishing the creation of quilts as it was for socializing and teaching. They taught sewing skills and values to their daughters. Young girls were taught from age 3 or 4 to sew. By age 5, she would have sewn her own four or nine patch quilt. Before a young lady married she would have sewn at least 12 quilts for her trousseau and the 13th quilt would be white with hearts for her wedding bed. She would have spent the months prior to her marriage making these quilts and learning from the other married ladies how to be a good wife.

The role of woman during the late 1700's and early 1800's changed with the religious influence of the **Great Awakening**. Life was not so austere and rigid. Instead of a judgmental and punishing God, the preachers and evangelists of the day spoke of God's loving kindness and His charity and mercy. They even preached that wealth ("limited") could contribute to enrichment of spiritual life. Woman's role also changed. She was no longer involved in the entire production of the household enterprise, working side by side with her husband to survive in America. The husband was more often working elsewhere (such as in a factory or for a merchant) and the responsibility for the moral and religious education of the children became her domain. It was preached that the home was the moral repository of the nation and it was her responsibility to provide a comfortable home. **Domesticity, submissiveness, piety, and purity were the "true attributes" of womanhood.**

With this role and the virtue of domesticity, women took their needlework and quilting very seriously. They used their creative talents and their ingenuity to create quilts that truly gave quilts an American distinction. They created their own patterns. The earlier quilts had the center medallion and appliqué work much like the Europeans produced. By the 1800's, individual blocks were made and then pieced together. Part of this change in quilt style was due to space restrictions. With individual squares, more women could be part of the process. More patterns were created in America, leaving behind the European styles.

Textiles changed the quilting industry also. The invention of the **cotton gin** in 1793 and the **mechanization of cotton mills** made the cotton industry flourish overnight. (The South was basically a one-crop economy and profits from cotton were high. This led to a direct increase in the slave industry, which was fairly dormant after the Revolution, because cotton was such a labor-intensive crop.) By 1831, America had **over 800 cotton mills** in operation, mostly in the North because of all the streams and rivers for waterpower. The **new dying processes, and calico printing techniques** contributed to the increased popularity and demand for calico cottons. 1836 produced over 120 million yards of calico.

In the mid to late 1850's the invention of the **sewing machine did not** play a large factor in the increased production of quilting. A majority of the quilt is hand sewn, especially the quilting stitches, but evidence from surviving quilts shows that only about 10% of the quilts from the mid-1800's to 1900 contained some areas of machine stitching. The **sewing machine was not accepted at first** in the domestic setting, because "women could not control machinery and if women were freed from their arduous labors, they would go wild. Only men had the intelligence and temperament to for machines." (As quoted by Suellen Myer in *Uncoverings* Vol. 10 1989 pp. 38-53.) Women soon dispelled this notion during the War as they handled more machinery (made up 38% of the work force in factories.)

Ladies' magazines promoted quilting by sharing patterns with readers and insisting that women of all social classes could afford the cotton prints for quilts now that so much was available and so "cheaply". Domesticity flourished. Quilt making became more popular than ever before. Quilts were made for personal use as well as for **benevolent causes**. Women would gather to make quilts for **special occasions** or to commemorate something special. **A study of quilts shows that women expressed their hopes and dreams in their quilts. They also expressed their frustration and sorrows through their quilting.**

Today we use new material to make quilts. Many of the quilts in the 19th century, unlike today, were made of used material. Clothing too threadbare to be worn made up most quilts. The better parts made the quilt tops and the thinner parts were used for layers of filling. This would have made the quilts rather fragile (the material one step from rotted), such that washing them would cause them to fall apart. Consequently, these kinds of quilts were rarely washed - if they got too soiled, they were burned.

Prior to and during the Civil War, the quilt played a significant role in the **Underground Railroad**. Certain kinds of quilts hung in the window or on the clothesline indicating the home to be a **safe house** along the route to the North.

When the Civil War came, thousands of women busily sewed quilts to send to the soldiers. It is estimated that by the end of the war **over 250,000 quilts had been made for the soldiers.** Many of these blankets were distributed by organizations like the U.S. Sanitary Commission and the U.S. Christian Commission. In addition to the quilts for the soldiers, quilts were being made for raising money for the war efforts. Women organized fairs and soldiers' aid societies to raise money and provide basic necessities for the soldiers. At these huge events, exhibit booths were filled with all sorts of homemade products to sell. Food and fancy needlework (mostly quilts) were the highlight of the fairs. The North **raised nearly $4.5 million** through their fairs.

