

to see Western political idealism taking root. Only on the first of these does Longworth offer the reader any confidence.

History teachers may find here a literarily pleasing study experience for themselves and their students. There are succinct supplementary materials for lectures or assignment.

Somewhat troublesome is the anti-chronological order of the work. Since the book begins at the present and works backward to Constantine, there are irritating instances where the reader encounters terms that are identified and explained only in a latter portion of the book. The index is helpful with this problem.

For those of us less well-traveled in Eastern Europe, geographically or intellectually, this is a fascinating and entertaining survey. Especially refreshing and valuable for class use is the spirit of friendly neutrality in the treatment of communist governments of Eastern Europe in the Cold War era. Do not, however, look for coverage of the Soviet Union itself, though the Soviet role in promoting the events of 1989 in other countries is an interesting note.

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David Bushnell and Neill Macaulay. *The Emergence of Latin America in the Nineteenth Century*. New York & Oxford: Oxford University Press, 1994. Second edition. Pp. 341. Cloth, \$39.95; ISBN 0-19-508401-2. Paper, \$16.95; ISBN 0-19-508402-0.

Mark A. Burkholder and Lyman L. Johnson. *Colonial Latin America*. New York & Oxford: Oxford University Press, 1994. Second edition. Pp. viii, 360. Cloth, \$39.95; ISBN 0-19-508088-2. Paper, \$16.95; ISBN 0-19-508089-0.

Since their appearance on the scene four and six years ago, respectively, Burkholder and Johnson's *Colonial Latin America* and Bushnell and Macaulay's *The Emergence of Latin America in the Nineteenth Century* have been widely adopted for course preparation and classroom use.

The colonial volume, well written and rich in social and cultural history, served well either as a comprehensive primer for graduate students, or as an accessible text for the advanced undergraduate. Its combined use of the chronological and the topical approach made it possible to utilize it in a colonial course using either structure. Its bibliographies also served as a useful source for additional reading assignments and a guide to background reading for the nonspecialist. The nineteenth-century volume, while too detailed and lengthy for most single-semester surveys, offers the comprehensive approach needed for the nineteenth-century segment of courses focusing on the modern period. Its content and bibliographies have served as aids to graduate students and nonspecialists teaching the modern period. For all this, the authors and Oxford University Press, which published both works, are to be commended. I do, however, have some concerns about these second editions.

Teachers who appreciated the considerable strengths of the original editions of these works as texts for classroom use will be pleased to note that both second editions retain the virtues of the original. This is unsurprising since, in fact, each second edition is nearly identical to its original.

In the Burkholder and Johnson volume the format and content of the first edition are retained. The authors keep their mixture of the chronological and the thematic. In fact, they appear to wholly retain their text. All eight chapter headings, all subheadings, and the pagination are identical between the two editions. A spot check indicates that the text is essentially (perhaps totally) unchanged from the earlier edition. Maps, tables, the glossary and index appear identical as well. In the after matters, one new list, "Monarchs of Spain and Portugal," has been added.

The discernible changes in the new edition come in two areas, illustrations and bibliography. Perhaps half of the original illustrations have been replaced or reformatted, although their placement in relation to the text and their themes remain the same. The "Suggestions for Further Reading" at the end of the chapters have been updated to reflect the scholarship of the early 1990s. While the bibliographic update is commendable and useful, the need for the substitutions in illustrations is questionable. It is not clear that either of these additions warranted a new edition only four years after the first. If there are

serious errors or faults in the first edition that have been pointed out to the authors and corrected, the authors do not call attention to them; they do not include an introduction that points out the important changes and improved strengths of the revised work. Thus, these changes appear to represent at most a slight refinement of the first edition. For textbook course adoption, the second edition will not require changes in syllabus page assignments for readings. For scholars and teachers who already own the first edition as a reference, purchase of the second should be of limited utility.

Although the same general approach to revision is reflected in the second edition of the Bushnell and Macaulay work, there is some change in the text. This work includes no charts or illustrations interspersed in the text and only one map, which remains the same. The organization, chapter headings, and pagination remain constant for twelve of the book's thirteen chapters. However, the final subsection of the final chapter, "The Liberal Order: Demise and Rebirth," has been rewritten and doubled in length. This reworked section does a better job of linking the legacies of the nineteenth century to the twentieth century. It discusses in more specific terms than the first edition political and economic assaults on liberalism in the first three quarters of the twentieth century. As well, it discusses the trend toward more democratic regimes and neo-liberal economics in the 1990s. As in the case of the Burkholder and Johnson text, the bibliography has been updated to include more recent works and some older works have been deleted. There are two statistical appendices, and each manifests a slight modification in figures presented. The scope of the chronology is extended to cover from 1880 to 1891, which entails the addition of a few new entries on the list. A spot check of the index indicates that, while the print face appears slightly larger, which changes the pagination moderately, entries seem unchanged. Nouns indexed, subheadings on entries, and page references are unchanged except for materials in chapter 13 and following. The result of these changes is that the total number of pages expands from 335 in the first edition to 341 in the second edition.

Classroom teachers are always interested in having texts that reflect up-to-date information in the field. However, given the costs to consumers involved in bringing out a new edition (the lack of available used copies in the short run), the changes made should be extensive and vital enough to warrant it. This seems to be more true of the Bushnell and Macaulay text than it is of the Burkholder and Johnson one.

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William F. Mugleston & John K. Derden, eds. *Benedict Arnold, Anne Hutchinson, Sam Adams, Witches, and Other Troublemakers: Essays in Early American History*. New York: American Heritage Custom Publishing Group, 1994. Pp. viii, 277. Paper, \$23.75. ISBN 0-8281-0607-X.

Anyone teaching the survey in United States history at the college level knows that the number of textbooks and readers of various kinds for use in that course continues to multiply at an amazing rate; here is another addition to that list, and overall a very good one indeed.

Let's get a few criticisms out of the way first. I am inclined to rather long titles myself, but isn't this one a bit much? More serious than its length, though, is the fact that, while clever, it is really misleading: not descriptive of the contents of the book—if there is a "troublemaker" theme carried throughout, it was not obvious to this reader, and in what sense were these people "troublemakers"? It is not explained here. Numerous mistakes sneaked through the proof-reading process. An index would have been nice. And, more importantly, readers deserve to know where the selections were found. Basically, of the twenty-four items included, we know in only eight cases, those where the editors were apparently obligated to list them for copyright purposes.

Probably it is inevitable that anyone's selections for an anthology will look a bit eccentric at times to any other teacher. Much of it has to do with the way you teach your course. But the selections here are generally very good, sometimes excellent, and should make for a fine supplement to any textbook. Sadly, it seems to be difficult in many college classrooms in America today to get students to read; if you can get your students to read anything, you should be able to get them to read these selections—and think