

collection of previously published journal articles samples a large body of work that focuses primarily on the social aspects of the buffalo soldiers' military experience and the complex race relations between white officers and black soldiers. Moreover, the selections reveal the virulent racial prejudice the buffalo soldiers suffered under in their interactions with frontier communities.

Glasrud and Searles organize the articles in four thematic sections: "The Officers and the Troops," "The Black Soldier," "Discrimination and Violence," and "Community of Soldiers." The first examines the roles and fates of several officers, ranging from the prominent to the obscure, who led the buffalo soldiers. William R. Shafter is better known for his command of the army in Cuba during the Spanish-American War, but he also played a major part in defeating the tribes on the Llano Estacado, and he relied on black troops to do it. Little known are the five black chaplains, who, along with the three other black commissioned officers of the era, led lonely lives in the army—never completely accepted by their fellow officers who were white and having to keep proper distance from their black subordinates. The second section highlights four special cases: the only known female to serve in disguise as a buffalo soldier; the thirty-year career of a black private who served from the frontier to the Philippines; the notorious court-martial of the first black graduate of West Point; and the experiences of the Black Seminole Indian scouts serving on the Texas border. The next section's articles focus on discrimination. In such disparate places as Hays City, Kansas, and Houston, Texas, racial tensions led to violent clashes between townspeople and black soldiers that in some respects foreshadowed the race riots of 1919. The essays in the final section, on a lighter note, describe the recreation activities of the buffalo soldiers in music and sports, which provided some positive interaction for the communities they served.

Of special use to general scholars of western history and new students of the history of the buffalo soldiers is Glasrud's extensive literature review that introduces the book and appraises forty years of scholarship on the subject. This opening, combined with the editors' comprehensive bibliography, makes the book a fine reference source. Separate introductions allow each section to stand alone, but these should have been condensed to avoid overlap with the literature review. The quality of research and writing varies widely in this anthology. Several articles, such as Frank N. Schubert's "Black Soldiers on the White Frontier: Some Factors Influencing Race Relations," are beautifully written and display considerable research. A couple are based on tentative research or fragmentary sources and speculative conclusions. These are the exception and likely were included because of their unique subjects. On balance, the readings provide an interesting and often engaging glimpse into the lives of black soldiers in the turbulent period between the Civil War and World War I.

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Black Women in the Ivory Tower, 1850–1954: An Intellectual History. By Stephanie Y. Evans. (Gainesville and other cities: University Press of Florida, c. 2007. Pp. [xvi], 275. \$59.95, ISBN 978-0-8130-3031-9.)

Historian Stephanie Y. Evans has completed a marvelous study that illuminates the multilayered saga of black women in the academy. *Black Women in*

the Ivory Tower, 1850–1954: An Intellectual History sifts through the groundbreaking accomplishments of and prodigious challenges that confronted African American women in America's institutions of higher learning. Evans has assembled brief biographies of several black women whose constant strivings embodied the hopes and steadfast determination of a people emerging from slavery. The author also presents a fairly in-depth analysis of the work of two of America's most luminary black female intellectuals, Anna Julia Cooper and Mary McLeod Bethune. Evans has specifically opened a vein of discussion that squarely highlights the academy as one of the greatest purveyors of both sexism and racism and explores how black female intellectuals nevertheless scaled the ivory tower.

The book is divided into two parts: "Educational Attainment" and "Intellectual Legacy." In the first, Evans focuses on the education of black women from the antebellum period to the landmark Supreme Court ruling of 1954. She contends that African American women's bold claims to their right to enlightenment confronted both racism in whites (who routinely denied the intelligence of black women) and sexism (which buttressed the work of black male scholars but which generally excluded black women from the same opportunities). On this fact Evans briefly points to Sadie Alexander, an Ivy League-trained economist who studied the financial plight of thousands of African Americans who sought the pseudo refuge of northern communities, like Philadelphia, during the Great Migration. Evans notes, "If economists had paid attention to Alexander's case study and had granted her the support that [W. E. B.] Du Bois, [Charles S.] Johnson, and other male academics enjoyed, she surely would have extended her efficacy and offered much-needed solutions to widespread social ills of the day" (p. 133). The struggles of Alexander and her peers suggest that both the academy and black America suffered by mistakenly denying themselves the contributions of women who were not only worthy scholars but also willing servants for the betterment of humanity.