After the Civil War, quilts continued to be associated with fundraising and worthy causes, in addition to personal use. The **Women's Christian Temperance Union** became one of the most widely accepted organizations for women who wanted to continue working on reform. Strangely enough, these women still held to the conservative ideas regarding woman's role in the home but wanted more reform on issues of alcoholism and women's suffrage and more voice in the political arena.

Quilting changed again after the turn of the century, as women became less "domestic". Many of us remember our grandmothers' quilts but quilting bees are gone. Quilting in America today does not have the same social significance as during the nineteenth century, but it has a very strong grass roots force and legacy of its own. Further study would be of interest to those who wish to trace how the history of the quilt has a very **significant parallel to the history of the women's movement.**

Some of the Different Kinds of Quilts

Album Quilts - Each quilt block represented a different aspect of someone's life or the story of a family.

Friendship Quilts - Made up by several individuals who each contributed a block with her personal message to the "friend". Often given when a friend was moving "out west". These blocks depicted the moral values and sentiments of the friends.

Presentation Quilt - Date from the early 1800's and were usually made for a highly respected or well-known figure as a testimonial to his or her good works.

Memorial Quilts - Made in remembrance of a lost loved one and might be used during the mourning period. They were made of black or gray and often used pieces of the deceased's clothing.

Crazy Quilts- Material of any shape of size pieced next to a different shape in a very irregular style. This fad was at its height of popularity after the Civil War until about the mid 1880's. This was one of the uniquely American traditions setting our quilts apart which refused to adhere to fashion dictates.

Temperance Quilts - Relied heavily on symbolism using a special pattern called the Drunkard's Path (Also known as the Rocky Road to Kansas, Rocky Road to Dublin, Robbing Peter to Pay Paul)

THE MANY ROLES OF THE CIVIL WAR WOMAN
(SHE DIDN'T ALWAYS STAY AT HOME!)

The Civil War woman was experiencing changes in her life at a time when the United States was experiencing a political upheaval. The male population had for generations, attempted to have the woman "fill her place" using his interpretation of thoughts from a Biblical point of view (the woman's place is in the home). To help keep the woman from speaking out or stepping outside the confines of her home, men to possibly "bribe" or "pacify" the woman exercised certain rules of etiquette. In a sense, the man "set the lady upon a pedestal."

A majority of women embraced this thinking as being "**proper,**" and did little to object or question this authority. But many women were beginning to ask, "**what is proper**?" The thought that a man could dress in such a way that allowed him freedom of movement was leading to the question, "why can't we ladies wear pants also?" The rush of patriotic men to serve their country brought about the question, "**can't women be patriotic and help 'The Cause" as well**?" The need for doctors, nurses, and assistants raised the question, "who better to care for the sick and wounded than a woman. Women were mothers, wives, and caregivers…couldn't that help the soldiers in need?"

The first women to question this "proper" thinking were **branded as rebellious, unladylike, and troublemakers.** Many men went out of their way to reject offers of assistance from women who volunteered as doctors, nurses, and assistants as the work was "**not a place for a lady**."

It would not take long for some of the men to see things differently. The women who were strong enough to take a stand against the ill-treatment towards them, soon proved that there *was* a role for the woman to fill, many times right beside the same men who had rejected them earlier. While these women did not completely change their world or the thinking in it, the first concrete steps were taken in the "women's movement."

Some of the women who made a difference in their world are as follows:
Mrs. Mary Wade – Organizer: Helped organize and run the Cooper Volunteer Refreshment Saloon in Philadelphia. Soldiers stopped over in Philadelphia were assured a hot meal and a concerned ear.

Mary Ashton Rice Livermore - Suffragist: The Civil War opened the door for this author and temperance leader to become a suffragist and earned her praise for "executive ability far beyond the average."

Mary organized the Northwest Branch of the U.S. Sanitary Commission to meet the needs of the men in the Western theater. After the War, Mary pushed for the women's right to vote as a way of overcoming the social structure of the day.

Wrote memoirs in 1888, *My Story of the War*, a valuable source of information on Civil War hospitals and nursing.

