

CAREERS FOR PHILOSOPHERS

CAREERS FOR PHILOSOPHERS

PREPARED BY THE AMERICAN PHILOSOPHICAL ASSOCIATION'S
COMMITTEE ON CAREER OPPORTUNITIES

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A C K N O W L E D G M E N T S

This booklet is the product of the labor and concern of many. The authors would particularly like to thank the philosophers whose career sketches, most of them sent to us at the request of Donald Scherer in 1982, are printed below. Special thanks are also due to Kurt Baier, David Hoekema, Joyce Hoy, Allison Nespor, John O'Connor, Richard Potter, Mary Rorty, Colleen Stameshkin, and James Summers for comments on earlier versions. Kathleen Pedersen, the APA's Assistant Secretary in charge of placement, helped greatly in gathering information for both the text and the bibliography. Thomas Donaldson, Peter A. French, Jacqueline Fortunata, Joan Holtzman, and Bart Kennedy, the members of the Subcommittee on Non-Academic Careers, chaired by Donald Scherer, contributed helpful comments on earlier versions. Robert Hurlbutt gave advice on the cover design. The authors have also benefited from the comments and suggestions of many others, too numerous to list here: at special sessions which the Committee on Career Opportunities has held at APA divisional meetings, in conversations with colleagues in and outside the academic world, and in correspondence.

P R E F A C E

Most philosophers and students of philosophy are familiar with only one career for philosophers: teaching. Studies have shown, however, that career ambitions tend to be secondary in leading people into philosophy. In general, those who seriously pursue philosophy do so because they love it. The factor that studies cite as most important in bringing students into philosophy is the inspiration provided by the philosophy professors who teach them as undergraduates. The main motivation is intrinsic: the study of philosophy can be intensely satisfying; it stretches the mind; and it stimulates thinking about fundamental questions. These incentives are intellectual, not vocational. But when people who have seriously studied philosophy think about a career, they very often feel moved toward teaching. This is not surprising; our culture's dominant model of the philosopher is the professor of philosophy.

Since most people who pursue graduate education in philosophy enjoy the subject and develop in special ways because of their philosophical training, it is entirely appropriate that they should seek careers which enable them to use their philosophical abilities. Once one has studied philosophy, the kind of job one seeks will be determined by what one has learned, and come to love, in those studies. But what has one learned, and what kind of job is appropriate to a philosophical education? It is often said that philosophy develops analytic and synthetic reasoning, evaluative and organizational skills, and many other intellectual capacities. And so it does. The importance of these skills is widely known. We hear of the otherwise well-educated person who is guilty of an elementary non sequitur, of otherwise well-educated people whose inability to analyze problems cost them dearly, and so on.

Philosophy teaches basic skills that are both very important and, despite that fact, frequently missing in otherwise educated people. This point bears closely on career choices for philosophers. Philosophers seeking jobs should have a very clear understanding not only of what philosophy in general teaches but also of what they themselves have learned from it. They should carefully catalog the particular skills,

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interests, knowledge, and background experiences which they bring to the job search. Such works as R.N. Bolles' "Changing Careers" (*Change* 11, 1979) and *What Color is Your Parachute?* (Berkeley, 1978) detail procedures that philosophers can use in assessing their own strengths for various kinds of jobs. Bolles stresses, for instance, that one must give due weight to qualifications not arising directly from one's professional training. This is important. While a great many non-academically employed philosophers rely largely on their specifically philosophical background, at least as many rely on a combination of their philosophical abilities and their *non*-philosophical background. Consider, for example, questions like 'How do we know when a pesticide is safe?' and 'What standard of autonomy should be used by the manager of a halfway house for mentally retarded adults?' These and many other important questions are best answered in the light of both significant non-philosophical background and philosophical training.

Some of these points may seem obvious, but job counselors have repeatedly found that even highly educated people sometimes pursue jobs in unsystematic, unreflective ways. They particularly emphasize that people with graduate education typically fail to assess adequately the transferable skills which their education has given them, such as the ability to use research tools. Job counselors also mention a common failure to use the contacts one may have through friends and families. The job counselors' lists of considerations are of impressive length and diversity; only careful, systematic reflection will produce the self-knowledge which a successful job search requires.

One neglected consideration cited by job counselors deserves special mention. It is what they call the sociology of the workplace. A major part of one's self-assessment in seeking a job is to consider what kind of work environment one finds congenial. People differ greatly in the relative importance they attribute to such factors as having congenial colleagues, being in contact with the public, achieving stated goals regularly, and being able to set their own agenda. Job counselors also frequently cite the problems of geographically restricted candidates and two-career couples. Studies show that inability to find academic positions is much more common among these groups than among other job candidates. All the same, job counselors advise careful consideration of the strains which long separations or extensive commuting time may place on personal relationships.

Since the early 1970's the reality of the job search has, for many philosophers, differed greatly from the commonly envisaged progression

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from graduate school to a teaching position. The number of PhDs awarded in philosophy peaked in the early 1970s, while at the same time colleges and universities were anticipating the end of the high enrollments due to the post-war baby boom. Hiring in tenure-track positions declined. Larger proportions of openings were in temporary and part-time positions, and these have often been underfunded and devoid of fringe benefits. These patterns have continued into the 1980s, and a very large percentage of recent recipients of PhDs in philosophy who have taken teaching positions have not been appointed on tenure track. In this last group are a number of people not initially interested in non-academic positions who are now giving much thought to such options, in preference to teaching under the difficult and insecure circumstances in which they have found themselves.

These patterns might be thought to imply that the number of graduate students in philosophy will sharply decline. But studies indicate that, provided graduate institutions continue to offer financial support for graduate education in philosophy (as they seem generally to intend to do), and provided students continue to enjoy studying philosophy, then at least until the turn of the century the number of PhDs awarded in philosophy each year will continue to exceed the number of annual tenure-track openings. It is difficult to estimate the disproportion, but extensive data appear to indicate that PhD's may outnumber those positions by as much as four to one.

The number of non-tenurable philosophy openings per years is harder to predict, as is the length of time such positions can be held, the likelihood of their leading eventually to tenure (at the same institution or elsewhere), and the probability of their helping one to find another academic job, whether in teaching or administration, inside or outside philosophy. The *APA Proceedings and Addresses* regularly carries statistics on academic openings advertised by the APA, publishes the number of candidates registering with its Placement Service, and gives other facts of interest to philosophers seeking positions, including non-academic ones. Moreover, APA committees (particularly the Committee on the Status and Future of the Profession) regularly do studies of the profession. The results of these studies are published periodically in the *Proceedings*.

Whatever the exact number of academic positions opening up in philosophy in the coming decades, it seems reasonable to expect that the number of people receiving PhDs in philosophy who eventually choose non-academic careers may soon exceed the number who eventually choose

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teaching careers. Whether the philosophers in the first group come to be recognized as an important cultural resource, or will choose to abandon or downplay their philosophical identifications, remains to be seen. It is quite possible, however, that the kinds of non-academic jobs that philosophers and students of philosophy find—and create for themselves—and the ways in which they make their philosophical training and capacities known will establish new models of what it means to be a philosopher and of what a career in philosophy can be. This booklet is largely an exploration of some of these models and is written in the hope of contributing to their vitality.

INTRODUCTION

In the past ten to fifteen years, more and more philosophers have become interested in non-teaching positions. Many philosophers now hold non-academic jobs, and an increasing proportion of philosophers will probably take such positions. This booklet is addressed both to philosophers who may want a non-academic job and to students of philosophy who would like to know something about the non-academic career options open to them. Our aim is to describe representative options and to suggest, in general terms, how philosophers and students of philosophy might obtain non-academic positions. The first section points out some of the ways in which philosophical education prepares one for various careers. The next section describes some non-teaching careers recently chosen by philosophers. We then suggest steps one might take in preparing for such careers and in retaining one's philosophical identifications if one selects a non-academic career. The last section is a collection of career sketches in which some representative non-academically employed philosophers describe their jobs.

PHILOSOPHICAL EDUCATION AS CAREER PREPARATION

Until quite recently (at least in the United States), graduate training in philosophy was conceived almost entirely as preparation for teaching philosophy. Even now, philosophers employed outside colleges and universities are rarely visible to students of philosophy, and most philosophy graduate students, as well as nearly all undergraduate majors in philosophy, tend to think of teaching as the only career for which philosophical education prepares one. This conception is incorrect. It arises from a natural but quite mistaken tendency to identify what a degree program prepares one to do with the sort of job that is likely to be offered specifically to people receiving that kind of degree. The latter often matches the former, but it sometimes does not.

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This is not to deny that a teaching career is one perfectly natural choice to make on completing graduate education in philosophy. But teaching is not the only career for which graduate education in philosophy prepares one, nor is preparation for teaching the main purpose of the PhD in philosophy conceived as a research degree. The central purpose of the standard PhD requirements in philosophy is to educate students *as* philosophers. Teaching philosophy is certainly not the only thing which people well educated in philosophy can do, nor is it by any means always what they can do best.

Among the things people well educated in philosophy can do are the following. They can do *research* on an almost unlimited variety of subjects; they can, for instance, get information and organize it. They can *write* clearly and effectively. They can *communicate* well, usually both orally and in writing. They can *generate ideas* on many different sorts of problems. They can *formulate and solve problems*. They can *elicit hidden assumptions* and *articulate overlooked alternatives*. They can *persuade* people to take unfamiliar views or novel options seriously. They can *summarize complicated materials* without undue simplification. They can *formulate and defend policies* on a wide range of important issues in business, education, social legislation, and other areas. They can *integrate diverse data* and *construct useful analogies*. They can *distinguish subtle differences without overlooking similarities*. They can also *adapt to change*, a capacity of growing importance in the light of rapid advances in so many fields. And well educated philosophers can usually *teach* what they know to others. This ability is especially valuable at a time when training and retraining are so often required by rapid technological changes.

The representative abilities just mentioned are quite general, but they bear directly on the range of careers for which philosophers are prepared. Philosophers have the skills necessary for an enormous range of non-academic jobs, given an orientation period or a course of (sometimes quite brief) specialty training. To be sure, non-academic job descriptions do not normally call for the patterns of capacities specially developed by philosophical education. Indeed, often the sorts of capacities cited above are not even mentioned in such descriptions or in advertisements of non-academic positions. But with greater and greater frequency we are hearing and reading of complaints by employers about deficiencies in these capacities. We often hear from business leaders, for example, that many of their employees do not write or speak well, cannot communicate effectively, and lack imagination, ideas, and insight.

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Moreover, it is these sorts of capacities (together with certain traits of personality) which, for a very wide spectrum of non-academic careers, contribute most to success.

There is, then, a serious information gap in many quarters of our society. We are experiencing a trend toward more and more specialty training simultaneously with more and more protests about weaknesses in basic education. Granted, specialty training, and certainly specialized knowledge, is needed for a great many jobs, including many likely to interest philosophers. But much of the requisite knowledge can be acquired on the job, and some can be obtained by philosophers while they are teaching and by philosophy students along the way to their degrees. The point is that the kind of basic education which philosophical training provides is eminently useful in some major aspects of virtually any occupation, and in most of the major aspects of the higher-level non-academic positions likely to interest philosophers.

PHILOSOPHERS IN NON-ACADEMIC CAREERS

Philosophers are now employed in a great variety of non-academic fields, as well as in academic positions outside teaching. The following list, drawn from APA files in 1983, is representative:

1. *Business*: advertising executive; assistant manager, hotel; assistant to president, national firm; development manager; manager, winery; manpower services coordinator.
2. *Computers*: computer systems analyst; consultant; owner, computer firm; programmer; technical writer.
3. *Consulting*: in business, education, publishing, etc.
4. *Education* (non-teaching fields): admissions officer; alumni relations officer; archivist; college president; dean; educational tester; humanities bibliographer; librarian; residence hall director; provost; vice-chancellor for academic affairs.
5. *Engineering*.
6. *Finance*: bank officer (various departments); investment broker; tax accountant.
7. *Government* (federal): armed forces officer; CIA staff member; congressional staff member; diplomat; immigration service staff member; intelligence officer; policy analyst; policy and planning consultant; United Nations Official; U.S. Postal Service staff member.

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8. *Government* (state and local): director, human services agency; county commissioner; county supervisor.
9. *Insurance*.
10. *Journalism*: freelance writer; executive editor (magazine).
11. *Law*: attorney; coordinator, criminal justice program; director of communications, state bar association; legal researcher; officer, legal aid society; paralegal assistant; security officer.
12. *Marketing*.
13. *Medicine*: hospital administrator; nurse; nursing administrator; physician.
14. *Publishing*: director, university press; editor, university and commercial presses.
15. *Real Estate*.
16. *Religious Ministry*.
17. *Research*: business, educational, governmental, and scientific.
18. *Sales*: many branches.
19. *Technical Writing*.

