Schooling the Movement: The Activism of Southern Black Educators from Reconstruction through the Civil Rights Era

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nounced its support of NIL (Name, Image, and Likeness). However, this did not affect the NCAA’s perception of amateurism or the paternalistic nature surrounding their policies on paying athletes, as explained in the last chapter:

> What was—as recently as 2019—viewed as “exploitation by professional and commercial enterprises” from which college athletes must be protected ... was suddenly trumpeted by coaches as the newest iteration of approved compensation and indicative of their commitment to doing what was in their players’ best interest. (p. 300)

This book is divided into three parts: “College Athletes Have Always Been Paid,” “Legal and Economic Realities of Big-Time College Sports,” and “Power Five College Sports Today.” While this division provides a good topical outline, it is not always linear. That, combined with the fact that five authors contributed to this book, leads to some repetition of content among chapters.

The five authors, all university professors, do an excellent job at hammering home the message that college profit-athletes should be able to accept payment for their services. All content is well referenced, with pages of endnotes for each chapter. Written at a time when the century-old NCAA model of athletes as unpaid amateurs is changing, this book provides extremely timely content, as well as an excellent historical perspective about the long history of the NCAA and its treatment of college athletes. This decidedly pro-athlete book is highly recommended for all academic libraries, and in particular those with sport management, labor relations, and race relations programs.

*Ariana Baker, Coastal Carolina University*

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**Schooling the Movement: The Activism of Southern Black Educators from Reconstruction through the Civil Rights Era**

Derrick P. Aldrdge, Jon N. Hale, and Tondra L. Loder-Jackson, Eds.

Columbia: University of South Carolina Press, 2023

ISBN: 9781643363745

304 p. $104.99 (Hbk)

Successfully filling a gap in the history of the African American civil rights struggle, *Schooling the Movement* traces the role and success of educators in advancement of justice and equality. While there are many books and articles addressing the use of litigation and direct-action protest, none, until now, have focused on the role of Black educators.

*Schooling the Movement* is an edited collection of 11 chapters (not counting the introduction and afterword) written by professors and a few doctoral candidates who explore and largely succeed in making the case that Black educators made significant contributions to the advancement of African American civil rights. Providing thorough treatment of the South, the book is divided into geographic coverage by chapter (North Carolina, South Carolina, Louisiana, Virginia, and Alabama), plus a look at W.E.B. Du Bois at the University of Berlin. Also included is Missouri, and—although not part of the Confederacy—the argument could be made that the state was definitely influenced by its Southern neighbors Arkansas, Tennessee, and Kentucky (all three of which were slaveholding states at the time of the Civil War).

Although written by different authors, the accessible yet scholarly language used throughout this volume appears to be consistent, likely reflecting solid editing provided by the three editors, all of whom are currently university professors. The articles provide sometimes lengthy endnotes, and there is a useful selected bibliography and a helpful index. The latter two features, normally considered standard for scholarly works, are sometimes lacking in today’s publishing environment or must be accessed online at times.

The chapters primarily focus on the 20th
century, especially recent decades, and include quotations from still-living educators who participated directly or indirectly in the civil rights struggle of the 1950s through the 1970s. It is nice to note there are at least two chapters covering librarians, the most informative being “Cynthia Plair Roddey: Carolina Activist and Teacher in the Movement” by Alexis M. Johnson, Danielle Wingfield, and Derrick P. Aldridge (Roddey had a more extensive career as a teacher but did work as a degree librarian as an early educator). The historical period of educator activism is represented in “W.E.B. Du Bois and the University of Berlin: The Transnational Path to Educational Activism” during the activist/scholar’s time as a graduate student in 1890s Germany learning about social science analytical methods for investigating race in the United States. Glen Bowman’s chapter “Planning, Persistence, and Pedagogy: How Elizabeth City State Colored Normal School Survived North Carolina’s White Supremacy Campaign, 1898-1905” is a fascinating account of this African American teacher training school adopting an “industrial education” curriculum rather than one of teacher training, thus avoiding being completely shut down by white supremacists who saw the more academic education of African Americans as a threat.

Like others who engaged in civil rights work, teachers/educators sometimes paid a high price for their activism. A particularly telling example concerns Willa Cofield Johnson, who taught at an all-Black high school in Enfield, North Carolina during the early 1960s. Despite warnings from the school’s African American principal (who felt under pressure from the local white school board and superintendent), Johnson persisted in civil rights work in and outside the classroom and, consequently, was fired in 1964 as described by Crystal R. Sanders in the chapter “In the Face of her Splendid Record: Willa Cofield Johnson and Teacher Dismissal in the Civil Rights Era.” Fortunately, her story ultimately had a fairly happy ending with the U.S. Supreme Court decision in 1967 affirming Johnson’s constitutional right to protest. However, other African American teachers lost their jobs for their participation in the civil rights movement as inadvertent casualties of school desegregation in the South. Alexander Hyres in “Dedication to the Highest of Callings: Florence Coleman Bryant, School Desegregation, and the Black Freedom Struggle in Postwar Virginia, 1946-2004” observes, “As school desegregation took hold, Black teachers and educators across the South lost their jobs at a staggering rate” (p. 157).

*Schooling the Movement* illuminates a little-known aspect of the civil rights movement. African American educators have not often been recognized for their contributions to the struggle for freedom and equality, but chapter contributors make a very good case for including these dedicated and often unrecognized or underappreciated participants. They may not have made as many news headlines and, often, their contributions were of a quieter albeit more sustained nature than those made by activists, lawyers, and more prominent heroes of the civil rights movement. This book suggests there are many more stories that need telling concerning African American educators as activists in the struggle for freedom from the Reconstruction era through the civil rights era (and beyond).

Complete with detailed endnotes, a bibliography of primary and secondary sources, and a useful index, *Schooling the Movement* will appeal most to an academic readership; however, this well-edited work is accessible to interested lay readers as well. Academic and large public libraries collecting in the areas of African American and civil rights history will find this book to be a good addition to their collections, as will those collecting in the subject of the history of education, especially in the South.

*Tim Dodge*, Auburn University

**Skimpy Coverage: Sports Illustrated and the Shaping of the Female Athlete**

Bonnie M. Hagerman
Charlottesville: University of Virginia Press, 2023
ISBN: 9780813949239
338 p. $34.50 (Pbk)

*Skimpy Coverage: Sports Illustrated and the Shaping of the Female Athlete* provides a longitudinal study of women athletes through the eyes of mass media, focusing specifically on the leading magazine for