

# On the Edge Of Uncertainty

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By Kristin Nord  
News-Times staff

DANBURY — A knowledge of social  
studies may not guarantee you a job,  
but it will probably affect how well you  
perform it once you've started working.

"To be candid, the job payoff isn't  
great," admitted Dr. Herbert Janick,  
history professor at Western  
Connecticut State College, yesterday.

Janick added, however that social  
studies will teach a student to think: to  
ask questions, tabulate  
generalization

WASHINGTON (AP) — The nation's  
unemployment rate in February  
remained unchanged at 8.2 per cent,  
even though another 540,000 workers —

most of them in manuf-  
facturing — lost their jobs  
last month, the govern-  
ment said.

Labor Department  
said the rate was more than off-  
set by gains from the labor force

consecutive month to 11 per cent,  
Labor Department said.  
It said that

textiles, apparel, and rubber and  
plastic products.  
Reflecting the depth of the nation's  
recession, the department said

Unemployment Outlook

Our Assumptions in Ford's Budget  
Raise Issue of Validity of Estimates

By LEONARD SILK

The historian Henry Adams, per cent unem-  
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pression is not in sight.

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# Career Education panelists find value in social studies

discussion was the relation of social  
studies to the work-  
throughout the mo-  
speakers used the  
exposing govern-  
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have no idea who their state  
representatives are or what the General  
Assembly does, even though the  
legislates much of what a  
school will be: school;

# Joblessness Continues to Grow

may his what  
will receive;  
school and who will walk.

# Congress Presses for 900,000 New

and county administrators over  
the working of the regulations  
governing the hiring of public  
service workers. The local offi-  
cials insisted that there was  
too much red tape

Acting on propos-  
cuts by Mr. Ford, the  
Appropriations Comm-  
today \$1.23-billion  
that had been  
the White House  
nly \$16.5-million  
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ted programs d  
r research, ag  
ams, handica  
opportunities  
rug abuse.

# Berkeley Plan Could Hiring Bias in 30 Years

By LACEY FOSBURGH  
Special to The New York Times

BERKELEY, Calif., March 4 —  
A four-inch-thick document  
made public here recently gives  
the details of the way the Uni-  
versity of California, Berkeley,  
plans to eliminate discrimina-  
tory hiring practices during the  
next 30 years by filling  
at least 178 faculty positions  
with women and minorities.

others. The agreement  
calls for, however, a year-  
re-evaluation on the basis  
possible overall changes in t  
national employment picture  
The plan's key feature is  
an analysis of what the exact  
racial and sexual composition  
of each department at Berkeley  
should be, based on a percent-  
age parity with the number  
of professors available nation-  
ally to teach a particular sub-  
ject.

Thus, for example, with 30  
percent of the so-called nation-  
ally available pool of English  
professors, the plan calls for  
employing 30 percent of them  
as women and minorities.

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Employ Center Bldg  
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Daily 7-5:30 PM; Sat. 7-30-1 PM  
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Hospitals Drivers  
Buildings Trades

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# 580,000 stop seeking jobs

WASHINGTON (AP) — The nation's  
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Secretary of  
Roy L. Ash,

**"The 'I Hate To Get Pushed  
Around' Handbook"  
A New Bestseller!**

—Boston Globe

increase  
employment rate for  
men, from 4.5 to 4.7 per cent,  
and for all adult men, from 6 to 6.2 per  
cent although these rates remained

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**If you didn't  
read yesterday's  
New York Times  
-look what  
you missed!**

**When  
I say  
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I feel  
guilty**

economic assumptions — espe-  
cially the outlook for unem-

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Employ Center Bldg  
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NOTE: The COVER for this issue of CLIO was designed by:

KATHY HANLON

## NOTES ON THE CONTRIBUTORS

\* \* \* \* \*

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Dr. Truman Warner is a Professor of Anthropology at Western Connecticut State College. He received his B.S. degree in history from Wesconn and his M.A. and Ed.D. degrees in Anthropology and Education respectively from Columbia University. At present he is President of the Board of Directors at the Scott-Fanton Museum in Danbury, Connecticut.

Richard Gallagher graduated from Western Connecticut State College in January, 1975 with a B.A. degree in history. He now claims to be gainfully employed by the Liberty Mutual Insurance Company.

Kathy Hanlon is a Senior at Western Connecticut State College majoring in history, minoring in sociology. She is Vice-President of Wesconn's Sigma-Eta Chapter of Phi Alpha Theta and President of the History Society. Kathy is the editor of this issue of Clio and hopes for a career in publishing.

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### Editor's Note .....

A publication is only as good as the people who write for it. And thus, I am especially proud to have been associated with Mr. Bannister, Dr. Warner, Blaise Bisailon, Debbie Russo and Rich Gallagher in the editing of this Clio issue. My job was made very easy and most pleasant indeed due to their enthusiastic and professional co-operation. Also, I would like to thank Dr. Leopold and Dr. Janick for their supportive as well as constructive encouragement. In addition, I would like to express my gratitude to Sharon Noel who spent many a grueling hour typing the stencils for this publication. And lastly, I would especially like to thank Alison Roth in her capacity as President of Phi Alpha Theta for helping me to make this issue a good one.

