

should fit well into a graduate-level seminar. Because of the rich overview provided of the larger context, this book is an excellent resource for research projects involving the French Church, the Enlightenment, the political circumstances of pre-Revolutionary France, and eighteenth-century higher education. Instructors will be able to mine the book for numerous details and illustrations for course use.

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Christopher R. Leahey. *Whitewashing War: Historical Myth, Corporate Textbooks, and Possibilities for Democratic Education.* New York: Teachers College Press, 2010. Pp. 160. Paperback, \$22.95; ISBN 978-0-8077-5004-5.

No one who reads this study will have any difficulty identifying its thesis. The reader discovers it at the outset of the book and the author sustains it constantly to the end. In fact, Leahey presents his conclusion at the very beginning, giving the appearance of both a polemical and one-sided investigation. *Whitewashing War* asserts that public social studies education in American schools is influenced and controlled by forces such as the government, the military, the industrial establishment, and the media. Through federal action, military involvement, textbook sanitization, and media omissions the effort is to indoctrinate students with patriotism and loyalty, thus insuring a passive, obedient response. While this point of view is not without merit, in its ideological presentation it savors too much of a dictum rather than a matter for discussion.

Leahey develops this idea by keying in on a number of recent incidents. First is the 1995 exhibit at the Smithsonian that dealt with the dropping of the atomic bomb. Many in the government, military, and press condemned it as giving too much weight to Japanese suffering and, as a result, the exhibit was largely modified. The second was the Gulf of Tonkin Resolution, which, Leahey argues, came from an event that was provoked by the Johnson administration to justify the Vietnam War. Lastly, he cites the Tet offensive, which, he argues, was really the consequence of military incompetence and the way in which the My Lai massacre was hidden and explained away.

There is some truth in what the author has to say, but his conclusion, based primarily on American or world history textbooks, that public classrooms are places where students get inculcated and indoctrinated with patriotism, goes too far. For, as Leahey notes, but only in the last chapter and appendix, there are other components of the classroom experience that elucidate and supplement the text. For example, some teachers can utilize their skills to add breadth to the text and modify its positions. Some educators might become, or be forced to become, lapdogs of the text. But most can discriminate, for instance, by eliminating sections of the text that are not necessary or germane. In addition, the instructor can guide students through the text, use questions

at the end as a basis for discussion, and make reference to sidebars that many textbooks include.

In addition, a number of well-chosen readers provide a variety of sources, giving students the opportunity to see first-hand documents on a specific issue. There are also readers that contain a series of articles taking different views of an event. Such supplements meet the need of ensuring that one is exposed to every aspect of a problem. Moreover, films and videos can accomplish a similar purpose.

Consequently, while Christopher Leahey directs attention to the ways in which social studies are influenced by a number of external sources, each having the objective of control, his conclusions greatly overestimate the effect all of this has on the classroom. One might ask, for example, why so many students exposed to these attempts turned out to be the demonstrators and protestors of the future.

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Stephen Tuck. *We Ain't What We Ought To Be: The Black Freedom Struggle from Emancipation to Obama*. Cambridge, MA: The Belknap Press of Harvard University, 2010. Pp. 528. Cloth, \$19.95; ISBN 978-0-674-03626-0.

Stephen Tuck weaves a new tapestry of the African-American freedom struggle from emancipation to the twenty-first century by adding unfamiliar voices to the expected chorus. The voices are demanding freedom in many different ways—the sheer diversity threatens to explode into many disparate fragments. But the song of freedom is held together by Tuck's organizing skills. His main point is that a continuous line of resistance linked the emancipation era to the twenty-first century, with activism, individual and organized, as a hallmark of each generation. The book focuses on the difficulty and uncertainty of the struggle. Like a pendulum, small advances are accompanied by swift backlashes of violence and indifference. With each triumph, the reader braces for the expected brutal backlash and it follows in due course. Yet the direction of the struggle is forward.

Written in a fast-paced and provocative style, each chapter begins with savory tidbits of incidents that whet the appetite for what the chapter will expand upon. Varying in scope and their impact on society, some incidents are local, others portend national importance, and some are familiar but most are not. Although there is a slight dissonance in this mixture, the result is a panorama of events that provide a clearer picture of the era.

The book is packed with anecdotal ironies that make for great storytelling and might help students remember the issues they represent. Tuck looks closely at the leaders on both sides of the divide, adding just enough detail to make them appear imperfectly human. His interpretation of some activists, like a Black Panther co-founder, seems sensationalized to provoke spirited debate: "movie star handsome [Huey] Newton went to law school hoping to become a better criminal." Students will