

Biography

Donald Edwin Super: The Career of a Planful Explorer

Mark L. Savickas

Donald Edwin Super was a member of the National Career Development Association from 1934 to 1994, a full 60 years. Starting at midcentury, his writings and lectures provided the main impetus to expand vocational guidance to encompass career counseling. This article, structured around the five stages in Super's life stage model and narrated in the language of vocational development tasks that he identified and researched, tells the story of Super's own career development and extrapolates the major themes in his unparalleled career as a vocational psychologist and career counselor.

In the spring of 1934, a young counselor, who specialized in job placement as an assistant employment secretary at the Cleveland YMCA, attended the annual meeting of the National Vocational Guidance Association (NVGA) held in Cleveland, Ohio, with the goal of providing himself with in-service training. He found the meeting so intellectually stimulating and collegial that he joined NVGA (now the National Career Development Association [NCDA]) that autumn. He missed NVGA conferences in 1939 and 1959 but attended all of the rest and presented at most, through and including the 1992 NCDA conference in Baltimore. This dedicated member of NCDA received the NVGA Merit Award at the 1963 convention (Boston), served as 50th president of NVGA (1969 to 1970), and received the NVGA Eminent Career Award at the 1972 convention (Chicago). When discussing NVGA, he has said that "one of the great things about NVGA is the friendships which activity in the Association fosters. . . NVGA not only helps improve services to youth, adults, and the aging, it provides a focus for friendship."

Mark L. Savickas is a professor and chair of the Behavioral Sciences Department, Northeastern Ohio Universities College of Medicine, 4209 State Route 44, P.O. Box 95, Rootstown, OH 44272-0095.

That young man remained an active member of NCDA from the spring of 1934 until his death on June 21, 1994. Now in the autumn of 1994, NCDA celebrates Donald E. Super's 60 years of membership in NVGA/NCDA and acclaims his contributions to vocational psychology and career counseling with this Festschrift titled "From Vocational Guidance to Career Counseling: Essays to Honor Donald E. Super." This article begins the Festschrift with a biography that concentrates on Super's own career development. In writing the biography, I structured the script to highlight the five life stages in Super's theoretical model of career development and narrated his career story using the same language that Super used to denote the vocational development tasks that he identified, reflected on, and researched for 60 years.

GROWTH STAGE

Donald Edwin Super was born in Honolulu, Hawaii, on July 10, 1910. His parents, Paul and Margaret Louise (Stump) Super, grew up in Missouri. Super's father, after graduating from the University of Missouri as specialist in personnel training, left Missouri to work as the general secretary for YMCA in Hawaii. Super's mother, a native of Nevada, Missouri, earned a master of arts degree and taught Latin and algebra before she shifted fields to work as a special correspondent for the *Christian Science Monitor* and as an editorial writer for the *Saturday Evening Post*, writing under the pen name of Ann Su Cardwell. In the 1940s, she wrote two books on Poland's foreign relations with Russia (Cardwell, 1944, 1945). Super's father descended from a long line of college professors who taught the classics and modern languages. This lineage, in part, explains Super's fluency in the Polish, French, Italian, Spanish, and Portuguese languages. Super believed that his parents' occupations influenced his own career: his mother as a writer and his father as a personnel specialist who had worked with E. L. Thorndike and William Heard Kilpatrick at Teachers College Columbia, two people with whom Super would eventually work. In due course, Super's avocational interest in architecture and occupational interest in psychology may have, in turn, influenced the careers of his two sons: Robert who is a much in demand architectural photographer, and Charles who is a prominent developmental psychologist.

When Super was to start grade school, his father was transferred from Honolulu to the YMCA national office in New York City. Super and his brother Robert (older by 3 years) moved with their parents to Montclair, New Jersey, where the boys attended elementary school. Super remembered his whole life how his first-grade teacher criticized his Southern manners. Over four decades later, Super served the community of Montclair on the board of education (1960 to 1966; president, 1965 to 1966) and as president of the Union Congregational Church, 1970 to 1973.

EXPLORATION STAGE

Crystallization Tasks

When Super was 12, his father founded and directed the YMCA in Poland ("The Poles Pay Tribute to Paul Super," 1949). The family moved to Warsaw, where for the first year a private tutor taught the Super boys Polish and their school subjects. Donald's brother, Robert Colton Super, died from pericardial infection that first winter in Warsaw. Super continued his education by attending a French boarding school, La Chataigneraie in Geneva, Switzerland. Higher education at Oxford University followed straight after preparatory school. While attending Exeter College, Super read philosophy, politics, and economics, taking honors in economics and history. In 1932, he published a monograph on Polish-German relations based on work he did at Exeter College. Also in 1932, Super received his bachelor of arts degree in economic history, with a senior honors thesis on British Labor Movements. Four years later, based essentially on his honors thesis, Super was awarded his master of arts degree from Oxford University. Socioeconomic history proved to be a lifelong hobby, as Super often reflected on how the body politic should be nurtured by the economy.

