

Beginnings

*Minority Summer Faculty Recruitment
Fellowship Program Indiana University*

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First Words

Carolyn Calloway-Thomas



*Inside: An
Interview with Dr.
Herman Hudson
and Bio-sketches of
our Fellows*

As Director of the Minority Summer Faculty Recruitment Fellowship Program, I chose the title *Beginnings* for the program's brochure and newsletter because the name speaks to me of things to come and of the coming together that forms community. This first issue of the newsletter *Beginnings* offers a unique opportunity to share the hopes and anticipations that beginnings offer.

Vice President Gros Louis writes of beginnings as part of the American drive toward frontiers, toward the chance for a fresh start. My image is the beginning of a road, a journey, a pilgrimage, a search for meaning and achievement. For the individuals who participate in the Minority Summer Faculty Recruitment Fellowship Program, both those who come to Bloomington and those in Bloomington who invite new people to join them, the reaching out toward new possibility becomes a journey toward a new vision of the university community. The program is our effort to renew our perspective on the task of the university and on the life of the university. The American Council on Education has registered concern about declining minority

enrollments nationwide. At Indiana University (IU) we see the need to increase minority faculty as one of the ways to encourage minority student enrollments. We are meeting the challenge of offering hope to our students by ensuring our commitment to diversity as a faculty.

A beginning is a promise. At IU we are promising to move toward a new vision of our academic community. We envision a community that is committed to diversity, energy and change. We envision a community alive in spirit and action. That is our promise to those who come to us as fellows in this summer program, as new faculty members, as students. Promises create expectations, and the expectations created by this promise will be fulfilled when we offer jobs to minority faculty members, when we have increased our minority student enrollments by active efforts, when our new vision of IU becomes visible to all.

That fulfillment lies ahead of us. I return to the image of a road and a journey, because that image carries a sense of the ongoing effort to which we have committed ourselves in beginning. The immediate future may carry a sense of disturbance, of

discomfort, as we reorder our understanding of the university community. New life, new growth, new perspective all bring an unsettling of old patterns. We are very fortunate in the leadership of Vice President Gros Louis and the Faculty Council who have been willing to meet the challenge of the future, who have, indeed, walked out to meet it.

The nation has been quick to see the example of IU's innovative, bold, assertive leadership as admirable and imitable. My assistant, Susan Hodges, and I have been startled and amused by the number of requests for information we receive from other universities that wish to emulate our faculty recruitment program. As we create a vision of a university for all people, we are also setting an example that will hasten our achievement of a world for all people.

In this first year of the program, the intelligent, exciting people who come to IU as Fellows offer us

special hope for the future. As you read about them in this newsletter, I think you will share my conviction that they bring our community new life and new energy.

"Well begun, half done" is a familiar folk-saying. We have begun well, but I feel a need to balance the potential complacency in that aphorism with a cautionary remark from a contemporary novel by Frank Herbert, "Beginnings are such delicate times." New life is especially full of promise, but it must be nurtured with care if it is to thrive. The image of a journey again seems to fit best. We have left the shelter of old comfort and old certainties, and first steps are always large leaps for humankind. We are committed to walk the road that stretches ahead of us and to accept the ways that the journey will change us. Even if we cannot assure ourselves that we are "half done," we can say confidently that we are not what we were. We are what we are becoming.

Thoughts on Beginnings

Kenneth Gros Louis
Vice President
Indiana University, Bloomington

I am very pleased to have this opportunity to comment in this first issue of the newsletter for the Minority Summer Faculty Recruitment Fellowship Program. Clearly, the purposes of the newsletter, of the entire program, go well beyond an attempt to bring individuals to campus. The efforts must be seen in the context of the broader goals of IU. Higher education enables people to see clearly, to have the ability to examine issues and people as objectively as possible, without bias or prejudice, preconceptions or stereotypes, and to examine nature and natural phenomena with complete freedom.

With this kind of vision in mind, I spoke to the Bloomington Faculty Council in February about our need to develop a broad view (in all senses of that phrase) of minority recruitment and of the larger objectives of affirmative action.

