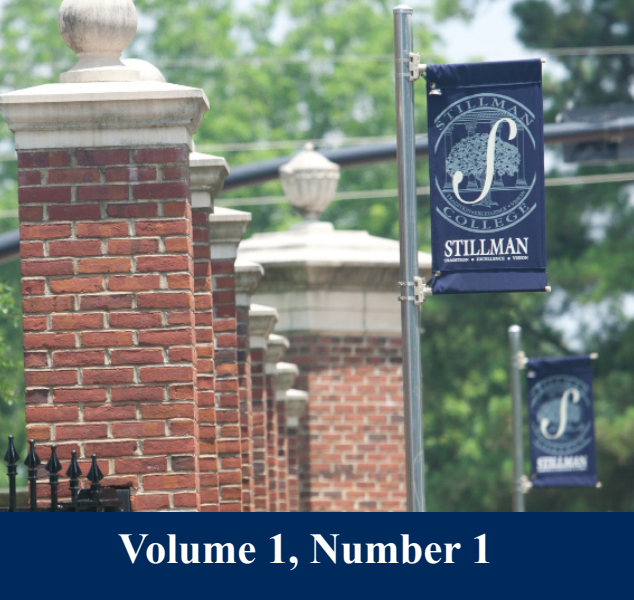


STILLMAN

Magazine

FALL 2012

Realizing
a Vision



Volume 1, Number 1

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Cover: The raging seas captured by Dr. Charles Stillman.

Editor's Letter

Introducing the New Stillman Magazine

The Stillman Magazine is a re-imagining of earlier publications. The magazine is about ideas and people of general interest for a broad range of publics. The ideas center around the themes of tradition, excellence, and vision— the watch words of the College.

The primary subjects are alumni, faculty, staff, and others with connections to the College. In each case, significant accomplishment, service, or adventure is the basis for selection and inclusion. The narratives may center on the personality or activities that brought the subject to our attention.

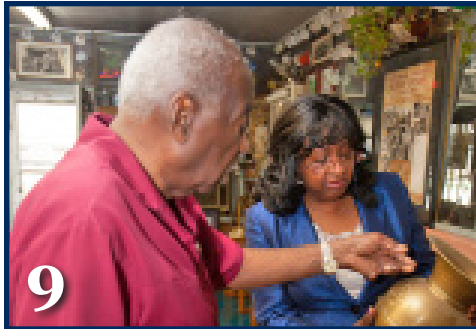
This issue contains a sailing story by the great grandson and namesake of the College's Founder, Dr. Charles Stillman. A vignette of local history is the context for a piece about Professor Linda Beito, a scholar of social and civil rights history. The story of a young alum's return to restore gridiron glory provides a colorful link to all three of the College's themes.

The magazine is another manifestation of "sharing our bounty," a favorite theme of President McNealey's, and a focus of the College's strategic plan. We hope that you will enjoy it and invite you to share your essays with us on the afore-mentioned topics.



Veronica M. Clark, Editor

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Realizing a Vision

by Dr. Ernest McNealey



The art and artistry of language and the philosophy of language provide interesting spaces in which to examine leadership and vision. There are endless definitions of leadership, but the operative meaning for this exploration is that leadership is an action fueled by passionate vision. The writer's view is consistent with two familiar aphorisms: "Leadership is action, not position" and "A great leader's courage to fulfill his vision comes from passion, not position," philosophies advanced by a number of leadership thinkers and writers.

Which actions, then, can be categorized as exemplary leadership? At the heart of the matter are approaches that can be aspirational or strategic. Dr. Martin Luther King's dream that his children would live in a color-blind society and be judged by their character was based on his hope that a society informed by Christian thought and democratic

principles would result in a beloved community. His articulation and longing for the beloved community in the space we now operate, generated the never-ending struggle for civil rights that respectfully led to Dr. King's title, "The Dreamer." His was an aspirational goal, not a strategic one informed by market research or emerging trends that

**"A great leader's
courage to fulfill his
vision comes from
passion, not position."**

would lend themselves to activity flow charts; it offered hope.

By contrast, President John F. Kennedy's vision of the country's advancement into space was grounded in the knowledge of that moment and a holistic sense of capacity and will that had

fueled much of America's history. President John F. Kennedy said, "First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth. No single space project in this period will be more impressive to mankind, or more important for the long-range exploration of space; and none will be so difficult or expensive to accomplish." It was a view amenable to strategic planning and action aimed at achievement that lay beyond the horizon.

Appropriate leadership is of utmost importance in sorting through the realities of the moment and reflecting on the possibilities of the future to determine whether a people or organization needs reassurance, hope, or a designed means to realize a vision. While the approaches differ, there is a commonality of process: 1) understanding the history, the values, and the

traditions of the organization; 2) communicating a compelling case for a different desirable future; 3) engaging the core constituents by embracing organizational values and traditions; and 4) building a strategic architecture that will organize the work that will allow the new unseen vista to be constructed and emerge.

A new leader is expected to present a vision statement after getting a lay of the land of the new organization. The passion that imbues a vision evolves from a sense of “oughtness” that energizes the intellectual and intuitive capabilities of a leader, pushing that person beyond mere managing and administering. Vision is a gift and a core attribute of transformational leadership. Effective communication allows a leader to create a compelling image of what can be and at the same time manifest the confidence that allows others to believe in the vision. The leadership provided must be seen as insightful, intentional, fearless, and inclusive.

