

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.

Austin College

Victoria H. Cummins

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

about them, because they are that kind of material (though some are "popular" and some more traditionally "scholarly").

Mugleston (from Floyd College in Georgia, and the Book Review Editor of this journal) and Derden (from East Georgia College) begin with a brief preface, which, while excellent and on target in its suggestion that today's complex times intensify our need for history, fails to provide any rationale for their approach and specific selections. They divide their material into four parts. Part one, "Colonial America," features essays by important environmental historian Alfred W. Crosby, well-known historians Gary B. Nash (on the African's response to slavery) and John Demos (on witchcraft in Salem and elsewhere), and other selections on indentured servants, John Smith, and Anne Hutchinson.

Part two, "Revolutionary and Early National America," includes the essays on "troublemakers" Sam Adams and Benedict Arnold, Valley Forge, a not-very-effective brief piece by Don Higginbotham taking issue with those who would compare the American Revolution with Vietnam, and essays on the Constitution by Jack N. Rakove and Richard B. Morris.

"Expanding America," the third part, is strong, featuring outstanding essays by Lois W. Banner on the early women's rights movement, Jack Larkin on daily life (students should love reading how Americans then drank much, bathed little, etc.), Stephen B. Oates on Nat Turner, co-editor Mugleston on Tocqueville and Dickens, and David McCullough on Harriet Beecher Stowe; also, a not-quite-so-strong piece on Eli Whitney.

The fourth and final part, "Divided America," begins with C. Vann Woodward's "John Brown's Private War." This reviewer would argue that Woodward gets too bogged down in what are basically side issues—such as Brown's impractical plans, criminal past, and possible insanity—and fails to emphasize adequately the essential point of his vital contribution to the end of the evil of human slavery. Also included are essays by Bruce Catton on common soldiers in the Civil War and on Jefferson Davis (Catton could write, couldn't he?!), Stephen B. Oates on the politics of emancipation, Eric Foner on internal conflict in the Confederacy, and James M. McPherson on how participants on both sides viewed the war. Professors who break their survey course at 1877 might wish for an additional section, or at least an essay or two in this section, on Reconstruction.

If you are looking for a good reader for your survey, consider this one.

Kossuth University (Debrecen, Hungary)

Davis D. Joyce

Haruko Taya Cook and Theodore F. Cook. *Japan at War: An Oral History*. New York: The New Press, 1992. Pp. 479. Cloth, \$27.50. Paper, \$14.95.

Haruko Taya Cook and Theodore F. Cook have compiled a gripping and revealing oral history of Japan during World War II. The authors, who interviewed several hundred survivors, selected a broad cross-section of Japanese society, including staff-level military officers, enlisted men, journalists, diplomats, artists, workers, and those barely of school age at the time of the war. The translations are exquisite, allowing the voices to speak for themselves. The result is a poignant, sweeping, and often provocative view of the war from the Japanese perspective. It is oral history at its best; neither the specialist nor general student will be disappointed.

The intensely personal accounts vitalize the chronology and deepen concepts associated with the Pacific War. The Greater East Asia Co-Prosperty Sphere is seen through the eyes of exuberant schoolchildren tracing its growth from Harbin to Bandung on a classroom map. Journalists celebrate the sending of the manhood of Japan to liberate the "exploited" of Asia; the young are solemnly reminded of their Samurai ancestors and the divinity of His Imperial Highness. In a scary display of power the government squelches "thought criminals" and "complicated intellectuals" who question the geopolitics of expansion and grandiose military plans to subjugate East Asia.