Specification Tasks

When Super graduated from Oxford, he had crystallized field-and-level occupational preferences. He knew that he wanted a doctorate in the general area of personnel work but did not know the specific discipline that he should pursue. He was undecided! As Super would advise thousands of counselors and counselees throughout his career, planful exploration is a good strategy when one is undecided yet faces pressures to act and to choose an occupation or specialty. Accordingly, Super sought exploratory experiences in the world of work so as to clarify his ideas about the type of work that he would really enjoy. Having made the decision to engage in exploratory behavior, he needed to implement it. Accordingly, in 1932 Super began working in Cleveland, Ohio, first serving 2 years as a part-time secretary-in-training in the Employment Department (job placement) at the YMCA and part-time as an instructor at Fenn College (now Cleveland State University). It was the president of Fenn College, C. V. Thomas, who encouraged Super to join NVGA. Next, Super served for a year as Assistant Employment Secretary at the Cleveland YMCA. Because of his desire for in-service education, Super organized a group of school and agency counselors (later called the Cleveland Counselors Association) to meet at the YMCA and share knowledge about vocational problems. They eventually decided to use his office in the YMCA as a site at which to counsel individuals who were not members of the YMCA or who could not come in during the day. As a volunteer community counseling service, they were open four nights per week, staffed by two counselors

each night. Super worked Thursday evenings. The group called themselves the Compilation Project because they compiled what they knew about information and opportunities for employment and recreation. Super then used the Compilation Project model in an application for funding from the National Youth Administration (NYA) to form a community-based counseling service. The NYA funded the grant application, so at age 25 Super launched the Cleveland Guidance Service, which he directed for a year. The advisory board included Harry Dexter Kitson, a professor of vocational guidance and applied psychology at Teachers College, Columbia University. Super's first convention presentation (1936 NVGA conference at St. Louis) consisted of a case conference showing the interagency model that he used at the Cleveland Guidance Service.

While directing the Cleveland Guidance Service, Super was personally deciding what to do with his life. During his 4 years in Cleveland (1932 to 1936), he had systematically explored his options. He was now sure of his occupational choice. Super concluded that his interest and talent lay in helping the unemployed. Thus, he converted his generalized preference for personnel work into the specific choice of work that dealt with employment problems, especially concentrating on the individual's ability to cope with problems of unemployment, not on economic factors in unemployment. Accordingly, Super decided to pursue advanced study concerning occupational aptitudes and vocational personality as these relate to job selection and work adjustment.

Implementation Tasks

To implement this choice, Super needed to find a graduate school that would get him started in his chosen line of work, that is, one that offered doctoral study in both vocational guidance and applied psychology. The combination of guidance and psychology fit a maxim that Super would live by and share with students: "It is more important to have a good path and several alternative goals than to have a good goal." Super further narrowed his choice of universities by deciding that he would choose a school where an eminent scholar taught vocational guidance. Eventually Super narrowed his choices to two: Harvard University with John M. Brewer on the faculty, and Teachers College, Columbia University with Harry Dexter Kitson on the faculty. Each school had a vocational guidance pioneer on its faculty. The Harvard program stressed guidance but downplayed psychology; Brewer emphasized exploratory experiences and opposed the use of psychological tests. Accordingly, Super chose Teachers College because it was a school where he could study vocational guidance, applied psychology, and psychometrics under the tutelage of Kitson.

To execute his choice to pursue a doctorate at Teachers College required that Super solve the practical problem of paying for his education. During his 4 years in Cleveland, Super earned \$1,325 a year. He had lived on half of that salary, spending only \$5.00 each week for food, and saved the other half for graduate school. Unfor-

tunately, he lost most of his money in bank closures during the Great Depression. Fortunately, Super learned that Teachers College held a national competition for a fellowship. He entered the competition and won the fellowship. It paid \$1200 plus \$500 more if the fellow was married. The additional stipend allowed Super to marry, on September 12, 1936, his life-long companion, Anne Margaret (Peg) Baker, who lived next door to his mother's sister in Savannah, Georgia. Super withdrew his retirement plan money of \$185 from the YMCA and immediately following the wedding left Savannah, taking his bride on a wedding trip to Teachers College.

