



# **M.W. Walter Gulley, Jr. University of Instruction**

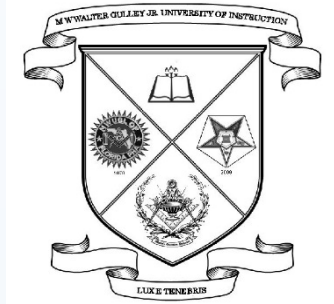
**G.I. Marlon S. Honeywell**

**President**

**July 16, 2016**

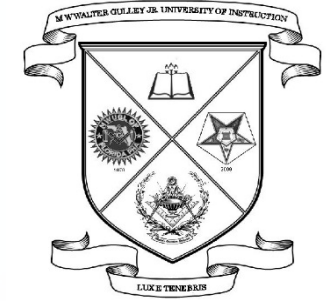
# Plato and Aristotle

## The Academy and Lyceum



1. The Lyceum (Classical). [https://en.wikipedia.org/wiki/Lyceum\\_\(Classical\)](https://en.wikipedia.org/wiki/Lyceum_(Classical)). Accessed July 8, 2016
2. Image of Lyceum. [www.google.com](http://www.google.com). Accessed July 8, 2016

# Committee Members



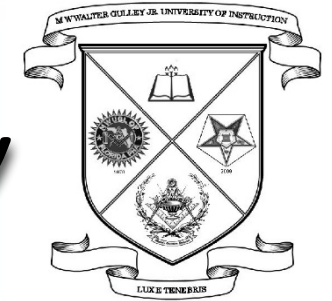
## **M.W. Walter Gulley, Jr., Ex-Officio**

GI Marlon S. Honeywell, President  
GI Joshua Dixon, 1<sup>st</sup> Vice President  
GAC Laurine Bennett, 2<sup>nd</sup> Vice President  
GWM Dr. Tracy Thomas, Senior Advisor  
RW Gus Harris, Jr., Senior Advisor  
GAM Lillian Carter, Senior Advisor  
GS TinaMarie N. Campbell, Registrar  
HPGM Leonard Ross, Senior Advisor  
HPGM Carl Finerson, Senior Advisor  
WM Dr. Charlie Roberts, Sr., Senior Advisor

ADDGM Canary Williams  
GL Dr. Yannique Thomas  
PM William Wims  
PM Kendall Moore  
PM William Harrell  
HPGM Johnny McCray<sup>1</sup>  
Derek Hutzley<sup>1</sup>

1. Hotel Accommodations/University Coordinators  
2. RW Phillip Robinson, GS. Assignment Conformation. March 6, 2016

# University Publication: *Phylaxis* Society



## INNOVATIONS IN MASONRY: DEVELOPMENT OF A COMPETENCY-BASED, MASONIC UNIVERSITY IN THE STATE OF FLORIDA

"Masterpiece"

By Marlon S. Honeywell, FFS

### ABSTRACT

This manuscript submitted with the hope of convincing grand lodges and grand chapters concentrate their educational efforts on the natural talents of masonic students. It presents a competency-based paradigm for masonic education and highlights the positive relationship between curricular development, organizational structure, innovative teaching strategies, and assessment techniques. Further, research suggests that consistent mastery of course competencies generally results in increased comprehension, information retention, mental transmutation, and spiritual enlightenment. To this end, included within this article is the methodology used by the Most Worshipful Union Grand Lodge and Jerusalem Grand Chapter, Order of the Eastern Star, to construct a competency-based University of Instruction in the State of Florida.

**ABOUT THE AUTHOR:** Marlon S. Honeywell, Ph.D. is a professor of pharmacy practice at Florida A&M University in Tallahassee, Florida. During his professional tenure, Honorable Brother Honeywell presented numerous podium and poster sessions at pharmacy symposiums and published more than 50 manuscripts in peer-reviewed pharmacy journals. Additionally, he contributed textbook chapters to *Remington: the Science and Practice of Pharmacy and Pharmacotherapy: Principles and Practice*. He also contributes to a bimonthly column, *The Diagnostic Spotlight*, in *US Pharmacist*, which highlights innovative diagnostic devices for at-home and office use.



He was recently appointed as President of the M.W. Walter Guley, Jr. University of Instruction and reappointed as a Grand Instructor for the Most Worshipful Union Grand Lodge of Florida.

### Introduction

A competency-based, masonic curriculum provides grand lodges, grand chapters, instructors, and participants with a measurable plan and concise structure for delivering a quality education.<sup>1</sup> Such a curriculum serves as a prescriptive, educational guide and affords practical opportunities for participants to matriculate towards academic success and cognitive transmutation. It also identifies specific learning outcomes and core competencies that attendees must demonstrate before eventually advancing to an era of spiritual enlightenment. In essence, for the Craft to collectively achieve spiritual enlightenment, masonic stake holders must play a communal role in developing, implementing, assessing, and remodeling a novel course of study.