"*Beginnings* is the title Professor Calloway-Thomas chose for the brochure describing this fellowship program. The word, I'm sure, has special meanings for Carolyn; for me, I think—and almost immediately—of three unrelated ideas or facts: John Steinbeck's story, 'The Red Pony,' in which an older cowhand, accustomed to moving west when life for him begins to change, finds himself in California from where 'westerling,' or new beginnings, seems impossible; John Locke's casual aside in his *Essay on Civil Government*—'In the beginning all the world was America'—implying a sense of freshness about the American experience, as expressed in Fourth of July speeches for more than a century; and our culture's deep attachment to, even longing for, the idea of a frontier, of being able to make of oneself what one wished, of starting over, of having a new beginning. That, finally, for me, is what affirmative action aims at: a

frontier to be discovered and crossed, not only for those aided by affirmative action programs, but for us, we who face the same frontiers, we whose journey may be as difficult as that of those whom we must meet."

The Fellows

Vince Gotera

The 1987 Minority Summer Faculty Fellows are a distinguished group of scholars, representing a broad range of disciplines in the social sciences, humanities, and natural sciences. The eight fellows—all young professors from around the nation and Puerto Rico—were chosen from a field of nearly 100 applicants. Their credentials are impressive: several have written books, most have published numerous scholarly articles, and they have garnered a variety of awards and prizes, including prestigious fellowships, postdoctoral positions, and a Fulbright scholarship. But perhaps the most significant thing to notice about this group of scholars is that they are not *merely* scholars—they all lead interesting and fulfilling lives apart from their academic endeavors: parenting, preaching, playing sports. Such a trove of experience and energy is undoubtedly a fruitful aspect of their roles this summer as mentors, role models, teachers, and, perhaps most significantly, friends to their students at IU.

Milagros V. Commander

Milagros V. Commander is teaching "Methods and Materials for TESOL Teacher Trainers" in the Language Education department. This course, which takes up the development of "practical exercises, visual aids, and demonstration materials for use by teacher-trainers in pre-service and in-service English teacher-training programs overseas," is an appropriate showcase for Commander, an assistant professor of English and Linguistics at Inter American University in Puerto Rico. Her Master's thesis, an experimental research study on "Teaching Reading to College ESL Students of Low Proficiency Level," and her dissertation, a psycholinguistic description of the "Effects of Discourse Patterns and Topic Familiarity on the Reading of Spanish Speakers in First and Second Language," figures strongly in her teaching at IU this summer.

In response to our question about significant personal-interest events in her life recently, Millie was most excited that she had recently had the opportunity to attend a postdoctoral seminar with distinguished linguist Teun Van

Dyck on "Discourse Analysis." She tells us also that she was an "Army brat"; although she was born in Brooklyn, she has traveled extensively—Panama, the South (especially New Orleans), the East coast (her Ph.D. is from New York University), the Caribbean—but has lived for quite a while in Puerto Rico. Millie's hobby, for which she hasn't had much time recently, is collecting images of birds: she has many statues (ceramic, wood, etc.) and pictures (especially hand-painted).

Commander's teaching experience at Inter American University and New York University is impressive: graduate courses in reading methodology and psycholinguistics, undergraduate linguistics and methods courses, reading courses for non-native speakers of English, and writing for native and non-native speakers of English. She has also published *Listening to English: A Manual for English 114* and contributed to other texts used at Inter American University. But Commander's expertise extends beyond college teaching. Since 1977, she has diagnosed and treated elementary-school children with

learning difficulties in ESL. During 1981, she organized and directed intensive language experience for children. She also gave workshops

to parents; for example, in 1980 she presented "How to Help your Child in the 'Other Language' at Home."

Virgil L. Dorsey

Virgil L. Dorsey is teaching "Literary Interpretation," a general introduction to close reading and critical-paper writing for undergraduate majors, in the English department. Most recently, Dorsey has been a postdoctoral fellow at the University of Kansas, where he has been engaged in research on late Victorian and Twentieth-Century American literature; he also taught an honors course on materialism and race, dealing with William Faulkner, Joseph Conrad, Richard Wright, Sinclair Lewis, and other authors.

Dorsey's dissertation "The Sacred Center and the Wilderness: A Critical Study of Tennyson's *Idylls of the King*" is, according to Dr. William Madden, Dorsey's thesis director at the University of Minnesota, "an important piece of Tennyson criticism, a reading of *The Idylls* which no future student of the poem can neglect." Dorsey himself asserts that the poem, which "represents the decline of Victorian society, and even the decline of the West," also and more significantly "represents in an ultimate sense an important testament of faith on the part of a major poet in an age that had become increasingly skeptical and materialistic."

