

Intellectual Growth

Facilitator Guide

Program Information	
Content Area(s)	Beta lore, intellectual development
Core Value (s)	Intellectual Growth
Length of Program	120 minutes
Intended Audience	New member class
Recommended Facilitators	Any advisor would make an excellent addition to this session.

Logistics		
Room Set-Up	Classroom	
Audio Visual Needed	Laptop, A/V, Screen, Projector, Sound	
Collateral Materials	Participant Handouts	None
	PowerPoint	NO
	Video	YES
Supplies Needed		

Session Notes
<ul style="list-style-type: none">• The beginning of this session is a great time to give a quiz.• Write definition of Intellectual Growth on the White Board up front, on a flip chart paper, or make a slide if you're using A/V equipment in the room: <p>Definition of Intellectual Growth: Betas are devoted to continually cultivating their minds, including high standards of academic achievement.</p> <p>a.</p>

Facilitator Reminders
<ol style="list-style-type: none">1. Should you opt to do the Greek Debate, consult with an advisor beforehand because this can be a difficult activity to facilitate.

Session Outline

5 min	Announcements/Energizer
	<i>Facilitator’s opportunity to make any pertinent chapter announcements and a quick energizer for the group.</i>

10 min	Lore Review
FN	<p><i>*Ask the new members/pledges about the readings from last week.</i></p> <p>Thoughts on these readings?</p> <p><i>Review following documents with the new members. Pass out handout or refer to these items in their binders. Provide three minutes for everyone to read them to themselves then review the high points and ask for questions. Insert information about local chapter GPA standards during the review of that reading.</i></p> <ul style="list-style-type: none"> • <i>Expansions and Mergers</i> • <i>GPA Standards</i> • <i>Open Constitution</i> <p>EXPANSIONS & MERGERS</p> <p>One month after the 1879 Convention, the important union with Alpha Sigma Chi was consummated at Ithaca, New York. Through this union, Beta secured a much-desired eastern wing, which it had been unsuccessful in developing previously. Five new chapters were added to the rolls: Cornell, Maine, Rutgers, Stevens and St. Lawrence.</p> <p>The former secretary of Alpha Sigma Chi, William Raimond Baird, <i>Stevens 1878/Columbia 1882</i>, a prominent architect of the merger, was appointed district chief of the new district, beginning many years of outstanding service to Beta Theta Pi.</p> <p>These events prompted the historian of another fraternity many years later to write:</p> <p style="padding-left: 40px;"><i>“Beta Theta Pi is one of the authentic leaders of the Greek world. It and one other share the distinction of having made the largest and most valuable contributions of new and useful ideas to the Greek world. Beta Theta Pi’s history is the story of a magnificent movement which, originating in the West, invaded the South, captured the East and, in 1879, grasped undisputed leadership of the Greek fraternities.”</i></p> <p>The rapid expansion of the Fraternity continued and, by 1888-89, correspondence concerning union had sprung up between interested Betas and the three surviving chapters of the Mystic</p>

Seven Society. For years, this Society had enjoyed a splendid reputation but recently had suffered reverses due, in part, to the Civil War, leaving but three active chapters – Davidson, North Carolina and Virginia. In 1888, an agreement was reached and was approved by the 1889 Convention.

These bold mergers, when joined with the assimilation of several local societies such as Zeta Phi at Missouri, have added tremendously to the roll and success of Beta Theta Pi. The vision and pioneering spirit, particularly exhibited by William Raimond Baird, left a lasting mark on the Fraternity.

GPA STANDARDS

Beta Theta Pi has known cultivation of the intellect as a principle object since her early days with origins in literary societies. Members would participate in this popular extracurricular activity reciting essays, critiquing classmates and debating important questions. This character of the organization adopted from literary roots shaped the Beta experience to augment a student's education. John Reily Knox, *Miami* 1839 was first in his class. Francis W. Shepardson, *Dennison* 1883/*Brown* 1883 was a member of Phi Beta Kappa. The Fraternity has boasted more than 80 Rhodes scholars. High achievement of mind, in and out of the classroom, has been interwoven in Beta's history.