At Teachers College, Super worked as a research assistant for Robert L. Thorndike, the son of E. L. Thorndike with whom Paul Super had worked. Super's doctoral advisor and mentor was Harry Dexter Kitson, who edited the NVGA journal *Occupations: The Vocational Guidance Journal* for 13 years (1937 to 1950). Kitson made his classes recite the quote that appeared on the masthead of *Occupations*: "Vocational guidance is the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it." Super did not like reciting in class, especially this statement because, even then, he did not view choices as final. Super completed his courses and data collection for his dissertation on avocational interests in 1938. This presented another choice. Should he stay in New York for a year to write his dissertation or should he seek a position as an assistant professor and write his dissertation while he worked full time? If he stayed in New York City, he would have probably followed many of his contemporaries in undergoing psychoanalytic training. Robert Thorndike counseled him to find an academic position in which he could explore future paths that he might follow and develop himself by teaching courses to both undergraduate and graduate students. Having decided to leave New York, Super needed to find job opportunities that would allow him to do the advanced exploration that Thorndike recommended. In 1938, having been offered appealing positions in large Psychology Departments at the University of Maryland and at The Ohio State University (C. W. Super, the brother of Super's grandfather, Daniel R. Super, had been president of The Ohio State University), he chose instead to become an assistant professor of psychology at Clark University in Worcester, Massachusetts, where he also directed the Student Personnel Bureau (1938 to 1942). He selected Clark, where E. L. Thorndike recommended him, because he wanted a place to grow, a small place yet one with stimulating colleagues and a tradition of excellence. Moreover, the position offered a good balance of undergraduate and graduate teaching plus an opportunity to counsel students.

While teaching at Clark in 1939, Super published what proved to be his personal favorite among all the articles that he eventually published. The idea for the article originated in a doctoral seminar at Teachers College when the instructor asked the students a question that they could not answer. Super realized that he could fashion an empirical answer from data that he had available. The result was Super's (1939) first article, titled "Occupational Level and Job

Satisfaction.” Although written more than 50 years ago, the content of that article remains relevant today.

While Super pursued his studies at Teachers College, Anne Margaret enrolled in Columbia’s College of Physicians and Surgeons. She had been the first woman admitted to the advanced physics class in Savannah High School and had trained in bacteriology. Unfortunately, the sequelae of her childhood illness, mitral stenosis, forced her to withdraw from medical school. This painful event was followed by terrible news—her physicians concluded that she “might have a child but would never live to rear it.” Anne Margaret then insisted that she obtain a divorce so that Super could seek a marriage that included children. Although having a family was very important to Super, his love for Anne Margaret was the important fact in his life story. Anne Margaret succumbed to his persuasion and they remained married. Eventually they had two sons, Robert in 1942 and Charles in 1944. Throughout his life, Super remained passionately devoted to family yet he skillfully kept this passion concealed from public view.

ESTABLISHMENT STAGE

Stabilization Tasks

During his first 2 years at Clark, Super completed his dissertation, receiving the PhD in educational psychology and guidance in 1940. Having finished the dissertation, Super encountered the tasks involved in settling down in an occupation and a community. To become established as a specialist in his field, Super began thinking about the topic of career development as a subspecialty. Ideas about the development of careers began germinating, based on the writings of an Austrian psychologist, Charlotte Buhler, and two Americans, P. E. Davidson and H. D. Anderson. These ideas coalesced in plans for a longitudinal study of careers to be based at the University of North Carolina at Chapel Hill. Pearl Harbor aborted this study before it began. Also as a part of stabilizing in his field, in 1940 Super began to write a book that was published in the autumn of 1942, *The Dynamics of Vocational Adjustment*. Super compiled the book’s index while on active military duty. He typed the index using a typewriter case as a chair and an orange crate as a table. He dedicated the book to members of Cleveland Counselors Association and to the staff of the Cleveland Guidance Service.

Super selected the Army Air Corps (USAAC) for his military service because John Flanagan invited him to apply for a commission. Super applied and was commissioned as a first lieutenant in the USAAC (1942), rising to the rank of major by the time he completed his active duty in 1945. While on active duty, Super conducted research both on the role of personality in career success and on test development and also directed psychological services at a military hospital. In January 1943, Super attended primary flying school in

Jackson, Tennessee, after insisting that if he was to analyze the job of pilot he needed to experience flight training himself. The pilot job analysis project succeeded in reducing pilot failure rate by 50%.

