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ABSTRACT

Since new student orientation programs are planned to help the college assimilate large numbers of incoming students into its community with a minimum of agitation and to help the student to effectively adapt to unfamiliar surroundings quickly and effectively, orientation planners must clearly understand the manner in which students interact with the college. This study was designed to facilitate this understanding by describing the educationally related value structures of incoming students, comparing the structure of incoming freshmen with that of upperclassmen, and using the structure obtained to isolate clusters of incoming students with similar value structures. The results of this project suggested that (a) the value structures of the typical entering freshmen and the typical upperclassmen are practically identical, and (b) 5 cohesive types of freshmen exist: progressive pessimists, progressive optimists, traditional optimists, idealistic resistors, and traditional isolates. The implications of these findings for orientation planners are discussed. (Author)

SPECIES OF ENTERING FRESHMEN: A TYPOLOGICAL STUDY OF AN ENTERING CLASS

STUDENT ORIENTATION SURVEY III

PREPARED FOR THE THIRD CURRICULUM COORDINATING COMMITTEE

STATE UNIVERSITY COLLEGE AT OSWEGO

BY

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AUGUST 8, 1972

Student Orientation Survey III

Abstract

Since new student orientation programs are planned to help the college to assimilate large numbers of aliens into its community with a minimum of agitation and to help the student to effectively adapt to unfamiliar surroundings quickly and effectively, orientation planners must clearly understand the manner in which students interact with the college. This study was designed to facilitate this understanding by describing the educationally related value structures of incoming students, comparing the structure of incoming freshmen with that of upperclassmen and using the structure obtained to isolate clusters of incoming students with similar value structures. The results of this project suggested that (a) the value structures of the "typical" entering freshmen and the "typical" upperclassmen are practically identical and (b) five cohesive types of freshmen, progressive pessimists, progressive optimists, traditional optimists, idealistic resistors, and traditional isolates exist. The implications of these findings for orientation planners was discussed.

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Species of Entering Freshmen: A Typological Study of an Entering Class

Student Orientation Survey III

College orientation planners are confronted with a dilemma. They are charged with the responsibility for developing a program that will meet the needs of a society that is attempting to assimilate a large number of new members relatively unacquainted with its processes and its traditions. At the same time orientation planners must consider the incoming students and provide each with a series of experiences that will enable him to define his academic and social needs and to identify the means available on the campus that will satisfy these needs. Each of these charges is complex and difficult in itself, but together they constitute another instance of an old and usually insurmountable problem. Orientation planners must find the means of meeting the needs of an institution and the needs of individuals simultaneously.

While it is not easy to develop programs that will meet the needs of the institution, at least these needs are usually well defined. For example, planners must develop a schedule that will permit each incoming student to successfully and humanely complete the registration process. While the problems of bringing hundreds of students and faculty advisors together and sheparding the students through the confusion of their first registration is complex, it is solvable because both the needs of the students and the requirements of the institution are obvious and the desirable outcomes are clearly defined. In the same manner, the problems of helping hundreds of new students to comfortably situate themselves in their residence halls require complex logistical solutions involving parking and the movement of a fantastic number of suitcases and trunks. The problem is solvable, because the outcome, in this instance, the correct placement of each student and his possessions with a minimum of confusion and discomfort, is obvious. Because the needs of the institution can be defined and the outcomes of successful programs planned to meet these needs clearly visualized, these problems are the most easily

solved by orientation planners.

Even the choice of what kinds of information should be dispensed to the incoming freshmen is a relatively simple one, since their basic informational needs are assessable. New students without previous experience on the campus need to know how to get from one building to another, they need to know where they are to eat their meals and where their classes are to be held. Perhaps, most important, incoming freshmen must know where to find someone who can help them to contend with the problems they will undoubtedly face during their first few weeks in college. In spite of the fact that orientation planners may experience some difficulty in deciding what kinds of information is most important to provide to the new student and determining the best means for communicating this information clearly and persuasively, the informational needs of the entering freshmen are relatively clear-cut and the outcome, a well-informed freshman, is reasonably well defined.

Meeting the need of the institution to quickly and comfortably assimilate a relatively large number of academic immigrants, helping these new students to settle themselves comfortably in their new surroundings, and of providing incoming students with the basic information they will need to survive the first few weeks of college, have for decades formed the backbone of the traditional orientation process. The functions are still important, but few orientation planners or students would be content with a program that simply centered on the satisfaction of the lower order needs of the freshmen. Most planners would contend that the psychological needs of the incoming students deserve at least as much attention as the more elemental adjustment needs they have. Here though, orientation planners find themselves in a quandry for no obvious or well-defined set of needs are available and there is no outcome or state of adjustment that would be acceptable to all planners or entering students. In fact, any discussion of psychological or sociological adjustment is likely to create lively and animated controversy, with

little hope of a consensus. In spite of their desire to deal with "adjustment problems, orientation planners lack the basic materials that make the complex elemental problems they face solvable.

Perhaps the main reason that the psychological and sociological problems of entering students have received so little systematic exploration is the difficulty encountered in the definition of "adjustment to college." The popular definition of adjustment, "to alter so as to make fit or correspondent" (Guralnik and Friend, 1962) is, given the present emphasis on the value of individual uniqueness, patently inappropriate. Few orientation leaders would contend that the purpose of their program was to take each entering student and to mold him psychologically to fit the image of the "proper college student," if indeed such a creature could be defined. Such a definition implies that the orientation program serves the needs of the institution and that the needs of the individual are of a lower priority.

Historically, adjustment to college appears to have been based precisely on this assumption. Only a decade ago, incoming freshmen were typically required to discard anything that reminded them of high school. Letter sweaters, jackets, and occasionally class rings were to be left at home and students were encouraged to buy new clothing with the college emblem or name clearly emblazoned on it to replace the reminders of their former existence. As soon as they arrived on campus, entering students were given a beanie or dink and a book of rules that told them where they could and could not walk, what they could and could not do, and which traditional songs and cheers they were to memorize. Any infraction of the rules governing freshmen was quickly and severely dealt with by a "Kangaroo Court" usually well staffed by sophomore orientation leaders. While the spirit of the orientation period was generally in good humor and both freshmen and upperclassmen usually enjoyed themselves, there was little doubt that such orientation programs were designed to help the student to adjust to college in spite of himself.

If the decade of the sixties taught no other lesson to orientation leaders, it taught them that college students are no longer willing to be "adjusted" to meet the needs of the institution or the current student culture. This is not to suggest that incoming freshmen do not feel that they will need some help in making the transition from high school to college for they express some fear about their venture (Schell, 1970), but it does suggest that incoming students are likely to accept an orientation program that smacks of manipulation or coersion. Rather than adjusting to college, entering students seek help in adapting to a new environment. Incoming freshmen seem to desire an orientation program that will enable them to develop a set of behaviors that are suitable to their new circumstances without sacrificing their individuality or their values. This distinction is an important one that represents an essential break with tradition. Orientation leaders must seek ways to add new, appropriate behaviors to existing personality structures without disturbing the foundations on which the individual has built. Early "adjustment" approaches were based on the principle of uprooting the previous foundations and replacing them with new structures. Modern orientation is evolutionary as opposed to being revolutionary.

Even if this point of view is accepted, its implementation is difficult. Each student who enters college has his own unique structure of values and sets of behaviors. Each is an individual different from other persons in the freshmen group and different from the group as a whole. Confronted with an infinite variety of needs and peculiar sets of experiences and values, orientation planners must make some compromises or risk the development of some kind of individualized tutorial approach to orientation that would be destined to produce both financial and leadership bankruptcy.

Fortunately, a compromise between these positions is not necessarily negative. Orientation leaders can fruitfully identify aspects of their program that can apply

to all entering students, to subgroups of entering students, and to individuals. For example, the total freshman class has certain needs for adaptation that are consistent. Everyone needs to understand the geography of the campus, where to go to obtain services, academic procedures and regulations, and the like. Individuals differ very little in their need for such information and portions of the program devoted to such common concerns, the traditional material of orientation, need not include a provision for individual differences. Such common concerns will undoubtedly occupy the major part of the time and resources of orientation leaders. By understanding the characteristics of the total group, adequate plans can be developed to assist the group in its task of adaptation.