### Grand Master's Vision

#### Masonic Education Program

Understanding the significance of substantive education in the State of Florida, in fall 2012, Honorary Past Grand Masters Leonard D. Koss and Carl Finerson, and Dr. Charlie D. Roberts, Jr., former president of Jackson State Community College in Tennessee, convened in Melbourne, Florida to discuss the development of a contemporary, masonic curriculum. This curriculum would be used to invigorate members of the Most Worshipful Union Grand Lodge of Florida (MWUGL), Prince Hall Affiliated, to continuously study requisite masonic information, such as protocol, ceremonies, and policies and procedures and the benefits of and wisdom imbedded within masonic allegory and esoteric symbolism.<sup>2</sup> A primary ambition of the trio, facilitation of masonic scholarship, quickly became the prime objective and, with permission from Past Grand Master Anthony T. Stafford, Sr., a committee of several individuals was appointed to explore the possibilities. In spring 2015, under the name of the Masonic Education Program, an inaugural curriculum, budget, and timeline for implementation was presented. However, acknowledging the fact that a new Grand Master would soon be elected, the program was consideredately postponed by Past Grand Master Stafford until the next administration.

#### University of Instruction

In April 2015, Walter Guley, Jr. was elected and installed as the 48<sup>th</sup> Most Worshipful Grand Master of the MWUGL. A seasoned educator at Booker T. Washington High School in Escambia County, Florida, one of Grand Master Guley's first initiatives during grand lodge session was to disclose his vision of organizing a masonic university. Deliberately expanding upon the initial tenets of the Masonic Education Program, this endeavor would include members of the MWUGL and Jerusalem Grand Chapter

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### Masonic Teaching Strategies

Though many tend to concentrate instruction in masonic areas of expertise and comfort, University lecturers must be required to ensure that teaching strategies, participatory exercises, and exams are directly related to course competencies. Characterized as inventive methods used to deliver information in the classroom or in some alternate medium, effective teaching strategies should activate students' curiosity about a topic, engage students in learning, develop critical thinking skills, and engender sustained and useful classroom interaction. It is important to vary instruction to not only keep students' interest, but also to allow them to interact with content in a variety of ways which appeal to diversified learning styles. Contrasting teaching styles can make a lesson more interesting when attempting to reach a wide range of learners.

### Traditional Lecture

Since antiquity, traditional lecture has been an acceptable means of relaying educational concepts. In recent years, the reliability of traditional lecture as a singular pedagogical method is quickly disintegrating. However, when combined with supplementary techniques, such as group exercises, a flipped classroom, and problem-based learning, traditional lectures may be extremely effective in targeted courses and populations.<sup>3</sup>

### Flipped Classroom

The flipped classroom is defined as an educational approach consisting of two parts: group learning activities inside the classroom and research and reading outside the classroom.<sup>4</sup> The flipped classroom label is most often assigned to courses that use activities composed of lectures and problems or quizzes. For example, during a traditional lecture, students are expected to read references and research information germane to the subject prior to attending class; during class, the instructor may also provide supplemental lectures to reinforce theories. However, in a flipped classroom, there are NO lectures. In-class learning is facilitated only through interactive exercises, group presentations, and cases. Therefore, it is the collaborative efforts of the participants to solve problems that prove to be efficacious in this scenario.

### Problem-based Learning

Problem-based learning is an approach that empowers participants to conduct meaningful research, integrate theory and practice, and apply viable solutions to a defined problem. Critical to the success of this approach is the selection of comprehensive cases and a knowledgeable facilitator who guides the learning process. However, facilitators should be reminded that answers are not afforded until the end of problem-based scenarios; learning occurs only when participants collaborate to synthesize answers using deductive reasoning.<sup>5</sup> Analogous to a flipped classroom, when individuals are empowered to take responsibility for their own learning, comprehension and information retention are dramatically increased.

### Assessment

Numerous assessment programs and rubrics exist to examine the quality of masonic courses. Some assessment programs examine quality as a continuous improvement process, while others focus on effective course delivery and construct organization. Continuous improvement organizations suggest that institutions should evaluate their programs on a regular basis and make improvements as necessary.<sup>6</sup> Evaluations must include an integral review of measurements intended to assure that students are achieving stated learning outcomes. Such measures include formative and summative assessment, group exercises, cases, written papers, tests, and projects. Formative assessment refers to activities, exams or questions which are provided intermittently during a course and summative assessment is when the same is used only at the end of a course.<sup>7</sup> Though competency assessment is extremely important, it is equally important to gauge the efficacy of course design and to recommend beneficial changes to the delivery of masonic concepts and objectives.

### Conclusion

Although competency-based, curricular development is common in most institutions of higher learning, it's minimally existent in masonic realms of instruction. Though conventionally uncommon, the M.W. Walter Guley, Jr. University of Instruction employs these didactic tactics with the expectation that graduates will learn cardinal masonic knowledge and skills and apply them to their daily lives. The Grand Master and University committee strongly believe that consistent, competency-based instruction on foundational topics and leadership skills and how to use them will make the State of Florida a better place to live and work. Finally, a synopsis of the intent for establishing a competency-based masonic university aligns perfectly with the wise words of Nelson Mandela: Education is the most powerful weapon which can be used to change the world.<sup>8</sup> Ordo ab Chao!<sup>9</sup> SO MOTE IT BE.