KATHY HANLON

FROM THE EDITOR'S DESK

\* \* \* \* \*

KATHY HANLON

Kahlil Gibran once wrote:

Life takes us up and bears us from one place to another; Fate moves us from one point to another. And we, caught up between these twain, hear dreadful voices and see only that which stands as a hindrance and obstacle in our path.

And so things are especially for those graduating from college in these economically troubling times. The "dreadful voices" can be heard everywhere -- in newspapers, on radio and television, by word-of-mouth. Those holding long-standing positions as well as those just hired are losing their jobs due to severe cutbacks. Universities and colleges in attempting to "renovate" their credos of education are cutting back drastically on liberal arts pursuits in order to make room for more "practical" programs of study. The result: liberal arts majors feel anxiety over their degree choice; liberal arts graduates feel frustration and regret over their degree when unable to find work -- work suited to their particular educational background. They apologize and/or become speechless when asked by employer and general public alike: "But what can you do with a liberal arts degree? What kind of job are you qualified for?"

People are discouraged -- they are perplexed. They no longer know who or what to believe. Just as page 13 of the 1972 Wesconn Yearbook portrayed a young college graduate in black academic robe and mortar board standing arms-stretched in cruxifix-fashion before the local office of the Unemployment Compensation Department, many liberal arts graduates since have succumbed to the same conclusion:

If I am going to be drowned  
If I am going to be drowned  
Why, in the name of seven mad  
gods who made the sea, Was I  
allowed to come this far and  
contemplate sand and trees...

The tragedy of this situation, I feel, lies not in the loss of job -- but in the loss of faith and perspective. It lies not in the inability to become employed -- but in the inability to see the talents one has acquired as a liberal arts major and thereby fervently fight for their utilization in today's society as well as marketplace. Many graduates in giving up, in apologizing for pursuing a liberal arts course of study in college fail to take heed from Emerson when he writes:

Man is not a farmer, or a professor, or an engineer, but he is all. Man is priest, and scholar, and statesman, and producer, and soldier. In the "divided" or social state these functions are parcelled out to individuals, each of whom aims to do his stint of the joint work, whilst each other performs his...

Man is thus metamorphosed into a thing, into many things. The planter, who is Man sent out into the field to gather food, is seldom cheered by any sense of the true dignity of his ministry. He sees his bushel and his cart, and nothing beyond, and sinks into the farmer, instead of Man on the farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden by the routine of his craft and his soul is subject to dollars. The priest becomes a form; the attorney a statute-book; the mechanic a machine; the sailor a rope of the ship.

In this distribution of functions the scholar is the delegated intellect. In the right state, he is "Man Thinking". In the degenerate state, when the victim of society, he tends to become a mere thinker...

-- "The American Scholar", 1837

As Philip H. Rhinelander points out in an address entitled "Education and Society" given at Stanford University in June, 1968:

Our colleges and universities have been content to develop mere thinkers; what has been lost (in Emerson's terminology) is the ideal of "Man Thinking", i.e., the conception of the scholar as first of all a concrete individual engaged by his education to bring to bear the resources of rational thinking upon the solution of the major and pressing problems of human existence and of social justice.

And thus, perhaps these trying times are but a blessing in disguise. Perhaps they will lead us to "what has been lost" -- the ideal of "Man Thinking" -- thereby confirming these words of Gibran: "Perplexity is the beginning of knowledge." And in so doing, perhaps these times will force all of us to make wiser, more honest decisions concerning our life plans. Perhaps they will, upon such decision making, bring out the better and eventually the best in all of us; and in so doing, every discipline of study, every aspect of living will be the better for it. No longer will man turn to those fields that society dictates but to those for which he is best suited.

Perhaps the study of history in this time of severe testing and change will attain an even greater, more respected place in the life of man for as Gibran once noted:

(In) examining ... yesterday's ledger... you will find that you are still indebted to people and to life ... (for) the many books and strange figures and the lovely thoughts around you are the ghosts of the spirits that have been before you. The words your lips utter are the links in the chain that binds you and your fellow man. The sorrowful and joyful conclusions are the seeds sown by the past in the field of your soul to be reaped by the future.

How ironic, Gibran continues, that "Man struggles to find life outside himself, unaware that the life he is seeking is within him."

This is not to say that the challenge to students of history (as well as those of the other liberal arts) will not be great. In fact, it will be most demanding. For instance, those of us blessed with the knowledge of newer more interdisciplinary approaches of history -- yet cursed with insight as to how such approaches could be effectively utilized in today's society -- will still be forced to "prove our worth" according to criteria set by an intellectually staid business world. Those undergraduate students of history will still have to face much criticism over not switching over to a more "practical" program of study in light of today's tight economy. Many, if not all, will fall to discouragement, to questioning, to change.

However, have patience. Have faith. Persevere. Emerson once warned:  
"Beware of an idea whose time has come!" That time is here -- if only we  
accept the challenge.

And thus spoke Wisdom ...

"March on. Do not tarry. To go forward is to move toward  
perfection. March on, and fear not the thorns or the sharp  
stone on Life's path." -- Gibran