Louisa May Alcott - Nurse: Volunteered at the Georgetown area in Washington, D.C. as a nurse. While serving she caught a fever, which left her an invalid for life. Known as the "lady with the bottle" by carrying a bottle of lavender water to overcome the smell of the hospital and the sick and wounded.

Mrs. Anna Lowell - Cook: Not all women working in hospitals were nurses. Mrs. Lowell, of Cambridge, Massachusetts, was in charge of a special Diet Kitchen at the Armory Square Hospital in Washington.

Pauline Cushman - Spy: Born in New Orleans and raised in Grand Rapids, Michigan, Pauline ran off at the age of 18 to begin life as a mediocre actress in New York.

After finding out that the South would embrace her "act" as a sympathizer, Pauline followed the Confederate Army as a spy sending information back to the North. When her cover was brought to light, Confederate General Braxton Bragg was going to have her hung as a spy, until Union troops overran the Southern position. Taking advantage of her freedom and her fame, Pauline then traveled the North as an honorary Major, commissioned from Abraham Lincoln.

Her book, *Life of Pauline Cushman*, was published in 1865.

Mary Anne Ball (Mother) Bickerdyke - Nurse: With a "bend towards nursing" at an early age, Bickerdyke was one of the most noted – and certainly the most resourceful and colorful – of the women who served in Union Army hospitals.

"Mother" Bickerdyke became noted in Union camps, particularly in field hospitals as near the fighting as she could get, for ignoring regulations, cutting through red tape, resourcefully acquiring supplies, and making "cyclone clean-ups" of dirty hospitals; for the last she was given the name "Cyclone in Calico." She directed the operation of diet kitchens, introduced and managed army laundries, and in general fought for the welfare of the enlisted men. At General William T. Sherman's request, Mary followed his army throughout the Atlanta Campaign.

(Dr.) Mary Edwards Walker - Surgeon: In 1919, when Federal authorities told Dr. Mary Walker that the Medal of Honor she had won for gallantry during her Civil War service had been revoked, she replied sharply, "You can have it over my dead body."

In the 1840s and 1850s, Dr. Walker worked against prejudice and criticism to become a physician. After graduating from Syracuse Medical College, she found little acceptance of a female doctor even among her own sex. To help fill the need for medical personnel in the Civil War, Mary quit her private practice and became a nurse for the Union Army.

In a position to travel back and forth across Union and Confederate lines, she became active as a spy. In Oct. 1864 the army commissioned her an assistant surgeon, a position she held until her resignation in 1865. She attended the wounded on both sides, and spent four months in a Confederate prison after she was captured while treating a Confederate soldier on the field.

During her army career Walker adopted the uniform of her fellow officers and continued wearing male clothing in civilian life. But with strong pride in her own sex, she wore her hair in curls, so that people would know she was a woman.

She championed many causes early in her and joined with Susan B. Anthony and Elizabeth Cady Stanton in their marches for reform. However, she was not willing to work within the established system to make the changes. She went to such extremes in her campaign that she eventually alienated women such as Anthony and Stanton. Although she supported several reform movements, her final energies went into establishing a colony for women in 1897, calling it Adamless Eve. Because she rejected the boundaries set for women in her day, women scorned her, and even her family shunned her as a militant.

Walker died poor and alone near Oswego, N.Y., 21 Feb. 1919, 6 days after the Board of Medals revoked her Medal of Honor. The award was officially reinstated in 1977.

Some Hospital History & Medical Firsts

1798 – First medical insurance enacted through the Marine Hospital Service Act for the relief of sick and disabled seamen. 20 cents, deducted monthly from the seaman's wages, entitled him to full benefits regardless of how much he paid into the fund.

1804 – the Marine Hospital Service built their first hospital in Boston. By the time of the Civil War in **1861**, there were 30 such hospitals.

1912 - the Marine Hospital Service became the US Public Health Service.

Early 1800's Hospital Conditions

Hospitals were airless, dark, forbidding places not soon forgotten by those who survived the experience.

Nearly 50% of the amputees died of hospital gangrene.

9 out of 10 patients died during their operation or from infections resulting from the operation.

They didn't know about bacteria, cleanliness or antiseptics.

Surgeons operated in their street clothes and washed their hands AFTER surgery, not before.

The general population held contempt and mistrust for both hospitals and medical practitioners.