On the other hand, certain areas of the orientation program can be dealt with only by considering each entering freshman as an individual. The development of a financial aid program, a first semester schedule, and the adaptation problems of roommates can only be programmed on an individual basis. Some faculty time and energy must be devoted to contact with individual students. Residence hall personnel must also make provisions for dealing with the entering freshmen as individuals. Group approaches may be fruitfully explored to prepare individuals for these encounters, but no group experience can possibly take the place of a long talk with the Resident Assistant or a series of planning discussions with the faculty advisor. Orientation planners can only develop a program that will bring individuals, one helping and another seeking help, together in an atmosphere conducive to the solution of problems and to hope for the best. Such a contribution is substantial, but the outcomes are beyond the control of the leaders.

Finally, many of the adaptation problems of the entering student may be fruitfully dealt with in small groups of cohesive individuals. The general problem of value clarification and implementation is generally specific to the individual.

While an infinite combination of values is theoretically possible, it is reasonable to suppose that an approximation to the total range of values can be constructed with far fewer groups of individuals. If, as Pace (1962) has suggested, five distinct types or clusters of students exist, then it would seem reasonable to consider programming for each cluster separately to provide a half-way point between individual programming and massive group efforts. (Figure 1) Such a use of cohesive groups would provide an opportunity for orientation leaders to construct programs that would deal with the psychological and sociological adaptation of

FIGURE 1

The Individual-Group Continuum of Activities Focus

Individual	Subgroups or Types	Total Group
Unique planning and problem solving	Discussions about values	Informational

students without being forced to consider the needs of each freshman as totally congruent with the needs of the "typical freshman." Such a "half-way" approach provides an area of programming that cannot be treated in a massive group or in an individual situation effectively or efficiently.

Such an approach has many precedents. For many years it was assumed that there was a basic difference between the value systems of men and women and a portion of each orientation program was typically devoted to working with each sex separately. Both Deans of Women and Deans of Men ran their own orientation program designed to meet what they believed were the specific needs of their students. The same approach was used with other subgroups of entering freshmen including students from different academic divisions or majors, residential and commuting students, and other easily identifiable groups. A portion of these programs was typically used to present information peculiar to the needs of the subgroup. Women were told about curfew regulations, education majors were shown the certification requirements, and residence hall students learned of the regulations under which they were to live. Additionally, values and perceptions were discussed in a less formal manner than was possible in meetings of the larger group. Although such an approach to orientation was usually less successful than orientation leaders had hoped, vestiges of subgroup orientation still exist. Arts and Sciences students may meet together without Professional Studies students in attendance. Students living in residence halls still have a hall orientation program.

While subgroup meetings were successful in communicating special kinds of information, they did not meet the expectations of orientation planners in the area of psychological and sociological adaptation to college. While hard data is not available, it is reasonable to suspect that part of their failure is a result of the fact that the subgroups formed represented groups with as wide a range of values as existed in the total class. To put it another way, there is no reason to believe that any two members of a subgroup had value structures and behavior patterns that were more congruent than any two members of the total group of entering students who were chosen at random. Since the needs of the students were as diverse in the subgroup as in the total group, they represented no particular advantage with the adaptation process.

To summarize, orientation serves at least two purposes. A successful program will enable the institution to assimilate a large group of aliens unacquainted with its processes and traditions with a minimum of confusion and disruption to the institution. To this end, orientation leaders face a difficult, but solvable problem of logistics and communications. They must move large numbers of people from one place to another and be certain that they understand what is to be done when they get there. Orientation leaders have usually accomplished this successfully, since the needs of the institution are reasonably well-defined and the outcomes of this aspect of orientation are observable.

On the other hand, orientation leaders have usually been less successful in their attempt to assist entering students in adapting to college. When orientation leaders have attempted to adjust students to college, the results have been spectacular and occasionally successful, but they have come at the expense of the individual student's value structure. Orientation leaders have been less successful in developing programs that encourage evolutionary adaptation, where an incoming student is encouraged to modify his behavior in a manner that will enable him to function effectively in a new environment, without forcing him to radically change his unique value structure or to deny his previous experiences. This lack of success is due, in part, to the failure of the orientation leader to understand the value structure of entering students in general and the range of individual structures in particular. It is due, in part, to the difficulty orientation leaders have in visualizing the outcomes of adaptations. And, it is due in part to the inability of orientations planners to effectively use the means at their disposal to encourage adaptation, without forcing adjustment.

Orientation leaders have three ways of thinking about their responsibilities. They can think of the typical freshman and meet his needs with programs aimed at the total group of entering students. They can think of the individual entering

student and meet his unique needs by bringing him into contact with an expert to solve it. Or, they can think of cohesive subgroups of entering students with markedly similar values and expectations and develop group experiences that will enable him to clarify their values and choose appropriate means of adaptation. Each approach is useful and serves a particular purpose. A successful orientation program will integrate all of them.

Student Orientation Survey III (S.O.S. III)

Purpose

The Student Orientation Survey III (S.O.S. III) was designed to provide orientation leaders with a description of the basic value structure of the entering freshmen group and to define the nature of cohesive subgroups within the entering class so that the leaders could plan programs that would encourage adaptive behavior on the part of the incoming students. It also included an attempt to relate subgroup membership to obvious demographic variables and subsequent academic performance. Its specific research hypotheses were:

1. The entering freshman class, as a whole, has a distinctive value structure that makes possible the description of the typical entering freshman.
2. Distinctive subgroups of individuals exist with similar value structures and expectations.
3. It is possible to describe each subgroup in terms of its peculiar value structure.
4. Subgroup membership is related to adaptive behavior as indicated by subsequent academic achievement.

The Instrument

The S.O.S. III is based on the model of the Semantic Differential (Osgood, Suci, and Taunenbaum, 1957) in which subjects are asked to respond to a concept by indicating its position between the bipolar adjectives on a seven point scale. For example, a subject might be asked to judge the appropriate location of the concept COLLEGE on a seven-interval scale between good and bad. The item would look like this:

COLLEGE

good ___:___:___:___:___:___:___ bad

Usually, subjects are given several scales to use to position each concept they are asked to judge. When the scales are subjected to an appropriate factor analysis, they are usually found to constitute three independent judgments: evaluation, potency, and activity. In spite of the number of scales used, these judgments are

the ones that individuals use to define the affective meaning of the concept for them.

In the S.O.S. III entering students were presented with twelve concepts in the form of sentences or short paragraphs (Table 1). After reading each statement, they were asked to judge its position on nine bipolar adjective scales: absurd - reasonable, traditional - radical, true - false, creative - unimaginative, perplexing - clear, threatening - comforting, optimistic - pessimistic, emotional - rational, and constructive - destructive.

Insert Table 1 about here

The statements, extracted from current literature on higher education, were modified slightly to make them more general than they were originally and to minimize the awkwardness encountered in removing them from their context. A conscious effort was made to select the twelve statements so as to effectively encompass the major aspects of the college experience: cognitive learning, affective learning, and social adjustment.

The nine scales were subjected to a principle - components factor analysis with a varimax rotation for the total group tested and were found to include two factors or independent judgment: evaluation and activity. (Table 2)

Insert Table 2 about here

Information on the respondent's sex, his major academic area, his intended residence at college, his first-choice college, his parents' educational background, and if he wished, his name was also elicited.

TABLE 1

Statements in the S.O.S. III

1. Students tend to interpret freedom to mean the absence of any rules whatever.

2. Curricular thinking in higher education has been geared to a belief in the need for "coverage" of content. The new emphasis seems to be on the process of learning in each discipline with the objective that the student will master the structural principles in a variety of subjects and then be capable of making an infinite number of applications.

3. This author is convinced that the American student is an idealist oriented toward service for his fellowman, but that much of his idealism withers during his college years.

4. A vast amount of knowledge must be imparted during the course of a student's four years in college. This knowledge is available in textbooks, anthologies, and lectures disseminated on a mass production basis. The assembly line is checked by instructors a few hours each week in the classroom and perhaps one extra hour a week in their offices.

