

# THE PHI ALPHA

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## “HOW CAN I WARM THEE IF THY HEART BE COLD”

*These concepts, brotherhood, change, communications, relevance, innovation, extension, awareness and diversification have initiated and perpetuated our spirit toward a learning endeavor.*

The first session of the 1969 Leadership School has been truly a dynamic experience for concerned chapter leaders from all over the SAE Fraternity world. The tone set by this session reflects a need for efforts geared toward the betterment of SAE.

When one first comes to grips with SAE, one finds that true brotherhood backed by sound organization is the sole factor that sustains the life blood of our national fraternity. That underlying corps of strength and eternal warmth which drives SAE to its noble ideals is achieved by no miracle or luck, but rather that quality known as leadership. When one thinks of leadership, the chief executive of our institution, the EA, readily comes to mind. He is no born crusader, but rather he is a well disciplined and trained enthusiast, who never ceases to improve his character for the good of the brotherhood.

One of the main areas that the EA puts a great deal of stress upon concerns RUSH. This period of selection should focus upon getting the right caliber of men who will eventually lead the fraternity. The next integral step for conditioning these potential men of SAE is a special training period called pledgship. There are several categories which aid in this critical development period.

—Vinson Bowers  
Co-Editor  
(North Carolina Alpha)



**CHAPTER MANAGEMENT . . .**

by Doug Palmer, California Gamma

The cornerstone of Leadership School is the workshop. One of the best prepared of these workshops was "Chapter Management — Education for Responsibility."

Two themes were developed during the two hours of this workshop. The first theme dealt with setting up an organizational structure; the second covered motivating the individuals within that structure.

The lecture on organizing a structure opened with a statement on the levels of responsibility. The faculty listed four levels ranging from E.A. to general membership. They emphasized that for every level of responsibility certain rules held true. For example, clear routes of communication must be used, and deadlines for every portion of a job should be observed.

Under the topic of motivation the faculty pointed to the necessity for an individual to feel a part of the project. The individual should be able to present his ideas and feel a part of the concepts used if he is to contribute to the end product of any task.

Ed Detile, Iowa Sigma, summed up the presentation when he said, "synchronized," for it was obvious the faculty was very prepared. Thus when the graduates of the 35th Annual Leadership School return to their chapters, they will have been prepared by both instruction and the modeling of their teachers, in how to organize and motivate chapter management.

**PLEDGE EDUCATION . . .**

by Mike Miles, Texas Gamma

Once a young man walks through the doors into his new role of a fraternity man, he must pass the many rigid requirements of his predecessors. He might have been the high school football hero, or the student council president, but once he is accepted as a pledge he must prove himself again. "When a person becomes a pledge a change is inevitable, whether it happens very quickly or over a period of time. This change depends on the pledge and his chapter," said Carl P. Kimball, '63, California Iota. "A chapter must set its goals in pledge training and their methods must be consistent with their objectives," said Kimball. All too often the chapter teaches pledges to be just pledges, instead of how to be good brothers.

Pledging is designed mainly to test loyalty and enthusiasm not to find one's breaking point. A pledge program must change if it is to succeed. Surely, Newton Nash Clemens' pledge program would not suffice today's pledge at his own chapter. Pledgeship is a time for commitment not for panic, thus each chapter should treat its program accordingly.

It was often brought up that in pledge training one should be a leader among equals. A chapter should not make the actives and the pledges two completely different chapters. A fraternity must follow its goals and teach a person to be an active not a professional pledge. Always keep in mind . . . pledges represent what a fraternity will become.

**RUSHING . . .**

by Don Peterson, Massachusetts Delta

Ron Maddy and Bill Blenko conducted the workshop study on rush, concentrating their efforts to give us the techniques for getting those two or three good men that are often lost to other houses.

The two major requirements of a successful rush program are complete organization, and the incorporation of new and different ideas into all areas of the program.

A rush chairman should be elected for his willingness, ideas and abilities. All responsibility for the rush organization must rest with him alone and the program he creates should be as complete as possible.

Name tags can be put to very good use. A display of several types was shown and their individual good and bad aspects were reviewed. Tags can be very useful as signals; e.g., include the middle initial for legacies, indent the name for real sharp men, or running the last letter off the tag to show a man already rejected. Never use different colors!

Using "floaters" often pays off well. These men can separate the good men from the bad easily and gently. Take care to treat every man equally, not offending anyone. Remember, the worst prospect there might be a friend of your best prospect, and invariably bad treatment of the one man will effect adversely the feelings of his friend.