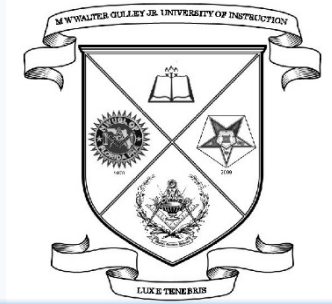
**Acknowledgements:** The author thanks Grand Master Walter Guley, Jr.; Past Grand Master Dr. Michael R. Moore; Past Grand Master Anthony T. Stafford, Sr.; Grand Worthy Matron Dr. Tracy A. Thomas; Deputy Grand Master Jeff Jones; Senior Grand Warden Gus Harris, Jr.; Junior Grand Warden Pierre Rutledge; Assistant District Deputy Grand Masters Robert Daniels and Kendall Moore, Esquire; Past Master Joshua O. Dixon, 1<sup>st</sup> Vice President of the M.W. Walter Guley, Jr. University of Instruction; Grand

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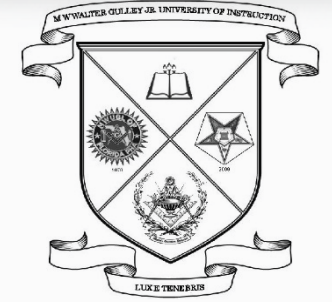
Page 25 • 4th Qtr. 2015 *Phylaxis*

1. Honeywell, MS. Innovations in Masonry: Development of a Competency-Based Masonic University in the State of Florida. *The Phylaxis Magazine*. February 2016. Pages 21-26
2. Honeywell, MS. Innovations in Masonry: Development of a Competency-Based Masonic University in the State of Florida. <http://www.thephylaxisociety.com/index.php/major-projects/lux-etenebris/lux-manuscripts/103-m-w-walter-guley-jr-university-of-instruction>. Accessed June 27, 2016

# Doors Opened: June 3-5, 2016



# Birth of University of Instruction



# University Registration

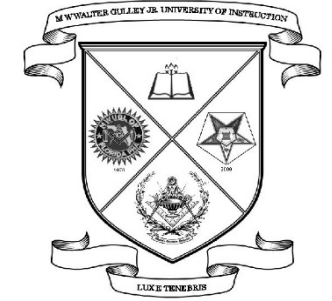


- **Original Budgetary Limit = 50 slots**
- **52 Registrants**<sup>1</sup>
  - 39 (OES)
  - 13 (MWUGL)
  - Additional requests for registration
- **12 Instructors**
  - 1 Friday
  - 8 Saturday
  - 3 Sunday
- **Hotels**
  - Hyatt Regency (Block Full)<sup>2</sup>
  - Double Tree Hotel (Secondary)<sup>3</sup>



1. GS TinaMarie N. Campbell, University Registrar. *M.W. Walter Gulley, Jr. University of Instruction*. June 2016  
2. Derek Hutzley. *MWUGL of Florida*. June 2016  
3. HPGM Johnny McCray. *MWUGL of Florida*. June 2016

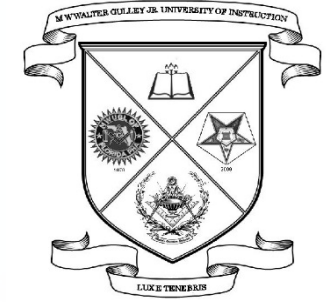
# AA Degree (Courses Offered)



COURSES	CREDIT HRS	COURSES	CREDIT HRS
PHA 1100 Prince Hall, MWUGL, and Jerusalem Grand Chapter History (E)	2	MGL 1100 Constitution and Bylaws (E)	2
PHA 1101 Hazing: Ethics, Etiquette, and Evolution (E)	2	OES 1100 Constitution and Bylaws (E)	2
PHA 1102 Masonic Protocol (E)	2	MGL 1101 Interpretation of Masonic Landmarks	1
PHA 1103 Introduction to Symbolism and Esoteric Masonry (E)	2	OES 1101 Interpretation of Masonic Landmarks	1
PHA 1104 Introduction to Principles of Leadership (E)	1	PHA 1105 Masonic Research I (O)	1
PHA 1106 Masonic Service I (O)	1		
<b>Total Contact Hours</b>	<b>10</b>	<b>Total Contact Hours</b>	<b>4</b>



# AA Degree Instructors

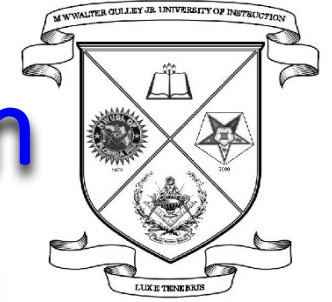


- PM Kendall Moore
- GWM Dr. Tracy Thomas
- PM Art Brown
- GI Joshua Dixon
- GI Marlon Honeywell
- GCCFC Lira Latimer
- GAM Lillian Carter
- GAC Laurine Bennett
- GL Dr. Yannique Thomas
- PM Jerry Urso
- PM Theodus Baker
- PWM Denee Glenn



