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ABSTRACT

"Exploring Careers" is a career education resource program, published in fifteen separate booklets, for junior high school-age students. It provides information about the world of work and offers its readers a way of learning about themselves and relating that information to career choices. The publications aim to build career awareness by means of occupational narratives, evaluative questions, activities, and career games grouped in fourteen occupational clusters. This twelfth in the series, "Social Scientists," presents an overview of jobs in the social sciences, such as economists, geographers, and psychologists. Narrative accounts focus on a museum curator and a political aide, describing what they do and how they prepared for their careers. Exploring sections relate skills needed for these occupations to students' personal characteristics, and learning activities such as visiting a museum and conducting a survey are suggested. A Job Facts section lists nature and places of work, training and qualifications, and other information for the following seven social science occupations: anthropologists, economists, geographers, historians, political scientists, sociologists, and psychologists. ("Exploring Careers" also is available as a single volume of fifteen chapters.) (KC)

Exploring Careers

Social Scientists

U.S. Department of Labor
Ray Marshall, Secretary

Bureau of Labor Statistics
Janet L. Norwood, Commissioner
1979

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Exploring Careers is available either as a single volume of 15 chapters or as separate chapters, as follows:

The World of Work and You
Industrial Production Occupations
Office Occupations
Service Occupations
Education Occupations
Sales Occupations
Construction Occupations
Transportation Occupations
Scientific and Technical Occupations
Mechanics and Repairers
Health Occupations
Social Scientists
Social Service Occupations
Performing Arts, Design, and Communications Occupations
Agriculture, Forestry, and Fishery Occupations

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Government Sources

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Preface

Exploring Careers is a career education resource for youngsters of junior high school age. It provides the kind of information about the world of work that young people need to prepare for a well-informed career choice. At the same time, it offers readers a way of learning more about themselves. The publication aims to build career awareness by means of occupational narratives, evaluative questions, activities, and career games presented in 14 occupational clusters. *Exploring Careers* emphasizes what people do on the job and how they feel about it and stresses the importance of "knowing yourself" when considering a career. It is designed for use in middle school/junior high classrooms, career resource centers, and youth programs run by community, religious, and business organizations.

This is 1 of 15 chapters. A list of all the chapter titles appears inside the front cover.

Exploring Careers was prepared in the Bureau's Division of Occupational Outlook under the supervision of Russell B. Flanders and Neal H. Rosenthal. Max L. Carey provided general direction. Anne Kahl supervised the planning and preparation of the publication. Members of the Division's staff who contributed sections were Lisa S. Dillich, David B. Herst, H. Philip Howard, Chester Curtis Levine, Thomas Nardone, Debra E. Rothstein, and Kathy Wilson. Gloria D. Blue, Brenda Marshall, and Beverly A. Williams assisted.

The Bureau gratefully acknowledges the cooperation of all the workers who agreed to be interviewed and photographed, the teachers and students who field tested a sample chapter, and all who shared their ideas with BLS. Many people in the counseling community offered encouragement and support. Special thanks for her generous assistance go to Cathy Cockrill, Career Education Curriculum Specialist, Fairfax County Public Schools, Fairfax, Virginia.

Although they are based on interviews with actual workers, the occupational narratives are largely fictitious.

Contents

Exploring Careers

Social Scientists

Margaret Mead's field work in Samoa established her reputation as one of the world's foremost anthropologists.

Cleaning a specimen from a tar pit is painstaking work for this archeology student.

"Brian, come here! I found some coins!"

Shirley Margolis looked up delightedly from the long shallow trench she was digging in the desert. She was very hot and dusty but that was forgotten in her excitement over her find.

"That's great, Shirley," called Brian O'Shea, who was working in another trench a few yards away. "What a sight after all this time! I'll tell Dr. Berenson."

"Congratulations, Shirley," said the archeology professor a few minutes later. "I knew our perseverance would pay off. Before removing the coins, let's update our records and note the exact location of the find on our maps."

Dr. Berenson supervises an archeological team that has spent several months excavating a site in the Middle East, a fruitful area for archeological finds. Before beginning this excavation, the team from Western State University had a lot of background work to do. They wanted to select a site that would be likely to yield artifacts of earlier civilizations, and this took careful preparation. The team spent weeks examining the area, talking to local residents, poring over maps and aerial photographs, and digging test pits to sample the depth and contents of the soil. They also used electronic devices to help them determine what was underground.

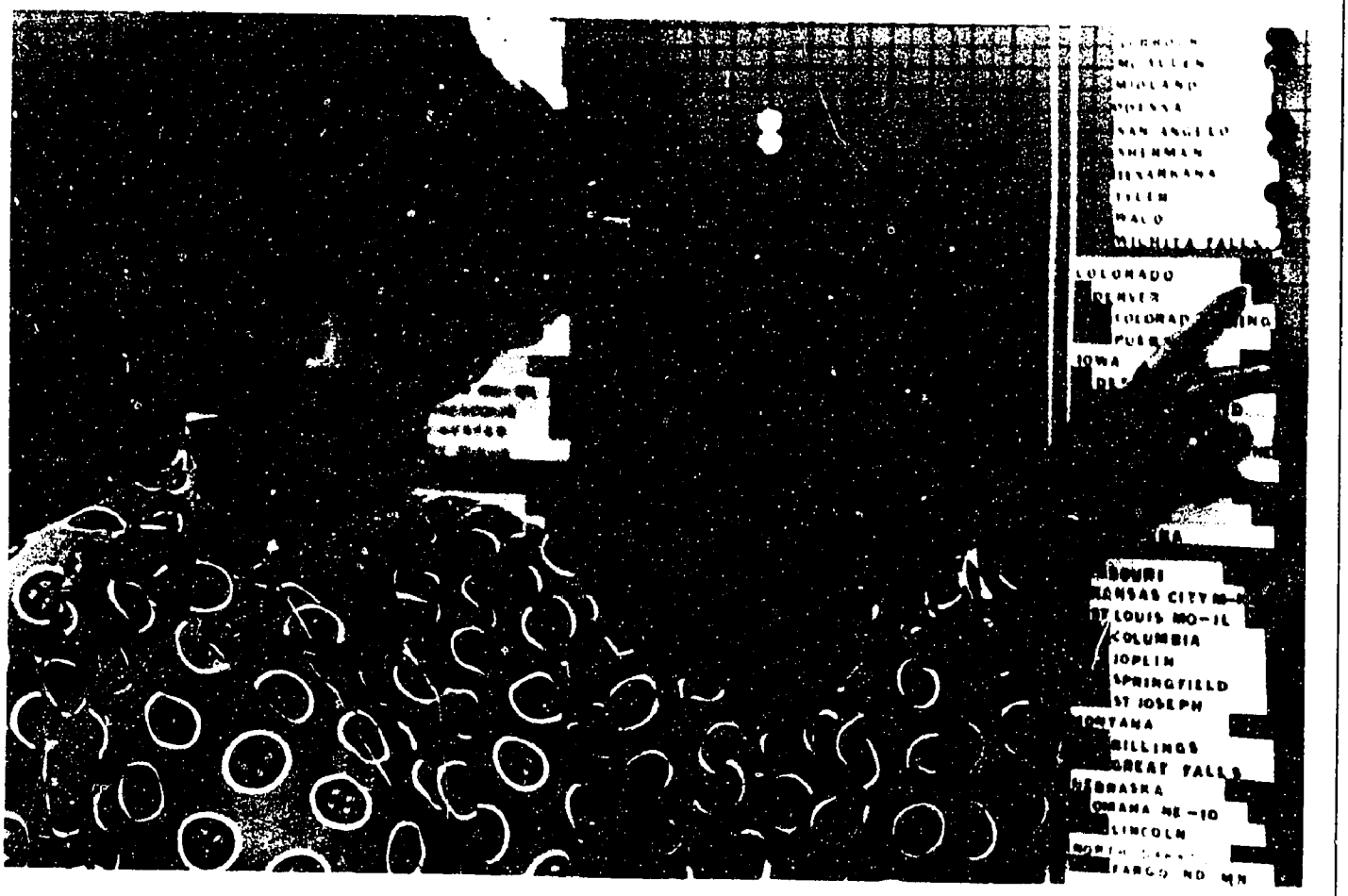
Dr. Berenson's team of archeology students was searching for the remains of a civilization that had flourished in the area thousands of years ago. By studying what was left of these people's homes, tools, and clothing, the archeologists hoped to find out how they lived.

The work of archeologists on a dig involves slow, painstaking digging, scraping, and sifting. They examine every handful of dirt and use trowels, whiskbrooms, kitchen spoons, even toothbrushes to avoid damaging or destroying the evidence. There is an element of detective work in the conclusions archeologists draw from the artifacts they uncover. Pottery fragments may have to be fitted together to form a dish, for example. By comparing the size and shape and decorations on different dishes from the same site, archeologists can determine what these dishes were used for.

Careful recordkeeping and laboratory work are important, too. The coins that Shirley discovered must be cleaned, assigned a code number, and recorded in the excavation log. The exact place they were found must be noted. When the team finishes this dig, their records should be complete enough to enable them to reconstruct the site on paper. The examinations and tests they do here in the field laboratory—and back at the university a few months from now—will enable them to classify every object, determine how old it is, and decide what it was used for. The classification and dating techniques they use were developed through years of scientific research.

In their work, archeologists use the scientific method to study the past. Unlike historians, who work with documents and other written records, archeologists uncover and analyze physical evidence of cultures that existed long ago. They typically study such things as burial mounds, tools, weapons, ornaments, and home furnishings. Their purpose in reconstructing cultures that existed hundreds or even thousands of years ago is to find out how human culture changes over time.

Cultural change is of interest not just to archeologists but to all social scientists. Social scientists do research, teach, consult, and administer programs in a number of different fields: Anthropology, economics, geography, history, political science, psychology, and sociology. What all of them have in common is a professional interest in people and society. Social scientists study and describe human behavior and social institutions. You're already aware that the work of astronomers and physicists tells us a great deal about the universe and the planet earth. The work of biologists tells us about the



Conducting a nationwide survey takes organizational ability as well as a knowledge of statistics.

plants and animals with which we share this earth. In much the same way, the work of social scientists tells us about ourselves.

Social scientists study our behavior in order to understand what makes us live the way we do. Such an understanding is essential for government leaders and others trying to develop policies and plan programs that meet our needs. Such dominant concerns of our time as equality of opportunity and the threat of a nuclear war, for example, require a better understanding of how our society works. As we learn more about the underlying causes of our problems, we are in a better position to do something about them.

Research is a basic tool of social science. Like other scientists, social scientists seek to establish a body of fact and theory that contributes to human knowledge and enables us to manage our affairs more rationally. Field work such as the archeological dig that Dr. Berenson is leading is a traditional method of gathering information or "data"—not only in archeology and anthropology, but in history and sociology as well.

