Higher Education: Handbook of Theory and Research, J.C. Smart (2012-12-06)
To recapitulate, Greeks differ from Independents and from the academy’s value priorities, but for the most part these differences derive from antecedent cultural factors. Moreover, there are some parallel developmental tasks that the academy’s value system may incorporate: social interaction and interaction through ideas. Only to a limited degree does the Greek “system” appear to adversely affect the acquisition and assimilation of the academy’s value priorities, i.e., students as a whole, Greek and Independent alike, appear to become more independent, socially concerned, and culturally sophisticated by graduation. However, the Greek “system” reflects the behavior of Greeks as more open-minded, an effect largely mediated by the use and abuse of alcohol and the relative absence of direct institutional supervision. Assuming the operation of the Greek system, the advancement of the academy’s agenda requires these considerations, since the characteristics of students as a whole encompass the characteristics engendered among Greeks.