

## CIVIL WAR LESSON PLANS

### The Number Game: How Population and Supplies Affected the Outcome of the Civil War

Suggested by an idea from Jeffrey Moore ([bluejfm@webtv.net](mailto:bluejfm@webtv.net))

This extremely simple lesson can easily help students understand more about the advantages and disadvantages of the North and the South during the Civil War. The card game "WAR!" can be effective with students of all ages.

At the beginning of the Civil War unit, separate the class into two equal teams called "North" and "South." The teacher can provide each player with the appropriate number of markers (poker chips, toothpicks, tickets or bright scraps of paper all work fine for this purpose).

At some point during the unit, when the teacher decides it to be an appropriate time, the North team will compete against the South to play "WAR!" Choose the game that best suits your educational purposes. Game A is probably more appropriate for younger students, but both work well with older classes.

#### Game A: The Population Game

One student from the "South" represents one soldier. However, because of the population differences between the two regions (22 million in the North, 9 million in the South), one student from the "North" equals three soldiers. One student from each team comes up to the teacher's desk or neutral table and draws the top card from the deck. Whoever draws the higher card stays in; the other soldier is defeated and must turn in a marker. When the student has no more markers, he/she must sit down and remain silent. If a student loses but still has markers, he/she goes to the end of the line and waits for another turn.

The game can also be set up as a quiz, with the student turning in a chip each time he or she gives an incorrect answer. You'll need LOTS of questions!

#### Game B: The Supply Game

This game is played by the same rules as the Population Game, but in this case the markers represent supplies – food, tents, medical supplies, boots, guns and ammunition, etc. If you want to make the game more interesting, you can designate different colors to represent different types of supplies, so that the South team can watch their "losses" developing in a more dramatic fashion.

Going through either game, students should realize that, barring some improbable luck, the South has virtually no way of winning the game. In this way, students can conceptualize how the much larger population of the North was a tremendous advantage during the Civil War.

The ensuing discussion about the game will lead very naturally into further conversation about the advantages/disadvantages of the North/South.

## CIVIL WAR LESSON PLANS

### HOW PHOTOGRAPHY AFFECTED PUBLIC ATTITUDES TOWARD THE CIVIL WAR

#### Background on Civil War Photography:

Photography during the Civil War was a very new process, and so complex that most photographers had to travel in pairs to be able to produce their work. Each fragile glass photographic plate had to be prepared moments in advance of the shot. First, chemicals were mixed together and poured onto the plate; as soon as the mixture evaporated from its surface, the plate was rinsed in a bath solution in a darkroom (often a wagon designed for this purpose), then put in a metal frame and placed at once into a camera already focused on the scene. As soon as the plate was exposed, it had to be rushed back to the darkroom wagon and developed. If more than a few minutes passed, the photograph was lost. The developed glass plates then had to be transported through battle lines and over rough terrain, often on badly damaged roads. It is astonishing that any of the photographs survived.

Because of the difficulties of preparing the photographic plates and the longer exposure time required by early cameras, it was nearly impossible to take action shots, so few actual battle scenes survive. In most group photos, from railroad workers with pick-axes to rows of wounded soldiers staring into the camera from their hospital beds, even a casual observer can see that the photograph was carefully posed, its stone-faced subjects frozen into position as long as the lens was open. Anyone who moved became a blur. There are many wilderness scenes; photographs of bridges, forts, and rows of tents; scenes of soldiers at rest, at meals, and in hospitals; and the unforgettable images that forever changed the nation's perception of warfare – the haunting portraits of the dead.

Because of their unwieldy equipment, as well as issues of security, photographers were unlikely to get onto the battlefields until well after the battle had ended and the wounded had been carried to field hospitals. Then they had all the time they needed – their remaining subjects were silent and unmoving. Because the battle might be continuing nearby, the troops sent to other areas, or the hospital activities so intense, it was often many hours – even two or three days – before anyone could come back and retrieve the dead. The photographs of bloated, open-mouthed corpses have become part of our American consciousness. In one of the grimmest stories of all, bodies from the battles of Gaines Mill and Cold Harbor lay unburied for ten months, until the humid Virginia heat had reduced them to bones. And a photographer was on hand to record the retrieval and burial of those bones.

