



FESTSCHRIFT HONORS PROFESSOR DONALD E. SUPER (1910-1994)

On the 60th anniversary of Donald E. Super's joining the National Vocational Guidance Association (now NCDA), his colleagues acclaimed Super's intensive contributions to career theory and practice with a Festschrift issue of *The Career Development Quarterly* titled "From Vocational Guidance to Career Counseling: Essays to Honor Donald E. Super." This issue was intended to celebrate Super's contributions on the occasion of his retirement from active participation in NCDA. Instead, with the death of Professor Super on June 21, 1994, his memory was honored by recounting his accomplishments and celebrating his contributions. When told about the Festschrift, Super stated that he would enjoy reading the volume only if the contributors viewed it "not as a memorial but as a shared pleasure for all involved." In the introduction to this special issue of the CDQ, editor Mark Savickas indicated that "a shared pleasure" was an apt description for the Festschrift.



Professor Donald E. Super

The Festschrift begins with a biography that concentrates on Super's own career development, written in the context of Super's own theory of "stages of career development." Next, eight articles highlight the wide range of his conceptual and empirical contributions to vocational psychology and career intervention. Each article deals with a different construct that Super used to enrich, extend, and elaborate career theory and practice. The first three articles deal with constructs that Super

used to enrich the trait-and-factor model and methods for vocational guidance: Zytowski on work values, Betz on self-concept, and Jepsen on thematic extrapolation. The next set of three articles deals with constructs that Super used to shift the field's focus from occupational choice to career development and to extend vocational guidance to encompass career counseling: Savickas on career development, Phillips and Blustein on career choice readiness, and Goodman on career

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A MENTOR OF MENTORS

by Mark L. Savickas

In writing the biography of Donald E. Super which appeared in the September 1994 issue of the *Career Development Quarterly*, I was unable to describe Harry Dexter Kitson because I could not find much information about him. I was interested in Kitson because he was Professor Super's mentor. Subsequently Albert Thompson and Roger Myers have provided me with detailed information about Kitson. I thought that some readers of this newsletters might have an interest in this information.

Kitson was trained by James R. Angell at the University of Chicago. He graduated in 1915 and published his dissertation in psychological monographs. It was entitled "The Scientific Study of the College Student." In this publication, he became the first to change raw scores to sigma values on a profile chart for the purpose of comparing various tests. Kitson became a professor of psychology at Teachers College, Columbia University in 1925, the same year in which his *Psychology of Vocational Adjustment* was published. This book was a pioneer effort to bring the results of psychological research to bear on the problems of vocational choice and adjustment. In memorializing Kitson in the 1959 issue of the *Personnel and Guidance Journal*, Donald E. Super cited his book as one of the first professional texts on the topic in contrast to the publication of Frank Parson's, who Super characterized as a philanthropically-minded layman. When Super was working as an employment counselor at the Cleveland, Ohio YMCA and teaching part-time at Fenn College (later Cleveland State University), the president of Fenn suggested he attend the 1934 convention of the National Vocational Guidance Association which was meeting in Cleveland. At that convention Super met Kitson who was then famous as an ardent

exponent and defender of vocational guidance. The next summer Super attended a short course on vocational guidance that Kitson taught at Teachers College, Columbia. Based on this experience Super eventually returned to Teachers College to earn his doctorate. In 1944 when Kitson suffered his first heart attack Super got a few days leave from military service to visit T.C., then accepted an invitation to come to Columbia as Kitson's associate to relieve him of part of his load. When the war ended Super and Kitson began a close association which lasted from 1945 until Kitson's retirement in 1951. The biography of Kitson on the following page was written by Harold Miller and originally published in *Occupations: The Vocational Guidance Journal*, May 12, 1945.

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adaptability. The final two articles describe constructs that Super used to elaborate the meaning of occupational career by embedding it within the multiple roles that each culture expects an individual to enact: Cook on role salience, and Fouad and Arbona on cultural context.

The authors of these articles discuss the current status of and future prospects for Super's concepts and practices. They consider how Super's ground-breaking work on a specific topic has been and could be extended and elaborated to culminate in the development of new ideas. Contemporary applications of Super's work in career education and counseling are also described.

The Festschrift concludes with a bibliography of Super's publications from 1939 through 1994.

HARRY DEXTER KITSON: A SKETCH OF THE MAN IN HIS SCIENCE

by Harold Miller

Doctor Kitson likes to call his science "occupationology"; his students prefer to call it "Kitsonology," identifying the science with the man. Since 1908, when civic minded Frank Parsons founded the organized vocational guidance movement, the science has felt the influence of a number of great exponents and leaders. Yet rarely has there been a master-type figure measuring up to the professional stature of Harry Dexter Kitson. Even more rarely has there been a figure whose personality is so interwoven with the philosophy of his science.