None of these will be discussed at length; what follows is simply a description (in alphabetical order) of some representative non-academic careers recently pursued by philosophers. Further information about most of these types of positions can be found in the Career Sketches at the end of this booklet. It is appropriate here, however, to provide some general information about a few of these positions as prospects for philosophers or advanced students of philosophy. This is also an appropriate place to say that for philosophers and students of philosophy who are considering academic and non-academic career options, the kinds of jobs described here and in the Career Sketches should be compared with part-time and temporary teaching positions, as well as with tenure-track and tenured ones. The former are a quite common beginning point for those who take academic jobs, and many who receive tenured positions in the foreseeable future will first have to hold one or more temporary or part-time positions with fewer rewards, heavier teaching loads, lesser benefits, and relatively little security.

Business

A great many kinds of positions fall under the heading of business; management, sales, consulting, public relations, fund raising, accounting,

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systems analysis, advertising, and many other sorts of jobs. Only a few of these can be addressed here. There are now philosophers in most major types of positions in business, and between 1980 and 1984 the percentage of businesses interested in hiring people trained in the humanities (including philosophy) rose. A number of large companies have noted that students of the humanities tend to learn fast and advance quickly. This perception is apparently becoming more widespread, and students of philosophy and philosophers seeking non-academic positions might profitably consult their college placement services for up-to-date reference books that may list companies interested in considering them.

Broadly speaking, the businesses most likely to be hiring are those new to an area, those with a new product, and those in growing sectors of the economy. In metropolitan areas both chambers of commerce and public libraries should have (or know of) the area publications that list business openings nearby. Talking with the staff of chambers of commerce or of local service organizations may give one some of the background knowledge needed for discussing prospective jobs with business firms in which one is interested.

Positions in sales are the sort most likely to be open to philosophers and students of philosophy entering business for the first time. Sales positions are quite diverse, however, and some require special knowledge or an ability to marshal technical or other details with brevity and force. A good philosophical education, nevertheless, can be an asset in sales. The clear, convincing presentation of ideas in lectures, for instance, is akin to a salesperson's presentations to customers. Moreover, philosophers are trained to present views plausibly and forcefully irrespective of whether these views are their own; this ability can be very useful in selling products and services, for it is quite common for salespersons to have to sell things about which they are not personally enthusiastic, or products whose deficiencies must be admitted and shown to be outweighed by their merits.

It should be noted that large and even medium-sized businesses tend to be hierarchically organized. This is one reason why philosophers and students of philosophy may be able to enter them only at lower levels unless they either have specialized training or can persuade employers that their philosophical education prepares them for entry at a relatively high level. On the other hand, there is often a great deal of mobility in such businesses. Thus, those who are productive and insightful in their initial jobs may be promoted quickly. One's conduct in one's first position, then, including the sorts of questions one raises and

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the kinds of constructive suggestions one makes, is important in determining how far, and in what directions, one may be promoted.

In finding jobs in business, contacts tend to be very important. Relatives and friends should not be underestimated as sources of information about, or introductions to, appropriate firms. Moreover, philosophy departments which maintain contacts with non-academically employed former students can often help greatly. Activity in community groups and in service organizations may also help one in finding a suitable position.

Success in finding jobs in business, and in advancing after one has been hired, is not only a matter of one's knowledge and contacts. It is also significantly tied to talents and personality traits that no education can easily produce: leadership, a way with people, fairness, intuitive judgment, and various other qualities. But philosophy can support and even enhance these traits. There are, moreover, many capacities very important in business—such as the ability to communicate, to find and organize information, and to solve problems—which a good philosophical education develops. This is not to underemphasize the increasing technical knowledge that some entry-level positions require; but philosophers can often learn these things quickly, and in some cases barriers to entry may be due more to lack of experience or to difficulty in communicating one's qualifications than to inability to do the job in question well. In any event, a number of philosophers have been both successful and happy in business careers, and there is good reason to think that success in business is very substantially a result of capacities that philosophical training helps one to develop.

The Computer Field

Many philosophers have entered this general field. Some have taken teaching jobs, but most hold non-academic positions. Philosophers seeking jobs in the computer field have often taken masters degrees in computer science, but not all the positions in the computer field which might interest philosophers require specialized training. There are, for instance, philosophers at the Bureau of Labor Statistics, in Washington, who secured jobs as computer systems analysts despite having had little or no training in working with computers. They found that their training in logic and philosophical analysis was of direct value, and they describe their work as providing some of the same sorts of challenges and satis-

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factions that attracted them to philosophy. It should be added that while training in symbolic logic is a good background for computer work, it does not in general carry over directly into skills in operating or programming computers. What we are emphasizing is the capacity to learn computer work relatively quickly given training in symbolic logic, not the extent to which people trained in logic are already prepared for that work.

Some philosophy graduate students are now combining their philosophical work with selected courses in computer science, with the idea that when they seek employment they will have both a broader education and a wider range of jobs available to them. One may of course construct a similar program between philosophy and other areas, such as traditional business fields; and the same kind of diversification can be pursued by undergraduate philosophy students.

Education

A number of philosophers are now teaching in fields other than philosophy. Some are teaching in business schools, for instance; some are in computer science departments; and some are in medical schools. There are also philosophers teaching in high schools, particularly private ones; and the APA's Committee on Pre-College Philosophy is trying to increase the range of opportunities for teaching philosophy from the elementary through the high school levels. It is difficult to predict how much expansion there will be in pre-college teaching opportunities in philosophy. But there is, in at least some quarters, a conviction that the American school system should increase the proportion of its highly qualified teachers in the humanities; and it is possible that philosophers and students of philosophy, particularly if they can teach some other subject, will find it less and less difficult to obtain pre-college teaching positions. There are, moreover, some new openings in philosophy in state institutions, particularly junior colleges, which are not advertised in *Jobs for Philosophers* or filled through interviews at APA meetings. Some states are keeping vitas in computerized files for state institutions which may be seeking faculty; the APA National Office has a list of the states that are keeping such files.

Many philosophers hold administrative positions in colleges and universities, and quite a few are librarians in such institutions. High-level administrative positions are usually obtained only by people who hold

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some professorial rank first, but philosophers might explore more fully than they have the possibility of getting professional administrative jobs not requiring professorial rank, e.g. in personnel, financial aid, or public relations offices. Philosophical training is highly relevant to much administrative work, and many successful philosopher-administrators have spoken of the great value of their philosophical capacities in their administrative jobs. Perhaps some high administrative positions for which philosophers would normally not be eligible without professorial rank would be offered to them if they had a good track record in a lower administrative post.

Philosophers and students of philosophy interested in administration may find it helpful to consult administrators at their own or nearby institutions about possible options. In some cases, students may be in a good position to take on an administrative assignment or secure an administrative internship (whether at their own school or nearby) whose successful completion provides evidence of administrative ability. This can establish an initial record on which to build, whether inside or outside the academic world.

Government

Until fairly recently few philosophers knew of either the range of government jobs for which philosophers are eligible or the number of such jobs that philosophers have found congenial. There are now philosophers on congressional staffs, in federal agencies and bureaus, in state and local governments, and in the employ of the United Nations. Some of them have expressed both a sense that their work is challenging and a great appreciation for their philosophical training as preparation for what they are doing. Consider how a senior congressman expressed his view of the capacities of the philosophers on his staff:

It seems to me that philosophers have acquired skills which are very valuable to a member of Congress. The ability to analyze a problem carefully and consider it from many points of view is one. Another is the ability to communicate ideas clearly in a logically compelling form. A third is the ability to handle the many different kinds of problems which occupy the congressional agenda at any time. (Lee H. Hamilton, 9th District, Indiana, letter of March 25, 1982.)

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The diversity of federal jobs that become available regularly is immense. Only a few years ago it may have seemed to most philosophers that unless one is interested in politics or perhaps public policy, a government job is unlikely to be a good choice. It now appears that philosophers whose primary interests lie elsewhere might profitably explore job possibilities in the public sector. For instance, the federal government, the United Nations, and to a lesser extent the states, attract both lobbyists and specialists in disseminating information. Washington, New York, and the state capitals may thus offer philosophers jobs of these sorts. Religious, civic, and private interest groups also offer such positions. Some are part-time or temporary; but there are permanent jobs of these sorts, and some of the temporary or part-time ones may be a good basis for finding a permanent one, whether in this domain or elsewhere. Philosophers may even be able to find a job of this kind serving causes they cherish; and while many of the positions just described are non-governmental, they often require extensive contact with government and sometimes lead to one's securing a government job. (Specific information about federal jobs is available from sources listed in the Bibliography.)

Law

Many philosophers and students of philosophy go to law school, and there are now many successful philosopher-lawyers. On the basis of information from law school faculty, from philosophers who have kept track of their students who have gone into the law, and from independent studies, it is clear that philosophical training tends to be of great value both in law school and in legal practice. A philosopher at a distinguished university noted that even their average graduate students in philosophy who transferred to the law school usually did outstanding work as law students. There have been comparable results at many institutions around the country.

The law is not only a career that interests many philosophers and philosophy students; it is also a field for which philosophical training is generally excellent preparation. Furthermore, while the standard path into a legal career is through law school, philosophers have entered the profession of law, for instance in legal research, without having obtained a law degree. Philosophers are also employed in prison administration, in police service, and in paralegal work as rights advocates for abused children, battered wives, and the mentally retarded. Some in-

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insurance and trust companies, moreover, have expressed interest in philosophical research capacities in relation to their legal work. Given the large number of recent law school graduates, it may be especially appropriate for philosophers interested in legal work in general to consider some of these other areas of the legal domain.

Medicine

Philosophers are now doing a wide range of jobs related to medicine. The publicity accorded to medical ethics has given many philosophers the impression that medical ethics is the only major medical area for which philosophers are eligible. This is not so. Philosophers are now employed in hospital administration, in organizing hospice movements to meet bureaucratic requirements, and in support roles in neonatal nurseries and intensive care units where they help both to formulate policy and to counsel patients and families.

There are also quite a few philosophers holding academic jobs in medical centers. Most of them do not have M.D. degrees. It is difficult to predict how many such jobs will be available in the future, but it is likely that there will continue to be some, particularly for philosophers with some medical training or a degree in medicine or nursing. Moreover, it may be possible for philosophers to find (or even create) jobs in large hospitals (or groups of hospitals) not affiliated with medical schools. It should not be thought that the only health-related openings for philosophers are in medical schools or major medical centers, or that training in ethics is the only route for philosophers who (without medical training) want to enter a health profession. (Examples may be found among the career sketches below.)

Publishing

Publishing is not only a field with positions for which some philosophers and students of philosophy are well prepared but also an area which is often intellectually interesting to philosophers. Quite a few philosophers hold editorial positions with university or commercial presses, and others have sales or managerial jobs with commercial publishers. In editorial decision-making, acquisitions, and other phases of publishing, good philosophical training has proved to be excellent preparation.

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Copyediting deserves separate comment because it is one of the few positions in publishing that may be open to people who have sufficient skill but lack previous experience in the field. There has for some time been a preference, among employers in publishing, for literary or journalistic background as preparation for copyediting. Doubtless people trained in literature may be more likely than philosophers to have a keen consciousness of, say, the split infinitive; and certainly good copyediting requires attention to such things as commas, possessives, tenses, and parallelism of style. But such matters are treated in standard words, and they are clearly far less important than editorial capacities for which philosophical training is excellent, and perhaps generally better than any: the ability to clarify content without changing meanings; the capacity to distinguish what is central from what is not and to help authors subordinate the latter to the former; the ability to close the gap between intention and formulation consistently with an author's overall thrust; and so on.

PREPARATION FOR NON-ACADEMIC EMPLOYMENT

The most general point to be made here is that there are many non-academic fields for which well educated philosophers already have much of the basic preparation. In a number of fields where they lack a knowledge of the day-to-day work, they have at least a majority of the capacities that determine success in that work over the long run. These points are not generally stressed in either graduate or undergraduate education in philosophy; and while philosophy departments are becoming more aware of the sorts of things we have been emphasizing and of the rapid transferability of philosophical training to non-academic pursuits, few placement officers have a detailed knowledge of the range of non-academic opportunities for philosophers. So far, a number of points have been made about how a good philosophical education prepares one for many non-teaching jobs. This section will speak briefly to some basic steps appropriate in seeking non-academic positions.

Researching Fields

An assessment of one's general interests and educational background will indicate some fields for exploration, but philosophers and students

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of philosophy seeking non-academic jobs may benefit greatly from considering more career options than those that appeal to them on the basis of their initial interests. As the career sketches below suggest, the range of positions philosophers have found congenial is surprisingly wide. There are, moreover, jobs which, though not initially attractive to most philosophers, can in time be tailored to the interests of their occupants. In this connection, the following points may be useful.