Rush booklets are very helpful.

Remember that rush is the whole ballgame. If you lose consistently here, your chapter will die. There is on other alternative. Go into rush as if your life depended on it. For it does!

**EDUCATIONAL PROGRAMMING . . .**

by Buddy Neal, Oklahoma Mu

During this time when updating and review of educational systems are being sought on the American college campus, the 35th Leadership School incorporated many of these ideas into a new workshop topic; that of educational programming. This new area of discussion centered around the ideas of (a) what qualities compose the educated man and (b) how does SAE attempt to contribute to this concept of the educated man. In general, the responses indicated that the educated man was a combination of qualities that would enable man to understand life, possess an unending quest for knowledge, combine his culture and use his skills to further that culture, have the ability to make critical evaluations and take responsibility for his decisions and be open to experience.

The most popular area of the discussion dealt with the role that the fraternity plays in contributing to the education of its membership. Following the formal presentation a small group of brothers held an informal bull session to evaluate the program. These brothers, including Steve Epperson, North Carolina Theta, Mike Miles, Texas Gamma, Jerome Beezley, Kansas Beta and David Detrick, Oregon Beta, felt the experimental session was a success. Although varied views were expressed by those attending, a general conclusion was reached by the group. It was found that the fraternity still has the capabilities and the potential to remain as a partner with the college curriculum, and to provide the best opportunities to achieve the desired status of the educated man.



## HISTORICAL INTERPRETATION

by Vinson Bowers, Co-editor, North Carolina Alpha

One of the most outstanding lectures that was delivered at the first session of 1969 Leadership School was presented by Joseph W. Walt, '47, Tenn. Kappa. Presently Brother Walt has the honorable title of being the authority on the important history of the SAE Fraternity since 1910 and from his tremendous presentation on "The SAE Story," all delegates gained a keen insight on the value of our remarkable past.

Following his lecture Brother Walt commented that we as fraternity men of SAE should take great pride in our history and that we should never underestimate the strength that lies in our heritage. "Most important," he stated, "history does not repeat itself, but we can definitely profit from the past."

Brother Walt is not worried about the fraternity dying. He feels that Sigma Alpha Epsilon is changing rapidly enough to stay healthy and that the desire of our fraternity to become more relevant to the times is seen throughout the structure of our fraternity. In a final summation of these ideas, Brother Joseph W. Walt declared "Leadership School sets the stage for a wonderful opportunity to train our fraternity leaders to become more aware of the needs of today."

## AN INTERVIEW ON EXPECTATIONS

by Robert Buckley, Co-Editor, of Wisconsin Alpha and  
Robert Jarvis of New York Epsilon

Leadership School seems to mean different things to the different types of people that attend it. Is its purpose commensurate with the impressions it produces?

Well, what is its purpose? Jack Hotaling had an idea that one might think about. People, and the things they learn about themselves and about each other in their interpersonal relationships are what he thought were most valuable. Also, in his mind, this was the real purpose of Leadership School. Dr. Fred Phelps had similar thoughts in that he said communication, its thorough understanding and use, was the most valuable thing that this leadership school could provide. This is supplemented by his idea of a purpose for leadership school, which is the development of the individual and its indirect influence on the individual's chapter.

That is how two of the organizers of leadership school see things, but how does it come across to the actual men in attendance? The newly accepted chapters that were interviewed seemed to have parallel thoughts by expressing the feeling that the new ideas they were made aware of were probably the most valuable experiences in leadership school.

The delegates interviewed from the older chapters felt the same way. The exchange of practical ideas

and philosophies appeared to be their most valuable experience.

It doesn't seem, from these responses, that the school organizers and delegates agree in their interpretations of value. But, if one were to abstract himself for a moment, and observe this happening, its reality, which seems to be unconscious to most men, should appear; displaying an effect commensurate to that desired by the organizers of this leadership school.

### INTERVIEWS TAKEN FROM:

Kevin Scott — (Nebraska Iota)

Mike Cory and John Campion — (University of San Francisco)

John Giorza — (Missouri Gamma)

Richard Casuccio — (Bethany)

Bobby Sands and Steve Emrick — (Mid. Tennessee State Univ.)

