

The ILR School at Fifty

Voices of the Faculty, Alumni & Friends

Compiled by
Robert B. McKersie
J. Gormly Miller
Robert L. Aronson
Robert R. Julian

Edited by
Elaine Gruenfeld Goldberg

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Dedicated to the Memory of
J. Gormly Miller
1914-1995

PREFACE

How did this volume come into existence? Well, several of us thought it would be fun to create (and to read) a collection of reflections on the first fifty years of the ILR School. Little did we realize when we commenced this project several years ago that what we thought might be a scrapbook of 60-70 pages would grow to a fairly sizeable volume.

A few words should be said about how we proceeded. Initially, we contacted the recipients of the Judge Groat Alumni Award, as well as former deans and founding faculty to ask them to record their thoughts about the school. Then other names were suggested as potential contributors and the project gained momentum, as well as volume. En route, for example, we realized that it would be important to present information about the various departments and divisions of the school. Perhaps because of our procedure the volume has a sort of time warp. Many of those who contributed have memories from the "old days"; few describe more recent generations. After all, it takes time to make enough of a mark to qualify for consideration for a Groat Award, and recent grads are busy making history, rather than remembering it. Thus, this is something of a nostalgia trip and leans heavily on the early years.

We hope, nevertheless, that the volume conveys a sense of the evolution and impact of the school over its first fifty years. It makes no attempt to tell the whole story, nor to be a complete history, and we certainly have left out some events and experiences that readers will recall for themselves as especially poignant. We have attempted to capture the essence of the school's history and to be as accurate as possible. Memories may differ, though—or, indeed, be somewhat faulty. And we apologize if this roundup of perspectives has distorted "the way it really was."

We are very grateful to all those who contributed, both for their time and for their willingness to share their memories. In assembling the book, we have sorted and edited most contributions in order to create a cohesive unit; however, to those few contributors who expressed a strong desire to retain their own wording we have acquiesced.

We owe a special debt of gratitude to the family of Emmet O'Brien for allowing us to draw liberally from his unpublished biography of Irving Ives. We are thankful too to have been given the go-ahead to use several lengthy quotations from William Foote Whyte's *Participant Observer*, © 1994—which we gratefully use by permission of the publisher, Cornell University Press. In addition, we would like to thank Cornell University and the ILR School for providing us with irreplaceable photographs from both their valuable Archives Photograph Collection and

Office of School Relations Photographs held in the Catherwood Library's Labor-Management Documentation Center.

We would also like to thank those who contributed dollars for this project and to express our appreciation to Dean David Lipsky who decided to go ahead with publishing this volume in an era of very austere budgets. It is our hope that this roundup of reflections will both kindle memories of the school and stimulate interest on the part of future generations of "ILRies" who have not yet shared in its special history.

We need to add a note, however, about our colleague, friend, and collaborator, J. Gormly Miller, who passed away shortly before this book went to press. Gormly contributed greatly to this volume, both in the number of pages he created and in the leadership role he played from the project's inception. Gormly's help in accessing the library archives enabled us to get our arms around the ILR story. Furthermore, he recruited contributors, reminded them about their deadlines, and served as our home base in Ithaca.

Gormly brought to this enterprise a dedication and zestful spirit that characterized all of his undertakings throughout his long and remarkable career. Despite failing health, he journeyed to the office each day to log in for e-mail messages and to check on the progress of our project. We miss him, and we dedicate this volume to his memory.

The Compilers

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1.

INTRODUCTION

by David B. Lipsky

At the beginning of the 1994 fall term, the ILR School's entire freshman class—160 students—boarded several buses, each of which headed off to a different destination where students went on a plant tour. On one of the buses Professor Robert Hebdon and I rode with a group of 23 students to the Martin Marietta plant in Syracuse. As I road the bus to Syracuse, my mind drifted back in time....

Exactly 35 years earlier, when I was an undergraduate at the ILR School, I had taken the same trip with my ILR classmates to the same site. All alumni of my era remember with fondness ILR's famous "busriding" course. In those years, students in that course visited as many as eight sites during the semester. I especially remember our visit to an anthracite coal mine in Scranton. At the mine site we crowded into an open elevator and dropped 800 feet into the bowels of the earth. We then trekked through ever-narrowing tunnels to the "face" of the mine, where we observed at firsthand the difficult and dangerous work of the miners. My memories of that visit, and of the others we made that semester, will never fade.

Changes in the Curriculum

In the 1960s busriding was dropped from our curriculum, along with other courses my classmates and I had been required to take; other courses were added. Every decade or so the ILR faculty has undertaken a major revision of the undergraduate curriculum. During my term as dean we spent about three years developing the latest one. The effort was led by Associate Dean Bob Smith (although many faculty, students, and alumni gave invaluable assistance). Our revised curriculum blends the new and the old. The core professional curriculum is retained, although suitably updated. (The labor law requirement, for example, is now a labor and *employment* law course.) Students are also required to take at least one course in international and comparative industrial relations. The new curriculum adds requirements in math, science, the Western intellectual tradition (shades of Milton Konvitz!), and "cultural perspectives" (students will choose one course on non-Western societies from a menu).

A truly innovative feature of the new ILR curriculum is the Freshman Colloquium. A chronic problem at Cornell is the difficult adjustment freshmen are required to make to life at a large, complex, and competitive university. Freshmen are, by and large, thrown into large classes and left to their own devices. They

ordinarily have precious little contact with faculty. ILR freshmen have always benefitted from being part of one of Cornell's smaller colleges, but otherwise have endured most of the same problems as other Cornell freshmen. Moreover, ILR students said they needed a first-year course that gave them an introduction to our field—a brief survey that at least gave them some feel for the "big picture."

The Freshman Colloquium is an attempt to address these concerns. It is a required, one-credit-hour course in which the entering class is divided into sections of 10 to 12 students apiece. Each section is taught by a different ILR faculty member—about 15 of our finest faculty have been participating. Each participating professor then serves as advisor to the students in his or her section. During the 1994 Colloquium faculty and students discussed the nature and meaning of work, the pros and cons of multicultural education, and the ins and outs of a Cornell and ILR education.

And the 1994 Colloquium also resurrected busriding, despite the formidable challenges of mounting plant tours for students. Bob Smith and Assistant Dean Jim McPherson spent many, many hours organizing the 1994 excursions. In an era of shrinking budgets, deans tend to worry about the expense of transporting 160 students hither and yon. And considering the university's potential liability, it is hard to imagine getting permission nowadays to take students into the deep recesses of a coal mine, even if an operating mine currently existed within hailing distance of Ithaca! Moreover, most of the plants students visited in a bygone era have long since closed—it is no secret that manufacturing has shriveled in upstate New York, so finding *any* sites worth visiting is no easy task. Nevertheless, many ILR faculty believe it more important than ever to give students exposure to the "real world," and the reincarnation of busriding is just one example of their efforts in that direction.

Changes in the Workplace

At last Bob Hebdon and I, students in tow, arrived at the Syracuse plant. When we reached the reception area we were greeted by Jeff Burton (MILR '87), the plant's manager of labor relations and our host for the visit. For me, it was downright unsettling to visit the Martin Marietta plant. Echoes from the past almost overwhelmed me. In 1959 the same complex of buildings was owned by General Electric and called the GE Electronic Park. Thousands of workers labored on assembly lines producing television sets, refrigerators, and other appliances. By contrast, in 1994 fewer than 400 production workers were on the same premises, producing sophisticated radar and sonar systems for the U.S. military and, increasingly, for the Saudis, Pakistanis, and other foreign governments. (There were also, I hasten to add, about 3,000 engineers, designers, managers, and other white-collar employees employed at the Syracuse site.) A "high-performance work system" exists at the site: production workers are organized into teams and have flexible work assignments and very little supervision. Anticipated cuts in the U.S. defense budget almost guarantee further downsizing of the Syracuse facility. The day after we visited the plant—the very next day!—

Lockheed bought the Syracuse plant and Martin Marietta's defense systems business.

I think that story has great significance because it incorporates the themes of continuity and change that have marked the entire history of the ILR School. It cannot be denied that over the 50-year history of the school the workplace and the work force have changed dramatically. When I was an ILR student, we didn't discuss high-performance work systems, total quality management, downsizing, corporate takeovers, or international competition. Nor did we spend much time on the workplace problems of women and minorities: "work force diversity" and "multiculturalism" were terms that hadn't entered our vocabularies. The very small number of scholars who prophesied the decline of the labor movement (Daniel Bell was one) were greeted with skepticism and denial. On the other hand, not a single academic expert—I know because I've checked!—predicted the explosive growth of public sector unionism that occurred in the 1960s.

Change and Continuity

Some alumni I encounter, out of touch with the school for many years, don't realize how much the school has changed. It is obvious, at least to me, that the school must continually change the content of its course offerings, its research agenda, and its other programs. It must do so because the world is continually changing, and the school must stay current and relevant. We cannot risk obsolescence—we cannot allow ourselves to become an academic dinosaur. Change is inevitable, if often difficult and even lamentable. It has always been my contention that the school must try to lead the way in our field, not simply follow the lead of others. Who was it who first said it was important "to try to stay on the cutting edge, but not on the bleeding edge"?

On the other hand (academics always have another hand), in the larger sense the school's core mission hasn't fundamentally changed since it was drawn up by Irving Ives in 1944. Simply stated, the school deals with the employment relationship in all of its manifold guises. We focus on the relations between managers and employees (or "capital and labor," if you prefer) at the workplace, within the work organization, and in the larger society. Although dramatic and even revolutionary changes have swept through the workplace, our core mission has an enduring and unchanging quality. Since the dawn of civilization there have been employment relationships, and it is probably safe to say there always will be.

That being the case, the school always has, and always will, focus on how to achieve both equity and efficiency in the employment relationship. (Some readers will recall that this was the theme of the school's 40th anniversary celebration.) The desire for equity, fairness, justice, and personal fulfillment, on the one hand, and efficiency, productivity, competitiveness, and performance, on the other, are constants that haven't changed much through history.