First, without research into the nature of non-academic jobs, philosophers are likely to overlook potentially attractive options. Second, without some knowledge of the demands of a non-academic job, philosophers are unlikely to be able to get it even if they are qualified. This is because, by and large, non-academic employers will not have a clear idea of what a philosopher can contribute and may even begin with the assumption that philosophical training is quite unlikely to be relevant. This is changing, and as philosophers continue to do well in non-academic positions the change should be more rapid. In the meantime, however, to appear able to do the sorts of jobs we have in mind philosophers need some sense of what these jobs demand.

There is much literature on many kinds of jobs, but often one can find an informed person in the field willing to talk about careers in that area. One may also seek out appropriate people through one's own contacts, one's placement office, or an organization to which one belongs. In exploring career options, philosophers may do well to get information about positions above what appears to be the usual entry level for college graduates who have little or no experience or special training in the field. One may, in some such cases, start higher up than is usual by convincing the employer that one's overall training is sufficient for the job, or at least has prepared one to do it well given a brief orientation or training period.

Informational interviewing is especially relevant here. To do this one contacts (usually by telephone) the person in an organization who is responsible for the project or area one is exploring, explains briefly what one wants to know (indicating, if possible, what sort of thing one has already learned), and requests an appointment to discuss the matter. In the interview one can often learn about possible jobs, convey relevant information about oneself, present oneself as a qualified potential worker, and develop a contact useful in seeking a position. An informational interview need not be done in search of a position, and in any case one should abide by one's initial intention to seek information. If the interviewer wishes to pursue possible employment, that is another matter.

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Otherwise, efforts to secure a job in the organization in question should be made later.

Presenting Oneself

Two aspects of this deserve particular comment: getting an interview with a non-academic employer, and conducting oneself in such an interview. Placement advisors, previous employers, friends, and contacts are useful resources in both processes. But it may help to add just these few points. The first is generally familiar, yet bears repetition: *a vita is not a resume* and is not normally appropriate for non-academic applications. (Some suggestions about writing resumes appear below.) Second, while in many cases telephone calls are better initial approaches than letters (even if only letters are requested), this is not always so. When one must apply in writing, covering letters (if appropriate) are particularly important for philosophers. Such letters should be as short as possible. If it is not obvious that one has the announced qualifications for the position, such a letter can state, in factual rather than self-evaluative language, the ways in which one sees oneself as qualifying.

Our third point concerns conduct in interviews. Philosophers and students of philosophy often must on the one hand know as much as they can about how their philosophical capacities bear on the job and express this well, and yet on the other hand resist being defensive or loquacious about their education. Asking the right questions and speaking from the employer's perspective can help greatly. It is very desirable to identify, beforehand, the work in the organization that matches one's abilities. One can then specifically discuss how, if hired, one can contribute. In doing so, it may be possible to persuade the employer that one's philosophical training, combined with teaching and other experience, is sufficient to warrant starting at a high level of responsibility or with greater autonomy than usual. Quite apart from the specific content of the interview, however, it is likely to be important to go beyond offering solid, pertinent information about one's capacities in relation to the work of the organization in question. Job interviewers will usually be seriously considering one's ability to get along with others and to put people at ease, and there is no substitute for good will and a cooperative disposition.

Follow-up of interviews is important. While there are times when it is clear after an interview that there is no point in pursuing the position

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further, there are also times when appropriate follow-up can lead to an offer that would not otherwise be extended. Where there is a promising but uncertain prospect, one may find it desirable, after an interview, to try (without being intrusive) to get more information about the organization from one or more persons employed there. This can be highly useful if one needs to seek further consideration, such as a second interview. On the other hand, if one does not receive an offer, it may be useful, in connection with future applications, to make a tactful inquiry regarding one's perceived strengths and weaknesses. (For detailed discussion of interviewing see the book by Medley cited in the Bibliography.)

Resumes

Resumes can be prepared in many ways, and for different purposes a person may be well advised to have differently designed resumes. Alternative resumes are particularly recommended for people applying for jobs with very different sorts of requirements. A resume may emphasize the job experience one has had (normally listing employers in reverse chronological order); the positions one has held or major jobs one has done (making chronology, and perhaps even employers, secondary); the skills one has to offer; or some combination of these. Brevity, readability, and an active, positive tone are important.

Resumes are used most often by prospective employers for their personnel staff to decide whom to interview, frequently from a long list of applicants. In a large organization it is not uncommon for the person responsible for screening to know the job requirements only in outline. This should be kept in mind in writing resumes, which are often a basis for speedy elimination of most applicants. Employment counselors often recommend avoiding sending resumes or, if they must be sent, making them short, job-specific, and skill-oriented. They usually recommend making personal contacts instead, preferably with people who have the final hiring authority rather than their personnel officers. They often stress that, as in writing the resume, one be brief and concentrate on conveying skills appropriate to the work of the prospective employer.

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Pursuing Specialized Training

As noted above, among the non-academic jobs which philosophers have found rewarding are a number that cannot be obtained without some specialized training. It is clearly important to determine, in advance of application if possible, whether a position absolutely requires special training as a condition of employment (or success). It should be emphasized, however, that recent years have plainly shown that many kinds of specialized training present no obstacle to philosophers or students of philosophy, provided they have the funds and time for further coursework or a suitable training program. For many kinds of positions, the time may be short and the training possible simultaneously with coursework in philosophy. There are, moreover, short-term career institutes which some philosophers have found helpful. Some of these are restricted to holders of the PhD; others are not. Some are also open primarily or only to graduates of, or students in, a particular institution. (The Bibliography includes works describing such institutes.) Among the courses of special training which philosophers and philosophy students (including undergraduate majors) have recently pursued in addition to law school and computer science programs, are programs in business administration, medicine, theology, teacher certification, and internships of various kinds.

Training on the Job

Having spoken of jobs requiring specialized training, we want to emphasize that an immense amount of such training (and much general training) is done by employers on the job. Many employers train employees at considerable expense even when they have hired them expecting good preparation for the relevant jobs. This is an important fact for philosophers interested in non-academic employment. Philosophers and students of philosophy tend to be eminently capable of learning fast. In some instances, particularly where they are fairly close to meeting the technical qualifications for a position that interests them, the main obstacle to their obtaining one may be the lack of a good way to communicate the extent of their preparation. Some non-academic employers can be convinced that it is preferable to hire a better person and do on-the-job training than to employ a certified professional who has fewer of the basic abilities that produce high quality work over the years. In some quarters,

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emphasis on credentials received through specialized training has become more widespread; but there is mounting evidence that credentials are too often obtainable despite serious gaps in basic education, and are, for at least a great many important positions, neither necessary nor sufficient for high-level, long-term productivity.

RETAINING PROFESSIONAL IDENTIFICATIONS

Philosophers whose careers are not academic can maintain philosophical identifications and in some cases may profit much from so doing. There is certainly no need for philosophers or students of philosophy to regard taking a (permanent) non-academic position as "leaving philosophy." Philosophical education is not intrinsically education for teaching philosophy. It is not vocational education at all, despite the large number of careers for which the capacities it develops are excellent preparation. To call attention to some of the ways in which non-academically employed philosophers can continue their philosophical inquiries and remain actively in touch with philosophical colleagues, a few of the existing opportunities and models are described below.

Possible Affiliations with Philosophy Departments. The APA Committee on Career Opportunities has written philosophy departments across the country to urge them to welcome and, if possible, establish ties with non-academically employed philosophers nearby. The Committee asked departments to consider extending library privileges, arranging guest lectures or presentations by non-academically employed philosophers, inviting them to colloquia and social gatherings, and initiating a variety of other mutually worthwhile exchanges. Departments differ greatly in their resources, the scope of their programs, and their ability to expand their activities in the suggested ways; but many are already interacting with non-academically employed philosophers near them, and we believe that many more would be quite receptive to colleagues who wish to join them in some of the department's activities. This interaction has tended to be beneficial and enjoyable to all parties involved. Moreover, non-academically employed philosophers may, and in a number of cases have, become valuable resources for academics--e.g., in teaching and research in applied ethics or in computer theory. And academics may, and sometimes have, become resources for non-academic colleagues--e.g., in relation to policy issues or questions about the structure and content of important documents. Furthermore, given certain

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trends in professional and business education, there may be an increasing role in teaching, or at least in giving special lectures, for successful business and professional people with advanced academic training. Contacts with a philosophy department might be an avenue through which non-academically employed philosophers can establish valuable relationships with academics outside philosophy, e.g. in schools of business, law, and medicine; and philosophy departments' contacts with non-academically employed philosophers could facilitate internship programs and other valuable non-academic experience for students of philosophy.

Research Opportunities. Affiliations with departments of philosophy and with colleges or universities are the most obvious ways for non-academically employed philosophers to find institutional support for their research, but other kinds of opportunities are available. First, non-academically employed philosophers are most welcome to belong to the APA and (even without membership) to attend APA divisional conventions. Members may submit papers to program committees (through the National Office); any philosopher may volunteer to comment or to chair a session by sending the program committee chair a vita and an expression of interest in one or more areas. Second, organizers of group meetings (such as societies that discuss special topics--say, issues in the philosophy of law--or a particular figure--say, Nietzsche) may in some cases also consider volunteers. The APA is quite willing to schedule sessions for appropriate groups of non-academically employed philosophers who would like to meet at a divisional convention. Since APA program committees use blind review, one may volunteer to comment or to chair a session even if one has submitted a paper. A program committee may give some preference, in selecting from among volunteers, to those who have submitted highly rated papers that were not accepted. Simultaneously submitting a paper and volunteering to be on the APA program may thus increase one's chance of appearing on it. People interested in being on an APA program should consult the *APA Proceedings and Addresses* (sent to all APA members) for APA program deadlines and an indication of the scope and addresses of philosophy groups that meet in conjunction with the APA divisions.

Publication. Like APA program committees, many (and an apparently increasing number) of the journals in philosophy use blind review. None requires academic affiliation as a condition of acceptance, and a significant number of authors of articles in philosophy journals do not list an academic affiliation. Some non-academically employed philosophers

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have also published in journals or magazines in the area of their employment, and some of their writings have become highly respected in the relevant fields. This sort of publication can lead to invitations to do consulting. Some of this work is also potentially useful in producing writings of interest to philosophical publications. To encourage philosophical writing by non-academically employed philosophers, the APA (under a grant from the Rockefeller Foundation) is offering a prize for the best essay submitted by a philosopher who has been non-academically employed for at least five years.

Grant Opportunities. Under this heading we might first mention state-based programs of the National Endowment for the Humanities. Each state has a committee for the humanities which awards grants for suitable humanities projects. Such grants may be directed by non-academics, and non-academically employed philosophers may find that there are many eligible projects which interest them either as philosophers or in relation to their job, or both. They may also find that such projects can bring them together with their academic colleagues for mutually beneficial discussion, research and, sometimes, publication. In recent years there have apparently been fewer proposals of this kind than available funding will support. State humanities committees are especially interested in good projects to be held in non-college towns, and non-academically employed philosophers might be particularly effective in doing such projects with local organizations, including historical societies, service clubs, PTA groups, and agencies. Non-academically employed philosophers may also apply for grants (or certain fellowships) directly to the National Endowment for the Humanities in Washington. Again, they may do this in collaboration with academic colleagues. There are other agencies, public and private, whose programs or grants might interest non-academically employed philosophers, and guidelines can usually be readily obtained at libraries or by asking the agency in question for information. A number of grant and fellowship opportunities of interest to philosophers are briefly described in the APA *Proceedings and Addresses* each year.

Extramural Research Organizations. In the past decade, a variety of single and multi-disciplinary research organizations have developed near campuses and in urban areas. They range from small local interdisciplinary reading groups, such as the Institute for Independent Studies in New Haven and the Princeton Research Forum, to the Institute for Research in History (IRH) in New York City, which has over 300 associates from history and related fields. These groups are formed to advance

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research and discussion among non-academic scholars. The IRH, which is the model for many such organizations, is built around small interest groups that meet regularly to discuss readings; membership requires active participation in at least one such group. The quite specific focus of these organizations makes them attractive to academic scholars as well, particularly those lacking academic colleagues who share their special research interests. Such institutes can thus benefit both non-academic scholars and their academic counterparts. Philosophers might do more than they have in creating organizations of this sort; at present, while there are some urban discussion groups in philosophy, including at least one (in Washington) with strong non-academic membership, there is nothing approaching the scope of the IRH.