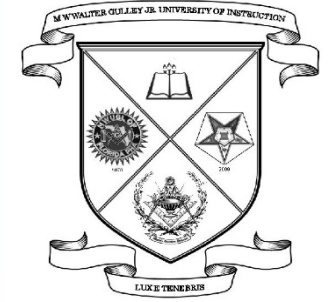
1. University Instructors. M.W. Walter Gulley, Jr. University of Instruction. June 2016
2. Thomas, Y. Leadership Instruction. University of Instruction. June 5, 2016
3. Photo courtesy of GI Marlon S. Honeywell. June 5, 2016

# Images of University of Instruction



1. Latimer, L. Dining Etiquette. University of Instruction. June 4, 2016
2. Thomas, T. History of Jerusalem Grand Chapter, University of Instruction. June 4, 2016
3. Images courtesy of GI Marlon S. Honeywell. June 4, 2016

# Assessment by Registrants

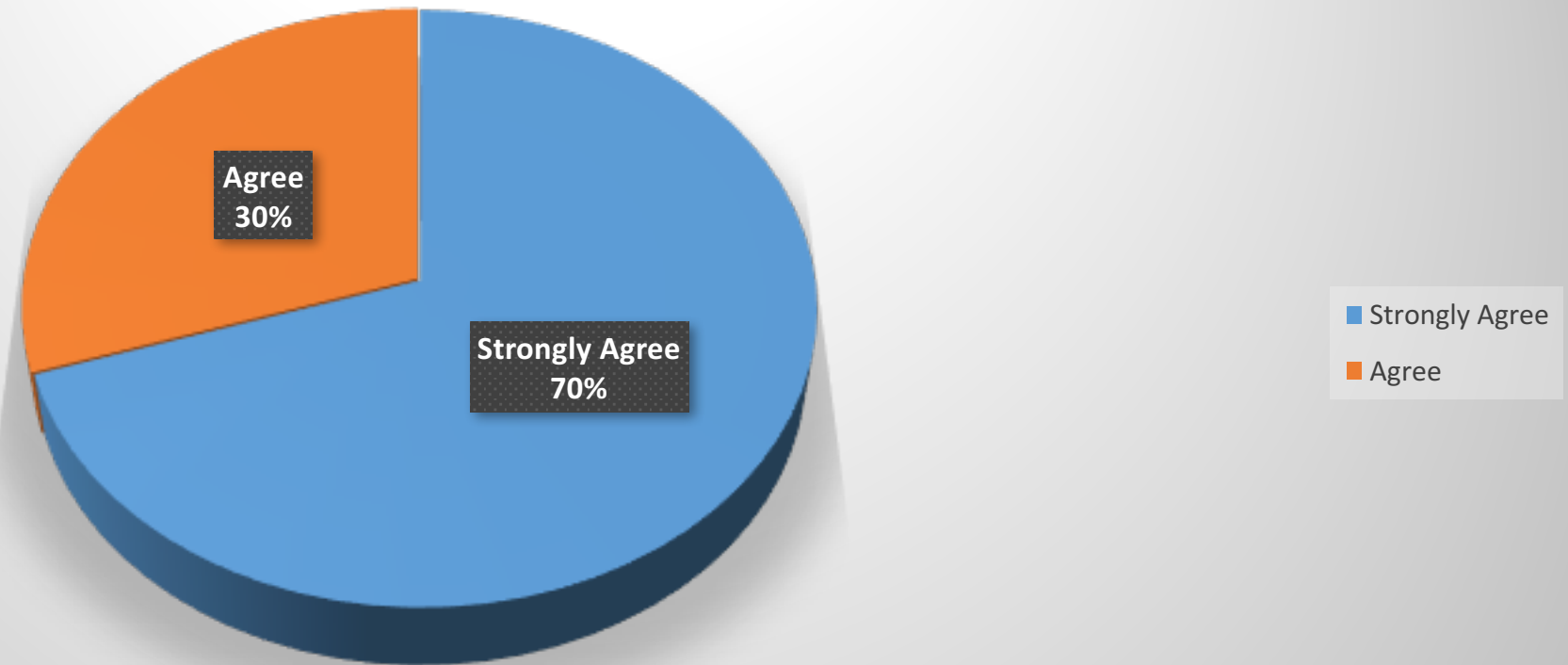


- **Electronic survey**
- **44 of 52 Individuals Responded (85%)**
- 10 questions asked
  - 8 Multiple choice
  - 2 Fill-in-the-blank
- Answers employed to better University
- Possible Answers: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- Facilitated by
  - **ADDGM Canary Williams**
  - **GL Dr. Yannique Thomas**
- Survey Monkey (<https://www.surveymonkey.com>)

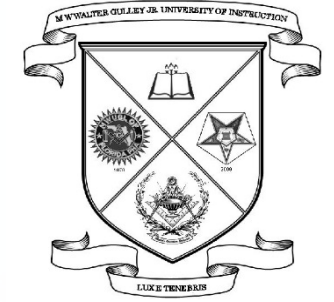
# Was Registration Process Easy?