Don Pinchetti — (New York Epsilon)

## INSTITUTIONAL CHANGE: Revolution or Evolution

by Thomas Morgan, New York Epsilon

Several interesting questions were raised in this combination of lecture and discussion: 1—Do campus radicals do anything? 2—Are they useful members of society? 3—Are fraternities useful members of society? 4—Do the radicals want recognition for their concern because they have been cut off from regular channels?

For fraternities to coexist and to be useful in society, we must become aware of, and keep pace with rapidly changing university needs. The goals and functions of the fraternity must change to suit these needs.

At the present time what changes that are occurring are being produced by pressures which require fraternities to adapt, or lose their relevance to campus life. Instead of letting these pressures force the future upon us, we must anticipate and chart our own course.

The pressing social and educational needs and upheavals in today's colleges are, for the most part, overlooking and being overlooked by the fraternities. This is mainly the result of narrowing selection of members, which generally excludes Negroes, militants and radicals, and hippies. The aware-group is completely passed over.

The answer here is not necessarily one of admitting members of controversial groups into the realm, but one of at least being concerned and willing to listen. Groups such as the Students for a Democratic Society do have something to say. They want more equal and just student voice in both educational and student organizations.

For those of us at Leadership School the problem now is one of how do we sell new ideas to our home chapters? The answer is that we must take the risk of introducing these new concepts in a long and subtle conditioning process. Defeat will come many times, but through this persistent bargaining progress will be made.



## Wisdom's Wit

(Minerva's Giggle)



- "Blood, Sweat, and Tears"** —to the men of Bobb Hall  
**"A Million Miles"** —to 35th Leadership School  
**"8 Miles High"** —to that Blond at the beach  
**"Eve of Destruction"** —to institutional change  
**"Hard Day's Night"** —to Phi Alpha newspaper staff  
**"Magic Carpet Ride"** —from Bobb Hall to Levere Temple  
**"Mrs. Robinson"** —to Lucy Pattie from Kentucky Chi  
**"Polk Salad Annie"**  
 —to the lady who checks us out at the cafeteria  
**"Born to Lose"** —to Pledges of Leadership School

### WHAT IS THE MOST SIGNIFICANT FACTOR IN YOUR TRAINING AS A PLEDGE OF SAE THAT HAS MADE A GREAT IMPRESSION ON YOUR LIFE?

Thad D. Peterson, Idaho Alpha, Univ. of Idaho: "That men with diversified backgrounds can successfully live and work together and that there is a universal bond between all SAE's."

Dan McGowan, Iowa Sigma, Simpson College: "The standards, obligations, and rewards of brotherhood as expressed by and strived for by SAE."

Henry Hudson, Miss. Theta, Miss. State U.: "How to get along with people who were brought up in different social and cultural backgrounds from my own."

John Rhee, Mich. Delta, Western Mich. U.: "Ignore minor upsets and disagreements while trying to accomplish your major goal."

Howard Ray Foreman, Jr., Ala. Iota, Birmingham-Southern College: "A sense of responsibility for others and a trust and security in my pledge brothers."

Dale F. Langland, Kansas Beta, Kansas State U.: "To give the quality in me that the person interacting with me expects from me."

Rober T. Lattimore, Texas Delta, S.M.U.: "I found a group of men within which loyalty, understanding, and, yes, love abounds."

Alfred G. Ranney, Texas Beta, Tex. Christian U.: "What it is to be in an organized group that has a goal, meaning, and that cares what happens to me and everyone concerned with the group."

Edwin K. Johnston, New Mexico Alpha, Eastern N.M.U.: "How to solve the everyday problems we encounter and how to attack the larger, more complicated experiences we must share with others."

Mark E. Helms, Maine Alpha, Univ. of Maine: "Learning to live with fellow students, and learning to work for common goals and interests are the most significant things gained from my pledging."

Sonny Leach, Tenn. Kappa, Univ. of Tenn.: "The most important thing that Sigma Alpha Epsilon has given me during my pledge education is the friends and brotherhood of the fraternity. I feel that the fraternity has helped my mental attitude mature in a most positive manner."

Robey Clark, Texas Alpha, Texas Tech College: "I have gained a sense of maturity within myself, in that I have accepted a responsibility to my own person and to others with whom I associate."

Michael Robinson, W. Virginia Alpha, Marshall Univ.: "I feel that the brotherhood of Sigma Alpha Epsilon has had the biggest impact on me. It is truly amazing to see people with completely different beliefs and habits drawn so closely together."

## The Phi Alpha of Sigma Alpha Epsilon

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