Conclusion

From what has been said above, it is plain that teaching is by no means the only interesting career for philosophers and that a good philosophical education develops skills and capacities immensely important in a great many non-academic positions and pursuits. We have briefly described some of the non-academic positions now held by philosophers and have suggested some of the ways in which they can use their philosophical training in doing their jobs. Many have reported that their philosophical education has helped them enormously in their work, and, quite independently of this, many have expressed pleasure in what they are doing and have described their jobs as interesting and challenging. There is no need, then, for students of philosophy and people contemplating graduate work in the field to take the position that there is little or no point in pursuing an advanced degree in philosophy unless one has a significant chance of obtaining a permanent position in teaching the subject. Teaching has too long been assumed to be essentially the only appropriate career for philosophers, or at least for those who complete the PhD. That is simply not the case. A good philosophical education, particularly when it is combined with some basic introduction to selected non-academic fields, prepares one for a great variety of positions and pursuits outside the academic domain. Reports from non-academically employed philosophers, such as a number of those whose sketches appear below, amply confirm this observation. This fact is becoming more widely recognized by philosophers and students of philosophy; but it deserves much wider recognition, and we hope that the non-academic value of

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philosophical training will become far better known, in and outside the academic world. Philosophy provides as basic, and as general, an education as there is. Success, in most careers, is impossible without a good deal of basic, general education; distinction, in any major career, substantially depends on it.

NOTES:

(1) The career sketches which follow are taken directly from questionnaires returned from the individuals listed to the National Office in response to the committee's request. Their tone is frequently informal, and the degree of detail included quite varied, but it is hoped that authors and readers alike will share our decision, in the interests of directness and diversity, not to edit them into a common format or style.

(2) Most individuals listed have provided home addresses, and in some cases telephone numbers, with the understanding that they are willing to respond to inquiries from members of the Association with specific queries concerning their area of employment. Members are urged not to abuse this trust.

CAREER SKETCHES

BUSINESS AND FINANCE

Name: James Anding

Home Address: P.O. Box 1818, Jackson, MS 39205, (601)944-3091

Employer: Unifirst Federal Savings and Loan Association

Job Title and Principal Duties: Manager, Account Services and Savings Administration. Development and implementation of policies and procedures for savings accounts in response to actions of our Board of Directors.

Non-philosophical Background Pertinent to Your Job: Employment in the banking industry while in college helped create the necessary contacts.

Personal Characteristics and Philosophical Skills You Use in Your Job: The ability to write well and clearly, to present oneself in a way that the employer will find valuable, and to present the appearance of a successful businessman. Logic is useful in data processing problems and in the general analysis of individual problems. One's philosophical perspective is put to the acid test by a rude confrontation with the sometimes cold world of business. Idealism and "otherworldliness" are rather quickly found to be business liabilities while pragmatism and realism are more often the road to success.

Name: Jay E. Harker

Home Address: 614 E. Morningside, Springfield, MO 65807

Employer: Mercantile Trust Company, N.A. (St. Louis, MO)

Job Title and Principal Duties: Assistant Trust Officer. I work as a marketing representative for personal trust services (living and testamentary trusts, financial planning, investment management accounts, etc.) offered by Mercantile's Trust Department. More specifically, I regularly visit Mercantile affiliate banks in the southwest portion of Missouri in order to help customers with estate planning, assist local attorneys with estate and trust related matters, and generally promote Mercantile Trust services.

Non-philosophical Background Pertinent to Your Job: I had no previous experience in any field related to banking, investments, or estate tax law.

How You Obtained Your Job: The position was advertised in a local newspaper.

Personal Characteristics and Philosophical Skills You Use in Your Job: Almost all major bank trust departments employ a staff of marketing officers (usually called "new business officers"); I know several who had no previous banking or investment related experience. The primary characteristics and skills required are: a proven ability to get along with and communicate well with others (both orally and in writing); and an ability to master some technical terms and concepts (primarily related to estate tax law and investments). Teaching experience can suffice for the former (especially for those who have been good teachers), and philosophical training certainly provides the latter. In order to succeed in such a position a person must be fairly conscientious, well-organized, and self-motivated. One who has successfully completed a dissertation probably has such qualities.

Comments: By the way, most large brokerage houses and many insurance companies also hire marketing people, primarily to give seminars or offer consultation relating to financial planning, estate planning, and so forth; often, no specific background or experience related to investments is required, and on-the-job training is provided.

Name: Boyd Klingler

Home Address: 2240, W. Granville Avenue, Chicago, IL 60659

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Job Title and Principal Duties: Account Executive (Stockbroker). Tend to accounts, advise clients on investments.

Non-philosophical Background Pertinent to Your Job: Knowledge of investment markets and products: general business background

How You Obtained Your Job: Sent resume, went through interview and testing process.

Personal Characteristics and Philosophical Skills You Use in Present Job: In any sales job, communication of ideas is the single most important aspect. Training in philosophy has provided me with the ability to explain myself well and to understand what others mean. Besides this skill with language and ideas, I feel that my philosophical training has allowed me to develop a compassion for my fellow man, through reflection and introspection. That is obvious to others, though not stated. This compassion allows me to feel comfortable and confident in my business dealings, and in social situations. Philosophy has also taught me to be thoughtful.

Name: Vincent A. Lazara

Home Address: 4400 East Broadway, Suite 110, Tucson, AZ 85711

Employer: Paine, Webber, Jackson and Curtis, Inc.

Job Title and Principal Duties: Investment Executive. Financial Planning and Investment Brokerage.

Non-philosophical Background Pertinent to Your Job: Prior to applying for this job, I spent two years as general manager and sales manager for a real estate and construction company.

How You Obtained Your Job: I read books and career articles at the University Career Counseling Office on how to be an investment broker in order to prepare for interviews, and I consulted a professional at a job agency for advice on writing an appropriate non-academically oriented resume. Then it was simply a matter of applying at the appropriate firms.

Personal Characteristics and Philosophical Skills You Use in Your Job: Strong self-motivation--evidenced by achievement of Ph.D.

Communication and Organization Skills: Years of teaching.

Analytic Abilities: Area of Study, The Logic and Philosophy of Science.

Name: Stephanie R. Lewis

Home Address: 280 Prospect Avenue, Princeton, NJ 08540

Employer: Public Finance Department, Kidder, Peabody & Co.

Job Title and Principal Duties: Associate in Public Finance. It is an investment banking job: half and half deal processing and number crunching.

Non-philosophical Background Pertinent for Your Job: MBA from a school with a big name. I went to Wharton; Harvard would do too. Columbia is marginal. Rutgers or NYU no help at all. Computer or PC skills a big plus.

How You Obtained Your Job: Wharton Placement Center

Personal Characteristics and Philosophical Skills You Use in Present Job: It's a problem solving job. There aren't any eternal verities, but there are lots of interesting little puzzles that have to be solved--usually under battlefield conditions. In general, the academic background is not a help on Wall Street. The skills are useful, but academics are a different sort of animal from Wall Street types, and the cultural dissonance is not a help at all.

Name: John Mulhern

Home Address: 100 N. 6th Street, Philadelphia, PA 19106, (215)574-6426

Employer: Federal Reserve Bank of Philadelphia

Job Title and Principal Duties: Editor, Research Administrator. Edit *Business Reviews*, research paper series, help with journal articles, occasional book. Publish my own economic research. Handle all personnel and financial administration for Research Department.

Non-philosophical Background Pertinent to Your Job: U.S. Naval Research Supply Corps Officer

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How You Obtained Your Job: Answered newspaper ad. Had to convince the "Fed" that non-economists could do job.

Personal Characteristics and Philosophical Skills You Use in Your Job: Use information retrieval skills, editorial skills, analytic and policy-making skills. Academic training and teaching experience both help. Working with the economists is a lot like directing post-doctoral fellows. Face constant discrimination, however, because I am not an economist (no Ph.D. in economics), regardless of obvious competence in field.

Name: Harold Schwartz

Home Address: Blue Hill Road, Penobscot, Maine 04476

Employer: Winslow Investment Company

Job Title and Principal Duties: Chairman of the Board, Investment Advisor. Giving advice to clients of the firm on the investment of their money. I also manage the investments on a discretionary basis.

Non-philosophical Background Pertinent for Your Job: Knowledge of economics, financial planning, taxation and the various investment vehicles, their risks and advantages.

How You Obtained Your Job: I started the company having had long experience as an individual investor. Most of my working life was spent in publishing. I am the founder of Greenwood Press, which I sold in 1970.

Personal Characteristics and Philosophical Skills You Use in Present Job: Analytic skills are very important. Business and personal ethics, in the handling of other people's money, are constantly in play. The way you handle those inevitable dilemmas is very important in the building of your reputation. In addition, your advisory role often extends into your clients' relations with his family and business colleagues. Investing also, more and more, is being affected by the client's political and moral beliefs. Sophistication and judgment are required. My philosophic training has stood me in good stead.

THE COMPUTER FIELD

Name: Patricia A. Clark

Home Address: 200 Fifth Avenue, Waltham, MA 02254 (617)890-1100, Ext. 456

Employer: Management Decision Systems

Job Title and Principle Duties: Technical Writer. Prepare user documentation for decision support software, as well as preliminary documentation (proposals) for new features. Currently working on a financial reporting and planning product and a graphics "package." I also teach introductory classes to newly hired personnel and clients. These classes prepare people to use our software.

Non-philosophical Background Pertinent to Your Job: As a research assistant at a state college system's research center, I learned about computers through a self-instructional program produced by Digital Equipment Corporation. I also became familiar with two programming languages. I edited reports and prepared some of the documentation for a computer-managed instructional system in basic skills. Specifically, I prepared a report on computer-managed systems and wrote a testing manual. I also wrote and produced a monthly newsletter and assumed the leadership of a writing workshop.

How You Obtained Your Job: Researched my skills and the needs of local industries to identify a match. This took 2-3 years. Identified high technology industries as target. Took advantage of opportunities offered in research assistant position to prepare for a job in high tech. Became "computer literate." Assumed documentation projects. Took over leadership of writing workshop. Made contacts with technical writers through my teaching of writing workshop. The last step enabled me to gain entry and obtain my first position. I have since re-located to a more compatible environment. I believe that *every* case is individual, although the "research," "explore" and "identify" stages are probably common.

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Personal Characteristics and Philosophical Skills You Use in Your Job: In the academic environment, my strongest skills were in teaching—communication and translation of difficult material to the non-philosophically oriented individual. These skills strongly transfer to my present job—I would say, more than anything else. Beyond that, inquiry, analysis, logic are strongly transferable. In the category of attitude, openness to criticism and evaluation are helpful. And philosophical methods which emphasize research, experimentation, comprehension and logical analysis are extremely relevant. As for actual concepts, I can't think of any that I have consciously used. A humanistic orientation, however, is appreciated in the business world. I am finding that, at least where I am employed, the business world is much more humanistically oriented than the academic.

Name: T.R. Girill

Home Address: 2017 Berkeley Way No. 12, Berkeley, CA 94704

Employer: National Magnetic Fusion Energy Computer Center

Job Title and Principal Duties: Technical Writer/Editor; Computer Documentation. I head a staff of writers who publish "computer documentation" at NMFEECC. We plan, write, and edit instructions for using the center's computer software; we prepare the "document" using online text-editing programs; and we distribute them electronically to a nationwide network of 2000 physicists and engineers. The job combines writing, publishing, and information retrieval roles.

Non-philosophical Background Pertinent to Your Job: Writing Skills: The ability to write concise, lucid explanations and instructions. The ability to translate technical terms into accurate but plain prose. The ability to organize large amounts of information. Computer Skills: The ability to use programs on a time-shared mainframe computer to design and prepare reports without undue confusion or anxiety. (Neither programming nor hardware knowledge is required per se, although most people acquire both in the routine course of the work.) Publication Skills: The ability to mark copy for a printer, to edit sketches for a professional arts, and to layout pages.

How You Obtained Your Job: I applied to research laboratories with technical writing staffs, using a resume that stressed my job-related skills but minimized the academic background that provided those skills.

Personal Characteristics and Philosophical Skills You Use in Your Job: Analytic Skills: The ability to make distinctions, to sort important from trivial information, to spell out latent arguments, to identify missing parts of an explanation, to detect and display the logical structure of a passage, to recognize and evaluate alternatives to a situation. Formal Logic: Knowledge of the isomorphism between propositional logic and switching circuits, the link between Polish notation and stacks, the role of philosophical linguistics in designing user-friendly software.

Name: Scott D. Palmer

Home Address: 9000 Keystone Crossing, Indianapolis, IN 46240, (317)844-7461

Employer: International Computer Programs, Inc. (ICP)

Job Title and Principal Duties: Editor, *Data Processing Management* magazine; Editor, *ICP Insider's Letter*. My duties include (a) editorial direction of the two publications, which deal with computer software from its users' and vendors' viewpoints, respectively; (b) writing on a broad range of subjects related to use of computers, including technical, legal, and business aspects; (c) lecturing on much the same subjects to both technical and non-technical audiences.