In Part 2 Evans delves into the concept of "service-learning" as perhaps the most lasting legacy of black female intellectualism. Demands for social justice were both explicitly and implicitly worked into the intellectual strivings of black women operating within the academy. In this portion Evans further explicates the lives of Cooper and Bethune. She has captured their call to service in a three-tiered theme: capability, responsibility, and inevitability. Although well written and researched, the book's second half presents some structural challenges that better editing perhaps could have ameliorated. It is unclear why the author chose to divide the book in this way, but in doing so, she muddles her linear argument and subjects the reader to some repetition. The same argument that she makes for service-learning in the second half was already thoroughly stated in the first: "Despite, or perhaps because of, the barriers presented to African Americans' educational attainment, college attendance was inseparable from community engagement and social responsibility" (p. 52).

Unfortunately, *Black Women in the Ivory Tower* is slightly weakened in its depth of sources. One cannot help but wonder about the impact that the teachings of Fanny Jackson Coppin, Cooper, Bethune, and others had on their students. To this end, the book would have been bolstered by the

exploration of more primary sources, including, perhaps, oral histories from former students. Nevertheless, Evans's research is to be highly commended for revealing the cracks in the academy's foundation that have often marginalized the contributions of African American women. This compelling study would prove useful to any scholar instructing upper-level undergraduate courses on the history of education in America or the history of African American radical thought.

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The Early Black History Movement, Carter G. Woodson, and Lorenzo Johnston Greene. By Pero Gaglo Dagbovie. New Black Studies Series. (Urbana and Chicago: University of Illinois Press, c. 2007. Pp. [xviii], 258. Paper, \$25.00, ISBN 978-0-252-07435-6; cloth, \$65.00, ISBN 978-0-252-03190-8.)

Earl E. Thorpe's seminal review of August Meier and Elliott Rudwick's *Black History and the Historical Profession, 1915–1980* in the *Journal of Negro History* (78 [Spring 1993], 123–27) is an appropriate starting place for this review. Thorpe, a noted African American intellectual historian, not only assessed Meier and Rudwick's work but also proposed a research agenda to reconceptualize the role black historians played in the evolution of the American historical profession. Thorpe called for close interrogations of the scholarly production of black historians and explorations of their personalities and motivations for writing about the black past. Pero Gaglo Dagbovie's *The Early Black History Movement, Carter G. Woodson, and Lorenzo Johnston Greene* answers Thorpe's call in significant ways. Carter G. Woodson, historian and founder of the Association for the Study of Negro Life and History (ASNLH) in 1915, and Lorenzo J. Greene, a Columbia University-trained historian and associate investigator for the ASNLH, are central to understanding the evolution of black history.

Dagbovie presents Woodson's scholarly production as an integral part of "the proto-Black studies movement," the period from 1915 to 1950 during which Woodson and the ASNLH investigators laid the groundwork for African American history and studies (p. 44). Dagbovie's close readings of the *Journal of Negro History* and the *Negro History Bulletin* provide a candid picture of Woodson's historiographical presence, iconoclastic nature, and relationship with women. This approach strengthens the discussion of Woodson's problematic personality and legendary temper, which hampered his relationships with his peers and caused him to demean the work of colleagues.

Dagbovie's treatment of Greene provides a genealogy of Greene's involvement in the profession. Greene worked tirelessly throughout the twentieth century to promote black history. Born into a working-class family in Connecticut, he aspired to become a medical doctor, a dream he abandoned after enrolling at Howard University. He dabbled in poetry and, through his association with Woodson as an ASNLH investigator in the late 1920s, assisted with the research for a study of the black church and for the study that became Greene and Woodson's *The Negro Wage Earner* (Washington, D.C., 1930). Greene later published his pathbreaking book *The Negro in Colonial New England, 1620–1776* (New York, 1942). As a professor of history at Lincoln University

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