1803 – New York Hospital – installed first surgical amphitheater promoting medical instruction.

1821 – Massachusetts General Hospital- first institution founded in connection with an educational institution (Harvard)

1830's- Philadelphia General Hospital opened the insane wards to public view for common amusement. These social attitudes persisted until mid century when reform efforts improved conditions of hospitals and patient care.

Dorothea Dix, reformer in Boston, crusaded to have state legislatures pass laws for protection from barbarism of the mentally ill. (These included cruelty, chaining, starvation, drugging, torturing, experimentation, sources of amusement, and neglect among other barbaric treatment) Miss Dix later became Superintendent of Army Nurses during the Civil War. Her standards were strict and consistent.

Last half of 1800's

Saw great strides toward understanding medicine Resulted in:
Higher health standards
Better recovery rates
Longer more productive lives

Medical Timeline Continued

1842 – 1846 First recorded uses of **ether** for surgical procedures.

1849 – **Elizabeth Blackwell** graduated from General Medical School of New York. First woman in the world legally admitted to the practice of medicine.

1850 – Louis Pasteur, a French scientist, discovered that bacteria were the causes of disease. But it was not widely accepted at first.

1853 – Dr. Blackwell opened the first medical establishment run by women for women with her sister, Emily, who also became a licensed physician.

1860 - 1865 During the war, women, including Dr. Blackwell, were not accepted by male physicians as doctors. The only woman, who even came close to achieving the role as an official army doctor, was **Dr. Mary Walker** who was finally commissioned "assistant surgeon" in 1864. She received the Congressional Medal of Honor. (She has quite a story!)

1860 – Philadelphia Presbyterian Hospital first used the **"pavilion"** plan for building hospitals where wards are separated from each other and from the general traffic. Nearly all hospitals were built this way the latter half of the 19th century.

1860 – Dr. Jonathan Letterman, as chief medical officer for the Army of the Potomac, restructured the U.S. Army medical department into the form that existed through World War II.

1861 – 1865 Field hospitals set up at the battle sites consisted of a large complex of tents with floors made of wooden planks. Networks of permanent hospitals were built to care for wounded and sick soldiers once they left the field hospitals.

The tireless efforts of countless women like **Mary Anne "Mother" Bickerdyke** and **Clara Barton** also contributed to changes in the field of nursing, hospital procedures and standards.

After the war, new treatments, more research, and new progress were made in medicine and surgery. By the end of the century, **Dr. Joseph Lister**, an English surgeon, showed that surgical cleanliness by using antiseptic (such as carbolic acid) promoted higher survival rates and killed the invisible organisms. Another step in sterilization of hospitals came through **Dr. Joseph Youngblood** from Johns Hopkins Hospital when he promoted the use of rubber gloves.

With the advances made in medical knowledge and scientific integrity of medical training, hospitals that were dirty, dingy, disease ridden infectious places at the beginning of the 19th century became places of high standards for patient care and survival by the end of the century.

THIRD MICHIGAN VOLUNTEER INFANTRY, CO. K (PRESENT)

The Third Michigan Volunteer Infantry, Co. K, Civil War reenactment group, portrays the men, women, and children of the Civil War from the West Michigan area, both military and civilian characters. This non-profit group of reenactors offers an **educational look** at the Civil War through a variety of activities. It sets up an educational camp for various community events where they share with the spectators a "behind-the-scenes" look at several topics such as ladies' fashions, children's toys, military uniforms & equipment carried by the soldier. Company K also marches in parades, gives fashion shows and does school presentations throughout the year, as Bruce B. Butgereit & Company - Civil War Presentations, the educational arm of the unit. Other reenactors join us at times to portray a look at the southern side of the war.

Some of our numbers belong to the following organizations:
The Grand Rapids Civil War Roundtable / ***The Sons of Union Veterans of the Civil War (SUVCW)*** / MOLLUS (The Military Order of the Loyal Legion) / ***the MOMCC (The Midwest Open-Air Museums Coordinating Council*** / ALHFAM (the Association of Living History, Farms, and Outdoor Museums / *The Daughters of Union Veterans of the Civil War (DUVCW)* / 7th Michigan Volunteer Infantry / *the Grand Rapids Historical Society* / / National Woman's Relief Corps / *West Michigan Genealogical Society* / The 3rd Michigan Volunteer Infantry, Co. K

RECOMMENDED BOOKS ON CIVIL WAR AND HISTORY

(Some of the preceding information has come from these books)

(Some of Our Favorites)

BY A MEMBER OF ORIGINAL THIRD MICHIGAN VOLUNTEER INFANTRY

Four Years Campaigning in the Army of the Potomac (Daniel G. Crotty). A memoir written by a member (color sergeant) of Company F, Third Michigan Infantry. Available in reprint or at the Grand Rapids Public Library, in the Michigan Room. Due to the rarity and age of the book, it is not available for checkout from the library.

