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# **PUMP:**

## **A Guide for the 1<sup>st</sup> Angelos**

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## Table of Contents

<b>INTRODUCTION TO THE PSI UPSILON MEMBERSHIP PROGRAM.....</b>	<b>4</b>
<b>FRATERNITY EDUCATION AND PLEDGING .....</b>	<b>9</b>
<b>NEW MEMBER ORIENTATION.....</b>	<b>16</b>
<b>MONTHLY FRATERNITY EDUCATION SESSIONS.....</b>	<b>26</b>
<b>RESOURCES FOR PUMP MONTHLY FRATERNITY</b>	
<b>EDUCATION SESSIONS .....</b>	<b>31</b>
<b>BROTHERHOOD BUILDING ACTIVITIES.....</b>	<b>33</b>
<b>SUGGESTED PUMP CALENDAR FOR ACADEMIC YEAR .....</b>	<b>49</b>
<b>RITUAL DISCUSSION GUIDE.....</b>	<b>51</b>

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**The three PUMP modules are:**

**New Member Orientation**

**Monthly Enrichment Program**

**Brotherhood Building**

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## PREFACE

The Psi Upsilon Membership Program (PUMP) is a comprehensive membership education program designed to strengthen the Fraternity by addressing eight key areas of personal growth. PUMP also provides a thorough background in the principles and practices of Psi Upsilon. As a result, all members will not only receive a thorough and constructive orientation to Psi Upsilon, but will also gain a foundation in fundamental principles that will be useful throughout life. All members, actives and pledges alike, will be expected to participate in the various aspects of the program. It combines ritual, programming, and brotherhood into an integrated educational experience.

Because it is rooted in the ideas of developmental psychology, PUMP successfully addresses the multiple issues Psi Us face during their collegiate years and issues, which they will confront throughout their lives. The new member orientation period serves as an introduction to the Fraternity followed by less intense, but more broadly applicable programming. This also will include brotherhood building and enrichment programs. The real focus of PUMP is on the active members. The program is divided into three separate modules or sections- new member orientation, member development, and brotherhood building.

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## **CHAPTER 1**

### ***Job Description: 1st Angelos / PUMP Coordinator***

The 1<sup>st</sup> Angelos (Internal Vice President) is responsible for the successful implementation of the Psi Upsilon Membership Program. To accomplish this, the 1<sup>st</sup> Angelos must be organized, motivated, enthusiastic, capable of delegating responsibility, and committed to the task of educating the chapter on topics that will be of relevance for a lifetime. As PUMP Coordinator, the 1<sup>st</sup> Angelos will be responsible for the Orientation Program, oversee the activities of the Athletics Chairman and the Community Service Chairman, and will be responsible for all aspects of PUMP's monthly educational (enrichment) sessions. To be successful, the 1<sup>st</sup> Angelos must be experienced in the various aspects of chapter operations that fall under his supervision and he must command the respect of the Chapter.

More specifically, the PUMP Coordinator is required to:

- Organize and execute a meaningful and hazing-free Orientation Program
- Oversee the activities of the Athletics Chairman to ensure that the Chapter is able to participate in numerous and diverse athletic events
- Oversee the community service program to reflect the commitment of the chapter and the Fraternity to developing a strong sense of community spirit and involvement
- Coordinate PUMP's monthly educational session
- Oversee the activities of the Ritual Chairman to ensure that efforts are coordinated with the objectives of the orientation and member development programs

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## **CHAPTER 2**

### ***Introduction to the Psi Upsilon Membership Program***

It is impossible for one officer to implement the whole program - its scope is too extensive. Your chapter must make a concerted, organized effort to make PUMP work, while the 1<sup>st</sup> Angelos organizes and works with the PUMP Committee to implement the program.

#### **Who Else is Involved:**

The PUMP Committee consists of:

- 1<sup>st</sup> Angelos
- Ritual Chairman
- Athletics Chairman
- Scholarship Chairman
- Community Relations Chairman
- Public Relations Committee Member
- Archon (ex officio)

The Psi Upsilon International Office can supply ready-made programs for use by your chapter. Supporting materials for PUMP can be found in the *PUMP Guide*, and in *the College Tablet*. *The Gold Book: Ceremonies of the Psi Upsilon Fraternity* (Psi Upsilon's Ritual Guide) contains all ceremonies and the Fraternity's Initiation Ritual required by the program. A discussion guide for each of the rituals can be found in Chapter 7 of this volume.

A suggested calendar is included to illustrate PUMP's integrated approach to membership education and development.

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## *What is PUMP?*

“PUMP” is an acronym for the Psi Upsilon Membership Program. A comprehensive program that encompasses the whole of the Psi U experience, PUMP is designed to guide each member of the Fraternity towards achieving the highest standards in the classroom, in the Chapter, and in co-curricular activities. PUMP also prepares all brothers for success in post-collegiate life. These goals are achieved through the new member orientation program, brotherhood building activities, and member development programs.

The bulk of PUMP programming is directed towards the non-academic education of the general membership of the Psi Upsilon. The program allows the Fraternity to achieve its mission of building better students, citizens, and leaders. The theoretical underpinnings of PUMP are found in standard theories of human development. The eight dimensions of human development addressed by PUMP are:

- Intellectual development
- Emotional development
- Human awareness
- Values
- Physical development
- Social development
- Life planning
- Community awareness

Following the model, PUMP calls for each chapter to address one of these developmental dimensions each month during the academic year as the “PUMP theme” for that month. One or more topics from that dimension will be covered during the month through workshops, discussions, and/or planned activities. As a result, through PUMP, all members will receive a thorough and constructive orientation to Psi Upsilon and continue to receive exposure to fundamental principles that will be useful throughout life. PUMP combines ritual and programming in an integrated educational experience.

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Rooted in the ideas of developmental psychology, PUMP addresses the multiple issues Psi U brothers face during their collegiate years and will confront throughout their lives. PUMP programming spans all four years of a college career. The details of each component of the program are outlined in the following pages.

### ***Benefits of Psi Upsilon Membership Program***

- Your chapter can become more **unified**. The Fraternity Education program serves to unify the chapter in all areas because of the emphasis on “all chapter” relationships.
  - The **commitment** level of a new member is more genuine. Since the new member is totally integrated into chapter affairs by attending meetings and voting, he is truly a part of the organization. Because the pledge is contributing in a meaningful way through total involvement, his commitment is genuine.
  - **Pride** and **respect** for the chapter and for others is nurtured in a positive environment. The standard applied to conduct, behavior, and responsibility is universally applied to all. The new member has no personal conflicts over a dual standard. When every member operates under the same code of pride, and respect, the desire to be part of Psi Upsilon is reinforced.
  - **Enthusiasm** is sustained after initiation. In a chapter using the PUMP orientation program, a newly initiated member has participated in positive and exciting experiences, which constantly seek to inspire and build true fraternalism. Since the contrast between pledgship and active membership has been so subtle, the new initiate is better able to sustain his enthusiasm for the fraternity and not relax his standards after initiation.
  - A **positive cycle** is created as new members nurture a positive environment. The new initiate becomes a product of a fair and positive Fraternity experience and reciprocates in that same fashion to the newer members. As the cycle repeats itself, the chapter will experience greater and greater benefits.
  - There is **no major let-down after initiation**. Since we are de-emphasizing the “earning of initiation” and creating a normal atmosphere for member development with natural things occurring, we encourage long-term involvement. The initiation is not looked upon as a “breather” from pledgship.
  - **Total involvement** becomes more realistic. A chapter may not achieve 100 percent participation, but PUMP does aim for it by creating totally equal and fair relationships. Divisions are discouraged, while efforts are made to unify people. Enforcement of policy is uniform.
  - **Individuals develop** a more secure feeling in the chapter. The major flaw of pledgship is that it uses pledge class structure as a key element in development of the group and, at times, leaves out the individual. PUMP makes a conscious effort to seek out and develop individuals and provide each member with a different experience.
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## *Role of Ritual and Ceremonies*

Throughout this program, rituals and ceremonies will play a significant role in reinforcing the ideals and aims of the fraternity. All rituals and ceremonies are contained in the companion volume *The Gold Book: Ceremonies of the Psi Upsilon Fraternity*. Ritual provides ongoing education in the tenets of the Fraternity.

A ritual is a pattern of behavior repeated in a prescribed manner, reminiscent of a religious ceremony. Rituals are as old as man and are usually associated with religious observance, a rite of passage, or both. Much ritual in the Western world can be traced to the ancient Greeks, who were then copied by the Romans, who spread such ceremonies throughout Europe.

Fraternity ritual, albeit with roots in ancient history, can be traced more directly to the Society of Free Masons. The Masons began in the early 11<sup>th</sup> century as a society of skilled stone workers. Their group evolved into one providing mutual assistance and brotherly love. To induct new members into their society, and to acknowledge and celebrate each rite of passage within the group, the Masons developed ritualistic ceremonies. The roots of these ceremonies can be traced to the ancient Greeks and Hebrews, and early Christians. Masonic ceremonies, when performed well, are extraordinarily beautiful and thought provoking. They satisfy the three basic requirements for any successful ritual.