By the early 1900s, this expectation was translated into standards. Beta Theta Pi began requiring for membership that a student achieve the minimum GPA to graduate. This had a positive effect in codifying the expectation that Betas be scholars through and through. As Seth R. Brooks, St. Lawrence '22 noted, "without devotion to the high standards which Beta has always held we cannot have great chapters."

In 1984, Beta exercised her pioneering spirit by establishing the first fraternity GPA standard for chapters at 2.5. The president of another international fraternity called this action, "a quantum leap in fraternity history." The Fraternity again asserted leadership in 1997 by establishing a minimum GPA of 2.5 for individual members to remain in good standing. In 2006 the delegates increased the standard for chapters to 2.7. Finally in 2012, Beta adopted a 2.8 minimum GPA – or the campus All Men's Average – for a chapter, whichever is greatest – giving Beta Theta Pi the highest academic standard among Fraternities.

Each of these moves reaffirmed the Fraternity's commitment to its founding value of devotion to the cultivation of the intellect. Further, they have illustrated the Fraternity's consistent commitment to her pioneering spirit and setting standards for all Betas to meet.

OPEN CONSTITUTION

It may seem peculiar that the early constitution of Beta Theta Pi was secret, but it was superstitiously believed that the revelation of the constitution of a society would cause its immediate dissolution. It is then all the more impressive that in 1879 Beta Theta Pi led the Greek world in publishing its constitution for all to see and thereby creating a separate ritual containing the parts of the Fraternity.

	<p>What was the problem with secrecy? Betas of the time rarely realized that while <i>they</i> knew what the Fraternity was about, nobody outside did, especially the faculty. University faculty and administration (one and the same at the time) believed Greek organizations to be subversive, possibly deriving from the common public sentiment against Freemasonry and the fact that their quantity was unknown. Therefore they enacted strict rules prohibiting Greek societies.</p> <p>In their extensive report to the convention of 1878, a committee composed of Wyllys C. Ransom, <i>Michigan</i> 1848, Olin R. Brouse, <i>DePauw</i> 1866, and Amandus N. Grant, <i>DePauw</i> 1874 stated that the:</p> <p style="padding-left: 40px;">“feeling of antagonism, it is believed, has not a general rule, sprung from hostility to secret societies upon general principles, but from the mistaken idea that college secret societies were in matter of fact but little better than juntas or cabals organized among the students for the purpose either of elevating the “Ancient Henry” [slang for raising the devil], of regulating college politics and appointments in personal interest, or of affording organized interference with the proper enforcement of Senate discipline and rules. Entirely in the dark as to the objects and purposes of such organizations, it is, perhaps, not strange that they should have regarded them with suspicion or as of a doubtful utility – especially in those instances where the character of the members was not entirely “sans peur, sans reproche” [without fear, without reproach]. Nor has the feeling of years served other than to intensify this feeling...”</p> <p>Therefore, this committee recommended the removal of all the esoteric aspects from the constitution. They reasoned that some drastic step had to be taken to avoid the growing anti-fraternity actions of the faculty. This report was adopted by the Convention of 1878 and approved by the convention of 1879, giving Beta Theta Pi the first open constitution, and permitting it to be published to the world.</p> <p>The adoption of the open constitution was a remarkable event in Beta, and the first such action undertaken by any fraternity. The initial feeling that the removal of the esoteric parts was little short of sacrilege, if not an actual catastrophe, gave way and almost all other fraternities have since done the same.</p>
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10 min	Intellectual Growth
FN	<p>Alrighty guys. So, we’ve spent some time talking these past few weeks about the Purpose of Fraternity, about Trust, and about Mutual Assistance. Tonight, we’re going to take a look into our second core value of Intellectual Growth.</p> <p>When you hear the phrase “Intellectual Growth,” what comes to mind for you? We’ll have a couple people share their thoughts.</p> <p><i>Participants will more than likely talk about scholarship/school, personal development, growing as a person, being life-long learners.</i></p> <p>I think you’re all right-on. Intellectual growth cannot be summed up as just “academics” or just “growth as a person;” it’ so much more than that. Let’s see how Beta looks at this idea of intellectual growth...</p>