The study of industrial relations, as I define it, is the traditional and unchanging core mission of the ILR School. I cannot imagine that our field—

whatever name we give it—will be less important in the future than it has been in the past, because it deals with the most significant and profound issues that affect the well-being of individuals and societies. When I was a candidate for the deanship in 1988 I tried to articulate my vision of the school in these terms. I said the school needed to improve, to change, to strive for excellence in all its programs. But I also said the school needed to be faithful to its core mission and to its proud heritage.

When I became dean in 1988, I had the advantage of having served as associate dean for three years under the tutelage of Bob Doherty. Some remarkable advances had occurred during Bob's deanship: the school's first comprehensive "outside" review had been conducted by a committee chaired by Professor Jack Stieber of Michigan State; the outside review triggered an "inside" review, which Bob had asked Ron Ehrenberg to head; three important centers and institutes were established (the Smithers Institute, the Center for Advanced Human Resource Studies, and the Institute of Collective Bargaining); planning for a new library proceeded (although funding for the project remained stalled in Albany); and preliminary plans were laid for the school's participation in the university's pending capital campaign. Bob modestly gives the credit for these achievements to others, but I can testify that none of them would have happened without his steady leadership.

In this space I cannot attempt a history of the school during the years I've served as dean. Instead, I would like to focus on the efforts to secure new facilities for the ILR School.

Growth

The late Shirley Harper, who served with distinction as the director of the Catherwood Library for 18 years, deserves much of the credit for pushing the building project ahead. Over the years, Shirley and her predecessors had built the Catherwood Library into the finest library of its type in the world. But by 1980 our collection had outgrown the existing facility. Shirley began to make the case for additional library space. The first serious planning for an expansion of the library occurred in 1983, while Chuck Rehmus was dean. At first planning focused only on the need for new library space, but later, during Bob Doherty's term of office, it was recognized that the school needed new classrooms and offices as well. The Ives Hall complex had been designed for a student population of about 400; by the 1980s the school enrolled close to 800. Moreover, new programs in both the extension and resident divisions put severe strains on office space. (It should be noted that the size of the resident faculty has not grown in over 40 years: it reached 50 or so in the early 1950s and has stayed at that level ever since. But this means that ILR's student/faculty ratio increased from 5:1 in the 1950s to 8:1 in the 1960s to 16:1 in the 1980s.) By 1990 one-third of the Catherwood collection was housed in an off-campus annex. In 30 years' time, the Ives Hall complex had become crowded, cluttered, and shabby.

In the summer of 1988 the log jam in Albany was broken and the state at last authorized \$12 million for the ILR building project. Over the next several years the State University Construction Fund, or SUCF (an arm of the State University of New York that oversees the construction of all buildings at Cornell's statutory colleges), hired architects and pushed the ILR project forward. The ILR School played an active role, working with the architects, SUCF officials, and experts from Cornell's facilities group, in developing the plans and designs for our new buildings. Assistant Dean Jon Levy, whom I had asked to serve as ILR's liaison with the architects, the state, and Cornell, oversaw all aspects of our involvement in the project. Working with Shirley Harper, Dave Eastman, and our faculty and staff, Jon carried out his assignment with skill, energy, and good humor. Over time the construction project grew in scope, and everyone realized that the initial budget would not be sufficient to provide the school with the facilities it needed. A Master Plan was developed that was divided into two parts: during Phase I the state would construct about 100,000 square feet of space, doubling the size of the Catherwood Library and providing all new classrooms for the school; during Phase II, the rest of the Ives Hall complex would be thoroughly renovated. Estimated cost of the Master Plan: \$35 to \$40 million, divided about equally between Phase I and Phase II.

I have pleasant memories of the numerous visits we made to the Manhattan offices of Beckhard, Richlan, the internationally renowned architectural firm that created the plans for our new buildings. Often as many as 15 people would sit around Beckhard, Richlan's large conference table, poring over numerous drawings, and debating the pros and cons of the plans' features. It was fun to be an amateur architect!

The plans for our new buildings had to be approved by both SUNY and Cornell. On the Cornell side, final approval was the responsibility of the university's Board of Trustees, which relies on recommendations made by its own Buildings and Properties (B. and P.) Committee. At each critical stage of the design process the B. and P. Committee reviewed the progress that had been made to date. These reviews were not merely *pro forma*; the committee is acutely conscious of its obligation to preserve the beauty of the campus for future generations of Cornellians and carefully scrutinizes the development of each capital project. On more than one occasion the trustees have decisively rejected plans submitted by the various Cornell colleges.

I was confident at each stage that Beckhard, Richlan had designed outstanding facilities for the school, but could not be certain that the B. and P. Committee would agree. Fortunately for the school, Anne Evans Gibbons (now Estabrook) has served on the committee for several years. Anne, ILR class of 1965, also serves on the ILR School's Advisory Council. Anne's expertise in construction and real estate came in handy when the school began to develop and seek financing for its new buildings. She offered advice and support from the earliest stages and, at the meetings of the B. and P. Committee, helped persuade her fellow trustees of the need for and value of our construction project.

In the winter of 1993 the plans for our new buildings were complete, and it was time for the state to move from authorization to appropriation of the capital funds needed for actual construction. To our shock and dismay, however, the ILR project was not included in the governor's capital budget for the new fiscal year. There was a danger that if we did not get the funds in fiscal 1993-94, the project might be delayed indefinitely or even killed. Consequently, Cornell launched a full-scale lobbying effort designed to persuade the legislature to restore the funding needed for our project.

Response to Danger

At this stage several heroes emerged who helped to save our project. Cornell Vice President Henrik Dullea, who had previously served as Governor Cuomo's top aide, coordinated our lobbying efforts and lent his considerable expertise at every stage. Cornell President Frank Rhodes made the restoration of our funding his top legislative priority. I'll never forget the day in March 1993 when Frank, Hank, and I made a series of visits with key legislators, including Senator Ralph Marino, the majority leader in the senate, and Assemblyman Sol Weprin, the Speaker of the assembly. No one could articulate the ILR case better than our remarkable president! It was fascinating to watch Frank Rhodes and Hank Dullea working on behalf of the ILR School. I sat by dutifully during these meetings with legislators, and like a child at the dinner table, I spoke when I was spoken to.

In many ways the biggest hero of all was Senator James Lack of Suffolk County, who served at the time as the chair of the Senate Labor Committee. I first met Jim Lack when he was a principal speaker at ILR's 40th anniversary celebration in 1986. Two years later, after I became dean, Jon Levy and I visited Jim in his Albany office, and we renewed acquaintances. In short order Jim became the school's staunchest supporter and strongest advocate in Albany. It helped to have Connie Varcasia, a loyal ILR alum (class of 1979), as Jim's top staffer. But I honestly believe that Jim's unwavering support of the school is based on his unsullied, nonpartisan view of the school's value to New York's economy and its labor-management community. In the winter of 1993, no one fought harder to save the ILR project than Jim Lack. Yet, I hasten to add that, although Jim has worked very hard for the school over the years, he has never asked for a single favor in return.

We also had another ally sitting in an office near the governor's: Elizabeth Moore, the governor's chief counsel. Liz is also an ILR alum (class of 1975), a past member of the school's Advisory Council, and one of the most capable public servants I know. On our building project, and on numerous other matters, Liz was always a source of guidance and advice. I also need to pay tribute to Assemblyman Marty Luster and Senator James Seward, both of whom represent the Ithaca area in Albany. Marty and Jim, like Liz Moore and Jim Lack, have always done everything they could, within the limits of propriety, to protect the interests of the school.

The labor movement also came to our assistance, as it has on countless occasions. On a snowy day in February 1993 Associate Dean Ron Seeber and I visited with Art Baker, head of the building trades in the Ithaca area, to discuss how he and his members might help. Art plunged into the effort with alacrity, enlisting the support of the building trades statewide in our cause.

Ed Cleary, President of the New York State AFL-CIO, and Paul Cole, the Secretary-Treasurer of the "State Fed" and also a member of the Cornell Board of Trustees, were especially committed to ILR's cause. Each March the State Fed holds a legislative conference in Albany, attended by top policymakers and legislators, as well as scores of labor leaders. The governor, the speaker, and the majority leader are usually on the agenda. The conference always focuses on labor's top legislative and budgetary priorities. Ron Seeber, Jon Levy, and I usually attend this conference because it gives us a chance to discuss the school's programs with top labor and public officials. At the March 1993 conference we had the special pleasure of sitting in the large audience while first President Cleary, then Senator Lack, and then others came to the podium to extol the virtues of the ILR School and to emphasize the necessity of restoring funding of the school's construction project in the state's capital budget.

Subsequently, an amendment was added to the capital budget, sponsored by Senator Lack, that restored our funding. The capital budget was then passed by the senate and assembly and, ultimately, signed by the governor. Later, to my surprise, I was reliably informed that in the long history of New York State, the governor's capital budget had never been successfully amended in this fashion.

Fulfillment of a Dream

Receiving the appropriation for our new buildings is by no means the end of the story, but the remaining chapters will have to be written on another day. Now, as I write this chapter in 1994, across the school's lower courtyard from my office, the construction project is well under way. Soon the classroom building will be demolished and brand new, world-class facilities will be built where the old classrooms stood. By 1997 the school will be occupying its new buildings and, we hope, launching Phase II of the project. Shirley Harper's dream, which in time came to be shared by so many others, will have become a reality.

For years the thought had lingered in my mind: "In dreams begin responsibilities." For me the thought had profound resonance. When I became dean I began to use the quote in my talks. Irving Ives had a dream—a dream of an institution of higher education of a type that had never before existed. Maurice Neufeld, Jean McKelvey, and the other founding faculty members shared that dream. They came to the Cornell campus after World War II and created a living institution out of a dream. When Maurice and Jean first arrived on campus in 1946 the school consisted of a handful of faculty borrowed from other Cornell colleges and a small number of transfer students (mostly ex-GIs), but no buildings, no curriculum, no extension programs, no research programs, and very few precedents on which to rely.