SOLDIER LIFE

The Common Soldier of the Civil War **(Bell Irvin Wiley).** Condensed (booklet-length) version of the following two books.

The Life of Johnny Reb: The Common Soldier of the Confederacy (Bell Irvin Wiley). A systematic look at all aspects of Civil War soldier life.

The Life of Billy Yank: The Common Soldier of the Union (Bell Irvin Wiley). Same as above for union

The Civil War Infantryman (Gregory A. Coco). Covers the same ground as Wiley's books in more condensed form, and with more emphasis on the experience of combat.

Soldiers Blue and Gray (James I. Robertson). Covers the same ground as Wiley's books, in less detail.

Civil War Soldiers (Reid Mitchell). An excellent look at the *attitudes* of the Civil War soldier.

Hardtack and Coffee (John D. Billings). A look at the Federal soldier, written by a Civil War veteran.

Detailed Minutiae of Soldier Life in the Army of Northern Virginia (Carlton McCarthy). A "Hardtack and Coffee" by a Confederate veteran.

Soldier Life in the Union and Confederate Armies (Philip Van Doren Stem, editor). A one-volume, slightly abridged version of Billings' and McCarthy's books.

Corporal Si Klegg and His "Pard" (Wilbur S. Hinman). A Civil War veteran's novelistic approach toward telling what the life of a Federal soldier was like.

Battle in the Civil War (Paddy Griffith). Brief but well illustrated discussion of Civil War fighting, from planning the campaign down to hand-to-hand combat.

War from the Inside (Frederick L. Hitchcock). Written by a Civil War veteran officer includes many terms and definitions.

UNIFORMS & EQUIPMENT

The Fighting Man of the Civil War (William C. Davis). A large (coffee-table) book profusely illustrated with period photos, color photos of relics, and color uniform plates. The text is also excellent, providing a good overview of every aspect of the Civil War soldier and sailor.

Echoes of Glory: Arms & Equipment of the Union (Time-Life Books). Sharp color photographs of hundreds of museum pieces.

Civil War Collector's Encyclopedia (Francis A. Lord). Despite poor production values, this set of books (originally five volumes, since reissued in two volumes) shows many items not shown in the previous books.

PHOTOGRAPHS

The Image of War, 1861-1865 (William C. Davis, ed.). This six-volume set has been reissued in two volumes under the title ***The Civil War Times Photographic History of the Civil War.***

FIREARMS

The Civil War Reenactor's Blackpowder Guide (David T. Smith). Covers cleaning and safe use of muskets in and around reenactments.

WOMEN IN THE MILITARY

The Civil War period gave women respect from a Biblical view. The "proper" place for women was in the home and any attempt to be elsewhere was frowned upon and created a great furor. These women withstood the scorn to offer their assistance to the war effort.

Memories (Fannie A. Beers). A record of experiences and adventure during the four years of the War.

A Woman Doctor's Civil War: The Esther Hill Hawks' Diary (Esther Hill Hawks). Diary of a female doctor during the Civil War and the struggles she faced.

Our Army Nurses: Stories from women in the Civil War (Mary Gardner Holland). Opens door into Civil War nursing and the brave women who answered the call of the bugle.

My Story of the War: The Civil War Memoirs of the Famous Nurse, Relief Organizer and Suffragette (Mary A. Livermore). A narrative of four years personal experience as a nurse in the Union army.

CIVILIANS (MEN, WOMEN, and CHILDREN)

Various books on clothing, accessories, cooking, and crafts.

Who Wore What? Women's Wear 1861-1865 (Juanita Leisch). Contains over 300 photographs providing invaluable information on dress styles and designs including construction tips.

Introduction to the Civil War Civilian (Juanita Leisch). Excellent background information on the daily life of the civilian on the home front.