FN	<p>Can I get someone to read Betas definition of intellectual growth that’s on the screen/flip chart/white board? FN: <i>Facilitator should have done this before the session began.</i></p> <p>Betas are devoted to continually cultivating their minds, including high standards of academic achievement.</p> <p>What words stick out to you?</p> <p>One of the biggest take-aways from this message, in my mind at least, isn’t the aspect addressing our ‘high standards or academic achievement’ (though, we want to be sure to always push ourselves in the classroom!). It revolves around the idea that we are “devoted” to this concept of cultivating our minds.</p> <ul style="list-style-type: none"> • Why do you think the word “devotion” was chosen? • What other words could we have chosen here, but didn’t and why do you think that is the case? <p>Devotion has been defined as “love, loyalty or enthusiasm for a person, activity or cause” and has synonyms like faithfulness, fidelity, constancy, and commitment. What other words come to mind when you hear the word devotion? Or, any of these others?</p> <p>Betas are <i>devoted</i> to this concept of “continually cultivating our minds.” That word implies more that we are constantly pushing ourselves to become the best we can possibly become; stretching ourselves through new experiences, edging our comfort zones, and staying hungry for knowledge.</p> <p>John Wooden, <i>Purdue ’32</i>, the winningest coach in college basketball history once said, “if I am through learning, I am through.” Wooden understood that he was constantly learning and he completely embraced it. Some people choose to be open to new opportunities to learn while others passively move through their lives.</p> <p>This devotion to knowledge and learning is more than an idea ... It’s a mindset; a way of life.</p>
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15 min	LORE: Justice John Marshall Harlan
	<p><i>Read through the story of Justice John Marshall Harlan in ‘Popcorn style’. Afterward, debrief in small groups and have men share out to the larger group after discussing.</i></p> <ul style="list-style-type: none"> • What are your initial reactions to this story? • What does the phrase ‘I would rather be right than consistent’ mean to you? How does this relate to Beta? • How does this relate to intellectual growth and lifelong learning?

Make sure to highlight what it means to be a lifelong learner and to never settle where you are at. We all want to be improving ourselves and part of that is adjusting our perspective when we gain more knowledge.

JUSTICE JOHN MARSHALL HARLAN

Beta Theta Pi has been fortunate to have among her many distinguished alumni eight associate justices of the United States Supreme Court. Notably in 1911, four Betas served simultaneously on the Court, including the second longest serving justice (33 years) John Marshall Harlan, Centre 1850.

Harlan was born in 1833 into a prominent Kentucky slaveholding family, his father a well-known Kentucky politician and former Congressman. He attended Centre College where he joined the Epsilon Chapter and later earned a law degree from Transylvania University. He was the first Supreme Court justice to earn a modern law degree.

In 1861, Harlan enlisted in the Union Army and fought to preserve the unity of the states, eventually rising to the rank of colonel. Throughout the war he firmly supported slavery, at one point stating he would resign his post if President Lincoln signed the Emancipation Proclamation. Subsequently, in 1863 he was elected attorney general of Kentucky as acts of racial violence raged in the south, witnessing many of them firsthand.

By the end of the decade Harlan had changed his mind, turning strongly against slavery calling it “the most perfect despotism that ever existed on this earth.” He later exerted his new opinion on the Supreme Court earning his reputation as “the great dissenter.”

When Court decisions struck down reconstruction amendments, including the Civil Rights Act of 1875, Harlan accused the Court of using subtle verbal interpretations to cut support for racial equality and equal rights for African Americans. In 1896, Harlan was again the sole dissenter in the infamous case of *Plessy v. Ferguson*, reviled for establishing the doctrine of “separate but equal” and legitimizing more than half a century of segregation. His eloquent dissent, filled with stirring language that would inspire civil rights activists for generations, correctly predicted that the Court's ruling would become as infamous as the Dred Scott case from before the Civil war.

