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CASE 2 (LOW VOCATIONAL MATURITY)

To illustrate Low Vocational Maturity, we have chosen a ninth grade core group member whom we shall call by the pseudonym of Bob Alexander.

Only two of the boys in the core group had Total Vocational Maturity scores lower than Bob's. As for Bob's scores on the five indices of Vocational Maturity, all were relatively low. Specifically, three boys scored lower than did Bob on the index Concern with Choice, nine on Specificity of Information, three on Specificity of Planning, one on Acceptance of Responsibility for Choice and Plans, and none on Use of Resources.

Bob, who was 18 years old at the time of the initial field work, had an Otis Quick-Scoring Gamma IQ that was about two standard deviations below the mean for the core group.

He lived in town with his father, who owned and managed a dry-cleaning establishment, and his mother, who helped in the father's business. Mr. Alexander's occupational level, as measured by the revised Warner occupational rating scale, was somewhat higher than the mean for the parents of the core group boys.

However, with respect to amount of formal education completed, both Mr. and Mrs. Alexander fell below the group mean. Although Mrs. Alexander had completed grammar school, Mr. Alexander had left school before reaching the eighth grade.

The house in which the Alexanders lived was, like the Bates house, well above average for the community, as rated on the modified Warner house rating scale. Unlike James Bates, however, Bob Alexander had a relatively

low Cultural Stimulation score. Thus we can conclude that Bob's home environment probably was not providing him with a wide variety of intellectual, artistic, literary, or scientific cultural experiences.

At school, Bob was enrolled in the local curriculum, a course of study likely to be followed by non-college preparatory students.

Bob's vocational aspiration of becoming a clerk in a store, was not out of line with this curriculum choice. The level of his vocational aspiration was more than one standard deviation below the mean aspiration level for the members of the core group, as rated on the Hamburger revision of the Warner occupational rating scale. As tended to be the case with many of the Low Vocational Maturity boys, there was a discrepancy between Bob's aspired and expected vocational aspiration level.

Bob's grade average of 72 was about $2/3$ of a standard deviation below the mean for the core group. However, as his academic achievement level was at least as high as would have been predicted for him, from his IQ, by a regression equation utilizing the correlation between IQ and grades for this group, he was considered to be an academic achiever rather than an underachiever. This was contrary to what we might have expected on the basis of the relationship between Vocational Maturity and Academic Achievement-Underachievement.

In regard to the extent and intensity of his participation in extracurricular activities, Bob was somewhat below average for the core group. However, he was somewhat above the mean for non-School, community activity, being slightly more active in this respect than was our high vocational maturity boy, James Bates. Nevertheless, despite the low, but positive and statistically significant correlation between Adolescent Independence and Participation in Non-school Activities, Bob had an Adolescent Independence score about two and one-half standard deviations below the mean for

the core group, that is, Bob was well below this average in regard to his ability to make plans and decisions and carry out activities without close parental supervision.

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

On four of these correlates, Parental Occupational Level, Participation in Non-School Activities in the Community, Urban Residence, and Achievement-Underachievement, Bob had scores that were not particularly characteristic of the Low Vocational Maturity boys in his group. On the eight remaining variables of Intelligence, Cultural Stimulation, Boy's Vocational Aspiration Level, Discrepancy between Aspired and Expected Vocational Level, School Curriculum, Grades, Participation in School Activities, and Adolescent Independence, Bob's scores were such as might have been expected for a boy of Low Vocational Maturity.