Given that the visionary leader is by definition an agent of change, care must be taken to avoid unintentional indictment of what was and what is, while dampening down the normative fear of future unknowns. In word and deed, the leader needs to demonstrate a quest for a higher purpose rather than a concrete model of the future. There will not be occasions to examine the “nail prints” or “wound in the side” of the vision such that others can believe. Rather, a new way of thinking, working, and believing must be woven into the fabric of the organization.

When or before joining an organization, a leader must learn as much about traditions, habits, and

values as might be required to wrap the new vision in familiar trappings. A president might find the faculty at a good institution quite satisfied with where the institution is. A mission to improve the institution can be wrapped in a vision for having others, rating agencies in particular, come to know and recognize how good the institution is, without involving the normal resistance. Once articulated, the vision must be readily submitted for inspection, expansion, and refinement such that those who must work towards achieving it can take ownership of it. The leader must seek unfiltered candid input while simultaneously

**“A visionary leader
draws the tenuous
connection between
where the organization
is today and where it
can be in the future.”**

minimizing destructive skepticism intended to maintain the status quo and deny a future destination not previously considered. The leader must foster engagement around central questions of how, where, when but not whether. Doing so provides a solid platform from which to reflect, to imagine, and to pursue together, the space beyond the horizon.

The possibility of being better, of being bigger, of being more impactful, of being more highly regarded, and of being more significant informs vision. A visionary leader draws the tenuous connection between where the organization is today and where it can be in the future. The leader must

build the confidence and drive of the formal and informal leadership such that success becomes an expectation across the organization.

No matter how charismatic the leader or inclusive the vision, there will be some resistance and doubt if the old thinking and planning paradigms are left in place. The leader must provide a solid architecture and nomenclature upon which to hang the ideation, explorations, and discussions that will guide planning for the future. One strategy for engaging in this strategic process is to ask two questions: “What would you like for the organization to have or to be “x” years in the future? What would you like for relevant publics to say about the organization “x” years in the future? The responses can be molded into a finite number of organizing themes under which achievable goals can be set, facilitating objectives can be crafted, and progress indicators can be identified. All of the relevant parts, forms, and procedures must be named such that they create a new mental picture compatible with the vision.

The planning process should make the ideas contained in the vision sufficiently clear and compelling and so readily personalized, that the momentum to achieve them does not require constant stoking by the leader, but becomes the aspiration for all involved. Ultimately achieving a vision is about change, change such that the organization is better and different than when the journey began, but at the same time warmly familiar, and better positioned for the next quest. ■

As the Stillman community prepares for the reopening of the newly renovated Birthright Auditorium, it is apropos that we reflect upon Charles and Bettie Birthright's legacy, which is intimately linked to the history of Stillman College and the building named in their honor. Birthright is not the largest, the smallest, the newest nor the oldest building on campus. Yet the historical significance of the Birthright name earns this building an esteemed place among the structures most central to the Stillman narrative. The Stillman tradition of revering the past is evident in both our passion for recounting the Birthright story and our commitment to maintaining the building's architectural integrity.

Charles Birthright loved his wife. He wrote poignant letters to her, lamenting their frequent separation. She penned equally ardent letters expressing her loneliness and sorrow. Their frustration could be sensed between every line, but their desire to live together seemed futile. They were not masters of their own destiny; they were slaves who met in Tennessee and were allowed to marry, but were often separated as they moved about with their respective owners. Charles prayed that his owner would buy Bettie, or that Bettie's owner would buy him. Eventually, they both ended up in Missouri with their owners and, miraculously, slavery ended. Charles and Bettie were freed. Unfortunately, their joy was quickly marred by tragedy. Their only child died on January 26, 1863, just 25 days after the Emancipation Proclamation became effective.

The Presbyterian couple settled in Clarkton, Missouri, where they eventually acquired both wealth and

Revering the Past, Embracing the Future

*Birthright Renovation Reflects
Stillman's Tradition of Remembrance.*

By Mary Sood



Birthright Auditorium as it appeared in the 1950s

social standing. He was a farmer, a musician and, for many years, the only barber in town. Gillete had not yet invented the safety blade, so having a good barber was essential and the business was lucrative. She was an esteemed tailor and laundress who also baked and decorated exquisite wedding cakes. When donations were collected to build a local school, they contributed the largest sum even though they had no children to benefit from the project. But their generosity extended far beyond their Missouri community. As one historical document notes, the filing of the Birthright will was an "occasion of wide interest" because people were surprised to discover that the couple "made provision to help educate young Negroes at Tuscaloosa Institute

(now Stillman College)."

The Birthrights bequeathed five hundred and sixty acres of rich farmland to Stillman. At the time, this was the largest single gift ever received by the institution and it continued to be Stillman's largest block of endowment for many years. We may never know exactly why the couple chose to leave this substantial inheritance to an institution so far from their home. Undoubtedly their faith and heritage were factors. Perhaps they also imagined that, if their son had lived, he might have one day attended Stillman.