1. The ceremony must be related to, and explain, the goals of the organization.
2. The ceremony must be conducted like a play, where everyone has a part, including the initiate. Such a ceremony should not be merely a recital of speeches. It must require the actual participation of the initiate.
3. The ceremony must be conducted with an air of seriousness and secrecy.

In all the ceremonies, whether produced from memory or from the printed word, practice and knowledge are essential. Those who have parts in the various ceremonies should

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practice reading and speaking their parts and they should rehearse to perfect timing and performance where necessary to attain good cooperation among all participants. The meaning and pronunciation of the words should be learned since many are not common in everyday language.

The importance of a dignified and meaningfully performed ritual cannot be overstated. Every year the officers of a chapter change, so it follows that usually all of the initiation and pledge ceremonies must be read from the Ritual. This does not mean that no part should be committed to memory. Each ceremony should be memorized as much as possible. Rehearsals are important to make sure that logistical problems can be worked out in advance. At the very least, the opening and closing speeches of the chapter meeting should be delivered from memory.

The chapter room or meeting room should be in keeping with the dignity of the activities conducted therein. Ideally, it should be a room designed with the ritualistic ceremonies and meetings of the chapter in mind. The fixtures, furnishings, lighting, and decorations, should all be especially arranged to accomplish efficiently and thoroughly the exemplification of our ideals.

In all of these ceremonies, the atmosphere, surroundings, timing, and scheduling have a significant impact on achieving the desired result - a thoughtful, dignified, and meaningful expression of our fraternity. These ideals, when incorporated into our daily lives, exemplify the true distinction between Psi Upsilon Fraternity and other organizations.

The ceremonies that must be performed by each chapter of Psi Upsilon are the Founders' Pledge Ceremony, Big Brother Ceremony, Initiation, Covenant and Code Affirmation, and Adamantine Chain Ceremony.

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## *CHAPTER 3*

### **Fraternity Education and Pledging**

In 1833, the term “pledge” did not exist. In fact, pledgeship did not begin to develop until the late 1800s. At that time, the number of fraternities on each campus was rapidly expanding. Prior to that, groups of students were only initiated when they became close friends with the brothers, but the expanded fraternity systems forced each chapter to rush to get new members. Hence, the development of the term “rush” and the creation of a new problem; if the brothers could only recruit students they barely knew, then there would have to be some sort of waiting period before they were initiated-- a pledge period.

Pledge training developed in response to this need for a waiting period before initiation. Psi Upsilon’s first formalized pledge education program was developed in the 1960s when it became clear that the Fraternity could no longer tolerate certain illegal and counter-productive hazing practices which had arisen in our chapters. But despite efforts to the contrary, hazing has persisted in Psi Upsilon. Meanwhile, knowledge of our history, traditions, and ideals has become less commonplace. “The promotion of the highest moral, intellectual, and social excellence” was the foremost ideal held by the founders of Psi Upsilon. Unfortunately, some present day brothers seem to believe that in order to understand and appreciate this simple and elegant ideal, a pledge period must include physical and mental harassment.

But these tests do not determine whether or not someone will be a good brother. **In most cases, he is initiated regardless of his “performance” during the pledge period. This indicates that the real purpose of such tests lies not in their ability to demonstrate a pledge’s merit, but rather for the selfish enjoyment of many brothers. The idea that we can develop greater brotherly love, trust, and mutual respect through physical and mental pain is ludicrous.**

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### *Elements of a Good Fraternity Education Program*

- Artificially contrived distinctions are completely eliminated. There are no distinctions between the initiated member and the pledge member; those that do exist are natural ones dealing with age and years in college. Rights, privileges, and responsibilities are distributed equally and fairly. The only distinction in the fraternity is that one has been initiated while the other has not. In short, it is the mutual respect between two brothers - one older and one younger.
  - The period of orientation for a new member is brief. This period lasts no longer than six to eight weeks. In addition to a comprehensive orientation to the fraternity, the pledge is completely integrated into the mainstream of the chapter. Instruction is handled through a series of conferences and workshops using concepts of group discussions, case studies, and individual development rather than the traditional classroom approach. Big Brothers, acting as mentors, figure heavily into the orientation and education of the pledges.
  - Because the development of a strong chapter is the ultimate objective of all of the Fraternity's programs, the focus of the orientation period is always on chapter unity. The emphasis is not on "pledge class unity." This affords the new member an opportunity to build a strong fraternal base from the very start rather than building that foundation only with the other pledges. This not only reinforces a stronger chapter, but it also eliminates or alleviates the possibility of horizontal divisions within the chapter.
  - Everyone shares work duties and other tasks. The clean-up and upkeep of the Chapter house are placed squarely on the shoulders of each member of the chapter. This builds responsibility and pride in the total membership, not just the pledges. Each brother and pledge accepts a house duty, whatever it may be. In much the same way, all-chapter work sessions are planned frequently to tackle major projects.
  - "Pledgeship" as criteria for an initiation is discarded and replaced by new standards. This is the most radical departure from the traditional "pledge" concept because the standards of membership are redefined. Instead, as initiation approaches, one should ask the question, "Is this person desirous of being a member of our Fraternity? Will this person contribute to the Fraternity during the years in school and beyond?" The answer is demonstrated in the person's total commitment, which can be measured by more ethical ways - attendance at chapter meetings, chapter work sessions, social and philanthropic activities; participation and contributions to the chapter; acceptance of the chapter's policies and standards; treatment of the Fraternity, its initiates, pledges, alumni, and friends; and conduct and behavior expressed to others.
  - Positive member influence becomes the main approach when disciplining any member. If a problem develops with an individual, whether a brother or a pledge, it may entail action by the Executive Committee - if all else has failed. Upholding the standards and policies is done through member influence. Think of it as certain members, individually or collectively, being able to influence another person's behavior, rather than subjecting a pledge to ridicule and harassment. Member influence can be coordinated to provide a more meaningful and more effective
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approach to a person's problem. Imagine the president of the chapter sitting down with a new member to discuss his conduct; the chapter advisor sitting down with a new member to discuss his attitude; the big brother sharing privately the serious concerns of the membership; the scholarship chairman talking to the individual having academic difficulty; the executive committee talking out a concern or even reprimanding an individual - this is member influence. It is not solely reserved for an officer; in fact, it is every person's responsibility to use member influence, but always in a fair and equitable manner.

- There are no double standards. Probably one of the most difficult concepts for some people to accept is that the same standards apply to both brothers and pledges. If the elements of a fraternity education program are to be effective in achieving chapter unity and fair play for all members, one standard for all members must be set and upheld. To maintain two sets of standards is to maintain two chapters.

As a result of this model for new member orientation, the definition of hazing and harassment activities is broadened to encompass forms of separation. The goal of PUMP's orientation program is to revive the traditional meaning of the word "pledge." The word has gone from being a very positive term, connoting a sacred honor, to a negative term, implying a position of subservience. This attitude is shown in programs that dwell on the treatment of pledges as second-class citizens and their separation in chapter affairs.

The attitude of the chapter is the key to the success of the Psi Upsilon Membership Program. The relationship is based on a fair distribution of responsibility to all members. Individual relationships may differ in natural ways, such as age, maturity, years in school, personal backgrounds, leadership roles, etc., but they are never exploited to gain obedience and respect.

### *The Negative Side of a Traditional Pledge Period*

- New members are subjected to a lower status of membership. While many fraternities have rid themselves of physical and mental hazing, there remain sharp elements of separation between brothers and pledges. The "pledge" is generally given a lower status in this separation.
- The program is narrow in its appeal, long in its implementation, and short-termed in its effect. The new member is put through a period that lasts several months and is based on many negative, rather than positive, approaches toward education. There are many artificial distinctions and measures used during this period. The new member is trained to be a good "pledge," a role that is no longer relevant when the training period is over. Pledges are unprepared for taking their positions as good brothers.
- The major learning environment is "class" activities. The new members are grouped as a "class" and as a rule every member of the class is treated the same. There are

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“pledge class officers,” pledge projects, and other similar activities. There is a strong emphasis on working for your “pledge class.”