Inevitably as the guidance movement developed, various schools of thought emerged. While leaders in the movement have not always agreed in their conceptions of the scope of guidance, Doctor Kitson has always forthrightly fostered vocational guidance. Those unacquainted with him as a person may regard him as a critical, objective scientist; the more fortunate know him as a dynamic, sympathetic humanist.

On August 11, Doctor Kitson will be 59 years old. He was born in Mishawaka, Indiana. He received his A. B. degree in 1909 from Hiram College, Ohio, his student life being highlighted by dramatics, oratory, and organ playing.

After graduation he left the academic campus for several years to enter the family business, but returned in 1912 as an Assistant in psychology at the University of Minnesota, receiving his A.M. in 1913. While at Minnesota he continued his organ playing; he also was noted for hiking and development of the ergometer. He was a Fellow from 1913 to 1914, and an Associate from 1914 to 1916, at the University of Chicago, from which he received the Ph. D. degree in 1915. Later he went to Indiana University where he was professor of psychology from 1915 to 1925, with time out for the A.B.F. in World War I. Ernie Pyle and Hoagie Carmichael were among his students at Indiana.

Since 1925 he has been Chairman of the Department of Vocational Guidance and Occupational Adjustment at Teachers College. His 20th anniversary is the feature of the 1945 Follies.

During World War I he was commissioned from O.C.S., Ft. Sheridan, and served with the Coast Artillery Corps. He was an expert pistol marksman. He went to the front with the 53rd Regiment, C.A.C., and also served with the staffs of the railway

artillery brigades of the 1st and 2nd Armies. He was mustered out a 1st lieutenant.

An especially fine pianist and organist, Doctor Kitson has performed in theatres and Episcopal churches. He is fond of Chopin waltzes and the classics.

Psychology and business have been his fortes, and he has added extensively to the literature in these areas. His *How to Use Your Mind* has been translated into Chinese and Braille. His works include: *Manual for the Study of Psychology of Advertising and Selling*, *The Mind of the Buyer*, *How to Find the Right Vocation*, *I Find My Vocation*, *Vocational Guidance for Those Out of School*, and *Finding a Job During the Depression*.

His Psychology of Vocational Adjustment, was the first comprehensive book in its field in the application of psychology to vocational guidance and contains perhaps the earliest proposal for the use of probability tables in place of correlation coefficients.

In *The Scientific Study of the College Student*, he was the first to change raw scores to sigma values on a profile chart for purposes of comparing various tests.

Fraternal life has also been taken in his stride. He is a member of Sigm Xi, Alpha Tau Omega, (and is chairman of its Vocational Advisory Board), and the Quadrangle Club of Chicago.

The NVGA has claimed his major interest during recent years. Since 1937 he has edited *Occupations: The Vocational Guidance Journal*, after an associate editorship from 1929 to 1937. He was president of the NVGA from November 1922 to February 1924 and has been a trustee for a total of ten years.

Radio early became another of his media. He gave the first psychological tests over the air from KDKA, Pittsburgh, in 1921. In 1934, when the American School of the Air, CBS, installed vocational guidance in its curricula, presenting weekly programs over several years, Doctor Kitson was the first chairman of the radio committee of the NVGA. He supervised writing of the scripts and served as narrator.

Time is Doctor Kitson's Achilles heel. Demands for it flow from all directions. Editing *Occupations* and teaching are self-evident drains of time. In addition he maintains extensive correspondence with vocational services seeking personnel from

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among his major students; with former and prospective students; and answers requests for occupational information. To his office flock hundreds of callers monthly to discuss programs, dissertations, and a plethora of miscellaneous needs. Vocational guidance is a highly touted and relatively open profession for many young and not-so-young careerists who are magnetized by the opportunities it offers for service.

Doctor Kitson is conscientious in exercising his professional guardianship. Here is the point where sensitive academic souls shrink and the misconceptions take root. Once, Doctor Kitson summed up his feelings on the subject as follows:

“Vocational guidance is not a job for amateurs, to be assigned to a person because he or she has a warm heart. It should not be regarded as an adjunct... It is not a pastime to be indulged in during odd moments. Vocational guidance is a distinct profession, just as independent as the work of the physician, the lawyer, the nurse, or any other highly specialized worker.”

For those who qualify, he is an eager supporter, with boundless sympathy and concern for the errors of the beginner. Problems in research are worked out to infinite perfection, particularly in language and grammar. Students who discuss their dissertations with him undergo a specialized education in literary usages.

