

Henry Bullock and the Double Consciousness

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Bullock Hopes To Defuse UT's Campus Race Issue

By LEE JONES
Associated Press Writer

A Negro scholar believes black studies — or ethnic studies — can be the hand that tears the fuse out of the explosive issue on college campuses.



The Henry Bullock is designing courses to bridge the gap between the ghetto and the middle class.

His program isn't "black studies," a key word for the article. It is "ethnic studies," for ethnic situations are very much a part of the Mexican-American life in Texas, too.

The University of Texas at Austin is in its first year of the hybrid ethnic studies program that draws on literature, history, economics, government, psychology and sociology for its courses.

Both Negro and Mexican-American courses are included, and the university hopes to offer a degree in the field soon.

Dr. Bullock, 61, a prize-winning historian who heads ethnic studies at the university, says the school wanted to avoid two traps often associated with black studies elsewhere. One is an atmosphere of propaganda and emotion. The other is a narrow focus on intellectual concepts.

Black and Mexican-American students have a big say in what goes into the program.

Bullock told an interviewer, "We do not intend for students to get all dressed up with a college degree and have no place to take it."

DR. HENRY BULLOCK HEADS ETHNIC STUDIES

Ethnic studies courses include an economics seminar on "race and employment," a government course on "Hispanic America," a seminar on "Mexican-American politics" and an anthropology course on "The American traditional life." Students can get degrees in "black, status and power," a "race and culture."

tion in ethnic studies.

Bullock and the school Administration decided against setting up a new Ethnic Studies Department, choosing instead to use courses from existing departments.

This avoided a need to recruit new faculty and it insured students would get solid instruction, providing what Bullock calls "an insulation against the dangers inherent in the emotional nature of the ethnic studies movement in American colleges."

A committee of black students helped develop the program, which was then submitted for criticism and suggestions to the approximately 200

blacks can track black studies," Bullock said.

Although only about 100 of the 600 students who took ethnic studies courses last semester were black, Bullock says many black students are majoring in specialized fields that leave little room for elective courses.

"So many of the students are faculty members in advancing white. We consider this quite an advantage because they be taught. They are not, however, want to learn the black experience," involved in the details of more, too, as a basis for relating to it," he said.

Bullock doesn't think the university's cool, nonemotional approach reflects any lack of militancy by black students.

"Black students here are just as militant as any others, but I believe they are a lot more constructive in their militancy."

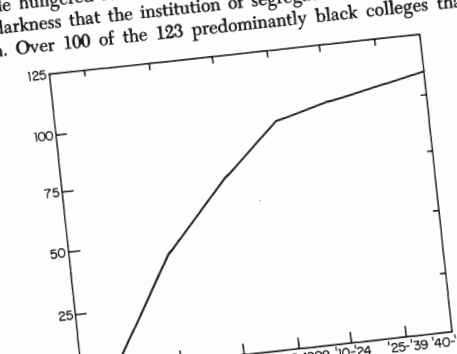
The Black College and the New Black Awareness

blacks were seeking to operate the schools but not to restructure the methods, content, or purposes of the education of their children. Because of this limitation, which McPherson seems to recognize, he was dealing only with the struggle of white liberals against the currents of a strong self-help movement that blacks had launched. It was a struggle that was not dominated by the assimilation ideal. Therefore, as early as 1965, colleges for black people had been firmly anchored within the context of the assimilation ideal. Founded by whites, supported by whites, and, in many instances, taught by whites, they had become poor carbon copies of those created for white students. The fields for which they stood would not be questioned for almost half a century.

Colleges for Black People and Their Social-Cultural Environment

One cannot find serious fault with the ecological position of these colleges when they are interpreted within the framework of assimilation. They were appropriately named, strategically located, and initially organized.

They came upon the American educational scene when black people hungered for a leadership that would guide them through the dangers that the institution of segregation had imposed upon them. Over 100 of the 120 predominantly black colleges that are



Evolving debates over Black education during the Civil Rights Era

Black demands

- BLACK STUDIES DEPARTMENT**
 - All black professors
 - The Department shall be designed to meet the needs of the black community rather than the academic community. It should reflect to a maximum extent the influence and opinions of the black community.
 - Professors and books shall be approved by black students
 - There shall be 50 professors and instructors
 - The Department shall receive the necessary funds to operate
 - Five hours a week free radio and tv time to educate whites and non-whites about the role of the black man in yesterday's and today's society
 - A printing press and other journalistic materials shall be provided by the University
 - Controversial black men and black women shall be invited once a month to lecture (for three hours). All expenses paid by the University
 - All decisions concerning black students shall be approved by this Department.
- ADMISSIONS**

Free admissions for a minimum of 2000 minority students within one year (family income less than \$5000 a year)

 - That they be recruited by blacks and chicanos at the expense of the University (\$4000 minimum)
 - That a minimum of 950 be black; a minimum of 950 be chicanos; a minimum of 100 be selected from other ethnic groups
 - That no entrance exams be required; only requirement a highschool diploma, or in its absence a test relative to the student's environmental background which would determine the equivalence of a high school diploma.
- HOUSING**