The name that first comes to mind when speaking of Civil War photography is Matthew Brady, at least partly because Brady had a habit of taking credit for the work of his apprentices and others in his studio, some of whom later became important photographers in their own right. However, there were many other photographers whose work also produced an enormous impact on public consciousness. Best known among these are Alexander Gardner and his brother James, George Barnard, Timothy O'Sullivan (whose "Harvest of Death" from Gettysburg and "Dead Boy at Fredericksburg" are among the best-known of all Civil War images), John Reekie, William Pywell, James F. Gibson, and the Confederate photographer George S. Cook.

All these photographers published their work widely, challenging the sentimental public image of the war popularized in song, verse, and fiction. For the first time, the American people were exposed to the bleak face of violent death on the battlefield. What would have been the effect of seeing these images for the first time? Discuss with your students how these photographs might have helped both North and South face the end of the war and begin the slow process of reunification.

For many excellent ideas to use in your classroom, see  
[http://edsitement.neh.gov/tab\\_lesson.asp?subjectArea=3&subcategory=21](http://edsitement.neh.gov/tab_lesson.asp?subjectArea=3&subcategory=21)

## CIVIL WAR LESSON PLANS

### WRITING JOURNAL ENTRIES WITH CIVIL WAR SLANG

*After you have done some reading from Civil War stories and journals, your students might like to try writing journal entries or letters themselves, as though they were recording their thoughts and experiences in the war. Following is a list of Civil War slang expressions students might like to mix into their writing. If some of these terms are familiar, students may be surprised how long they have been around! You may want to target expressions on this list that are appropriate for the age and maturity level of your students.*

#### Descriptive expressions:

- bully (adj., brave or worth cheering for)
- chin music (n., conversation)
- fit as a fiddle (adj., healthy, in good physical shape)
- fit to be tied (adj., angry)
- horse sense (n., common sense; intelligence)
- hunky-dory (adj., in good health and spirits)
- Old Scratch (n., the devil)
- snug as a bug (adj., comfortable, cozy)
- tight (adj., drunk)
- uppity (adj., conceited)
- wallpapered (adj., drunk)

#### Drinking and eating:

- apple lady (n., hard cider)
- bark juice (n., liquor)
- coosh (n., hardtack soaked in water, then fried in bacon grease to make it edible)
- goobers or goober peas (n., peanuts)
- grab a root (v., have dinner, eat a potato)
- hardtack (n., a hard cracker-like biscuit used as military rations)
- sheet-iron cracker (n. hardtack)
- sow belly (n., bacon)
- tar water (n., liquor, usually whiskey)
- teeth duller (n., hardtack)
- worm castle (n., hardtack)

#### Friends, enemies, and officers:

- blowhard (n., a show-off)
- blue jacket (n., Union sailor)
- bluff (n., a cheater)
- brass (n., an officer, or officers in general)
- chief cook and bottle washer (n., person in charge, or capable of many tasks)
- Contrabands (n., fugitive slaves who sought protection behind Northern lines)
- copperhead (n., Northerner with Southern sympathies)
- fresh fish (n., raw recruits; new soldiers)
- graybacks (n., Confederate soldiers; lice)
- greenhorn (n., a new or incompetent soldier)

## CIVIL WAR LESSON PLANS

- jailbird (n., a criminal)
- Jonah (n., a man who has, or brings, bad luck)
- kid glove boy (n., insulting term for another soldier; weak or fearful person)
- parlor soldiers (n., soldiers without skill or courage)
- possum (n., a buddy or pal)
- robbers' row (n., sutlers' area)
- sawbones (n., a surgeon)
- secesh (n., a Southern sympathizer)
- shoulderboards (n., officers)
- skunk (n., an incompetent or untrustworthy person)
- Sunday soldier (n., lazy or incompetent soldier)
- sutler (n., peddler, provisioner)