He is dynamic, makes decisions rapidly, dictates in the staccato of a machine-gun, and keenly penetrates verbiage for basic issues. Scientific accuracy is his keystone and at that point misconceptions may germinate. He is a stickler for truth and will spend considerable time in consulting the accuracy of a reference, whether he is in the lecture hall or in his own study.

Away from the job, Doctor Kitson practices his piano diligently, plays bridge, goes horseback riding, walks for his prescribed daily exercise, and anticipates his retirement in several years. For the past 26 years he has had no vacation because of summer school teaching. He is eager for travel.

This writer wishes to join the many friends and students of Doctor Kitson in their gratitude and thanks to him for his work in the growth of the vocational guidance movement to its eminent professional position today. We congratulate him on the 20th Anniversary of his membership on the faculty of Teachers College.

Super on Super

Readers who wish to experience Donald E. Super discussing his life and career, in writing or on tape, may consult the following works which were not able to be included in the Festschrift.

Super, D. E. (1969). The natural history of a study of lives and of vocations. Perspectives of Education, 2, 13-22. (*Super describes the Career Pattern Study.*)

Whitely, J. M. (producer) (1970). A dialogue on vocational development theory (motion picture). Washington, D.C.: American Personnel and Guidance Association. (*A discussion about vocational behavior between Donald E. Super and John L. Holland.*)

Pappas, J. P. (1978). Pioneers in guidance: Donald Super. Personnel and Guidance Journal, 56(10), 585-592. (*John Pappas and John Crites interview Super about his life and career.*)

Super, D. E. (1983) The history and development of vocational psychology: A personal perspective. In W. B. Walsh & S. H. Osipow (Eds.), Handbook of vocational psychology. Hillsdale, NJ: Erlbaum. (*Super describes his early years as a vocational psychologist.*)

Super, D. E. (1985). Coming of age in Middletown: Careers in the making. American Psychologist, 40, 405-414. (*Super's address when he received the American Psychological Association's Distinguished Scientific Award for the Applications of Psychology in August 1984.*)

Freeman, S. C. (1993). Donald Super: A Perspective on career development. Journal of Career Development, 19(4), 255-264. (*An interview with Super covering a wide range of topics.*)

Lent, R. W. & Savickas, M. L. (producers). (1994). Convergence in theories of career choice and development [videotape]. East Lansing, MI: Jeresu Productions. (*A videotape of Super's final "in person" presentation of a professional paper, entitled "Developmental Theory."*)

The Donald E. Super Career Development Data Archive: A Living Memorial

It has been proposed that a living memorial be established to honor the work of Professor Donald E. Super and to encourage research that will further Super's theories and expand upon the empirical work Super performed before he passed away this year. This memorial would consist of an international data bank that could be accessed by career development researchers for secondary analyses and new analyses that become possible when multiple data sets are combined. Researchers would be asked to donate data collected on career development and related measures and in turn would be free to use the pooled data for their own work. An ongoing and ever expanding research agenda based on the pooled data would be a fascinating and productive topic that could be discussed at sessions during national and regional meetings. Details concerning the archival data need to be discussed but it has been suggested that the Henry A. Murray Research Center archives be used as a model. The Murray Center has collected a large number of data sets on women's education, provides up-to-date information on resources through the Guide to the Data Resources of the Murray Center consisting of abstracts for each of the center's data sets, and sponsors research grants for graduate students and postdoctoral researchers doing research drawing on the center's data resources. Please send comments and or suggestions concerning the proposed Donald E. Super Career Development Data Archive to Prof. Mark L. Savickas, NEOUCOM, Behavioral Sciences Dept., PO Box 95, Rootstown, OH 44272-0095.

VONDRACEK IN TEXT

SIG member Fred W. Vondracek contributed to a 1994 release called *Adolescence in Context: The Interplay of Family, School, Peers, and Work in Adjustment*, published by Springer-Verlag and edited by Rainer K. Silbereisen and Eberhard Todt. Dr. Vondracek's contribution, "Vocational identity development in adolescence," appears in Part V of the text, "The interplay between school and work." In this section, Dr. Vondracek discusses some of the processes that have been shown to contribute to the successful transition from being a playful child to being a hard-working and productive adult.

Also contributing to Part V of the text are Stephen F. Hamilton who wrote "Employment prospects as motivation for school achievement: Links and gaps between school and work in seven countries"; Jeylan T. Mortimer, Michael Shanahan, & Seongryeol Ryu, who wrote "The effects of adolescent employment on school-related orientation and behavior"; and Uwe Engel & Klaus Hurrelmann who wrote "The effects of sponsored mobility: Educational careers of adolescents in West Germany."

