

Eighteenth-Century Childhood Teacher Resource Guide

Book One: Children at War



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Eighteenth-Century Childhood Resource: Children at War

Themes

- Child soldiers
- Childhood experience
- Growing up

Connections to Ontario Ministry of Education Curriculum

Strand A. NEW FRANCE AND BRITISH NORTH AMERICA, 1713–1800

- A1.1 analyse key similarities and differences in social values and aspects of life between people in present-day Canada and some different groups and communities, including First Nations, Métis, and Inuit communities, in Canada between 1713 and 1800
- A1.2 analyse some of the main challenges facing various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities, in Canada between 1713 and 1800 and ways in which people responded to those challenges
- A2.1 formulate questions to guide investigations into perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain
- A2.2 gather and organize information and evidence about perspectives of different groups and communities, including First Nations, Métis, and/or Inuit communities, on some significant events, developments, and/or issues related to the shift in power in colonial Canada from France to Britain, using a variety of primary sources
- A2.3 assess the credibility of sources and information relevant to their investigations
- A2.5 interpret and analyse information and evidence relevant to their investigations, using a variety of tools
- A2.6 evaluate evidence and draw conclusions about perspectives of different groups and communities, including First Nation, Métis, and/or Inuit communities, on some significant events, developments, or issues related to the shift in power in colonial Canada from France to Britain
- A3.1 identify factors leading to some key events that occurred in and/or affected Canada between 1713 and 1800
- A3.6 describe some significant aspects of daily life of different newcomer/settler groups living in Canada during this period

Description: This resource guide provides engaging activities for students to learn about children in the eighteenth century. Specifically, these activities focus on military life and the role of children in the army. These activities provide students the opportunity to reflect on and make inferences from primary source evidence. Although it draws on a number of British primary sources, this resource is relevant for settler children in other parts of the British Empire (presently Canada). The experience of children in Britain would have been similar to that of colonial children with regards to military life, gender roles, and juvenile impressions of war. This allows for teacher flexibility as activities can be used in parts to best support student learning. Suggestions on how to use the resources are included, but it is up to the teacher to decide what works best for their learners! Enjoy!

Description of Activities (for Teachers)

A Note about Representation: This resource features primary source evidence that focuses on the experience of white British children. This evidence allows for students to explore history through the experiences of children in the eighteenth and nineteenth century; however, ensure that students are questioning what stories are being left out in this evidence, especially Indigenous Peoples.

Activity One: Mind Mapping

This activity is meant to be completed as a think/pair/share. Students are given around one minute to put as many ideas down on their mind map as possible. Then students pair up with someone around them, they discuss and share ideas for a few minutes. After having the opportunity to individually record their ideas and then share their ideas with one classmate, students should be more comfortable sharing their ideas with the entire class. The last step is to have a class discussion in which students can share their ideas and add to their mind map based on the ideas of other students. There is a template for the mind map activity included in the following pages. If students are familiar with mind map software or applications they could also use those!

How to Define Childhood?

After completing the mind map activity students will read the information provided which discusses how the period of 'childhood' was defined in the eighteenth century. Students will be asked to compare the way childhood was defined in the eighteenth century with the ideas they generated on their mind map. Students will then be asked to reflect on how life in the military complicated definitions of childhood. Questions to guide student thinking are provided.

Activity Two: Reasons for Joining the Military

Due to the nature of the evidence in this activity it would be best to complete this as a whole class. The teacher should read and clarify the evidence (especially language which students may not be familiar with). After reading each piece, students should be given a bit of time to come up with a reason why the child in the memoir would have wanted to join the army, using the provided graphic organizer. The teacher should encourage students to highlight or underline words that they think are important as the teacher is reading the passages. The teacher should check for understanding and read the passages more than once.

Intended Outcome: determine that boys joined the army for food/money, companionship, wanderlust/travel, and glamour or atmosphere. These are the categories used in this resource; however, students should draw connections between the language they chose and the provided categories.