The school's founders faced resistance and skepticism, both inside and outside Cornell. The naysayers said the school would fail—that it could not possibly succeed. But the founding faculty, with help from Cornell President Edmund Ezra Day, persevered and built an esteemed institution that served as a model for all of higher education—and continues to do so today.

The dream lives on—and so do the responsibilities. The school faces the future with optimism, aware that it will encounter challenges, but confident of its ability to overcome them. As I write, the school is in the midst of a strategic planning effort, designed to prepare us for the 21st century. I once heard Jean McKelvey say, "When Maurice and I came to Ithaca we thought New York State was the school's classroom. Increasingly the nation became our classroom. And today the world is our classroom." The school is planning for the future with Jean's thought in mind. The school will continue to balance its core responsibility to New York State against the growing necessity of being a global institution.

The school will also continue to be a nonpartisan institution that serves *both* the management and labor communities, as well as the public in general. We will continue to educate professionals who work as representatives of labor, management, and the public. Some skeptics still doubt that an institution can educate people who work on both sides of the table. I find it ironic that some of these skeptics never question the ability of law schools to educate both prosecuting and defense attorneys. Irving Ives believed professionals were needed by all the parties involved in employment relations, and he dreamt of a school that could be *both* pro-labor and pro-management—of a school that would cooperate with all parties to enhance the quality of employment relations.

Today the school's faculty is as strong as it has ever been. It consists of renowned researchers and accomplished practitioners who are, at the same time, dedicated to their students and to classroom teaching. Our students are outstanding—so outstanding that I wonder if I could be admitted if I were applying today! Our extension and outreach programs serve 30,000 adults every year and are the envy of all our academic competitors. As we look to the future we know we have a solid foundation on which to build.

In dreams begin responsibilities. The dream that Irving Ives and a handful of others had over half a century ago ultimately became the preeminent institution of its type in the world. I have had the honor and privilege of being the first ILR alumnus to serve as dean of the school, and I am acutely conscious of the profound responsibility borne by all of us who love the school—the responsibility to preserve the great legacy of the last 50 years by ensuring that the school is well prepared for the 21st century.

2.

ESTABLISHMENT OF THE SCHOOL

by Gormly Miller and Emmet O'Brien

The formal establishment of the New York State School of Industrial and Labor Relations grew out of the thoughtful and vigorous action of a unique group of practical politicians who firmly believed, as they stated in their first report, that "Though we may legislate to the end of time, there will never be industrial peace and harmony without good faith, integrity, a high degree of responsibility, and a real desire to cooperate on the part of all parties concerned." [Joint Legislative Committee 1940: 72.]

This group, formally constituted in 1938 as the Joint Legislative Committee on Industrial and Labor Conditions (JLC), was from its inception firmly nonpartisan in all its actions and consistently unanimous in all its recommendations. Acting within an unusual political framework, it reflected in its own procedures and arrangements the principles it proposed for the conduct of industrial and labor relations throughout the state and in the school it was to establish:

The chief function of government [in industrial relations] should be to promote goodwill, to encourage cooperation, and where resort to intervention is made, to be impartial and just, demanding obedience to all law by both parties concerned. (Ives 1944: 4.)

After spending three years examining the conduct of industrial and labor relations in both the United States and abroad, the committee was convinced that most difficulties in industrial and labor relations arose from a lack of education (particularly in labor law), a lack of facilities for the settlement of disputes, and a modicum of understanding by both employers and employees of their rights, obligations, and responsibilities under the law. The committee concluded that as of the date it prepared its 1940 report, there existed in New York State,

an urgent need for development of facilities devoted to educating all parties concerned in industrial relations as to [among other matters] the use of agencies established for the mediation and arbitration of labor disputes and the mutual responsibilities of employers and employees in the general field of labor relations. [Joint Legislative Committee 1940: 44]

Focusing next on the educational aspects of industrial relations, the committee conducted an extensive examination of the needs of the state and of

the experiences in institutions of higher education across the nation while forecasting how these educational needs and adaptation to them would be affected by the postwar industrial readjustment.

Extended correspondence and direct discussions took place between the committee chairman, Irving M. Ives, and Edmund Ezra Day, president of Cornell University, during 1941 and 1942, which reflected a general interest among influential Cornell trustees and administrators in establishing a state-supported school of industrial and labor relations at Cornell. A proposal to create such a school was recommended by the committee in its report for 1942 although formal action was deferred because of the war. (Joint Legislative Committee 1942: 56-57.)

Despite some opposition to the notion of locating the school at Cornell, the enabling legislation firmly established it there, using the pattern of administration and control already in place for other state-supported Cornell colleges. [Chapter 162, Laws of 1944, as amended, 1945.] The legislation also created a Board of Temporary Trustees (BTT) whose 1945 report outlined the plans for the school, including its on-campus instructional program, detailed expectations and goals both for research activities and a far-reaching extension program, and the establishment and maintenance of a specialized library. (Board of Temporary Trustees 1945.)

Many individuals were associated in significant ways with the school's early foundation. Most easily identifiable are those who formed the school, conceived its purpose and scope, established the principles by which it would be guided, and formulated the basic program that remains clearly recognizable in what goes on there 50 years later. Among these are Irving M. Ives, Edmund Ezra Day, and William B. Groat. As majority leader of the state assembly, chairman of the Joint Legislative Committee, member of the school's Board of Temporary Trustees, and first dean of the school, Irving M. Ives contributed much of the leadership and vision that made the school a major academic institution from its beginning. Edmund Ezra Day, president of Cornell, guided and certified the school's academic credibility, and Judge William B. Groat, as counsel to the committee, helped organize the political support and practical groundwork necessary in both planning and development.

One other individual who played a key role in the work of the JT Committee and helped it capitalize the plan for a school dealing with industrial and labor relations was Phillips Bradley. Just how he became co-director of education for the committee is interesting:

Dr. Bradley's introduction to Ives was unique. He was in Albany in 1941 to attend a conference and one evening was assigned to a panel dealing with a fair employment practices law. Assemblyman Ives and some state officials also were speakers. The meeting dragged on dully, and the audience began to slip out. Finally it became Dr. Bradley's turn to

speak, and the chairman, anxious to bring things to a close, barely introduced him.

"So I had to introduce myself," Dr. Bradley chuckled. "I said, 'Since I am a teacher at City College, you know that I am, by definition, either 110% Communist or 110% Fascist, or both.' That woke up half of them and I made my remarks." [The political reference in Bradley's opening was to the running controversies over Communism and Fascism in City College.]

"After the meeting, Mr. Ives left the dais and came directly to me. 'You are the answer to a maiden's prayer,'" he told the rather startled professor.

Three Key Players

by Emmet O'Brien

George Meany, the president of the New York State Federation of Labor, was walking in the long capitol corridor between the assembly and the senate chambers about 11 p.m. on January 18, 1937, pondering what the 1937 session would produce. In most sessions, the assembly had been a place of horror for him, controlled by the big manufacturers of the state.

The stocky, blunt-spoken product of New York City observed a man walking toward him, the new majority leader, Irving M. Ives. Ives had never been regarded as a friend of organized labor, so Meany was a bit startled when Ives stopped him.

"You're Mr. Meany, are you not?"
"Yes."
"I am Assemblyman Ives."
"Yes, I know who you are."
"I would like to visit with you sometime."
"Fine. When?"

They agreed on the next afternoon in Ives's office. "I remember that meeting very well," Meany observed years later, "because of the expression he used. 'I would like to visit with you.' That is what we used to call an up-country expression."

When Meany showed up, Ives wasted no time. "I want you to know that I know nothing about labor," Ives began. He recounted his background in Chenango County and in Norwich, which had only one big plant, the pharmaceutical firm headed by state Republican Party chairman Mel Eaton. "I've been following the Republican Party policy, but I would like to know more about labor's problems. I would like to learn something. I don't know why I should automatically be against labor."

He went to the right man as a teacher. "It was the beginning of a friendship," the AFL-CIO president recalled. "I won't say he became a flaming liberal overnight but he became a liberal, a genuine liberal."

Later that year, Ives again sought out Meany. He wanted an appropriation for a joint legislative committee. He could get it through the legislature, but was uncertain that Governor Lehman would sign it. Meany agreed to intercede with the governor after he learned that a Union College professor, whose work he knew, would head the committee's research group.

"Do you think Mr. Ives really wants to do a job?" Governor Lehman asked the labor leader. The governor was cautious because of the dubious history of many joint legislative committees. "Yes, I think Mr. Ives is sincere and wants to do a job," Meany replied. The appropriation went through.

Another new influence on Ives came from William B. Groat, a young lawyer from Queens. Groat was a solidly built, square-jawed, tough-talking New Yorker who was destined to play a major role in Ives's future. Having risen through the Queens County organization when it amounted to something, Groat knew politics intimately. He also had a good legal mind and the instincts of a political promoter.

Groat first met Irving Ives in 1920 at the founding convention of the American Legion in New York State. The two did not appear to have much contact right after that, even though Groat may have been in Albany sometimes on political missions. They did meet again in 1935, though, when the caravan Ives had formed for the assembly district elections wound up its cross-state run in the Statler Hotel in Buffalo. The campaign run ended on a big note, with top party leaders present, and Groat, who very early saw in Ives a piece of hot political property, helped give birth to Ives the progressive.

Ives Connects with Day

by Emmet O'Brien

Ives and Edmund Ezra Day had unquestionably met before but one particular meeting in New York's Hotel Roosevelt is frequently cited as strong evidence of the contribution each was capable of making for the public good. Ives called the meeting to deal with job discrimination, a very touchy subject with both labor and management. Ives laid the issue squarely on the table before the representatives of labor and management and listened to the opposition.

Then, very skillfully and delicately, he went over the objections, fragmenting them until he obtained agreement from a strong labor mind and a strong management mind that a particular comparatively insignificant item was agreeable to both. Then he moved to another point with similar results. After a very long meeting, the sum of all his agreed parts added up to the desired objective.