Part IV of the text entitled "The family-work nexus" contains contributions by Phame M. Camarena, Mark Stemmler, & Anne C. Petersen entitled "The gender-differential significance of work and family: An exploration of adolescent experience and expectation"; Nancy L. Galambos & David M. Almeida who wrote "The two-earner family as a context for adolescent development"; and Glen H. Elder, Jr., Ann Hagell, Laura Rudkin, & Rand D. Conger who wrote "Looking forward in troubled times: The influence of social context on adolescent plans and orientations."

We commend the book to vocational psychologists in general and especially encourage colleagues with an interest in the "school-to-work" transition.

WORK WON'T LOVE YOU BACK

Work Won't Love You Back, a 1994 release written by Stevan E. Hobfoll and Ivonne H. Hobfoll, published by W. H. Freeman and Company, is billed as "The Dual Career Couple's Survival Guide. The authors intended it especially for couples who want to prevent problems in their dual career family.

In Chapter 1, "Must Two Careers Create Twice the Stress?", the authors indicate that since WWII, the tendency towards dual career families have increased, but the time demands of parenting, education, family life, and business have not decreased. The remainder of the book presents ideas for change that can be implemented because they are under an individuals control. In Chapter 2, "A Proven Strategy for Coping", the authors present the "theory of conservation of resources" as an overall strategy to help organize and implement the various ideas they present in the book. Chapter 3, "Cultivating Your Resources" is a presentation of a method of evaluating and cultivating personal and marital resources. In Chapter 4, "Her Career Investment and his reactions", the advantages and disadvantages of a dual career life-style are discussed. Chapter 5, "Avoiding the pitfalls of a dual career life-style" is a discussion about how to prevent severe dual career stress and how to correct common, serious problems that dual career families experience. In Chapter 6, "Can we have it all?", the authors attempt to help the reader make positive adjustments that will lower stress and increase satisfaction, make resource gains where they are most needed, and suggest/discuss solutions to some typical problems that dual career couples encounter. Chapter 7, "Household labor, or, I'd rather see a handsome man wash dishes than dance naked" was written to champion the cause of fair division of household labor. Chapter 8, "How (and when) do I love thee?" is a discussion of the problem of intimacy for dual career

couples. In chapter 9, "Where do children fit in?" the authors discuss how one can best apply available resources to promote the children's well-being. Chapter 10, "Molding a family-sensitive workplace", is an examination of the future for dual career families with regard to the changing workplace as employers respond to family needs and dual career pressures.

The authors write that "Dual career life is like stunt flying loop-de-loops in an old biplane. You clock up thousands of hours (under all kinds of conditions), but you've never had a proper flying lesson and you never saw the flight manual that should have come with this plane. This book is that manual, and we offer it realizing fully that you may already be a decorated dual career pilot."

LISTSERV UPDATE

More than 30 SIG members have signed on to the Vocational-SIG listserv, which was established this summer to promote discussion related to career development and SIG affairs. The conversations have been somewhat limited thus far, centered largely on the by-laws uploaded on the listserv by Linda Subich (which are also included in this issue of the Z-letter for those not electronically connected).

It is exciting to watch the birth and development of the listserv and it is hoped that as users become more comfortable with the electronic medium, the debate and discussion that take place will encourage and enhance the free flow of information among SIG members.

THANK YOU Z!

This is the final issue of the Z-Letter. Donald Zytowski has edited the Z-letter since the inception of our SIG, and for that we are grateful. It has been our informal means of communication because SIGs cannot have newsletters. Now that we will become a section, we will start an official newsletter. Perhaps we can convince "Z" to edit the new newsletter.

SIG Steering Committee

**MINUTES OF THE ANNUAL MEETING OF THE DIVISION 17
VOCATIONAL BEHAVIOR AND CAREER INTERVENTION SIG**

Linda Subich

Approximately 20 members were in attendance at the meeting held on Monday August 15, 1994 in the Division 17 hospitality suite in the Hilton Hotel at the APA convention in Los Angeles. Unfortunately, the SIG meeting time conflicted with a career symposium chaired by Bruce Walsh. Thus, many SIG members could not attend our meeting.

After introductions, we reviewed the SIG's numerous accomplishments over the last year. First, the SIG and its members held a second conference, entitled "Toward the Convergence of Science and Practice," at the Ohio State University in May; Bruce Walsh organized and chaired this conference. Approximately 175 people attended (originally a 150 person limit had been set) and conference evaluations were very positive. The book from the first (1992) conference entitled "Convergence in Career Development Theories," was published this past spring by Consulting Psychologists Press (CPP) and seems to be selling well. A book based on the second conference is in progress and also will be published by CPP. A two hour videotape of the presentations by John Holland, Rene Dawis, Donald Super, Ed Bordin and John Krumboltz from the 1992 conference has been finished and Bob Lent are in the process of identifying a distributor. It is hoped that all SIG members ultimately will receive a copy of this videotape.