5. It should be plain that the primary target (of student radicals) is the government of the university in the generic sense of that term and not with any special reference to momentary incumbants of office, i.e., the attack is on monarchy, not the monarch (except incidentally, on despotism, not any particular despon).

6. The power of the professional academic guilds over undergraduate instruction must be broken. Faculty veto groups, however powerful, can no longer be permitted to block reform in undergraduate education, to specify what education experiences a young person must have before he is admitted to graduate school, and to ignore the developmental aspects of higher education.

7. It seems to me that anything that can be taught to another is relatively inconsequential, and has little or no significant influence on behavior. This sounds so ridiculous, I can't help but question it at the same time that I present it. ...I have come to feel that the only learning that significantly influences behavior is self-discovered, self-appropriated learning.

8. Standards of sexual conduct and sexual morality are rapidly changing. While the phenomenon frequently described as a sexual revolution cannot be documented, it is clear that college students are asserting with increasing militancy their rights to privacy and self-determination in matters pertaining to their own sexual activity.

9. The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community.

TABLE 1, Cont'd.

10. Competition in all colleges should be reduced. Grades should be optional, and the student should be permitted to settle for a pass-fail alternative if he so desires. Undergraduate institutions may have to defy the graduate schools in order to accomplish this reform, but they should ask the graduate school faculty how good a predictor of performance and productivity in later life undergraduate grades really are.

11. Intellectual disciplines ... can be used to illuminate such practical issues as sexual morality, vocational choice, and social cooperation... It is curious how unprepared for life the graduates of our colleges are.

12. Despite the huge sums of money poured into higher education, many if not most, students are poorly housed, poorly fed, and live in physical and social environment which is hardly conducive to moral, cultural or esthetic growth.

TABLE 2

Rotated Factors of the Scales for Freshmen Means

	I	II
Reasonable	.95	.22
Radical	-.05	.96
False	-.90	-.15
Unimaginative	-.65	-.35
Clear	.65	.55
Comforting	.79	.47
Pessimistic	-.80	-.56
Rational	.90	-.26
Destructive	-.91	-.33

The Subjects: A random sample of one hundred and ten entering freshmen (8%) at the State University College at Oswego, New York, for the fall 1971 seemester was drawn from official lists prepared by the Admissions Office. Copies of the S.O.S. III and standardized instructions were given to members of the Summer Orientation Team who administered them to the sample at sessions held for entering freshmen and their parents at community colleges across New York State during the summer before their entrance to college. Seventy-three complete and usable responses were received (66%). Since some individuals in the original sample did not enter the College, the completed instruments were probably more representative of the actual entering class than was the original sample.

In addition, twenty students who participated in the course, SPC-100:Current Issues In Higher Education, at the College during the fall of 1970, completed the S.O.S. III. Their responses were used to provide a basis for comparing the value structures of entering freshmen and upperclassmen.

The Analysis: In spite of the fact that there are four purposes to this study, the data was passed through three independent analyses. Since it was important to characterize and describe the typical entering freshman, the mean scores across respondents for each statement on each scale were computed. This process yields a 9 x 12 matrix of means. Since this data, while accurate, was still too chaotic for easy interpretation, it was subjected to a cluster analysis to determine if any of the statements tended to be answered similarly.

This procedure is accomplished by first determining the distance between the statements through the use of the generalized distance formula:

$$d_{ij}^2 = \sum_k (X_{ik} - X_{jk})^2$$

Where d_{ij}^2 is the squared distance between the two points x_i and x_j on a k-dimensional space, x_{ik} is the position of point x_j on dimension k, and x_{jk} is the position of point x_j on dimension k[1]. In this analysis, x_i and x_j refer to two statements and k refers to one of the scales or dimensions. The d^2 matrix was then analyzed by means of Elementary Linkage Analysis (McQuitty, 1957) to yield clusters of similar statements. The same general approach was used to obtain statement clusters on the upperclassmen responses for comparison purposes.

Linkage analysis of the d^2 matrix was also performed to obtain clusters of individual entering freshmen with similar responses to the statements. Here, a single representative scale, absurd - reasonable, was selected due to its high loading on the evaluative factor, and the squared distance between was computed in a k-dimensional space where k refers to the absurd - reasonable scores on the twelve statements. This matrix was then subjected to Elementary Linkage Analysis to derive clusters of similar individuals. These clusters were then analyzed to determine if they could be related to the demographic variables.

Finally, cluster membership was used in an analysis of covariance to determine the relationship between the first semester mark with the number of credit hours completed held constant, and group membership.

Results: The "typical" entering freshman. It is reasonable to define a typical individual as one who possesses the mean characteristics of the group he is to represent. In spite of the fact that no one in the group is likely to represent the typical individual exactly and that the construct is, therefore, hypothetical, it is useful to think of the typical individual when planning programs for a total group. In order to define the responses of the typical entering student to the statements and scales of the S.O.S. III, a random sample of forty entering

freshmen was drawn from the pool of respondents, and the mean scores for each statement on each scale were calculated (TABLE 3). Since the standard error of the mean of the Semantic Differential has been calculated to be ± 0.5, scores greater than five and less than three were judged to be different from neutrality and, therefore, descriptors of the statement. For example, the typical freshman considers statement #2, (learning is mastery of structural principles), to be reasonable, true, creative, comforting, optimistic, rational, and constructive. For this hypothetical student the statement was indeed a positive one. It is also possible to infer that the typical entering freshman found statements #11 (college graduates are unprepared for life) and #12 (college students are poorly housed and fed) perplexing, while statements #5 (target of radicals is systems, not individuals), #6 (power of faculty guilds must be broken), #7 (anything taught to another is inconsequential, #8 (standards of sexual morality and conduct changing), and #10 (competition should be reduced by institution of pass-fail option) were perceived to be clear. Other judgments of the placement of the statements on the scales could be made.

Insert TABLE 3 about here

In order to simplify the massive amount of data contained in TABLE 3, the squared distance (d^2) between each statement and every other statement was computed (TABLE 4) and subjected to Linkage Analysis. Three clusters of similarly judged statements were isolated (FIGURE 2).

Insert FIGURE 2 about here

Cluster I consisted of statements #2 (learning is the mastery of structural principles), #5 (target of radicals is system not individuals), #6 (power of

TABLE 3

Mean Judgments of Scale Positions on
Each Statement for Incoming Freshemn (N = 40)

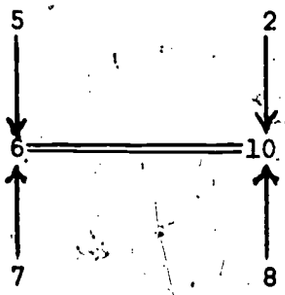
CONCEPT (1)	STATEMENT NUMBER												CONCEPT (7)
	1	2	3	4	5	6	7	8	9	10	11	12	
absurd	3.13	5.63	3.80	4.80	5.15	4.75	4.43	5.90	3.60	5.08	4.33	2.40	reasonable
traditional	4.28	3.63	3.73	2.85	4.73	5.80	5.40	5.08	3.20	5.68	3.98	4.70	radical
true	4.88	2.88	4.23	2.83	2.48	3.25	3.48	1.85	4.33	3.23	3.60	5.53	false
creative	4.53	2.73	4.08	4.70	3.48	3.15	2.70	2.83	4.95	2.70	3.93	5.10	unimaginative
perplexing	4.45	4.38	3.53	4.43	4.63	4.63	4.53	5.78	3.95	4.70	3.33	3.33	clear
threatening	3.03	4.98	2.48	3.13	3.38	4.15	3.98	4.88	3.33	3.90	2.85	2.53	comforting
optimistic	4.65	2.93	5.68	4.78	3.85	3.50	4.05	2.75	5.13	3.13	5.40	6.03	pessimistic
emotional	2.65	5.35	3.55	4.55	4.20	3.83	3.20	3.68	3.65	4.15	3.10	2.55	rational
constructive	5.28	2.30	5.33	4.63	4.03	3.45	3.50	2.93	4.95	3.10	4.63	5.60	destructive

*Scale scores less than 4 refer to those adjectives on the left hand side of the table; scale scores greater than 4 refer to those adjectives on the right hand side of the table. Underlined scores refer to those adjectives that may be considered as reliable descriptors.

