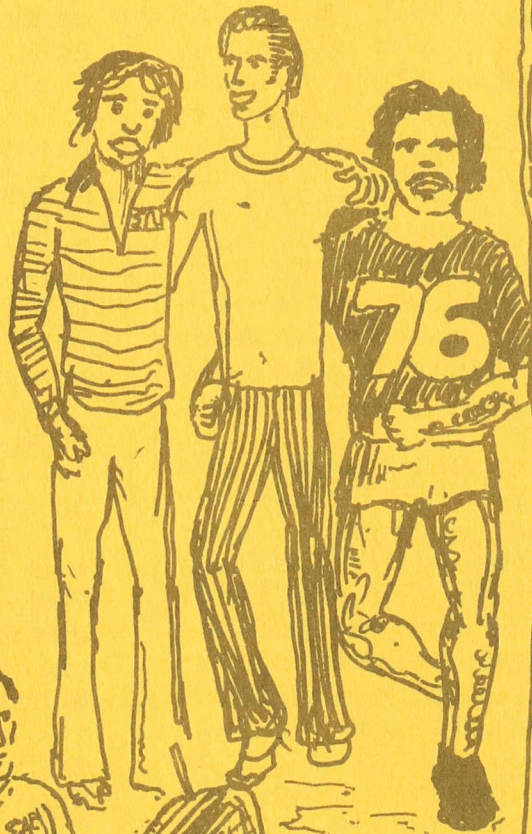
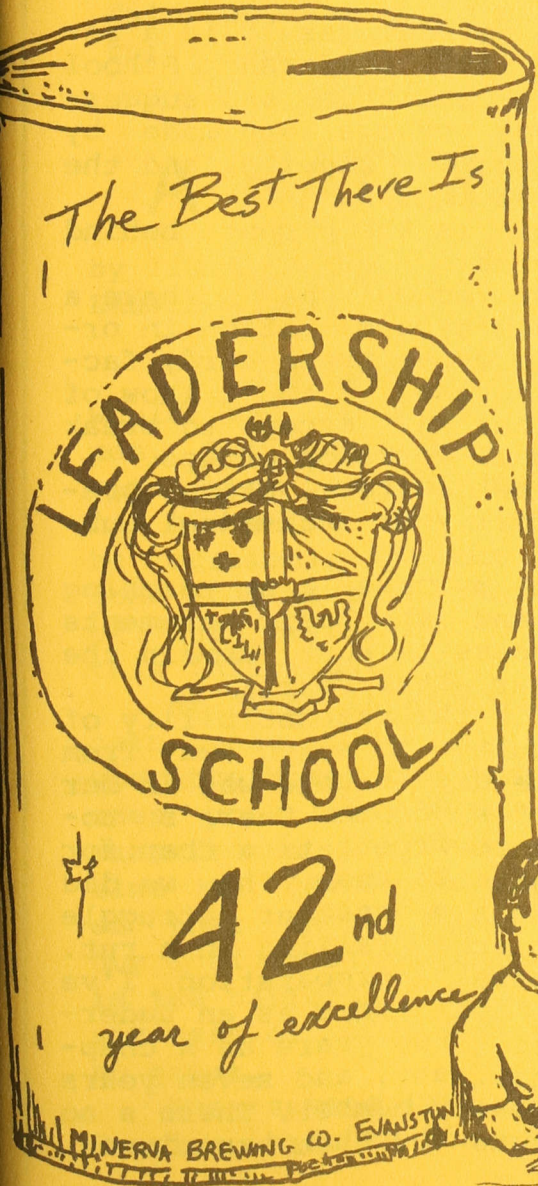


Phi Alpha

A Special Edition for the Forty-
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the phi alpha

FORTY-TWO... AND GOING STRONG

by JOHN FETTER
Illinois Delta

When one thinks of school, he automatically thinks of bricks, mortar, blackboards, and chalk that go into the school. Another element, just as vital but often overlooked, is the structure that individual teachers use to instruct their classes.

I talked to Steve Walker, faculty member of the Leadership School. Steve (Ala.Mu '68) works out of the Public Affairs Council offices in Washington, D. C., and oversees mainly matters of Congress and state legislatures. I asked Steve several questions on how he prepared for Leadership School:
PhA: Who decided what format will be used?