At the 1993 APA convention in Toronto, besides our usual business meeting which was attended by 32 members, the SIG sponsored a symposium on career problems and practice, hosted five well-attended roundtables on career counseling for the new majority, and participated in the Division 17 SIG roundtable program. In all, 18 SIG members were involved in these convention programs. Further, preceding the 1993 APA convention the SIG was involved in an "Interna-

tional Seminar on Career Development" in which US and international SIG members participated.

Two issues of the Z Letter were published and distributed to members last year. Don Zytowski reported that he needs more contributions in order to publish more frequently and urged all members to contribute pieces on their vocational research and intervention efforts; the idea of publishing conversations with senior scholars in our field was also explored. Linda Subich noted that our efforts to collect the 100 signatures needed to qualify for Section-in-Formation status have been successful and the list was accepted by the Executive Board of the division and it is now up to us to work on bylaws and other details to formally apply to be a Section of Division 17. Finally, Mark Savickas reported that he has set up an e-mail network and SIG Listserver to facilitate communication among SIG members, especially as we move toward Section status. Details of this service may be obtained by sending your e-mail address to: dlewis@riker.neoucom.edu.

The advent of greater participation in Division 17 by more of its members has resulted in concern by the Executive Board that negligent or irresponsible actions by members may put Division 17 and APA at legal risk. Therefore, Linda Subich attended a Legal Risk Management seminar sponsored by Division 17 and they reported on the content. Most important is that all persons acting on behalf of the SIG or Division 17 or APA take actions in a thoughtful and responsible manner so as not to put the organization or themselves at risk; a handbook on legal risk management was distributed to seminar attendees and relevant information from this handbook may be disseminated to SIG members in the future.

Discussion then turned to plans for our next national conference. It was suggested that

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it be held in three years instead of two; the two year timeline is very tight to adequately organize a major conference. Some suggested topical foci included: advances in career assessment (e.g., the use of portfolios, new test editions or innovative techniques), new developments in career theory, technology's effect on vocational psychology, and the connections between basic science, career theory and vocational practice. Possible sites which tentatively have been offered include: Southern Illinois University at Carbondale (Tony Tinsley), Lehigh University (Arnie Spokane), and perhaps Stanford University. Also discussed was whether to move away from the "small" format of restricting attendance to 150-200 persons in order to attract a larger audience and generate more income for the SIG. Members' input on all of these matters is needed as we continue to plan for this next conference. Ideas may be sent to members of the Planning Committee for the Third Vocational SIG Conference; they are: Tony Tinsley (Southern Illinois University-Carbondale), Arnie Spokane (Lehigh University), Bob Lent (Michigan State University), Bruce Walsh (Ohio State University), Paul Gore (intern at University of Utah Counseling Center), and Nancy Ryan (graduate student at Loyola University of Chicago). The planning committee members will try to meet at another professional meeting during the coming year (e.g., ACA or CCPTP) to discuss their ideas and feedback received.

The next order of business was to plan for the SIG's 1995 APA convention program. In honor of the passing of Donald Super, and given that APA is in New York City next year, it was agreed that our efforts would focus on Super's many contributions to our field. Three ideas were enthusiastically discussed. First, a symposium to be presented by the academic "children" and "grandchildren" of Super was suggested by Sarah Toman; presenters would discuss the effect of Super's guidance, thinking

and work on their current research and practice. A tentative title of "Generations of the Self: A Tribute to Donald Super" was recommended. Second, an international symposium to highlight Super's worldwide influence on theory, research and practice was proposed; a number of European scholars likely will attend APA in New York and will be available to participate in such a program. Finally, a symposium which would undertake an intellectual biography of Super was suggested; scholars familiar with some of Super's most important contributions (e.g., the self) would present on these topics. Additionally, the possibility of holding during the convention was explored. The possibility of creating a SIG-sponsored graduate student research or travel award to be given in Super's memory was also raised and will be explored further.

Teacher's College is pursuing the development of a scholarship fund to be established in the name of Donald Super, and there are tentative plans to commemorate Super's work at a special conference in Ireland, perhaps in 1995. Mark Pope also invited all SIG member attend the NCDA biennial conference in San Francisco in July of 1995.

The final order of business for the SIG business meeting was the Presentation of a plaque to Mark Savickas by Arnie Spokane in appreciation for his tireless efforts on behalf of the SIG and its members. Letters from SIG members unable to attend were read and all present added their thanks and appreciation to Mark. As we move toward Section status, we want to be certain we do not lose the firm and collegial foundation that Mark helped to establish for the SIG.