- There is an unequal sharing of work duties and other tasks. The pledges are assigned pledge duties and other tasks to perform for the brothers, collectively or individually. In some instances, they are asked to do personal errands for individuals. Examples of pledge duties include house clean-ups, work sessions, answering the phone, and wake-ups.
  - The focus of the program is sometimes heavily slanted toward artificial distinctions and measurements. During the “pledge period” the new members must earn initiation by fulfilling requirements that have been artificially created. Some of these include: completing signature books; line-ups; answering the phone; addressing brothers as “sir”; lighting cigarettes; carrying matches; wearing costumes.
  - Two standards exist. There are different groups in a “pledge education program” - the brothers and the pledges. The rules, limitations, and privileges are very different for each group. Pledges are scrutinized for everything they do, while brothers are not. A double standard, contrary to the workings of a democratic society such as ours, exists.
  - “Pledgeship” subtly encourages hazing without wanting to. Some of the artificial items established for pledges can definitely be classified as hazing activities. War games, calisthenics, screaming at pledges, and road trips are but a few of the items that are common to some “pledge education” programs. Other activities are more subtle and revolve around separation and subservience.
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### *Detrimental Side Effects of Traditional Pledge Education*

- Horizontal divisions are created. “Pledge education” can create horizontal divisions within the chapter because of the emphasis on “pledge” vs. brother relationships. Strong pledge classes become strong cliques upon initiation.
- There is a lack of real commitment. The new member is excluded from truly participating in chapter affairs. The new member cannot attend chapter meetings or vote on chapter decisions. This causes a built-in lack of commitment to the chapter.
- A person can become disillusioned. Since a double standard does exist, there is also built-in inequity between the new member and the older member. The “pledge” is expected to clean-up (while the “brothers” never do); say “yes sir” and “no sir;” perform dirty jobs; be humiliated; and never say anything that will offend anyone. With a different standard of behavior for the brother, is there any wonder why a pledge may become disillusioned?
- After initiation the relaxation of standards becomes evident and hurts a chapter. Since a new member must “drive” himself during pledgeship, once he has “proven himself” (after initiation) he relaxes his standards and in many cases his actions encourage apathy, non-involvement, and even misconduct.
- A negative attitude cycle is created and it stifles progress. There is usually a tendency for the newly initiated member to “get back” at future pledges. Hence, the cycle has begun once again and continues to be reinforced. No real progress is made and there is often much regression.
- Valuable time is wasted and energy is often misdirected. Because the pledgeship is extended into months with the creation of pointless activities, some very valuable time is wasted and energies misdirected.

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- Members become addicted to the “pledge program.” The addiction to pledges cleaning the house, sponsoring functions, raising money, and running errands becomes an unhealthy norm. Frequently, the initiated members discard their responsibilities as members because they are dependent on the “pledges.”
  - Total participation is never a reality. Because the “pledges” are not involved in meetings and votes, because of the emphasis on class structure, because of the double standards, and because of the artificial and negative incentives used in a pledge program, total chapter participation is never achieved. It is always fragmented and fragile.
  - Individual needs are often overlooked. The very concept of “pledge education” deals with the new member as a part of group with little regard for individuality. “Pledges” are grouped together in a class. They are rewarded and disciplined as a group. Individual needs and contributions are disregarded.
  - “Educational” tools often become instruments of subtle harassment. The use of “educational” tools can become the tools for acts of hazing. Signature books, “constructive line-ups,” quizzes, tests, assignments, pranks, and walk-outs may in the end serve a “noble purpose,” but that does not mitigate the nature of these activities as hazing.

The public often stereotypes pledging as a negative side of fraternity life. As a rule, the “public” is a good and objective judge of the character and conduct of a chapter. To them, to college administrators, and to a great number of fraternity alumni, subservience, separation, and ridicule are not acceptable. When they see “pledge pranks,” initiation drinking parties, ridiculously costumed pledges, and even “pledge class” service projects, the attitude of subservience, separation, and ridicule is transmitted to the public and the image and reputation of the fraternity and chapter are damaged.

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## Comparison of Traditional and Membership Development Concepts/Programs

<b>ASSIMILATION</b> (Membership Development)	<b>rites of Passage</b> (Traditional Pledge Program)
<p><b>EMPHASIS IS ON THE INDIVIDUAL</b> Each person is considered to be unique, having different values, needs, goals, talents and skills. Each pledge is assessed individually, identifying talents, and weaknesses as they relate to the chapter as a whole.</p>	<p><b>EMPHASIS IS ON THE GROUP</b> Attitude of “What’s good for one is good for all?” Equal/same treatment based on tradition and the convenience of the brothers.</p>
<p><b>CHAPTER UNITY IS STRESSED</b> Pledges already have so much in common that they will naturally be attracted to one another. The real challenge is to integrate then into the chapter. They will want to join the CHAPTER, not the pledge class, yet we seldom put our energy into providing opportunities for meaningful interaction with the brothers.</p>	<p><b>PLEDGE CLASS UNITY IS STRESSED</b> Chapter makes a big deal out of the pledge class as a single unit, requiring and encouraging group pranks, projects, etc. Meetings, discussions, and goals are separate from those of the brothers.</p>
<p><b>PLEDGES ARE DRAWN INTO WHOLE CHAPTER ACTIVITIES</b> If the purpose of a pledge program is to create good brothers, then help new members get to know what the rights, responsibilities, and realities of being a member are e.g. serving on committees, tailing officers, participating in the setting of goals, and helping to achieve the goals.</p>	<p><b>PLEDGES PARTICIPATE MAINLY IN PLEDGE ACTIVITIES</b> In traditional programs, new members are sheltered or protected from participating in Chapter decision-making and goal setting, for the fear that they can’t handle it or that it might scare them away.</p>
<p><b>RESPONSIBILITY FOR THE SUCCESS OF THE PLEDGES FALLS ON EACH MEMBER</b> Each chapter member exercises his right to vote to pledge new members and each is therefore responsible for helping throughout the assimilation process. The size of the pledge class may actually be determined by counting how many brothers will fully accept this responsibility and follow through with it.</p>	<p><b>THE PLEDGE CLASS TRAINER IS RESPONSIBLE FOR THE SUCCESS OF THE PLEDGES</b> After rush, active members generally dust their hands of the responsibility for new members, and the pledge trainer is left alone, to prepare the new members.</p>
<p><b>THE GOAL OF PLEDGE LESSONS IS NOT SIMPLY TO MEMORIZE THE MATERIAL, BUT TO UNDERSTAND AND BE ABLE TO APPLY IT</b></p>	<p><b>PLEDGE LESSONS ARE CHARACTERIZED BY ROTE MEMORIZATION</b></p>
<p><b>DEVELOPMENT CONTINUES FOR THE DURATION OF AFFILIATION</b> Members are aware that there are always new skills to be learned as active brothers and fraternity officers. Just because a person is initiated does not give him the right to coast or sit back on his proverbial laurels while others do the work. The chapter provides members with opportunities for growth, e.g. workshops and seminars.</p>	<p><b>GROWTH AND LEARNING END WITH INITIATION</b> Initiation signals you have finally arrived and survived. Somehow pledges miraculously become acceptable overnight.</p>
<p><b>PRIME MOTIVATORS ARE PRIDE, ACCEPTANCE, UNDERSTANDING, AND THE EMERGENCE OF SELF RESPECT AND CONFIDENCE</b> Brothers are responsible for setting a good example for the pledges to follow. Expectations are explained and established early and regular individual pledge evaluations are used to assess progress throughout there pledge period.</p>	<p><b>PRIME MOTIVATORS ARE FEAR AND INTIMIDATION</b> These tactics may have fairly good short-term results, but in the long-term breed resentment and animosity.</p>

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## *CHAPTER 4*

### *New Member Orientation*

Initial exposure to PUMP comes during the first days of association with Psi Upsilon. PUMP calls for a seven-week period of new member orientation, starting with the pledging ceremony. The goals of the orientation period are to completely familiarize the pledges with the chapter and the Fraternity, and to fully integrate them into the chapter. During this time the new members are expected to attend meetings and participate in the governance of the chapter as committee members, in addition to attending a weekly pledge/house meeting and participating in all additional PUMP sessions.

Pledges shall pay the same chapter dues as any brother. Chapters shall convene weekly “House Meetings” in a public area of the chapter house. These meetings will serve as the forum for all routine business, including social and alumni events, and financial operations. Pledges shall be permitted to vote on all matters brought before chapter meetings.

Chapters will still hold ritualistic brothers’ meetings. These meetings may deal with any business deemed unsuitable for discussion with uninitiated individuals, particularly those matters relating to initiation and recruitment votes. In addition, chapters shall be required to place all pledges on a chapter committee. Pledges can also serve as officers in extenuating circumstances. There will be no “pledge class” officers.

PUMP is designed to help make members of Psi Upsilon better students, better leaders, and better members of society at large and of Psi Upsilon in particular. The orientation period provides the chapter with its first opportunity to begin working towards these ultimate goals. The process of maturation and development is a process that goes well beyond the brief period of time spent as a pledge. The monthly PUMP programs and active member rituals will further help develop the individual members.

It is essential to remember that the experience had as a pledge will determine the type of brother the pledge becomes. If a pledge is treated disrespectfully, he will not respect others. If the pledge is not given responsibility, he will not accept responsibility. If the pledge is treated as a member of a

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pledge class, he will never emerge as an individual. **If a pledge cannot trust his brothers, he will not trust his brothers.**

### *Purposes of the New Member Orientation Program*

The purposes of the orientation program, as prescribed by the Fraternity's Constitution, are to:

- Provide a thorough and comprehensive orientation to Psi Upsilon - its history, international structure, philosophy, values and ideals, traditions, ritual, songs, and programs.
- Create a sense of responsibility and commitment to the college or university and to Psi Upsilon.
- Develop a sense of unity and camaraderie within the brotherhood.
- Provide a working knowledge of how the chapter operates, both as an organization and as a physical plant.
- Develop a clear understanding of the pledge's future role in the chapter and the contributions the pledge can make as a brother.
- Encourage and motivate the pledge to develop potential managerial and leadership skills.
- Guide the pledge toward improvement as an individual and as a member of the community.