In 1951, the Birthright Auditorium was constructed and named in their honor. It is fitting that Birthright stands near the main entrance to the campus as a

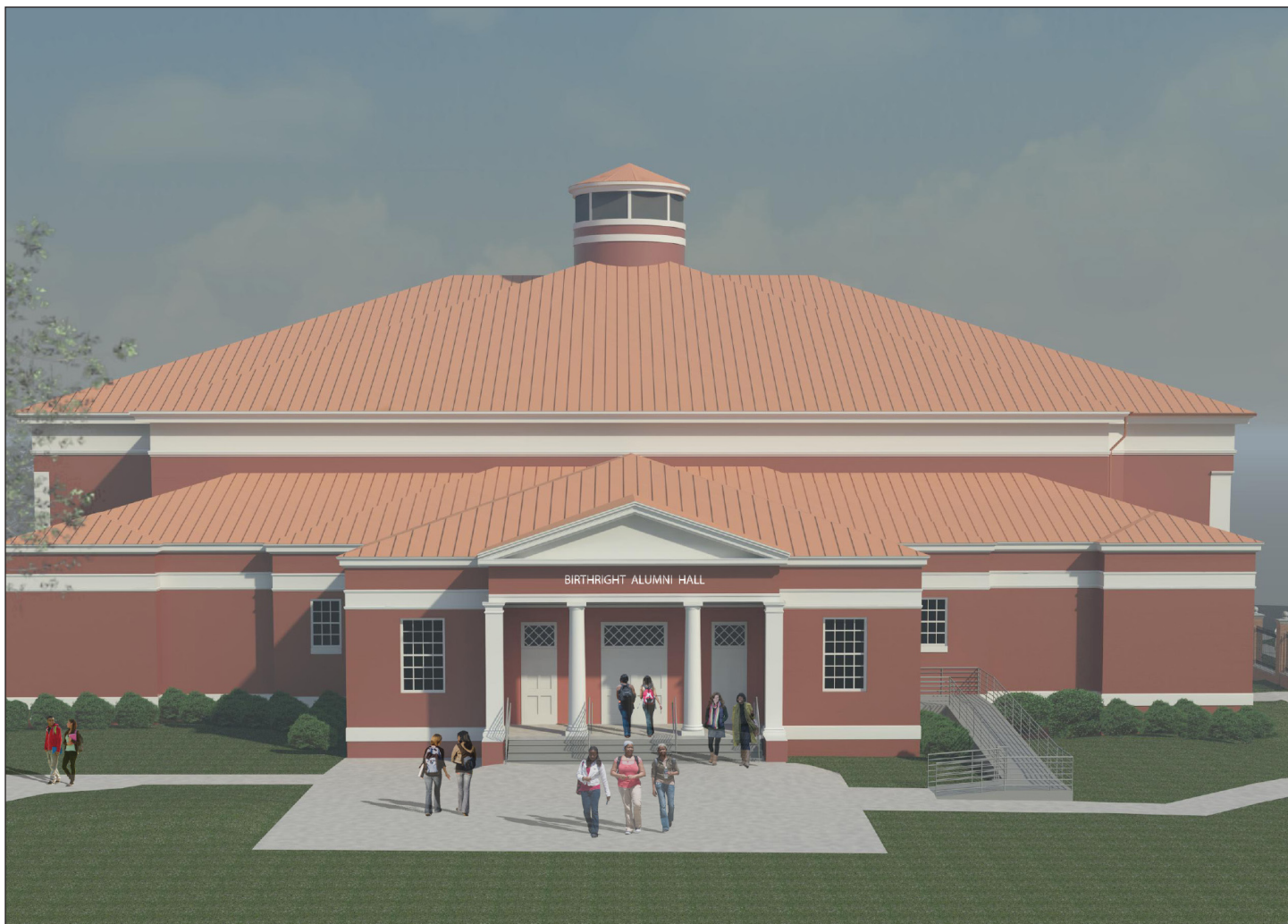
constant reminder of the generosity, perseverance and success of this once enslaved couple. Years ago, the cinder blocks were painted, the building was expanded and a gable was added to the covered entrance leading to BIRTHRIGHT's vestibule. The new renovations will restore the symmetry lost in 2003 when bleachers were added to the south side of the masonry block building. Bleachers will now be added to the north side of the building to expand seating and create a mirror image. When BIRTHRIGHT reopens it will be fresh, modern, functional and considerably more spacious than before. The 23,610 square foot expansion and renovation project will include expanded office space,

concession and restroom additions, a completely renovated foyer, a trophy room and new flooring. BIRTHRIGHT will also receive a new retrofit roof with a cupola, which will enhance its consistency with other campus buildings.

BIRTHRIGHT, which serves as both a gymnasium and an auditorium, is the physical reminder of a couple who clearly embodied the Stillman spirit of faith, perseverance and generosity. As an institution committed to fostering both academic and spiritual growth in today's youth, Stillman seeks to ensure that the inspiring story of Charles and Bettie BIRTHRIGHT is passed on to future generations of Stillmanites. The BIRTHRIGHT

Auditorium represents their legacy and ours.

If an illustration of the new building were juxtaposed to a 1951 photo of BIRTHRIGHT, considerable change would be evident. Yet, despite essential updates, the building maintains its architectural integrity. The stately vestibule facing the quad and the rows of alternating windows and columns along the sides of the building are unmistakable reminders that the past has been carefully preserved, keenly reflecting Stillman's tradition of remembrance. ■



A rendering of the newly renovated BIRTHRIGHT Alumni Auditorium



Maverick in Her Own Right: Dr. Linda Beito

By Mary Sood

Photograph by Steven Lockhart

A seemingly innocuous question ignited an intellectual firestorm one afternoon in Dr. Linda Beito's African American Heritage class. A group of students had just presented a powerpoint titled *The End of Isolation in Africa*. After critiquing their presentation, Dr. Beito began to review the answers to a recent test. No one seemed daunted by the questions about geological changes in the Sahara Desert or the number of languages spoken on the continent. The question that caused the uproar was about Pablo Picasso and whether or not he "stole" his artistic ideas from African artists.