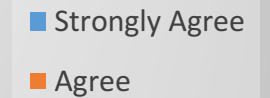
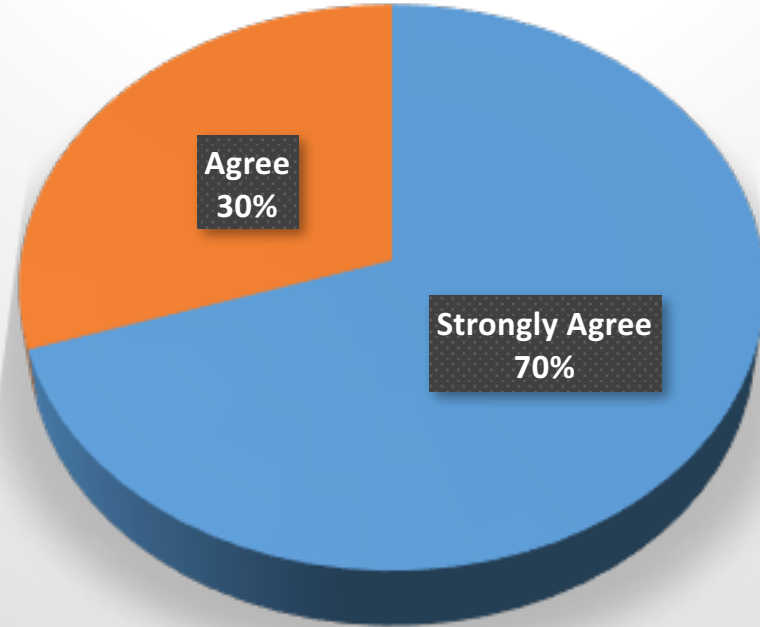
Question 1



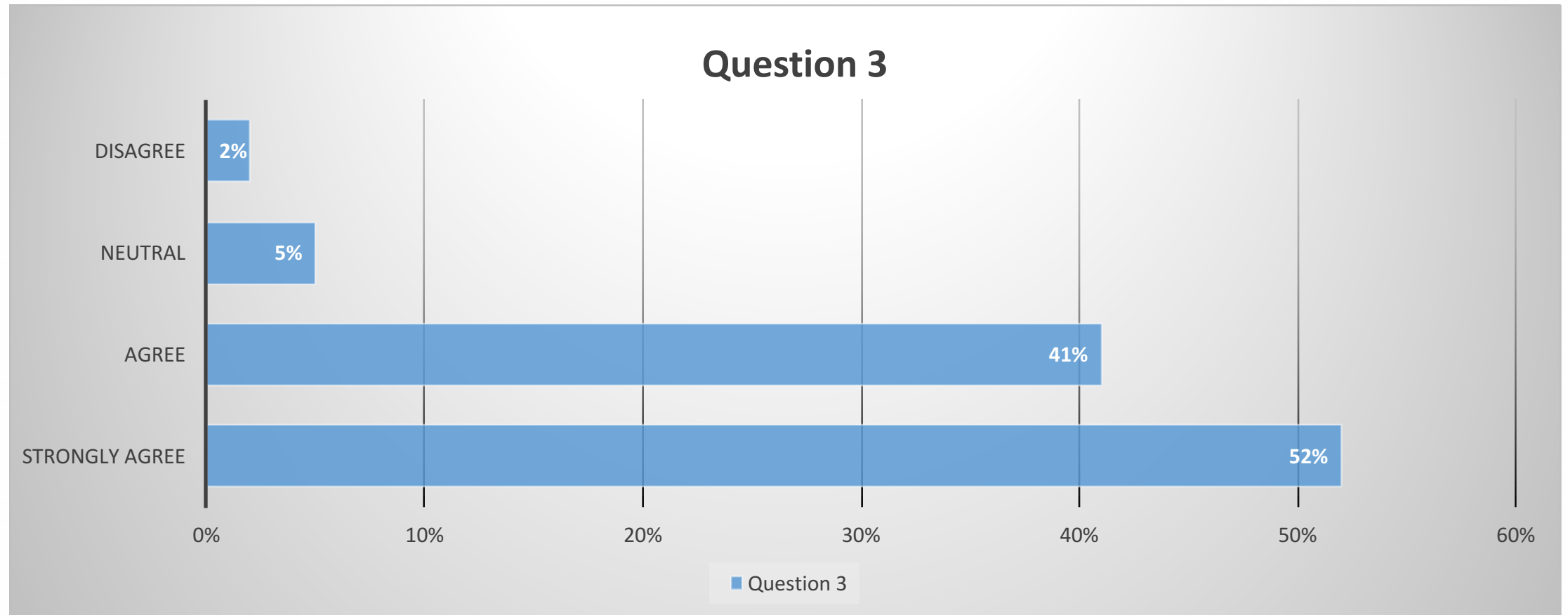
# Was Content Organized?