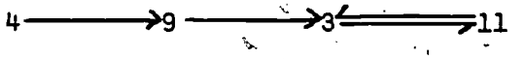
FIGURE 2

Linkage Analysis: Clusters of Statements for
ENTERING FRESHMEN ACROSS ALL STATEMENTS
On The SOS III

CLUSTER I



CLUSTER II



CLUSTER III

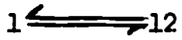


TABLE 4

The Matrix of d^2's Between All SOS III Statements
Over All Scales for Entering Freshemn

1	2	3	4	5	6	7	8	9	10	11	12
0.00	36.84	4.39	13.12	15.90	16.84	12.99	35.76	3.54	22.05	6.00	4.97
	0.00	33.95	18.09	9.94	10.50	12.17	8.32	28.99	7.94	26.00	59.66
		0.00	7.65	13.72	19.37	15.03	38.64	2.44	23.60	1.71	6.86
			0.00	6.71	15.91	15.42	23.29	5.18	18.11	6.45	24.70
				0.00	3.19	4.26	7.76	13.57	3.73	8.63	31.84
					0.00	1.25	6.61	18.56	0.77	13.13	32.70
						0.00	9.55	15.54	2.56	9.37	26.86
							0.00	34.96	5.50	28.31	61.77
								0.00	23.20	3.80	8.61
									0.00	16.74	40.26
										0.00	11.07

faculty guilds must be broken), #7 (anything taught to another is inconsequential), #8 (standards of sexual conduct and morality changing), and #10 (competition should be reduced by institution of pass-fail option). Statements in this cluster were judged to be reasonable, radical, true, and creative. (TABLE 5) For the "typical"freshmen, these statements are valid and contemporary, but were judged to be neither comforting, optimistic,nor constructive at an acceptable level of significance, suggesting a relatively low level of involvement.

Insert TABLE 5 about here

Cluster II includes statements #3 (student idealism withers in college), #4 (knowledge dispensed on a mass production basis), #9 (main effect of college is the homogenization of values), and #11 (college graduates are unprepared for life). The four statements in this cluster were judged to be threatening and pessimistic, suggesting that these statements are frightening to the "typical" entering freshman, particularly in view of the inability of the "typical" freshman to judge the degree to which these statements are valid.

Cluster III contains two statements, #1 (students see freedom as the absence of rules) and #12 (college students are poorly housed and fed). These statements are perceived as absurd, false, pessimistic, emotional, and destructive. This cluster is both destructive and invalid.

To summarize, the "typical" entering freshmen distinguishes three types of clusters of statements in the S.O.S. III. One cluster (I) is made up of valid statements and includes #2, #5, #6, #7, #8, and #10. Another cluster (II) includes threatening statements that are of questionable validity and consists of statements #3, #4, #9, and #11. A final cluster (III) of statement #1 and #12 is both invalid and disquieting.

TABLE 5

Scale Means for the Statement
Clusters Defined by Entering Freshmen

absurd	5.16	4.13	2.77	reasonable
traditional	5.05	3.44	4.49	radical
true	2.86	3.74	5.21	false
creative	2.93	4.42	4.82	unimaginative
perplexing	4.78	3.81	3.89	clear
threatening	4.21	2.94	2.78	comforting
optimistic	3.37	5.25	5.34	pessimistic
emotional	4.07	3.71	2.60	rational
constructive	3.22	4.89	5.44	destructive

The "typical" upperclassman. When the mean scale positions on each statement are calculated for the sample of upperclassmen, the placement of each statement for the "typical" upperclassman is defined (TABLE 6). These data may be interpreted in the same manner as the data obtained for the "typical" entering freshmen. A matrix of the squared distances between the statements was quartered from the mean statement - scale matrix (TABLE 7) and was then subjected to a linkage analysis (FIGURE 3).

Insert TABLES 6 and 7 and FIGURE 3 about here

The "typical" upperclassman tended to group the S.O.S. III statements into three clusters with similar meanings. Cluster I consists of statements #2 (learning is mastery of structural principles), #6 (power of faculty guilds must be broken, #7 (anything taught to another is inconsequential), #8 (standards of sexual conduct and morality are changing), and #10 (competition should be reduced by institution of pass-fail option). Statements in this cluster are judged to be reasonable, radical, true, creative, optimistic, and constructive (TABLE 8). This then is a cluster of positively regarded statements.

Insert TABLE 8 about here

Cluster II included statements #1 (students see freedom as the absence of rules) and #12 (college students are poorly housed and fed). The "typical" upperclassman sees these statements as absurd, false, unimaginitive, threatening, pessimistic, emotional, and destructive. Indeed, these statements are negative, both frightening and invalid.

Cluster III includes statements #3 (student idealism withers in college), #4 (knowledge is dispensed on a mass production basis), #5 (target of radicals is system, not individuals), #9 (main effect of college is the homogenization of values),

TABLE 6

Mean Judgments of Scale Positions
On Each Statement for Upperclassmen
(N=20)

CONCEPT (1)	STATEMENT NUMBER 1	2	3	4	5	6	7	8	9	10	11	12	CONCEPT (7)
absurd	2.85	5.90	4.15	3.20	5.70	5.25	4.65	6.20	3.25	5.15	4.45	2.35	reasonable
traditional	4.35	3.90	3.25	2.40	4.05	5.45	6.10	5.55	2.65	6.00	3.15	4.55	radical
true	5.55	2.25	4.10	3.70	2.85	2.90	3.20	1.65	4.25	2.55	3.00	3.45	false
creative	5.70	2.50	4.80	5.45	3.80	2.45	2.05	2.50	5.00	2.30	3.85	5.05	unimaginative
perplexing	3.65	3.10	4.20	3.55	5.15	4.30	4.30	5.90	3.10	4.75	3.50	3.80	clear
threatening	2.60	5.20	2.50	2.15	3.80	4.75	4.55	5.40	2.55	4.75	2.70	2.60	comforting
optimistic	5.45	2.05	6.00	5.45	3.85	2.40	3.30	2.45	4.90	2.35	4.85	5.70	pessimistic
emotional	2.20	5.30	3.80	4.85	3.80	4.40	4.15	4.05	3.70	4.80	3.75	2.60	rational
constructive	5.35	2.45	5.15	5.05	3.70	2.80	2.85	2.35	4.80	2.35	4.40	5.10	destructive

*Scale scores less than 4 refer to those adjectives on the left hand side of the table; scale scores greater than 4 refer to those adjectives on the right hand side of the table. Underlined scores refer to those adjectives that may be considered reliable descriptors.

TABLE 7

The Matrix of d^2's Between All SOS III Statements
Overall Scales for Upperclassmen

1	2	3	4	5	6	7	8	9	10	11	12
0.00	67.27	9.02	14.73	30.64	50.24	44.04	72.43	8.38	59.77	17.62	1.03
	0.00	45.83	48.37	15.32	5.94	12.41	12.78	42.06	8.37	25.50	64.65
		0.00	4.16	14.92	36.92	33.65	52.58	3.78	44.74	4.62	8.51
			0.00	23.18	45.03	43.87	64.84	2.61	53.10	7.47	13.95
				0.00	8.88	10.92	12.59	19.44	12.57	7.82	29.87
					0.00	1.94	5.78	37.18	1.02	21.72	46.77
						0.00	9.57	35.67	2.56	21.04	39.03
							0.00	58.21	4.47	35.56	69.24
								0.00	46.28	4.92	8.29
									0.00	28.53	55.06
										0.00	16.44
											0.00

FIGURE 2

Linkage Analysis: Clusters of Statements for
ENTERING FRESHMEN ACROSS ALL STATEMENTS
On The SOS III