The above purposes, which include words like responsibility, commitment, brotherhood, understanding, encourage, motivate, and guide, are unachievable in a hazing environment.

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### ***Objectives of New Member Orientation in PUMP***

- To integrate pledges into the brotherhood as smoothly and rapidly as possible.
- To completely eliminate hazing in Psi Upsilon.
- To provide a thorough and meaningful orientation of new members in 6-8 weeks.
- To replace pledge activities and pledge work sessions with all-chapter events and work sessions involving both brothers and pledges.
- To include pledges on chapter committees and give them a voice in chapter affairs. To stimulate leadership skills. With some committee chairs and co-chairs reserved for pledges. Pledge class officers are eliminated.
- To promote chapter unity and de-emphasize pledge class unity since it tends to create horizontal divisions and cliques within the chapter.
- To remove subservience as a component of orientation. Pledges are in no way subservient to active members and discipline of pledges is handled within the same framework of laws and policies that govern the members.
- To instruct pledges through a series of conferences using group discussions, case studies, and individual development, rather than the traditional classroom methods.

The pledges will find that they are welcome and integral parts of the brotherhood. The distinction between brother and pledge is not emphasized and grows less important over time, culminating in initiation.

### **Hazing**

Consistent with a constructive pledge education program, the Psi Upsilon Fraternity declares itself unalterably opposed to hazing in any form or under any circumstances. Hazing is defined as any activity of the Fraternity or of its individual members which:

- Causes or is likely to cause mental or physical harm, discomfort, embarrassment, harassment, ridicule, damage, or injury.
- Disrupts an individual's academic interests and pursuits, adversely affects an individual's normal lifestyle, or asks an individual to violate any government laws or college regulations; or
- Creates an impression that is detrimental to the public image of Psi Upsilon. The forced consumption of alcoholic beverages or drugs is strictly prohibited.

If you witness or are aware of any hazing activity, you are required to inform the Executive Director of the Fraternity at 1-800-394-1833. Any chapter that violates these principles shall be subject to disciplinary action by the Executive Council or by a three-fourths vote at the ensuing Convention.

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The orientation chairman, each pledge, and each member selected as a Big Brother are required to sign a statement saying that they have read and understand the Fraternity's position on hazing. All members are to be regularly instructed on the definition of hazing and the Fraternity's strict opposition to any acts construed as such.

### **The Founders' Pledge Ceremony**

The pledging ceremony, or Founders' Pledge, is the new member's first glimpse at the ritualistic side of Psi Upsilon. It is essential that this ceremony be conducted with the utmost dignity and respect. The Founders' Pledge is the legacy of the Fraternity's seven founders and should be treated as a living link with them. The Pledge is essentially a promise to keep everything related to Psi Upsilon secret. Secrecy was important in the early days of fraternities because members of the Greek societies were liable to be persecuted by faculty members, who felt the fraternities were undermining their authority. Secrecy is also a way of creating an atmosphere of trust within the group. At no time should any member or affiliate of Psi Upsilon be forced to compromise himself or his beliefs because of this vow of secrecy.

A discussion of the meaning of the Founders' Pledge should be held as soon as possible after the ceremony takes place. Without this type of reinforcement, it is likely that much of the meaning of the ceremony will be forgotten in a short period of time. Reminding the pledges (and brothers) of the obligations they have assumed and the promises they have made will serve the chapter well over time.

### **Big Brothers**

After being pledged to the Fraternity, the pledges begin their Orientation Program. Each pledge will be assigned a Big Brother to act as a mentor during the orientation period.

The first the order of business in the Orientation Program is to begin the Big Brother selection process. The Big Brother, working with the 1<sup>st</sup> Angelos, is the cornerstone of the orientation program. The Big Brother will speed integration and help with the training necessary to allow the pledge to become a fully functioning member of the chapter. Selection as a Big Brother is an honor that carries with it much responsibility. It is his duty to teach the new member the meaning of

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“brotherhood” in Psi Upsilon. Big Brothers and pledges will be matched during the second week of the orientation program.

As 1<sup>st</sup> Angelos, you are responsible for the Big Brother program. You will need to gather academic information about the brothers, along with information concerning their extracurricular involvement. You will also need to hold several meetings before and during the Orientation program:

1. Meeting of eligible brothers to assess willingness to serve as Big Brothers
2. Orientation meeting for those selected to serve
3. Big Brother Ceremony
4. Progress meeting mid-way through Orientation Period

### **The Role of the Big Brother**

The Big Brother, working with the 1<sup>st</sup> Angelos, is the key to the success of the orientation program. The Big Brother will introduce the pledge to the chapter and educate him on the nature of the Fraternity, the brotherhood, and collegiate life. Moreover, the Big Brother has the responsibility to be a role model for the new member.

In addition to personifying the ideals of Psi Upsilon, the Big Brother has the following responsibilities:

- Will spend 30 minutes to one hour with the pledge each week to discuss material assigned by orientation chairman
- Will keep the pledge apprised of chapter events, including meetings and functions, and is responsible for pledge’s attendance at these events
- Will study with the pledge at least 2 hours each week
- Will present the pledge with a pledge pin, then badge, in the appropriate ceremony

In addition, the Big Brother should:

- Attend all pledge meetings with his Little Brother
  - Have similar fraternal and personal interests
  - Monitor academic performance
  - Assist in the Little Brother’s social adjustment
  - Establish a relationship with the parents of his Little Brother through phone calls and letters
  - Act as a sounding board when needed
  - Give an introduction to, and explanation of, chapter customs
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The pledge will:

- Demand continual involvement from his Big Brother
- Discuss any difficulties and problems with his Big Brother
- Use his Big Brother as a resource for fraternal, academic, and social issues
- Expect his Big Brother to perform the responsibilities listed above.

### **The Selection Process**

The 1<sup>st</sup> Angelos will conduct a meeting at some time before the Founders' Pledging Ceremony with those brothers who are eligible, explaining the obligations and honor of being selected, and will compile a list of those willing to serve as Big Brothers. There will later be an orientation meeting of those willing and eligible to serve.

There are both objective and subjective criteria used in the selection of Big Brothers. To be eligible, the following criteria should be met.

**OBJECTIVE** criteria include:

- Perfect or near-perfect attendance at meetings (excused absences only);
- GPA above all-male average; and
- One of the following a) committee chair, b) involvement in a student organization, or
- Involvement in an athletic team.

**SUBJECTIVE** criteria are:

- Leadership abilities;
- Exemplary conduct; and
- Knowledge of Psi Upsilon history, tradition, and principles.

Of those brothers who are eligible based on the above criteria, the 1<sup>st</sup> Angelos will develop a list of those willing to act as Big Brothers. This list must be approved by a majority vote of the members.

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### **Big Brother/Pledge Matching**

Matching of Big Brothers and pledges is to be done with consideration for the needs of the pledge and the strengths of the member. For example, a pledge with poor study skills would be paired with an honor student, or a pledge might be paired with a chairman of a committee of his interest. With this in mind, matching will be done by the 1<sup>st</sup> Angelos, the Recruitment Chairs, and a group of not more than four Big Brothers.

**BIG BROTHERS AND LITTLE BROTHERS ARE NOT DRINKING BUDDIES!**

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## *The Orientation Sessions*

The Orientation Period gives the pledges a chance to learn what Psi Upsilon really is. True, history and famous alumni are important, but they do not define Psi Upsilon. Psi Upsilon is defined by the things we believe, the values we uphold, the ideals and principles we strive to achieve every day. It is your responsibility to convey the real meaning of Psi Upsilon to the new members. If they do not learn about honesty, compassion, generosity, and courage, then they will be unable to fully live the ideals of the fraternity.

At all times during the Orientation Period, the chapter must remember that the primary obligation of anyone affiliated with Psi Upsilon, brother or pledge, is to pursue academic excellence. If a pledge learns nothing else during the Orientation Period, he must learn the importance of achievement in the classroom. Under no circumstance should orientation sessions or other activities interfere with studying, classes, or other class work.

The orientation sessions give the pledges an opportunity to review what they have read in *The College Tablet*, to ask questions about the chapter and Psi Upsilon, and learn firsthand about the Fraternity from undergraduate and alumni Brothers. There is neither a time for quizzes nor a time for lectures. It is the joint responsibility of the pledge and his Big Brother to meet during the week to discuss the appropriate section of *The College Tablet*. The orientation meetings are to provide information or perspectives beyond the contents of *the College Tablet*. For example, the section on alumni could be enhanced by attendance at an Alumni Board meeting, or the text on “Psi U history” could be supplemented by an all-chapter Psi Upsilon trivia contest.