Surveys are widely used to collect facts or opinions. Indeed, surveys are conducted by so many organizations for so many purposes, they are a familiar part of our daily lives. Literally thousands of polls, questionnaires, and surveys are going on here and abroad at any given moment. Political scientists use surveys to assess voting behavior; market researchers use them to determine what brand of toothpaste we prefer; economists use them to measure employment, unemployment, wages, and prices; demographers use them to detect changes in population patterns; educators use them to measure students' progress and see how well different teaching methods work.

Probably the greatest single change in the social sciences in recent times has been the widespread introduction of mathematical and other quantitative research methods. Calculus, for example, is used in economics, and algebra is used in anthropology and linguistics. Mathematics also provides the basis for the formal mathematical models used widely in economics and political science. We already have noted that surveys are used extensively to gather social science data. Survey methods

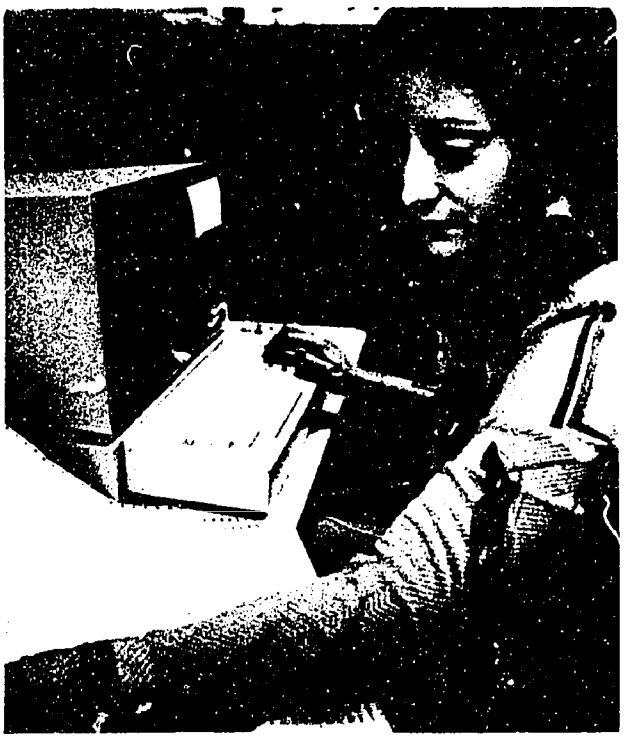
rely heavily on statistical concepts, and statistics has become an essential part of the training for most social science careers.

The computer is a staple of social science research and the ability to use computers for research purposes is a "must" for many social scientists. Because computers can handle vast amounts of data very quickly, social scientists are able to work with tremendous amounts of very detailed information about every conceivable aspect of human behavior. Researchers have at their fingertips an astonishing amount of information about our beliefs, opinions, attitudes, and lifestyles. Such information assists those concerned with finding solutions to our social problems.

Now let's take a closer look at the kinds of work that social scientists do.

Anthropologists study the differences among people—differences in their physical characteristics as well as in their customs, behavior, and attitudes. They usually specialize in one of the four subfields of anthropology: Physical anthropology, archeology, cultural anthropology, and linguistics. *Physical anthropologists* are concerned with humans as biological beings. They study the evolution of the human body and look for the earliest evidences of human life. They also do research on racial groups and may, for example, explore the effect of heredity and environment on different races. Because of their knowledge of body structure, physical anthropologists are consulted on such practical matters as the sizing of clothing and the design of cockpits for airplanes and spacecraft. *Archeologists* like Dr. Berenson usually study cultures that no longer exist by digging out and examining tools, clothing, and other evidences of human life. *Cultural anthropologists* study the customs, culture, and social life of living peoples. Traditionally, they have been concerned with primitive tribes and peasant societies, but increasingly cultural anthropologists are turning their attention to social patterns in modern settings and studying the behavior of drug addicts or corporate executives, for example. *Linguists* study the role of language in various cultures. Their research tells us, for example, that the way people use language influences the way they think about things. Thus language itself helps explain some of the differences among groups.

Economists study the way we use our resources to produce goods and services. They compile and analyze data that help us understand the costs and benefits of making, distributing, and using things the way we do. Some economists are primarily theoreticians. They may develop theories to explain the causes of inflation, for example, through the use of mathematical models. Others deal with practical matters such as business cycles, tariff policies, tax policies, farm prices, or unemploy-



The ability to use computers for research purposes is important for many social scientists.

An authority on the corrections system, this psychologist is testifying on prison conditions.

Business economists like this one use math to forecast future sales.

These geographers are working up suggestions for supermarket locations in and around a large city.

ment. They use their understanding of the way the economy works to advise government officials, business firms, insurance companies, banks, industry associations, labor unions, and others. The work that economists do affects us directly, too. Government economists in the Bureau of Labor Statistics, for example, issue monthly figures showing how much the prices of goods and services have changed over time. On the basis of these figures, known as consumer price indexes, cost-of-living increases are granted to social security recipients. Business firms and labor unions use these indexes in negotiating wages.

Economics is such a large and complex field that nearly all economists specialize. *Business economists* analyze and interpret government policies and actions that are likely to affect the firm they work for. They commonly prepare economic forecasts and then explain how their forecast applies to various aspects of the business, such as marketing, purchasing, industrial relations, and finance. They also advise on the internal operations of the firm, applying their knowledge of economic principles to such practical problems as inventory levels and pricing policies. Other kinds of economists include *agricultural economists, financial economists, industry economists, labor economists, international trade economists,* and *tax economists.*

Geographers are primarily concerned with space and the way we use it. They try to understand and explain why people, things, and activities are located where they are. Their studies help to explain changing patterns of human settlement—where people live, why they live there, and how they earn a living. Because geographers are concerned with why people settle where they do, their work touches upon economics, politics, culture, health, and other aspects of society. Their work has numerous practical applications. A geographer doing flood plain research might advise inhabitants of the probability of a flood and tell them how urgent it was to take precautions. Another geographer might advise a supermarket chain on store locations. Still another might consult with officials of a foreign government concerning the need for an irrigation project.

Like other social scientists, geographers apply their knowledge in a variety of areas. *Economic geographers* study proposed locations for business or industrial firms and make recommendations. *Urban geographers* study cities and make suggestions concerning transportation, housing, parks, and sites for industrial plants. *Cartographers* compile and interpret data on the physical environment and make maps and charts. *Medical geographers* study the effect of the natural environment on health and take into account such factors as climate, vegetation, mineral traces in water, and air pollution.

Historians study past events, institutions, ideas, and people. Some historians specialize in a particular period of time—18th century history, for example. Others explore the history of a subject such as economics, philosophy, science, religion, art, or military affairs. Although many specialize in the social or political history of the United States or Europe, a growing number are concerned with the history of Africa, Latin America, Asia, or the Middle East—areas of great importance in our lives. By putting international issues in proper historical perspective, historians can be instrumental in increasing understanding and respect among the nations of the world. Because of historians' insights into what happened in the past—and why—the President and Congress sometimes consult them when they formulate domestic or foreign policy.

Traditionally, most historians have taught and done research in colleges and universities. Publishing is very important in the academic world, and historians spend much of their time doing research and writing scholarly books and articles, textbooks, and publications on historical subjects for the general public. Depending on their specialization, their research might take them to records kept in a county courthouse, an old church, a State legislature, or the National Archives.

Historians do many things besides teach, however. They administer historical activities in archives, museums, historical societies, and places such as Mount Vernon and Independence Hall. This involves helping scholars to use manuscripts and artifacts and educating the public through exhibits and publications. Many historians preserve, identify, and classify historical documents, treasures, and other materials. A growing number are concerned with the restoration of historic buildings and sites. Their goal is to preserve and interpret our historical heritage, which consists of historic houses, churches, forts, public markets, battlefields, and other places. Historians are employed to manage, interpret, and write about such places as the Manassas National Battlefield Park in Virginia and Old Sturbridge Village in Massachusetts. Historic preservationists also work to save city neighborhoods and maintain their unique historic and architectural features. This usually means joining forces with architects, lawyers, planners, business and community leaders, and city officials.

Political scientists study the objectives, organization, and actual operations of government in the United States and abroad. They explore such areas as public opinion; the nature of political parties; the influence of special interest groups; the workings of the Presidency, Con-

Volunteers are helping an archeological team expose the foundations of a canal.

gress, and the judicial system; political decisionmaking at the State and local levels; the role of the United States in world affairs; mass movements, revolution, and ideology; community organization and urban politics; and policy studies.

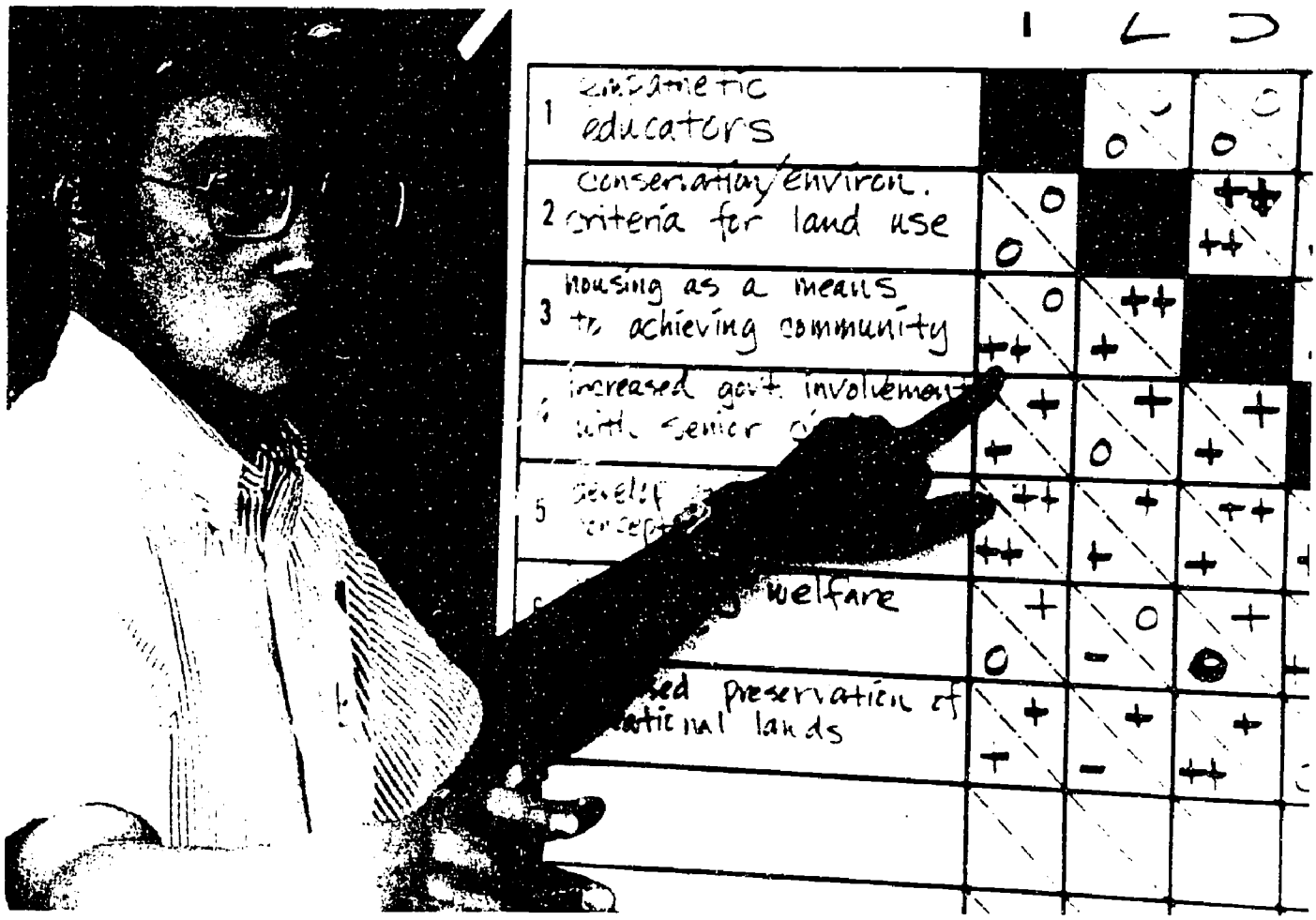
Most political scientists teach or do research at colleges and universities. Very often, they do consulting work as well. Some political scientists are employed by public interest groups, survey research institutes, and foreign affairs organizations; they do research, prepare publications, and consult. Others work as aides to elected officials, serve on the staff of committees of Congress and State legislatures, and work for legislative bodies in cities and counties. Still others administer government programs.