Subsequent to the business meeting, a group of interested SIG members met to begin the task of outlining bylaws, a name, and a mission statement for the SIG's move to Section status. Information on progress in this area will be disseminated via the aforementioned Listserver as it becomes available.

To: All SIG Members
From: Linda Subich
Subject: Draft of Section Bylaws

Following this memo is a draft version of the bylaws needed for the SIG's move to Section status. These bylaws were discussed at the SIG meeting at APA in August and have been amended since then with feedback from members of the SIG to Section steering committee, participants on the SIG's electronic bulletin board, and Division 17 President Kathy Davis who specified in a memo certain requirements for Section membership, officer duties, and procedures.

There remain unresolved in these draft bylaws a number of thorny issues on which I and other members of the steering committee would appreciate SIG member feedback. These issues include the name of the Section, the fact that members of the Section must be members of APA (or, for students, APAGS or the Division 17 SAG), and whether terms of office for the Chair, Communications Officer and Treasurer should be staggered or concurrent. Final changes to these segments of the bylaws will be based on feedback received from the SIG membership. Of course, all other aspects of the bylaws are subject to revision based upon membership feedback as well (within the parameters of the Division 17 guidelines for Section bylaws).

More specifically, regarding the choice of a name for the Section, the following names have been proposed for membership vote:

- Academy of Vocational Psychology
- Section for Vocational Behavior and Career Intervention.
- Section for Vocational Psychology
- Society for Vocational Psychology

The membership issue is a complex one which revolves around Division 17's statement that Section members must be members of APA (or, for students, APAGS or the Division 17 SIG). Currently, the SIG includes persons who are active and interested in vocational issues, but who may not be members of APA; the Section guidelines received from Division 17 would require that we drop these individuals from our membership. Alternatively, we could submit our bylaws without inclusion of this requirement and see what feedback we get from the Executive Board of Division 17. Or, we could propose to the Executive Board a new class of membership for persons who are not APA members (e.g., nonvoting members who may not hold office or sit on task forces) to see if there is any negotiating room with regard to this issue. Finally, the term issue may come down to whether we want to hold elections every year or every two years. All comments and feedback with regards to these issues would be especially welcome.

Please forward to me by March 1, 1995 your comments on these bylaws. The steering committee will then act on those comments and make any additional revisions as quickly as possible so as to forward to the Division 17 Executive Board at the earliest date the final version of our proposed bylaws. Comments may be sent to me via US mail (Linda Subich, Department of Psychology, The University of Akron, Akron, Ohio 44325-4301) or e-mail (to me alone at lsubich@uakron.edu or via the SIG bulletin board for more general distribution at vocational-sig@riker.neucom.edu). I look forward to hearing from you.

Bylaws

(I will insert name here)

of the

Division of Counseling Psychology
American Psychology Association

Article I

Name and Purpose

1. The name of this not for profit organization shall be _____ of the Division of Counseling Psychology of the American Psychological Association (hereinafter referred to as the Section, the Division, and the APA, respectively).
2. The purpose of this Section is, to encourage, promote and facilitate contributions to research, teaching, practice and public interest in vocational psychology and career intervention by Division members. Section members recognize that science is the key to accomplishing this purpose. The Section operates by consensus of its members and is committed to advancing the human rights of all men and women regardless race, sexual orientation, class, nationality, ethnicity, age, disability, or religious orientation. Further, the Section is sensitive to the vocational and career issues unique to members of these various constituencies. Section members also are aware of the diverse roles of work in peoples' lives and the reciprocal influence of work and nonwork issues throughout the lifespan. Specific goals of this Section include:
 - (a) Continuing to define and promote the science and practice of vocational psychology and career intervention both within and outside of counseling psychology as a fundamental part of counseling psychology;
 - (b) Bringing together in a collegial and spontaneous atmosphere counseling psychologists who specialize or have an interest in vocational psychology and career intervention, especially students and new professionals;
 - (c) Promoting the integration of science and practice in vocational psychology and career intervention;
 - (d) Advocating for vocational psychology and career intervention within the field of psychology and in the public sphere, and providing leadership in all issues pertaining to the well-being and growth of vocational psychology and career intervention;
 - (e) Supporting, encouraging, and promoting diversity of the characteristics, work settings, roles, and activities of counseling psychologists involved in vocational psychology and career intervention;

(f) Helping to define, promote and support the education and training of Section members or other counseling psychologists involved or interested in vocational psychology and career intervention, especially as this goal may be accomplished by the organization of working groups of Section members;

(g) Supporting, encouraging, and promoting linkages between Section members and members of other related specialties (e.g., industrial/organizational psychology, occupational health psychology);

(h) Developing and sponsoring programs related to vocational psychology and career intervention to be presented at APA conventions and other national and regional conventions and conferences;

(i) Recognizing outstanding contributions of members with awards to be presented annually at the APA convention;

(j) Publishing a membership directory to facilitate networking among Section members;

(k) Developing for and making available to Section members resources to assist with training and education, research, and practice in vocational psychology and career intervention (e.g., videos, classroom aids, books).