The following topics are covered in detail in *The College Tablet*:

- Introduction to the Orientation Period
- What is a Fraternity
- Responsibilities of Membership
- Organization of Psi Upsilon
- Chapter Organization
- History of Psi Upsilon
- History of the Chapter
- Role of Alumni
- Songs of Psi Upsilon

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As has been done with this suggested program, the syllabus of the orientation period follows the order of presentation in *the College Tablet*, with songs spread throughout the seven-week period.

***Suggested New Member Orientation Syllabus:***

**WEEK 1**

- Founders' Pledge Ceremony
- Introduction to the Orientation Period
- Introduction to PUMP
- What is a fraternity? /mission statement
- Sign hazing statement/800 number/discussion
- Song
- *the College Tablet*: Section 1 & 2 (The Orientation Period, What is Fraternity?)

**WEEK 2**

- Big Brother Ceremony
- Discussion of Founders' Pledge ceremony
- Officer responsibilities
- Song
- *the College Tablet*: Section 3 (Responsibilities of Membership)

**WEEK 3**

- Discussion of Big Brother ceremony
- Convention, Headquarters
- Other chapters
- Song
- *the College Tablet*: Section 4 (Fraternity Organization)

**WEEK 4**

- Song
- College Tablet Section 5 (Fraternity History)

**WEEK 5**

- Song
  - *the College Tablet*: Section 6 (Chapter Organization & History)
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**WEEK 6**

- Song
- *the College Tablet: Section 7 (Role of Alumni)*

**WEEK 7**

- Initiation Ceremony

### *Initiation*

Initiation is, by definition, the beginning. If the Orientation Period is conducted with this in mind, then the pledges will be fully prepared to assume the responsibilities and privileges of membership. They will be enthusiastic about the opportunities for leadership and growth that await them. They will be anxious to take responsibility in the brotherhood. Initiation must neither be viewed nor presented as simply the end of pledgeship, as the goal to be achieved. If this is done, the pledges will assume that the lessons learned only apply to pledges, not to brothers. The result will be apathetic members, lost seniors, and “inactives.” Initiation is not something that is earned. Pledges are chosen for the qualities they possess, qualities that will make them good brothers. They are already “good enough” to be initiated. But the pledge must be prepared for initiation through the education and experiences of the orientation program so that it is meaningful and will truly mark the beginning of a lifelong commitment to the chapter and Psi Upsilon.

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## ***CHAPTER 5***

### **Monthly Fraternity Education Sessions**

The bulk of the PUMP programming is directed towards the non-academic education of the general membership of the fraternity. The program will allow the Fraternity to achieve its mission of providing an opportunity for excellence. The theoretical underpinnings of PUMP are found in standard theories of human development. The eight dimensions of human development according to this model are:

- Intellectual
- Emotional
- Human awareness
- Values
- Physical
- Social
- Life planning
- Community awareness

Following the PUMP program, chapters will address one developmental dimension each month during the academic year as the “PUMP theme” for that month in order to promote development in that area. One or more topics from that dimension will be covered during the course of the month through workshops, discussions, or planned group activities.

#### ***Dimensions of Development for All Brothers***

##### **1. INTELLECTUAL DEVELOPMENT**

The focus is on cognitive activity. Development of the intellectual dimension involves an increased ability to make judgments based on incomplete data; a recognition that there is frequently no right answer and that answers often generate more questions; an appreciation for the complexities of the reasoning process and for the complexities of the universe in which we live; an appreciation for the value and limitations of thinking and reasoning; there is a movement from concrete to abstract thinking and this change includes elements of excitement, curiosity, and creativity.

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**Sample Programs:**

- Time management
- Great Issues Series
- College bowl competition
- Sponsor a study break
- Sponsor academic achievement programs
- Attend a concert as a chapter
- Attend a lecture as a chapter

**Resources:**

- Study skills office
- Library
- Faculty
- Health center
- Psychological services staff
- Residence life staff

## 2. EMOTIONAL DEVELOPMENT

The focus is on effective activity. Development of the emotional dimension involves an awareness and acceptance of your feelings. The emotionally healthy person not only recognizes personal emotional states, but also is sensitive and responsive to the emotional states of others. Health in this dimension also includes recognition of personal limitations, a sense of autonomy, an ability to effectively deal with stress, and an ability to form satisfying relationships with others.

**Sample Programs:**

- Stress management
- Values clarification
- Assertiveness training
- Seeing myself as others see me
- Death and dying
- Effective confrontation
- Brotherhood Building activities: Pat on the Back, Chapter Connections, Let me In

**Resources:**

- Psychological services staff
- Campus ministers
- Residence life staff

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### 3. VALUES

The focus is on the search for the meaning of life. Development in this dimension involves a quest for a system of an internalized and integrated set of guiding principles or ethics by which life decisions are made. Personal philosophy and spirituality may be facets of this dimension.

#### **Sample Programs:**

- Exploring dilemmas
- Death and dying
- Enjoying life
- Developing a personal philosophy
- Religions
- Confrontation 101
- Brotherhood Building Activities: What's a Brother, Where Will We Be, Meaning of Life

#### **Resources:**

- Campus ministers
- Philosophy faculty

### 4. HUMAN AWARENESS

The focus is on a recognition, acceptance, and appreciation for differences in people. Ethnic, cultural, and lifestyle differences are included here. This focus includes examination of value differences and their impact on personal attitudes and behaviors, and an ability to see beyond one's own experience and celebrate differences and similarities between people.

#### **Sample Programs:**

- Sexism
- Racism
- Gay/lesbian issues
- World cultures
- Human rights
- Foreign films series
- Disabilities

#### **Resources:**

- Off-campus studies office
  - Anthropology department
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- Sociology department

## 5. SOCIAL DEVELOPMENT

The focus is on mutual interdependence in a community of others. Development in this dimension involves an increased ability to balance the needs of self with the needs of others. Socially healthy people strive for harmony and stimulation in their relationships; they appreciate a balance between being alone, being with a few others, and being in a crowd. This dimension includes developing social and interpersonal skills.

### **Sample Programs:**

- Special theme dinners
- What do I say after hello
- Dependence/independence in personal relationships
- Having fun and staying sober
- Brotherhood Building Activities: Mix the Cliques, Let Me In

### **Resources:**

- Student health center staff
- Residence life staff
- Health and physical fitness faculty

## 6. PHYSICAL DEVELOPMENT

The focus is on encouragement of cardiovascular fitness, flexibility, and strength. This dimension also includes knowledge about food and nutrition and discourages the use of tobacco, drugs, and excessive amounts of alcohol. It encourages activities that contribute to high-level health including medical self-care and appropriate use of the medical system.

### **Sample Programs:**

- Safe Sex
- AIDS awareness
- Intramurals
- Nutrition
- Alcohol/drug use and abuse

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**Resources:**

- Intramural department
- Health and physical education faculty
- Student health center staff

**7. COMMUNITY AWARENESS**

The focus is on the awareness, acceptance, and appreciation of one's role in the community. It involves an understanding of the balance between individual and community rights and responsibilities.

**Sample Programs:**

- Clothes drive for charity
- Canned food drive
- Time with senior citizens

**Resources**

- United Way
- Big Brother/Big Sister

**8. LIFE PLANNING**

The focus is on preparation for post-college years including vocational and vocational pursuits. This dimension involves career exploration, job search skills, the world of work, parenting, marriage and family, financial planning, and hobbies.

**Sample Programs:**

- Resume writing
- Insurance planning
- Career exploration
- Dress for success
- Exploration of a vocational interests

**Resources:**

- Campus career development staff
  - Graduate students
  - Pre-career advisors
  - Alumni
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## **Resources for PUMP Monthly Fraternity Education Sessions**

The following resources are available from the International Office to assist you in planning your monthly PUMP educational program. They are grouped by theme for easy reference. Included with each video is a discussion guide to help you and your chapter get the most out of the session. The printed resources, such as handbooks and booklets, provide ideas and helpful hints upon which your session can be based.

### **Theme 1: Intellectual Development**

- “TIPS to Improve Scholarship”
- “Psi Upsilon Academic Program”
- “GAMMA Guide” booklet - scholarship

### **Theme 2: Emotional Development**

- “This Is My House” video
- “GAMMA Guide” booklet - relationships

### **Theme 3: Human Awareness**

- “Campus Rape” video
- “What Women and Men Should Know about Date Rape” booklet
- “GAMMA Guide” booklet - Black/White Greek relations
- Stop Look and Listen (NIC)

### **Theme 4: Values**

- “This Is My House” video
- “Hazing on Trial” video
- “Hazing Lies” video
- “When ‘No’ Means Rape” video
- “Campus Rape” video
- GAMMA Guide” booklet - values and ethics
- Challenges and Choices (NIC)
- Our Chapter, Our Choice (NIC)

### **Theme 5: Physical Development**

- “Campus Rape” video
- “Your Alcohol - Responsible Drinking” video
- “Alcohol Awareness - Mike Green” video

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**Theme 6: Social**

- “Anatomy of a Party” video
- “Improving Interpersonal Skills” booklet
- “Well, how do we do it then?” handbook
- “Ideas for Fraternity Programming” handbook
- “Testing Your Alcohol IQ” video

**Theme 7: Life Planning**

- “Handbook for Career Development”
- “About Time Management” booklet

**Theme 8: Community Awareness**

- “Handbook for Public Relations”
  - CNN/Crossfire Fraternity Debate video
  - “GAMMA Guide” booklet - campus/community relations
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## ***CHAPTER 6***

### **Brotherhood Building Activities**

**I**n the organized hierarchy of the chapter, much can be taken for granted in interpersonal relationships. This can lead to misunderstandings, hurt feelings, frustration, and organizational inefficiency. PUMP attempts to minimize these problems with Brotherhood Building Activities. The purpose of these Brotherhood Building Activities is to minimize the hazards of group dynamics by encouraging group interaction, breaking down barriers, and providing positive reinforcement for participation. These activities will make communication easier, enhance the chapter's strengths, and allow for weaknesses to be addressed.