SW: Each individual has his own approach as to how he goes about teaching assigned subjects, but generally speaking we realize that the challenge is, for the faculty, to provide enough direction without dominating the discussion. I think that the delegates come to Leadership School wanting hard, substantial programs, yet, because of the tremendous variation from chapter to chapter we have to be flexible enough to exchange discussions. We must be sure to provide enough lead-

ership without a lecture-type system.

PhA: How are the changes initiated?

SW: The general result is a result of the Leadership School Planning Committee, and suggestions for change are made by the delegates, faculty, and the committee itself.

PhA: What is the purpose behind the seminars?

SW: Any school has to have a classroom-type situation in order to provide these hard, factual programs. I don't know of any other way except to break into small workshop groups.

PhA: How did you, Steve, prepare for your individual subjects?

SW: In my case I am teaching rush, and the basic elements for success in rush remain the same year after year.

It is the responsibility of the faculty to stay away from the "we did it this way in our chapter" syndrome. There's nothing more frustrating than for a delegate to hear "how we did it." It's a constant struggle to keep from falling in a rut. The greatest preparation I've had is four years as an undergraduate, two years as a chapter consultant, and seven years as a faculty member. There's no substitute for that experience.

SEMINAR REPORT: CHAPTER HISTORIES

by ANDY STEFIK
Illinois Epsilon

Leadership School teaches us many things. We learn not only about the fraternity but also about other brothers we meet, and a few things about ourselves as well. These are important, but obviously the seminars and workshops provide the basis for many things we learn at the school. Among the more interesting seminars of the school was one given by Joe Walt on the topic of SAE history. Joe is the fraternity's

historian and editor author of several SAE publications.

Reviewing SAE history from 1856 to present was not on the agenda; instead, a very informative talk on chapter history and its relation to each of us.

Walt stated that chapter histories should not be too long, and should be well-written and interesting to the reader. He suggests that 100 pages might be a reasonable limit, and that only for chapters with very long histories. Recently installed chapters might need only a five-page pamphlet.

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A NATIONAL BROTHERHOOD...

by TIM MCCARTHY
Kansas Alpha

If one were to attend he would see hundreds of other men. But what does he share with them besides the letters on his shirt or the handshake he hurriedly passes on? How does the national brotherhood of our fraternity relate to this individual?

At first it is hard to discern that these men are also your brothers, the same as the ones you live with. With so many from so far away, it takes time to develop a common bond as that which we now know in our individual chapters. But it is the national unity and cohesiveness of SAE that makes it so great.

The same spirit that Harry Bunting had in his attempt to

bind the wounds of the Civil War through the use of brotherhood and fraternity should be apparent at this and every other Leadership School.

Fraternity and brotherhood knows no boundaries except for ones created by people. After a week at leadership school this feeling of national brotherhood is evident but still growing, as it should always be.

Everyone from around the country, no matter what part, feels the same way. When we first arrived here we had many thoughts rambling around in our heads, such as: "What will we get out of our three and a half days here?" The results of the Leadership School cannot be measured in pounds and ounces. It is an unexplainable feeling that will remain with us always.

WHO THE HELL IS PADDY MURPHY?

by LARRY DRUM
California Gamma

John O. Moseley would call him Brother Zero. Levere wouldn't claim him. Noble Leslie DeVotie would cry to think of him as a brother. His obituary has made newspapers from coast to coast. He has made Little Sisters cry and SAE brothers laugh. Who else could we be referring to but that mysterious brother who was expelled from the Chapter Eternal, the one, the only, Paddy Murphy.

The 42nd Leadership School has provided us with our final attempt to uncover the missing link to the legend of Paddy Murphy. Our investigations proceeded as follows.

Joe Walt, editor of both the Phoenix and of the Record, said that Murphy was the creation of Barry McNutty of the Illinois Psi-Omega at Northwestern. Soon after the creation of Paddy Murphy and his legend, it didn't take long for his fame to spread the country.

For those unfamiliar with the story (and many funerals) of Paddy Murphy, let us briefly explain. Paddy was a man with whom honor was scarce and virtue profane. Such was Paddy's reputation that his death was followed by an irreverent

funeral and a riotous party. But each chapter has its own Paddy Murphy, and so we posed this question to delegates from many chapters: Who is Paddy Murphy?

John Weber, California Delta, says that Paddy was a drunkard who had no idea what morals were. His death finally came about when his liver eventually did a disappearing act on him.