3. The Section shall not knowingly establish policies that are in direct conflict with the policies of the Division or the APA.

Article II

Membership

1. The membership of the Division shall consist of three categories: Member, Affiliate Member and Student Member.

2. Member qualifications. Any associate, member or fellow of the Division who has an interest in the purposes of the Section may apply to be a Member of the Section. Members of the Section may hold any Section office or serve on Section committees and task forces and are eligible to vote in Section elections. A Member shall be entitled to all rights and privileges of the Section.

3. Affiliate Member qualifications. Any member of APA who is not a member of the Division, but who has an interest in the purposes of the Section may apply for Affiliate membership in the Section. Affiliate Members may not hold Section elected offices. They may serve on committees and task forces, and are eligible to vote in Section elections.

4. Student Member qualifications. Any student belonging to APAGS or Division 17 SAG may apply for Student membership in the Section. Student Members may not hold elected offices, but may serve on committees and task forces. They may vote in Section elections.

5. Members and Affiliate Members may be required to pay Section dues and assessments if the Section implements such a requirement at a future date.

Article III

Officers

1. The officers of the Section shall be a Chair, a Chair-Elect, a Treasurer, a Communications Officer and a Past Chair. The term of office of the Chair shall be two years. The term of office of the Chair-Elect shall be two years. The term of office of the Treasurer shall be two

years. The term of office for the Communications Officer shall be two years. The term of office for the Past Chair shall be two years. All terms of office will run from the end of the annual business meeting of the Division following the election to the end of the annual business meeting of the Division two years later. All officers of the Section shall serve as its Executive Committee. This creates a five person Executive Committee.

2. The Chair shall be the individual who has served as Chair-Elect. The Chair shall perform such duties as are customarily incident to the office of a Division 17 Section Chair. In addition, the Chair's responsibilities shall include but not be limited to the following tasks:

(a) Maintaining proper relationships with the Division Vice President for Science, the Science Directorate of APA, and other VP's and officers of Division 17 who have functions relevant to vocational psychology and career intervention;

(b) Planning and chairing the annual business meeting of the Section at the APA convention;

(c) Submitting mid-year and year-end reports to the Division's Executive Board;

(d) Encouraging or recommending and coordinating the development of formal proposals for programming at the APA annual convention on issues of timely concern to counseling psychologists interested in vocational psychology and career intervention;

(e) Ensuring the Section responds to initiatives as directed by the President of Division 17 concerning Division interests in vocational psychology and career intervention;

(f) Encouraging the Section to initiate, and coordinating, projects that will address specific needs and interests of counseling psychologists involved in vocational psychology and career intervention (e.g., conferences on topics of interest to Section members, development of education and training resources);

(g) Appointing task forces or standing committees comprised of Section Members, Affiliate Members and Student Members to address issues of concern to the Section;

(h) Ensuring that regular newsletter columns and/or other communications tools keep membership informed of Divisional, APA, and national events of particular interest or relevance to counseling psychologists interested in vocational psychology and career intervention;

(i) Coordinating activities with chairs of relevant groups or committees to promote the interests of counseling psychology.

3. The Chair-Elect shall perform all duties as assigned by the Chair. In the event that the Chair shall not serve the full term of office, the Chair-Elect shall succeed to the unexpired remainder thereof and continue to serve through the next full term.

4. The Treasurer shall disburse funds authorized in the budget on behalf of the Section and maintain custody of all funds of the Section. The Treasurer is responsible for preparing an annual Section budget for approval by the Executive committee and for keeping a full record of all funds received and all funds disbursed. The Treasurer shall submit semi-annual reports on July 15 and December 1 of each year to the Division Treasurer showing income and expenditures in the line item format used by APA. The Treasurer also shall report on the financial status of the

Section at its annual meeting. The Treasurer shall at all reasonable times exhibit the accounts of the Section to any membership of the Section.

5. The Communications Officer shall keep the records of the Section (including but not limited to minutes of meetings of the Section and the Executive Committee), conduct the official correspondence of the Section, and keep membership informed about the activities of the Section through the Section newsletter. The Communications Officer will prepare an annual column on the Section for the Division newsletter. The Communications Officer also will maintain an updated membership roster of the Section.

