

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.

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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

Desmond King-Hele, Carl Sagan, and Gertrude Himmelfarb on the origins, publication, and impact, short- and long-term, of Darwin's ideas. Organized in four sections, this collection provides excerpts from secondary sources on "Pre-Darwinian Theories of Life's Origins," a mixture of primary and secondary sources on "Darwin Develops and Publishes his Theory of Evolution" and "The Immediate Impact of Darwin's *Origin of Species*," and excerpts from secondary sources on "Modern Reevaluations and Objections to Darwin's Ideas." A concise and clearly-written introduction provides an overview of Darwin's life and work. Although unsigned, it is likely the work of the editor, a professional writer and author or editor of numerous books for young adults on history and science, including the recent *The Origin of Species: Darwin's Theory of Evolution* (San Diego: Lucent Books, 2001). Also found in *Charles Darwin* are suggested "Discussion Questions and Research Topics," a somewhat eccentric chronology, additional excerpts from primary sources, and an eclectic list of titles suggested for additional research.

Potential users of this anthology should be aware of the manner in which it was edited and its limitations. According to a statement on the reverse of the title page, "The articles in this volume may have been edited for content, length, and/or reading level." A comparison of several selections with the originals revealed only a few passages where the wording had been slightly altered. However, the excerpt in this anthology about the 1860 Oxford Debate on the idea of evolution, which is reproduced from Francis Darwin's three-volume collection of Darwin materials, differs significantly from the 1888 edition published by John Murray. Also, citations for the excerpts usually omit page numbers, thus making it difficult to locate the passages in the original sources. The major limitations of this anthology are found in the two sections on the impact of Darwin's ideas. The selections deal primarily with Darwin's influence on scientific thought and advances in scientific knowledge since publication of *The Origin of Species*. Although the on-going Creationism-Evolution debate is touched upon by the inclusion of a statement on Creationism from the Institute for Creation Research in California and a refutation of Creationism from Chet Raymo's *Skeptics and True Believers*, there is little in this collection that considers Darwin's impact on philosophy, social thought, or literature. Finally, according to the Preface, the intended audience is "young adults," but many of the selections are—sad to say—beyond the reading ability of the average high school student. And, since the anthology lacks the sophistication of the recently updated Norton Critical Edition on Darwin, it is not suitable for even lower-division college and university students. Nonetheless, instructors preparing lectures or class discussions may find useful the primary source selections such as the famous third chapter on "Struggle for Existence" from *The Origin of Species*, Adam Sedgwick's contemporary critique of Darwin from the 1860 issue of *The Spectator*, or Joseph D. Hooker's favorable 1859 review in the *Gardeners' Chronicle*.