Some Sample Responses to Why Children Wanted to Join the Army:

- John Shipp – companionship (has no family), the spectacle of the army, he saw himself in the soldier
- William Cobbett – travel, escape from boring job
- Benjamin – atmosphere of military presence - looks and sounds
- William Lawrence – Escape from cruel master, the glamorous soldier
- James Dawson Burn – companionship, money
- John Robert Shaw - food and money
- An Advertisement in a 1796 newspaper – companionship and care

Activity Three: Expectation vs. Reality

A fun way to introduce this activity would be to show the students some examples of ‘expectation vs. reality’ in cooking. This could help guide student thinking on the following question: **When have you experienced something that differed from your expectations?** To facilitate this question, engage students in a class discussion or a sharing circle.

Some examples to illustrate (in a silly way, expectations vs. reality in cooking / baking)
https://www.boredpanda.com/funny-food-fails-expectations-vs-reality/?utm_source=google&utm_medium=organic&utm_campaign=organic

For example:



Expectations: Experience in the Army

In this activity students are asked to determine the things that boys would have expected to receive or experience in the army based on the reasons boys joined the army. Students will be asked to reflect on the following categories: food and money, companionship, glamour and atmosphere, and freedom. Find some sample responses below:

- Food and Money: Good money, lots of food
- Companionship: father figures, friends
- Glamour and Atmosphere: that they would be heroes, participate in parades, wear fancy uniforms
- Freedom: travel, escape from cruel masters, adventure

Reality Part One: Let's Make a Neckstock!

Students will follow the instructions to make a neckstock. There is some information about neckstocks on the student handout. Go over the neckstock information with students and ensure that everyone has access to the materials listed. After the students are finished making and wearing their neckstocks they will reflect on the included image which pokes fun at the tight and uncomfortable neckstock. Students can reflect on the image with their own experience wearing the neckstock.

Optional: see how long the students will wear the neckstocks for by challenging them to wear it through the next activity – make sure that they understand that this is not necessary and that they should remove it if they feel uncomfortable!

Also optional activity is to read an 1805 drill handbook and have students try to follow it to stand like a soldier! The following is how it instructed men to stand like a soldier:

“The heels must be in a line and closed: --The knees straight, without stiffness: --The toes turned out, so that the feet may form an angle of about 60 degrees: --The arms hang near the body, but not stiff; the flat of the hand, and little finger, touching the thigh, and the thumbs as far back as the seams of the breeches:--The elbows and shoulders are to be kept back: --The belly rather drawn in; and the breast advanced, but without constraint: --The body to be upright, but inclining rather forwards so that the weight may bear chiefly on the forepart of the feet:--the head to be erect, and neither turned to the right nor to the left; the eyes alone will be glanced to the right [at order ‘eyes right’].”

Students should try their best to follow the instructions and then look around at what their peers did, to see similarities or differences.

Reality Part Two: Evidence Sorting

Students will then have time to review the realities of war by reading the evidence and sorting it into the categories: Food and Money, Companionship, Glamour and Atmosphere, and Freedom.

Directions for the activity:

- Preparation: Cut out the title cards for “Food and Money,” “Companionship,” “Glamour and Atmosphere,” and “Freedom” along the dotted lines. Also cut out the pieces of evidence.
- Students should be sorted into groups and enough copies of the title cards and the pieces evidence should be available for each group.
- On a desk, or other large surface students will sort the evidence into groups based on the title cards. The point of having all the evidence cut out is so that students can create a sort of moveable mind map in which the evidence can be manipulated based on their discussions of the evidence.

Here is a sample of how the evidence can be sorted; however, there are different categories this evidence can fit under and students will be asked to reflect on their decisions when sorting evidence. The teacher should circulate and ask students to explain their decisions. **Differentiation** - students could also do this activity electronically using an online mindmap app (Coggle, for example) or another application the student is familiar with.