### Body parts, health issues, and injuries:

- bread basket (n., stomach)
- Company Q (n., sick list; infirmary)
- fire and fall back (v., vomit)
- flux (n., diarrhea)
- quickstep (n., diarrhea)

### Miscellaneous expressions:

- bully (adj., strong, brave, to be admired; interjection, fabulous! hurrah!)
- greenbacks (n., Union money)
- He's been through the mill (expression: He's had a rough time.)
- housewife (n., a small sewing kit with needle, thread, and spare buttons)
- played out (adj., exhausted or worn out)
- scarce as hen's teeth (adj., rare, scarce)
- skedaddle (v., run away, scatter from battle)
- top rail (n., first class)
- whipped (n., defeated)

### Weapons, uniforms, and military expressions:

- Arkansas toothpick (n., a large knife)
- bumblebees (n., minie balls, for the sound they make in flight)
- cap (n., small device that causes powder to explode in a musket barrel)
- French leave (n., going AWOL)
- Gatling gun (n., multi-barreled, .58 caliber repeating machine gun capable of firing off 600 rounds per minute. In the Civil War, the cartridges were fed by a hand crank. Multiple barrels permitted a gatling gun to be fired for long periods of time without overheating.)
- grape shot: (n., a type of ammunition used in cannons, consisting of a mass of loosely packed metal slugs or balls loaded into a canvas bag. On firing, the balls spread out from the muzzle at high velocity, as in a shotgun. Grapeshot produced devastating wounds to limbs and usually necessitated amputation.)
- hornets (n., bullets in flight)
- kepi (n., the flat, billed cap worn as part of the Civil War soldier's uniform)

## CIVIL WAR LESSON PLANS

- minie balls: (n., most common small-arms ammunition; it was a soft lead bullet slightly smaller than the barrel bore to allow rapid muzzle loading.)
- pepperbox (n., a type of pistol)
- slouch hat (n., wide-brimmed hat sometimes worn by officers)
- toad sticker (n., knife, sword, or bayonet)

### Drugs and Medical Terms:

- Blue Mass pills (n., also known as “Lincoln’s blue pills”; popular Civil War-period medication prepared from chalk and mercury, which could be mixed with licorice, rosewater, or honey – used to treat depression, toothache, constipation, and tuberculosis; the mercury content of the pills was up to 9000 times the amount considered safe by modern standards, so the medicine may have caused more deaths than it prevented!)
- Camphor (n., topical liquid used to prevent infection and itching)
- Charpie (n., surgical dressing made by unraveling old linen cloth; see “lint”)
- Chloroform (n., an odorless drug used as a surgical anesthetic and as a painkiller)
- Colocynth (n., a fruit, often called “bitter apple,” the pulp of which can be used as a laxative)
- Ether (n., strong-smelling drug used as a surgical anesthetic; both chloroform and ether were readily available to Civil War surgeons, so the popular image of soldiers “biting the bullet” during surgery may be an exaggeration.)
- Ipecacuanha (n., medicinal root used to produce vomiting)
- Isinglass plaster (n., gelatinous tissue made from the swim bladder of certain fish. Once moistened, it would stick to the skin and could be used to cover wounds.)
- Laudable pus (n., pus forming in a wound caused by a minie ball or other projectile; doctors mistakenly believed that it was a sign of healing when, in fact, it was evidence of a massive bacterial infection that might well kill the victim.\*)
- Laudanum (n., liquid containing opium; widely prescribed for sleep disturbances and pain relief, but highly addictive)
- Lint (n., downy material obtained by scraping linen cloth, used for dressing wounds; see “charpie”)
- Quinine (n., drug used to treat fever, pain, and inflammation; effective against malaria and muscle cramps)