Non-philosophical Background Pertinent to Your Job: Ability to write clearly and to translate complex, technical matters into plain, easily-comprehensible English; ability to speak in a relaxed, entertaining and informative manner before groups of any size.

How You Obtained Your Job: Answered newspaper ad, submitted writing samples, gave evidence of commitment, both before and after hired. I started as an Editorial Assistant, then after four months was promoted to Staff Writer, then after three months was promoted to Assistant Editor, then after another three months was promoted to Editor. (Such rapid advancement is not the norm.)

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Personal Characteristics and Philosophical Skills You Use in Your Job: Ability to carefully analyze issues--whether technical, political, legal, etc.--in a logical fashion; ability to present such analyses in a clear and forceful way, much as I did in the classroom, both in lectures and in written course "handouts."

Comments: Although computer journalism is no substitute for academic employment--at least, not for me--I can recommend it as an acceptable "second choice" on several grounds. First, it offers much to engage the inquiring mind. On one day, I might explore the legalities of software copyright or international trade; the next, I might deal with the technical aspects of distributed data processing and computer networks; and the next, I might very well be flying to California or New York to give a lecture or do an interview. I even get to use my German, French, and Russian on occasion, when I have a project that involves talking to people overseas. Second, it offers valuable "real work," i.e. extra-academic, experience to the philosopher. In retrospect, for instance, I am utterly appalled by the naivete with which I taught business ethics while I was still a virginal academic with no first-hand knowledge of the situations I was talking about. I am in a much better position to teach such subjects now than I was then: except, of course, that now my teaching is exclusively non-academic--through articles and lectures to business groups. Finally, the job situation in computer journalism--or, for that matter, in any part of the computer industry--is exactly the opposite of the job situation in academic philosophy. In the academic job market, there are 15 people for every available job; in the computer and computer-related industries, there are 15 unfilled jobs for every person who has the ability to do them.

Name: Donald L. Ross

Home Address: 9905 Broad Street, Bethesda, MD 20814

Employer: Intellimac, Inc.

Job Title and Principal Duties: Applications Programmer. Developing computerized systems (e.g., payroll, inventory, language translation) in Ada. Developing software tools in Ada.

Non-philosophical Background Pertinent to Your Job: Two courses in computers. Foreign languages (ancient).

How You Obtained Your Job: Through another philosopher who worked for the company.

Personal Characteristics and Philosophical Skills You Use in Present Job: Logical skills. Knowledge of linguistics. Conceptual analysis. Clarity of expression (just as important in writing readable computer programs as in writing readable prose).

CONSULTING

Name: Sara Ebenreck

Home Address: Route 1, Box 81A, Prince Frederick, MD 20678

Employer: Self

Job Title and Principal Duties: Consultant. Research, analysis, and writing on policy issues related to agriculture and land use in Washington, D.C.

Non-philosophical Background Pertinent to Your Job: Ability to write clearly and concisely; familiarity with area of agricultural and land use policy--the issues, the actors and the trends; wide range of contacts with Washington organizations working these policy areas.

How You Obtained Your Job: Decided to set up small office late 1982. Most contacts come through personal contacts with people in relevant organizations.

Personal Characteristics and Philosophical Skills You Use in Your Job: Philosophical skills: logical analysis, clarity in development of argument or position, awareness of alternative views and their strengths and weaknesses. In some projects, I am specifically constructing ethical arguments or analyzing value positions. Personal skills: ability to work independently, set objectives, gain contacts, meet pressures of timed production; capacity to see need for a proposed project.

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Comment: Only my previous work with Rodale Press (see "Government") gave me the background and contacts to make my self-employment as a consultant feasible. Now many organizations who could not support a full-time analyst seem interested in hiring me as a consultant on a particular topic.

Name: Edwin M. Hartman

Home Address: 23 Nichol Avenue, New Brunswick, NJ 08903

Employer: Enterprise Management Associates

Job Title and Principal Duties: General Partner. Responsible for selling consulting projects and carrying them out. Our projects normally entail assisting clients in dealing effectively with influential constituent groups other than suppliers and customers—e.g., government agencies, consumer groups, professional societies. We see our practice as an approach to long-range planning for any environment-sensitive organization.

Non-philosophical Background Pertinent to Your Job: MBA essential. Before business school, two years' administration in academic dean's office. After business school, five years in a large international consulting firm.

How You Obtained Your Job: Accidental personal contact led to interviews with my eventual partners.

Personal Characteristics and Philosophical Skills You Use in Your Job: Ability to write clearly and think rigorously. Maintenance of unrealistic optimism in the face of frequent failure. Patience and persuasiveness with clients and colleagues who cannot be reached by rational argument. Ease before large groups of the easily bored. Ability to instruct while seeming to be instructed. Sense of humor. Ability to conceal or reveal apparent erudition as appropriate. High tolerance for airline food.

Comments: A consultant may in effect play the role of adviser (rather like an attorney; these are the options and the likely consequences, etc.), sounding board, devil's advocate, friend/confidant, technical specialist, teacher, but most frequently psychotherapist; for our clients need to understand clearly what they believe and what they want, and that takes time and subtlety.

Name: William T. Irelan

Home Address: 3408 Mansfield Road, Falls Church, VA 22041

Employer: Self

Job Title and Principal Duties: International Lawyer and Development Consultant. I advise the World Bank, USAID, other international agencies and foreign (Third World) governments and institutions on organizing, financing and implementing economic development projects. I also represent private clients investing or doing business in developing countries and foreign clients doing business in the U.S. or with U.S. companies.

Non-philosophical Background Pertinent for Your Job: Legal training, work experience with the United Nations, Ford Foundation, etc. in many developing countries in Asia, Africa, the Middle East and Central America.

How You Obtained Your Job: I created it.

Personal Characteristics and Philosophical Skills You Use in Present Job: The main contribution of my background in philosophy to my career development was to teach me strong skills of logical analysis and written composition which were an important preparation for my legal education, involving as it did case studies and the Socratic method of analysis.

Name: Chauncey G. Olinger, Jr.

Home Address: 100 Haven Avenue, New York, NY 10032

Employer: Metropolitan Research Company (self-employed)

Job Title and Principal Duties: President and Senior Editor. I am primarily a publishing and editorial consultant to authors, publishers and publishing programs, and businesses. Services include collaboration with authors in research and writing, oral history interviewing, review of

CAREER SKETCHES

manuscripts, critical analysis of style and content, substantive and copy editing, preparation of final manuscripts for submission to publishers, review of galley proofs, and reprints, and consultation with publishers on jacket copy, advertising, and book production. (Listed in *Literary Market Place 1984*).

Non-philosophical Background Pertinent for Your Job: I was a graduate student secretary-rapporteur for the University Seminar on the Nature of Man, one of the University Seminars connected with Columbia University. My work as an editorial consultant stemmed from the largely editorial work that I did for five years for this Seminar.

How You Obtained Your Job: I established my own business in 1972.

Personal Characteristics and Philosophical Skills You Use in Present Job: My work relies very much on my prior study and teaching of philosophy. The painstaking and critical analysis required of good philosophical thinking is of equal value in the editorial review and revision of the writing of others. In particular, the training in logic and in the history of ideas has proved to be crucial. My background in Greek, Latin, French, and German has also been quite useful.

Name: Alan E. Wittbecker

Home Address: 1411 Hall Road, Viola, Idaho

Employer: G.P. Marsh Institute for Research in Ecology, P.O. Box 1, Viola, Idaho 83872-0001

Job Title and Principal Duties: Associate Director. Conduct research on composition of successional communities, dwarf mistletoe parasitism, and net ecosystem productivity. Write articles and give lectures on normative and interdisciplinary aspects of ecology and biology. Consult on scientific and word-processing computer programs (Pascal, FORTRAN, TEX, SCRIPT, et al.). Manage *Ecophilosophy News* (H. Skolimowski, Ed.).

Non-philosophical Background Pertinent for Your Job: Graduate courses in astrophysics, physics, chemistry, biology, geology, geography, anthropology, psychology, computer science, English, and art. Experience as sawyer, janitor, mechanic, computer operator, editor, librarian, and lecturer.

How You Obtained Your Job: One of the four original founders of the group (at the University of Delaware, in April 1970). Enlarged field of endeavor to include consulting to forest industry in Idaho and Washington, city and county pest management, and computer applications.

Personal Characteristics and Philosophical Skills You Use in Present Job: Personal: self-reliance, curiosity, and perseverance. Philosophical: the ability to question and speculate, as well as reason; the desire to enlarge personal and human perspectives; the need to balance the analytic and synthetic; and most important, the acquisition of a method of study that embodied a synoptic attitude useful in ecology, that assimilated an ethical attitude so necessary in working with living beings.

EDUCATION

Name: Mary Mulhern

Home Address: 120 Simpson Road, Ardmore, PA 19003, (215)642-6558

Employer: St. Kirian's School

Job Title and Principal Duties: Headmistress. Run program for gifted children under auspices of Lower Merion School District.

Non-philosophical Background Pertinent to Your Job: Undergraduate majors in English, French.

How You Obtained Your Job: Convinced local school district with help of Board of Private Academic Schools.

Personal Characteristics and Philosophical Skills You Use in Your Job: Middle school teaching uses a wide range of philosophical skills, provides a fertile field for philosophic observation. Especially useful in planning curriculum to integrate several areas of knowledge. Gifted children are interested in philosophy, history of ideas, and language. Bibliographic skills are handy; teaching experience at university level helps plan courses to give middle schoolers training you wish your undergrads and grad students had gone through.

AMERICAN PHILOSOPHICAL ASSOCIATION

Name: Carol Bosche Tucker

Home Address: P-225, Rosedale Road, Princeton, NJ 08541, (609)734-5262

Employer: Educational Testing Service

Job Title and Principal Duties: Examiner. Prepare tests in law (including the multiple-choice part of the bar examination), reasoning, writing ability, and philosophy; involves editing material written by outside experts, writing questions, and reviewing questions written by others. Develop question formats for testing reasoning in natural language; advise on other question formats. Apply accepted psychometric standards (learned in in-service training) to test construction. Review tests for sensitivity to concerns of women and minority groups. Coordinate the responses of members of the Higher Education Programs test development staff to inquiries made by test-takers. Consult with management on the application of computer technology to the test development process.

Non-philosophical Background Pertinent to Your Job: Teaching English composition at a community college, working in computer programming for audio-visual research and for mechanical translation, civic and civil rights activity. Whatever I have learned in linguistics and psychology has come in handy, as has almost any bit of knowledge; this job is one of the few in which it is good to be a jill-of-all-trades.

How You Obtained Your Job: Heard from another philosopher that the person in charge of philosophy test was about to leave and applied.

Personal Characteristics and Philosophical Skills You Use in Your Job: Overview of field used in constructing GRE philosophy test (now no longer being developed). Knowledge of logic and of possible interpretations of logical words used in avoiding ambiguities in testing reasoning and in testing of law. Epistemological perspective used in developing and evaluating question formats. Argumentative skepticism used in reviewing questions of others and in considering psychometric doctrines. Conciseness and precision of expression used, I hope, in writing questions. Acquaintance with persons in philosophy used in finding people to write and review questions. Teaching background used in helping those from other fields to write questions testing reasoning.

Name: Theodore S. Voelkel

Home Address: Airport Drive, Worcester, MA 01602, (617)757-6369

Employer: The American Leadership Study Groups

Job Title and Principal Duties: Partner/Founder/Associate Director of a nationwide educational travel sponsor. Direct all marketing activities, including direct-mail promotions, writing and production of promotional literature, public relations responsibilities, servicing of key clients, conducting regional sales meetings.

Non-philosophical Background Pertinent to Your Job: Founded this company with my partner (also an ex-philosophy professor). Knew little or nothing about the educational-travel business. Learned by experience as the company grew. My philosophy teaching background provided me with experience in communications--making the difficult and complex easy and simple for young listeners--and a summer job selling encyclopedias taught me the value of enthusiastic presentation and the appeal of quality promotional materials.

How You Obtained Your Job: The procedures involved in forming this company involved simple trial and error. Stakes were small, the capital investment minimal, and by the time the company had "gone national" we had the techniques of nationwide marketing and mass-appeal literature well honed. Educational travel is somewhat akin to teaching philosophy--both involve education, teaching, and stimulating young minds--and my past experience at *communications* (lifting the intellectual energy level in a classroom) served me well when I switched from in-person communications to mass-audience literature.

