

the essays. It will also be valuable as an assigned text in any course designed to prepare future history teachers. *The Practice of University History Teaching* is a fine example of rigorous scholarship on teaching, one that addresses large pedagogical questions in concrete ways that can be taken directly into the classroom where they belong.

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Paul N. Stearns, Peter Seixas, & Sam Wineburg, eds. *Knowing, Teaching, and Learning History: National and International Perspectives*. New York & London: New York University Press, 2000. Pp. ix, 482. Paper \$25.00; ISBN 0-8147-8142-X.

The 22 useful and engaging essays in this book represent leading work in the scholarship of teaching and learning related to history. The collection is a valuable effort by a group of interdisciplinary, international authors to address the complex interaction of learning theory, classroom practice, and the discipline of history in the United States, Canada, and Europe.

As the editors note, this volume grew out of a session at a meeting of the American Historical Association and developed into a larger, international effort. More broadly, it is part of a confluence of three major trends. First is the cognitive revolution in learning and teaching. The second involves changes in the discipline of history, especially the inclusion of marginalized groups and the critique of historical narrative. The final trend has been the growing interest in issues of historical memory and the public representation of history.

Limitations on space prevent a full discussion of each piece, but together the essays in the volume address these large trends and note that while difficult, improving history teaching and learning is possible; the essays collected here represent attempts in this direction.

The editors divide the book into four parts. "Current Issues in History Education" contains seven essays that assess the complex interactions of what history is, how it should be taught, and why it is important to learn in the United States, Canada, and Europe.

In Part Two, "Changes Needed to Advance Good History Teaching," four contributors, Diane Ravitch, G. Williamson McDiarmid, Peter Vinten-Johansen, and Shelly Weintraub recommend changes to improve professional development and history teacher education. In general, they conclude that greater emphasis should be placed on content in teacher training and that interdisciplinary programs, such as the one at Michigan State discussed by McDiarmid and Vinten-Johansen, are the best means to increase teachers' training in historical reasoning skills.

The six essays in Part Three, "Research on Teaching and Learning in History," reflect on the findings of various studies on what history is and how people, both

students and adults, understand and develop historical thinking, becoming, in Sam Wineburg's words, "historical beings." They suggest that history is not something confined to schools, but rather is a subject learned in a number of places, including museums, movies, and family scrapbooks. The public, Roy Rosenzweig shows, is deeply engaged with the past, most often through familial relationships and events. The authors also point to the need for students and teachers to address, rather than avoid, areas of conflict and tension in historical narrative.

Part Four, "Models for Teaching," is the most "hands-on" section of the book, covering direct application of the ideas discussed in earlier chapters. Three essays written by teachers and three by educational researchers, while different, share a common, constructivist theme, that teachers should use a mixture of teaching practices and embrace methods and assessments that center on historical thinking, including assessing primary and secondary sources and handling multiple viewpoints, as opposed to mere memorization and recitation of facts.

This book would be useful for classes in history and education for individuals engaged in the scholarship of teaching and learning, or simply for those interested in informing their own classroom practice. Hopefully these essays will do much to bridge the gap between historians, teacher educators, and teachers.

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Susan Dunn. *Sister Revolutions: French Lightning, American Light*. New York: Faber & Faber, Inc., 1999. Pp. x, 258. Cloth, \$26.00; ISBN 0-571-19900-3.

Susan Dunn introduces her analysis of the American and French revolutions with an intriguing and gripping story of the young nobleman known as the Marquis de Lafayette. Lafayette's story and his association with the revolutions and George Washington draw the reader to a consideration of how these two events compare. This is an exceptional intellectual history of two great revolutionary events that were intertwined and mutually influential.

Dunn contrasts the views of Emmanuel Joseph Sieyès with those of James Madison, concluding that Madison had already dealt in 1787 in the Federalist No. 10 with what Sieyès was proposing in 1789. It is at this point that the two revolutions diverged into radically different directions. The gross exceptions and regrettable violence of the French in the Reign of Terror came from this divergence. Also, Dunn explains "the revolution of 1800," the contributions of both Madison and Jefferson in what "constituted a second American Revolution," and the value of political factions in maintaining political equilibrium and equality.

Captivated with the American Revolution, the French view wasn't what many Americans perceived it to be—a "return to the rights and freedoms they had long enjoyed before Parliament and King George III violated them." Dunn argues that the