Day, who was in attendance, was greatly impressed. At one point he whispered to Mrs. Marion Crane, Ives's secretary, "He knows how to run a meeting." Then, without advance notice, Ives asked Day to sum up the meeting. He did so, brilliantly, to the wide-eyed admiration of the labor leaders, who were seeing a side of academe that was somewhat unknown to them. Both Day and the labor and management people left the meeting mutually impressed.

The Vision Becomes a Reality

by Emmet O'Brien

The concept of a state school had been stirring in Ives for some time. As of late 1942 there was also a general agreement among the committee on the type of school it was to be, but the location was a problem. Ives and Groat agreed on one point: The school was *not* to be located in New York City. It did not seem feasible that the ideal of calm, reasoned study and research in this highly volatile field could ever be achieved in a metropolis that was a center for big unions, big business agitators, radicals, malcontents, and others who would turn out with a picket sign on the slightest provocation. Although several other institutions were lobbying to house the proposed school, the more Ives and Groat considered the problem, the more their thinking centered on that lovely campus on Cayuga Lake at Ithaca.

The ongoing specter of World War II and its impact on Cornell were demanding some attention, but Ives still urged Day to prepare a plan and budget for the ILR School in 1943. The result was a "Proposal for the Establishment of a School of Industrial and Labor Relations." Copies went to Ives, chairman of the Cornell trustees Howard E. Babcock, and Cornell provost F. F. Hill. Ives assured Day that the analysis of a proposed school at Cornell was receiving "serious and hopeful consideration."

The legislative session of 1944 was to be the showdown. Knowing that important action had to be taken at both ends of this operation, Ives and Day were both ready. Assemblyman Ives introduced his bill creating the school and, most importantly, selecting by categories the temporary board of trustees to get it started. Assemblyman George Parsons of Syracuse countered, however, with the introduction of a bill to establish the college at Syracuse University and an appropriation of \$10,000 for initial studies. Commerce commissioner Martin P. Catherwood, a Cornell professor on leave of absence, informed Day that although Syracuse and Union were pushing for the school, Cornell would get it. He said Parsons's bill would not get out of committee.

What happened next is a classic example of how bills Governor Dewey favored slid through the legislature. Ives introduced his bill in the Assembly on March 1, 1944. It was reported out the next day, March 2, and had aged

sufficiently to meet the constitutional requirements to be advanced to third, or final, reading on March 7. It was passed March 8. In the meantime, a companion bill in the Senate was on the third reading calendar and the Ives bill was substituted for it. The Ives bill passed the Senate on March 14 and was signed by the governor the same day. It was Chapter 162 of the Laws of 1944.

But its troubles were not over yet. Some Cornell trustees remained rattled by the idea of having a school in labor techniques on their campus. Some of them probably were afraid of the idea. Thus, while President Day was encouraging development of the industrial and labor relations school in Albany's political and educational circles, he was fighting a substantial rear guard battle on his own campus. Any college president less resolute, or less willing to face a controversy, might readily have given up the whole idea when he listened to the complaints of some trustees.

The minutes of the Cornell University trustees and of their committees reveal clearly the problem of organized labor coming on the campus. It must be remembered that the sit-down strikes of the 1930s were still fresh in mind and that the great split between the American Federation of Labor and the Congress of Industrial Unions had given business and industry fits. These reactions were somewhat offset by the excellent war production effort of unions, but deep down there was uneasiness.

Upon retirement as president of Cornell University in 1950, Day had this to say about the New York State School of Industrial and Labor Relations: "It was moving education into a sphere of hot controversy. I argue that controversy should be regarded as an invitation to move in, not a warning to keep out. Education should be brought to bear where there is a pressing public need. A high controversy is a sign of need." (Stillwell 1957).

The issue cropped up on October 10, 1943 at a meeting of the Planning and Development Committee of the Board of Temporary Trustees. There it was pointed out that if the school were established at Cornell, the setup would have to be explained to the state's farmers, who as a group did not favor organized labor.

Extensive discussion and debate among the vigorous proponents of the school, members of the industrial leadership of the state, and trustees of Cornell resulted in settlement of two significant issues: the inclusion in the Cornell Board of Trustees of three members associated with the interests of labor and the control of the school's program and educational policies to be firmly within the responsibility of Cornell University. Thus, misgivings were overcome and solutions were incorporated in the basic documents establishing the school under the statute enacted by the legislature of the state of New York in 1944.

Between 1938 and 1944, therefore, Irving M. Ives and William B. Groat, his alter-ego, had conceived the idea of the school. Chapter 162 of the Laws of 1944

had established the school and provided for its Board of Temporary Trustees. The school's purpose was set as: "improving industrial and labor conditions in the State through provision for instruction on and off the campus, the conduct of research, and the dissemination of all aspects of industrial, labor, and public relations affecting employees and employers." (Report of the Dean 1946: 1.) It was left up to those who followed to discover the means to fulfill this mission.

Another Perspective on the Ives-Day Partnership

by Milton R. Konvitz

I find these partnerships full of tantalizing antinomies. White and Day were the scholars, the philosophers, the highbrows, the eggheads. Cornell and Ives were men from the marketplace, the kings, the practical men. One might naturally have looked to White and Day for the ideas, and to Cornell and Ives for the practical implementation. But we know that precisely the opposite happened. The grand ideas, the far-reaching designs, the lofty and splendid dreams came to Cornell and Ives. It was they who were the philosophers, who spoke as if they had fed on locust and wild honey. It was the so-called practical men who brought their dreams to the so-called scholars and philosophers; and in the partnerships that were formed, the conventional roles of these men lost their significance. The practical men had their heads in the heaven of Platonic Ideals, and the philosophers lived and worked in the cave.

3.

LAUNCHING THE NEW ENTERPRISE

The First Dean and the School's Dedication

by Emmet O'Brien

After study and investigation of possible appointees to the position of dean of the new school, Cornell President Edmund Ezra Day reported his conclusion that the best qualified person available would be Irving M. Ives. President Day further reported that were the post offered to him, Ives would accept, in spite of the fact that he was then in the midst of a successful career in the New York State Legislature, on one condition: that he be allowed first, in fairness to his constituents, to serve out the remainder of his term in the assembly.

Thus, in June 1945 Irving M. Ives was duly elected professor of industrial and labor relations and dean of the New York State School of Industrial and Labor Relations, the appointment to be without salary, in accordance with Ives's request, as long as he continued to hold public office.

The formal opening of the school was celebrated with a convocation on November 12, 1945 in Willard Straight Hall, led by Governor Thomas E. Dewey, with the participation of President Day, Dean Ives, and Judge Groat.

Getting Underway

As the academic year of 1945-46 approached, the intensity of activity in preparation for actually opening the school in the fall term became overwhelming. Incredible though it may seem, Ives and Day were able in a period of a few weeks to assemble the nucleus of a faculty, several of whom formed a continuing source of counsel and advice both during the school's formative years and thereafter. As President Day noted in "Education for Freedom and Responsibility":

Those first few months of the new School were hectic, indeed. We had to get an administrative staff. We had to recruit a new faculty from top to bottom. We had to select a student body. We had to organize a program of instruction. We had to find improved

quarters in other University buildings. Most important of all, we had to explain ourselves, for in certain quarters there were doubts about the wisdom of our undertaking.

As soon as the first two faculty members—Jean McKelvey and Maurice Neufeld—were appointed, they were assigned the task of preparing a curriculum for the new school and a description of a graduate program. They accomplished both within the space of a day interspersed with house hunting.

Somehow, a general announcement was created and issued by September 12, 1945. Even more astonishing, the school was ready for the opening of the first semester on November 2, with an enrollment of 107 undergraduates and 11 graduate students. There were 87 men and 20 women in this group, 67 of them veterans of World War II. The average age of the undergraduate group was 22.5 years. The range was 16 to 50, broken down as follows:

- 16-20 years: 31 students
- 21-25 years: 57 students
- 26-50 years: 19 students

Most of the school's courses were offered through Cornell's College of Arts and Sciences with teaching shared with members of its faculty, but its more specialized coursework was given in Warren Hall on the College of Agriculture campus by Professors McKelvey, Neufeld, and Morton. They were assisted by Robert Ferguson of Cornell's Department of Economics and Arnold Hanson, one of the school's Ph.D. candidates, both of whom later became full professors in the school.

A Participant's View of the Early Years

by Jean McKelvey

The New York State School of Industrial and Labor Relations opened its doors to transfer and graduate students in November 1945. Maurice Neufeld and I were able to prepare our first assignment—a curriculum and course descriptions for both undergraduate and graduate students—in less than two hours because we meshed very well together, and because Maurice was in a hurry to rent a house. Despite the time constraints we were under, our catalogue has withstood the challenges and changes in our field very well.

Our next assignment was to decide what parts of our ambitious curriculum we would be teaching. To launch the program Maurice and I each agreed to teach five courses in the second semester, but—as products of progressive education—we realized that it was important not to establish such a precedent. So when Irving Ives had a "staff" meeting with us and asked what we thought a desirable teaching load would be, we both said not more than two courses a semester. Since

Ives had had no academic experience outside of graduating from Hamilton College, he readily agreed.

In the fall of 1946 the school moved to the Quonset huts and the faculty grew from the two of us to six. A faculty photo taken one year later showed a group of 50. Significantly, as of the school's 50th anniversary, the size of the student body had more than tripled, but the state budget's target for teaching positions was for only 47.

Perhaps it is the changes that have occurred since those very different times that are most remarkable. At the beginning, we had a library consisting of only a one-volume dictionary. We were pioneers in a new field and had to invent a new course of study. Among our tasks that first year were interviewing prospective colleagues and ordering books, once we got a librarian and some shelf space. Our first year was spent in Warren Hall, where only the faculty were allowed keys for the elevator. The next year we moved to our own quarters—the huts—a move which had the desirable effect of throwing all of us together—students, faculty, and administrators—so that we all became fellow students of the new field. At that point it was possible to use our too munificent state funds for a variety of endeavors—field trips by bus to factories and mines, to state hearings on labor laws, and to individual interviews with practitioners and research workers. In all these ventures, Maurice and I worked as a team. We even shared an office over the years, and because of our progressive college educations, we were able to reinforce our respective ideas concerning a liberal education in a professional field. We also had older students whose higher education had been postponed by the war who served both as role models for the younger groups and as nascent faculty for the graduate group. They also formed an emerging corps of graduate assistants who went on to fill administrative posts in industry, government, unions, and higher education.