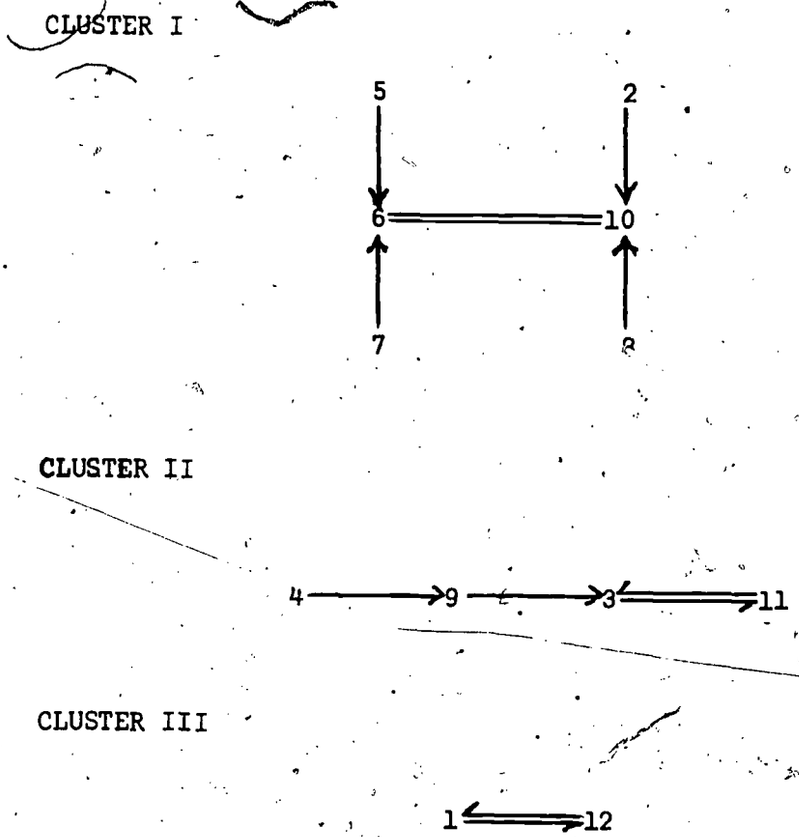


FIGURE 3

Linkage Analysis: Clusters of Statements For Upperclassmen Across All Statements on the SOS III

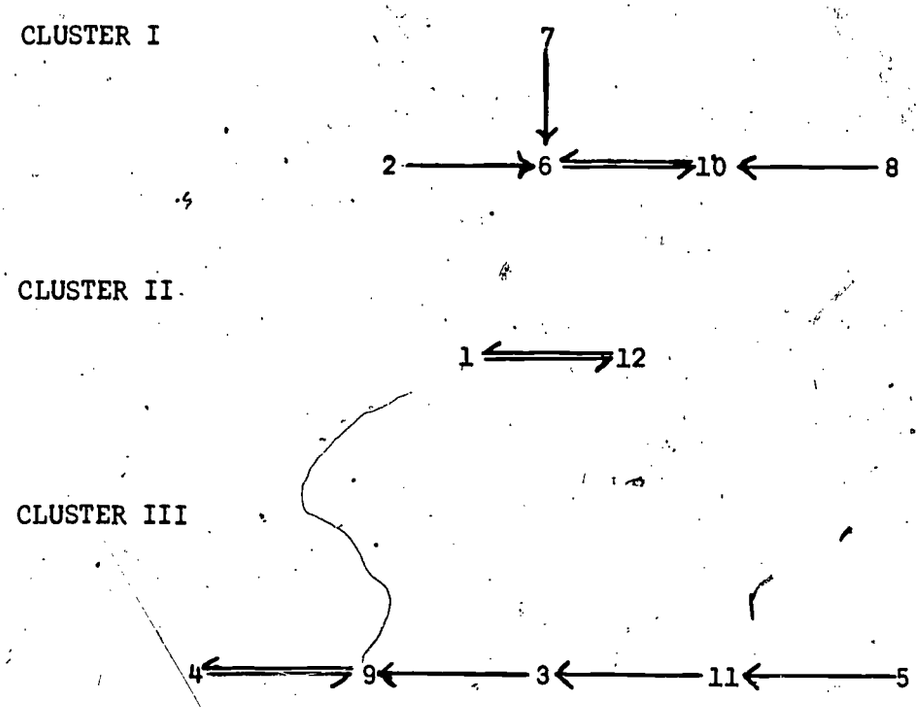


TABLE 8

Scale Means for the Statement
Clusters Defined by Upperclassmen

	I	II	III	
absurd	5.43	2.60	4.15	reasonable
traditional	5.40	4.45	3.10	radical
true	2.51	5.50	3.58	false
creative	2.36	5.38	4.58	unimaginative
perplexing	4.47	3.73	3.90	clear
threatening	4.93	2.60	2.74	comforting
optimistic	2.51	5.58	5.01	pessimistic
emotional	4.54	2.40	3.98	rational
constructive	2.56	5.23	4.62	destructive

and #11 (college graduates are unprepared for life). The statements were judged to be both threatening and pessimistic by the "typical" upperclassman. This cluster was particularly disquieting in light of the uncertainty the "typical" upperclassman exhibits when asked to judge the validity of Cluster II.

To summarize, the "typical" upperclassman groups the S.O.S. III statements into three clusters or types, Cluster I which is positive, Cluster III which is threatening and of questionable validity, and Cluster II which is both invalid and threatening. This typing of concepts is a useful approach to understanding the ways in which upperclassmen differ from entering freshmen in the manner in which they perceive college.

The "typical"freshman and upperclassman.. Both the "typical" upperclassman and the "typical" freshman are surprisingly alike in the way in which they cluster the statements. Both perceive three separate and distinct types of statements. The first cluster for both groups is made up of valid and positive statements, a second cluster of threatening statements of questionable validity, and a third cluster of statements that are both invalid and threatening. Both groups defined statement clusters that were similar in content as well as in the meaning they held.

Statement #5 (target of radicals is system, not individuals) is the only concept that occupies different clusters for the "typical" freshman and the "typical" upperclassman. Freshmen place this statement in the positive cluster, while upperclassmen group it with threatening, but questionable valid statements. The fact that the order in which the clusters emerge is different for the two groups is an artifact of the method and has no bearing on the nature of the clusters.

Slightly greater differences exist in the manner in which adjectives are used to describe the groups. The positive cluster is seen as being optimistic and constructive by upperclassmen in addition to the adjectives used by both freshmen and upperclassmen. The "typical" upperclassman appears to have a component of personal

involvement that is lacking in his freshman counterpart in his classification of positive statements. The threatening, but not invalid cluster does not differ in the adjectives used by freshmen and upperclassmen to describe it. The threatening-invalid cluster is described as unimaginative by the typical upperclassman, but not the freshman. Despite these differences, the "typical" freshman and the "typical" upperclassman see the S.O.S. III statements from a surprisingly similar point of view.

This similarity suggests that three distinct types of items exist for students, both entering freshmen and upperclassmen, at the State University College at Oswego. On the basis of the scale factor analysis (TABLE 2) it seems reasonable to suggest that the item clusters are roughly arrayed along a single evaluative dimension, reasonable - absurd. The clusters of statements might fruitfully be categorized as reasonable (Cluster I for both groups), threatening (Cluster II for freshmen and Cluster III for upperclassmen), and absurd - threatening (Cluster III for freshmen and Cluster II for upperclassmen). Only statement #5 (target of radicals is structure, not individuals) is difficult to assign to a cluster, since it apparently has a different meaning to the "typical" freshman and the "typical" upperclassman. The similarity implied by this scheme implies an overlap between typical upperclassmen and freshmen attitudes.