After completing military service, Super sought a position as a professor in a graduate school, having learned from his exploration at Clark that he preferred not to teach undergraduate students. In the fall semester of 1945, Super began a new job as an associate professor of education at Teachers College, Columbia University, where he worked until his retirement in 1975.

When Super first arrived at Teachers College, he had already stabilized a place in his profession. World War II had destabilized his organizational position at Clark, however. Now he needed to restabilize in an organizational position at Teachers College and settle into a community. He moved his family into his childhood home in Montclair, New Jersey. They lived in that house until 1964, when Super applied his avocational interest in architecture, especially the design of European castles, by designing and having built a French colonial house on Stonebridge Road. For many years, Super proudly displayed a picture of that house on the desk in his office at Teachers College.

With his family settled in Montclair, Super had to settle into a position at Teachers College. Furthermore, the career development task of stabilization required that he secure his position at Teachers College into the extended future. To do this, Super set a major goal for himself: to produce a scholarly, data-based book on the use of tests in personnel selection and vocational guidance. He published *Appraising Vocational Fitness by Means of Psychological Tests* in 1949, the same year in which Teachers College promoted him to professor of psychology and education.

Consolidation Tasks

Following his promotion to the rank of professor, Super shifted his interest to theory. Super had been concentrating on the applications of psychology to personnel work and on the practice of vocational guidance. He switched his emphasis to theory because, as Ginzberg noted, the field lacked a theory. The shift to theory offered the prospect of dealing with his own career development task of consolidating his position as a Columbia University professor. Accordingly, Super set as his next major goal the task of becoming especially knowledgeable about the research and writing concerning career development theory, as opposed to applications of occupational psychology. This goal eventuated in two momentous products, products that did indeed consolidate his position as a leading figure in vocational guidance and applied psychology. One of these products was his classic book, *The Psychology of Careers*, which he published in 1957 and dedicated to Kitson. The book documented the conclusions that Super drew from his own study of the career literature. The book built on his *Dynamics of Vocational Adjustment* by dropping some chapters, adding new ones, and rewriting other chapters.

The second major product that resulted from Super's goal of exploring career theory was a classic investigation known as the Career Pattern Study (CPS; Super, Crites, Hummel, Moser, Overstreet, & Warnath, 1957). In the fall of 1949, Super returned to his idea of conducting a longitudinal study of careers and wrote a working paper that formulated initial plans for CPS. Super's students and colleagues discussed this paper in seminars and meetings at Teachers College until the CPS staff began data collection in Middletown, New York, during Super's sabbatical year (1951-1952). At its inception, CPS concentrated on describing the natural history of how adolescents develop the readiness to make suitable educational and vocational choices (see Phillips & Blustein, 1994). CPS produced four books (Jordaan & Heyde, 1979; Super, et al. 1957; Super, Kowalski, & Gotkin, 1967; Super & Overstreet, 1960), numerous journal articles, and several dozen dissertations through 1985. CPS is still in progress in that Alan Bell is preparing a book of intensive case studies and theory building that concentrates on personality and career. In 1953, Super published his favorite article on the topic of career development. The article, titled "A Theory of Vocational Development," originally was his presidential address (1952) to the Division of Counseling and Guidance in the American Psychological Association and was published a year later in the *American Psychologist*.

Super used test development as a laboratory in which to reflect on and empirically refine his theoretical conceptualization of career development. Three career inventories that emerged from CPS are still commercially available. The first one published was the Work Values Inventory (Super, 1970; see Zytowski, 1994). In 1967, an early version of the Career Development Inventory (Super, Thompson, Lindeman, Jordaan, & Myers, 1981; see Savickas, 1994) was constructed to evaluate a computerized guidance system that Roger Myers (Teachers College) and Frank Minor (IBM) designed with Super (Super, Minor, & Myers, 1969). The Career Development Inventory (CDI) drew on CPS work and today is available in two forms, school and university. The third practical spin-off of the CPS was the Adult Career Concerns Inventory (Super, Thompson, Lindeman, Myers, & Jordaan, 1986; see Savickas, 1994 and also see Phillips & Blustein, 1994). The ACCI was originally constructed as a criterion measure for the follow-up of CPS participants at age 36.

Advancement Tasks

Whereas the Career Pattern Study and *The Psychology of Careers* book consolidated Super's career, he used professional organizations to advance to more responsible positions nationally and internationally. Super served as president of the Consulting Psychology Division (1949 to 1950) and of the Counseling and Guidance Division (1951 to 1952) in the American Psychological Association. As a member of both NVGA and the American College Personnel Association, Super became a member of the Council of Personnel and Guidance Associations that was to found the American Personnel and



Dr. Super (right) age 15 months with his brother Robert Colton Super, Hawaii, 1911.