Brother Gene Gessner of Neb. Lambda-Pi says that Paddy was a Business major and brother to all at the Nebraska chapter. Gene said that Paddy was born in Waco, Texas, and died some twenty years later in a bar.

Michael Pochan, Penn. Phi, also says that Paddy died in a bar, this time with a can of Iron City Beer in one hand and the bar bill in the other.

Rob Ladner of Kansas Beta says that their chapter treats Murphy as the ninth founder of SAE. He says that Paddy worked on a beer wagon, which eventually led to his death. At that time the brothers of Kansas Beta felt that a funeral would be inappropriate, so instead they held a wedding in which Paddy and Lucy Pattie were wed.

The legend of Paddy Murphy will go on forever. Regardless of how you may view him, do not think that Paddy is a fictitious character...he may be waiting for you in the Chapter Eternal.

THE SCHOOL AND ITS AFFECT

By JOHN FETTER
Illinois Delta

Traditionally, the end of summer marks a time of transition in both man and nature. Summer is leaving us, and it is time for a re-evaluation.

The Forty-Second Leadership School, strategically placed at the end of the summer, gives one the chance to re-examine his goals and values, what he is and will become, and how he will affect others. The calm, sedate atmosphere of the Evanston campus acts as a panacea to heal our various maladies, and to intensify and clarify our thoughts, emotions, and desires. Our minds become lucid and precise, and it is at this time that we should ask ourselves several questions.

The key question that we should ask ourselves is, "How has Leadership School affected me, and how can I benefit and grow from my experience?" The second, and perhaps just as vital question is, "How can I apply what I have learned about myself and others to the chapter which I represent?" Only when we take an objective view of ourselves and our background

Leadership School can be either a time of great personal growth and change, or it can be a totally worthless experience. It depends entirely on the individual brother. Only those brothers who realize that it is their personal responsibility and duty to take an active interest in the affairs of their

chapter and province will benefit from it. The fact that many of us had to travel great distances and quit jobs shows a willingness to take in all that Leadership School has to offer. The responsibility now lies squarely in our laps.

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SEMINAR REPORT(CONT.)

Said Walt, "Chapter history is very important to the pledge because it increases his knowledge immensely. It is well worth doing, for once the history is written, it is there for all time."

Also given were prospective sources from which to obtain material for a chapter history. Walt said, "Minute books, old ones, are very important. They usually get thrown into the attic or the lower drawer of some old filing cabinet. But they are there, so just clean the chapter house and you'll find them."

He continued that other sources might be interviews with alumni, writing the National Office, SAE publications and college yearbooks.

"Fraternities have been involved with yearbooks longer than anyone on campus," Walt remarked.

He also suggested that a student might use the topic in writing his mater's thesis.

LEADERSHIP-PAST AND PRESENT

by TIM McCARTHY
Kansas Alpha

Only two decades ago the SAE Leadership School would have been an entirely different experience from that of today. Programming and emphasis have changed, but the people and the problems have remained pretty much the same.

Leadership School went from a week session to two one-week sessions and is now back to three and a half days. But the class of today has almost 412 delegates and is the largest ever. Roy Miller, Past ESA explained that there were advantages to the smaller school, such as getting to know everyone, but the great numbers could be indicative of growing interest.

Programming has also changed a little according to Brother Miller. He remembers when the entire day was scheduled and the nights contained a bonus section, comparable to today's seminars. Today the seminars are scheduled during the day and Roy feels that this system is better than that of the past.

But Roy cited the biggest change, or progression, in the Leadership School as he's seen it has been the change from the more philosophical days of John Moseley to the emphasis on the more practical side today. Says

Roy, the philosophy is still there, but not with the emphasis it once had.

The Leadership School has seen some changes in four decades, but in almost all cases the changes have been for the better. Possibly we can judge the recent change by the tremendous turnout. Roy Miller has a change in the school, and he believes it is a good approach and that he likes the program. It would appear that many others share Roy's belief.

The School (Cont.)

We now come to a crossroads, and a decision must be made. Calling on Minerva for wisdom, DeVotie and the founders for inspiration, and Levere for dedication, let us make a firm commitment to ourselves to serve our brothers and our fraternity for the rest of our lives. At times it will be difficult to recall our original objectives and easy to quit, but to do so would be to fail, not only to our brothers, but most of all, to ourselves. Viewing this Leadership School as the calm before the storm, let us go forth strengthened and with dedication to accomplish the goals we have set.