Looking back at those halcyon days with the friendships and relationships that were hallmarks of a new field gives me a sharper perspective. Although we had more funds than we could expend, we worked in what might be termed by cynics an academic slum. Yet we all enjoyed our locale, despite the leaking roofs and hallways dotted with pails to catch the dripping water, because it helped to build broad friendships.

We also found time to travel, both with our students and abroad to international meetings. Maurice spent two years in Italy early in his Cornell career, and I took my first sabbatical in 1961—the year the school moved to our reconstructed home in the old Veterinary campus. Today's students are at a disadvantage by comparison. They are enduring a separation as the school's third home is prepared, and they are being taught—even at the graduate level—in larger classes and often by graduate assistants who handle sections of those classes. They will never know the excitement and thrills of a new academic adventure. Furthermore, as the faculty's interest in global relationships takes them away from the campus, the bond between students and faculty is further weakened.

So Maurice and I had a unique experience in those early days, which we managed to survive, and which nothing in my own career has quite matched.

Ives Moves On

by Emmet O'Brien

Before the first academic year could run its course, Dean Ives announced that he was making a bid for the U.S. Senate. After Ives resigned, a talented trio, made up of Lynn Emerson, Maurice Neufeld, and Donald Shank, was appointed to administer the school until a new dean was selected and brought on board.

Early in the summer of 1946 three faculty members were added: Vernon H. Jensen to teach Labor Economics and Collective Bargaining, Mediation, and Arbitration; Professor John W. McConnell to teach Social Security and Human Relations in Industry; and Associate Professor Milton R. Konvitz as director of research and instructor of the Foundations of Law.

Senator-elect Ives departed from Cornell University and the ILR School when the 70th Congress convened in Washington in early 1947. In keeping with his pledge, he took no salary while he remained on the assembly payroll. For the intervening few days, however, he went on the school payroll so as to maintain continuous service for pension purposes. For this he was paid \$73.92, the only salary he ever received from Cornell!

Soon after Ives was nominated for the Senate, suggestions for his replacement began to flow to President Day. On November 27, 1946, Judge William Groat proposed a candidate. In his letter he recalled that he had originally suggested Irving Ives as the first dean, that he had gone over the qualifications required again and had found a candidate right on the Cornell Board of Trustees: He very strongly supported Mary Donlon for the deanship. Miss Donlon, who played an important role among the trustees in bringing the school to Cornell, was then chairman of the New York State Workmen's Compensation Board, a very important and sensitive position, and was high in Governor Dewey's "team."

Many other names were advanced, especially after Ives was elected to the Senate. One most frequently heard stirred up things in Ithaca and Albany. It was that of Dr. Martin P. Catherwood, a Cornell professor of public administration on leave of absence who was serving as Governor Dewey's commissioner of commerce. He was a Republican whom Ives and others had urged Governor Lehman to name to the first state division of commerce, and he had become its first commissioner when an Ives-sponsored constitutional amendment later made it a regular state department.

On June 6, 1947, the trustees appointed Martin P. Catherwood dean of the New York State School of Industrial and Labor Relations, at a salary of \$12,000, to take effect July 1, that year.

Several Views of Martin P. Catherwood

Masterful Leadership

by Maurice F. Neufeld

Martin P. Catherwood was dean of the ILR School from 1947 until 1958, when Governor Nelson Rockefeller named him industrial commissioner. It fell to him to devise the institutional arrangements for conducting the day-to-day operations of the school that had been conceived and launched in prior days.

During Catherwood's years of service—crucial years that determined the character of the new school—Catherwood summoned up traits of mind and spirit that enabled him to shoulder uncharted responsibilities. He was forthright, candid, to-the-point, plain-spoken, and always just. Along with these virtues, he brought to the school the indispensable ability to secure needed funds from the state's Bureau of the Budget and Legislature—a skill he had perfected in Albany as chairman of the State Planning Board and Commissioner of Commerce. He also brought to the school demonstrated abilities in teaching and research, acquired while professor of public administration; in addition he was a recognized authority on county government in the Department of Agricultural Economics in Cornell's College of Agriculture. At that college he absorbed the tradition of strong decanal leadership and devotion to public service so brilliantly exemplified by William I. Myers, the dynamic Dean of the College of Agriculture who had served with distinction on the New York Federal Reserve Board. Catherwood's years at the College of Agriculture, moreover, had taught him the importance of vigorous Extension programs and the need for an international approach to teaching and research.

Catherwood's achievements at the school were signal. When he assumed leadership, the number of undergraduate students stood at 286—37 were women. The number of graduate students totaled 34—3 were women. When he left in 1958, the number of undergraduates had risen to 306—52 were women—and the number of graduate students had mounted to 68—11 of them women. In 1947 the school offered 15 undergraduate and graduate courses. By 1958, the number of undergraduate and graduate courses had increased to 74, and the school counted 7,200 extension course enrollments throughout the state.

During Catherwood's deanship, the number of faculty and staff members rose from 16 to 72.

In 1970, on the occasion of the School's 25th anniversary, the administration and faculty gave the name of Martin P. Catherwood to its world-class library.

Catherwood and the school found each other at precisely the right time in the life of each of these demanding partners.

M.P.'S Activism

by Leonard P. Adams

Catherwood—known colloquially as M.P.—liked to keep the pulse of the unions. During my early days, reports were made to M.P. by regional offices on both union and employer attitudes toward the Ives bill that had created the school and the field of labor-management relations as it evolved. As I recall, these were neither published nor even circulated among the faculty. Catherwood "sat" on a report I wrote after visiting in the Corning-Elmira area, which indicated that employers' attitudes varied from "let's wait and see" to indifference to skepticism about the need for such a school to anti-unionism. One manager in Elmira had said the best way to improve labor-management relations would be to give both sides a good course in the English language so that they could better understand the wording of contracts.

In 1952, when the school was involved with the settlement of the longshoremen's strike and subsequent legislation, Catherwood and I played a major role in establishing offices to screen all hiring on the docks. Our reasons for providing such offices by legislation were to regularize employment for workers with good records; to eliminate workers with poor working records and theavery; and to eliminate "kickbacks" to hiring supervisors. British experience, we found, had shown such controls over hiring to be desirable for both workers and employers.

After the longshoremen's strike, the school was asked to investigate the possibility of establishing one union card for all the entertainment unions, including live theater, movies, vaudeville, and so forth. The field work Bob Aronson and I did on this issue showed that some of the parties were reluctant to be perceived as similar to other types of performers.

Another Perspective

*by William F. Whyte
(1994: 204-06)*

The period of 1948 through 1958 in ILR had been a happy and productive time for me, with one major exception: my relations with the dean. Dean Catherwood wielded more power and authority than I thought was appropriate. Many in the faculty shared this view, but I had the most serious clashes with him.

At one point, a group of faculty had proposed establishing a committee on faculty personnel policies to set up standards and procedures to limit the power of the dean to act against prevailing sentiment. Catherwood did not like the idea, but the

faculty voted to create the committee, which became a settled part of the governance of ILR....

In the course of arguing about these issues, I became identified as the dean's chief opponent. This was made clear in a faculty meeting that I can no longer place in time or even in terms of the issue that provoked the dean's wrath. But I shall never forget the tone of the argument or Catherwood's words. He got very angry and announced, "I appoint Professor Whyte chairman of a committee to investigate the dean."

I was stunned. I accepted the challenge because I did not know what else to do. Then I went home and worried about it with Kathleen [Whyte]. I was in an untenable situation. The outcome would have to be that either Catherwood or I would leave Cornell. On rare occasions, there have been cases in which a faculty has mobilized itself sufficiently against a dean to force him out, but I did not see that happening at ILR. I also recognized that Catherwood had built up a substantial reputation on his ability to get funds from the state government. If the scenario laid out by the dean reached its predictable conclusion, I would be the one to leave.

The showdown never came. Within a day or two, some of the senior professors talked to Catherwood and persuaded him to forget about forming the committee to investigate him....

I look back now on my relations with the dean with somewhat mixed feelings. I continue to believe that he sought to wield more authority than was good for the school, but I also recognize my own shortcomings. In my research, I had been concentrating on ways to build effective relations with those one supervised without focusing on how one deals with a boss who is too bossy....

I never solved the problem of working with Catherwood, but it was solved for me. On December 31, 1958, he resigned to accept an appointment from Governor Nelson Rockefeller as industrial commissioner of New York State.

The Founders

Over the years four of the earliest faculty members have increasingly been referred to as "The Founding Four." These four are Jean McKelvey, Maurice Neufeld, Vernon (Pete) Jensen, and Milton Konvitz.

Jean Trepp McKelvey: Founding Mother and Mentor to Many

by Marcia L. Greenbaum ('62)

When Senator Irving M. Ives, first dean of the ILR School, hired its founding faculty in 1945, he called upon Maurice Neufeld and Jean Trepp McKelvey.

McKelvey was then a member of the National War Labor Board, Region 2, and professor and chair of the Social Science Faculty at Sarah Lawrence College in Bronxville, New York, where she taught economics. Ives remembered McKelvey's having brought some of her students to one of his hearings, and he was so impressed by their sharp questions that he asked her to join the ILR faculty. This link between the classroom and the real world became a McKelvey hallmark.

McKelvey and Neufeld arrived in Ithaca on the same day in January of 1946. Once they had accomplished their initial assignments to establish the fields of study, develop the curriculum and course descriptions, and interview student applicants, they proceeded to teach five courses each and use their creative energy and intellect to guide the school and its students like loving, caring parents who had the best interests of their offspring at heart.

In recounting those early years of the ILR School, now Emeritus Professor Neufeld has said, "Jean McKelvey is, in my opinion, the best teacher we ever had." Many would echo that sentiment.