Because of their understanding of the political process and how it really works, political scientists are often asked to give advice and make recommendations. Business firms, labor unions, citizens' groups, political candidates, and government agencies themselves all seek the advice of political scientists from time to time. Political scientists, like other social scientists, provide opinions only after a careful study of the matter at hand—which might be anything from "Which party will win the election in the 8th precinct?" to "What effect will this treaty have on our position in the United Nations?" To find the answers, political scientists begin by gathering information. They may examine documents, conduct a survey, or interview people to get the information they need. Then they carefully weigh all the facts and arrive at a conclusion.

Psychologists study people in order to understand and explain their actions. Psychologists' insights into human behavior enable them to help people who are mentally or emotionally disturbed or deeply unhappy. *Clinical psychologists* work with people who have mental or emotional disorders. They learn more about their pa-

Volunteer campaign work is a good way to launch a career in politics.

Many social scientists have teaching or research positions with colleges and universities.



This sociologist is advising county officials on the things they need to consider when they plan for future growth.

tient's frame of mind by giving standardized tests and taking a personal history, but mostly they help by talking to the patient and listening. They counsel their patients, individually and in groups, and try to help them deal with their problems.

Some psychologists specialize in the behavior of people in a particular place. *School psychologists* help with learning and social problems in schools. *Industrial psychologists* might study the reasons a company's employees are absent from work so much. They would also work with the company's personnel department on selection and training procedures, and might counsel employees who were unhappy or depressed.

Social psychologists usually do research, administer programs, or teach. They examine such issues as leadership and group behavior. Sometimes their research is designed to find out how well government programs are working. This is called evaluation research, and is an important field of social science research. There are other kinds of psychologists, too, including *developmental psychologists, educational psychologists, experimental psychologists,* and *comparative psychologists.*

Sociologists analyze society and human behavior by studying people in groups. They are interested in human interaction as such, and explore such social processes as competition and cooperation. In their research, sociologists may work with groups as different as families, tribes, communities, and governments. Or they may work with social, political, religious, ethnic, business, or professional groups. For example, a sociologist might study families to discover the causes of social problems such as crime, juvenile delinquency, alcoholism, and poverty. Sociologists apply their knowledge of people's behavior in groups in many areas including family counseling, public opinion analysis, education, law, religion, public relations, and planning.

Most sociologists teach and do research in colleges and universities. Others, however, are employed by research

organizations to conduct studies and prepare reports. Still other sociologists administer programs in such fields as corrections, mental health, social welfare, and education.

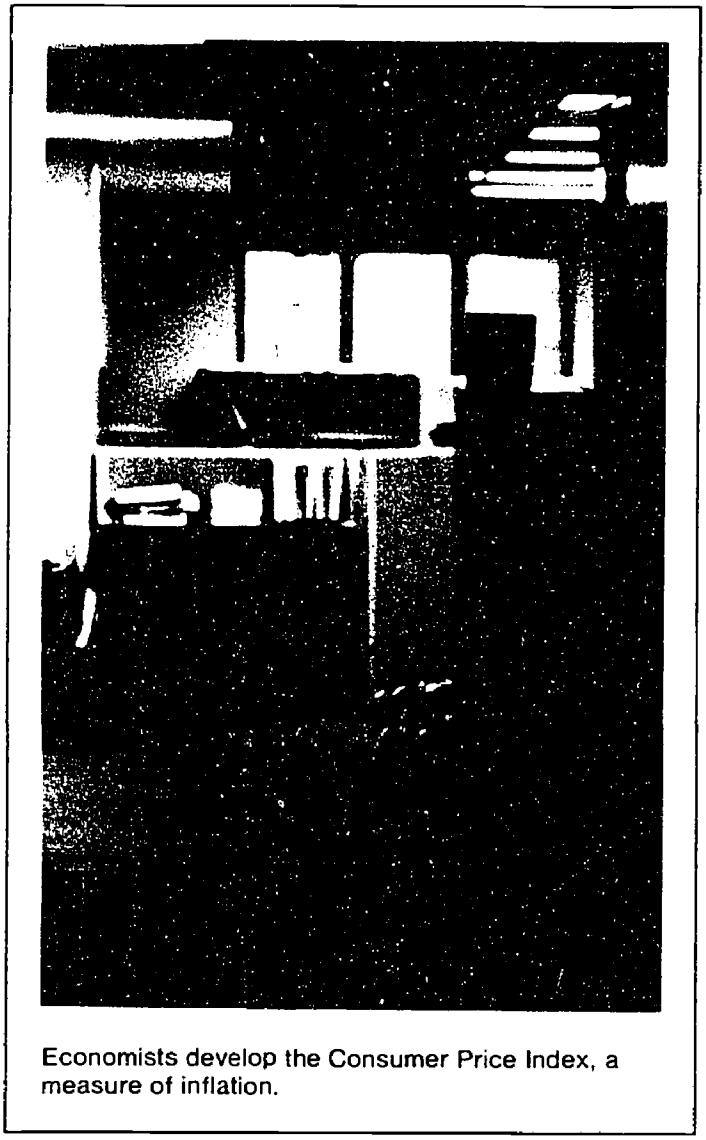
Areas of specialization in sociology include *social organization*, which deals with the origin, development, activities, and interaction of social groups; *urban sociology*, which deals with life in cities and highly populated areas; *criminology* and *penology*, which deal with the causes of juvenile deliquency and crime and the life of inmates in penal institutions; and *demography*, which deals with the composition, growth, and movement of populations.

Personal Characteristics

What makes a good social scientist? They are scientists, after all, who seek knowledge and apply it to a variety of social needs and situations. Therefore, two fundamental traits needed by all social scientists are *intellectual curiosity* and *creativity*. Social scientists must constantly seek new information about people, things, and ideas. Their curiosity inspires them to devote their lives to understanding the causes of social problems. History, geography, and economics can all be taught, but creativity cannot be. Successful social scientists have it, however, and use their creativity to attack social problems in new ways. Although social scientists study the work of others before them, they constantly face problems that require original solutions.

Social scientists must be willing to spend considerable time and effort in study and research. This requires a number of personal traits. For example, an economist who is studying tax reform needs the *ability to analyze data* on the proportion of total taxes paid by people at different income levels. A political scientist who is studying the differences between democratic forms of government and dictatorships must have the *ability to think logically and methodically* about what influences the actions of government leaders. A psychologist who is studying the behavior of mice over a period of months must have *systematic work habits* if he or she expects to reach valid conclusions. *Objectivity* and *open-mindedness* are important in all kinds of social science research. An economist must be able to make an unemotional and detached analysis of the issues when reviewing a proposal to amend a city's rent-control legislation. *Perseverance* is essential for an anthropologist who might spend years accumulating and piecing together artifacts from an ancient civilization.

Social scientists must apply their research findings to practical situations. This requires other traits. For example, a sociologist who is preparing a report on the causes of juvenile delinquency needs *intellectual creativity* to approach the problem from a new perspective. A historian who is delivering a lecture on regional differences in American social customs needs the *ability to communicate effectively*. This historian must be good at public speaking, of course. The ability to handle written material is just as important. Because communicating their findings and analyses to other people is such an important part of the job, social scientists must be able to speak and write clearly, concisely, and effectively. The written report is the standard form of communication in the social sciences, and the ability to prepare a well-organized, well-documented, and well-written report is a "must."



Economists develop the Consumer Price Index, a measure of inflation.

For some social scientists, *emotional stability* is important. A clinical psychologist who is working with a group of mental patients must understand other people and be sensitive to their moods. The manner in which he or she

conducts himself is important, because psychologists often serve as models for their patients.

For other social scientists, *physical stamina* is important. An anthropologist or geographer doing field work may have to lift equipment, walk considerable distances, or spend a long time in uncomfortable surroundings.

Some social scientists *work alone.* An economist who studies imports and exports may spend most of his or her time behind a desk, with only a calculator for company. The job involves analyzing statistics and preparing tables and charts.

Other social scientists *work as part of a team.* The archeological team led by Dr. Berenson is learning how important it is to work together. Teamwork is important, too, because studies of social problems often require the skills of people from several disciplines. Thus a sociologist might head a study group on prison conditions consisting of a lawyer, a social worker, and a corrections official.

Training

Formal training requirements for seven social science occupations are described in the Job Facts at the end of this chapter.

High school offers you a good opportunity to get the background you'll need for further training. History, geography, economics, and other social studies courses are, of course, very important. You also should take as much mathematics as possible. Social science research increasingly requires knowledge of mathematics, statistics, and computer science, and a strong mathematics background will prepare you for more advanced courses in these fields later on. English courses are valuable, too, since communications skills are so important to social scientists. Your high school probably offers other courses that would relate to some of the social science occupations. For example, biology, physics, and other sciences are very important for some geographers, anthropologists, and psychologists. Drawing and design are important for cartographers.

Most of your training would occur after high school. Social scientists generally earn a bachelor's degree after 4 years' study in college, and then go on to graduate school. Teaching or research in a college or university almost always requires a Ph. D. degree. The Ph. D. is important for many nonacademic positions as well. And it is essential for recognition as a scholar in your chosen field.