The activities can be used in many different settings and at all times of the year. New member retreats, recruiting functions, chapter meetings, alumni functions, and orientation sessions all provide opportunities to strengthen the brotherhood. Most of the activities included here require nothing more than a little time and a willing chapter.

PUMP requires that at least one of these activities be done each month during the academic year.

Exercises included here are:

- Carousels
- Chapter Connections
- Electric Fence
- Gavel/Candle Pass
- Giving Directions
- International Fraternity
- Knots
- Let Me In
- Mix the Cliques
- Meaning of Life
- Numerical Order
- Pat on the Back
- Partner Stretch and Stand
- People Platform
- Pin and Flag
- Where Will We Be?
- What's a Brother?

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The exercises are taken from the National Interfraternity Conference publication “Brother-hood Building Activities” Others may be available from the Greek advisor on your campus.

### *Carousels*

**Supplies needed:**

None

**Suggested time:**

30 minutes

**Activity agenda:**

All chapter members should make one large circle. Instruct members to count off by twos. Ask all “1”s to step inside the circle and face out, thus facing one of their brothers on the outside circle. This step should form two circles. Make sure each has a discussion partner.

Instruct members that they will be given a topic that they will discuss with their partner for 60 seconds. Each partner should speak for an equal amount of time. Let them know that you as the leader will let them know when time is up.

After the minute is up, instruct everyone to stop talking. Instruct the inside circle to move one person to their right. All members should now have a new discussion partner. Give them another topic. Continue through the following questions:

- Initially, what drew you to our fraternity?
- What is brotherhood?
- How do you define respect?
- What is your favorite brotherhood building activity?
- I am most proud of this fraternity because...
- A brother is considering dropping out of school and the chapter. What would you say to him?
- What is trust?
- What do you enjoy most about our fraternity?
- I feel closest to my brothers when.
- I am most frustrated with our chapter when.
- The most important aspect of our fraternity is.

To conclude, take some time to discuss these topics as a group.

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## *Chapter Connections*

**Supplies needed:**

Ball of yarn

**Suggested time:**

2 minutes for each participant

**Activity agenda:**

Ask all members to stand in a circle. The leader should hold the ball of yarn in his hand and inform the group that he is going to share how he plans on contributing to the fraternity. When finished he is going to gently toss the ball of yarn to another person while still holding onto the end of the string. That person should then continue by expressing his goals or contributions, holding onto the string, and then tossing the ball to another brother. The yarn should be held tightly between members.

When the entire chapter has shared, you will have a large “web” of yarn in the circle. The leader should talk about the value of the contributions of each individual. If each person did not pull his own weight, the rest of the members would need to “pick up the slack” for him. To exemplify this, have several brothers release the string. The web will become slack, illustrating the extra work that will have to be done by others.

Close the discussion with a group brainstorming session on how the chapter can encourage everyone to follow-through on their commitments, ask for help and support from their brothers, and how they can all pull their own weight in the chapter.

## *Electric Fence*

**Supplies needed:**

Rope  
Trees

**Suggested time:**

20-30 minutes

**Activity agenda:**

A rope should be tied between two trees at a height of four feet. Ask the participants to imagine that this is an electric fence with a force field from the top of the rope to the ground. The object of this

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exercise is to get the entire group over the fence.

The first person may not run and jump over the rope. He may not exit head first. The last person may not jump the fence, or otherwise exit under his power alone - encourage group work.

When going over the rope, participants may not touch the rope, the supporting trees, or break the plane under the rope. If members touch the rope or break the plane they “lose” the use of the body part that touched the rope. So, for example, if someone accidentally hits the rope with his arm, he has to

Hold that arm across his body and cannot use it to help others over, or use it to help him get over the rope later. The facilitators must emphasize the importance of spotting and personal safety.

**Spotting rules:**

- If they begin to step on the backs of others, remind them not to step directly on the spine or the neck, but to use the shoulders and hips if necessary.
- Only one participant will be moved at a time.
- The leader spots the first two participants over the fence. Thereafter, the group members are fully responsible for spotting.
- The leader will also spot the last participant out.
- The leader does not physically support the participants unless necessary in the instance of a fall.
- Spot until the person in transport is completely over the fence and on the ground.
- Be careful to spot the head and shoulders at all times.
- Do not let one person to be a step for too long.
- Heads and shoulders must always be above the feet.

When all group members have crossed the rope, process the experience by asking the following questions:

- Was the group challenged by this exercise?
- Was communication strained? Why?
- How did the group accept your ideas?
- Did you lead or follow during this exercise? Why?
- What type of positive or negative reinforcement did you receive?
- What would you do differently in your next attempt?
- How would you work better as a team?

**Source:**

*Western Illinois University, Horn's Lodge Teams Course*

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## *Gavel/Candle Pass*

### **Supplies needed:**

Fraternity president's gavel or large drip less candle

### **Suggested time:**

2-3 minutes per member

### **Activity agenda:**

Gather the membership in a circle. The president begins this activity by sharing why he values his membership in the fraternity. When finished, he passes the gavel to the next member. Whoever holds the gavel has the floor. No one can interrupt him.

Chapters have used this activity to air grievances, publicly praise their brothers one at a time, thank individuals, and close chapter meetings.

## *Giving Directions*

### **Supplies needed:**

3" x 5" note cards

### **Suggested time:**

30 minutes

### **Activity agenda:**

Before you begin the activity, make five to ten note cards with simple tasks written on each. Some examples of tasks are:

- Tying a shoe
- Sharpening a pencil
- Opening a carton of milk
- Wrapping a package with paper and tape
- Closing a jacket zipper
- Opening a can with a can opener

Explain to the chapter that this activity will provide experience in giving directions. One at a time, 10 volunteers should individually draw a card and read it. One at a time, the men give the directions to the group in his own words without telling what the task is. Tell them not to use their hands with their directions.

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See how many tasks the group can guess based on the directions given by each member. As a large group discuss the following questions:

- How could you tell if the directions given were correct?
- How could you tell if the directions were clear?
- How did you decide what information to include when writing the directions?
- How does this relate to appropriate delegation?
- What did you learn about giving proper guidance or direction in the chapter?

**Source:**

*Leadership Skills You Never Outgrow, Leadership Project Book I. Cooperative Extension Service, College of Agriculture, University of Illinois at Urbana-Champaign.*

### ***International Fraternity***

**Supplies needed:**

A large map of the United States and Canada mounted on foam boards

Straight pins

**Suggested time:**

45 minutes

**Activity agenda:**

This activity is a good reminder for older members and a good learning tool for new members.

Display the map(s) in a visible area. For each chapter in the Fraternity, cut out a small pennant and write down the chapter's Greek letter(s) and school name. Both new and initiated members should read through the chapter roll and pin a pennant where the school is located.

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Conduct an educational program on your national organization, its history, founding principles, and international headquarters.

Conclude the program with a song or by using the grip to symbolize being part of a larger whole.

### ***Knots***

#### **Supplies needed:**

None

#### **Suggested time:**

30 minutes

#### **Activity agenda:**

Break the chapter into small groups of 8-10. The objective of this activity is for individuals to examine communication and teamwork in a group setting.

There should be one observer for each group to listen to statements, watch for the natural leaders, watch the members who don't give input, and oversee the general group dynamics.

The small group should form a shoulder-to-shoulder circle. Each person puts their right hand in the center of the circle and joins hands with one person across the circle. Each person puts their left hand in and joins hands with a different person (not next to him).

When the group has their hands in a tangle, they need to figure out a way to get untangled without breaking grips (there are four possible solutions; a circle, two separate circles, two interlocking circles, or two circles with an overhand knot in it).

When all groups are finished, gather them together for a large group discussion. Discussion questions:

- Was this challenging?
- What was most frustrating about this exercise?
- How did you approach this task? Act first, think second? The other way around? How do we approach problems in our chapter?
- Was everyone in the group heard?

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- Who was the immediate leader? Did that person continue to lead throughout the exercise?
  - Were there any good ideas lost?
  - What did you learn about yourself through this exercise?

**Source:**

*The New Games Book* edited by Andrew Fluegelman, Doubleday and Company, Inc., Garden City, New York 1976.