Dr. Super (left), age 12 with mother Margaret Louise Stump Super (middle), brother Robert Colton Super (right), Warsaw, 1922.



Dr. Super, age 15, Warsaw 1925.



Dr. Super, age 25, Cleveland, OH, 1935.



Middle row, left, Soccer team at La Chataigneraie, Geneva, 1925.



Dr. Super with wife Anne Margaret and her mother Althea Bruson Baker, Savannah, Georgia, 1942.



Dr. Super with son, Charles, Cape Cod, 1952.



Dr. Super with son, Robert, Montclair, New Jersey, 1950.



Captain Super (left) with Captain Neal Miller, flight training, Jackson, Tennessee, January, 1942.



The Super family with Harry Dexter Kitson (seated) on the terrace at Teacher's College Faculty Club, 1948.



Dr. Super, Montclair, New Jersey after the ice storm of 1949.



Dr. Super with members of his Career Pattern Study Staff in Montclair, N.J. (left to right) Junius Davis, Harry Beilin, Phoebe Overstreet, Martin Hamburger.



Dr. Super with wife Anne Margaret on a barge tour of Burgundy, France, October 1982.



Dr. Super with wife Anne Margaret, Jekyll Island, Christmas, 1987.



Dr. Super with first grandchild Margaret Pilsbury Super, Montclair, New Jersey. Christmas, 1973.



Dr. Super, Savannah, Georgia, 1990.

Guidance Association (APGA; now the American Counseling Association [ACA]). Super hired Frank Seivers as the first executive director of APGA. Super himself was among the initial group of APGA officers, serving as first president-elect (1951 to 1953) and then as the second president (1953 to 1954) of APGA.

Super also advanced his career by sharing his work in international forums. Super's first appearance as a psychologist on the international scene occurred in the 1950s when a group of industrial psychologists from France visited Columbia University as a French Commission on Industrial Productivity. One result of this visit was an invitation from two industrial psychology professors at the Sorbonne to apply for a Fulbright Scholarship for the following year (1958 to 1959, second sabbatical) during which he worked with them (psychologists at a suburban factory), and at the universities of Lyon and Aix-en-Provence. Later products were a series of articles in *La Psychologie Française* and the *Bulletin de Psychologie*, and a book on *La Psychologie des Interêts* published by the Presses Universitaires de France in 1964, and shortly thereafter translated into Polish, Italian, and Japanese.

Super's command of Polish, learned in Warsaw as a youngster, led in 1960 to a Ford Foundation invitation to spend time in Poland and in later years to additional visits and lectures at the Universities of Warsaw, Poznan, Wroclaw, and Krakow.

Because of widespread interest in the applicability of his career development model across cultures (see Fouad & Arbona, 1994, Super had many occasions to interact with psychologists, sociologists, and educators in various parts of Europe, as well as in the Middle and Far East, in Africa, and in South and Central America. Two international associations provided the main venues for this interaction: the International Association for Educational and Vocational Guidance (IAEVG), in which NCDA as a national association is a member; and the International Association of Applied Psychology (IAAP). Super served IAEVG as vice-president from 1959 to 1975, as president from 1975 to 1983, and as honorary president from 1983 until his death. A member of IAAP since 1954 and an active participant since 1955, Super served on the board for a number of years playing a major advisory role under two presidents. IAAP presented Super with a special diploma for "Outstanding Contributions to the Association" at the Jerusalem Congress in 1986 and a special memorial award at the Madrid conference in 1994.

MAINTENANCE STAGE

Preserving, Updating, and Innovating

In 1961, Super turned 50 years of age. He had stabilized his position at Teachers College with his book *The Dynamics of Vocational Adjustment* and consolidated it with the groundbreaking *Psychology of*

Careers and the Career Pattern Study. Moreover, he had advanced to the top of his professional field, both nationally and internationally. Super realized that he had entered the maintenance stage of his career. He was adapting to changes in his field by revising *Appraising Vocational Fitness* with John Crites (Super & Crites, 1962), had already revised his 1942 text once (Super, 1957) and was considering revising it again as his next project. He was keeping up with new developments by bringing fresh ideas to the CPS. Nevertheless, he entered a renewal phase (Williams & Savickas, 1990) and emerged from this period of questioning future directions and goals with the conviction that he did not want to spend the second half of his career preserving and updating. He was an explorer, a man with a curious mind, who found joy in opening up new avenues of inquiry. Super relished the excitement of sharing his explorations with students and colleagues. Accordingly, he reorganized his goals and decided to innovate, to once again break new ground. As a result of his decision to identify new problems on which to work, he enriched career theory by exploring the relevance of self-concept theory for understanding vocational behavior (see Betz, 1994). In 1963, Super published an influential monograph on career self-concept theory (Super, Starishevsky, Matlin, & Jordaan, 1963).