Nevertheless, many persons with a bachelor's or master's degree in economics, geography, and other social sciences are working successfully in their chosen field. It's important to remember that a college degree in one of the social sciences can prepare you for graduate or professional education in law, business, journalism, and a number of other fields. Moreover, it gives you the background you'd need for many kinds of jobs in business, industry, and government.

Training does not end when you earn a college or graduate degree. New theories and new research findings emerge so often that what you learn in college soon will become outdated—though not useless. Just as you can expect to learn new words your whole life, social scientists continue to learn new theories and applications their entire lives. They learn by reading books and magazines, going to conferences, and attending seminars from time to time. Careers in this cluster are for people who like to learn outside as well as in school.

A Final Word

If you have a strong interest in social issues, don't stop here! Other chapters of *Exploring Careers* describe several more occupations that are worth looking into.

Urban planners share the historic preservationist's concern with preserving the interesting and distinctive qualities of buildings and neighborhoods. In fact, planners and historians often work together to preserve historic sites and communities. A story about a planner appears in the chapter on Office Occupations.

Cartographers can use data from satellite sensors to make maps.

Social Scientists

Are you caught up in current events? Do you think you would like to be one of the people investigating local or national issues and informing the public of what's really going on? There's a story about a newspaper reporter in the chapter on Performing Arts, Design, and Communications Occupations.

Social workers devote their lives to helping people. Some do research to identify community needs. They work with health, housing, transportation, and other planners to suggest ways of making our communities better places to live. A story about a social worker appears in the chapter on Social Service Occupations.

Are you fascinated by the workings of the financial world? Bank officers and securities sales workers handle their clients' money and are just as concerned with understanding why the economy works as it does as economists are. Training in economics is important for these workers. A story about a bank officer appears in the chapter on Office Occupations. A day in the life of a securities sales worker is described in the chapter on Sales Occupations.

The level of education in any society is one indicator of the standard of living. Teachers devote their lives to educating people to fulfill their own potential and become productive members of society. Many people with training in history, geography, and other social sciences become teachers. A story about a secondary school teacher appears in the chapter on Education Occupations.

You've learned that computers are an important research tool for social scientists. If the field of computer science fascinates you, learn more about computer occupations by reading the story of the programmer/systems analyst in the chapter on Office Occupations.

This psychologist is doing research on eye movements.

Museum Curator

Jill's love of history inspired her to look for a job as a museum curator.

Jill rounded the corner sharply, the gravel from the dirt road flying in all directions as her sports car sped by. She was on her way to a country antique show and wanted to get there before dark.

Jill Winitsky is the curator of engineering at the Wood Museum. She considers herself lucky to be working at a large museum such as the Wood, where she can concentrate on engineering history—her area of expertise. Curators at the Wood Museum generally specialize; their subject may be agriculture, textiles, mining, atomic energy, or political, cultural, or military history.

Jill had come across the notice of the antique show in the morning newspaper and thought it seemed worth looking into. Not that she was counting on finding anything at the show. Jill had gone to a number of antique shows in the 5 years she had worked at the Wood Museum but she rarely found anything worth acquiring. Generally the museum relies upon gifts—of historical objects and of the money to purchase them.

"It's a nice drive," thought Jill as she spotted the turnoff to the grange hall where the antique show was being held. "And you never know, of course. Maybe I'll be lucky for once and find something worth adding to the museum's collection."

Only a few people were there when Jill walked into the hall where the antiques were being shown for sale. She paused for a moment to get an idea of the layout. Then she moved purposefully into the exhibit area, carefully noting each object on display. Something in the center of the room made her stop in her tracks. It was an old rotary printing press, the kind consisting of a large cylinder bearing columns of type and several small cylinders. The black metal press was somewhat worn; a number of cracks were visible. But otherwise it was in fair condition.

Jill estimated that the press was about 70 years old. Considering that the rotary printing press had only been invented in the mid-19th century, this press was well worth acquiring. Of course the museum had several other printing presses in its collection, but Jill was excited at the prospect of getting this particular press, which probably had been made shortly before the manufacturer went out of business.

Jill didn't lose any time locating the manager of the antique show.

"Mr. Williams, I am Jill Winitsky, curator of engineering at the Wood Museum," she said by way of introduction. "I am interested in acquiring that old printing press for the museum. Can you put me in touch with the owner?"

"Mrs. Cortland owns the press," Mr. Williams replied. "You could probably reach her tomorrow morning." He handed Jill a business card that read: Mrs. Virginia Cortland, 544 West Lorch Street, Telephone 345-6111.

Jill called Mrs. Cortland right after she arrived at work the following morning. She explained her interest in the press and suggested that she and Mrs. Cortland get together to talk about it some more. Mrs. Cortland agreed, but reluctantly. She made it clear that she really wanted to sell the press.

"The press is something my late husband acquired a long time ago out west," Mrs. Cortland explained. "We kept it in the basement. But now I am moving to an apartment and I don't want to take it with me. It seemed like a good idea to sell it."

"I see," said Jill. "However, I'd really like the chance to talk with you about the press. How about coming to the museum tomorrow? We could have lunch here and talk about it then."

After lunch the following day, Jill gave Mrs. Cortland a tour of the engineering section and gave her a brief but lively history of the printing press. She explained the historical significance of the press that had been in the Cortland basement all these years. Mrs. Cortland's resistance began to fade. Nevertheless, it took several more conversations before she agreed—enthusiastically, at last—to donate the press to the museum.

Now, every time Jill walks through the exhibit on printing technology, she remembers the antique show at the end of a country road and innumerable conversations with Mrs. Cortland.

Jill was born and raised in the oldest house in Macon County, Georgia, and has been interested in history since she was a girl. Genealogy in particular fascinated her when she was growing up, and she thought nothing of spending hours and hours poring over records of her family's history in the county courthouse. She also developed an extensive correspondence with other genealogy buffs.

Much as she loves her job, Jill hadn't planned to become a museum curator when she was in school. Nonetheless, her background suits her for the job very well. She finished college with a double major in history and engineering. That is, she completed the college work for a bachelor's degree in both history and engineering. She also has a master's degree in history. Curatorial jobs are relatively few and far between, Jill knows, and she considers herself lucky to be in a job that she likes so much. She realizes, too, that she'd probably need a Ph. D. to be hired at the Wood Museum today.

Jill spends much of her workday dealing with letters and telephone calls. One recent letter began, "I am writing a book to be called *Tunneling Through Solid Rock*, and I need photographs of several different kinds of tunnels for the book. Can you supply them?" Jill usually can help with this kind of request; she checks the

museum's extensive photograph file and selects those that will fit the author's needs.

Just a few days ago, she received a letter from the director of a historic preservation society. The society plans to restore an old grist mill and wanted to know if Jill could give them some advice. Restoration work is something Jill particularly enjoys, and she's even had some experience with grist mills. She'd like to take on this project, but the mill is nearly 100 miles away. The trips back and forth would keep her away from the museum too much. Jill wrote back, referring the society to several books on the subject and giving them the name of another authority who might be willing to help.

The grist mill restoration had been tempting. But it really was out of the question since Jill had been away so much on that steel plant project. That request had come through several months ago. The mayor of a nearby city had written, "We have an old steel plant that has not been in operation for many years. The city council joins me in believing that the structure might have some historical value and they are considering allocating funds to restore the plant and make it a historic site. We would appreciate it if you would examine the structure and give us your opinion. May we expect to hear from you soon?" That request had led to an inspection trip, and then several return trips, as Jill was called upon to testify before the city council and then speak at a town meeting to explain the plant's historic significance.

Today's paperwork taken care of, Jill turns to the exhibit on industry in 19th-century America that she's been working on for nearly a year. The exhibit will open next summer in a newly renovated wing of the museum. It will include early industrial machinery, handtools, company records, and many other items. Putting together an exhibit is a big job, one that involves an almost overwhelming amount of detail. Jill has acquired items from literally hundreds of sources: Other museums, historical societies, archives, private collectors, antique dealers, and manufacturing firms. Much of her time has gone into the search for historically significant items and negotiations with the owners for their acquisition. Documenting every item has been a tedious, time-consuming task. Now she's busy preparing the catalog that will be published when the exhibit opens.

As a curator, Jill is concerned with educating and informing the public. She contributes articles on her section of the museum to *Wood Light*, a monthly newsletter that is sent to members of the museum. The new printing press, for example, will make a good subject for a short article. From time to time, she conducts special tours for dignitaries, reporters, students, and other special groups. Normally, of course, museum tours are conducted by the Wood's volunteer guides. Jill is one of the curators who help train the volunteers. Not long ago, Jill gave a talk on the history of textile manufacturing in New England during the intermission of a weekly concert sponsored by the museum and broadcast over a local radio station.

"I consider myself very lucky," says Jill. "Museum jobs are hard to find."

Doing research and keeping up with recent developments in her profession are important parts of Jill's job. Last year, she devoted quite a bit of her free time to research on textile mill restoration. That was the subject of a paper she presented at the annual meeting of State historians.

Jill enjoys her work. She particularly enjoys seeing the way some people become totally absorbed in one of her exhibits and lose all track of their surroundings. Jill is proud, too, of being able to maintain and restore structures that are part of the region's historic heritage. Nevertheless, she feels the pressure when she faces the deadline for opening an exhibit, completing a research report, or making a speech. The job has built-in frustrations, too. Just recently, for example, she lost a chance to buy a very old drill press because the museum didn't have the funds.

Jill's job demands a commitment. She is expected to complete original research projects that require night and weekend work. She must be "constructively aggressive" in always being on the lookout for objects of historic value. She often attends auctions and flea markets in this never-ending search. Even while she's on vacation, Jill takes time to investigate leads for new exhibit items. She knows that casual conversations can lead to major acquisitions. Because Jill finds her job so interesting, she doesn't mind giving so much of her time to it. As a curator, she's doing something that she very much wants to do.

Exploring

Curators must have a strong interest in history.

- Do you look forward to history class?
- Do you do extra reading on historical topics?
- Do you enjoy visiting historical sites?
- Are you interested in genealogy—learning about your family history?
- Are you interested in historic preservation projects in your community?
- Are you interested in the history of your part of the country?

Curators need to do careful research and think logically and analytically in order to explain the origins and uses of the objects in their collections.

- Do you check the facts before deciding whether something is so?
- Do you ask questions in class? If you don't understand the answer, do you keep asking until you're sure it's clear?
- Do you look up words you don't know in the dictionary?
- Do you use the encyclopedia?
- Do you do research on subjects of personal interest?
- Do you check your answers before you turn in a test paper?
- Do you like to solve puzzles, riddles, and brain teasers?

Curators must be objective and exercise good judgment in selecting items for the museum's collection.

- When preparing a report for school, do you include all relevant information regardless of your own point of view?
- Are you interested in hearing all sides of an issue?
- Can you tell when someone has a biased viewpoint?