*Note: Two soldiers died of disease (dysentery, diarrhea, typhoid, and malaria) for every one killed in battle. Still more died of post-operative infection, including gangrene – field doctors and nurses had little understanding of antiseptic surgery and treatment. Many chose to amputate while the patient was still in shock (“surgical shock”) from his wounds and his heart rate was highest – consequently, a number of patients bled to death unnecessarily.*

### Sources:

<http://cwslang.tripod.com/index.html>

National Park Service website:

[http://www.education-world.com/a\\_lesson/00-2/1p2008.shtml](http://www.education-world.com/a_lesson/00-2/1p2008.shtml)

<http://www.nps.gov/archive/gett/getteducation/bcast04/04activities/activity05.htm>

<http://www.civilwarhome.com/medicalstaff.htm>

## CIVIL WAR LESSON PLANS

### Union Hardtack

One of the most common rations issued to soldiers by the U.S. government was **hardtack**, a cracker-like unleavened bread made of flour, water, and salt, baked completely dry and dense. Although relatively tasteless, it contained protein and vitamin B and seemed never to spoil, even when carried around in soldiers' packs for weeks. Hardtack was produced in government bakeries and shipped to the front in barrels.

It was not always popular with the men it was intended to nourish. Packed away in barrels for months or even years, it could become moldy or infested with maggots. And it was astonishingly hard!

Soldiers often complained about how hard the biscuits were, and they devised a number of slang expressions to describe them: tooth breakers, teeth dullers, sheet-iron crackers, worm castles, and "coosh," which was the name soldiers gave hardtack after it was soaked in water or coffee, then fried in bacon grease in an attempt to make it edible. The biscuits could become so hard over time that they had to be broken with a rock or a rifle butt to make them into manageable pieces!

Because hardtack keeps so well, sailing museums often have examples of it in their exhibits. A biscuit in the Vancouver Maritime Museum is nearly 200 years old!

The recipe is simple:

- Preheat oven to 400°.
- For each cup of flour, you will need one teaspoon of salt.
- Use just enough water to bind the salt and water.

Instructions:

- Dissolve salt in water and work into flour with your hands.
- Dough should be firm and pliable, neither sticky nor too dry – add more water if necessary.
- Roll out flat on a cookie sheet to about ¼ inch thickness.
- Cut into squares about 3" x 3".
- Pierce each square with 16 holes about ½ inch apart (like a saltine).
- Bake 20-25 minutes, until light brown. The longer you can bake it, the more authentic it will appear, but be sure to take it out before it burns.
- Cool on a rack. Store tightly covered.

Adapted from the research of the National Park Service

## CIVIL WAR LESSON PLANS

### Sailors' Hardtack

Hardtack was a shipboard staple for many years. It was prepared on shore and stored in barrels on the ship. This was the staple food for the sailors, who could not count on the freshness of anything else after weeks at sea.

Preheat oven to 450°.

Dry ingredients:

- 2½ cups old-fashioned cereal oats
- 3 cups unbleached flour
- 1½ teaspoons salt

Wet ingredients:

- 1½ cups buttermilk
- 3 Tablespoons honey
- ½ cup melted bacon drippings or shortening

Mix the dry ingredients together, and add the wet ingredients. Mix together well, then roll the dough out on a floured board to about ¼ inch thickness. Cut out circles with a large drinking glass dipped in flour, and put them on a lightly greased cookie sheet. Pierce each circle with holes spaced about ½ inch apart (like a saltine). You can use a toothpick to make the holes – Civil War cooks sometimes banged out the holes with a nail! (The function of the holes is to make the hardtack at least a little bit easier to break apart into bite-sized pieces.)

Bake for about 5½ minutes at 450°. Cool on a wire rack.

Note: this particular type of hardtack is somewhat more flavorful than some of the others and is actually quite tasty when served with honey or jam.

