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CASE 1 (HIGH VOCATIONAL MATURITY)

To exemplify High Vocational Maturity, we have chosen a ninth grade core group member to whom we shall refer as James Bates.

With respect to Total Vocational Maturity score, James exceeded 97 of the 105 boys in this group. On all but one of the indices from which his Vocational Maturity Total was derived, James had a relatively high score. Specifically, there were but five higher scores than his on Specificity of Planning, one on Specificity of Information, three on Acceptance of Responsibility for Choice and Plans, and 17 on Concern With Choice. However, on the index Use of Resources, 84 members of the core group had higher scores than did our subject.

James was 14 years old at the time of the initial field work, as indicated on page 15 of your booklet, the first of four pages of information supplementing this case study presentation.

James was of superior intelligence, with an Otis Quick-Scoring Gamma IQ almost two standard deviations above the mean for the core group.

He was living in town with his father, an accountant, and his mother, a housewife, in a better than average house for the community, as rated on the Career Pattern Study adaptation of the Warner house rating scale.

Both Mr. and Mrs. Bates were college graduates, whereas, on the average, the parents of the boys in the study had completed little more than eight years of schooling. Thus, with respect to formal education completed, Mr. and Mrs. Bates were at the upper end of the educational rating scale used in the Career Pattern Study. The average educational rating for all of the parents was somewhat below the middle of this scale.

Similarly, Mr. Bates's occupation was at the upper end of the Hamburger revision of the Warner Occupational Rating Scale, as compared with an average, for all of the parental occupations, that fell somewhat below the middle of the scale.

Not unexpectedly, in view of the relatively high standing of the Bates family with respect to the Socio-economic status variables already discussed, James had a superior score on the Cultural Stimulation Scale of the Biographical Inventory. This suggests that his home environment was providing him with a wide variety of intellectual, artistic, literary, or scientific cultural experiences.

At school, James had elected to follow the state curriculum in preference to the local, that is, he had chosen the course of study more likely to be followed by students preparing for college.

Furthermore, James had expressed a vocational aspiration, certified public accountancy, likely to require college preparation. The level of this aspiration was more than one standard deviation above the mean aspiration level for the entire group of boys as measured on the revised Warner occupational rating scale. It is interesting to note, in this connection, that James's expressed vocational aspiration was consonant with his interests as measured by the Strong Vocational Interest Blank. (I refer you to page 16 of your booklet)

There was no discrepancy between James's aspired and expected vocational level.

With respect to academic achievement, James's grade average of 91 was more than two standard deviations above the core group's mean of 76. As his obtained grade average was at or above the grade average predicted for him,

from his IQ, by a regression equation utilizing the correlation between IQ and grades, James was considered to be an academic achiever, rather than an under-achiever.

Not only was James a superior student, but he was more extensively and intensively involved in extra-curricular activities than were the majority of his classmates of the core group. However, when it came to participation in non-school community activities, the extent and intensity of James's involvement barely exceeded the mean for the group. Not unexpectedly, therefore, in view of the statistically significant positive correlation between Adolescent Independence and Participation in Non-School Activities, James's score on Adolescent Independence was close to, in fact slightly below, the group mean. That is, he was about average for this group with regard to his ability to make plans and decisions and carry them through without close parental supervision.

We have now discussed James with respect to the twelve correlates that were found to be significantly correlated with Vocational Maturity for the boys in the Career Pattern Study.

We have seen that, for two of these correlates, Adolescent Independence and Participation in non-School Activities, James had scores that were not particularly characteristic of High Vocational Maturity boys. On the remaining correlates, however, (that is, Intelligence, Parental Occupational Level, Urban Residence, Cultural Stimulation, Boy's Vocational Aspiration Level, Discrepancy between Aspired and Expected Vocational Level, School Curriculum, Grades, Achievement versus Underachievement, and Participation in School Activities) the categorization of James's scores or the direction and extent of their deviation from group means were such as might be expected for a boy of High Vocational Maturity.