Curators must have an aesthetic sense to arrange exhibits in an appealing manner.

- Do you notice your surroundings?
- Can you name some of the things that make a room, a building, or a neighborhood pleasant to look at? Can you name things that make it unpleasant or even ugly?
- Do you have a flair for decorating?
- Do you have good taste in selecting clothes?
- Can you fit a great deal into a relatively small area without having things look cluttered?

Curators must set priorities because museums have limited budgets.

- Are you good at getting all the facts and weighing them carefully when you make a big purchase—a bicycle, camping gear, or stereo equipment, for example?
- Are you aware of making choices about the way you use your time when you decide to go to a party instead of studying for a test?

Curators must be persuasive in order to convince potential donors to contribute time and money to the museum.

- Are you good at getting your point of view across?
- Are you persuasive?
- Is it easy for you to persuade your friends to work on school or extracurricular projects with you?
- Are you good at collecting contributions for school or community benefits?

Curators must be effective communicators. They write letters and reports, give speeches, and spend a great deal of time on the telephone.

- Are you good at writing term papers and compositions for school?
- Are you good at doing essay questions on tests?
- Do you enjoy writing letters to friends?
- Do you write poetry or short stories in your spare time?
- Are you good at crossword puzzles, Scrabble, Password, and other word games?
- Are you good at giving oral reports?
- Do your friends ever ask you to speak on behalf of a group—at a club meeting or going-away party, for example?

Suggested Activities

Volunteer to work in a museum during the summer or after school. Talk to the curators about their work. Get a feel for the museum environment.

Visit a museum in your community. Arrange for a guided tour. Observe the way in which exhibits, publications, and such educational programs as lectures, films, and workshops all carry out the focus of the museum—art, natural history, science and industry, or another subject.

Join a local archeological or historical society. Find out if there are organizations in your community actively concerned with historic preservation.

Invite a curator, art conservator, or other museum worker to speak to your class. Ask the speaker to talk about job duties, training, and the rewards and frustrations of the work. Arrange for a demonstration of historic preservation techniques if possible.

Ask your teacher to arrange a class tour of a historic landmark in your State. There are historic landmarks throughout the country: Colonial communities in the East, plantations in the South, the French sector in New Orleans, Spanish missions in the Southwest, Indian and pioneer settlements in the West. In addition, almost all State capitals have buildings of historical importance, as do many older college campuses. Contact your State historical society, State travel commission, or local chamber of commerce for more information about historic landmarks near you.

Use school assignments and activities to strengthen your knowledge of history and its relevance to our lives. Join the history club in your school. Take as many history courses as possible. Ask your history teachers to suggest research projects. Read about historical topics that interest you.

Use a historical subject or issue as the basis for a project in a social studies or English class.

- Do research on a historic building in your area. Find out when it was built and determine what uses it's been put to since then. For help with your research, try the public library, your local historical society, or the planning department of your local government.
- Prepare a report on the history, folklore, culture, and current situation of an American Indian tribe. If you were arranging a museum exhibit about this tribe, what items would you include?
- Make a poster that shows the place of origin and period of arrival of immigrants to the United States. Choose one country and show how some of the ideas, customs, and names of people from that country have become part of American life.

Explore your genealogy. To get started, ask the assistance of your parents and relatives. Begin by interviewing your parents, grandparents, and other members of your family. Later on, you'll want to track down certificates of births, deaths, and marriages, and deeds, wills, and records of real estate transactions. Your history teacher and local historical society can offer suggestions on where to start looking for records such as these.

Join the staff of your school newspaper. Writing is an important skill for museum curators.

Collect and mount at least one coin for every year as far back as possible.

Collect and mount stamps from various countries. Show how to use stamp catalogs. Demonstrate how to use a perforation gauge to figure perforation measurements, a watermark detector to identify stamps, a magnifying glass to study their design and condition, and tongs and hinges to mount stamps in an album.

If you are a Girl Scout, see if your local troop has the From Dreams to Reality program for exploring careers. Troops may also offer opportunities to test career interests through internships, service aide and community action projects, and proficiency badges in a number of areas including Stamp Collecting, World Heritage, and My Country.

If you are a Boy Scout, try for merit badges in Genealogy, Coin Collecting, and Stamp Collecting.

Write for information on museum careers to the American Association of Museums, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007.

Write for information on careers as a historian to the American Historical Association, 400 A Street, S.E., Washington, D.C. 20003, National Trust for Historic Preservation, 1789 Massachusetts Ave., N.W., Washington, D.C. 20036, and American Association

for State and Local History, 1400 Eighth Avenue South, Nashville, Tennessee 37203.

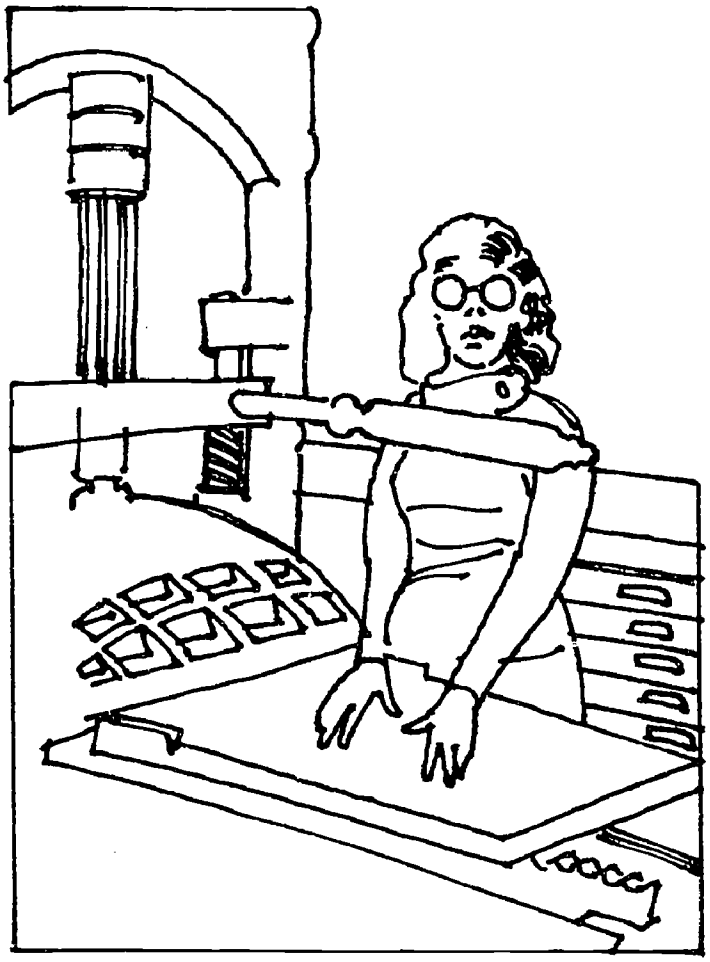
Related Occupations

Museum curators are not the only workers concerned with history and historic preservation. The functions of other workers in this field are described below. Match these functions with the job titles listed at the end.

1. I write about the careers or lives of famous people. I get information from diaries, news accounts, personal correspondence, relatives, and business associates of my subjects. Who am I?
2. I evaluate, classify, and maintain historically valuable materials including government records, letters from famous persons, charters of organizations, maps, motion pictures, and still pictures. I write descriptions of materials so that people will know what is available and how best to make use of it. Who am I?
3. I prepare items for museum collections and exhibits. I use electric drills, chisels, plaster, glue, and many other tools and materials. Who am I?
4. I clean, reweave, and mount ancient textile and lace materials for display in textile museums. Who am I?
5. I repair and clean art objects such as pottery, etchings, and tapestries to restore them to their natural appearance. Who am I?
6. I try to identify the ancestors of a family or individual. I consult many kinds of documents including records of births, deaths, and marriages. Who am I?
7. I try to reconstruct the history and customs of cultures that no longer exist. I study the remains of homes, clothing, and other evidences of human life recovered by excavation. Who am I?
8. I supervise workers who repair and conserve art objects. I examine art objects using X-rays and special lights to determine their authenticity, need for repair, and the best method of preservation. Who am I?
9. I restore and prepare exhibits of medieval arms and armor such as helmets, guns, and swords. Who am I?
10. I clean, retouch, and remount damaged and faded paintings. Who am I?
11. I direct the activities of people involved in investigating and preserving historic homes, battlefields, and other landmarks. We prepare brochures, exhibits, maps, and photographs to encourage people to visit historic sites. Who am I?
12. I determine the best way to pack, transport, and store valuable historic items to minimize damage and deterioration. Who am I?

Art conservator
Supervisor, historic sites
Conservation technician
Paintings restorer
Restorer, lace and textiles
Fine arts packer
Museum technician
Armorer technician
Biographer
Genealogist
Archivist
Archeologist

See answers at end of chapter.



Political Aide

"Working on the Hill pays reasonably well and I make important contacts," says Bruce, "but I am tied hand and foot to the job."

Bruce Yamasaki usually arrives on Capitol Hill in Washington, D.C., well before 8 o'clock in the morning. As administrative assistant to Pearson Boyne, a U.S. Senator, Bruce must be on the job whenever Senator Boyne is. When Congress is in session, about two-thirds of each year, Bruce works well into the evening—until 8:00 or later. Senator Boyne, the senior Senator from his State and a member of the Foreign Relations and Governmental Affairs Committees, often attends committee meetings in the morning and participates in business on the floor of the Senate in the afternoon.

When Congress is not in session, Bruce meets with representatives of political and business groups and with the Senator's staff. He frequently visits Senator Boyne's home State to get closer to the Senator's constituents—to learn their needs and their sentiments on bills being considered by the Congress. If the issue is a particularly sensitive one, Bruce may decide to poll the Senator's constituents, using questionnaires mailed to every voter in the State.

Bruce lives and breathes politics; he always has. Political campaigns and elections have interested him since he was a youngster. Bruce has an excellent background for this position. His credentials include a bachelor's degree in political science, followed by several years' experience as a journalist covering local politics for a big city daily. Perhaps most important of all, Bruce has practical experience in government and politics. As a teenager, he worked on local political campaigns. The heady, hectic months of campaigning meant stuffing envelopes, putting up posters, delivering messages, anything at all that needed to be done. Bruce became so wrapped up in politics that he stayed on as a volunteer party worker in the much quieter period between election campaigns. He did some grass roots organizing and learned what kinds of things citizens complain to local politicians about.

Bruce's understanding of the way local politics actually works continued to stand him in good stead when he left the newspaper to work on his State's model cities program. From there, he moved to a job with a political consulting firm in Washington, D.C., where he planned the advertising for Senator Boyne's reelection campaign. After the Senator's victory at the polls, the next step for Bruce was the top job on Senator Boyne's staff.