McKelvey graduated from Wellesley College, where she was a Phi Beta Kappa and received a number of fellowships and prizes, including first prize in the Hart, Schaffner and Marx contest for best essay in economics written by an American college undergraduate. She earned a master's and doctorate in economics at Radcliffe College, where she wrote her thesis: "Trade Union Interest in Production." There she met her husband, Blake, then a Harvard student pursuing a Ph.D. in history, who eyed her through the library stack shelves and told his family he had met a woman who was "one in a thousand." They were married in 1934. She went on to become a recognized authority on both arbitration and labor law. Although she never attended law school as a student, from January 1977 to June 1978 she was a visiting professor at the Cornell Law School. She attributed her interest in labor relations and dispute resolution to a professor at Wellesley and the undergraduate thesis she wrote on labor-management cooperation.

Jean McKelvey, who came to the ILR School as an assistant professor, inspired students with her knowledge, expertise, and practical experience. From 1947 to 1979 she taught Arbitration, Law and Practice with Bertram Willcox of the Cornell Law School, which became known as the "red pencil/blue pencil" course, because both professors commented (in contrasting colors) on every student paper. In this and other classes, she was able to bring the outside world to the ivory tower and integrate the two so that students gained an understanding of how their learning would fit in the workplace. She regularly invited luminaries in labor relations and arbitration to the classroom (David Cole, Peter Seitz, Saul Wallen, and so forth) to share their expertise and views of reality with those of us in the insular Ithaca environment. She also took students to arbitration hearings and professional meetings so that we might gaze upon the field of dreams.

Donald Cullen, formerly an ILR student and now professor emeritus, remembered his days in Professor McKelvey's class as follows:

She always gave high grades, even A-pluses, but somehow, rather than any of us thinking she was an easy mark, we were inspired to try to do even better on our next paper. I took every course she taught and now, after thirty or forty years of my own teaching, I still haven't figured out how she managed to get us to work harder and harder by giving us more and more praise.

Jean McKelvey is beloved by her students (this writer included), many of whom came to regard her as their [wo]mentor, as she helped them beyond the classroom and the school to fruitful careers in labor relations, arbitration, and mediation. She willingly wrote letters of reference, sang their praises to those in positions of power, and gave moral support as they climbed the career ladder.

Fulfilling the tripartite mission of the school—teaching, research, and writing—Jean McKelvey authored many articles, books, and monographs and edited the *Annual Proceedings of the National Academy of Arbitrators* from 1955 through 1960. Her books included *The Duty of Fair Representation* (1977), *The Changing Law of Fair Representation* (1985), and, most recently, *Cleared for Takeoff: Airline Labor Relations since Deregulation* (1988). Her articles appeared in the *Journal of Negro History*, the *Journal of Political Economy*, the *Arbitration Journal*, the *Cornell Law Quarterly*, *ILR Research*, and the *ILR Review*. The *Review* published "Sex and the Single Arbitrator," which was her presidential address to the National Academy of Arbitrators.

In addition to teaching, research, writing, and mentoring, however, McKelvey developed a brilliant career as an arbitrator. She was the first woman to be admitted to the National Academy of Arbitrators (in its founding year, 1947) and in 1970 she became its first woman president. Ironically, when her term ended, the academy presented her with a gavel inscribed "To Jean T. McKelvey, President, 1970, With the affection and esteem of his colleagues." Jean, who liked to suggest that she was sometimes mistaken as the male offspring of French-Scottish parents when selected from a list of arbitrators by parties who did not know her, chose not to have the inscription corrected.

When fellow arbitrator Saul Wallen died during his tenure as head of the New York Urban Coalition, Jean McKelvey was instrumental in founding the Saul Wallen Fund for Minority Studies, which she continues to chair and support. It provides scholarships to enable practitioners, particularly women and minorities, to enroll in off-campus college credit and certificate courses.

McKelvey's arbitration practice extends nationwide from the airlines industry (where she was a permanent umpire for Hawaiian Airlines and the ALPA Flight Attendants from 1973 to 1980 and for United Air Lines and the ALPA Flight Attendants from 1968 to the 1990s, and at Trans World Airlines for its flight attendants and nonrepresented employees) to Xerox, one of the major employers in her hometown of Rochester, where her husband, Blake, served as city historian.

Another part of McKelvey's career covered public service at both the state and federal levels. She was a member of Presidential Emergency Boards No. 160 and No. 179 under the Railway Labor Act. For many years, she served as a member of the New York State Board of Mediation, arbitrating and mediating disputes, and as a member of the Federal Service Impasses Panel. She has long been a member of many arbitration panels, including those of the American Arbitration Association, the New York State Public Employment Relations Board, the New York City Office of Collective Bargaining, the Federal Mediation and Conciliation Service, and the National Mediation Board. She was a member of the American Federation of Teachers Public Review Board for 5 years and has continued for more than 25 years as a member of the UAW Public Review Board. Her international contributions include 10 years as a member of the Executive Board of the International Society for Labor Law and Social Legislation.

Numerous honors have been bestowed upon her, including a Distinguished Service in Labor Management Relations Award from the FMCS; Distinguished Alumnae Award for Public Service from Wellesley College; and Distinguished Service Awards from the Society of Professionals in Dispute Resolution and the Society of Federal Labor Relations Professionals. In awarding her the American Arbitration Association's Distinguished Labor Arbitrator gavel, Harold Newman, then Chairman of the New York State Public Employment Relations Board, said, "To try to illuminate the brilliant achievements and contributions of Jean McKelvey to the labor relations field is like holding a small candle to a bright searchlight."

A public housing project in East Orange, New Jersey, was also named in her honor. On that occasion, Commissioner Joseph LeFante of the New Jersey Department of Community Affairs commented, "We couldn't pay a higher honor to anyone than by dedicating such a building to you when you realize that the fundamental principal that went into its construction is love."

Although she was named professor emerita in 1973, Jean McKelvey has eschewed retirement and continued to pursue all aspects of her career. She was named statewide coordinator of the ILR Extension off-campus graduate studies program and continued to teach in Rochester. There she and her colleague and dearest friend, Alice Bacon Grant (M.A. '46), taught together, undertook joint projects, and inspired many individuals to return to school in order to improve labor-management relations.

Associate Dean Lois Gray explained, "Alice and Jean pioneered in the training of advocates and neutrals in the process and content of arbitration. Determined to open doors of the arbitration profession to women and minorities, they devoted a major effort both to formal training programs sponsored by Cornell and to individual mentoring." They jointly taught a year-long program for women aspiring to become arbitrators. Most of its graduates now arbitrate and many have since gained admission to the National Academy of Arbitrators.

When Alice died in 1988, a gift from Jean helped endow a professorship in Alice's memory. On September 14, 1994, the ILR School dedicated as its first

fully endowed chair, The Jean McKelvey-Alice Grant Professorship of Labor-Management Relations, through which their work to increase understanding between management and labor will continue.

Professor McKelvey had an unforgettable impact on all the students with whom she came in contact. Judge Harry T. Edwards, a member of the class of '62 who went on to become chief judge of the Federal Circuit Court of Appeals for the District of Columbia, said:

If I have shown any real expertise, sense of responsibility, professionalism, or healthy idealism in my work in labor and industrial relations, Jean was responsible for laying the critical foundations for my efforts. There are so many others among my peers who would also point to Jean as the person most responsible for their success. She is, without a doubt, the prototype of an arbitrator/mentor—her example as teacher in this business probably helps to explain as much as anything the qualitative consistency in arbitration.

I personally first met Jean McKelvey in 1958 when, as a high school senior, I came to Ithaca to decide whether I should attend Cornell's ILR School or Vassar College. While it was late in the day and she still had to drive back to Rochester, she made time to talk with me, and this conversation convinced me that I could do no better than attend the ILR School and try to follow in her footsteps. She has served as my role model ever since.

Like many graduates of the ILR School, I owe much to the school in general, and to Jean McKelvey in particular. If it were not for her education and encouragement, I probably would not have succeeded in becoming an arbitrator and mediator. She was my teacher, my inspiration, and my mentor, and she continues to be my friend and colleague. On behalf of all she helped in this way, I express gratitude. The ILR School and its students are fortunate to know her. She is "one in a million."

Marcia L. Greenbaum was launched on her career as a mediator, arbitrator, factfinder, and lifelong student by her association with Jean McKelvey and her internship with Saul Wallen. One of the first females in the National Academy of Arbitrators, Marcia is now a full-time arbitrator and mediator.

Maurice Neufeld

by David Lipsky ('61)

Maurice Neufeld is among those who have made college an exceptional experience for generations of students at Cornell. His commitment to the humane nurturing of young minds and to the university as a civil and civilized institution

worthy of life-long dedication makes his contribution to his school and to his university noteworthy, even within the ranks of a faculty as distinguished as ours.

Born to immigrant parents in Washington, D.C. in 1910, Neufeld received his bachelor's and master's degrees in 1932 from the University of Wisconsin, where he was elected to Phi Beta Kappa. Three years later he received his Ph.D. there.

Between 1935 and 1939, Neufeld was employed as secretary and chief assistant in research and economics for the New Jersey State Planning Board. During the same time period, he was an organizer for the Amalgamated Clothing Workers in Philadelphia. Subsequently he became education director of a large local of the International Ladies' Garment Workers Union in Trenton, New Jersey. In 1939 Neufeld was appointed director of the Division of State Planning for New York State, and in 1941 he became the state's deputy commissioner of commerce. He also held a number of significant positions in the federal government. He entered the U.S. Army in 1942, serving most of his military career in Italy.

Because of his pre-War New York State service, Neufeld was well-known to Irving M. Ives, who hired him. Neufeld served a succession of deans and the university in a variety of administrative capacities until his election as a professor emeritus in 1976, but it was as a scholar and particularly as a teacher and mentor to four generations of Cornell students that Neufeld made his greatest contributions to the university.