A student in the front row insisted that free enterprise justifies taking credit for ideas that are not your own. Another student, so irritated that her voice began to quiver, argued that Picasso should not have lied about the origin of his style. As the two scholars debated, a student who had been slightly slumped in his chair perked up to listen. Others ventured cautiously into the fray. One student wondered if Picasso intentionally neglected to credit the source of his inspiration.

In a Socratic manner, Dr. Beito posed the question, "What about plagiarism?" After a brief discussion about the prevalence of "theft" in the contemporary music industry and in academia, Dr. Beito warned, "If you fail to give credit to someone for coming up with an idea that you use, there might be serious consequences. It is necessary to know as you go into the world that not being honest and not giving appropriate acknowledgement to others can come back to haunt you later in life."

While the Picasso question may seem relatively insignificant, Dr. Beito believes that it is symbolic of

something much larger than artistic theft. She refers to a portrait of George Washington with his wife, her children, and a black man in the background. A parent on the internet asked why, in a third grade history book, the caption names George Washington, his wife and her children, but makes no reference to the man in the background. "By not acknowledging his presence, the painter implies that the black man is invisible. Even if we don't say that Picasso stole from Africa and we say that he was influenced by African art, the fact of the matter is the black man was never acknowledged. It makes him invisible," Dr. Beito states. "Part of the discussion about Picasso has to do with giving credit and identifying your source. But another part has to do with the invisible black man."

Dr. Beito, who serves as Chair of the Department of Social Sciences and Associate Dean of Arts and Sciences, has published numerous articles on race and culture and co-authored the book *Maverick: T.R.M. Howard's Fight for Liberty and Economic Power* (University of Illinois Press, 2009). She has two new books scheduled for release in 2013. One, a 207-page collection of Zora Neale Hurston writings that includes pieces that have not been published since 1928, has required painstaking effort to credit sources and get approval rights from each original publisher. The second forthcoming book is about Howard's and Linton's Barber Shop, where Autherine Lucy, the first black student to be enrolled in the University of Alabama, was taken to be cleaned up after a white mob splattered her with eggs and sent her fleeing from the campus.

In her culturally diverse classroom, where students from Africa,

Europe, Mexico, and numerous states participate in an ongoing discourse on African and African American heritage, Beito extends an invitation to students to speak openly; to think critically; and to contemplate what they believe and how they might best articulate those beliefs. Recently, a student showed the class a video of an African Juju ceremony in which a man is repeatedly slapped in the head in a manner reminiscent of a scene from *The Three Stooges*. The video was hysterically funny to the students, who were unfamiliar with the ceremony. But, like the Picasso question, it also opened the door to an important dialogue. In this case, the issue was not visibility but validity.

"We might ask why would the man in the video subject himself to this treatment, but each culture has its rules, regulations and consequences for actions," Dr. Beito states. "In my class we have discussions on the idea that you can't see a different culture the same as people who live in it see that culture. There may be a food we might not consider eating, but if we think of it as a matter of life and death and it will give us protein we need to remain alive, we might see it differently."

One of Dr. Beito's favorite mottos is "For success, education is the route. For poverty, education is the way out." But this pragmatic maxim does not begin to express the intangible benefits of being in a classroom where freedom of speech is valued, consequences are discussed and, no matter how students feel about Pablo Picasso, the art of thinking is actively encouraged. ■

Opposite page: Rev. Thomas Linton, owner of Howard's and Linton's Barber Shop, shows Dr. Linda Beito pieces from his collection of artifacts.



By Mary Sood
Photograph by Steven Lockhart

FOR LOVE OF THE GAME

Head Football Coach Teddy Keaton shares his passion for football.

If Spike Lee or Steven Spielberg produced a movie about Coach Teddy Keaton and the Stillman Tigers football team, it would have all the elements of a Hollywood blockbuster.

It would begin with a team that ranked last place in the Southern Intercollegiate Athletic Conference (SIAC) in both offense and defense in 2010. The players have raw talent, but lack the discipline needed to win games. In walks Coach Keaton, a determined young man with a mission. Stillman is his alma mater, and he even served as an assistant coach for six seasons before moving on to coach arena football.

As a professional and collegiate coach, he has sent over 50 players to the National Football League or to the Arena Football League. But his passion is college football, where the game is not about money but about love of the sport. Coach Keaton bonds with the players and they develop discipline and leadership. They start to win games. They go from 3-8 to 7-5 during a season that includes a stunning upset at Tuskegee University, which would probably be the dramatic ending in a film version of this story. But, of course, this is real life and this is only the beginning.

Although Coach Keaton always aims for victory, he believes that teaching his players how to deal with losses is as critical as teaching them how to win. "Success is not final. Failure is not fatal. Losing teaches you how to overcome adversity. You can be on top of the world and, a year later, you could

be devastated. Life is about making the right moves. Sometimes you make the right moves but still come up short. But you still have to fight through it," says Coach Keaton.

