sentiment had "congealed" prior to the war and (2) that the Grant "coattail" factor was minimal in predicting the final configuration of the black suffrage vote.

Mohr does a creditable job of editing, including an excellent introduction and a knowledgeable historiographical postscript. These essays, as he suggests, partially fill a gap in historiography and serve to encourage others to follow up with additional and/or corrective research. This volume, indeed, is now a commendable companion to Richard O. Curry's *Radicalism, Racism, and Party Alignment: The Border States during Reconstruction* (1969). The gap will not be closed, however, until the legislative and voter behavior is analyzed and synthesized with traditional methodologies. Until then, this collection will act as an important catalyst in many seminars.

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Since it was originally published by Macmillan in 1961 as *The Black Hat Brigade*, a surfeit of Civil War military histories have filled bookstore shelves. Reissued in 1975 as *The Iron Brigade* by the State Historical Society of Wisconsin, the book remains a thoroughly researched, reliable, and absorbing account of the best fighting unit in the Union army.

The "Iron Brigade," which was organized near Washington in October 1861, comprised the Second, Sixth, and Seventh Wisconsin volunteer regiments and the Nineteenth Indiana. It was the Army of the Potomac's only completely western brigade. Later, to replenish depleted numbers, it received the Twenty-fourth Michigan and retained its regional character. But while its geographical distinction is interesting, the Iron Brigade was one of the best fighting brigades in the army. When the going got tough, commanders increasingly came to rely on the brigade. The result was that a greater proportion of its men were killed in battle than any other brigade.

As Nolan states, and I concur with him, much of the brigade's esprit de corps and effectiveness was the result of its second command-
er, John Gibbon, who assumed command in May 1862. To help instill élan into his men, Gibbon equipped them with uniforms and black hats, thus distinguishing them from other volunteer units. Therefore, initially the outfit was sometimes called the "Black Hat Brigade." But at the Battle of South Mountain in 1862 the brigade acquired a more auspicious name. A general had been given reports that the men had fought as though they were made of iron. From then on the unit was known as the "Iron Brigade." From South Mountain to Gettysburg the brigade lived up to its name. But on July 1, the first day of the battle for Gettysburg, 65 percent of the brigade was killed, wounded, or captured. When Pennsylvania, New York, and other eastern regiments were added to bring the outfit up to its original complement, the brigade lost its peculiar identity and eventually was disbanded.

It is evident from the first few pages that Nolan has scrupulously searched newspapers, letters, diaries, regimental histories, and the Official Record for his narrative. His varied and absorbing story details the tactics, logistics, and the ordnance with which the officers and men were concerned. But more important to this reviewer, The Iron Brigade is also social history. The author documents the soldier's daily life, in and out of battle, and how he viewed the events and forces with which he was inextricably caught up. Nolan also tells us about the brigade's feelings about the major figures of the war, men like Lincoln, and Generals Grant, McClellan, Doubleday, and Hancock. Deeply involved are men like Lysander Cutler and General Gibbon. But The Iron Brigade is really the story of ordinary soldiers — their origins, characters, beliefs, ideals, and fears. In narrating the story of the Iron Brigade, Nolan has provided us with a microcosm of a country at war. Because of this, the book possesses the strength worthy of its subject.

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RONALD M. ZARYCHTA


Waynesburg College belongs to that important group of private colleges in Western Pennsylvania which were founded by churches during the nineteenth century. While these durable institutions have been bringing higher learning to our youth over the years, we probably know less about their history than we do of the earlier forts