Last night, Senator Boyne had told Bruce to come in early this morning and meet him in the Senate Caucus Room. It is 7:20 a.m. as Bruce enters the Senate Office Building. The place is alive with journalists and camera crews because several Senate committees are about to meet early to discuss parts of the Federal budget. As Bruce walks down a corridor, he is collared by a reporter, Barbara Weld.

"Bruce, how does the Senator feel about the changes that are due to be introduced today in the education bill? As you know, the leading teachers' groups are split. What position is Boyne going to take?"

"The Senator is all for the changes," replies Bruce without breaking stride. "Two weeks ago," he continues, "the Senator made a major speech on the education bill back home. He's a strong supporter of the changes that will be brought up on the floor today. Sorry, but I'm in a hurry. See you later."

Bruce continues on his way to the Senate Caucus Room, where a political strategy meeting of all the Senators from Boyne's party is about to begin. Entering the room, Bruce immediately spots a familiar, craggy face. It's Senator Boyne, deep in conversation with the junior Senator from North Carolina.

"Good morning, Bruce," says Senator Boyne, moving aside for a private conversation with his aide. "The meeting is about to begin," the Senator continues. "I've spoken with a few of my colleagues about the Middle East situation. It looks like we are going to support the administration's proposal in that area. We'll also be discussing the vacancy on the Supreme Court. We are backing Ambassador John Farmer for the appointment. Have my press secretary write a news release about the Middle East proposal and arrange a news conference for noon tomorrow. But don't answer any questions. We can review the statement tonight."

"Yes, sir, I'll take care of everything right away," says Bruce. Then he races back to his office to work out a news release with a press aide. He calls several prominent reporters about the news conference and tells his secretary to notify the Senate Press Gallery.

The office is bustling, as always. There are other Capitol Hill staffers who want copies of Boyne's statement on the SALT (Strategic Arms Limitation Treaty) talks, several lobbyists who want to express their clients' point of view to the Senator, and a few tourists.

Several of the Senator's staff aides are busy replying to the hundreds of letters that pour into the office every week. Recently, there have been a number of letters asking what Senator Boyne's position is on national health insurance. The administration's farm bill has generated an outpouring of letters from the Senator's constituents, most of whom oppose it. The Senator's constituents write every day to express strongly held feelings on inflation, housing, transportation, tax relief, governmental waste and corruption—virtually every subject under the sun. Senator Boyne sees to it that every letter is answered.

Bruce usually holds a staff meeting every morning between 9 and 10 to go over proposed speeches, pending legislation, and staff problems. Today, Bruce's meeting

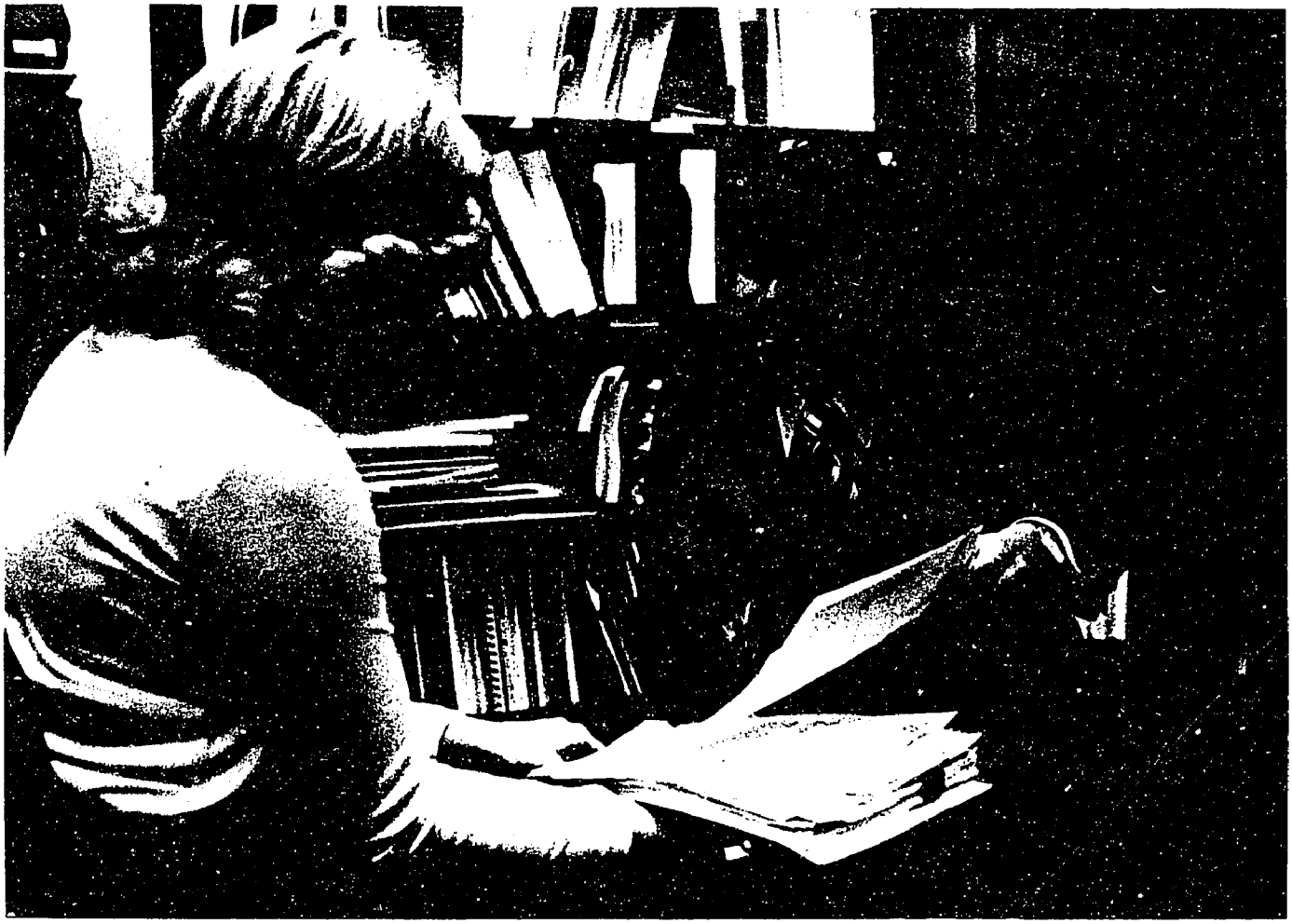
Bruce confers with a colleague regarding a news release.

with the staff will take place a little later than usual because of the news release. While the Senator is at committee meetings or on the floor of the Senate, it is Bruce who oversees everything that goes on in the office. Senator Boyne's staff consists of 25 people—legislative aides who do research on proposed legislation and answer letters; press aides who write speeches, floor statements, and press releases; a receptionist; secretaries and typists; and clerks who operate the computerized filing system. Senator Boyne also has a staff of eight in his home State.

As soon as the news release is taken care of, Bruce calls the staff together and announces, "Senator Boyne is going to Panama next month with some other members of the Foreign Relations Committee. I am getting a fact sheet together for you that will have the details. I'll include a few standard paragraphs that you can use in answering correspondence."

After several minutes of discussion of the Panamanian trip, Bruce says, "We'll have to cut the meeting short because the office is so busy today. Thank you."

As head of the office, Bruce sets the working hours for all staff members. His own hours depend upon circumstances and generally are longer when the Senator has a bill pending before the Senate or one of its committees. Bruce sometimes works at home. And his job involves travel to the Senator's home State. Several months ago, for example, Bruce was informed by the Army that it planned to sell some surplus land in the Senator's home State. After consulting with the Senator, Bruce arranged meetings with the Governor and with community and business groups to discuss ways of attracting purchasers who would use the land in a way that matched State residents' own interests and needs. Bruce outlined the results of the meeting to Senator Boyne when he returned to Washington.



Bruce reviews all outgoing letters before presenting them to his boss, Senator Boyne, for approval.

"Senator, Governor Johnson was pleased to learn about the sale of Army land, but she was angry because the military had failed to advise her in advance. We discussed ways of ensuring that most of the land is reserved for community purposes such as low-income housing and park and recreation areas. Several developers have expressed an interest in building a shopping center, a proposal that's meeting a favorable response. All in all, everyone is enthusiastic, and I've arranged some follow-up meetings later in the year."

"Great work, Bruce. Keep me informed. I may want to attend one of those meetings."

"Fine, Senator, I can arrange a dinner and invite some of your top campaign contributors, local business and community leaders, and government officials. You and the Governor might both want to address the group."

Bruce gets together with Senator Boyne every evening. Often, they have dinner together and discuss the day's events. At this evening's dinner session, Bruce hands the Senator the news release on the Middle East proposal that will be distributed at tomorrow's press conference. There also are a few letters that require the Senator's approval; he makes a few changes and returns them to Bruce.

It is close to 9 o'clock when Senator Boyne and Bruce are ready to go home. Bruce stops to buy the evening newspaper and arrives home just before 10. Bruce's job is interesting and challenging, but it is very demanding as well. He flops down on the sofa and wonders, not for the first time, what he's doing with his life.

"The job pays well and I make many important contacts. But I'm tied hand and foot to the job. I don't have enough time for myself. All those dates I had to cancel and the skiing trips I could never go on .... But if I were married, it might be even more difficult to hold down this job."

Bruce's thoughts stray to the future. "I wonder what I'll do next. After all, Senator Boyne won't be in office forever! I'll probably return to the political consulting firm for a while, but I'd really like to run for office some day. I have some great experience for that."

Bruce is too tired to continue with that train of thought. Tomorrow is another day, and so to bed.

Exploring

Political aides must understand our system of government, especially the legislative process.

- Do you enjoy social studies and civics courses?
- Do you do outside reading about politics and government?
- Do you read the editorial section of the newspaper?
- Do you like to discuss current events?
- Have you ever taken part in campaigns for school or local elections?
- Do you understand how the President is elected? Do you understand how laws are made?

Political aides must have leadership and organizational abilities to coordinate the work of the politician's staff.

- Are you a good leader? Do other people go along with your ideas when you're in charge of a group? Do they follow your suggestions?
- Do you enjoy organizing trips, parties, sports events, picnics, or dances?
- Have you ever organized a fund-raising event or a recycling campaign?
- Do you enjoy working with other people on class projects?
- Do you like working with others on school clubs or committees?

Political aides work long, irregular hours and must be able to handle problems on a moment's notice. They must adapt their personal lives to the needs of the job.

- Can you work under pressure?
- Can you do a good job when you're given something to do at the last minute?
- Do you perform well on pop quizzes?
- Are you a member of the school debate team?
- Are you able to stick to schedules? Do you usually get your school assignments in on time?
- Can you sacrifice leisure activities such as a movie or a baseball game when you have school work to do?

Political aides must be good at getting along with people of widely different backgrounds and points of view.

- Do you get along well with classmates and others you may meet?
- Do you make friends easily?
- Can you put other people at ease?

Political aides must be effective communicators. They need writing and public relations skills to present an appropriate image of the politician in speeches, letters, and press releases.