Maurice Neufeld is a gifted teacher—urbane, demanding, and thought-provoking. Like all good history professors, moreover, Dr. Neufeld is possessed of a prodigious memory and a flair for the dramatic. A student tribute, presented on the occasion of the school's Labor Day Convocation in 1976 when Professor Neufeld was honored with that year's Excellence in Teaching Award, perhaps says it best: "He can quote Keats and Shelley, discuss Sinclair Lewis or ancient history....Teaching is what this college is all about to Professor Neufeld. The students of this school can be grateful for that."

For Professor Neufeld teaching did not end at the classroom door. Countless ILR students in search of academic advice, or merely in need of a kind word, have turned instinctively to Maurice Neufeld.

by Thomas H. Patten, Jr. ('55, GR '59)

In September 1953 I entered the "Kardboard Kremlin" for the first time and met Professor Neufeld at a reception in the old Quonset hut coffee lounge. We talked briefly and he expressed interest in the fact that I had studied economics and the problems of labor at Brown with Phil Taft. Professor Neufeld asked if I was in the MILR degree program and whether I'd be taking Labor History that fall. I said I wouldn't because I was in the M.S. degree program and was majoring

in Personnel Administration and minoring in Human Relations in Industry. (How archaic those labels for these fields seem today!) In any event, I suggested that I had read so much of Taft's work at Brown and done an honors thesis in Industrial Sociology with Kurt Mayer that I guessed I'd skip Labor History at Cornell. Professor Neufeld raised an eyebrow (or two), smiled ever so slightly, and moved on with his coffee cup to another group of students (MILRs, I think).

Within days I became good friends with fellow students Jean Couturier, Ted Newman, Gerry Kamm, Bernie Brody, Paul Scagnelli, and Keith Norman, not all MILR candidates, but soon to take the Labor History course culminating in the "guaranteed annual manual," unending intellectual challenges from "Moe" Neufeld (I'm sure they never called him that in class or to his face outside of class) and constant rebuking because they were not well informed in the Roman and Greek classics (including, I think, mastery of the Latin and Greek languages!) The standards set by Maurice Neufeld were at the highest level; and I think my friends worked harder in his Labor History course than at anything before in undergraduate college (or afterwards in graduate school) to produce the aforementioned "guaranteed annual manuals" (GAMs). These were detailed studies of a local union based upon reading union constitutions, newspapers (union and otherwise, such as *The New York Times*), pertinent books, biographies of labor leaders, and so forth. Also, the students were encouraged to go to the union they were to study and interview union officials and the rank-and-file. An ILR Monograph, *Day In, Day Out With Local 3* by Professor Neufeld, describing IBEW Local No. 3, was the prototype study called to students' attention as a guide for their reports in Labor History and Administration.

Those not 60 or older today may not realize the *double entendre* of the term "guaranteed annual manual." The early 1950s was an era when Walter Reuther and the UAW were calling for the guaranteed annual wage in the United States, a move that ended up in the creation of a somewhat weakened substitute, primarily in the automobile industry, called supplemental unemployment insurance benefits. By implication, Neufeld's GAM was as demanding and onerous to students (they claimed) as a GAM would have been to management, which would have to come up with the continuing commitment and resources required, in no sense an easy task. However, students who produced GAMs for Professor Neufeld really learned in-depth about the history and administration of the unions of their choice. None would deny that.

I avoided creating a GAM, but Neufeld's students recommended to me that I read the book for the course, Foster Rhea Dulles's *Labor in America*. I was skeptical of that too. (After all I had read Taft!) John Foster Dulles was Secretary of State in those days, and I knew of him; but who was this other guy with almost the same name? I never found out for certain, but Maurice Neufeld's choice of Foster Rhea Dulles's book was excellent. It was as insightful a read as some of Taft's and a work of beautiful prose. Again Neufeld's standards were well-chosen and obvious.

Lastly, I would like to comment on Professor Neufeld's influence on ILR doctoral students. I ended up staying on campus till 1957 after I received my

M.S. and completed subsequent Ph.D. work, becoming friends with all the Ph.D. candidates of that era. Two were outstanding, Bob Christie and Reed Richardson. Bob wrote a definitive history of the Carpenters' Union, *Empire in Wood*, and Reed a definitive history of the Brotherhood of Locomotive Engineers, *Pilots of the Iron Horse*. While both Bob and Reed were persons of unusual talent and high motivation, there is little doubt in my mind that Professor Neufeld's scholarly role model served as an intellectual driving force for them.

Maurice Neufeld as a founding faculty member was a giant in an environment of other giants—McConnell, McKelvey, and Whyte, to name only a few. I probably missed something by not being a student of Neufeld's Labor History course. But maybe not. His being a daily participant in the coffee hours at ILR and writer and speaker on various topics made available to all students on campus caused him to influence me in many important ways of which I am sure he is not aware. But I am aware! Thanks, Moe!

Thomas Patten is a professor of management and human resources at the College of Business Administration, California State Polytechnic University-Pomona.

by John N. Raudabaugh (GR '74)

In late August 1972, I remember a tall, lean man with a tremendous smile and an incredibly friendly gaze approaching me, with some degree of amusement, at a graduate student orientation. We chatted briefly and I decided that this was someone to get to know. Over the next two years I had the privilege of befriending this man, who is one of the most intellectually exciting and dynamic individuals at ILR, or, for that matter, anywhere.

Participating in Professor Neufeld's Labor History class was always exciting because it seemed to come alive. It was amazing to me that a fellow who wasn't that old could come across as if he personally knew Sam Gompers or was an active member of the Fabian Society. He certainly made FDR and Frances Perkins come alive! In fact, so much so that at Halloween when he and his lovely wife Hinda hosted a wonderful party, one student showed up with a *pince-nez*, cigarette holder, and cape. I learned much about the New Deal, and for that matter, relearned labor history in a way I shall never forget.

As Maurice Neufeld's teaching assistant, I spent many sessions sitting across the desk in his crowded office working with him. During one such session, I learned about forts. No, not really forts, but forte. While we were having a friendly discussion on one topic or another, I threw out a comment about someone's strong point, or forte (as in four-tay). A flush came over Neufeld's face and he said quickly, "No, it's forte (as in fort). Here, look it up," and he handed me Webster's. Of course, I confirmed what I already knew: If Professor Neufeld said it was pronounced like fort, it was.

The most wonderful experience any student could have in the field of labor relations was to take Maurice Neufeld's seminar in Theories of Industrial Relations Systems. It was fantastic! Lots and lots of reading, including Zola's *Germinale*, Marx, Perlman, John R. Commons, and so on. I still have all of the reading materials on my bookshelf, and these sources have served me well many times over in my subsequent career.

Over the years I have returned to campus and visited with Professor Neufeld many times. We always talk about exciting things—restructuring the curriculum, the need for interdisciplinary studies, and, yes, we even discuss NLRB decisions from time to time. We have talked about the impact of politics on labor relations, and we have talked about the labor movement's future.

To this grateful grad, several things seem to be true. First, Maurice Neufeld is a bio-medical oddity—he simply does not age. Second, he is a gentleman, period! Third, his mind is always active and his breadth of knowledge and experience is incomparable. Finally, he is always very gracious, even to someone who occasionally may have called a few decisions differently than his teachers. But then again, a Neufeld education allows one to develop analytical skills and to expand horizons. After all, teaching is his forte!

John Raudabaugh is a partner with the labor and employment firm of Matkov, Salzman, Madoff & Gunn in Chicago. Between 1990 and 1993 he served as a member of the National Labor Relations Board, having been nominated by President Bush. During his tenure at the NLRB he authored numerous decisions concerning union access to private property, union organizing tactics, collective bargaining obligations, secondary pressure, and union dues procedures.

by Joel Cutcher-Gershenfeld ('78)

Much as I valued what I learned from Maurice Neufeld about labor relations, it was his love of art and theatre that was most influential on me as a student at the ILR School. Early in my schooling I began to take classes in art history, theatre, literature, and drawing. I loved the classes but always felt that it was somehow inconsistent with what I was supposed to be studying. It was Maurice Neufeld who not only encouraged me in taking these classes, but who assured me that there was no better way to spend my undergraduate education. Ultimately, I ended up exceeding the official limit for classes out of the ILR School and to this day am eternally grateful for what I learned in the process.

Joel Cutcher-Gershenfeld, an associate professor in the School of Labor and Industrial Relations at Michigan State University, is currently spending a sabbatical as a visiting scholar in the Program on Negotiation at Harvard Law School.

For Neufeld, It's Teaching

by **Bryant Robey**

(1976: 3)

"He can quote Keats and Shelley, discuss Sinclair Lewis or ancient history..." A description of a distinguished professor of English or history? No, of Maurice F. Neufeld, professor of industrial and labor relations.

At the School of Industrial and Labor Relations' (1976) Labor Day convocation, Neufeld received the school's 1976 Excellence in Teaching Award. "Teaching is what this college is all about to Professor Neufeld," continued the student essay quoted above. "The students of this school can be grateful for that."

More than 30 years' worth of students can be grateful. Neufeld, who became professor emeritus at the end of last year, was one of the ILR School's first teachers. He is still teaching—but only one course instead of the four he taught annually for the past 30 years. He needs time to revise a 900-page research manuscript.

Teaching has been his first love for many years. Like most experienced practitioners of this art, he has sensitive antennae to measure his performance. For example, in the days when the ILR School was in Quonset huts on what is now the engineering quadrangle, many of his colleagues would object to women students knitting in class, Neufeld said. One of Neufeld's classes included a young woman who always sat in the first row, knitting as he lectured. "She was very bright," he recalled. "Whenever I made a point I considered important, I would look at her. If she put her needles down and made notes, I knew I had succeeded. If she went on knitting, I knew I wasn't getting across. I never complained about knitting."

Like those of other ILR professors who joined the school in its early days, Neufeld's career has included public service. He came to ILR at its founding from a job in Governor Herbert H. Lehman's New York State administration, where he had served as director of the Division of State Planning, deputy commissioner of commerce, director of the State Bureau of Rationing, assistant coordinator of State War Plans, chairman of the Governor's Committee on Post-War Employment, and in several other high posts.