When asked how he helped to orchestrate the team's dramatic transformation last season, he has a surprisingly simple answer. "We had to change their mindset. Winning is a habit, and so is losing. They had been losing for so long that they didn't know they could win. We had to show them what they could achieve if they worked hard enough," he says.

Coach Keaton believes that talent, discipline and leadership are three of the most important keys to building a winning team. "We're working on developing discipline and leadership on the field. Talent will get you some wins. The talent is already there. With discipline you start to push to win 8 or 9 games a year. Leadership will take you to championships," he says, his eyes lighting up as he contemplates the future. But it is the past that makes the story so appealing.

If a film were made about Coach Keaton and the Tigers, it would undoubtedly include a flashback to 1999—his senior year. That pivotal time in Stillman history marks the rebirth of the College's football team. There had been no team for nearly 50 years prior to that. Occasionally, Coach Keaton still pulls out an old, yellowed newspaper clipping about the 1999 team.

"During my senior year at Stillman,

I worked as equipment manager for the team. But Coach (Theophilus) Danzy taught me all aspects of running a team. He taught me the business side of it. Administration. Handling a budget. Figuring out how to travel and how to manage a team," Coach Keaton says with admiration and respect.

"I am so proud to coach at my alma mater and to be a part of a program I helped to build. These are my colors. This is my school. I want to put Stillman in a position so that people will know us by our team and by our excellent academics. But I don't like to talk about a team. I like to talk about an overall program," says Coach Keaton. "We want to build a structured program so there is a foundation for the future and a tradition of excellence so that, when someone mentions Stillman, everybody knows who we are."

During Keaton's tenure as assistant head coach to the Odessa Roughnecks, the Texas team won two consecutive division championships. When he was head coach of the Lakeland Thunderbolts in Central Florida, the Thunderbolts compiled a record of 28-3 and won the 2007 National American Indoor Football Championship. As offensive coordinator for the Warriors of Webber International University (WIU), he led the Warriors' offense to one of its best seasons since the birth of its program. Expectations were high the moment he signed on as Stillman's Head Coach.

But Coach Keaton takes a holistic approach to success. "During the recruitment process, we get to know every aspect of a kid. What makes him tick? How circumstances at home may affect him. Students come to college to get a degree. They have to go to class. I promise the mother or father that we are not just developing their child as a football player, but as a human being. Many coaches talk about that, we try to live by it," he says, revealing the compassion that makes the true story of the Stillman Tigers football team worthy of the big screen. ■

The *Spirit* of Stillman: Our Pursuit of *Excellence*

By James Muhammad

When I received the message that President McNealey wanted me to write an essay on the pursuit of excellence, I was very excited. The phrase itself carries so much weight and implies a commitment to an aim greater than oneself. It is indeed a precious subject that is innately tied to Stillman's original mission.

I do recall hearing continuously at Stillman the words of the artist Michelangelo, "Whoever strives after perfection is striving after God." Since its founding, Stillman has had the mission of igniting the intellectual and spiritual potential of its students. Stillman is an institution that believes the pursuit of excellence is a spiritual responsibility, not just a physical task.

It is for this reason Stillman produced such outstanding individuals as Rev. William H. Sheppard, Alonzo Edmiston, and Dr. Lucius DeYampert. Just up from slavery, these individuals were so on fire with the spirit that was ignited in them at Stillman, they took the gospel to the far corners of the Congo. Beyond that, their work led to exposing the atrocities committed against the native Kuba by King Leopold II of Belgium. These Stillmanites knew that excelling involved the combination of academic excellence, spiritual well-being, and service to their fellow man. This is the true spirit of a Stillmanite.

Yet, there are so many reasons today why an HBCU and its alumni might consider abandoning our responsibility. For example, African Americans continue to make up 37% of the prison population, but comprise only 13% of the American population. Our children are the most likely to be raised fatherless and in poverty. The latest census data indicate that 27% of African Americans live below the poverty line. This is nearly three times the rate of white Americans.

Pursuing excellence is nothing short of engaging in active warfare against fears and circumstances that appear insurmountable. It takes preparation, determination, and faith to have the sagacity to press forward. For instance, the first suggestion that I enter the field of public broadcasting came from my journalism professor at Stillman. I thought he had either lost his mind, or that I was hearing things. So often the call to achievement can sound strange or shocking. My first thought was, "Am I really capable of this?"

Whenever I think I might want to waver in my personal efforts, I think of the great Stillmanite Rev. William H. Sheppard. During his famous mission work in the Congo in the late 19th century, he decided to take the gospel to what was known as the most violent tribe in the Congo. When Rev. Sheppard was strongly encouraged not to press forward out of fear for his life, he responded, "I have no fear. The lord is the strength of my life, of whom shall I be afraid? Though a host should encamp against me, in this will I be confident."

As Stillmanites, we share a rich and unique history that compels us to achieve against the odds. We were educated and cultivated on the same grounds where our ancestors were enslaved, the former plantation of William Cocharane, considered a founding father of the City of Tuscaloosa. On the grounds where I sang as a member of the Stillman College Choir, enslaved people sang of a better day for me. On the same grounds where the totally oppressed were denied even basic freedoms, I was allowed to breathe freedom and cultivate my talents among my peers.