Types of Freshmen. A sample of twenty entering freshmen was selected randomly from the pool of respondents to the S.O.S. III. The score for each subject on each statement on the absurd - reasonable scale was selected as the basic set of measures on which the derivation of types was based. This scale was selected as the basis of classification because of its relatively pure loading on the evaluative factor and the critical relationship between this scale and the underlying values and attitudes of the subjects. The scores for each subject (TABLE 9) were used to

TABLE 9

Absurd-Reasonable Scores on all Statements
for an Identified Sample of Entering Freshmen

Subject	Statement 1	2	3	4	5	6	7	8	9	10	11	12
1	2	6	6	6	5	6	3	6	6	2	6	3
2	5	1	7	5	3	6	1	7	5	7	6	7
3	2	6	2	5	6	2	1	5	1	6	4	3
4	2	7	7	7	7	7	4	7	5	7	6	4
5	2	3	2	3	1	5	5	6	1	7	2	1
6	1	7	2	6	6	7	7	6	7	6	2	1
7	3	5	3	2	5	5	3	5	2	3	5	1
8	1	6	3	5	2	5	3	5	5	5	3	2
9	5	5	7	7	5	3	2	7	1	5	2	1
10	2	6	5	5	5	6	3	6	6	4	5	2
11	1	7	2	4	5	1	6	6	2	7	3	2
12	4	5	5	7	6	5	5	3	3	7	6	5
13	3	6	6	5	2	1	3	6	2	5	2	1
14	2	6	2	6	5	6	6	3	5	5	5	1
15	5	5	3	4	5	5	3	4	5	3	5	3
16	6	7	1	6	5	5	7	6	3	6	5	1
17	1	6	2	1	6	6	1	7	1	7	5	1
18	2	6	2	2	5	6	5	3	6	6	6	3
19	2	6	6	6	5	5	3	7	3	6	5	1
20	2	6	1	1	4	2	7	5	1	7	4	2
Mean	2.70	5.60	3.70	4.65	4.70	4.70	3.90	5.50	3.50	5.50	4.35	2.25
Standard Deviation	1.48	1.39	2.10	1.87	1.41	1.81	1.94	1.32	2.01	1.46	1.45	1.57

TABLE 10

The Square Distance Between Subjects on the Absurd-Reasonable Scale for all Statements

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
0	87	84	37	125	73	51	37	77	8	98	60	81	49	31	89	103	61	32	140
	0	125	84	132	182	120	104	106	83	177	75	126	146	84	158	144	122	87	183
		0	91	73	109	41	43	55	62	34	60	49	69	53	75	43	75	44	60
			0	140	68	94	64	82	31	103	39	108	66	74	86	100	76	27	145
				0	96	54	46	88	87	55	103	56	74	84	76	66	82	69	43
					0	90	40	126	45	69	89	116	28	76	56	110	54	65	103
						0	36	68	35	53	73	58	46	22	70	34	42	41	51
							0	68	17	43	61	42	26	32	62	60	36	29	71
								0	65	79	75	26	102	72	86	102	140	31	117
									0	70	52	63	31	23	65	67	37	18	102
										0	78	43	55	73	53	69	67	54	22
											0	89	43	45	57	109	55	46	92
												0	88	70	88	96	110	39	73
													0	34	34	88	24	47	71
														0	50	78	32	49	79
															0	96	62	59	53
																0	66	53	67
																	0	67	59
																		0	88
																			0

FIGURE 1

Linkage Analysis - Typology of Entering Freshmen
Absurd-Reasonable Scale on all Statements

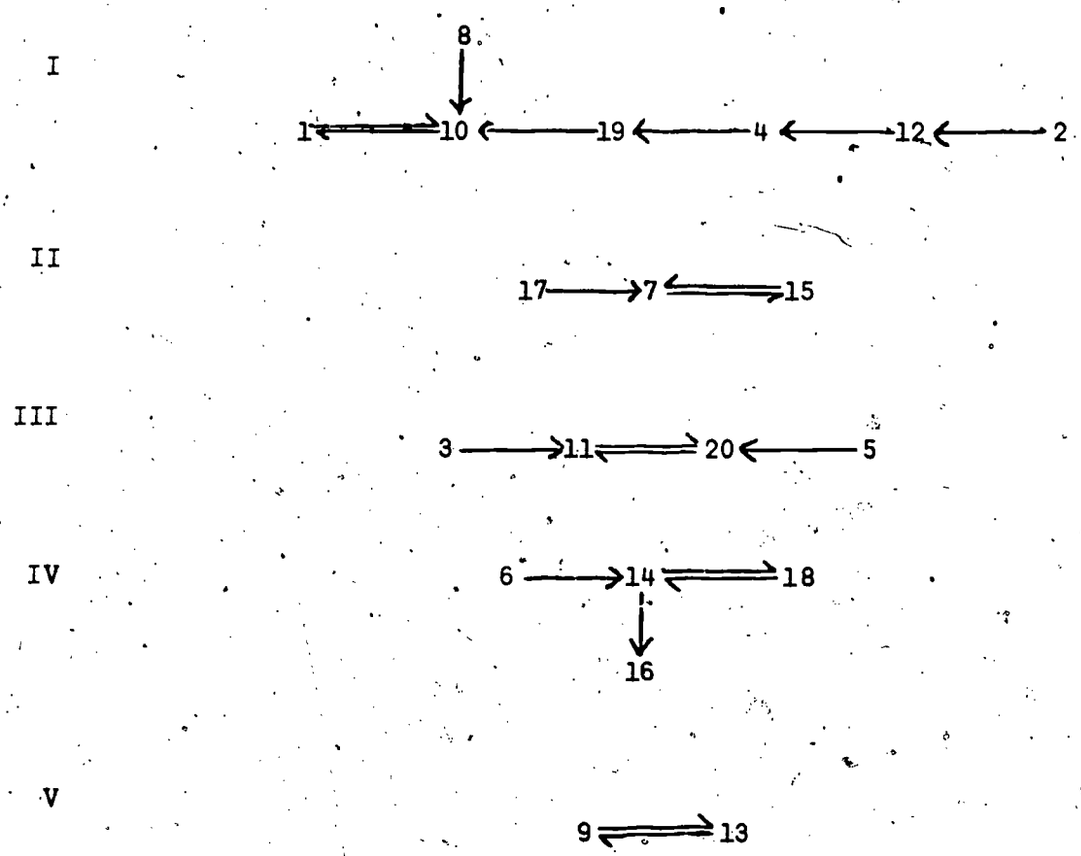


TABLE 11

Absurd-Reasonable Statement Means for Clusters of Entering Freshmen

	I	II	III	IV	V
1	2.57	3.00	2.00	2.75	4.00
2	5.29	5.33	5.50	6.50	5.50
3	5.57	2.67	1.75	1.75	6.50
4	5.86	2.33	3.25	5.00	6.00
5	4.86	5.33	4.00	5.25	3.50
6	4.72	5.33	2.50	6.00	2.00
7	3.14	2.33	4.75	6.25	2.50
8	3.86	5.33	5.50	4.50	6.50
9	4.71	2.67	1.25	5.25	1.50
10	5.43	4.33	6.50	5.75	5.00
11	6.29	5.00	3.25	4.50	2.00
12	3.43	1.67	2.00	1.50	1.00

compute a matrix of the squared distance between each subject in the twelve dimensional space generated by the statements (TABLE 10). This matrix was subjected to a linkage analysis group, the subjects into clusters of similar responses. Since a type is a class of subjects having common, distinguishing characteristics, such clusters may be used to define distinct types of entering freshmen.

Insert TABLES 9 and 10 and FIGURE 4 about here

Five clusters, or types of entering students, emerged from the analysis (FIGURE 4). Each of these types exhibited the characteristics of freshmen in general: a high regard for basing learning on structural principles and applications, a belief in the ultimate responsibility of students, a belief in the existence of a sexual revolution, a belief in the desirability of pass-fail options, and a belief in the relative comfort and adequacy of the housing arrangements for students. While each type did not exhibit these beliefs to the same extent, this pattern seems to be a relatively stable one (TABLE 11).

Insert TABLE 11 about here

Within this general structure of entering students, types may be defined in terms of responses to three dimensions:

3. This author is convinced that the American student is an idealist oriented toward service for his fellow man, but that much of his idealism withers during his college years.

6. The power of the professional academic guilds over undergraduate instruction must be broken. Faculty veto groups, however powerful, can no longer be permitted to block reform in undergraduate education, to specify what educational experiences a young person must have before he is admitted to graduate school, and to ignore the developmental aspects of higher education.

9. The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community. There is more homogeneity and greater consistency of value among students at the end of their four years than when they began. Fewer seniors espouse beliefs which deviate from the going standards than do freshmen.

The absurd - reasonable dichotomous response to these three statements serves to define eight spatial segments (FIGURE 5). Five of the segments are occupied by the student types and three are unoccupied.