Personal Characteristics and Philosophical Skills You Use in Your Job: The philosophical skills attendant to my new career are basic ones: thinking out the purpose of each marketing move in advance, the "target" reader with his preoccupations and distractions, analyzing the main points of your message, weighing the priority of each point. Philosophy understood as disciplined common sense helps one grasp the "logic of the reader" (or consumer), a logic having the same rigor as any argument from the *Critique of Pure Reason*.

CAREER SKETCHES

Name: Larry Wilt

Home Address: 212 Bloomsbury Avenue, Catonsville, MD 21228

Employer: University of Maryland, Baltimore County, Albin O. Kuhn Library and Gallery

Job Title and Principal Duties: Collection Management Librarian. Supervise the selection of library materials, provide liaison between library and faculty, assist Director of Library with budgeting and planning.

Non-philosophical Background Pertinent to Your Job: MLS degree--achievable in one calendar year. Broad academic background. Familiarity with computers.

How You Obtained Your Job: Library jobs are well advertised in the *Chronicle of Higher Education* and several library journals. My first library job was offered after I responded to an advertisement, following the completion of my MLS degree. Academic libraries are partial to those candidates who have an advanced degree in addition to the MLS: I had a MA in Philosophy at the time I applied to my first position. My current position is a couple of steps above the entry level to the profession. Advancement in librarianship is not difficult to achieve and is facilitated by professional involvement and willingness to relocate.

Personal Characteristics and Philosophical Skills You Use in Your Job: Personal Characteristics: Ability to organize work and to deal with people; management skills helpful. Philosophical Skills: Analytic and logic skills, some writing and speaking ability, capacity to work well with academics. Logic is especially helpful in working with computers; automation is becoming very important to libraries.

GOVERNMENT

Name: Sara Ebenreck

Home Address: Rodale Press, 1875 Connecticut Avenue, N.W. 1013, Washington, DC 20009 (202)341-7240

Employer: Washington Resource Center

Job Title and Principal Duties: Director. Initiate Washington public relations activities (Congressional contacts, roundtable discussion of issues, outreach on research reports done within company etc.). Write regular Washington column on farm and food system issues for two company publications. Represent the company president in Washington in meetings. Maintain liaison connections with Washington groups for various editorial staff in company (6 magazines, book division). Irregularly, write and edit with the book division of the company.

Non-philosophical Background Pertinent to Your Job: This job opportunity did not depend on my Ph.D. in philosophy although the ability to research and write clearly was a skill learned in that degree process. The key factors were ability to develop a small office, to communicate warmly and openly with people, to work independently, be trustworthy, and produce good work.

How You Obtained Your Job: The method of obtaining my job was probably individual--but then synchronicity is individual. I read a description by pure chance in the newsletter of a freelance writers group; called the company and flew up to meet with the president and head of book division; convinced them I could open a Washington office (there was none at that time).

Personal Characteristics and Philosophical Skills You Use in Your Job: Philosophical skills used in work: analysis of issues and logical writing; communication skills learned in teaching; use of a generally developed "philosophy of life" to reach a centeredness in my work and understand ways to develop it to further truth and peace (and love) in a more aware society--with the aim of helping the earth and all of us to survive. Having, over the last couple of years, learned a new field (food and agriculture system policy issues), I'm now finding the creative energy inside to address the value questions involved in this area. As that grows in me, the opportunity to write, speak and share is also growing--more synchronicity. Perhaps that sort of transition, rather than the immediate use of one's Ph.D. skills, is an alternate sort of path. For me, it allowed experiencing and then reflecting upon an utterly different field. The future of it all is yet to come, but it feels good. (See also the entry under "Consulting")

AMERICAN PHILOSOPHICAL ASSOCIATION

Name: Vincent Vaccaro

Home Address: Washington, D.C. 20376, (202)692-4318

Employer: Naval Supply Systems Command (SUP O9D)

Job Title and Principal Duties: Director, Civilian Personnel Program. Duties: Direct a world wide program employing approximately 50,000 employees. Develop position classification and pay programs including employees in foreign countries, decide what programs are needed to attract, develop and retain employees in approximately 200 separate occupations, operate a labor relations program to encourage mutual cooperation between management and unions, and identify and pay for new equipment which improves productivity of personnel offices.

Non-philosophical Background Pertinent to Your Job: Personnel Management is an integral part of the management structure of any organization. For a personnel director to be at all effective, that person must understand the management process, decision making techniques, quantitative analysis, program analysis and effectiveness evaluation, and human resource economics, as well as the various personnel subdisciplines of pay administration, employment, labor and employee relations, training, equal opportunity and personnel law. All of the above may be learned from work experience in the various personnel fields, training courses and seminars, college/graduate education and reading.

How You Obtained Your Job: Since my job is with the Federal Government, entry was competitive though a civil service examination. Promotions and changes in jobs over my ten year career have been in accordance with federal merit promotion policy. I attribute my success to (a) taking on any assignment no one else wanted; (b) traveling on-the-job approximately 25% of the time; and (c) reading on my own areas such as economics, job hunting techniques, international labor relations and personnel law. Promotions in middle management and to top management generally involve relocation or moves to gain experience of different labor markets or types of organizations. The procedures outlined above are typical in the federal sector.

Personal Characteristics and Philosophical Skills You Use in Your Job: The philosophical skills I use include conceptual analysis, especially as applied in ethics and philosophical psychology; writing ability; argument in both written and oral form; epistemology and human learning; and concepts of justice, equity and human rights. Two other important skills needed in my job that rely on my philosophical education are the ability to deal with problems that appear to have conflicting requirements, e.g., equal opportunity and labor relations, and the ability to act knowing you may well be wrong. Other abilities needed that *should* be learned during graduate education are the ability to work as a member of a team and the ability to make changes and still get the final product submitted by the date required.

LAW

Name: Peter Enrich

Home Address: 35 Clarke Street, Lexington, MA 02173

Employer: Executive Office of Administration & Finance, Commonwealth of Massachusetts

Job Title and Principal Duties: Counsel for Revenue Policy--I work for the Governor's chief cabinet member, who is responsible for the administration of state government and for the Governor's major policy initiatives. My areas of responsibility include tax reform, state aid to municipalities, and a miscellany of other issues. I provide legal advice, help formulate policy, draft legislation, participate in negotiations with legislators and other state policymakers, etc.

Non-philosophical Background Pertinent for Your Job: Law Degree (although most of the people I work with are not lawyers). General interest in and knowledge of government and politics (although I had no work experience in these areas since college years).

How You Obtained Your Job: Largely by luck. I happened to hear about the position from the spouse of a law-school colleague, who had considerable input into the selection process. Beyond that, both my law school credentials and my academic background--both as graduate student and as professor--helped me get the job (although I understand that some people feared--from my background--that I was too much an "ivory tower" type to be comfortable in such a political setting.)

CAREER SKETCHES

Personal Characteristics and Philosophical Skills You Use in Your Present Job: In large part, the job focuses on and requires good analytic skills--particularly the verbal analytic skills needed to assess and argue legal contentions and to draft and deconstruct complex legislation, but also, to some degree, the quantitative skills required to analyze fiscal and tax proposals and to hold one's own with economists, statisticians, and the like. Also of central importance is the ability to write forcefully, precisely, and quickly. At the same time the job draws heavily on interpersonal, "political" skills that allow one to gather information and negotiate effectively and to preserve some order and sense of direction in what is often a very hectic and chaotic setting.

Name: Pamela Foa

Home Address: 4731 Osage Avenue, Philadelphia, PA 19143

Employer: Sonnenschein Carlin Nath & Rosenthal (On Leave), Chicago, Illinois; Law Department, City of Philadelphia

Job Title and Principal Duties: Assistant City Solicitor in the Law Division of the Law Department of the City of Philadelphia. This division primarily prepares official Opinions of the City Solicitor (i.e., statements of law as to whether proposed or pending actions or legislation are proper under federal, state and municipal law) and secondarily prepares to litigate in support of such Opinions or other (less formal) legal statements or actions of the City Solicitor. In general, we advise the Mayor and City Council as to the law. At Sonnenschein I am an associate. Most of my work at the firm is in the area of corporate acquisitions and dispositions; but I was also involved in civil rights litigation and real estate law.

Non-philosophical Background Pertinent to Your Job: I attended law school and clerked for a Justice of the Supreme Court of Pennsylvania. Assiduous reading of Perry Masons as a young child.

How You Obtained Your Job: I got both my jobs by simply writing and asking whether they were interested in hiring someone of my background at that time. When I wrote the City Solicitor I stressed my desire to practice law in the public sector. When I decided that I wanted to both accompany my husband on his year's leave from the philosophy department at Chicago Circle and wanted to continue to work, I thought it would be good to use the year to practice a different kind of law than one can in a big corporate law firm. I got a Yellow Pages of Philadelphia and wrote to a variety of public interest law firms and to a score of so of hospitals. Blind mailings always get me interviews.

Personal Characteristics and Philosophical Skills You Use in Your Job: There is no question but that the ability to speak on my feet and to write clearly are the skills I use most frequently. My ability to analyze--to find or construct common principles in a variety of cases or situations--and my ability to analogize are skills that I think are even more valuable. I'm also good at research, a useful skill which derives from simple curiosity, I think. It is difficult to assess what skills are "personal" and what are "philosophical." It certainly is the case that in drafting contracts, the ability to conjure up counterexamples helps one fill in loopholes that might otherwise escape notice. Further, I believe the nine years I spent as a teacher substantially aids my ability to extract the core argument out of a morass of material and simply and cogently explain it to others.

Name: Craig R. Goodrum

Home Address: 2200 First National Bank Building, Dallas, TX 75202, (214)653-4500

Employer: Jenkins & Gilchrist, Attorneys at Law

Job Title and Principal Duties: Lawyer. I am a lawyer with a law firm of approximately 100 lawyers. I specialize in federal income tax, primarily planning for closely-held corporations, employee benefits, retirement plans, limited partnerships, and real estate taxation. In addition, I have conducted a significant part of a three-week trial on a tax issue.

Non-philosophical Background Pertinent to Your Job: Basically, one secures a position with a major law firm on the strength of one's academic credentials and personal presentation. I was 32 years old when I began the practice of law. In my particular situation, I believe that my age and academic philosophical credentials made me a more attractive candidate for the position I was seeking than most law students, although I doubt that I could generalize from my experience with my firm to law firms in general.

How You Obtained Your Job: I obtained my position through the standard recruiting and interviewing activities which are initiated by law firms at most law schools.

Personal Characteristics and Philosophical Skills You Use in Your Job: While I believe that my training in analytical philosophy has contributed positively to my legal abilities, I believe the transfer is fairly general rather than specific. Fewer times than I expected have I consciously applied the techniques of conceptual analysis as practiced by modern analytic philosophers to the resolution of legal issues, but my analytic training has probably improved my drafting skill.

Comments: I believe the move from academic philosophy to the practice of law is not a particularly difficult move for one who was interested in analytic philosophy and public policy. There might be more difficulty for philosophers with different training and different interests. In any event, I unhesitatingly recommend a strong concentration in philosophy for undergraduates or other individuals considering law school. In fact, I regard training in basic philosophy, economics, mathematics and decision theory as the most important academic preparation for practice of law. I rank these studies far above such other possibilities as English, political science and other social sciences, or the natural sciences. I would rate business--and accounting--courses as a middle ground in desirability of preparation.

Name: Eric J. Lerner

Home Address: None provided.

Job Title and Principal Duties: Executive Director of Offender Aid and Restoration of Tompkins County. As Director I am responsible for publicity, fundraising, fiscal management, supervising one clerical worker and one social worker who in turn supervises 30-odd volunteers, training volunteer counselors, working with the Board of Directors, and providing direct service to clients about 8 hours a week.

Non-philosophical Background Pertinent to Your Job: I got here by a circuitous route. I completed my Ph.D. in philosophy at Cornell in 1975. I wrote a dissertation on philosophy of mind under Norman Malcolm. While a graduate student, I worked as a volunteer at a suicide prevention hotline in Ithaca from 1971-1974. After completing my degree, I obtained a series of part-time temporary teaching posts at several local colleges and universities. After more than four years of one-semester-at-a-time appointments, the teaching jobs ran out.

How You Obtained Your Job: In 1979, as the prospects for teaching jobs faded, I began applying for non-academic jobs, in the old-fashioned way of just sending out resumes to advertisers in the paper. Contrary to both the probabilities and my expectations, on the basis of my volunteer experience, and I suppose my academic background, I was hired as coordinator of a suicide prevention hotline in Seneca County, New York. After working there for two years, I felt qualified to apply for, and was hired for, my current position as director of a somewhat larger, more affluent and more stable agency.