- Are you good at writing compositions and term papers for school?
- Are you good at doing essay questions on tests?
- Do you enjoy writing letters to your friends?
- Have you ever written a letter to the editor of your school or local newspaper?
- Are you good at getting your point across when you speak or write?

Suggested Activities

Watch our government in action. Visit the Congress or your State legislature. Attend a legislative session in your county or municipality.

Study the issues and attend public meetings of local government bodies such as the council of governments, city or county council, or board of education. Ask questions. Discuss the proceedings with your family and friends.

Invite an elected official or a member of his or her staff to speak to your class. Ask the speaker to discuss his or her job, background, and plans for the future. What does the speaker like and dislike about a career in politics?

Take an active interest in student government. Run for office. Manage the campaign of one of your classmates. Write an article on the campaign for your school or local newspaper.

Volunteer in a local political campaign. You might stuff envelopes, deliver campaign literature, put up posters, answer the telephone, or go from door to door urging people to vote for your candidate.

Some communities have a Youth Council whose function is to speak on behalf of young people and

promote youth activities. Call the mayor's office to find out whether there is such a group in your community.

Follow the campaign of a candidate for political office. Clip newspaper and magazine articles and save brochures and flyers. Prepare a notebook or bulletin board that shows the ups and downs of the campaign and the final outcome.

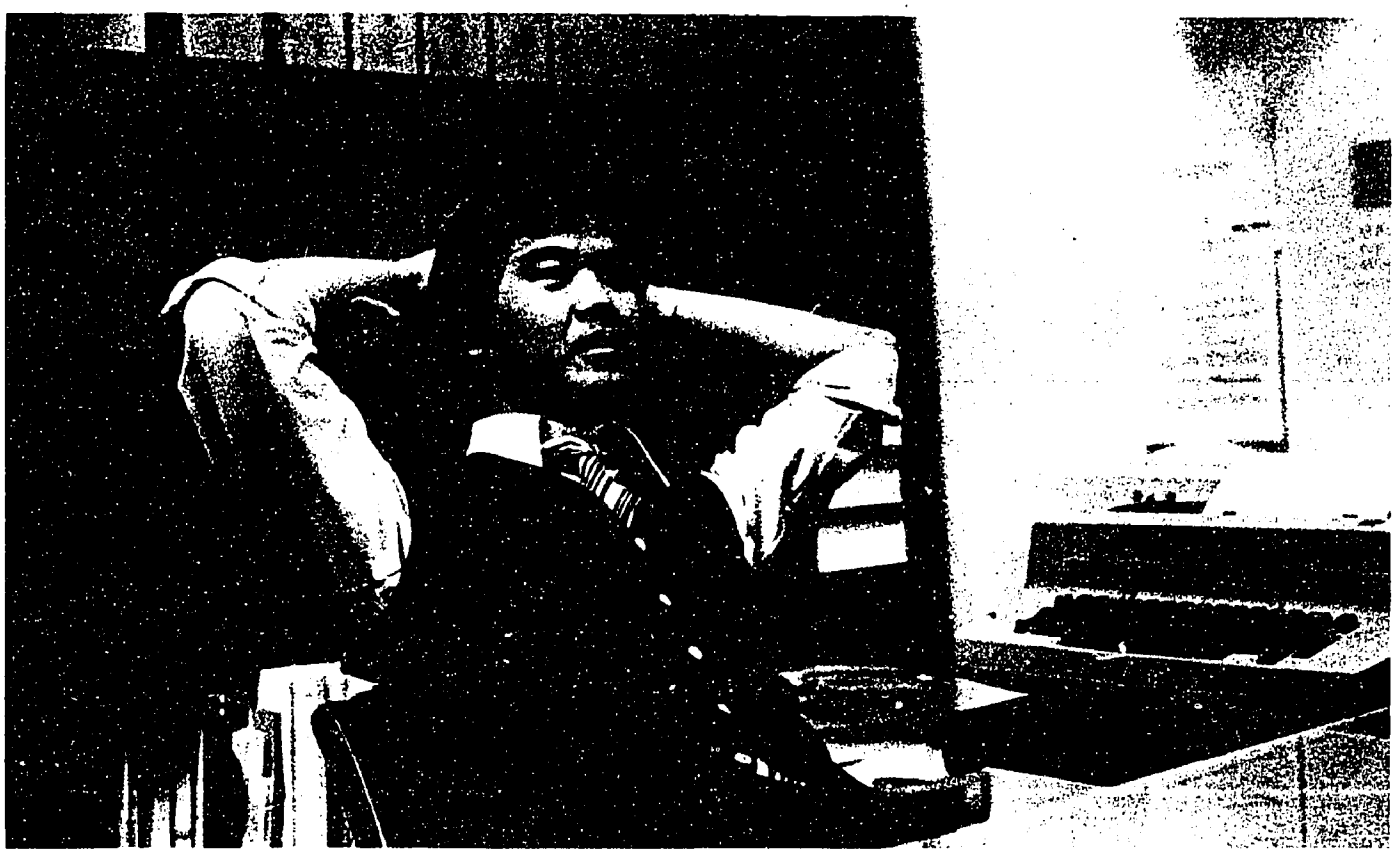
Plan and conduct a survey on an important issue in your school. You might survey both teachers and students so that there will be two groups to compare. Developing the questionnaire, distributing it, and tabulating and analyzing the responses will introduce you to the survey method of doing social science research.

Use voting procedures as a topic for a report in your social studies or English class. Learn the qualifications for voting. Find out the dates for registration and for voting in the primaries and the general election. Where are the polling places in your community? What do pollwatchers do? Who counts the ballots? Your local board of elections, or a civic group such as Common Cause or the League of Women Voters, can help you with your research.

As a project for a social studies class, prepare a chart of the organization of your village, town, city, or county government.

Develop communications skills by writing for your school newspaper, joining the debate team or speech club, or writing poetry and short stories.

Join a Government and Politics, Journalism, or Youth Leadership Explorer Post if there is one in your area. Exploring is open to young men and women aged 14 through 20. To find out about Explorer posts in your area, call "Boy Scouts of America" listed in your phone book, and ask for the "Exploring Division."



"I wonder at times what I'll do when I leave this job," says Bruce. "Perhaps someday I'll run for office."

If you are a Boy Scout, earn a merit badge in Citizenship in the Community, Nation, and World.

If you are a Girl Scout, see if your local troop has the From Dreams to Reality program for exploring careers. Troops may also offer opportunities to test career interests through internships, service aide and community action projects, and proficiency badges in a number of areas including My Country, My Government, and Reporter.

Write for information on careers in political science to the American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Related Occupations

People in many different jobs are involved in the American political process. Some work for government agencies; others are employed by private organizations; still others work directly for politicians or political parties. Political science provides an excellent background for these jobs. For some, however, research ability, creativity, and communications skills are most important. Some of these jobs are described below.

Barbara works for a member of the State legislature as a *legislative assistant.* She proposes ideas for legislation and attends meetings of committees that specialize in subjects to which she is assigned. She prepares comments that her boss uses in speeches to other legislators and to constituent, business, and other groups.

Dan works for a governor as a *press secretary.* He reviews newspaper and magazine articles about the governor and prepares news releases on the governor's position on various issues. He responds to inquiries from the news media and to letters from the governor's constituents.

Joanne works for a member of Congress as a *field representative.* She deals with questions and concerns of constituents. She serves as a public relations representative in the Congressmember's home district.

Bob is the *campaign manager* for his Senator, who is running for reelection. He runs the day-to-day operation of the Senator's campaign. He supervises volunteer and paid campaign workers, makes speeches, plans the Senator's campaign schedule, and performs many other functions.

Sue is a *fund raiser* for a neighbor who is running for City Council. She plans the campaign budget and helps get volunteers to work on the campaign. Mostly, though, she raises money to pay for campaign expenses by asking for contributions from individuals and businesses and by planning benefits such as carnivals and theater parties.

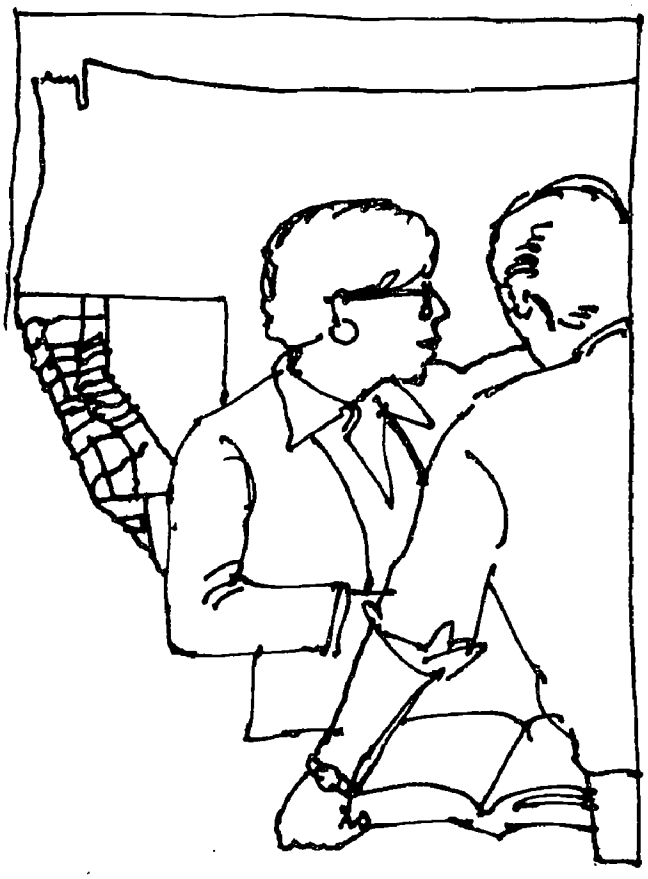
Barry works for a private firm as a *political consultant.* His goal is to create a favorable public image for candidates for political office. He plans radio, television, and newspaper advertising. He also keeps candidates informed of trends in voters' opinions on rival candidates and important campaign issues.

Mary works as a *pollster* for a private research firm. She conducts public opinion polls on candidates for political office and on a wide range of timely issues. The general public, and candidates in particular, study the results of these polls very closely.

Bruce is an *election assistant* for his county's board of elections. He sees to it that laws governing registration, filing, voting, reporting, and other election procedures are followed. He often trains election workers.

Carol is a *lobbyist* for an industrial firm. She tries to persuade legislators and other public officials to support legislation favorable to her firm's interests.

Ellen is a *legislative liaison officer* for a government agency. She studies legislation in her agency's field of interest and helps shape new legislation. She serves as a link between legislators and her agency, and often confers with officials in other agencies.