With this knowledge, how can I, or any other Stillmanite, entertain anything short of excellence? We were

metaphorically birthed on holy ground. The spirit of Stillman is always present to support us. As we walk, the spirits of our ancestors support us. As we speak, the spirits of our ancestors speak with us. As we worship, their spirits worship with us. As we help others, our ancestors encourage us. As we struggle to succeed and overcome our challenges, our ancestors aid us and rejoice greatly in our accomplishments. Stillman and the Stillmanite are in fact what Maya Angelou described as "the dream and the hope of the slave."

As we move forward, know that we have a support system that those outside of our Stillman family may never understand. I am reminded of the profoundly moving words of Oscar Hammerstein, II:

*"Walk on through the wind,
Walk on through the rain,
Tho' your dreams be tossed and blown.
Walk on, walk on
With hope in your heart
And you'll never walk alone."*

As a Stillmanite, this is my belief yesterday, today, and tomorrow. ■



Muhammad '92 is Director of Radio Services for West Virginia Public Radio in Charleston, West Virginia.



I Am a Teacher

By Dr. Evelyn Jenkins Gunn

I am a Teacher!

I was born years ago when I wrote letters
for the unlearned, unlettered "Gray-haired ones"
of rural Alabama.

Daily (for 42 years), I encouraged, reflected,
mentored, collaborated, admonished, pushed, pulled
and even laughed at myself with my students.

I am paying rent for living on this EARTH.

And who do I have to thank
for this wonderful life
I am so fortunate to experience?

I thank my parents for going without
the basics of food and shelter, and medical care
so that I could be a reader.

I thank Harriet Tubman, Phillis Wheatley and
Frederick Douglass
for keeping visions of freedom alive for my people.

I thank Linda Darling-Hammond and Anne Lieberman,
Sharon Draper, and Barbara Parks-Lee for continuing
not only to open the door
But also for keeping a foot in it to hold it ajar!

I thank Stillman College with her Tradition
of fostering excellence,
her commitment to providing high quality
educational opportunities for poor populations;

I thank Stillman for "giving me wings" to fly out
to lead, to study, to evolve, to come back to serve,
and for taking me in with only \$ 15 and keeping me.

I thank Dr. Hay, Dr. Stinson, Dr. Wynn, and
Dr. McNealey for being led to inspire, to act, to give,
to develop young minds to continue to go forth.
Stillman gave me the confidence to compete
with the best of them.

I have a past that is rich
with pain, poverty, and the transformative power
of knowledge.

I have a present that is challenging and ever-changing,
because I spend my days with the future.
I am a teacher.

I am an accomplished National Board Certified
English Language Arts Teacher,
a Carnegie Scholar, a Carter G. Woodson
Award Educator
who learned about teaching
"Far above the Warriors waters
with her waves of blue..."

I am a teacher and when I extended my hand
to former President Clinton at a Washington meeting,
I heard the faint sounds of Africa
And the slow beat of the Tom-Tom
on the Banks of the Tombigbee and Warrior Rivers.

Then I thanked the unsung heroes for daring to sing
"Steal away...
Down by the riverside
This little light of mine, and
No greater calling..."

I heard the ancestors say,
"It was worth it. She is a weaver of magic.
She is a TEACHER!!!"

And I thank God every day!!



In its headline, *The New York Times* called Dr. Evelyn Jenkins Gunn '62, "A model of a good teacher." The chairman of the National Commission on Teaching and America's Future, North Carolina's Governor James Hunt, wrote in the introduction to the commission's report: "One voice that made a tremendous impact on us was that of Evelyn Jenkins Gunn. ... who explained her passion for teaching - not why she teaches, but why she is compelled to teach. ...As Gunn understands, good teachers literally save lives. ..."

Dr. Gunn currently serves on the Board of Trustees at Stillman, the Board of Directors at John Carroll University and the Committee on Teacher Education of the National Academy of Education.



Dr. Charles Stillman and his wife, Susan, enjoy the sights during their sailing adventure.

From Seattle to the San Francisco Bay with *Gratitude*

By Dr. Charles Stillman

As my wife Susan and I converged at the mailbox one day in early January 2011, she asked out of nowhere, “What would you think of sailing to Mexico?”

“When do we leave?” I said.

“End of the Summer.”

“Done!”

This was a voyage nearly a half century in the making, not an impulsive escape. We have sailed together since college. We are fully

retired. Our children both have good jobs—one married, no grandkids yet. There was money in the bank, and our health was good, so why not. Sailing adventures cannot be put off forever. Time to go!

Come to think of it, Susan had a head start on me back in the 60’s, having taught sailing and racing while a teenager. She had a reputation as a demanding skipper and was a fierce competitor. Our friendship

grew around sailing on her 19-foot sailboat. One time we ventured as far as Martha’s Vineyard from her home anchorage near New Bedford. We boat-camped under a makeshift boom tent, reasonably comfortable except for a spectacular lightning storm that zapped us slightly. Some called it romantic. I’ve always suspected that I was being put through a sailing fitness exam. I guess I passed since we married in

1970 and have been sailing together ever since.

Our first long distance cruising with Susie's father brings many happy memories. Recalling a night passage across the Gulf of Maine, we almost forget the discomfort of cold fog condensing on the sails and dripping onto our faces. That was more than balanced by the brilliant trail of phosphorescence left by a pair of dolphins one night on the way to Halifax. Or while becalmed one night, we heard an exhalation and smelled the fishy breath of a whale snoozing nearby.

In 2002, we purchased *Gratitude*, our very own 43' sloop capable of extended cruising. She is the namesake of a ship associated with Susie's whaling ancestors, and her name reflects our sentiment for owning this lovely vessel.