Dressed for the Photographer (Joan Severa). Ordinary Americans and fashion 1840-1900. Shows clothing and hairstyles.

Vintage Hats and Bonnets, 1770-1970 (Susan Langley). Comprehensive guide on historical hat trends; color photos.

Timeless Beauty – Advice to Ladies and Gentlemen (Lola Montez). These pages will amuse modern readers with chapters on how to obtain a handsome form, importance of hair as an ornament, and 50 rules in the art of fascinating.

English Women's Clothing in the 19th Century (C. Willett and Phyllis Cunnington). Inexpensive standard reference covering each decade with line drawings and photographs including details of construction as well as descriptions of hair styles, fabrics, and fabrics. Note: Though English in perspective, Americans copied much of English fashion.

History of Underclothes (C. Willett and Phyllis Cunnington). Scholarly, yet entertaining, illustrated history on underclothes focusing mostly from the 18th to the early 20th century. Note: See note above.

Victorian Jewelry Design (Charlotte Gere). A collection of photographs and descriptions of Victorian jewelry.

Victorian Jewellery (Margaret Flower). Similar to above book.

Collecting Victorian Jewelry (Mary Peter). Similar to above books.

From Fiber to Fabric (Harriet Hargrave). Provides comprehensive history on fabrics along with how to test fabrics; care of fabrics; and how to create durable keepsake quilts.

Quilts from the Civil War (Barbara Brackman). Ten projects; historical notes; and diary entries, tell the story of this tumultuous period from the perspective of both the North and South.

The American Quilt Story – The How-to and Heritage of a Craft Tradition (Susan Jenkins and Linda Seward). Historical information on 50 famous quilts along with step-by-step instructions for 30 traditional American antiques.

The Civil War Cookbook (William C. Davis). A collection of notes and recipes on Civil War cooking. Davis pieces together a history of meal-time on the Civil War battlefield.

At the Hearth: Early American Recipes (Mary Sue Latini). Contains recipes and instructions for preparation over the old fashioned hearth as well as the modern kitchen.

CHILDREN'S BOOKS

Abraham Lincoln: An adventure in Courage (Victoria Crenson). Age level 9-12. Pop-up edition with story about Abraham Lincoln.

Behind the Blue and Gray: The Soldier's Life in the Civil War (Delia Ray). Ages 9-12. Discusses soldier's personal experiences; their early enthusiasm; conditions they found in the army (either side); hardships of the hospitals and prisons; and the feelings of returning veterans.

Children of the Civil War (Candice F. Ransom). Ages 9-12. Picture of the American past.

Diary of a Drummer Boy (Marlene Targ Brill). Ages 9-12. Twelve year old boy joins Union army as a drummer. Fictional diary.

Mr. Lincoln's Drummer (G. Clifton Wisler). Ages 9-12. Eleven year old drummer boy gives credible presentation of camp life. Based upon true story of Willy Johnston who received Congressional Medal of Honor from President Lincoln.

Drummer Boys of the Civil War (Sandra A. Kendall). For young readers. Details everyday life and roles of drummer boys. Period photographs.

Rifles for Watie (Harold Keith). Young adult. Full-length junior novel. Boy from Kansas goes to the Western theatre to fight in the Civil War.

Secret of the Lion's Head (Beverly B. Hall). Ages 9-12. Historical fiction based upon true story of Elizabeth Van Lew who lives in Richmond from the perspective of her niece Annie, who notices the mysterious and suspicious goings-on of her Aunt Elizabeth.

Behind the Lines: Source book on the Civil War (Carter Smith, ed.). Ages 9-12. Illustrated history examining American life during the Civil War.

Get on Board: Underground Railroad (James Haskins). Ages 9-12. Focuses on the courageous people who helped the slaves escape.

In My Father's House (Ann Rinaldi). Young adult. Story of the McClean family of Manassas and Appomattox fame. Written from the perspective of the seven- year -old daughter.

Gentle Annie (Mary Francis Shura). Young reader. Story of Annie Etheridge, a sixteen-year-old girl from Michigan, who served as an army nurse for four years.

The Stolen Train (Robert Ashley). Ages 9-12. Story of a young Union soldier sent on an assignment to spy on the Confederacy. Portrays how a group of Union soldiers stole a train from the Confederates.