***Let Me In***

**Supplies needed:**

None

**Suggested time:**

30 minutes

**Activity agenda:**

Ask one member to volunteer. Instruct the rest of the membership to form a circle and put their arms around each other, shoulder to shoulder. Instruct the single volunteer to try to use any method possible to get into the circle.

Ensure that the member does not hurt himself or other chapter members. This exercise usually results in the single volunteer trying to push and shove members and attempt to tear apart the bonded arms.

After a few minutes ask everyone to take a seat. Allow the volunteer how he felt trying to get into the circle (expect answers like tired, frustrated, angry). Then ask the member “Why didn’t you just ask your brothers to let you in?” Ask the volunteer, “Why did you immediately assume you had to fight to get into the circle?”

Ask these processing questions of the whole group:

- How does this activity relate to our chapter?
  - How does this activity relate to our Greek system?
  - Let’s look at the leadership positions in the chapter. Do you think it is difficult to get these top positions? Why? Why not?
  - Do you think we have cliques in this chapter?
  - How would this activity relate to cliques?
  - How do we emphasize chapter unity?
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**Source:**

*Alpha Gamma Rho, Pre-Initiation Activities*

### **Mix the Cliques**

**Supplies needed:**

None

**Activity agenda:**

These activities can be used as methods of mixing different groups of brothers in preparation for different chapter activities or brotherhood building exercises. The purpose of these activities is to intentionally select groups that mix members from different cliques.

- Create groups by alphabet, first letter of first or last name
- Create groups by major
- Break into groups of in-house/out-of-house brothers
- Create teams by class year
- Mix by hometown or geographical area
- Create groups by birth month

**Source:**

*Theta Xi, New Member Manual*

### ***Meaning of Life***

**Supplies needed:**

None

**Suggested time:**

2-3 minutes for each participant

**Activity agenda:**

Ask each member to make up a metaphor for life. They can be in two categories: those that deal with food, and those that don't. Here are a few examples:

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- Life is like eating a grapefruit. First, you have to break through the skin; then it takes a couple of bites to get used to the taste, and just as you begin to enjoy it, it squirts you in the eye.
  - Life is like a banana. You start out green and get soft and mushy with age. Some people want to be one of the bunch while others want to be top banana. You have to take care not to slip on externals. And, finally, you have to strip off the outer coating to get at the meat.
  - Life is like a jigsaw puzzle, but you don't have the picture on the front of the box to know what it is supposed to look like. Sometimes, you're not even sure if you have all the pieces.

Members should share their metaphor with the group.

Discussion questions:

- If you could vote for the person with the most creative metaphor, who would win?
- Which metaphor do you find most relevant?
- Is your metaphor for life similar to your views on the fraternity?
- If you could choose a different metaphor for your fraternity experience what would it be?

**Source:**

*A Whack on the Side of the Head, by Roger von Oech.*

**Numerical Order**

**Supplies needed:**

Blindfolds for each participant

A large, open space

**Suggested time:**

20-30 minutes

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**Activity agenda:**

Inform members of the following rules:

- No talking
- No vision. If members are uncomfortable with being blindfolded, they can opt out of this exercise.

Groups will be made up of 15-17 people. Each individual will have a number (1-15) whispered into his ear. The facilitator will select one person who will have no use of his entire right arm. The task is for the group to arrange itself in numerical order without speaking and without the ability to see.

When the group feels it has completed the task, discuss the activity with the following questions:

- What was the most difficult aspect of this exercise?
- Did you have a sense of working together? Why or why not?
- How frustrating was it when you could not talk?
- How did you feel when you, or others, were not catching on to the form of communication?
- How does this relate to the chapter setting?
- To the person with the physical limitation, how did you feel when trying to initiate an idea? When someone approached you?
- How did the group communicate without the use of speech?

**Source:**

*The Wilderness Institute, Agoura Hills, California*

***Partner Stretch and Stand*****Supplies needed:**

None

**Suggested time:**

15-30 minutes

**Activity agenda:**

Ask members to find a partner. The presenter and another participant should demonstrate sitting and facing one another, toe to toe, feet flat on the ground, legs in front of them, knees bent. The two should clasp hands. The presenter should slowly lean back, thus stretching his partner's back. Switch. Practice slowly stretching back and forth.

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Each set of partners is challenged to stand up at the same time, still holding hands. The pairs will find this very easy to do. Now combine two sets of partners so that there are four people in each team. Again, ask members to clasp hands, sit toe to toe, and as a foursome, stand up.

After they successfully complete the task, groups of eight are to attempt the task. The final challenge would be pulling two groups of eight together to form a group of sixteen.

This done, gather the group together for a group discussion. The activity leader should ask the following questions:

- How did this exercise go?
- What was harder, the group of two, eight, or sixteen?
- What was significant about the different body sizes in the group?
- How did your role change as the group got larger?
- What worked in making it possible to complete the task?
- How did your strategies change as the group got larger?
- How does this exercise relate to the communication and planning needed to accomplish a task in the chapter?

**Source:**

*The Wilderness Institute, Agoura Hills, California.*

***Pat on the Back***

**Supplies needed:**

Sheets of 8 ½" by 5 ½" paper

Pens for each member

Tape

**Suggested time:**

15-20 minutes

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**Activity agenda:**

Tape the half sheets of paper to each chapter member's back. Members have 20-25 minutes to write personal thanks or something that you learned on the slips of paper. Continue the activity until cannot write any more in the space provided. Let the members read their sheets. Ask members to keep this sheet of paper and pull it out when they are having a tough time or a bad day.

### *People Platform*

**Supplies needed:**

One 2' x 2' square of plywood supported by 2" x 4" blocks of wood

**Suggested time:**

20-30 minutes

**Activity agenda:**

Remind participants of the following rules:

- All body parts must be off the ground
- The entire group (up to 16 people) must participate.
- There is a seven-minute limit to work together as a team.
- They may not sit or stand on each other's shoulders.

Explain the spotting rules. There will be one observer who constantly moves, and alerts the group to any swaying. If the group begins to lean, the spotter pushes them back onto the platform. Do not allow people to "leap" away from the platform - it can cause injury to self or others. Maintain control of the group at all times. Keep communication lines open.

After the group creatively attempts this exercise, they must hold everyone off the ground for ten seconds. Use the following questions for a follow-up discussion on group dynamics:

- How was this exercise challenging?
- Who jumped in first and became the exercise leader?
- Did the time constraints affect proper execution?

**Source:**

*Western Illinois University, Horn's Lodge Teams Course*

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## *Pin and Flag*

### **Supplies needed:**

Fraternity flag  
One active badge

### **Suggested time:**

30 minutes

### **Activity agenda:**

Candles should dimly light the room. All new and initiated members hold onto the edges of the flag with a fraternity badge in the center. The flag should be held taught to represent a strong chapter. The facilitator should share the analogy of the flag and chapter. The facilitator states some of the problems and challenges that the fraternity is facing. For example:

- Have you missed a chapter meeting?
- Have you skipped class?
- Do you maintain your room?
- Have you damaged the house?
- Have you pushed the leadership to break the rules?
- Have you missed a bill payment?
- Have you missed a rush event?
- Have you missed any philanthropic events?

If a member can relate to the statement he must let go of the flag. The facilitator should discuss how each area hurts the chapter after each statement.

With each statement members will let go and the flag will develop ripples and sag. The facilitator should discuss the value of each and every member to the chapter and how each member has to contribute to his full ability to make the chapter strong. Each member should share how he is going to keep the fraternity going strong.

### **Source:**

*Adapted from Delta Chi BRIEF, Pre-Initiation*

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## *Where Will We Be?*

**Supplies needed:**

Newsprint pad  
Markers

**Suggested time:**

20 minutes

**Activity agenda:**

Have the members of your chapter get in a relaxed position, close their eyes, and envision what their organization/chapter house will look like in 10 years. The facilitator can prompt responses by injecting the following questions:

- What physical changes do you “see” (envision)?
- What types of members do you “see” (envision)?
- What programs are being sponsored?
- Are there any programs or activities missing?

After five minutes of this introspection, ask members to share what they “saw” and record their ideas on the newsprint. After these observations are recorded, ask the group what implications they may have on what we are doing today. This is a good exercise to do before a chapter retreat or goal-setting session.

**Source:**

*Jim Miner, Director of Student Activities, Western Illinois University*

## *What’s a Brother?*

**Supplies needed:**

Paper  
Pens or pencils  
Newsprint pad  
Markers

**Suggested time:**

30-40 minutes

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**Activity agenda:**

Distribute paper and writing utensils. As a large group, members should brainstorm a list of 10 qualities they want in a friend. The facilitator writes these down on the newsprint so the entire chapter can see the list. This should take about ten minutes. The members should then list those ten qualities on their own paper in their own order of importance, #1 being the most important, #10 the least. The group should then share their lists in small groups of 8-12.

After the small groups discuss their own priority list, re-group as a chapter and use the following questions to lead a discussion:

- Why did you order the qualities as you did?
- Are these the same qualities we keep in mind during rush?
- What do you have to offer your friends?
- What does the chapter have to offer prospective members?
- Are we good to our members? Do we take our friendships for granted?
- How do we keep our friendships in mind at all times, not just during rush?