Decent housing shall be available for all minority students at a maximum of \$50 a month; all bills paid; maximum \$5 deposit

 - Co-educational housing
 - All minority students whose parents earn less than \$5000 a year shall have special housing
 - Rent free first year; rent shall be paid by the student beginning with the second year
 - Part-time jobs shall be available with wages not less than \$1.65 an hour
- TEACHING STAFF**

Third world instructors shall be in all departments of the University
- BOARD OF REGENTS**

Dismissal of the Board of Regents

 - Frank Erwin immediately
 - Others may serve their term until the end of this year
 - Half of half of the Board of Regents shall be Third World
 - Third World students shall be given priority in determining the Third World members of the Board of Regents
- ETHNIC STUDIES CENTER**

Ethnic study groups in East Austin to be taught by instructors chosen or approved by the community

 - That an adequate building (comparable to the Academic Center and completed by 1971) be constructed in East Austin for the study groups
 - It shall be community controlled
 - It shall receive the necessary funds to operate
 - Community media center shall be established in conjunction with the study groups
 - A community recreation center shall be established in conjunction with study groups
 - Students from Huston-Tillotson and high schools shall receive credit (grade-points and hours)
- REMOVAL OF RACIST FACULTY AND STAFF**

Any member of the administration, faculty or staff accused by a committee of Third World students of overt racism shall be tried in a fair and honest public hearing

 - Decision concerning guilt or innocence shall be made by the audience
 - A minimum of 50% of the audience must be Third World
 - Immediate dismissal upon conviction
- All racist sororities, fraternities and other organizations shall have no part in the decision-making procedure at the University**
- HOLIDAYS**

That on the 21st of February a memorial day shall be recognized for Malcolm X by this University. Dr. Martin Luther King, Jr. shall be likewise honored on April 4. San Jacinto Day shall be abolished. All racist statues shall be immediately removed from the University area and replaced with statues of honorable Third World and white people

LARRY CAROLINE

We demand the immediate rehiring of Larry Caroline

LEJ LIBRARY

The LEJ Library shall be converted into the Black Studies Building, and shall be named the Malcolm X Black Students Building

WE DEMAND THAT THE AUTHORITIES ANSWER THESE DEMANDS WITHIN TWO WEEKS OF THE DAY ON WHICH THEY RECEIVE THEM

press release

It is the general consensus of the Black students on this campus that a certain change must be brought about immediately. This change is necessary not only to insure the fullest development of the Black student, but to demonstrate the relevancy of his education to the Black community.

It is clear that the Black community with its existing motivations, due primarily to a racist-oriented society, can no longer function effectively in the realities of today. Hence, it is a **priority** that this situation be dealt with immediately.

It seems obvious that any institution that concerns itself with the process of education would direct its attention toward developing the potentials of all individuals.

But this has not been the case. The university has continually excluded Black students from full participation in campus affairs, exposed them to racist attitudes and situations, and has completely ignored their essential needs.

Because of such, Afro-Americans for Black Liberation has formulated eleven concise and coherent demands which must be acted upon if the university wishes to truthfully and realistically fulfill its goals of meeting the needs of all the students as well as being functional for the total community. They have been presented to the administration and must be acted upon within two weeks.

Afro-Americans for Black Liberation

Henry Bullock, the first African American to hold a permanent faculty position at UT, taught in the History and Sociology departments from 1968 to 1971. Following a Ph.D. in Sociology, Henry Bullock wrote several influential books on education, prejudice, and society, including *A History of Negro Education in the South*, which won the Bancroft Prize in 1968.

As exemplified in the *Daedalus* article, Bullock criticized Black colleges for pursuing an assimilationist model and thereby failing to serve students who, in his view, needed a double consciousness of both hegemonic "WASP" culture and the students' own Black culture.

This critique developed a longstanding anti-assimilationist argument represented, for instance, in Carter Woodson's influential *The Mis-Education of the Negro*, published in 1933. Appointed partly in response to UT students' demands for courses in Black studies, Bullock founded an Ethnic studies program combining African American and Mexican American perspectives. As an undergraduate at Virginia Union, Bullock took his degree in social sciences and Latin.

Austin American-Statesman, March 19th, 1970
"The Black College and the New Black Awareness",
Daedalus, 1971

CIVITAS
"State, citizenship"

The Latin term highlighted here can refer both to the citizenship status of a free individual as well as the citizen body regarded as a single community. The civil rights era saw a continuing struggle to make education meet the needs of diverse communities and thereby to incorporate individual differences as part of a unified society.

Recognizing the potency of similar movements in campuses across the country, one Black student group at UT, "Afro-Americans for Black Liberation", formulated a set of demands to address the needs of the Black student community

The Rag, March 1969

Objects in this case show how a new generation of Black intellectuals conceived of Black education against the background of the civil rights movement.