

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.

Stephen F. Austin State University

Archie P. McDonald

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.

Despite my mild criticisms and concern for the reduction in illustrations, I still believe, as I did in 1967, that this text and the Library of American History series are valuable additions to the material needs of the classroom teacher. Used as a source for classroom materials or as a supplementary reading program for students in the specific areas of each volume, i.e., American labor history, this material is an important addition to classroom teacher's resource bag.

The University of Maryland—Asian Division

Paul H. Tedesco

Jane Hovde, *Jane Addams*. New York & Oxford: Facts on File, 1989. Pp. 131. Cloth, \$16.95.

This slim volume is a reminder that in an era of inflated packaging good things can still come in small containers. Jane Hovde's task in preparing a biography of Jane Addams that would fulfill the objectives of the Makers of America series (the four other volumes published to date deal with John Brown, Amelia Earhart, Frederick Douglass, and Martin Luther King) was daunting. She had to summarize the myriad events of a 75-year lifetime of leadership, incorporate the latest scholarship on the most important American woman in the late nineteenth and early twentieth centuries, flavor her presentation with references to Addams's voluminous published and unpublished writings, and add an annotated bibliography. All this had to be accomplished in less than 125 pages and written in a style that would appeal to and could be understood by students. A tall order, but one that the author filled well.

Jane Addams is an elusive figure for contemporary students. It is not that the issues of poverty and peace that defined her life no longer have pertinence; rather it is that Addams as a person comes across in history texts as too perfect to have much popular appeal. It is her reputation—"An American Heroine" is Alan Davis's term—rather than the individual that dominates history. In the opening chapter the author comes close to reinforcing this image by presenting Addams delivering a nominating speech on behalf of Theodore Roosevelt at the Bull Moose convention in 1912. Here she is middle-aged, confident, established, influential. "Aren't you magnificent?" the author quotes from a fan letter from a Wellesley college professor that continued, "What a grand new service you have rendered the human race! Thousands of women are blessing you this day because your new leadership brings us perceptively nearer to the Kingdom of Heaven."

Fortunately this tone of adulation disappears in two excellent chapters on Addams's youth and education. Here the author captures Addams's complex relationships with her parents, step-mother, and siblings that produced both security and unease. The picture of her life at Rockford College shows her growing consciousness of the possibilities of a life of public accomplishment. The account of the painful years between 1881 and 1889, when her rebellion against the suffocating restrictions that society placed on women produced illness and depression, presents a less heroic but more human side of Jane Addams.

The three chapters devoted to Hull House will dispel some of the confusion students often have about this unique social institution. Hovde makes clear to readers accustomed to the professional social service bureaucracy that Addams and other young women were indeed good neighbors to the poor, helping but also learning from them. Living in a single sex community in the heart of Chicago provided a supportive environment for many women as is demonstrated by sketches of the careers of Julia Lathrop, Florence Kelley, Alice Hamilton, and other Hull House residents. Their approach to poverty was not doctrinaire but experimental, responding to neighborhood needs in novel ways. In addition to educational activities the settlement provided public baths, a public kitchen, an art gallery, a coffee house, a playground, and a gymnasium.