While later admired by many civil rights leaders and celebrated by several African American communities, Harlan was sharply criticized at the time for his “flip-flop” on the issue of slavery and racial equality. People argued that he had no basis for his dissents given his long-standing past of supporting slavery, to which he responded, “Let it be said that I am right rather than consistent.”

30/80	This is water
VIDEO	<p>We're going to watch a video now. While we watch it, I want you to think about what we've discussed tonight regarding "Intellectual Growth" and how it informs our conversation.</p> <p>Link: https://dotsub.com/view/6b8cc93f-3b53-486b-a1ce-025ffe6c9c52</p> <p>So, can I get some initial thoughts or reactions?</p> <p><i>Facilitator can facilitate this discussion. Some good debriefing questions are:</i></p> <ul style="list-style-type: none"> • How does this inform our conversation? • Does this change how you originally thought of intellectual growth? • How can YOU be better at remaining aware of ourselves and actively choosing YOUR mindset? • Now what? <p>I'm going to pass out a blank sheet of paper to each person. I want you to spend the next 15 minutes reflecting on our conversations tonight, how we look at intellectual growth, etc. and ultimately respond to the following questions:</p> <p>"Who do you want to become? HOW will you get there? What choices do you need to make to actively achieve your goal of becoming devoted to being your very best?"</p> <p>FN <i>Facilitator can insert a different question above.</i></p> <p>FN <i>At the end, be sure to tie it back to the idea that intellectual growth is a commitment to deep curiosity; to learning about ourselves, but also being mindful and aware of the world around us. We must be aware of ourselves and commit ourselves to a mindset. That mindset will lead us to wonderful places.</i></p>

30 min	UIFI's "The Greek Debate"
CUSTOM	<p><i>Facilitator Note: This activity is completely optional. Unless you are a skilled facilitator, it may be worth asking someone to facilitate this to ensure that it stays respectful and productive. If someone comes in to facilitate it, the new member educator should observe the activity, writing down things to discuss during a debrief. There will be a lot of things said during this activity that you can refer back to later.</i></p>
FN	<ul style="list-style-type: none"> • Side One: The Greek System is detrimental and should be removed from campus • Side Two: The Greek System is beneficial to the University and should remain • Positions: <ul style="list-style-type: none"> ○ Judge (advisor) ○ Jury (Selected new members)

	<ul style="list-style-type: none"> ○ Prosecution (new members) ○ Defense (new members) ● Each person has 30 seconds to argue their point, alternating between each side. Everyone must talk. ● Each group comes together and selects a member to give a final argument for 1.5 minutes. <p>Jury recesses for 5 minutes and delivers their verdict</p> <p>Debrief:</p> <ol style="list-style-type: none"> 1. How did it feel participating in this activity? 2. Why is it important that we have these conversations about Greek Life? 3. What can we do to make sure Greek Life is always a positive aspect of this campus? <p><i>*This activity can be difficult to facilitate, so there are a few tips and reminders to keep in mind:</i></p> <ul style="list-style-type: none"> - <i>Pick a few of your new members who have a good understanding of Beta and fraternities and split them up to ensure a balanced debate.</i> - <i>They are not defending Beta, they are defending Greek Life in general. If the participants argue that, remind them that once we join Greek Life we are always defending it.</i> - <i>Enter with intended learning outcomes in mind. By the time the debate is over, the new members should understand the challenges facing Greek Life but also be able to talk about why we believe in Greek Life.</i> - <i>Though this can occasionally be demoralizing because the anti-Greek Life side almost always wins, remind the new members that if you didn't believe strongly in the power of a positive Greek experience, you wouldn't be doing it.</i>
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15 min	Song Practice
	<p><i>Teach the following songs:</i></p> <ul style="list-style-type: none"> ● Ti-De-i-De-O ● As Betas Now we Meet

5 min	Post Work (varies by chapter)
	<ul style="list-style-type: none"> ● Is the Party Over? ● Son of the Stars: Chapter 15