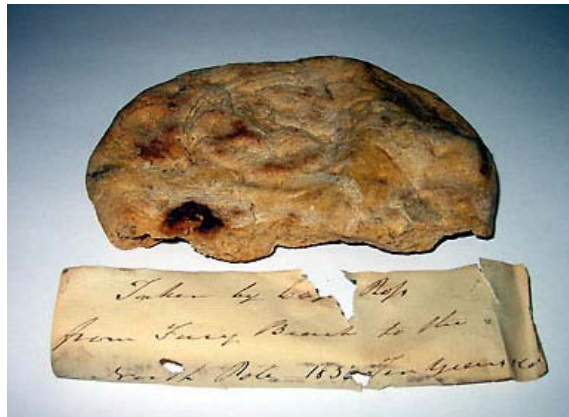


Photo from <http://www.thebeaver.ca/out.asp?subsection=mus-art-4>  
<http://www.thebeaver.ca/out.asp?subsection=mus-art-4>

Adapted from the work of the National Park Service & the Canadian National History Society

## CIVIL WAR LESSON PLANS

### Tennessee Hardtack

This recipe came from the reenactors of the First Tennessee.

Preheat oven to 400°.

3 Cups of Milk  
6 Teaspoons of Brown Sugar  
8 Cups of General Purpose Flour, non-rising type  
3 Teaspoons of Salt  
8 Teaspoons of Shorting

Mix all ingredients together. It makes a very stiff dough, so you will need to stir it together thoroughly. Mixing the dough with your hands is probably the best way to be sure it is completely blended.

Roll out the dough on a well floured surface. You will want to roll it about 1/2" thick – no thinner. Cut it into 3" x 3" squares, and then, with a toothpick, poke about a dozen holes in each cracker. Place on a lightly greased baking sheet and bake for about 20-25 minutes, or until they are just beginning to brown. Do not let them cook too long – avoid burning.

Cool on a wire rack. After the crackers cool, you can store them in a plastic bag – but only for a few days, since they will mold if sealed up too long. It works best to bag them for two days “and then throw them in your haversack and you’re set!”

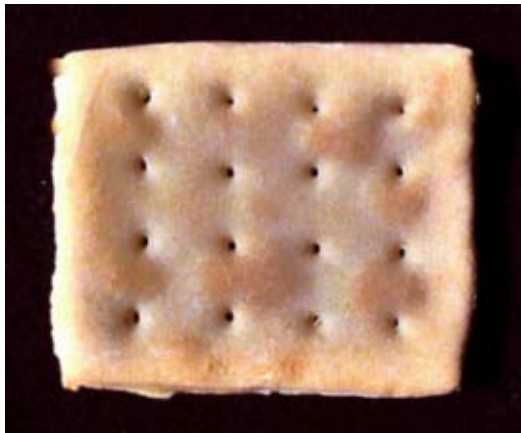


Photo from <http://kenanderson.net/hardtack/>

Adapted from the research of Edd Sharp and the 1<sup>st</sup> Tennessee.



## CIVIL WAR LESSON PLANS

### Living off the Land: from the Farm or the Sea

*It is likely that the Union Army was successful in the end because of their superior numbers . . . but also because the soldiers received more regular rations of food and other supplies. Confederate troops often had to forage for food as they marched, and their cooks sometimes had to make a little go a long way. Here are a few*

*Civil War-era recipes to show how to do exactly that!*  
(All recipes from <http://www.civilwarinteractive.com/> )

#### **COW-HEEL**

1 or more cow's feet, hoof removed  
Beaten egg  
Bread crumbs  
Fat for frying

In the hands of a skilful cook, cow-heel will furnish several good meals; when boiled tender, cut it into handsome pieces, egg and bread-crumbs them, and fry them a light brown; lay them round a dish, and put in the middle of it sliced onions fried, or the accompaniments ordered for tripe.

The liquor they were boiled in will make soups.

*The Cook's Oracle by William Kitchiner, MD, New York, 1829*

#### **BRAWN**

1 pig's head, 6 lbs.  
1 lb. lean beef  
1 tsp. salt  
1/2 tsp. pepper (black or white)  
1/2 tsp. cayenne pepper  
1/2 tsp. mace  
Pinch of cloves  
Small onion, minced very fine

Clean and wash the head, and stew with the beef in enough cold water to cover. When the bones will slip out easily, remove them, after draining off the liquor. Chop the meat finely while it is hot, season, and pour all into a mould, wet inside with cold water.