Food and Money

- William Cobbett, who eagerly enlisted in 1784, quickly learned of the severe hardships of army life, “recollecting the pangs of hunger” he endured because the private soldier’s pay was ill-equipped “to sustain life in a lad of sixteen and to enable him to exercise with a musket six or eight hours every day.”
- John Shipp traded his shoes for a pudding from a local peddler in Portsmouth. Shipp was sentenced to seven days and nights in the **black hole** (windowless military jail). He was released after 24hrs, but he had amused himself with imagining himself a glamorous prisoner of war and kept warm by “standing on my head, walking on my hands, tumbling head over heels, and similar gymnastic exercises....sleeping and playing by turns.”
- In South Africa with the 22nd Foot in 1799, thirteen-year-old John Shipp found his daily pound of meat and three-quarter pound of bread “but a scanty allowance for a growing lad.” He “frequently managed to get through [his] three days’ bread in one” and often supplemented his army rations with forage from local gardens and markets.
- “I of course was very proud of my new title,” William Lawrence recalled of becoming a sergeant, happily noting “I received one shilling and elevenpence per day, being an additional sixpence on what I had formerly (as a corporal).” Note that the lowest rank of private earned a shilling (11 pennies) a day, so Lawrence had almost doubled his daily earnings from his starting pay. Despite this, he was still earning less than a common labourer (the *lowest-paid* worker) in London at the time, who would earn 3 shillings a day. To give an idea of how much a shilling could buy at the time, it helps to know that a single meal of meat, vegetables, bread and cheese could cost a shilling, and that renting a single room for a week might cost 2 shillings.

Companionship

- One “old soldier” of the 24th regiment, stationed in a frigid Canadian garrison, would routinely ask newcomers to pick up “a large spike nail on the snow” with their bare hands, teaching them the painful but unforgettable lesson that skin adheres to freezing metal.
- Some examples of the practical jokes John Shipp played on others in the army to pass the time: filling the pipes of my comrades with gunpowder; putting a lighted candle in their hands while asleep, then tickling their noses with a straw; tying their toes together, then crying out fire; blacking their hands with soot, then tickling their ears and noses, to induce them to scratch themselves, and thus to black their faces all over; putting lighted paper between their toes when asleep; pulling the stools from behind them when in the act of sitting down; sewing their shirts to their bedding when asleep.
- An anonymous soldier who enlisted at age fifteen in 1758 was literally peed on by his comrades in arms. As the youngest, he was forced to sleep across the door of their tent and “suffer from the...evacuations” of the older men who refused to “go beyond the tent door” to urinate.
- Sergeant Joseph Mounsey was jailed and put on trial after leaving the barracks without permission in 1784. His sister, a single mother, had sent word that she could not work because her young child had fallen ill with the serious disease of smallpox. They were starving and needed his help. Twice, Mounsey had begged his commanding officers for a leave so that he could go and bring her some money and food, but they refused. His desperation drove him to sneak out of the barracks and ask their pardon on his return. He was jailed for his disobedience

and put on trial with the potential for a sentence of hundreds of lashes. He pleaded his case by describing his sister's need for him. The army spared him from being whipped and released him from jail, but they still punished him by reducing him back to a private's rank. This meant a distinct drop in pay, and the humiliation of serving under men he once commanded.

Glamour and Atmosphere

- Within three years of enlisting “in the year 1756, at a very tender age,” James Miller had fought on two continents and endured a Canadian winter of such misery “that the living almost envied the dead.” He confessed himself quickly “cured of the romantic notions” of army life “imbibed in youth.”
- A seventeen-year-old with the British army in the American Revolutionary War recalled sleeping each night for four months in full equipment, holding his gun, in anticipation of imminent attack. Earlier, he had witnessed “the horrors” of the 1778 Tappan Massacre. He saw men “having their arms cut off, and others with their bowels hanging out crying for mercy.” Even the trip across the Atlantic was fraught. “The cries and lamentations of the poor raw country soldiers” were so horrifying to him, they became a harbinger of doom. “I thought I was going to the Devil,” the young lad attested. **NOTE: This piece of evidence contains gory descriptions – it is up to teacher discretion to use edited or unedited piece of evidence (both provided in the chart of evidence).**