Source:

*Youth to Youth Conference Training Manual, 1987.*

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## CHAPTER 7

### Suggested PUMP Calendar for Academic Year

Throughout this manual, PUMP has been described as “integrated,” “comprehensive,” and “thorough,” requiring the coordinated efforts of the entire chapter and its cadre of officers to make it successful. Now that you have been exposed to the various aspects of PUMP, it is time to put the pieces together.

The sample calendar for a year of PUMP demonstrates how PUMP works. This calendar includes PUMP monthlies, brotherhood building activities, and some elements of new member orientation. For a more detailed description of the orientation program, refer to Chapter 4, “New Member Orientation.” To implement PUMP at the beginning of the academic year, simply develop the chapter’s master calendar as you normally would, but include PUMP activities as part of the overall chapter program.

#### September

##### *PUMP theme - intellectual development*

- Time management workshop
- Covenant and Code Ceremony
- Fall intramurals start
- Formal rush/recruiting
- Chapter retreat

#### October

##### *PUMP theme - emotional development*

- Presentation - dealing with divorce
- Community service project
- Founders’ pledging ceremony
- New member orientation begins
- Big Brother ceremony
- Homecoming

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November

*PUMP theme - social development*

- Alcohol/drug awareness workshop
- Founder's day dinner
- Initiation ceremony
- Team building

December

**PUMP theme - community awareness**

- Soup kitchen volunteers
- 1<sup>st</sup> semester finals

January

**PUMP theme - life planning**

- Resume writing/alumni careers day
- Team building
- Formal rush/recruiting

February

*PUMP theme - human awareness*

- Racial/multi- cultural film festival
- Gay/lesbian issues seminar
- New member orientation begins
- Big Brother ceremony

March

*PUMP theme – values*

- Developing a personal philosophy of life
- Initiation ceremony
- Spring break
- Team building

April

*PUMP theme - physical development*

- Campus-wide AIDS forum

May

- Seniors Dinner/Adamantine Chain Ceremony
  - Graduation
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## *CHAPTER 8*

### **Ritual Discussion Guide**

The purpose of Ritual Discussion is to help the Brothers recall the oaths and promises made while participating in the ceremonies of Psi Upsilon, and to reinforce the Ideals and Virtues of the Fraternity. The words and phrases used in Psi Upsilon's rituals offer a clear definition of the values and ideals of Psi Upsilon. Yet, for various reasons, most members have only a vague recollection of their meaning and content. By reading and discussing these words and their implications, we will arrive at a better understanding of the expectations of brotherhood, the responsibilities of membership, and the true meaning of fraternity. It is best to review each ritual within a few days of its performance.

The ritual chairman should facilitate the session. Begin each discussion session by explaining the purpose of the exercise to the whole group. Divide the chapter into three groups. Each group will receive phrases from the text of the ceremony along with discussion questions for each phrase. A recorder will be asked to keep track of the discussion on a separate sheet of paper. After 25 minutes of discussion, the group will come back together to share with the others what they discussed. The ritual chairman should also ask of the whole group if they found any of the material unfamiliar, if anything was new to them, or if any of it contradicted the chapter's standards or values.

You will need to keep the discussion focused on the "important" ideas present in the ritual. There will be very few "right" or "wrong" answers; therefore it is important to be careful that brothers do not attack one another or point fingers at those who have not lived the life of the "perfect brother." Try to keep the discussion on the abstract and esoteric. Make it clear to the brothers that these phrases are taken directly from the ritual and ceremonies as performed.

Discussion questions are included for the Founders' Pledge, the Big Brother Ceremony, the Initiation, and the Covenant.

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## Discussion Questions for the Founder's Pledge

The Founder's Pledge dates to November 24, 1833, and was signed by the original founders of the Fraternity. Its historical importance aside, it is the pledge's first exposure to the ritualistic side of Psi Upsilon. It is essential that the pledges understand what it means to be in Psi Upsilon, what will be expected of them, and what they can expect in return. By understanding and discussing the ceremony and the Founders' Pledge, the pledges will begin to gain that understanding. Brothers are expected to participate actively in this discussion.

- There is a "vital need for preparing new members for initiation by systematic instruction in the fraternity's songs, history, organization, traditions, and ideals." Why is this vital?
  - What are the "time-tested ideals" of Psi Upsilon? How have they withstood the test of time? Do people always act in accordance with their principles? Should they?
  - One of the goals of pledging is to create in the pledges an "attitude of mind and spirit [such] that they will appreciate fully our beautiful initiation ritual." What state of mind does this require? Why is it important to appreciate what happens in the initiation? How can the dignity and impact of the ceremony be compromised?
  - Why was Psi Upsilon founded?
  - What benefits does Psi Upsilon afford us as students? In later life?
  - Why is secrecy, as symbolized by the skull, important in the Fraternity? How would Psi Upsilon be different if it were "non-secret?" How do you feel about people that keep secrets from you? Why is Psi Upsilon secret?
  - What is the significance of the pledge pin? What does it symbolize?
  - Why do we have pledges?
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### *Discussion Questions for the Big Brother Ceremony*

Discussion of the Big Brother Ceremony is essential. By bringing the entire group of pledges and their Big Brothers together, you will ensure that both brothers and pledges are fully aware of their responsibilities to each other and to the chapter.

Although this session is not mandatory for the entire chapter, all Brothers should be encouraged to attend and participate in the discussion.

- What is the definition of leadership?
- What is a “model brother”?
- What is a mentor?
- Why does Psi Upsilon expect a lifetime commitment from its members?
- What is hazing? What are its effects? Why is hazing unacceptable in Psi Upsilon?
- What are our obligations to the future? What have we inherited from the past?
- What is Psi Upsilon’s “Beacon Light”?
- How can each one of us serve as an example to the community?

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## *Discussion Questions for the Initiation Ceremony*

This ceremony, with its annual reaffirmation ceremony, “The Covenant,” is the most important part of the Ritual program. Because of its significance, proper understanding of the ideas and concepts contained must be gained. The Initiation embodies all that is Psi Upsilon. All Brothers should participate in this discussion following each initiation.

### **How do the four Virtues of the Fraternity fit into our daily lives?**

“Ask to be initiated into our mysteries, and to become a member of our Brotherhood.”

- What are “our mysteries”?
- What does it mean to be initiated?

“I inform you that you have been unanimously elected a member of the Psi Upsilon Fraternity, and you now come to unite your name, your fortunes, and, we trust, most of all, your heart to a band whom the ties of kindred feeling, similar tastes, and mutual regard have bound together.”

- How are the obligations of brotherhood described in this section?
- How is chapter unity achieved?
- Why is it important that members are elected?
- Are pledges treated with the same “regard” as actives?

“We expect all who join our Fraternity to expel from their breast all distrust and jealousy and bring the warmest feelings to the common altar.”

- Why is trust important?
- How is trust violated?
- What causes jealousy? What are the consequences of jealousy in a brotherhood?

“We shall regard you with honest confidence and brotherly esteem, and shall expect from you the same warm offering.”

- How can you show “honest confidence” in your brothers?
  - How can “brotherly esteem” get lost in daily encounters? In what ways is self-esteem lessened?
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”In connecting yourself with this Fraternity, do you solemnly promise that you will obey its Constitution and its laws?”

- Why does Psi U have a Constitution?
- Should the Constitution dictate the behavior of the individual? Of the chapter?

“That you will faithfully perform every duty assigned you; and that you will contribute all in your power consistent with honor and morality for the promotion of the interests of the Fraternity and of your fellow members?”

- Are these promises important to the success of the chapter?
- Does this promise demand too much?
- Are your interests, the interests of the chapter, and those of the Fraternity the same? When do they diverge? What is your first loyalty?

“You have now entered into obligations from which you can never withdraw.”

- For how long are you a member of Psi U?
- How should alumni fulfill their obligations? Seniors?

“Upon you now rests the responsibility of sustaining and promoting by word and deed the principles and objects of the association with which you have connected yourself.”

- What are “the principles and objects”?
- How are these sustained?
- How do you deal with someone who is not sustaining them?

“We have pledged to each other our sacred honor”

- How do you define honor?
- Does the concept of “honor” apply to everyday life?

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### *Discussion Questions for The Covenant*

To avoid repeating the discussion of the Initiation, focus on the daily application of the Fraternity's ideals when discussing The Covenant.

- What does it mean “to confront my Brothers when they are in need?” How can confrontation be a positive encounter?
  - Why is it important to meet financial obligations in a timely manner? Can exceptions be made?
  - How far would you go to “provide assistance for those in need and sacrifice for them when necessary?” Would you do more for a brother in need than a stranger in need?
  - In what ways are we reminded of the commitment we have made to Psi Upsilon? To our brothers? When does Fraternity become inconvenient?
  - What situations make you proud to be a Psi U?
  - What situations make you wish you were not a Psi U?
  - In the past year, have you lived up to the expectations of a true Brother?
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