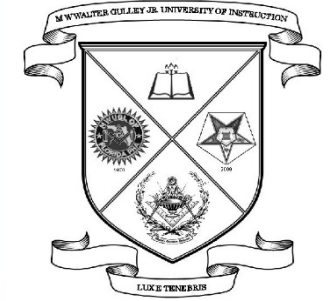
## Question 2



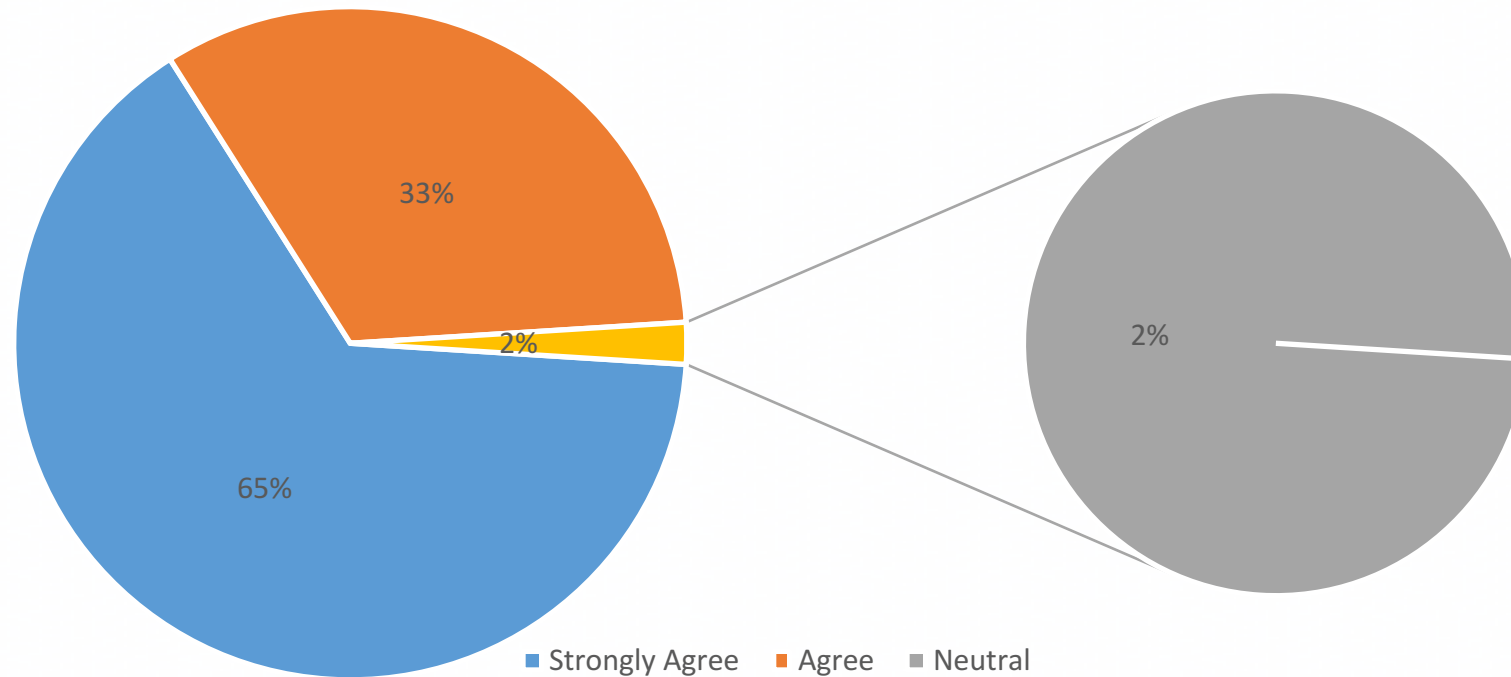
# Were Instructors Knowledgeable?



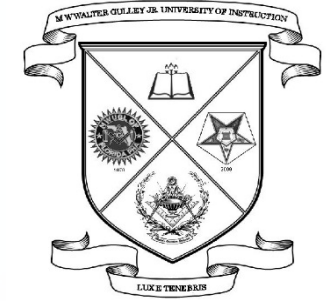
# Were Training Objectives Met?