Dorsey's other research interests are equally interesting: religious perspectives in the work of Dante Gabriel Rossetti, the poetry of Matthew Arnold, the historical relation of materialistic philosophy and racism, and his Master's thesis entitled "Alienation and Brotherhood: The Black Image in the Fiction of William Faulkner." In addition to his teaching at the University of Kansas, Dorsey has taught introductory courses in literature and in composition at the University of Minnesota.

What Dorsey offers above and beyond his excellent academic record, awards, and experience, however, are his credentials from the "School of Hard Knocks," as the cliché would term it. He has worked, for fifteen years, as a social worker for Cook County Public Aid in Chicago and as a Family and Youth Counselor for the Illinois Department of Corrections. Places where the knocks can be *pretty* hard. And all this while completing his Master's degree at the University of Illinois-Chicago. Dorsey's example and experience are certainly an inspiration to his students and colleagues.

Joseph C. Hall

Joseph C. Hall, an Assistant Professor of Biological Sciences at Kean College of New Jersey, is teaching Elementary Chemistry 2. His dissertation, "Analysis of Plasma Membrane Polypeptides and Glycosidase Activities of Spermatozoa Isolated from the Rat Epididymis," was completed at Kent State University. He also holds a Master's in Molecular Biology from Old Dominion University, and

his undergraduate degree is in Biology with a minor in Chemistry. Before moving to Union, New Jersey, Hall was a postdoctoral fellow in the department of Biochemistry at Pennsylvania State University.

Some major goals of Hall's research have been "to achieve a molecular understanding of the biochemical and physiological

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The Necessity for Recommitment: An Interview with Dr. Herman Hudson

Vince Gotera

Dr. Herman Hudson, among his many academic accomplishments, is the originator of the Minority Summer Faculty Recruitment Fellowship Program. Paul Strohm, a former Chairperson of the English Department at IU who has worked with him on Affirmative Action projects, has characterized Dr. Hudson's contribution to IU as one "which will continue to enjoy visibility and repute because it is built on the most solid academic and personal foundations." It is this "solidity" which is the most salient feature of Dr. Hudson's presence—a soft-spoken yet forceful magnetism. One hardly notices that he is visually handicapped; in fact Dr. Hudson's impressive and lengthy list of accomplishments belies any impression of a handicap.

Dr. Hudson has worked in many colleges and universities, including Florida A & M, Virginia State, Michigan, Columbia, the University of Puerto Rico, and Indiana. He also spent seven years in Afghanistan as the Director of a nationwide English program. Since coming to IU in 1968, he has founded the Applied Linguistics department in the School of Education, the Black Culture Center, the Afro-American Arts Institute, and organized the Afro-American Studies department. He has written various proposals resulting in the establishment of the Basic Skills Program at IU, soliciting support for the Afro-American Arts Institute from various agencies (including a \$100,000 grant from the Lilly Endowment to start the Institute in 1974), and starting necessary minority programs—for example, a scholarship program to attract superior black, Hispanic and Native American students to IU.

Beginnings: Let me begin by asking about your experiences as an academic and as an administrator, especially in light of your minority status.

Hudson: Well, I have been in various kinds of educational contexts and at various levels of administration. At this campus, I was appointed in 1970 the first Dean for Afro-American Affairs at IU, a position I held until 1981. It was during that time that most of the Afro-American programs were started: Afro-American Studies, the Black Culture Center. In 1974, I founded the Afro-American Arts Institute, which has two major functions: first, to conduct research and publication on various aspects of the cultural history of Afro-Americans, and second, to support performing ensembles—the Afro-American Choral Ensemble, the Afro-American Dance Company, and the IU Soul Revue.

One of the important publications we did was a book entitled *The Black Composer Speaks*, published in 1978. We are revising and updating that as well as writing a second volume. The first book dealt with black jazz and classical composers; the new work continues that line of development and adds two new genres: gospel music and Black urban popular music.

Beginnings: Are you familiar with the poet Yusef Komunyakaa?

Hudson: Yes, he's in the English department, and he's an affiliate with the Afro-American Studies department where he taught a course in "Afro-American Poetry."