DISENGAGEMENT STAGE

Deceleration Tasks

Super retired from Teachers College in 1975, at the age of 65. From 1965 to 1974, he had directed the division of psychology and education and for 5 of those years (1970 to 1974) he also chaired the department of psychology. From 1975 until his death in 1994, Super held the rank of emeritus professor at Teachers College.

Following his retirement from Teachers college, Super's colleagues recognized his numerous contributions to vocational psychology and career intervention with many major awards. In 1985, Teachers College presented him the Distinguished Alumni Award, and in 1990 they presented him the Teachers College Medal for Contributions to Education. Other major awards during this period included two from the American Psychological Association: the Counseling Psychology Division's Leona Tyler Award (1980) and APA's Distinguished Scientific Award for Contributions to the Applications of Psychology (1983). Super also received honorary doctorates of science from the University of Lisbon (1982) and from Oxford University (1985), and one honorary doctorate of education from Sherbrooke in Quebec, Canada (1989).

After retiring from Teachers College, Super recognized the need to reduce the load and pace of his work. To begin to taper off in his work, Super de-emphasized routine activities and concentrated on activities that allowed him to continue to explore and to innovate career theory and practice. Toward this end, Super moved to England (1976 to 1979). Experience as an undergraduate at Oxford

paved the way for an invitation to serve as a fellow in Wolfson College, which is the graduate college for the behavioral sciences at Cambridge University, and as honorary director and senior fellow at a new institute formed by Tony Watts, the National Institute of Careers Education and Counselling. While based at Cambridge, Super also served as a visiting professor at the Institut de Psychologie, Université René Descartes in Paris. Super's work in England was funded by Leverhulme Trust, a British foundation. His task in England was to break new ground again by exploring possibilities for developing an indigenous career development theory for Great Britain. The outcomes of this exploration included a book (Super, Watts, & Kidd, 1981) and an innovative new career construct, namely, *adaptability* (see Goodman, 1994; Super & Knasel, 1979; Super & Knasel, 1981).

Super retired for the second time in 1979 when he returned to the United States. He believed, however, that retirement is no reason to stop doing what one loves. Accordingly, he chose to engage in a long period of deceleration rather than make the transition into a retirement living phase. Super started delegating part of his activities to younger colleagues and became more selective in what he, himself, did. Delegation was facilitated by appointments at universities in Florida, Georgia, and North Carolina where he collaborated with younger colleagues and had access to support services. These universities were reasonably accessible to Super's new home base in Savannah, Georgia, where he moved with his wife in 1983.

The move to Savannah allowed Super again to express his avocational interest in architecture. In 1983, Super reused the Stonebridge Road house plans to build a new home for him and Peg on Dutch Island in Savannah. The ground floor duplicated the Stonebridge Road house, turned around with a few improvements. "Rebuilding" the house was a means of easily moving the habits and pleasures of Montclair to Savannah. The windows in the Dutch Island marsh-front house offered views of a creek and the marsh as well as the Intracoastal Waterway three-quarters of a mile away. The Supers had considered Savannah to be their "home place" since 1932, and in 1983 still had strong ties to cousins and friends there. Super enjoyed quoting Stephen Vincent Benet: "There was his Georgia, this his share of pine and river, and sleepy air."

In Savannah, Super concentrated his creative efforts on three major projects as he decelerated his work pace to two 3-hour shifts for 4 or 5 days each week. He directed his Work Importance Study (WIS) at the University of Florida (adjunct professor, 1983 to 1987) with the collaboration of United States WIS coordinator, Dorothy Nevill. Super designed the WIS in 1978 while he was a fellow at Cambridge University to learn more about the relative importance of work, study, homemaking, leisure, and community service. Based first in Cambridge, an international team of collaborators eventually conducted WIS in 12 countries. Significant products of WIS include the Values Scale and the Salience Inventory, both co-written with Dorothy Nevill (1986); and a 29-chapter book, *Life Roles, Values, and Career: International Findings of the Work Importance Study*,

coedited with Branimir Sverko of the University of Zagreb (in press, expected spring 1995). As part of the special program for its centennial convention (Washington, 1992), the APA Committee on International Relations in Psychology invited Super to conduct a symposium on WIS. Super's (1992) final APA paper titled "The Relative Importance of Major Life Roles: A Cross-National Analysis" epitomizes his lifelong interests in life roles, career, and values across different cultures.