Preparations

To make *Gratitude* not only our transportation from Seattle to Mexico, but also our home for the next year, we prepared to be independent of shore services. We needed reliable power for computers, high tech navigation equipment, lighting, pumps, and more. Adding an electric water maker would liberate us from limited, possibly unclean water sources ashore. We realized that the "greener" we could make the boat, the happier we would be. So we went after the energy hogs first.

I spent a week using an iPhone as my eyes behind the refrigerator, while I reached in one-handed to cut and fit insulating board. The drop in power consumption was well-worth that effort. Next, I installed LED lights, more efficient storage batteries, and a bigger alternator for the engine. Above all, it was the six solar panels and smart charger

that allowed us to enjoy many days without having to run the engine to charge the batteries, a sailor's dream come true.

We planned our departure for the best time of year to sail down the largely inhospitable coastline from Seattle to San Francisco. For instance, in summer, high pressure builds offshore in the Eastern Pacific, producing northerlies, just what a sailor wants for going south.

People ask us what we do at night when we are far offshore "on passage." Do we stop? Do we anchor? When the water is over a thousand feet deep, anchoring is not an option. No, we sail full time. At least one person is always "on watch." Radar and AIS can alert us to the presence of other ships, but the old Mark One Eyeballs are responsible for keeping a sharp lookout. At night, in big seas, and in bad weather, it is virtually impossible to see a sleeping whale, a small boat or a piece of debris, but we do the best we can. The ocean is vast and the chance of hitting something is small (we hope!).

Crew

Susan and I have always shared sailing duties, but some years ago formalized this by alternating "Skipper for the Day." And for the Mexico trip, our friends Paul and son Eric signed on as crew. It takes a hurricane to get Paul ruffled and he can fix anything. Indeed, every good offshore sailor, including Susan and me, is a bit of an electrician, plumber, carpenter, and most of all, expert troubleshooter.

Departure

On August 27th, all improvements and inspections were complete, folding bicycles stowed, and provisioning completed. It was

time for a good-bye party aboard. Friends showered us with tasty food, drink, and wishes for fair winds and following seas. No one talked about avoiding disaster or running into something. But we sailors tend to be a superstitious lot; tradition called for an offering to Neptune, the god of the sea.

Leaving the inland waters on August 30th, we made our final stop at Neah Bay at the northwest corner of Washington State. There we set up our watch schedule, Susie and Paul on one watch, Charlie and Eric on the other. Three hours on, three off, 24 hours a day until landfall in San Francisco.

As we settled into our routine, the ride over ocean swells was a bit rolly but we appreciated *Gratitude's* sea-kindly motion overall. Soon several visiting groups of dolphins came to play in our bow wave. The next afternoon, we passed a bulk carrier bound for Portland and called them on the radio. Our new AIS unit was reassuringly broadcasting our identity, course and position to all within range.

By the afternoon of September 1st, the wind had increased to 25 knots, and we were making excellent progress, averaging over 7 knots, about 8 mph. Prior to nightfall, we got all hands on deck to reduce sail and prepare for an expected blow. Winds piped up to the mid 30's and the occasional larger wave began to slew us around. During my midnight watch we were making speeds around 8 knots and surfing to nearly 11, a bit past our boat's comfort range. Seas were now about 15 feet, and thus commenced what I called "Mr. Toad's Wild Ride." On deck, we wore life vests and tethered ourselves to the boat, knowing that anyone washed overboard at night

would never be found.

Down below we did our best to hang on at all times, never knowing when an odd wave or wind gust might heel the boat and send us flying. I was the first to lose my grip, smashing into the hanging locker door that night. A while later, Paul lost traction and slid into the same door. Though cracked, the door was still on its hinges, but required expert repair in port. The winds clocked 30-45 knots as the seas continued to build to 20-25 feet with occasional ones estimated to be 30 feet. Fortunately, we took no solid water aboard.

The wind continued at gale force throughout September 2nd. Though not over 50 knots, the wind became more variable. Still I recorded our best yet momentary speed, surfing down one wave at 11.7 knots--that's really hauling! A spectacular whale appearance occurred during Paul and Susie's watch. Suddenly an Orca rolled past under the boat revealing its white underbelly and was gone. The large overtaking seas entranced us as we rose to each one and settled back down as it passed ahead. Paul was startled by a second Orca riding the face of one of these big swells, showing itself full length before plunging below the surface in the wave's trough. It seemed to enjoy it the

way a human thrills at body-surfs near the beach.

We welcomed occasional lulls when the wind dropped to only the low 30's, and soon we had calmer conditions. The wind dropped further and we eventually were creeping along at only 2 knots. That suited us just fine! Finally it was time to start the engine for the first time since leaving Cape Flattery, catching up on battery charging. Susie made us delicious cranberry pancakes, our first hot food in days. I was skipper the day we sailed under the Golden Gate on the afternoon of the 4th. We raised a hearty toast of Arundel rum to a fast and safe five day passage. Of course, Neptune got a tot of rum too.

Our time in California and Mexico was filled with much sightseeing, sharing Gratitude with relatives and friends who signed on as replacement crew, and plenty of time experiencing natural beauty.

Fair winds and following seas! ■

Dr. Charles 'Charlie' Stillman is a member of the Stillman Board of Trustees. He and his wife, Susan 'Susie', live in Seattle, Washington. Photographs contained in this article were taken by Dr. Stillman and the crew during their voyage.