Beginnings: The reason I mention Komunyakaa is that he's compiling an anthology of poems and essays about jazz. This project seems to be one which might be of interest to the Afro-American Arts Institute.

Hudson: Yes. But let me tell you, Komunyakaa was hired under a

program I proposed recently as a member of the Affirmative Action committee of the Bloomington Faculty Council. Actually, in that connection, I've done three proposals. The first, which was a collaboration between myself and Paul Strohm, was on the recruitment and retention of minorities and women. This program provides for the hiring of four minorities and women each year for the next five years, on a special funding and recruiting plan. This has been in operation for only one year and it's already begun to bear fruit; for example, we have Komunyakaa in the English department. We also have a black faculty member, Dr. Sheila Jeyifous, appointed this past fall in the Psychology department, and as far as I know, there's never been a black professor in that department in its history. So this program is bringing people into positions in departments where minorities never existed. Over the next few years, this program will make some strong contributions in faculty recruitment.

Beginnings: Is the Minority Summer Faculty Recruitment Fellowship Program one of those three proposals?

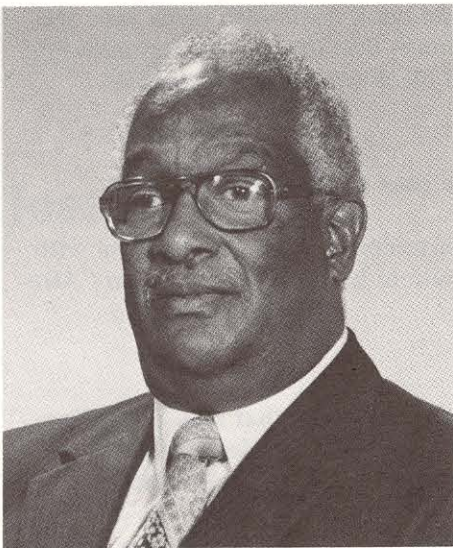
Hudson: Yes, that's the second proposal. This summer will be the first in which people will be brought to the campus on this fellowship program, which has the purpose of trying to introduce more IU departments to the pool of talent that exists among Blacks, Hispanics and Native Americans, and at the same time providing the opportunity for those persons to visit the campus and come to know IU, with the view that many of these summer fellowships may in the future result in permanent appointments. The program started out of sync with the university's budgetary and hiring patterns, but even though it began late, I'm told nonetheless that at least eight summer faculty fellows will be here this summer. As the program gears up and gets better fit in with IU's hiring and budgetary cycles, we will have even larger numbers in the future.

The final proposal, recently passed in April, is the Merit Program for Minority Achievers. The other two are designed to help increase the number of minority faculty members, while the latter one is intended to increase the number of a particular cut of minority students: the high achievers.

Beginnings: What are your general impressions about the state of minority scholarship in this country? Where it has been, where it seems to be going. Some of the younger scholars nowadays—especially undergraduates—may really not be familiar with the struggles in the early 60s. In fact, they may even think that the struggle is over.

Hudson: I think that's a problem of generational forgetting. And certainly this is also true among whites. For example, the most shining exemplar of presidential leadership might have been Kennedy. Partly because of the prominence of the Kennedy family today, college students may know that name. But I imagine if one were to ask students today for details about John Kennedy, they would not know very much.

And the same sort of thing has happened with Blacks. Those who grew up with those struggles as current events would surely remember. But kids born in 1967, say, would have no recollection of discrimination on buses. In fact, [laughing] very few people ride the buses now; Greyhound is having a lot of trouble economically. Anyway, kids would not know about that; they would not know about discrimination in restaurants, hotels, in other modes of transportation. They would know something about school desegregation, but nothing about the hard struggle to bring about changes in 1964.



But many of these problems have changed into a more subtle form, and they continue to exist. These students don't have the historical perspective, since they didn't live through those days. However, inasmuch as only the legal facade of discrimination has been torn down a bit, and the underlying attitudes of racism and superiority of white people, the underlying patterns of prejudicial thinking are still rampant in this country, it appears that we're in another struggle.