REENACTING

Reliving the Civil War - A Reenactor's Handbook (R. Lee Hadden). Covers some of the topics contained in this manual in more depth.

REFERENCE BOOKS

Historical Times Illustrated – Encyclopedia of the Civil War (Patricia L. Faust, ed.). Thousands of illustrations and maps and photographs

Gettysburg: The Second Day (Harry W. Pfanz). Former chief historian of the National Park Service and historian of Gettysburg National Military Park. Uses primary sources to take the reader through the days combat; the climax of the Confederate assault; and the days aftermath. Human interest stories along with flawless history, makes this fascinating.

The American Picture History of the Civil War (Doubleday and Co.).Excellent picture book of the War.

To Serve the Devil (Paul Jacobs). Detailed look at the issue of slavery.

The Secret War for the Union. The Untold Military Intelligence in the Civil War. (Edwin C. Fishel). Using previously uncovered documents on military intelligence in the Army of the Potomac, the writer has been able to clarify any misconceptions or fallacies about intelligence in the Civil War. Detailed accounts of certain battle intelligence can now be understood.

FICTION AND NON-FICTION NOVELS

Excellent historical fiction can give insight into various perspectives of life as "how it might have been." Historical non-fiction novels can almost "take you there."

Look Away (Harold Coyle). Written by a reenactor. Story is of two brothers on opposite sides in the Civil War. Refreshing storyline includes two strong females. Realistic adventure includes the terror, horror, confusion, of combat.

Until the End (Harold Coyle). Conclusion or sequel to above book. This masterpiece saga comes to a triumphant conclusion. The realism described at the battle of Spotsylvania is haunting.

Landscape Turned Red: The Battle of Antietam (Stephan Sears). A detailed account of the battle of Antietam tells the story of how McClellan missed the chance to end the war. Has the detail of a scholar and the fast pace of a novel.

Received an award for best non-fiction book about the Civil War. Should be required reading for high school students.

Killer Angels (Michael Shaara). Non-fiction. Battle of Gettysburg. Memories, promises, and love were carried into the battle, but what fell was shattered futures, forgotten innocence and crippled beauty; dramatic re-creation of the battleground for America's destiny. There are two more books which follow.

Unto This Hour (Tom Wicker). Fictional account of the battle of Second Manassas. Re-creates scenes using historical information and fictional characters. Draws scenes of both military and civilian persepectives of the five long days when the Confederate army delivered a smashing blow to the Union forces.

PERIODICALS

Camp Chase Gazette. PO Box 707; Marietta, OH 45750; (614) 373-1865

Ten issues, $24.00, estensive national reenactment calendar plus articles and advertisements

OF INTEREST TO TEACHERS

In 1848, District No. 1 school meeting voted to levy $2,500 for a new stone school building, and a site at Ransom and Lyon Street was purchased. In November, erection of a two-story school (Union-Central) was authorized. Built of stone from the Grand River bed, it was completed in 1849.

Tuition was $1.65 per quarter of 11 weeks for English branches, while $2.50 was charged for Greek, Latin, and French studies. An additional $2.50 was charged for pupils living outside the district.

A notice in the *Grand Rapids Enquirer* set forth: "It is intended to make this school one of the most thorough kind, second to none, combining in itself all the desirable qualities of a district or common school and an academy of first rank, enabling a child to obtain an education extending from the alphabet till he is prepared for the university or for business." Textbooks were standardized in this school, including Webster's Elementary Spelling, McGuffey's Readers, Thompson's Arithmetic, and the like.

The third principal of this school, Edward W. Chesbro, helped organize the Kent County Teachers Association and was president of the State Teachers Association in 1857. In his final report to the state superintendent, Chesbro related that his salary was $1,000 and his 17 teachers were on annual salaries ranging from $220 to $308. Even this was an advance, for 10 years earlier it was reported that salaries in Grand Rapids were $26.87 per month for men, and $17 per month for women.

The city schools grew from an estimated 400 in 1848 to 1,693 in 1860. The city population rose from 2,686 at the time of the 1850 incorporation to about 8,000 in 1860. The first Central High graduation exercises were held in Luce Hall in 1862 - a class of 13 girls; the boys apparently had all gone to war.

The first teachers' salary schedule was adopted in 1867-8, providing a range of $8 to $12 per week.