## Question 4

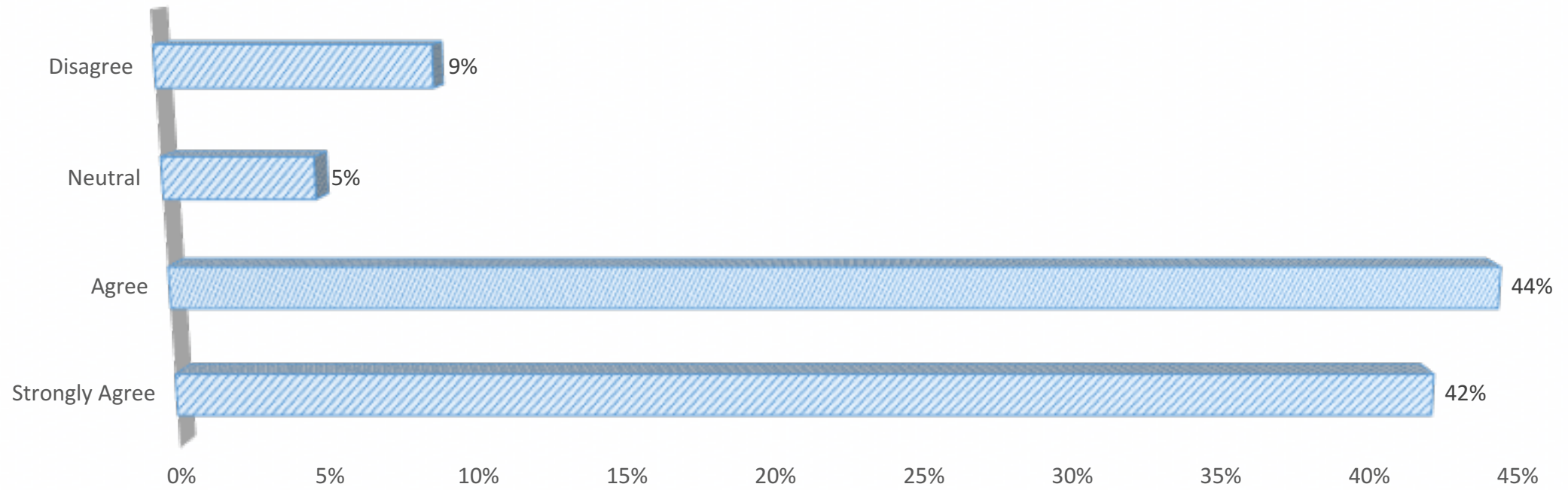


# Was Sufficient Time Allotted?



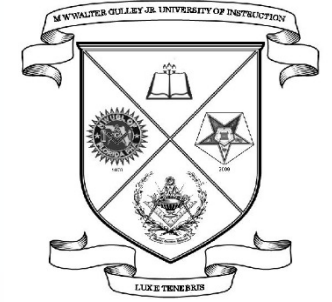
## QUESTION 5

Time Allotted



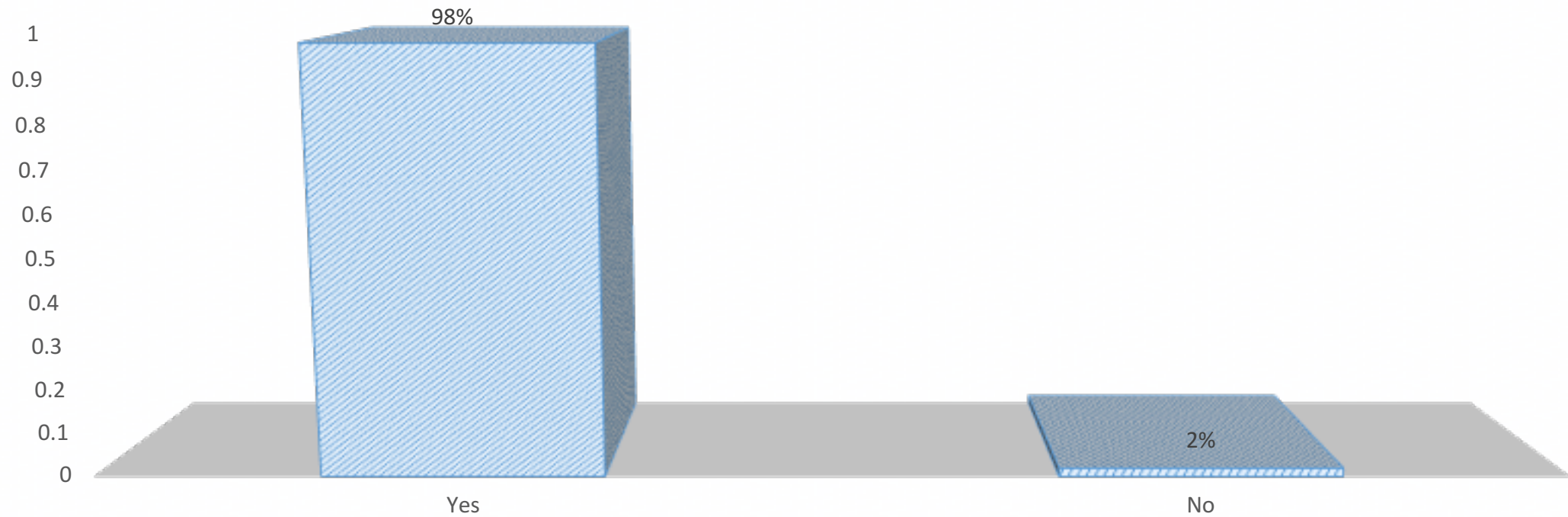


# Willing to Pursue BS Degree?



## QUESTION 6

Question 6



# Service and Research Components



- **Service**

- Three (3) Volunteer Hours
  - Knights of Pythagoras
  - Starlight Youth Council
  - Required Signature of Master or Matron

- **Research Project**

- **Masonic manuscript for publication**
- Maximum of 500 words
- Subject of Choice
- Publication: **The Book Patch**



# Example: Research Paper (Symbolism)



A screenshot of the BookPatch website on a mobile device. The header shows the website name 'TheBookPatch' and the tagline 'Where Books Grow... Since 2009'. Below the header, there is a 'Login' button and a menu icon. The main content area features the text 'Book Publishing Simplified' and an image of a book titled 'FATAL DISCLAIMER'. At the bottom, there is a promotional offer: 'A 77 Page Book 6" x 9" Only \$2.77 No Setup Fees • No Hidden Costs 2 - 3 Business Day Turnaround'. The mobile interface includes a status bar at the top showing 'Sprint LTE', '5:11 PM', and '51%' battery, and a navigation bar at the bottom with back, forward, and home icons.