You may have heard about the situation at the University of Michigan, where students have been demonstrating, demanding more or less the same sorts of things demanded twenty years earlier. The activist group of students there is known as the Black Action Movement (BAM), and the first of these groups was formed in the late 60s, called BAM-1. There were administrators locked up at the university, lots of demonstrations, and some concessions made. One of these was that the university was to recruit blacks and minorities as 10% of the student body. Well, they never achieved that. Around the mid-70s, there were other demonstrations, known as BAM-2, and the demonstrations this past spring focused on some of the same things: the fact that the university had not hired very many black faculty, had never met that commitment to minority enrollment. That was BAM-3, and there may have to be a BAM-4 before the changes are really implemented.

The same thing occurred here at IU. In the late 60s, the university had made some concessions to the push of students on campus at that time, but they were not implemented. In fact, the person who was supposed to start those programs—Dr. Orlando Taylor, who is now at Howard University—had been nominated, while he was on this faculty, to head the Office for Afro-American Affairs, one of the first programs. Then there was an episode known as "The Ballantine Lock-In": a meeting of faculty taken over by students. Dr. Taylor got caught in the crossfire of that controversy, and his appointment was rescinded before it could be confirmed. The thing dragged on for at least two years before I was appointed to be the mediator for these programs.

Beginnings: How would you evaluate IU's success with minority programs?

Hudson: While IU has done reasonably well, I think there are many conditions here which require new initiatives of the sort I have indicated in these three proposals before the Faculty Council from 1985 to the present. But even these are still not fully implemented, so we don't know how much change in fact will occur. Right now, we have maybe 26 or 27 black faculty members out of a faculty of over 1100. A ridiculous proportion! The overwhelming majority of departments at IU don't have any minority faculty and have never had any.

Of course, it isn't only on this campus that there's need, and not only at Michigan where there's a great deal of agitation (and some new concessions—we'll see how well they get implemented next year). At various universities throughout the country, there have been acts of racism. In fact, not long ago in South Carolina there was a conference which had to do with the status of minority students in predominantly white universities. It's an active issue. So those who didn't live in the late 60s when the big student revolts took place are coming to experience in the late 80s the failed promises and programs of that earlier period and the necessity for demanding recommitment on the part of administrators to improve the lot of minorities and women.

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changes required for the conversion of an infertile, immature sperm cell to a fertile, mature sperm cell [and] to develop physical methods to detect and quantify biochemical changes associated with gamete membranes which convey fertilizing and motile competence upon spermatozoa." In addition to teaching the Chemistry course, Hall is conducting research at IU. Hall has proposed to apply "NMR [neuroendocrinology of male reproduction] to study phase-transition temperatures of gamete membranes *in vivo* and *in vitro*."

Hall recently published an article on "The Decline of Minority Science Majors at Predominantly Black Colleges and Universities."

According to Hall, "The underrepresentation of minorities and women in science and higher

education in general is a problem that concerns me. From a scientist's point of view, there is no social problem more vexing than attempting to stimulate minorities to participate in the scientific community." Hall finds that one reason the number of blacks entering graduate school is at an "all-time low," as he puts it, is the "lack of black scientists as role models" combined with the fact that "discrimination and prejudice in higher education are," he asserts, "still a cause and effect factor."

Hall, therefore, identifies his purpose as "orient[ing] students, particularly minority students, toward excellence by continued progress and set[ting] a scholarly example as both a teacher and scientist who just happens to be black."

Elizabeth Hernandez

Elizabeth Hernandez, an Associate Professor of English at Inter American University of Puerto Rico, is teaching "Public Speaking" in Speech Communication. This course promises to be nothing like the typical freshman speech course, if Hernandez' research interests and journal-article titles are any sort of barometer: "Color Codes in Puerto Rican Political Milieu," "Sexism in the Spanish and English Languages," "The Influence of Mass Media on Women's Self-Image." At the end of the summer, Hernandez will remain in Bloomington to complete her dissertation, "The Rhetoric of Ruben Berrios: A Spokesman for Puerto Rican Independence."

Hernandez' academic experience—especially in administration—has been extensive. She has been the Acting Chair of the English department at Inter American University for the past four summers; as the Assistant Dean of Academic Affairs in 1983, she participated in curriculum design, coordinated registration and committees on faculty promotions,

sabbaticals, and institutional evaluation; and from 1981 through 1983, she chaired the Humanities Department of Bayamon Regional College. In addition to her college teaching, Hernandez also taught ESL for eight years at the middle-school and high-school levels.