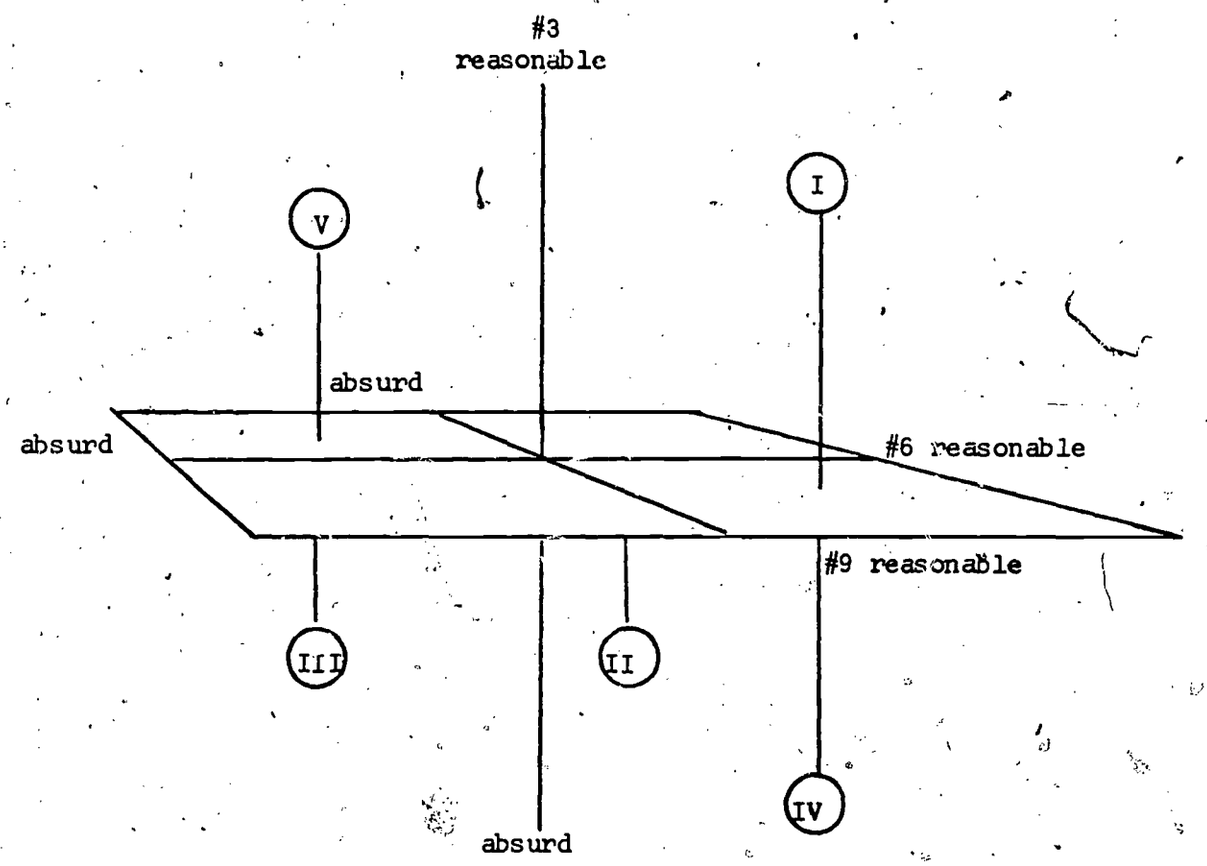
Insert FIGURE 5 about here

Type I students can be distinguished by their beliefs that the idealism of college students wither, that faculty members can no longer block academic reform, and that the effect of college is to homogenize student values. Type I students tend to believe that higher education takes place in an environment of impersonality - text books, lectures, and office hours. They also feel that college is an inadequate preparation for life after graduation, perhaps as a consequence of the ineffectiveness of the educational process. These students do not appear to be happy that college is the way they see it, but they do not seem to offer any solution, just a pervasive pessimism. On this basis, Type I students may be characterized as progressive pessimists. Members of this type constitute thirty-five percent of the sample and are likely ($\alpha = 0.05$) to constitute between fourteen and fifty-six percent of the entering freshman population.

Type II students are distinguished by their beliefs that obstacles to academic reform must be removed, that student idealism withers as a consequence of college, and that college produces individuals rather than homogonized graduates. These students suggest that college is a relatively humane institution that encompasses more than impersonal contacts between students and professors. They tend to feel

FIGURE 5

A Graphic Representation of the Relationships Between the Freshmen Types Derived on All Statements on the Absurd-Reasonable Scale



that traditional structures and standards are unlikely to interfere with the development of their values and attitudes. These students believe that college will prepare them for life, but they are willing to recognize the fact that further strides in educational development must be taken. Students in Type II may be characterized as progressive optimists. Type II students account for fifteen percent of the sample and are likely to constitute between two and thirty percent of the entering freshmen.

Type III students are characterized by their beliefs that there are few obstacles to reform in education, that they will maintain their idealism in college, and they will retain their individuality upon graduation. These students feel that their development of both their knowledge and their values within the context of traditional structures and, while pass-fail options are desirable but not crucial, they believe that college will prepare them adequately for the future. Type III students are optimistic about the experience they are about to embark upon. They may be characterized as traditional optimists. Type III students constitute twenty percent of the sample and are likely to represent between three and thirty-eight percent of entering freshmen.

Type IV students are characterized by their beliefs that they will not lose their idealism as a result of college, that obstacles to academic reform must be removed, and that college is likely to produce homogeneous graduates. These students are convinced that the only significant learning is self-discovered and that formal learning experiences are likely to be both impersonal and ineffective. They seem to believe that students develop in spite of college rather than because of it. Type IV students feel that if college has any effect on students it is to homogenize them and to transform them into mediocre copies of an "educated man". They believe that they will have to actively resist college. They may be characterized as idealistic resistors. Type IV students constitute twenty percent of the sample and are likely to constitute between three and thirty-eight percent of the entering freshmen.

(At least theoretically, of the four Type IV's in the sample, two never registered for course work at Oswego.)

Type V students are characterized by their beliefs that academic power groups are not obstacles to educational reform, that their idealism will wither as a consequence of college, and that college will not force them to relinquish their individuality. These students believe that traditional academic structures provide adequate opportunities for them to prepare themselves for life after college. These individuals have unusual faith in the college and its faculty. They have far less confidence in their fellow students. Type V students do not expect college to have very much influence on their values, but this is not a concern. These students expect to prepare themselves for life. They want to increase their knowledge and skills, but they want privacy in their non-academic affairs. It seems reasonable to characterize Type V students as traditional isolates. Type V students represent ten percent of the sample and are likely to account for between one and twenty-four percent of the entering freshman class.

An inspection of FIGURE 5 will show that three of the eight octants in the cube are determined by items #6, #3, and #9. It is reasonable to speculate that these three vacant areas may represent either potential types or may indicate the existance of types of entering freshmen that involve such a small number of students that they do not appear in the relatively insensitive linkage analysis. The insensitivity of the linkage analysis is due primarily to the use of a sample of twenty subjects. Since the minimum number of subjects in a cluster is two, by definition, a cluster must contain at least ten percent of the sample. Insensitivity has an advantage, since the object of defining types is to provide a means of understanding the composition of a relatively heterogeneous group that is more realistic than a description of the "typical" group member. If each member of a group or even a cluster is unique, as was assumed earlier, an extremely sensitive cluster analysis would theoretically

produce as many types as there are subjects. While such a finding may represent the true state of nature, it does little to reduce chaos or to assist planners. A relatively insensitive cluster analysis provides an effective compromise between these two conditions. The types provide a parsimonious approach to reality without introduction of sufficient chaos to preclude planning.

Relationship between type membership and academic achievement. The grade-point averages for the Fall Semester was compiled for each of the subjects in the typeology analysis. Of the twenty original subjects, this data was available for seventeen of them. The grade-point average was subjected to a one-way analysis of variance. The differences noted were not statistically significant although there was a slight tendency for groups one and three to achieve the highest marks. There is no reason, however, to believe that this was more than a random error. However, the possibility does exist that academic achievement may, indeed, be related to type membership and further research in this area, based perhaps on the freshman year cumulative grade-point average, would be useful. Originally, it had been the intention to correct the grade-point average for the number of hours a student had taken. This correction added nothing useful to the interpretation of the data.