Freedom

- Although John Shipp had eagerly desired the adventure of Army life as an escape from apprenticeship, he chafed under the new constraints on his movement. As a young fifer in the 22nd Regiment, he received various punishments for his tendency to go on lengthy walks. These included being given extra drill, being reduced in rank, and even confinement in the black hole. His very uniform, which his adolescent growth made so tight, became a constant reminder of the constraints of military life. “My jacket was literally a strait jacket,” Shipp lamented; “from its extreme tightness, I could scarcely raise my hand to my head,” yet “in this predicament I had to march nearly fifteen hundred miles through Africa.”
- Learning the drill that made soldiers look good on parade was especially tedious. One anonymous soldier who enlisted in 1805, recalled being “constantly at drill, from six o’clock in the morning, till sun-set, except an hour or so at mid-day.General Cathcart drilled us to one o’clock daily; our own commanding officer exercised us the remainder of the day...” “I was very glad when we got into quarters, for the drill in camp was excessively wearisome, especially for young soldiers, amongst whom I then numbered.”

Activity Four: Reflection

After reviewing the evidence (in groups) students will be asked to respond to the **question**: “how did the reality of children in the military differ from the expectations?” Students can respond in many different ways: journal entry, mind map, drawing, point form, sketchnote, or any combination of these things. Students can then share their responses with the class in a group discussion or sharing circle. Students should also be guided to reflect on how adults are influencing vulnerable kids ~ similarly to TV or online advertisements (make connection to present day).

The **other question** for consolidation is: “At what point do you think children reached adulthood in the military? Consider this based on the evidence you have read and your own definition of what it

means to be a child.” This question is important as it requires students to reflect to the learning done in the first mind map activity. There are many ways to have students respond to this question, but a class discussion or sharing circle should be used to reflect on and consolidate learning.

The **final question** in the lesson is an application / reflection question. This question can be used to draw connections to modern military recruitment strategies.

Recruitment for the military focused on the poorest of children. Why do you think that was?

It is important to draw students attention to the fact that similar recruitment still occurs in the United States in which lower income high schools are targeted for recruitment and impressionable students are not given the whole picture – “ According to U.S. Army Recruiting Command data ... while high schools in wealthy suburban school districts typically restrict visits from recruiters to only two or three times a year, in some low-income urban communities the military is on campus two or three times a week.”¹ It is also important to note that often the poorest and underfunded schools are attended by Black students and other students of colour. This is due to redlining, as well as the many systems (legal, healthcare, education, etc.) which are fundamentally racist and oppressive. This is a BIG topic, but it is important that students are aware of the inequity that exists when looking to connect this question to the present day.

This trend is also true in Britain where military recruitment has also targeted poorer schools. Here is a quote from Stephen Armstrong’s article “Britain’s Child Army:” “The presence of recruitment teams in the classroom has caused understandable concern, as has the type of schools being visited. ... Figures on school visits from the Army Recruitment Division for 2005-2006 ... showed that schools in the most deprived areas of Wales were visited 50 per cent more often than those in affluent areas.” It is clear that “the young, unskilled, and unemployed are still at the core of [the military’s] target demographic.” Starting with children as young as seven the army wants to “raise awareness” about careers in the military by harnessing young people’s interest in the military.²

¹ Seth Kershner & Scott Harding, “Militarism Goes to School,” *Critical Military Studies*, 5, no.3 (2019): 191-194.

² Stephen Armstrong, “Britain’s Child Army,” *New Statesman*, 5 February 2007.

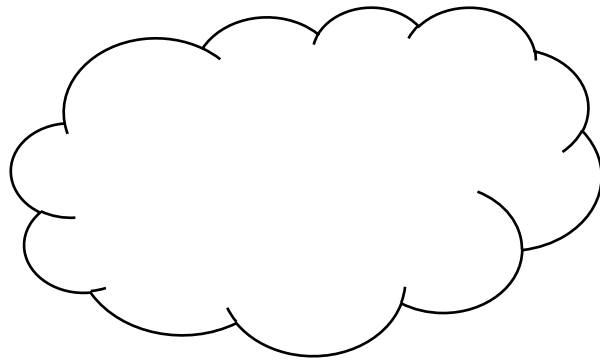
Materials for Students

Find all student materials required for these activities on the following pages.