"If I could have a second career apart from speech communication," she tells us, "it would be the Church." She is an elder and a Session member in the Presbyterian Church. She preaches and is involved in religious education; in fact, she was the Director of Religious Education of the United Presbyterian Church in Puerto Rico. She has been a writer and speaker on feminist issues: she chaired the Racism/Sexism Committee of the Council on Women of the Presbyterian Church; she has an article, "Puerto Rican Independence: A Route to Liberation," forthcoming in *Blue Book*, a Presbyterian General Assembly Publication.

Elizabeth was born in New York and lived there till she was 11. Besides living in Puerto Rico, she

has lived off and on in the states as well as visited Panama, Venezuela, Mexico, the Dominican Republic, and Costa Rica. It's no wonder that her basic interest is in cross-cultural

and political communications. "I attempt to integrate speech," Hernandez asserts, "with the teaching of English in cross-cultural perspectives."

Terry Kershaw

As a sociologist, Terry Kershaw is interested in demography, human ecology, environmental sociology, race relations, stratification, and social organization. He is teaching a Sociology course on "The Black Family," which dovetails his interests in Black Studies and his dissertation on "Orientation Toward Economic Growth, Economic Experience and Reasons for Moving," completed at Washington State University. Kershaw, an assistant professor at the College of Wooster, has a master's in Black Studies (history and economics) from Ohio State, after double-majoring in Sociology and Black Studies at SUNY-Cortland.

Terry and his wife Marilyn, a counselor and children's case manager, live in Wooster, Ohio with their two daughters, Kiarri (7) and Njeri (4), whose names, incidentally, are Arabic and West African. Terry and Marilyn are both originally from New York City, and Terry, a New York sports fan, likes to watch the Yankees and the Giants whenever he gets a chance. One person Terry would like to meet in Bloomington is basketball coach Bobby Knight. "I've followed college basketball for a long time," Terry mentioned in a recent phone call, "and one of the first things I'm going to do when I arrive is get a

[NCAA championship] T-shirt."

Most of all, Kershaw is "excited about the prospects of meeting new people" in Bloomington, "especially in Sociology: to try out some of my research ideas." His recent research in Black Studies and Sociology has included "A Sociological Analysis of the Male-Female Roles in Alice Walker's *The Color Purple*," "The Emerging Paradigm in Black Studies," "Racism and the Education of African Americans," and "The Dialectics of Caste and Class on the Life Chances of African Americans."

Kershaw has also been involved in television and radio: he was a panelist for the Afro-American Perspectives TV series on such topics as "Black Colleges in the United States" and "Carter's Energy Policy and the NAACP"; in 1985 he wrote, co-produced and moderated a cable-TV show entitled "The Significance of the Life and Death of Martin Luther King, Jr." Kershaw wrote and received a grant from the Ohio Humanities Council to support a program commemorating King's birthday in 1986. In recognition of his various accomplishments, his undergraduate institution, SUNY-Cortland, recently presented Kershaw with an Outstanding Alumni Award.

Mark L. Perry

Mark L. Perry, a postdoctoral fellow at the University of Kansas, is teaching a course in Religious Studies entitled "Religion and Politics in America." Perry describes the class as an "analysis of the interaction between political and religious institutions in American society, with a complementary case

study of the history of the Baha'i Faith in America." Baha'i has been a focus of Perry's research: two forthcoming articles are titled "The Chicago Baha'i Community Between the Wars" and "The Pioneering of Racial Unity in the Chicago Baha'i Community"; he completed his dissertation at the University of

Chicago on "The Chicago Baha'i Community, 1921-1939."

Most recently, Perry has been at work on an essay investigating "the relationships among science, social science and religion in contemporary academia" as well as continuing research on the history of new religions and cultural developments in Chicago in the first half of the twentieth century. He has taught courses on "Comparative Societies" and "Religion and Society." Perry also has garnered several awards, including the Kansas postdoc, a Minorities Fellowship from the Committee on Institutional Cooperation, and a Fellowship from the Center for Arabic Studies Abroad which sent Perry to the American University in Cairo, Egypt.

