

Minor flaws aside, Professor Rable has brought us a vivid behind-the-scenes look at Confederate womanhood. What remains to be done next is a thorough and final canvas of the same ground on a state-by-state basis with considerable emphasis placed on the grassroots level. This would seem to lend itself to a multi-author enterprise similar to the 1985 *Confederate Governors* volume.

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Laurence Ivan Seidman. *Once in the Saddle: The Cowboy's Frontier, 1866-1896.* Library of American History. 1973. Reprint. New York: Facts on File, 1991. Pp. xvii, 137. \$16.95.

Once in the Saddle, the title quoted from a familiar line of a cowboy ballad, is a reprint of an earlier work that appeared in Alfred A. Knopf's fifteen-volume series titled *The Living History Library*. The series, targeted for an audience of high school students and college undergraduates, concentrated on pivotal events and personalities of American history; as such, there had to be a book on the cowboy of the Last West.

This book is composed of a thread of narrative that connects and introduces quotations, many of them quite lengthy, of persons who experienced the birth, expansion, and death of the great Cattle Kingdom that exploded from Texas immediately following the American Civil War and then expired about thirty years later. It also contains quotations from secondary sources. Many of the latter are interpretative, of course, and add to the original sources quoted, and, with the narrative, blend to make a pleasing and informative, if brief, survey of the industry and the era. All chapters but one conclude with the words and score for piano accompaniment of a cowboy song illustrative of the text of that chapter. Many of those included are but one version of that song. The combination of narrative, quotations from the literature, and then the music make this book particularly adaptable to classroom use, and, with appropriate application by the teacher, at any level of instruction.

The chapters begin, appropriately, with a review of geography and how physical characteristics shaped the cultural and economic development of the area. Some might quibble with the area assigned as the Great Plains on the map provided, but it is certainly adequate. A subsequent chapter deals with the development of the cattle industry in Texas with significant credit to its Spaniard progenitors, but, possibly due to the time it was written, does not address the argument that equal credit should be given to the impact of Anglo-Celts coming from the East for the cattle kingdom's genesis. No matter; the old, old story is still worth telling.

Seidman's story of how Chicago became the shipping goal from Abilene—he was thrown out of the railroad president's office in St. Louis when he asked for a rail line—shows how important is the role of accident in history. His descriptions of cattle drives, and the men, animals, and methods involved are consensus history and are told well both in narrative and in quotations. His story of the annihilation of the buffalo and resulting consequences for Indians, cattlemen, and the Army reminds us of why the Sierra Club calls our wasteful gobbling of the frontier a "cowboy" attitude, although cowboys actually killed few buffalo. And his accounts of the demise of the Kingdom and the reorganization of the cattle industry, rooted in overproduction, bad management, and worse weather, are clear and precise. There are but two things of a negative nature to be said: I do not believe the King Ranch was ever owned by a British syndicate but remains, as it was from the beginning, a family affair; and the gentleman mentioned on page 111 should be Oliver Loving, not Loring. This would not be mentioned except for his considerable role in the development of the industry.

The best part of the book is the story of Nate Champion, the cowboy who refused to be bullied by ranchers, although the story of the black cowboy Nate Love would be a close

competitor for that distinction. And the quotation I liked best came from G. D. Burrows, in *Trail Drivers of Texas*: "Some of my experiences [as a cowboy] were going hungry, getting wet and cold, riding sorebacked horses, going to sleep on hard ground, losing cattle, getting 'cussed' by the boss . . . but all were forgotten when we delivered our herd and started back to grand old Texas . . ." That is a fair description of a cowboy's life.

This is a good book for its intended audience. It is consensus history, and it is well written, and could be used as assigned reading in secondary schools and undergraduate courses. Parts of it could be read to elementary students, and certainly some of the music might be used at all levels.

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Milton Meltzer. *Bread—and Roses: The Struggle of American Labor, 1865-1915*. New York: Facts on File, 1991. Pp. viii, 168. \$16.95.

As it states on the copyright page, this book was published originally in a different form by Alfred A. Knopf, Inc. in 1967. I can recall at the time that I was positively disposed to this text as well as to the entire series edited by John Anthony Scott because the overall theme is the history of the United States "as told by the people who shaped it." By using documentary materials—letters, diaries, newspapers, songs, speeches—connected by a narrative, the Library of American History series and this particular volume, present to the reader a "vivid and exciting portrait" of our history.

My experience in using the original series in the classroom leads me to believe that this current reincarnation will have a similarly positive experience if used by teachers willing to allow the student to reach his or her own view of where we have come from and why. My own use of this text, in the original edition, and others in the series was in a field-based teacher training program with student teachers who were being asked to find new and better ways to utilize documentary approaches to history in the classroom. I should think that this re-issue of Meltzer's work still would work best in the middle and high school classroom as a primary supplement to a better understanding of American labor history.

The one thing that struck me about the differences between the two editions was the reduction of and changes in the choices of illustrations used in the current edition. Overall, the publisher has reduced the number of illustrations to the detriment of the text. I am one of those who believe that we need greater use of documentary materials to enhance historical understanding and if this can be done by utilizing lithographs, cartoons, and photographs, all the better. I can only reason, in this case, that Facts on File, while doing a good turn for the needs of the teacher in the classroom, also needed to cut costs.

Now for historical criticisms, I have two. The first is not serious, but meeting it would add immeasurably to my positive attitude towards this book and the series of which it is a part. I would have appreciated it very much if the documentary textual materials were fully cited. I realize that footnotes often turn the reader off, especially the young who seem to fight incessantly against learning history, but I believe that such citations would be extremely helpful when teaching young people something about how the historian works. The second criticism concerns the overall feeling that the reader is left with after reading the final chapter. The end is too quick, too non-reflective for me. Meltzer leaves the reader with many questions unanswered as well as with a too facile ending that does not reflect, to me, anyway, a better understanding of a great amount of scholarship in labor history that has taken place since 1967. The bibliography does reflect that scholarship, but the text itself does not simply because, as a re-issue edition, nothing has changed in the text proper.