At the same time that he was directing WIS, Super also elaborated an innovative model for Career-Development Assessment and Counseling (C-DAC). The model seeks to make possible better assessment and counseling by taking career maturity (CDI and ACCI), the importance of work and other roles (Salience Inventory), and the values sought in life and work (Values Inventory) into account. Super based his C-DAC project at the University of Georgia (Consultant in Counseling Psychology 1985 to 1993) and at the University of North Carolina at Greensboro (Visiting Distinguished Professor of Education, full-time during the 1990-1991 academic year), where he collaborated with many younger colleagues. Super (1983) first proposed the C-DAC model in a journal article. He described its full development and application in a book chapter (Super, 1984) and in an article co-written with colleagues at Georgia and North Carolina (Super, Osborne, Walsh, Brown, & Niles, 1992). Super's workshops on the C-DAC model, focusing on case studies, became a tradition at ACA conventions, regularly attracting 400 enthusiastic participants. His final ACA presentation dealt with the C-DAC model and occurred at the Baltimore convention in 1993, a full 56 years after his first NVGA convention presentation, which had also focused on a case conference model.

As a third project, in addition to WIS and C-DAC, Super continued his CPS work, based at Armstrong State College in Savannah, Georgia (Distinguished Consultant in Residence, Department of Psychology, 1985 to 1993). During this time he concentrated on work values. His success in constructing the Values Scale rekindled his curiosity about the relationship among needs, values, and interests. Super had previously explored this topic in his 1949 book, later with Martin Bohn in a 1970 book, and again in another book chapter (Super, 1973). Beginning with a symposium at the 1987 APA convention in New York City, he worked with Joseph Lane at Armstrong State University and with John Dagley and Gary Lautenschlager at the University of Georgia. This project eventually spread to collaborations with Jan Lokan (Australia), Rita Claes, and Pol Coetsier (Belgium); Donald McNab, George Fitzsimmons, and Bernard Tetreau (Canada); and Jose Ferreira-Marques (Portugal). It culminated in a symposium titled "Toward Clarification of Needs, Values, and Interests as Personality Domains" presented at the 22nd Congress of IAAP in Kyoto, Japan, in 1990 (Dagley & Super, 1990). Also at Armstrong State, with the support of Grace Martin, Super worked on plans to revise the CDI and WVI and began construction of a Student Career Concerns Inventory (Savickas & Super, 1993). In addition, he continued work on theory development by writing an

article (Bell, Super, & Dunn, 1988) and beginning a book with Alan Bell on CPS case studies, and he intensified his work on convergence among career theories by initiating a conference on "Convergence in Career Theory" (Savickas & Lent, 1994) which was held at Michigan State University in April 1992. Super's presentation at that conference (Super, 1994) was the final formal address that he would make in person to his colleagues. Fortunately, that address is captured on a videotape of the conference (Lent & Savickas, 1994), which is easily available to counselors who would like to view a piece of history in-the-making. As we have come to expect from a decidedly future-oriented individual, the forward-looking speech explored how the unification movement in science might inform career theory.

At a time when his contemporaries were in the retirement living phase of their careers, Super worked on WIS, C-DAC, and CPS. With a graceful brush of humor, John Holland (1992) asserted that Super's creativity during this period "appears to contradict his [Super's] theory. He should be in decline." In the same vein, Borgen (1991), who called Super a "superordinate thinker," identified two of Super's articles (Super & Hall, 1978; Super, 1980) among 25 milestone articles published in vocational psychology from 1971 to 1987. Remarkably, articles that Super wrote at ages 68 and 70 were called "important leading edges of the field." Super's 1980 article about role salience (see Cook, 1994) and the Life-Career Rainbow was the article, among all that he had written, for which Super received the most requests for reprints.