What is really striking, however, about Perry's background is his vigorous eclecticism. For example,

his Master's degree in Anthropology—"Unmasking the Unmaskers: On Reflexive Anthropology." His undergraduate degree from Haverford College in Music and Physics. His ambition and performance as a jazz musician. Foreign languages: French and Arabic. Travel abroad: Egypt, Israel, France, England, Netherlands, Scotland. Where this eclectic penchant most vividly appears is in Perry's declaration of his major fields of study: (1) the history of modern religions, the sociology of religion; (2) the development of social philosophy in the nineteenth and twentieth centuries, the comparison of the natural sciences with the social sciences, general systems theory; (3) the history and social theory of the arts; and (4) the history of racial and other social division, colonial history.

Mark A. Reid

Mark A. Reid is teaching a course entitled "Hollywood Independent Film and Black Independent Cinema" in the Comparative Literature Department. He specializes in Afro-American literature and film, focusing on black film production; his dissertation is entitled "Black-Oriented Film (1961-1977): Film Form, Black Culture, Ideological Content." His academic background reflects these interests: an undergraduate major in English at Columbia University, a Master's degree in Communications (Theater) from University of Illinois-Chicago, and a Master's in American Studies from University of Iowa. In addition, Reid has also studied African and Arab cinema at the University of Paris.

Reid's indefatigable research in film includes his Master's thesis on "The 1949 Problem Film: An Analysis of Hollywood's Treatment of Racism." His articles feature "An Interview with Med Hondo: Working Abroad," "Le Cinema Noir-Americain et Ses Trois Niveaux

de Confrontation dans la Vie Quotidienne," and "The Second Generation of Black Europeans in Paris: Julius Amede Laou, Avant-Garde Dramatist and Filmmaker" (forthcoming in *Black Film Review*). Reid is also co-editing a forthcoming issue of the Parisian journal *CinemAction* entitled "Cinemas Noirs Des Ameriques."

Reid's work in Afro-American and African Studies has been equally energetic. In 1985, he was a Fulbright Scholar at the University of Ouagadougou, Burkina Faso, where he lectured in a seminar on "The Afro-American Novel, 1940-1970"; while there, he also had the unique opportunity of attending the Pan-African Film Festival. At the University of Iowa, Reid has taught "The Literatures of the African Peoples" and "American Values"; in the latter course, he included such innovative reading as *Nuyorican Poetry*, an anthology of ethnic writing from New York.

Gary A. Sailes

Gary A. Sailes, whose name is well-known in the tennis industry, is teaching a course entitled "Black Sport in the Social Cultural Process" in the Physical Education department. Sailes holds degrees in Physical Education and Sociology from SUNY Buffalo, Mankato State University, and the University of Minnesota, and is currently writing a book entitled *Betting Against the Odds*, a critical analysis of contemporary issues surrounding blacks in American sports. Some selected titles among Sailes' current research articles reflect this interest: "Black Sport Supremacy: Biomechanical and Social Perspectives"; "The Exploitation of the Black Athlete: Some Alternative Solutions"; and "A Socioeconomic Explanation of Black Sports Participation Patterns."

On the lighter side, Gary's hobbies, he confesses, "basically center around physical activities: tennis, swimming, bicycling. I also enjoy reading—especially about the sports reform movement. And I like music a whole lot—mostly jazz and pop." He has melded his various interests within his academic life: "As a sociology major, the thing that really caught my interest was black culture, but I also have a very serious interest in sports, so in my

graduate career, I just combined the two and became a sports sociologist."

But Sailes is not merely the "armchair athlete" which some might view as a stereotype of the academic; he is a tournament player on the amateur tennis circuit, and ranked 8th in the Midwest before accepting his current position as an Assistant Professor in the University of Delaware. He was the head coach of the varsity tennis team at Chicago State University for eight years, and recently established his own tennis academy in Delaware. Sailes has published several articles on tennis and received a grant from the US Tennis Association to complete research on "Comparisons of Three Methods of Target Oriented Baseline Hitting in Tennis." His book *Championship Tennis Drills for Advanced Players and Coaches* was well received by the tennis establishment, and he writes an ongoing column, "Instructor's Notebook," in *Black Tennis Magazine*. In addition, he has been president of the Association of Black Tennis Professionals, and he belongs to several tennis organizations. Gary puts it succinctly: "I'm a tennis nut, to be honest. It's chronic!"

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Beginnings is a biannual newsletter published by the Minority Summer Faculty Recruitment Fellowship Program at Indiana University, Bloomington.

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