Job Facts

There isn't room in this book for a story about every social science occupation. However, you'll find some important facts about seven of these occupations in the following section. If you want additional information about any of them, you might begin by consulting the *Occupational Outlook Handbook*, a publication of the Department of Labor which should be available in your school or public library.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Anthropologists	Anthropologists study the human race. They examine people's traditions, beliefs, customs, languages, religions, art, law, and social systems. Most teach and do research in colleges and universities. Some work for museums, National Parks, foundations, and in private industry. Others are consultants for development organizations both here and abroad.	Anthropologists usually need a Ph. D. degree in anthropology. This requires 7 or 8 years of study, or more, beyond high school. High school students interested in becoming anthropologists should take courses in the social and physical sciences as well as mathematics.	Anthropologists generally specialize. That is, they do most of their work in one branch of anthropology—cultural anthropology (also called ethnology), archeology, linguistics, or physical anthropology. Traveling to remote areas, working in an uncomfortable climate, and living in primitive housing are sometimes necessary to do field work.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Economists	Economists study the way our society uses natural resources, labor, and capital to produce goods and services. They compile and analyze data that help them understand the costs and benefits of making, distributing, and using things the way we do. Most economists work in research organizations and private industry, including manufacturing firms, banks, insurance companies, securities and investment companies, and management consulting firms. Others work in colleges and universities and for government agencies. Some run their own consulting firms. Many economists work in the New York City and Washington, D.C. areas.	A bachelor's degree in economics, requiring 4 years of college, is sufficient for many beginning positions. However, a master's degree or Ph. D. is important for advancement. Economists who teach at colleges and universities usually need a Ph. D., which takes 7 or 8 years of study after high school. Since economists spend much time analyzing data, the ability to work with numbers is important. Familiarity with the computer as a research tool also is important in this field. High school students interested in becoming economists should take courses in social studies and mathematics.	Economists generally specialize. They do most of their work in one field, such as money and banking, economic theory, economic history, or in business, labor, agricultural, industrial, health, regional, urban, or international economics.
Geographers	Geographers study the physical characteristics of the earth in order to understand why people live where they do. Their research helps explain how the environment affects our health, our way of earning a living, and the kind of society we develop. Some geographers collect data for maps. Most geographers teach and do research in colleges and universities. A number work for the Federal Government, primarily for mapping and intelligence agencies. Those in private industry work for textbook and map publishers, travel agencies, manufacturing firms, real estate development corporations, insurance companies, communications and transportation firms, or chain stores. Others work for scientific foundations and research organizations or run their own research or consulting businesses.	A bachelor's degree in geography, usually requiring 4 years of college, is the minimum requirement for beginning positions. However, a master's degree or Ph. D. is required for advancement. Geographers who teach in colleges and universities generally need a Ph. D., which takes 7 or 8 years of study after high school. High school students interested in becoming geographers should take courses in the social and physical sciences and mathematics.	Some geographers do field work in regions of the world where living conditions and social customs are quite different from ours. Geographers often specialize. They do most of their work in a particular field such as cartography (mapmaking) or economic, urban, political, regional, physical, or medical geography.

Social Scientists

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Historians	Historians study the past. They examine things that happened in the past, the ideas people had, and the ways in which they lived and earned a living. Historians study these things to help us understand the present and predict the future. Most historians teach and do research in colleges and universities. Others work in archives, libraries, museums, research organizations, historical societies, publishing firms, and large corporations.	Historians usually need a Ph. D. degree in history or a related field. This takes 7 or 8 years of study, or more, beyond high school. High school students interested in becoming historians should take social studies and English courses to develop research and writing skills. Mathematics also is important.	Historians usually specialize. Some do all their research on the history of a particular country, region, or era. The American Civil War is an example of such a specialization. Others specialize in the history of a field such as religion, art, architecture, philosophy, science, medicine, women, black peoples, or military affairs. Others specialties are historic preservation and archival management.
Political Scientists	Political scientists study government. They examine the ways in which political power takes shape and is used, how government operates, and how it affects us. Most political scientists teach and do research in colleges and universities. The rest work in government, management consulting firms, political organizations, research organizations, civic and taxpayers' associations, and business firms.	Political scientists generally need a Ph. D. This takes 7 or 8 years, or more, beyond high school. Familiarity with quantitative research methods, including mathematics, statistics, and research uses of computers, is important in political science. High school students interested in becoming political scientists should take courses in social studies, English, and mathematics.	Political scientists usually specialize. They do most of their work in a particular field such as political theory, political behavior, public policy, State and local government, international relations, or comparative political systems—government in other countries.
Sociologists	Sociologists study people in groups. They learn about human society and social behavior by studying families, tribes, gangs, communities, and governments. Sociologists apply their knowledge in family counseling, public opinion analysis, law, education, regional planning, and many other areas. Most sociologists teach and do research in colleges and universities. A number work for government agencies in such fields as poverty, welfare, health, rehabilitation, population studies, community development, and environmental impact. Some work for private industry, research firms, or consulting firms. Others have their own consulting firms.	A Ph. D. in sociology often is required. This takes 7 or 8 years, or more, beyond high school. Because sociologists, like other social scientists, apply statistical and computer techniques in their research, an ability to work with numbers and solid grounding in mathematics are important. High school students interested in becoming sociologists should take courses in social studies and mathematics.	Among the many specialties are social organization, social pathology, rural or urban sociology, industrial sociology, medical sociology, criminology, and demography—the study of the size and characteristics of human populations, and how they change.

Occupation	*Nature and Places of Work*	*Training and Qualifications*	*Other Information*
Psychologists	Psychologists study the behavior of individuals and groups in order to understand and explain their actions. Many psychologists work directly with people who are mentally or emotionally disturbed or deeply unhappy. They conduct interviews, administer tests, and counsel clients in order to help them deal with everyday life. Others teach, do research, plan and conduct training programs for employees, design surveys, and help industrial designers improve products by explaining the interaction between people and machines. Many psychologists work in colleges and universities as teachers, researchers, administrators, or counselors. Others work in hospitals, clinics, rehabilitation centers, other health facilities, and government agencies. Some work in correctional institutions, research organizations, and business firms, while others are in independent practice or work as consultants.	A doctoral degree in psychology is usually required. This takes 7 to 8 years of study, or more, beyond high school. Psychologists in private practice must meet certification or licensing requirements. Although these vary by State, they generally include a doctorate in psychology, 2 years of professional experience, and an examination. Emotional stability, maturity, and the ability to deal effectively with people are important qualities in this field. Sensitivity, patience, and a genuine interest in others are particularly important for work in clinical and counseling psychology. High school students interested in becoming psychologists should take courses in the social, biological, and physical sciences as well as mathematics.	Evening work is common, particularly for clinical and counseling psychologists, since patients often are unable to leave their jobs or school during the day. Among the many specialties in this field are clinical, counseling, industrial and organizational, experimental, developmental, social, and comparative psychology.

Answers to Related Occupations

MUSEUM CURATOR

1. Biographer, 2. Archivist, 3. Museum technician, 4. Restorer, lace and textiles, 5. Conservation technician, 6. Genealogist, 7. Archeologist, 8. Art conservator, 9. Armorer technician, 10. Paintings restorer, 11. Supervisor, historic sites, 12. Fine arts packer.

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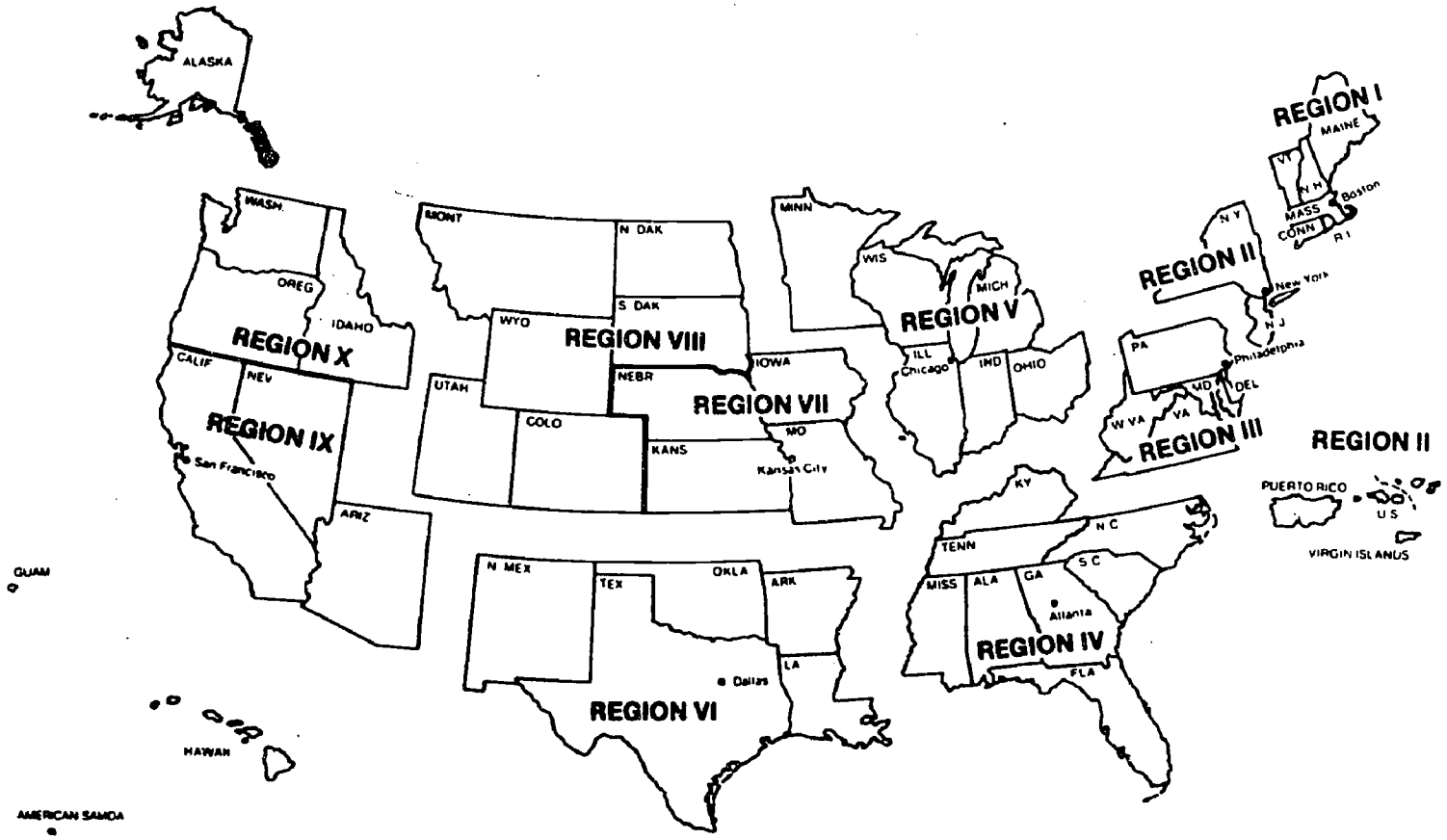

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