Personal Characteristics and Philosophical Skills You Use in Your Job: It's difficult to say how my philosophical training has helped both in getting and doing my job. Broadly, skills at writing, thinking, organizing, and public speaking have been useful. My resume includes an essay on why you should hire a philosopher. I have no idea what impact that has had on potential employers--but I am employed in a job I find very exciting and stimulating, even though the pay is lousy, and job security is nil (funding cuts always loom).

Name: Terrie T. McIntosh

Home Address: 1476 Michigan Avenue, Salt Lake City, UT 84105

Employer: Fabian & Clendenin Law Firm

Job Title and Principal Duties: Attorney in law firm.

Non-philosophical Background Pertinent to Your Job: Law school training.

How You Obtained Your Job: Attended law school for three years.

Personal Characteristics and Philosophical Skills You Use in Your Job: Contrary to certain popular images of lawyers, much legal work in a law firm setting involves extensive writing, analysis and construction of arguments. The skills required are thus somewhat akin to those required of a philosopher.

CAREER SKETCHES

MEDICINE

Name: Mary Gore Forrester

Home Address: 815 Curtis Street, Laramie, WY 82070

Employer: University of Wyoming

Job Title and Principal Duties: Part-time Lecturer (Philosophy). This is only a one year job. Next year I will return to the University of Wyoming B.S. in Nursing program, which I expect to complete in May 1984. I assume that after that time I will have a nursing job of some sort, so will answer the questions below on that assumption.

Non-philosophical Background Pertinent to Your Job: Among the nursing programs leading to R.N. certification are: (a) A.D. (associate degree), requiring 2 years academic and clinical work; (b) a diploma, requiring 3 years hospital work, and (c) B.S.N., requiring 4 years academic and clinical work. Although one can become an R.N. through any of these, (c) is becoming increasingly necessary for advancement in many areas; (c) also gives much stronger background in medical sciences and hence is more likely to interest philosophers. Also available are LPN programs (practical nursing), involving one year of clinical training, and nursing assistant programs usually involving a few weeks' training on the job. These, of course, pay less and involve less responsibility. At the other end of the scale are nurse practitioners, masters and doctoral programs which train for clinical specialties and academic careers.

How You Obtained Your Job: Jobs are advertised in nursing schools and nursing magazines. They are plentiful, the more so the higher the level of training.

Personal Characteristics and Philosophical Skills You Use in Your Job: The most important personal characteristics for nursing are probably honesty and willingness to take responsibility, being alert and observant and able to think clearly in emergencies, ability to get along well with other people, unusual dexterity and thorough knowledge of medical science. There is not much need for philosophical skills except general ability to think critically. (Nurses are *not* expected to follow doctors' orders blindly.) The views on medical ethics of anyone with both philosophical and medical training will probably be welcomed, however, by both professions.

Name: James W. Summers

Home Address: Metropolitan Hospital Council, New Orleans, LA 70005

Employer: Charity Hospital of New Orleans

Job Title and Principal Duties: Executive Assistant, General Services. Hired as trouble shooter for the General Services Division constituting nine departments and 700 employees in a 1645 bed public teaching hospital. Worked either as department head or acting department head in four departments and later was supervising three of the departments (500 employees, \$10 million budget) while continuing to work as a trouble shooter in other areas.

Non-philosophical Background Pertinent to Your Job: Upon realizing I was leaving academics I took a graduate course in financial accounting to learn the concepts and language of business. Organizing my resume and letters of application around the jargon of problem solving and a results orientation landed interviews. Enthusiasm and confidence eventually landed two job offers at once, both entry level in management. I chose hospital over other businesses because it seemed to offer more philosophic promise and coherence with my values.

How You Obtained Your Job: I used the university counseling center to find out more about my interests and their compatibility with various professions. This information was useful in some interviews because it showed my interest, commitment, and organization. This particular position required a state Civil Service test.

Personal Characteristics and Philosophical Skills You Use in Your Job: Having taught logic for two years was immensely helpful in solving problems. Rapidly developed a reputation as one who could sort through smoke screens and get things done. Research skills enabled me to write and present reports which enabled several programs to be implemented, including a \$250,000 renovation of physical plant. Several of these research reports were then easily generalized and sufficiently documented that four articles were published while in the position. Teaching skills were very important in supervisor's training, as were persuasion and argument skills in doing committee work, motivating employees, and convincing decision makers to decide in my favor. Training in analysis could be credited for the success of three of the four articles.

AMERICAN PHILOSOPHICAL ASSOCIATION

Comments: Advancement depended on getting results and being willing to take on additional tasks. The biggest problem is getting in, learning the problems of the organizations, and then letting superiors know what you are doing and how it helps them.

Name: James W. Summers

Home Address: Metropolitan Hospital Council, New Orleans, LA 70005

Employer: Metropolitan Hospital

Job Title and Principal Duties: I was hired as director of shared services for an association of 22 hospitals. Also represented these hospitals before regulatory agencies and in the state legislature, along with becoming director of education and developing and coordinating several seminars. Expanded membership to 30 hospitals and developed the shared service subsidiary from a deficit into a very profitable organization.

Non-philosophical Background Pertinent to Your Job: Prior job at the hospital, taking the core of Master's in Hospital Administration, publications in management, along with a track record in cost reductions and productivity improvements did the trick. Membership in professional societies very helpful.

How You Obtained Your Job: Began talking to colleagues about the desire to change positions and was referred to this organization. Resume landed the interview--especially the publications. Desire to be more than I was landed the job, as the boss liked the mentor role. Emphasis on results clinched it.

Personal Characteristics and Philosophical Skills You Use in Your Job: Succeeded in getting four more articles published, two in philosophy, two in health-care policy. This impressed the boss greatly. Because this job was very committee and sales-oriented, skills at persuasion, logical presentation, and the like were invaluable. As my position and my track record became more secure I became comfortable in discussing philosophical issues in health care with colleagues and superiors, making the work itself more satisfying.

Name: Michael R. Taylor

Home Address: 214 Napoleon Road, Apt. 33, Bowling Green, OH 43402

Employer: The George F. Linn Center, 80 Seminary St., Norwalk, OH 44857

Job Title and Principal Duties: Associate Director: Provide supervision of mental health professionals; develop, present, and implement program plans for mental health services; advise on budgetary decisions; collect, collate, and organize data, and relate data to program planning and evaluation; develop liaisons with other agencies; organize and supervise clinical quality assurance and peer review committees; general supervision of in-service training; recruitment; advise on hiring and termination of staff; provide community education services; provide general counseling. EOE Officer.

Non-philosophical Background Pertinent for Your Job: 25 quarter-hours of graduate work in the field of Guidance and Counseling. Two years of experience as a non-paid volunteer counselor at a drug abuse crisis stabilization center.

How You Obtained Your Job: Direct application; obtained information about position through employment ad.

Personal Characteristics and Philosophical Skills You Use in Present Job: Personal Characteristics: Patience, even-temperedness, concern for welfare of others, respect for individuals. Philosophical Skills: Ability to evaluate reasons; analytical reasoning; ability to respect diversity of viewpoints; recognition of fallacious reasoning; grasp of abstract concepts and their relationships, awareness of and sympathy for human limitations; appreciation of and respect for the value of human rights; ability to detect and confront non-relevant discriminatory practices; imaginativeness in identification of difficulties.

CAREER SKETCHES

PUBLISHING

Name: Maureen MacCrogan

Home Address: 92A Yale Station, New Haven, CT 06520, (233)432-4021

Employer: Yale University Press

Job Title and Principal Duties: Editor. In charge of acquisitions in philosophy (soliciting and screening manuscripts for publication: overseeing the publication process for manuscripts that are accepted) and in charge of the Press's multivolume scholarly editions (for example, *Complete Works of St. Thomas More*, *Papers of Benjamin Franklin*).

Non-philosophical Background Pertinent to Your Job: Excellent knowledge of English (was a joint English and philosophy major as an undergraduate); one year's experience as a copyeditor for Macmillan of Canada before graduate school.

How You Obtained Your Job: I began working for Yale as a freelance proofreader and copy-editor, having taken the editorial test given to all job candidates. (Such freelance work is quite widely available but seldom advertised: you need to call. Many publishers are willing to mail manuscripts out of town to be edited since good freelance editors are hard to find.) On the basis of my freelance work I was offered an in-house copyediting job when one became available. After two years I was promoted to editor. Usually you have to start at the bottom in publishing. The most common paths have been women through secretarial work and men through sales. I never did secretarial or routine editorial assistant work because Macmillan was willing to train me as a copyeditor. Just before I started fulltime at Yale (1977) a new policy of hiring only experienced copyeditors was instituted. The entry-level jobs in the editorial department are now 2/3 secretarial, 1/3 editorial assistant. My promotion to editor was in part luck—the person who handled the philosophy list quit, and I was on the scene and had an advanced degree. Frequently acquisitions jobs are offered to experienced people from outside.

Personal Characteristics and Philosophical Skills You Use in Your Job: Knowing the field is of course useful in reviewing philosophy manuscripts. A training in philosophy is useful in editing scholarly manuscripts in all fields because a good editor must have an analytical mind and be able to spot inconsistency and fuzzy thinking. A knowledge of stoicism is invaluable for working in a busy office and dealing with authors.

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Provides the name of organizations that would have activities for almost any interest area. Provides a good starting point to collect necessary information to make decisions.
2. Cannon, Colleen. *Internships 1984*, Cincinnati, OH: Writer's Digest, 1983.

Lists 16,000 on-job training programs, some of which are in the summer months; \$12.45 by mail.
3. *Chronicle Career Index*, Moravia, New York: Chronicle Guidance Publications, 1983.

Provides 760 sources of publications and audio-visual materials about various careers and associations, listed alphabetically and cross-referenced.
4. Donaldson, Christine and Flynn, Elizabeth. *Alternative Careers for Ph.D.'s in the Humanities: A Selected Bibliography*, New York: Modern Language Association of America, 1982.

This bibliography is broken down into specific categories and is quite complete. Includes information about the job search process and references for specific occupational areas (e.g., business, government, libraries and museums, publishing). The last part of the pamphlet lists useful addresses.
5. Gale, Barry and Gale, Linda. *The National Career Directory - An Occupational Handbook*, New York: ARCO, 1979.

Using the concept of "career clusters," this reference provides a way to visualize related occupations. Provides an alphabetical listing (with addresses) on specific careers as well as related careers.
6. Goodman, Leonard H. *Current Career and Occupational Literature*, New York: Wilson Company, 1982.

For each occupation there is a listing of various articles, pamphlets and other materials that provide useful information.
7. Hopke, William. *Encyclopedia of Careers and Vocational Guidance: Volume I: Planning Your Career; Volume II: Careers and Occupations*, New York: Ferguson Publications, 1981.

This set provides descriptive background about various careers and occupations. It also describes needs and trends in various areas.
8. Mann, Debra L., (Editor), *Directory of Public Service Internships*, Washington, DC: National Society for Internships and Experiential Education, 1981.

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9. Norback, Craig. *Careers Encyclopedia*, Homewood, IL: Dow Jones - Irwin, 1980

A reference that provides description of jobs, places of employment, working conditions, qualifications and training necessary, income and additional sources of information on 180 wide-ranging careers.

10. *Occupational Outlook Handbook*, Washington, D.C.: U.S. Department of Labor.

This listing of hundreds of occupations provides information concerning what a person does on the job, what abilities and interests are needed, schooling or training required, working conditions and projected job opportunities.

11. Pollack, Sandy. *Alternative Careers for Teachers*, Harvard, MA: Harvard Common Press, 1980.

This book emphasizes the many options available to one with a teaching background. Easy to read; suggests broad range of possibilities. A useful overview to start branching out.

12. Wyman, Roger and Risser, Nancy. *Humanities Ph.D.'s and Non-Academic Careers: A Guide for Faculty Advisors*, Evanston, IL: CIC, 1983.

Easy to read with a wealth of information on non-academic careers. A fine bibliography as well as useful information on such practical issues as resumes. Good presentation of the difference between academic and non-academic searches.

II. Career Planning

13. Bolles, Richard Nelson. *What Color is Your Parachute?*, Berkeley, CA: Ten Speed Press, 1979.

Sets out a step-by-step process to examine career goals and various factors involved in making career choices. Very practical with an abundance of exercises.

14. Bolles, Richard Nelson. *The Quick Job-Hunting Map*, Berkeley, CA: Ten Speed Press, 1979.

A condensed version of some of *What Color is Your Parachute?* Focuses through practical activities on identifying interests and transferable skills. A good starting point to lay the groundwork for Bolles' complete version.

15. Cook, William A. and Gonyea, James C. *Putting Liberal Arts to Work*, Hooksett, NH: New England Center for Career Development.

Assessing and selling skills developed in liberal arts learning.