Eighteenth Century Childhood – How did childhood differ from today?

Think/Pair/Share

Use the mind map below to brainstorm how you define childhood. What makes a child different from an adult? At what point is a child an adult?



How to Define Childhood?

In the eighteenth century, children were considered adults after they were **married** OR when they finished their **apprenticeship**. Apprenticeship was a system in which boys, and less frequently girls, were trained in a trade or craft. Apprenticeships usually started around age 13 and lasted for seven years, in which the child would live with their master or mistress who was responsible for teaching them a trade.

Respond: How does this compare with your definition of childhood vs. adulthood?

The Military

Boys as young as seven joined the military. The youngest children would have joined as drummers, since infantry privates had to meet height requirements. This complicated the common definition of growing up. Children in the military were not allowed to get married as they got older and they did not complete apprenticeships, so how did children grow up in the military?

Reflect: Write down your thoughts on how joining the military as a child could complicate growing up.

Reasons for Joining the Military

Read the following pieces of information taken from soldiers' memoirs. Determine the common reasons why boys joined the army by highlighting or underlining important words and phrases.

John Shipp

John Shipp was playing a game of marbles when he heard “the shrill notes of a **fife** (small flute), and the hollow sound of a distant drum.”

“On arriving at the marketplace, I found them to be a recruiting party for the Royal Artillery, who had already enlisted several likely-looking fellows. The pretty little well-dressed fifer was the principal object of my notice. His finery and shrill music were of themselves sufficient attractions to my youthful fancy: but what occupied my thoughts more than either of these, was the size of the musical warrior, whose height very little exceeded that of the drum by which he stood.”

“Surely,” thought I to myself, sidling up to him, “I must myself be as tall, if not taller, than this little blade; and should make as good a soldier!”

John Shipp decided to ask a colonel to join the army at the age of nine. “I strutted up to him with my hat in my hand, and made him a most **obsequious** (attentive / obedient) bow, with my hand and foot at the same time. I then stood straight, as if I had swallowed a **sergeant's pike** (a pike is a weapon with a long straight handle, like a staff or a broom).

When the colonel laughingly said, “Well, my fine little rustic, what's your pleasure?”

I said, making another bow, “Soldiering, your honour.”

At this, the whole of the officers burst into a roar of laughter, in which the colonel most heartily joined. I soon found that all this merriment was at my expense; at which I began to **evinced** (show evidence of) some slight displeasure . . .

When the colonel said, in the most affectionate manner, “My dear little child, you had better return to your fond mother's lap.”

Here I could not help **piping** (speaking out), and I replied, “Sir, my mother is dead.”

“Could I even take you,” continued the colonel, “I should imagine that I was robbing some fond parent of its child; besides, we are proceeding on foreign service, against the enemy.”

The news only served to increase my anxiety to go, and I again entreated him to look with compassion upon an orphan. I saw him turn from me, and wipe away a falling tear;

And then, addressing me with the affection of a parent, he said, “My dear little fellow, if I was going to remain in England, I would take you; but under the present circumstances, I cannot.”

Benjamin

In 1804, a recruit known only as Benjamin confessed to “undefined thoughts of ultimate promotion” along with “the roll of the spirit-stirring drum, the glittering file of bayonets,” and “the pomp and circumstance of military parade” as his motive to enlist.

William Cobbett

William Cobbett was sixteen when, he “stood lost between astonishment and admiration,” while looking at the sea. He was taken over by the desire to enlist and see the world. His initial attempt to enlist did not work out and he ended up as a **copyist** (makes handwritten copies of documents) for a London Lawyer. In his description of this mindless work, which today would be done by scanners and photocopiers, he compared it to imprisonment. Cobbett called the office a “dungeon,” where he “worked like a galley-slave from five in the morning till eight or nine at night, and sometimes all night long,” having only Sundays to spend out of doors.

William Lawrence

As an abused apprentice, William Lawrence claimed to have enlisted for the Peninsular War after seeing a soldier on furlough (temporary freedom from daily roll call and sentry duty). “The very sight of him made me long to be like him,” Lawrence remembered, and he saw the army as a welcome escape from a cruel **master** (the person who trains an apprentice).