*From Common Sense for the Household by Marion Harland, New York, 1871*

#### **HADDOCK BOILED**

Haddock, cleaned  
Egg sauce (optional)  
Pudding for stuffing (optional)

Wash it well, and put it on to boil, as directed for Boiled Cod. A haddock of three pounds will take about ten minutes after the kettle boils.

Haddocks, salted a day or two, are eaten with egg sauce. Or, if small, very well broiled, or baked, with a pudding in their belly, and some good gravy.

*Obs.--A piscivorous epicure protests that "Haddock is the poorest fish that swims, and has neither the delicacy of the whiting, nor the juiciness of the cod." Our experience goes to substantiate the same point.*

*The Cook's Oracle by William Kitchiner, MD, New York, 1829*

## CIVIL WAR LESSON PLANS

### Living off the Land: Wild Foods

#### ***BROILED PIGEONS***

Pigeons

Pepper

Salt

1 tsp. butter

Beaten egg

Plain bread crumbs

Fried bread crumbs or slices (optional)

To be worth the trouble of picking [plucking], must be well grown, and well fed. Clean them well, and pepper and salt them; broil them over a clear, slow fire; turn them often, and put a little butter on them.

Garnish with fried bread-crumbs, or sippets [*toast soaked in gravy*]; or, when the pigeons are trussed as for boiling, flat them with a cleaver, taking care not to break the skin of the backs or breasts.

Season them with pepper and salt, a little bit of butter, and a tea-spoonful of water, and tie them close at both ends; so that when they are brought to table, they bring their sauce with them. Egg and dredge them well with grated bread (mixed with spice and sweet herbs, if you please); then lay them on the gridiron, and turn them frequently. They are much better broiled whole.

From *The Cook's Oracle* by William Kitchiner, MD, New York, 1829

#### ***SPICY ALLIGATOR***

4 lb. alligator meat, preferably legs, not tail

2 stalks celery, chopped

1 c. flour

1 green pepper, chopped & cored

1 c. oil or fat

8-10 mushrooms, picked by somebody who knows how. You get poisoned, don't come cryin' to us.

4 tbs. butter

1 c. water

2 onions, chopped

1/2 tsp. sugar

1 tomato, chopped and mashed to a paste

3 green onions, chopped with some green

Cayenne (red) pepper

Chop up meat to size of dice. Put to soak in water with hot pepper and lemon juice. Mix flour and oil in hot kettle until flour is browned. Brown onions, then add mashed tomato and sugar and cook a few minutes, then add peppers, celery, garlic, and mushrooms and stir up, then add water. Cook 1 hour at low heat, just bubbling. Add green onions and alligator, salt and red pepper to suit. Cook 30 minutes or until meat is tender. If alligator is old, this may take longer or never happen at all.

(Anonymous)

## CIVIL WAR LESSON PLANS

### Living off the Land: Sweets and Desserts

#### **APPLE BLACK-CAP**

12 apples, cored and peeled

Several cloves, whole

Lemon peel, cut in shreds

Cinnamon

Pare the apples, lay them in your pan, strew a few cloves over them, a little lemon-peel cut very small, two or three blades of cinnamon, and some coarse sugar; cover the pan with brown paper, set it in an oven with the bread, and let it stand till the oven is cold.