Conclusions: While no single study of a group as large and varied and complex as entering freshmen can isolate all of the truth about it, several generalizations about entering freshmen at the State University College at Oswego can be made.

1. The value structures of the "typical" entering freshman and upperclassman are extremely similar.

2. Entering freshmen tended to agree that higher education was in need of reform and that such reform should make the process less mechanical and more humanistic.

3. Entering freshmen tended to agree that the development of values and attitudes was an important objective of the college experience.

4. Entering freshmen tended to agree that students were responsible individuals and that the college environment would be physically comfortable.

5. Five clearly differentiated types of entering freshmen with differing value structures were identified: progressive pessimists, progressive optimists, traditional optimists, idealistic resistors and traditional isolates.

6. These types are defined by attitudes and values, and membership is unrelated to the variables of sex, major, first-choice college, intended residence, or parents' education.

7. There was no clear relationship between type membership and first-semester academic achievement.

The most useful finding was the definition of freshmen types. The existence of such categories has many implications for orientation planners.

Implications: College orientation planners can take comfort in the fact that the basic value structures of freshmen and upperclassmen are highly congruent. If it can be assumed that the upperclassmen has successfully adapted to the college environment and that the freshmen has not, then adaptation can be assumed to be the result of something less than a major shift of values. Since value structures are based on a highly complex set of beliefs and attitudes formed over a long period of time, they are highly resistant to change. If the goal of the orientation leader was to change an entering student's basic value structure, then the orientation program would have to look like group psychotherapy or basic training. This assumption of the importance of value change gives some insight into the "basic training" approach taken by orientation planners in the past. High school "clods" had to be turned into persons worthy of representing Old Siwash. Beanies, rule books, and kangaroo courts all were designed to tear down the inferior high schooler and construct a new superior individual in his place. Not only were such programs failures, but they were totally unnecessary. The high school student is very similar to the upperclassmen.

This does not mean that values are unimportant to the orientation planner, for freshmen and upperclassmen do differ, but the difference is a subtle one. While the freshman is somewhat unclear about his values, the upperclassman is more definite. It is as if there were two projectors, each containing the same slide. One is slightly out of focus and, while the outlines of the image on the screen can be discerned, the colors are indistinct and the details lost in an annoying blur. The other projector, more sharply focused, projects an image that has clear and distinct colors and well defined details. The slides are not different nor are the projectors. The difference is in the adjustment of the focus. If freshmen have values that are less clearly focused when compared to their upperclass counterparts, then the task of the orientation planner is to develop a program that will help the incoming student to bring his values into focus. There is no need to change the slide for it is the same as the upperclassman's.

The problem of value clarification is a complex one that is beyond the scope of this report, but several suggestions can be made. Raths (1966) has suggested that values are most clearly exhibited in the choice process and that value clarification occurs most easily in a situation in which an individual must freely choose between alternatives. He also suggests that values must be brought into the open and discussed if they are to be clarified. Individuals must be encouraged to take stands and to defend them. In the defense lies the clarification This implies that orientation planners must design their programs so that incoming students must choose between activities freely and without external coercion. It also implies that entering freshmen must have the opportunity to defend their choice. This means that lectures, in the strictest sense of that word, cannot alone produce value clarification. Such presentations may serve as a starting point for value clarification, but further, small group experiences must follow them. These should be somewhat structured so that the discussion of the group focuses on the expression of values and

their defense, rather than on some other aspect of the presentation. Such experiences must also encourage the participation of a maximum number of sutdents, for values are never passively clarified. The groups should consider such questions as:

1. Is that very important to you?
2. Was that something that you yourself selected or chose?
3. What do we have to assume for things to work out that way?
4. What do you mean by_____: can you define that word?
5. What are the alternatives?
6. Is that a personal preference or do you think that most people should believe that?
7. Where would that idea lead; what would be its consequences?
8. Do you have any reasons for saying (or doing) that?
9. How do you know it's right?

Such questions drive directly to the core of values, not to change them, but to force the entering students to examine and express them. Without choices and the opportunity to examine them, values will remain indistinct and undefined, until some chance experience forces their clarification.

Indeed, experience is a good teacher if, in the process of living, an individual is forced to make choices and take the consequences in the manner of value clarification as suggested above. The only problem with reliance on experience is that it is an indiscriminate teacher. The basis of choice is dependent upon chance and the process of evaluation generally occurs only in the instance of failure. Orientation planners should provide incoming students with the opportunity to experience college and each other, but if such experiences are to clarify values, then planners must provide some opportunity for feedback and definition. Residence halls, social events, and academic advisement may be fruitful areas for value clarification.

The five types of incoming freshmen, as defined in this study, can also provide a base for value clarification activities. By considering the manner in which these five types differ, orientation planners can develop programs that will encourage students who hold similar values to meet each other. Since their basic similarity will eliminate some of the stress of trying to discuss issues within a group of unknown and diverse views of college, it is easier to elicit evaluation of values

and to encourage definition. Open consideration of values is not likely to occur in situations in which individuals feel threatened or in which they suspect that they will be subjected to criticism or close-minded responses. By grouping individuals by types, there is less likelihood of threat and hence a greater chance for the examination and clarification of values to occur.

Since freshmen types are not readily distinguishable by the usual criteria of sex or major, orientation planners are faced with the task of developing programs that will both distinguish types and then use the homogeniety of the individuals distinguished to clarify values. This means that programs should be developed that will appeal to each of the five types of entering freshmen. By carefully designing programs to meet the needs of these students and then scheduling them in a manner that will force students to choose between the programs, freely and without coercion, students will, at least to some extent, tend to seek those programs that will be congruent with their value structures. Obviously, students will have to have enough information about the options, attractively presented, to make a choice, but if this condition is met the meetings themselves can be expected to act as an approximate selection process. Such a process will require considerable imagination on the part of orientation planners, but it is worth the effort. If these conflicting programs are planned and publicized well, they can serve as the basis of value clarification.

Once in these programs, leaders can begin to deal with the question of values. Either in the presentation itself or in discussion groups following the presentation, entering freshmen can be encouraged to come to grips with the essential value questions raised.

A second benefit of the definition of types, is the delineation of fruitful areas for value exploration. Since three statements seem to adequately distinguish

between the types, the content of these statements can be regarded as crucial value issues. These issues can then be used to both differentiate between freshmen and to serve as a tool for exploring and defining values. For example, entering freshmen should have the opportunity to confront the question: Will I become less idealistic as a consequence of college attendance? In addition to distinguishing Types I and V from Types II, III, and IV and providing the opportunity for clarification, the question provides an opportunity to explore such areas as: the meaning of idealism, the effect of college on the individual, knowledge and idealism, and the means of implementing idealism. It can help freshmen get at the heart of the question of apathy and activism.

To deal with the question of the barriers to progressive education will not only serve to distinguish Types I, II, and IV from Types III and V, but it can help entering freshmen to consider the manner in which they can implement their idealism within existing structures, the responsibility for learning, and the nature of the university. By structuring programs based on such crucial issues, or better yet, debates on the such issues, values can become a focus of orientation without jeopardizing the other aspects of the program or reducing the humanity of the students.

In fact, by making value clarification an essential part of the orientation program, each entering student can be encouraged to examine and to implement the values he brings with him to college. Such an approach is more congruent with reality, than any program which assumes a set of values that are characteristic of the "well-adjusted college student" or that rejects any responsibility to deal with value issues. In the program suggested here, each entering student is asked to consider those aspects of himself that make him unique, to find experiences with others of similar values, and to implement these unique characteristics in the college community. Rather than encouraging homogeniety, such an approach demands heterogeneity. Sameness

is discouraged and diversity encouraged. Most importantly, the campus is recognized by orientation planners for what it is an inherantly and gloriously pluralistic culture. This study has defined several aspects of that pluralism, but most importantly it has affirmed it. Orientation should be based on the assumption that diversity is good and orientation programs and activities should encourage pluralism.

Pluralistic orientation is not only consistent with freshmen and upperclassmen as they exist, it is consistent with the concept of adaptation as opposed to adjustment. Each student is encouraged to consider his values and then to implement himself within the campus invironment. No other approach can do more to "let each become all he is capable of being."

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