It is fitting that the rainbow model has become the most attractive and heuristic idea that Super conceived in his later work. The rainbow model goes beyond the implementation of a self-concept in the world-of-work by integrating careers with the life course. The emergence of the rainbow model from Super's earlier work might be traced to the emotional maturity that he achieved during this phase of life. Ideas about role salience were percolating in his mind during the late 1970s yet he struggled with how to represent them. He was "retired," his two sons were well established in their careers, and grandchildren were part of his life and self-concept. The wisdom and generativity that he manifested during these years allowed him to find a way to recognize and integrate in his theory-building project the broader richness of life, which he had always known and valued but usually underplayed in scholarly writing and public discussions. The rainbow life-course model may have been, in part, his way of mastering and charting the lessons of life behind him and the challenges ahead. In using the rainbow model to view its creator, admirers can see the brilliant colors of Super's own life course as a devoted son, loving husband, caring father, creative scientist, popular lecturer, contributive soldier and civilian, avid "leisureite," productive pensioner, proud grandfather, and citizen of the world.

Retirement Planning Tasks

Super lost his beloved wife, travel companion, co-parent, and intellectual mate of 53 years when "Miss Peg," as he affectionately called

Anne Margaret, died on November 6, 1989. He faced the challenging task of "learning to live alone" with his characteristic optimism, planfulness, and exploratory behavior. Planning for retirement became an active concern. He revised his retirement plans to account for living alone and talked with family and friends about retirement and its adjustments, and he identified the activities that he would perform in retirement.

In the summer of 1992, Super participated in an IAAP Career Psychology meeting in Ghent, Belgium. As part of the trip to Belgium, Super had returned to Scotland to visit his ancestral home. In the airport, Super tripped and experienced an accident. The recovery from the accident slowed yet did not stop his work. Retirement planning tasks had been mastered, and Super bravely coped with the developmental tasks of the retirement living substage of the Disengagement career stage, which includes reflecting upon a productive life.

Retirement Living Tasks

In this his third retirement, Super functioned primarily as a person of leisure, yet provided wise counsel to veteran collaborators who required his advice on their theory and research projects. He continued to cooperate with long-time colleagues on special tasks such as construction of the Student Career Concerns Inventory (Savickas & Super, 1993) and writing with Alan Bell a book based on CPS case studies. On June 21, 1994, Super succumbed to his final illness.

CAREER THEMES

Throughout his unparalleled career as a psychologist, Super pursued work that was play to him. His deepest work rewards came from activities that satisfied his intellectual curiosity, fulfilled his desire to help people, gratified his need to create and innovate, and provided opportunities to work with colleagues across nations and generations.

One of Super's more influential articles described the construct of themes (Super, 1954; see Jepsen, 1994). Super characterized the main theme of his career as exploration; he recognized in himself the need to explore, based on his own personal development. As a result, he devoted himself to the study of exploratory behavior, especially planned exploration followed by finding the answer or making the choice. As a psychologist, he wanted to make the coping strategy of exploration available to more people. Super's exploratory attitude toward life was sustained by his courage to take risks. Throughout his career he consistently encouraged colleagues to take reasonable risks. Moreover, he steadfastly told students and protégés not to follow his lead or direction but to explore their own ideas.

A second theme in Super's career involved planning. His exploration was never random, it always furthered some rational plan of

action. Super embodied the future-oriented time perspective that culture in the United States embraces. He believed that successful coping is more likely to occur when one anticipates the tasks to be faced and prepares to deal with these tasks. In fact, he coined the term *planfulness*, which has not yet entered the dictionary, to denote a planning or planful attitude. He once stated as a succinct self-conception, "I am a forward planner."

Super's personal commitment to planning and exploration structured his occupational career. It probably is no accident that the CDI measures the "attitudes of a planful and inquiring person" (Super, 1990), a person like Super himself. Super, a "superordinate thinker," searched out different areas such as economics, cultural anthropology, child development, and occupational sociology in systematic efforts to recognize and explore the variety of forces that impinge on vocational behavior. These intellectual sojourns allowed him to import new constructs and segments into his theory-building project. The resulting theoretical edifice became a comprehensive orchestration of important segments that are necessary for an inclusive theory of careers.

Super constructed an overarching framework within which to explore theory development, not a comprehensive integrated theory. Many scholars declare that Super's greatest professional achievement was changing the focus of vocational psychology from occupations to careers. In so doing, he blended the perspective of career counseling for development and adaptation into the vista of vocational guidance's concentration on individual differences in abilities and interest. Moreover, he showed researchers in the behavioral sciences that careers provide a fruitful focus for the study of personality and human development. These achievements notwithstanding, I believe that Super's greatest contribution was as an explorer, a pioneer who constructed a map that other explorers can use to navigate their way through the theory-building enterprise of contemporary vocational psychology.

Super, who descended from a long line of linguists, typically ended his correspondence to friends with a Latin phrase. His friends, students, and colleagues end this communiqué in like fashion. Donald Edwin Super—fama semper vivat!

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