Princess Hill  
Dr. Honeywell  
Research  
June 22, 2016

## Symbolism

*"If you change the way you look at things, the way you look at things will change." Wayne Dyer*

### Introduction

Symbolism can be dated back as far as 3000 BC in Ancient Egypt. In many of the pyramids, tombs and ancient artifacts, you can find symbols. These symbols in Egypt are known as Hieroglyphic writing. These writings are composed of hundreds of symbols. A symbol can represent a word, a sound, or a thought, and the same symbol can oblige different purposes in different perspectives. Symbolism is so powerful that it is visible throughout our day-to-day lives and we unconsciously realize it. Through my research, I will expand on symbolism and the impact it has on today's society and Masonry.

### Definition

The Merriam-Webster Dictionary defines symbolism as the art or practice of using symbols, especially by investing things with a symbolic meaning or expressing the invincible or intangible by means of visible or sensuous representations. As stated before, some of the earliest forms of symbolism can be traced back to Egypt, but it doesn't stop there; symbols are now used all over the world. It is most definitely seen in religion: if one views a cross, it can be related to Christianity; if a crescent moon and star is seen, it may be related to Islam. Additionally, the Ankh, in many instances, symbolizes Egypt.

### The Ankh

Let's take a deeper look into the Ankh: I've heard some people refer to it as the devil's version of the cross, however, if adequate research was performed, one would realize that the Ankh came before the cross and has a deeper meaning. When studying the loop at the top, which is also known as the Ru, some sources divulge that it represents a woman's womb. Further, the Tau of the Ankh has two outer branches, which denote the fallopian tubes and the lower branch embodies the sacred opening. Therefore, in my opinion, this symbol represents the woman. The important point to remember is that an esoteric explanation may not be provided, however, one can study the symbol and know there is a deeper meaning.

### Symbolism and Masonry

Symbolism, in masonry, is so prevalent that the tree of life, circle, sun, pentagon and even the star have hidden meanings. One, who is not a member of the Order of the Eastern Star (OES), can look

at a circle and believe that it is just a shape; whereas, someone, who is knowledgeable in OES decipher differently the symbolism of a circle: it has no beginning or end and its form is a symbolic representation of God. Another example is the triangle. The triangle was used by the Hebrews when they served God in secret. While worshipping God in a pagan filled land, they carved or drew triangles to show those who believed in the monotheistic God that people of the same faith were present. In OES, this same triangle can be found in the make-up of the OES emblem; the OES emblem has five points and is very symbolic with a phenomenal meaning. The star symbolizes the Star of David and also represents the five heroines. The fifth point of the star (pointing downward) exemplifies the fact that the star has descended to earth from heaven. Additionally, if the fifth point is pointing upward, it symbolizes the head of man or the five points of fellowship. As is noted in the star, the number five is also very symbolic in OES. Some alchemist believe that the five points represent Air, Water, Fire, Earth, and last the fifth point is the Ether or spirit.

### Conclusion

From the beginning of time, people communicated with and worshipped symbols. Symbolism is a form of science in which a hidden meaning is coded so that it is not easily interpreted by those who may not be ready for its true meaning. Background and religious belief does not inhibit one from interpreting or using symbols, as they are everywhere—in plain sight. Admittedly, I have always had a fascination with symbols. I recently watched the newly released X-Men movie (2016) and the entire movie was filled with allegory, alchemy, metaphysics and symbolism. I couldn't believe all the things that I now notice, which was once hidden. The study of symbolism is very interesting and certainly a broad topic. There are so many symbols that I can speak on; and if I wrote a book, it still would not be enough. Hopefully, my research will help the reader to view symbolism differently and notice the hidden or not so hidden meaning behind the symbols

### Bibliography

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Roob, A. (2014). *Alchemy and Mysticism*.

1. University of Instruction Requirements. University Curriculum. June 2016
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# M.W. Walter Gulley Jr. University of Instruction



**Education is the most powerful weapon, which you can use to change the World- Nelson Mandela<sup>4</sup>**

1. Honorable Walter Gulley, Jr. [www.mwuglofflorida.org](http://www.mwuglofflorida.org). Accessed June 28, 2016
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3. Image Courtesy of GI Marlon Honeywell. June 6, 2016
4. Nelson Mandela quote. [www.google.com](http://www.google.com). Accessed July 2, 2016