16. Figler, Howard. *The Complete Job-Search Handbook*, New York: Holt, Rinehart and Winston, 1979.

The whole book is organized around the twenty skills the author views as crucial to the career search. The skills are clustered in five categories: self-assessment, detective, research, communication, and transition skills. Numerous suggestions on how to develop these skills and how they are used.

17. Irish, Richard K. *Go Hire Yourself An Employer*, Garden City, NY: Anchor Books, 1978.

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A wealth of suggestions and information about finding the kind of job you want. The format is primarily a series of common questions and responses that are practical as well as "myth breaking." Engaging and to the point.

18. Jacobson, Robert L. "Looking Beyond Academe: What Scholars Can Do When Their Careers Don't Work," *The Chronicle of Higher Education*, February 16, 1983.
19. Krannich, Ronald L. *Re-Careering in Turbulent Times*, Manassas, VA: Impact Publications, 1983.

Provides information on trends in employment and ways of assessing trends in order to do career planning. There are a number of self-assessment checklists and activities and many suggestions for the job search process. Suggestions for networking and job clubs are included.

III. Specific Career Options

20. Bauman, M. Garrett. "Getting a Teaching Job at a Community College," *The Chronicle of Higher Education*, November 3, 1984.

Hints on getting hired at two-year schools.
21. Beck, Robert. *The Liberal Arts Major in Bell System Management*, Washington, DC: Association of American Colleges, 1981.

The Bell System has a history of hiring and promoting liberal arts graduates.
22. Dupre, Flint O. *Your Career in Federal Civil Service*, New York: Harper and Row, 1980.

Insights into the federal employment maze.
23. Feinberg, Lawrence. "The Retrofitting of the Ph.D.," *The Washington Post*, July 19, 1982.

New training for holders of advanced degrees.
24. Fowler, Elizabeth M. "Training the Future Managers," *The New York Times*, July 28, 1982.

On the scarcity of teachers of business subjects on the college level.
25. Fowler, Elizabeth M. "A Big Role for Human Resources," *The New York Times*, January 19, 1983.

Many companies have broadened the responsibilities of the personnel chief as a way of increasing productivity.
26. *Ibid.* "Humanities Majors in Business," *The New York Times*, May 4, 1983.

Findings of the conference held in Princeton by the Association of American Colleges and the National Endowment for the Humanities.
27. Girill, T.R. "Technical Communication and Philosophy," *Pacifica* (Society for Technical Communication), 21 (November 1982).

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Use of philosophy to improve "problem-solving strategies and critical-thinking skills" in the field of technical communication.

28. Jacobson, Robert L. "Academics Find Places in Business World," *National Business Employment Weekly*, April 17, 1983.

University of Virginia's Career Institute documents graduates' success.

29. Kane, Margaret L. "Expanding Career Options: Ph.D.'s in Business," *The Graduate Society Newsletter*, Summer 1982, 5-6.

Non-academic careers of persons holding the Ph.D. in business fields.

30. Snowden, Fraser. "Bring Philosophy Into the Hospital: Notes of a Philosopher-In-Residence," *Journal of Applied Philosophy*, Fort Pierce, Florida: Indian River Community College, Spring, 1983.

The *Journal of Applied Philosophy* regularly devotes some of its pages to reports by philosophers of the non-academic work they do. A valuable resource.

31. Wyman, Roger E. and Risser, Nancy A. *Humanities Ph.D.'s and Nonacademic Careers*, Evanston, IL: The Committee on Institutional Cooperation, 1983.

A study of performance and reasonable expectations for the philosophically trained in the business world.

IV. Job Seeking Mechanics

32. Angel, Juvenal L. *Effective Resumes for Executives and Specialized Personnel*, New York: Monarch Press, 1980.

Tailoring resumes to specific high-level positions.

33. Bostwick, Burdette E. *How to Find the Job You've Always Wanted*, Second Edition, New York: John Wiley and Sons, 1980.

Suggestions on all phases of job seeking.

34. Committee on the Status of Women in the Profession. "Sex Equality in the Hiring Process: A Handbook for Employers, Candidates and Spouses," Newark, DE: American Philosophical Association, 1975.

35. Davis, Michael and Vaccaro, Vincent. "Hints for Job Seekers," Newark, DE: American Philosophical Association, 1975.

Commonsense jobhunting techniques.

36. Lathrop, Richard. *Who's Hiring Who*, Berkeley, CA: Ten Speed Press, 1977.

Reflecting the self-assessment techniques found in other sources (e.g., Bolles), this reference emphasizes the use of the qualifications brief--a "compact resume" designed to gain an employer's attention. It also provides useful suggestions on letters and interviews and lists sources of jobs and kinds of jobs available.

37. Medley, H. Anthony. *Sweaty Palms: The Neglected Art of Being Interviewed*. Belmont, CA: Lifetime Learning Publications, 1978.

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A difficult subject presented in an engaging fashion. Includes checklists, some "do's" and "don'ts", and many examples.

38. Roesch, Roberta. *Jobs for Weekends*, New York: Berkley Publishing, 1978.

The short-term job as an income-producer and as valuable experience.

39. Stanat, Kirby W., with Reardon, Patrick. *Job Hunting Secrets and Tactics*, Chicago, IL: Follett/Westwind, 1977.

Job-hunting tips and resources sometimes neglected.

40. Uris, Auren, *Action Guide for Executive Job Seekers and Employers*.

A closeup of the special aspects of the job search for an executive position.

V. Networking

41. Kaufman, H.G. *Professionals in Search of Work: Coping with the Stress of Job Loss and Underemployment*, New York: John Wiley & Sons, 1982.

A well-researched book about how professionals cope with job transitions describing how institutions respond as well as how professionals become employed. Not a "how-to" resource but a wealth of information.

42. Kirschenbaum, Howard and Glaser, Howard, *Developing Support Groups: A Manual for Facilitators and Participants*, LaJolla, CA: University Associates, 1978.

This reference provides examples of various kinds of support groups as well as suggestions about building and continuing a support group. Some useful suggestions and checklists are provided.

43. Krannich, Ronald and Banis, William. *Moving Out of Education: The Educator's Guide to Career Management and Change*, Chesapeake, VA: Progressive Concepts, Inc., 1981.

This book provides considerable information and techniques on job networking. Many of the ideas apply to all kinds of networking. The style is not easy to follow but the content is good.

44. Lindsay, Karen. *Friends as Family*, Boston, MA: Beacon Press, 1981.

A resource particularly helpful to someone without an effective support system. The book describes various groupings that we can choose as "family." Some of the specific issues addressed are moving to a new place, creating neighborhoods, and organizations as families.

45. Zambrauo, Ana L. and Entine, Alan D. *A Guide to Career Alternatives for Academics*, Change Magazine Press, 1976.

This concise handbook lists a large number of organizations and networks, both in the United States and abroad, useful in locating career opportunities. Addresses and telephone numbers are usually provided.

VI. Adult Development

46. Bridges, William. *Making Sense of Life's Changes: Transitions*, Reading, Mass: Addison-Wesley, 1980.

A description of what happens when one is in transition. Bridges provides recognizable benchmarks and suggestions for handling transitions. He argues that one must let go (endings) before making successful beginnings and observed that the "neutral zone" between endings and beginnings will have a range of disorienting effects.

47. Freedman, Mervin, et al. *Academic Culture and Faculty Development*, Berkeley, CA: Montaigne, 1979.

A study of how the academic environment influences faculty personal and professional beliefs and actions. A number of case studies are cited. Different strategies and different kinds of information are needed, it is argued, at each of the five stages of faculty development.

48. Giele, Janet Z. (Ed.) *Women in the Middle Years: Current Knowledge and Directions for Research and Policy*, New York: John Wiley & Sons, 1982.

Review of the literature on adult development and identification of some of the "gaps and conflict" in present day theory. Discusses adult development in caring and relationships as well as in productive tasks.

49. Gould, R.L. *Transformations: Growth and Change in Adult Life*, New York: Simon & Schuster, 1978.

A basic premise is that adulthood is a constant examination and reformulation of beliefs. The process of change means coming to new beliefs about oneself and the world. As adults, it is argued, we all live in the same world, but how we face it is highly varied.

50. Sarason, Seymour B. *Work, Aging, and Social Change*, New York: The Free Press, 1977.

This book is sub-titled "Professionals and the One Life-One Career Imperative"; addresses "the calling" people follow in moving into academia. Finding satisfaction in work is a central theme, and various examples of professionals moving away from academia to find meaning are provided.

51. Levinson, Daniel. *The Seasons of a Man's Life*, New York: Alfred Knopf, 1978.

Levinson studied the lives of forty men as the basis for his stages of adult development. The four stages are "Entering the Adult World", "Settling Down", "Becoming One's Own Person" and "Late Adult Transitions". A useful concept is the development of "dreams" (goals) and how one deals with these goals during adult development.

52. O'Neill, Nena and George. *Shifting Gears: Finding Security in a Changing World*, New York: Evan & Co., 1974.

Argues that "crises" can be a means of developing new opportunities rather than falling back into the same patterns. The authors provide examples and suggestions for shifting gears.

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VII. Especially for Advising Students

54. Herbenick, Raymond. "How Philosophy Students Compete on Basic Skills," *Proceedings and Addresses of the American Philosophical Association*, LIV, 4 (March 1981), 469-476.
- A comparison of results of tests given to students in various disciplines by the Educational Testing Service.
55. Hiley, David R. *Faculty Roles in Career Advising of Liberal Arts Students*.
- On new attention and new approaches to faculty advising.
56. Ripley, Theresa M. and Loughary, John W. *This Isn't Quite What I Had In Mind*, Chicago: Follett Publishing Company, 1978.
- A career planning program for college students.
57. Trevion, Fernando, M., MPH; Fuentes, Raymond G., Jr.; Bruhn, John G., Ph.D. "The Premedical Advisory Process: Attitudes of Premedical Advisors," *Texas Medicine*, LXXIII (January 1977), 79-85.
- Advisors need to be aware and to make students aware of the acceptability of liberal arts background for successful candidates for medical school admission.
58. Tribble, David B., Ph.D. "Liberal Education and Medical School Admissions," *Journal of Medical Education*, LIII (November 1978), 927-929.
- A study comparing acceptance and performance of liberally educated versus narrowly specialized medical students.

VIII. Studies

59. Blaney, Dorothy C. and May, Ernest R. *Careers for Humanists*, New York: Academic Press, 1981.
- The job market, past, present and future, assessed in light of skills of philosophers.
60. Henn, Susan M. and Maxfield, Betty D. *Departing the Ivy Walls: Changing Employment Situations for Recent Ph.D.'s*, Washington, D.C.: National Academy Press, 1983.
- A documentation of the increasingly non-academic employment of (humanities) Ph.D.'s, especially of those receiving doctorates since 1977.
61. Maxfield, Betty D. and Henn, Susan M. *Employment of Humanities Ph.D.'s: A Departure from Traditional Jobs*, Washington, D.C.: National Academy of Sciences, 1980.
- An analysis of the changing job pattern for the person with the Ph.D. degree.
62. "Some Sources of Statistical Information on the Field of Philosophy," Newark, DE: American Philosophical Association, 1984.
- Bibliography of groups and persons working on statistics in the field. Available free of charge from the National Office of the Association.

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63. Suber, Peter Dain. "The Place of Philosophy in the Humanities: A Statistical Profile," *Proceedings and Addresses of the American Philosophical Association*, LV, 3 (February 1982), 417-423.

An analysis of *Employment of Humanities Ph.D.'s and Science, Engineering and Humanities Doctorates in the United States, 1979*, with regard to the field of philosophy.

IX. Some Additional Sources of Information on Employment in the Federal Government

64. Department of Defense Jobs: Write to Library of Congress Employment Office, James Madison Memorial Building, Room LM-107, Washington, D.C. 20540.
65. Department of State: Write to Special Recruitment Branch, Department of State, Washington, D.C. 20520. Be sure to inquire about the Foreign Service Written Examination, traditionally given in the Fall of each year.
66. Federal Jobs Available in Your Local Area: Contact offices of your state's members of the U.S. Congress.
67. Federal Job Information Service: Call (202)737-9616 or check for a local number under "Personnel Management Office of Federal Jobs" in Federal Government listings in your area's telephone book.
68. Library of Congress Jobs: Write to Library of Congress Employment Office, James Madison Memorial Building, Room LM-107, Washington, D.C. 20540.
69. Office of Personnel Management: Write for a brochure on "Working for the USA" from Office of Personnel Management, Washington, D.C. 20415.
70. Summer Employment with the Federal Government: To obtain the booklet "Summer Jobs-Opportunities in the Federal Government", call the offices of your state's members of Congress or the U.S. Federal Job Information Service number listed above. A special section is devoted to positions available for persons holding advanced degrees.
71. Washington Metropolitan Area Jobs: Call (202)632-5659.