James Dawson Burn

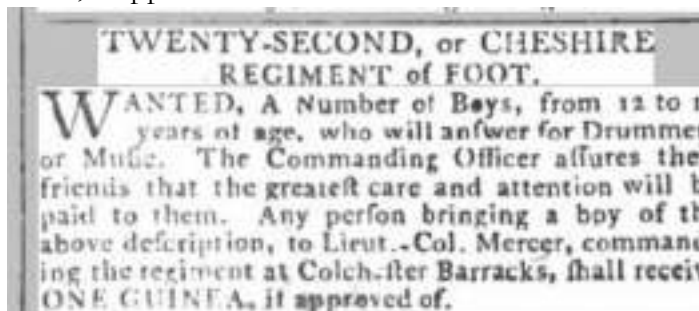
As a starving Irish boy, friendless and newly arrived on the streets of Liverpool, James Dawson Burn was approached by a recruiting sergeant. “The friendly voice of any human being was welcome to me,” he admitted, and “gladly” accompanied his new acquaintance to a public house where “he opened up his military budget, and pointed out the fame and fortune which awaited.”

John Robert Shaw

As a fifteen year old run-away apprentice in 1777, John Robert Shaw was approached by a soldier in the 33rd. The uniformed man promised that he would show Shaw “the place where the streets are paved with pancakes; and where the hogs are going through the streets carrying knives and forks on their backs, and crying *who will come and eat?*” Shaw saw the army as a way for him and his friends to “get clear of work, and be gentlemen at once.”

An Advertisement in a 1796 Newspaper

Text: “Twenty-Second, or Cheshire Regiment of Foot,” “WANTED, a Number of Boys, from 12 to 14 years of age, who will answer for Drummers or Music. The Commanding Officer assures their friends that the greatest care and attention will be paid to them. Any person bringing a boy of the above description, to Lieut. Col. Mercer, commanding the regiment at Colchester Barracks, shall receive ONE GUINEA, if approved of.”



Why did Children Join the Army?

Use the table below to record the common reasons children joined the army based on each piece of evidence.

Why did John Shipp want to join the army?	Why did Benjamin want to join the army?
Why did William Cobbett want to join the army?	Why did William Lawrence want to join the army?
Why did James Dawson Burn want to join the army?	Why did John Robert Shaw want to join the army?
Why would someone want to join the army after reading the Advertisement a 1796 Newspaper ?	List the common reasons below:

Expectation vs. Reality

When have you experienced something that differed from your expectations?

Although many children had high hopes for their career in the military, the reality of military service never quite lived up to their expectations.

Experience in the Army

Based on the reasons that boys joined the army explored above, what do you think boys expected from their experience in the army? Write a few expectations you think a young soldier would have under each category.

Food and Money Expectation:	Glamour and Atmosphere Expectation:
Companionship Expectation:	Freedom / Travel Expectation:

Reality Part One: Let's Make a Neckstock!

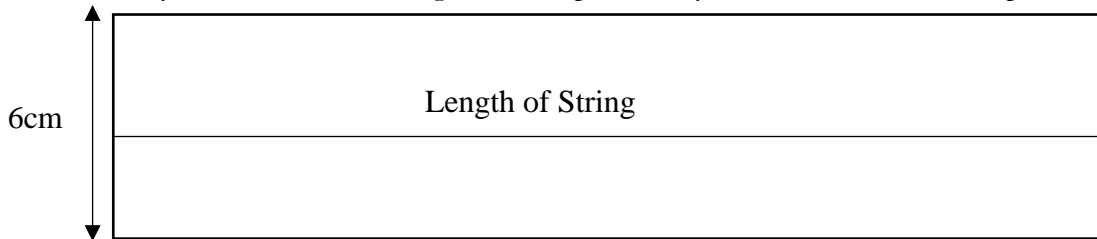
The neckstock was an element of the British Military Uniform. It was the most confining part of the uniform worn tightly around the neck. Soldiers were not allowed to alter the neckstock, even when it was uncomfortable and too small. If a soldier tried to make the neckstock thinner by shaving the leather they would be punished. The neckstock was often too tight and left soldiers with permanent scars. The purpose of the neckstock was to impose physical conformity by making soldiers uncomfortable when bending or turning their heads.

