



REVIEWS

Cervantes Saavedra, Miguel de. *El ingenioso hidalgo don Quijote de la Mancha*. Ed. Tom Lathrop. Newark, Delaware: Juan de la Cuesta, 1998. xxxii + 871 pp. in two volumes. (Volume I, “revised and corrected edition.”) Lathrop, Tom. *Don Quijote Dictionary*. Newark, Delaware: Juan de la Cuesta, 1999. vi + 150 pp.

Cervantes’s contemporaries waited ten years for his second part of *Don Quijote*, but the wait is over for American undergraduates. Just two years after the appearance of Tom Lathrop’s *El ingenioso hidalgo don Quijote de la Mancha (Parte I)*, Juan de la Cuesta has published Lathrop’s Part II and the *Don Quijote Dictionary* as well as a revised and corrected Part I. These volumes, an alternative to Spanish editions of *Don Quijote*, will enable English-speaking students to read and understand *Don Quijote* more easily.

Based on the Schevill-Bonilla edition (1928–41), Lathrop’s Part I and Part II, with modernized spelling except when pronunciation would be affected, have special features to make *Don Quijote* more accessible. In addition to frequent vocabulary glosses in English in the right margin of each page, Lathrop’s *Don Quijote* also has abundant lexical, grammatical, and cultural explanations in English in footnotes at the bottom of the page. In the windmill episode in Chapter 8 of Part I, for example, Lathrop’s 51 footnotes and approximately 130 vocabulary glosses outnumber John Jay Allen’s six notes, Martín de Riquer’s twenty, and Luis Andrés Murillo’s thirty-three. Lathrop’s entries are generally more appropriate for undergraduate readers.

Lathrop has also included headlines in English that summarize highlights of the text at the top of each page, a tool that students can use as a pre-reading summary, a comprehension check while reading, or a review soon after reading or right before an exam. Gustave Doré’s illustrations offer readers visual support as they move through the story, and the line numbers in the left margin and section numbers at the top of left-hand pages are useful for finding references during class discussion. Lathrop’s introduction clearly explains these features. Although Lathrop’s edition lacks an extensive bibliography of critical works, which would appeal to graduate level readers, this does not seem to be a serious omission, given the undergraduate target audience.

The revised version of Part I is very similar to the first edition, which was published in 1997, in content and format, although many of the typographical

errors have been corrected. The introduction still includes sections on Golden Age grammar, Cervantes's life, the contradictions and supposed errors in Cervantes's text and chapter titles, the characters Marcela and the fictional Cervantes, the clergy, and the editions of *Don Quijote* consulted. One significant change is the improved wording in the footnotes. Instead of giving only one Spanish word to help readers locate the place in the text, the revised entries usually begin with several words or a phrase.

Part II, which begins with page 425, where Part I ended, follows the format of Part I. The second volume includes an introduction in which Lathrop discusses Cervantes's reaction to Avellaneda's continuation of *Don Quijote*. After mentioning the tradition of sequels published by authors who had not written the original texts, Lathrop suggests several reasons why Avellaneda would not have felt it improper to continue Cervantes's work. Then Lathrop offers examples of some ways in which Cervantes's Part II responds to the spurious sequel. The introduction ends with the note that *Life* magazine listed *Don Quijote* as ninety-seventh of the one hundred greatest events of the millennium.

Since many students do not have dictionaries with Golden Age words and definitions, and even large dictionaries sometimes require supplements, the third volume of this set is especially useful. Lathrop prepared the *Don Quijote Dictionary* to help undergraduates easily find the right nuances of words. According to the introduction, the 7,800 entries include 12,000 definitions. Since each meaning of a word is only glossed once in the margins of the text, the dictionary allows students to verify meanings that they have forgotten. Uncommon and quite common words and meanings appear in the dictionary, and the entries list the part and chapter numbers of where each definition is first used. Lathrop aimed to enable students to read *Don Quijote* without referring to a translation, and a close consideration of the windmill adventure in the first section of Part I, Chapter 8, shows that students will need to look up few, if any, words in another dictionary because so much of the vocabulary is explained in the margin, notes, and *Don Quijote Dictionary*. In many lines, several words or phrases are defined. Although students will still have to read carefully in order to understand the text while consulting Lathrop's dictionary and notes, the definitions in these volumes will speed up the reading process. Lathrop's soft-cover dictionary is also more portable than a large one for students who study at different places on campus between classes and at home.

Lathrop's *Don Quijote* offers an alternative to Spanish editions for instructors who do not mind having extensive notes and glosses in English. In addition to the comparative ease of reading *Don Quijote* in this format, the attractive covers and illustrations and compact size should make Lathrop's *Don Quijote* popular with students, although most of them will not have struggled through a Spanish edition previously. At \$20 for Part I, Part II, and the dictionary, this set will save students time, energy, and money. In his introduction to Part II, Lathrop mentions that Juan de la Cuesta is considering publishing other works with a similar format, and judging from this careful student-oriented edition of *Don*

Quijote, these books would be welcome options among Spanish editions of long or difficult texts.

Gwen Stickney
Indiana University