1974

Rev. David Bennett, pastor of the First Missionary Baptist Church in Moundville, has been appointed by Gov. Robert Bentley to the board of trustees for the Alabama Department of Mental Health. Bennett represents the Seventh Congressional District and will serve until his term expires in April 2015.



Lt. Gen. Willie J. Williams, Director of Marine Corps staff, received the Presidential Leadership Award from Tuskegee President Gilbert L. Rochon during Tuskegee's summer graduation exercise where he provided the keynote address on August 4. He also served as the guest speaker for the University's commissioning ceremony.

1995



Yahari H. Butler was recently appointed the Chief Information Officer for the Air Force Cryptologic Office (AFCO), Detachment 1, Air Force Intelligence, Surveillance and Reconnaissance Agency (AF ISR Agency), in Fort George G. Meade, Maryland.



Dr. Lawrence Potter, Jr., an English and Africana studies scholar who is also an expert on diversity in higher education, was named Dean of the College of Liberal Arts at Jackson State University in Jackson, Mississippi, on September 4.

1998



Dr. Keisha Gipson Lowther opened Generations Primary Care, a family practice focused on diagnosing and treating medical conditions while emphasizing preventive medicine, on September 4. Lowther is dual board certified in Internal Medicine and Pediatrics.

2003



Alphonzo Morton, III was one of five Alabama teachers honored by a national program of WVAS, a National Public Radio Station in Montgomery, Alabama. Morton has taught biology for nine years.

Giving Matters More Than Ever

By Anthony Holloman

Giving is a uniquely rewarding experience that can make a difference in the life and health of a not-for-profit organization, especially an educational one. Historically Black Colleges and Universities (HBCUs) have enabled thousands to improve the quality of their lives by preparing them to meet the challenges of an ever-changing global society. However, to keep up with technological advances, galloping healthcare costs, and rising costs of tuition, we must focus on the importance of “giving back” to the college(s) that helped nurture our early start.

The overall environment for giving has changed over the years. In 2008, at the height of the great recession, charitable giving fell by the largest percentage in five decades. Individuals and institutions made gifts and pledges of \$307.65 billion, a decrease of 5.7 percent on an inflation-adjusted basis over the \$314 billion given in 2007.

Even with the steep drop, charitable giving remained strong. By the end of 2009, the steep decline had abated, 18 | STILLMAN Magazine

falling 0.4% to \$227.41 billion; total giving by the wealthy, companies, foundations and bequests fell 3.9% to \$303.75 billion. However, beginning in 2009, giving reached more than \$300 billion for the last four years. More significantly, charitable donors are moving away from the standard charitable causes – religion, education and the arts – to donate to health, human services and world hunger.

Here's how the numbers affect Stillman: giving to education declined 3.6% to an estimated \$40 billion in 2010. It was the third straight year that giving to education fell. This means more colleges are seeking more dollars from fewer donors, namely the wealthy. However, this group cannot give in sufficient amounts to offset increased needs of the nation's colleges and universities. On a positive note, alumni giving reached its highest point ever, and there is a resurgence in Trustee giving.

This changed environment means you and I, friends and alumni of

HBCUs, are being called on to take our giving potential to a higher level to insure that our institutions prosper in the years ahead. We can and must rely on ourselves to determine the future success of our Alma Mater. Frankly, this is as it should be. If we are not first to claim the importance of our institutions through our giving, why should others? It's our time, it's our need, and it's our purpose. Our vision is one of sustaining our tradition and mission of advancing African American priorities throughout the region, now and in perpetuity. Your help in fulfilling that focus is more critical than ever. Join me in asserting Stillman as a place for the next generation of learners and achievers.

The major responsibility of a Vice President for Institutional Advancement is to create philanthropists out of alumni, friends, corporations and foundations. I am honored to do this work at Stillman. ■

Giving statistics taken from the 2011 Foundation Center Report.

NOVEMBER

- 3** Destination Stillman | Fall Open House

Football: SC vs. Clark Atlanta | 5 p.m. | Stillman Stadium
- 4-10** Homecoming Week
- 8** 136th Founder's Day | 11 a.m. | Brown Memorial Presbyterian Church
- 15** Men's & Women's Basketball vs. West Alabama | 5:30/7:30 p.m.
- 19** Men's & Women's Basketball vs. North Alabama | 5:30/7:30 p.m.
- 22-23** Thanksgiving Holiday (closed)
- 28** Men's & Women's Basketball vs. Concordia | 5:30/7:30 p.m.

DECEMBER

- 1** Men's Basketball vs. Montevallo | 7:30 p.m.
- 4** Men's & Women's Basketball vs. Selma | 5:30/7:30 p.m.
- 9** Stillman Choir & Wind Ensemble Annual Christmas Candlelight Concert
6 p.m. | Birthright
- 24-28** Christmas Holiday (closed)

JANUARY

- 3** Men's & Women's Basketball vs. Benedict | 5:30/7:30 p.m.
- 8-11** Registration for Spring 2013
- 12** Men's & Women's Basketball vs. Lane | 5:30/7:30 p.m.
- 21** MLK Holiday (closed)

Men's & Women's Basketball vs. Kentucky State | 5:30/7:30 p.m.
- 24** Spring Convocation | 11 a.m. | Birthright

STILLMAN

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