

SYMPOSIA PRESENTED AT AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION CONVENTION
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INTRODUCTION

The series of papers which follows constituted four symposia which were organized for the 1966 Convention of the American Personnel and Guidance Association in Washington, D.C. They report, prior to more complete monograph publications, the current work of two interlocking research projects sponsored by the Horace Mann-Lincoln Institute of School Experimentation and supported by that Institute, the Cooperative Research Program of the U.S. Office of Education, and the College Entrance Examination Board. The first two organizations have supported the Career Pattern Study, the subject largely of the last three symposia, and the last-named organization has supported the work of the Self Concept Project, which supplied two of the papers for the first symposium.

The studies of Self Concepts in Vocational Development are a series of operationally independent but theoretically related studies, arising from earlier work reported in a monograph (Super, Starishevsky, Matlin, and Jordaan) on career development and self concept theory. Bothwell and Miner both focus on the problem of developing adequate measures of the metadimensions of self concepts, Bothwell using interview material from the Career Pattern Study and the same subjects at ages 14, 18, and 25, Miner using a modification of Kelly's Role Construct Repertory Test with Columbia College juniors. Bell's paper deals with the kindred topic of role models, describing methods and some preliminary findings of an attempt to deal objectively and quantitatively with this very subjective subject (like Bothwell, he uses Career Pattern Study data).

The second series of papers deals with the measurement and nature of vocational maturity in the 9th and 12th grades, analyzing data on Career Pattern Study subjects studied at those two stages of their lives.

Heyde reports on changes made in the measures of vocational maturity as a result of the need to adapt those reported for the 9th grade in an earlier monograph for use at the two grade levels. The emphasis is now on elements and factor scores rather than on the earlier "indices". Reichman deals with the correlates of vocational maturity in grades 9 and 12. Jordaan reports preliminary findings on changes in vocational maturity from grade 9 to grade 12. More clearly and generally than before, it appears that what might be considered to be evidence of vocational maturity in the 9th grade lacks validity: it is unrelated to observations of the same type made in the 12th grade.

The third series of papers reports findings based on analysis of data collected when the Career Pattern Study subjects were about 25 years old. The follow-up methods and results for the original 9th grade boys, originally reported at the 1963 meeting of the American Psychological Association, are described again for completeness sake, and the fact that they were replicated for the original 8th graders at age 25 is reported. Gotkin, who also made a preliminary report in the 1963 symposium, now deals with some definitive findings with the original 9th graders, in a preview of what will be a more complete and searching analysis of the criteria of success at age 25. Her analysis of floundering and other coping behaviors, and of career development scales, should be of considerable interest. The last paper in this series (Super and Seltzer) deals with relationships between both 9th and 12th grade standard measures of pupil characteristics and especially devised measures of vocational maturity, on the one hand, and various criteria of career and occupational success at age 25. Standard measures of ability and achievement have surprising validity even in the 9th grade, but again

presumed vocational maturity in the 9th grade appears to be unrelated to subsequent behavior - only when later observations were made, in the 12th grade, were measures of vocational maturity related to career and occupational success criteria.

In the fourth series of papers three former members of the Career Pattern Study staff, each currently involved in teaching, research, and practice, discuss issues raised by the data-reporting papers and by other trends and problems in vocational development theory, research, and applications.

In due course three monographs will give more detailed and more comprehensive reports on this work. Two will be in the Career Pattern Study series, on the high school years and on the post-school years. One will be in the Self-Concept series, and will integrate recent studies bearing on this topic and career development. In addition, theses by Bell, Bothwell, Gotkin, and Miner will report specifically on their research.