Materials:

- Thick cardboard
- String
- Marker or pen
- Tape
- Scissors

Directions:

- Using a string, measure the distance around your neck. Mark the distance around your neck using a marker or pen.
- Using the cardboard draw a rectangle. The length of the rectangle should be the length of your neck, use the string in order to measure the length of the rectangle. The width of the rectangle should be 6 cm.
- Cut out your cardboard rectangle and wrap around your neck. Secure with tape.



Reflect: Compare how you feel wearing the neckstock with this comedic image.

The text on the bottom says:
Private Jones: "HERE! HI! BILL! C-C-C-Catch hold o' my musket! My head's C-C-C-Coming off!"

How do you think it would have felt to have worn a neckstock all day!?

Reality Part Two: Evidence Sorting

Directions: Cut out along the dotted line

Food and Money

Companionship

Glamour and Atmosphere

Freedom

Evidence

William Cobbett, who eagerly enlisted in 1784, quickly learned of the severe hardships of army life, “recollecting the pangs of hunger” he endured because the private soldier’s pay was ill-equipped “to sustain life in a lad of sixteen and to enable him to exercise with a musket six or eight hours every day.”

John Shipp traded his shoes for a pudding from a local peddler in Portsmouth. Shipp was sentenced to seven days and nights in the **black hole** (windowless military jail). He was released after 24hrs, but he had amused himself with imagining himself a glamorous prisoner of war and kept warm by “standing on my head, walking on my hands, tumbling head over heels, and similar gymnastic exercises....sleeping and playing by turns.”

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Although John Shipp had eagerly desired the adventure of Army life as an escape from apprenticeship, he chafed under the new constraints on his movement. As a young fifer in the 22nd Regiment, he received various punishments for his tendency to go on lengthy walks. These included being given extra drill, being reduced in rank, and even confinement in the black hole. His very uniform, which his adolescent growth made so tight, became a constant reminder of the constraints of military life. “My jacket was literally a strait jacket,” Shipp lamented; “from its extreme tightness, I could scarcely raise my hand to my head,” yet “in this predicament I had to march nearly fifteen hundred miles through Africa.”

BELOW ARE TWO VERSIONS OF THE SAME SOURCE WITH OR WITHOUT GORY PART (only give one version to students)

A seventeen-year-old with the British army in the American Revolutionary War recalled sleeping each night for four months in full equipment, holding his gun, in anticipation of imminent attack. Earlier, he had witnessed “the horrors” of the 1778 Tappan Massacre. Even the trip across the Atlantic was fraught. “The cries and lamentations of the poor raw country soldiers” were so horrifying to him, they became a harbinger of doom. “I thought I was going to the Devil,” the young lad attested.

A seventeen-year-old with the British army in the American Revolutionary War recalled sleeping each night for four months in full equipment, holding his gun, in anticipation of imminent attack. Earlier, he had witnessed “the horrors” of the 1778 Tappan Massacre. He saw men “having their arms cut off, and others with their bowels hanging out crying for mercy.” Even the trip across the Atlantic was fraught. “The cries and lamentations of the poor raw country soldiers” were so horrifying to him, they became a harbinger of doom. “I thought I was going to the Devil,” the young lad attested.

Reflection

Respond to the following questions in one of the following forms: journal entry, mind map, drawing, point form, sketchnote, or any combination of these things.

1. How did the reality of children in the military differ from the expectations?
2. At what point do you think children reached adulthood in the military? Consider this based on the evidence you have read and your own definition of what it means to be a child.

Additional Reflection Question:

Recruitment for the military focused on the poorest of children. Why do you think that was?

Source Page

Illustrations

“The Black Choker. Dedicated to the Powers that Be,” *Punch*, XXVI (June, 1854), 227.

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