6. The Past Chair is the most immediately retired Chair of the Section and shall serve as a member of the Executive Committee for the two years immediately following the term of office as Chair. If for any reason the Past Chair cannot complete the term of office, the office shall remain vacant through the balance of the term in which it occurs and the duties of the Past Chair will be carried out by the Chair. The Past Chair shall be responsible for conducting the Section elections. The Past Chair also shall coordinate and communicate with the Division's Executive Board regarding Section elections. The Past Chair shall be responsible for coordinating Section awards presentations, including student awards.

Article IV

Governing Committee

1. The Executive Committee of the Section shall function as the governing committee for the Section. The Executive Committee shall be comprised of the Chair, Chair-Elect, Treasurer, Communications Officer, and immediate Past-Chair of the Section. Actions taken by the Executive Committee shall be based on a 3/5 majority vote.

2. The Executive Committee shall be authorized to act on behalf of the Section between Section meetings. All actions of the Executive Committee are subject to review during the annual meeting of the Section.

Article V

Committees

1. The Chair shall appoint such committee and task force chairs as may be needed to conduct the affairs of the Section.

2. Chairs will report on the activities of their committee or task force at the annual meeting of the Section.

Article VI

Meetings

1. The Section shall hold an annual meeting at the time and place of the annual convention of the APA and shall thereat sponsor or conduct such other scientific and professional events as the Executive committee deems appropriate. The agenda for the meeting will be set by the Chair with due regard for member input and will be published in the Section newsletter distributed prior to the convention; members not attending the meeting may forward to the Chair their comments on any agenda items and these comments may be shared by the Chair with members present at the meeting.

Article VII

Nominations and Elections

1. The Chair-Elect, the Treasurer, and the Communications Officer shall

be elected by a plurality mail ballot vote of all ballots cast by all Members in good standing.

2. The Nominations and Elections Committee consists of the members of the Executive Committee. The Past Chair will oversee the elections process. It shall be the duty of the Nominations and Elections Committee to conduct and supervise the mail elections of the Section.

3. The Nominations and Elections Committee shall issue a call for nominations to membership via either a Section mailing or the Division 17 newsletter.

4. The following schedules of terms of office shall govern the call for nominations and election:

(a) Chair-Elect: to serve a term of two years, followed by a term of two years as Chair for the two immediately subsequent years and finally a term of two years as Past Chair subsequent to the term as Chair.

(b) Treasurer: to serve a term of two years.

(c) Communications Officer: to serve a term of two years.

5. The Nominations and Elections Committee, under the Past Chair's direction, shall certify a list of names of persons who are nominated for each office, secure permission of the candidates to be placed on the mail ballot, and prepare a ballot for mailing to voting membership. The top three nominations for each office shall stand for election.

6. It shall be the responsibility of the Past Chair to coordinate Section nominations and elections with those of the Division and APA. The election results shall be reported by the Section to the Division 17 Executive Board at least one month prior to the Division's annual business meeting held in conjunction with the annual APA convention.

7. Newly elected officers shall assume office at the close of the annual Division 17 business meeting of the year in which they were elected.

Article VIII

Finances

1. The Section, with approval by the Division 17 Executive Board, may set and collect dues from its Members and Affiliate members. These individual Section dues shall not exceed the sum of one-half (1\2) the total individual dues and assessments charged by the Division during the preceding year. If such dues are implemented, the Treasurer shall be responsible for the billing and collection of dues which shall be payable during the first quarter of the Section's current fiscal year.

2. The Treasurer shall submit (a) an annual report of income and expenditures, and (b) a proposed budget to the Division Executive Board at its midyear meeting.

3. The Section Treasurer shall submit semi-annual reports to the Division Treasurer showing income and expenditures in the line-item format used by APA. These reports are due July 15 and December 1 of each year.

4. The Treasurer is authorized to disburse funds (including sign checks) which have been duly authorized in the approved budget. In the event of the inability of the Treasurer (due to unavailability or incapacity) to disburse funds, the Section Chair is authorized to disburse funds (including sign checks) on behalf of the Section under the same provisions.

All other financial documents, other than direct payment disbursements as noted above, shall be signed by the Section Chair and the Treasurer.

5. The Section, in keeping with its not-for-profit status, will disburse funds by policies and methods consistent with relevant statutes and regulations for organizations with not-for-profit status of similar standing.

6. The Section's fiscal year shall be the same as the fiscal year of the Division.

7. If dues are implemented, membership who have not paid dues during the current fiscal year may be considered as having tendered their resignation from the Section by non-payment.

8. In the event of the dissolution of the Section, all unencumbered funds in the Section treasury at that time shall be turned over to the Division.

Article IX

Amendments

1. These Bylaws may be amended by a two thirds (2/3) majority of the voting membership on a mail ballot. The balloting shall close not less than one month after the ballot mailing or publication of the proposed amendment.