[From *The Cook's Own Book* by "A Boston Housekeeper" (Mrs. N. K. M. Lee), Boston, 1832]

#### **BOILED CUSTARDS**

1 qt. milk

Sticks of cinnamon OR three peach leaves

6 eggs, beaten

2 tbs. white sugar

Put a quart of milk into a tin pail or a pitcher that holds two quarts; set it into a kettle of hot water. Tin is better than earthen, because it heats so much quicker. Put in a few sticks of cinnamon, or three peach leaves. When the milk foams up as if nearly boiling, stir in six eggs which have been beaten, with two spoonfuls of white sugar; stir it every instant, until it appears to thicken a little. Then take out the pail, and pour the custard immediately into a cold pitcher, because the heat of the pail will cook the part of the custard that touches it, too much, so that it will curdle. This is a very easy way of making custards, and none can be better. But in order to have them good, you must attend to nothing else until they are finished. You may make them as rich as you choose. A pint of milk, a pint of cream, and eight eggs will make them rich enough for any epicure. So, on the other hand, they are very good with three or four eggs only to a quart of milk, and no cream.

[From *The Young Housekeeper's Friend* by Mrs. (M.H.) Cornelius, 1863]

#### **ELECTION CAKE**

4 lb. flour

3/4 lb. butter

4 eggs

1 lb. sugar

1 lb. currants or raisins

1 package yeast

Milk

Old fashioned election cake is made of four pounds of flour; three quarters of a pound of butter; four eggs, one pound of sugar; one pound of currants, or raisins as you choose; half a pint of good yeast; wet it with milk as soft as it can be and be moulded on a board. Set to rise over night in winter; in warm weather, three hours is usually enough for it to rise. A loaf, the size of common flour bread, should bake three quarters of an hour.

[From *The American Frugal Housewife* by Mrs. Lydia Child, 1833]

## CIVIL WAR LESSON PLANS

### Living off the Land: Miscellaneous

#### **SAVE-ALL PUDDING**

Scraps, crusts and crumbs of bread, 1 lb.

1 pint milk

3 eggs

3 oz. sugar

Nutmeg, ginger or allspice

2 oz. suet, chopped

4 oz. currants (optional)

Put any scraps of bread into a clean saucepan; to about a pound, put a pint of milk; set it on the trivet till it boils; beat it up quite smooth; then break in three eggs, three ounces of sugar, with a little nutmeg, ginger or allspice, and stir it all well together. Butter a dish big enough to hold it, put in the pudding, and have ready two ounces of suet chopped very fine, strew it over the top of the pudding, and bake it three quarters of an hour; four ounces of currants makes it much better.

From *The Cook's Oracle* by William Kitchiner, MD, New York, 1829

#### **FARINA PUDDING**

2 tbs. farina [*This is pretty much the same thing as Cream of Wheat*]

1 pint milk

2 eggs

1/4 to 1/2 c. sugar

1/2 tsp. salt

Lemon or nutmeg

Two table-spoonfuls of farina, a pint of milk, two eggs, a small cup of sugar, and a half teaspoonful of salt; flavor with lemon or nutmeg. To mix it, set the milk in a pail into a kettle of hot water. When the top of the milk foams up, stir in the farina gradually, and add the salt. Let it remain in the kettle ten of fifteen minutes, and stir it repeatedly. Take the pail from the kettle, beat the eggs and sugar together, and stir them in; add the essence, and pour the mixture into a buttered dish. Bake half an hour or forty minutes. No sauce is necessary.

*The Young Housekeeper's Friend* by Mrs. [M. H.] Cornelius, 1863

#### **HOOR BEFORE THE BATTLE**

1 c. sherry or Madeira wine

dash bitters

Add the above to a mixing glass, stir, and serve in a wine glass.

From *Cooling Cups and Dainty Drinks* by William Terrington, 1869

*Comment: The subject of drinking was a rather delicate one in cookbooks of the Civil War era, since many of the authors of such books were also strong proponents of the Temperance movement, which discouraged the use of alcohol in anything except medicine (and some opposed even that.) One anonymous author of a handbook issued to soldiers early in the war took a more realistic tone. While complete abstention was best, he said, any use of "Ardent Spirits" at least be postponed until the actual fighting was over with. The "artificial energy" they imparted, the author said, was apt to give out if the fighting was unexpectedly prolonged and would leave the imbiber in a weakened state at the worst possible moment.*