

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.

University of Akron

Gregory S. Wilson

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

French Revolution “denoted not return but total transformation.” Although there were differences between the two revolutions, they “shared significant features.” The two events are personified in Jefferson and Lafayette. Dunn explains Jefferson’s commitment to both revolutions, emphasizing his political experience and imagination, concluding that “ideas gone amok doomed the Revolution in France.”

Dunn emphasizes the power of ideas in shaping and empowering revolutionary actions. Her comparison of the two events tends to stress the appraisal of Louis Hartz in *The Liberal Tradition in America* (1955) that highlights the obvious connection of the French to the *ancien régime* and the social upheavals attendant to it, while the American Revolution is seen more as a political revolt than as a social upheaval. Of course, there is the obvious individualism of the American effort and the collectivist tendencies, the radicalism of the French, as compared to the conservatism of the Americans that Dunn sees primarily as an effort to reclaim and retain rights in a struggle against the British monarchy’s imperial power.

Sister Revolutions is an excellent book for instructors to use in demonstrating the “how” of history. Dunn gracefully and provocatively explains the motivations, the strategies, the philosophies, and the consequences of the two revolutions. In addition, she traces the influence of these events that has been used by others subsequently, from Vladimir Lenin, Ho Chi Minh, and Nelson Mandela, to Tony Blair.

Dunn obviously interprets the American Revolution from the perspective of “ideology,” and she focuses her attention on what she sees as the essential difference between the “sister revolutions”—their very different conception of unity and how that determined the revolutions’ outcomes. This difference in political vision of the committed revolutionaries of both events resulted in very different consequences.

Her style is engaging, even at times inspiring, and can be used to bring students into discussions on how to “do” history in analyzing such events as revolutions and how subsequent revolutions have drawn from both. Instructors can draw materials illustrating the Revolutions and the important relationships that existed and persisted between America and France. Students can gain a good understanding of the thought that characterized and differentiated the revolutions and their offspring. I recommend this very readable and insightful book.

East Texas Baptist University

Jerry Hopkins

Don Nardo, ed. *Charles Darwin*. San Diego: Greenhaven Press, 2000. Pp. 239. Paper \$15.96; ISBN 0-7377-0080-7.

The name Charles Darwin, the theory of evolution, and the related concepts of natural selection and survival of the fittest still provoke fiery debates nearly 150 years after publication of *The Origin of Species* in 1859. Don Nardo’s *Charles Darwin* is a useful, if limited, anthology of primary and secondary sources by authors such as