He has also been an instructor in Medieval History at the University of Wisconsin, where he obtained his Ph.D., a labor organizer, an army officer, a dramatics director, and a consultant to numerous organizations.

In fact, Neufeld can be considered something of a renaissance man. Somehow, despite his many other activities, he has found time and energy to publish more than 35 articles, monographs, and books on a variety of topics. A translation into English poetry of Sophocles's *Antigone*, which was first published during his sophomore year

at college, is still available in an anthology of ancient Greek literature issued by the University of Wisconsin Press.

Neufeld believes a foundation of a good education is good writing. "Students have to learn how to write plainly, uncorrupted by academese," he said. "I require them to do a paper based on primary sources. It's hard work, and they regard it as hard work—they know I'm not an easy marker. I have high expectations for students in my courses."

Neufeld agrees that the number of college students who can write well has declined in recent years. "The percentage of students who write exceptionally well has not changed," he said, "but this was always a very small number. The percentage who can express themselves adequately has declined. There is a new ignorance of the meaning of words—probably in part because of the influence of television—and a greater reliance on faddish words."

Neufeld once distributed to his students a list of about 100 forbidden words. It included such words as "effectuate, in terms of, meaningful, and orientate." To this list he has added some more recent candidates: "thrust, like (instead of 'as'), -wise (preceded by any word), great, you know, fantastic."

Like I said, Maurice Neufeld has been a fantastic teacher, a great person and has orientated his students in terms of effectuating their knowledge. Education-wise, you know, his thrust has been meaningful.

Some Recent Thoughts on Maurice Neufeld

by Gladys Gershenfeld (GR '51)

Philadelphia 1995. At the ILR 50th Anniversary Celebration it was easy to put myself back in the Quonset hut, scorned in its day but now highlighted on a display montage. A video was shown as the group mingled and chatted. I saw Maurice Neufeld's face appear, remarkably unchanged over the years. I mentally went from the Quonset hut to the prefab, avoiding the water dripping into buckets in the hall.

Labor History class. I could see Professor Neufeld perched on the edge of a table in front of the class, discoursing with an elegant choice of words, expressing a deep thought with a playful twist, and challenging us to explain the significance of an historical event. Of course, the class devoured the juicy tidbits that were Maurice Neufeld's stock in trade, but they also responded to his willingness to meet with students outside of class and explore the latest crisis in the labor movement. Much later, when I went on to teach, I found that I could draw ideas from my classes with Maurice Neufeld in planning my own class sessions.

My son, Joel Cutcher-Gershenfeld, was one of the "legacies" who followed their parents to ILR. When he registered for a course with Professor Neufeld, we

decided not to mention the relationship, but I had occasion to do a guest lecture and they were both there. The professor's reaction was, with hands flung open, "They never tell me!" In fact, I'm sure he was as pleased as we to share the connection.

Gladys Gershenfeld is an arbitrator of labor-management disputes and a former professor of industrial relations at the Philadelphia College of Textiles and Science. She has served on the boards of the NAA, IRRA, and SPIDR.

Vernon H. Jensen

by James A. Gross

Vernon Jensen, known to his friends and colleagues as "Pete," became associate dean in July 1965 at a time when the faculty was seriously disputing the ILR School's future direction. Some influential ILR faculty members were pressuring to diminish the place of labor relations in the curriculum and to turn ILR into a school of social science. As Pete recalls, "there came a time when, at the graduate level, a student could earn an M.S. in the school without taking even one course in labor relations."

Former Secretary of Labor Frances Perkins, who shared a suite of offices with Pete at the time, told him he had to go "downstairs" because "they are wrecking the School." (The dean's offices were one floor below those of the Collective Bargaining Department.) Pete's own words best explain why he went to become associate dean:

It was my belief from the beginning that it was intended by the framers of the school, and as it was embodied in the legislation creating the school and in the state documents accompanying it, that collective bargaining was to be the heart and soul of the school. The origin and timing of the school, with George Meany as a silent architect, among the other like-minded planners, support this view. Of course, the school was expected to be multi-disciplinary, one of its unique features, because the art and practice of labor and management negotiations are multi-faceted. Collective bargaining as an art has grounding in law, in economics, in government, and in history, and makes use of psychology and sociology, too. But none of the disciplines was expected to dominate. The objective was to understand and practice enlightened collective bargaining, to minimize conflict as much as possible. The school was born in the period when collective bargaining had just made its way into our capitalistic society on a large scale after a long drawn-out difficult birthing, and there was much need of a wider understanding of it, both among practitioners and the public at large.

As dean and professor, Pete believed it was his role "to explain and broaden the understanding that collective bargaining is a fundamental democratic institution of a capitalistic or enterprise society." Collective bargaining was a process of accommodating various and often conflicting rights. It was democracy at work. (Pete's 1963 *Industrial and Labor Relations Review* article, "The Process of Collective Bargaining and the Question of its Obsolescence," is a classic in the field.) Yet, despite its democratic character and function, Pete remembers, "collective bargaining always seemed to need defending in the larger society—and, ironically, even within the school at times."

During Pete's tenure as associate dean, "Albany" indicated it wanted the school to reassert its original mission, and the faculty reaffirmed that mission. Pete actively supported many curriculum changes, however, as long as they were consistent with his understanding of the school's purpose. For example, long before the global economy, Pete anticipated the need to pay more attention to international labor relations. He participated in curriculum changes in organizational behavior and what was then known as personnel management—although, as Pete recalls, "almost all the textbooks [in personnel management] seemed to be written without regard to the existence of unions."

Before coming to Ithaca to play a vital role in creating the school's history, Pete received a B.S. degree in American history from Brigham Young University in 1932. He learned about unemployment through personal experience during the Great Depression. The only work available after his graduation was as a substitute teacher in his hometown (Salt Lake City) public schools. In the summer of 1934, he entered the graduate program at the University of California at Berkeley, seeking a master's degree in economics. As is so often the case, the encouragement and assistance of a wonderful mentor, Professor Charles A. Gulick, made Pete's future academic career possible.

Pete excelled in Gulick's Labor Problems seminar, which focused that summer on the Pacific Coast longshore strike; thus began Pete's unparalleled expertise in waterfront labor relations. Near the end of that semester, Gulick invited Pete to his home and told him the university always provided financial support "for students to stay here when we want them." That night, as Pete recalls, "I was launched in pursuit of a Ph.D." Other Jensen mentors included Professors Paul Taylor and M. M. Knight: "One could hardly have set out to find three such eminent and devoted mentors." Pete also rightly remembers his fellow graduate students as an exceptionally "illustrious" crowd that included Clark Kerr, John Dunlop, Lloyd Fisher, Sam Kagel, George Hildebrand, and Arthur Ross.

While working on his dissertation, a study of labor relations in the Northwest lumber industry, Pete accepted what was supposed to be a one-year appointment to teach economic history and labor problems at the University of Colorado. The one-year assignment lasted nine years, from 1937 to 1946. In the spring of 1939, Pete completed his dissertation as the result of constant hard work, no social life, and the indispensable and loving support of his wife, Esther.

After becoming a consultant to the National Defense Mediation Board in 1941, where he worked closely with Wayne Morse, then dean of the University of Oregon Law School, Pete became a public panel member, mediator, and arbitrator of lumber industry disputes for the National War Labor Board—and later the wage stabilization director of its Ninth (or Rocky Mountain) Region.

Pete first learned about the ILR School from Phillips Bradley, a member of the Ives committee who was doing field work for a report on worker education schools. At Bradley's urging, Pete applied for a professorship. He joined the school's faculty in 1946 and decided to specialize in collective bargaining.

Pete's first book, *Lumber and Labor*, was published in 1945 and was reprinted in 1971 by Arno Press and the New York Times in their series "Classics in American Labor." In 1950 Cornell University Press published Pete's *Heritage of Conflict—Labor Relations in the Nonferrous Metals Industry up to 1930*. Greenwood Press reissued *Heritage of Conflict* in 1968 in its important series "The Making of Industrial America." In 1954 the ILR Press published the second volume, *Nonferrous Metals Unionism, 1932-1952*. This second volume is a masterful description and analysis of the Communist infiltration and capture of the International Union of Mine, Mill, and Smelter Workers, formerly the Western Federation of Miners, and its subsequent expulsion from the CIO.

In 1973, the same year that the Cornell University trustees elected Pete professor emeritus, Cornell University Press published his *Strife on the Waterfront: The Port of New York since 1945*. One reviewer's comments provide insight not only into the importance of the book but also into Pete's approach to scholarship:

Professor Jensen [describes and explains] strife on the New York waterfront in the context of institutionalized collective bargaining. *Strife on the Waterfront* is a first-rate account of labor-management-government relations; it is not a narrow study in labor economics....The author is concerned with humanistic and institutional as well as economic and political facets of the industry....In *Strife on the Waterfront*, Jensen succeeds in being reflective and objective in his judgments. [Victor Liguori in *Sociology*, February 1974: 82]

Pete is currently living in Tucson, Arizona but keeps in close touch with his friends at the school. The decline of the labor movement has affected the school, Pete perceives, in that "personnel management seemed to take on a new life." In Pete's estimation, more money from industry is now available for human resources research than has ever been made available for research in labor relations. Pete persists in his view, however, that neither unionism nor collective bargaining, nor associated dispute settlement procedures, "should be written off" because collective bargaining is a basic democratic institution based on the rights of individual workers in a democratic society.

It was an honor for me to be asked to prepare these all-too-brief comments about one of the ILR School's most distinguished professors. I remember him as the dean who informed me that the faculty had voted to recommend me for tenure (and, with that wry grin on his face, told me that the faculty was not infallible); as a towering and athletic volleyball player who loved to needle the graduate students on the other side of the net when he would spike the ball (and who loved to needle certain colleagues by asking them who recruited them when they were too short for the volleyball team); and as the dean who raised hell with a colleague—who had the audacity to paint his own office something other than institutional green (causing one of the very best confrontations in ILR School history), followed some months later by a wastepaper basket fire in that same office (replete with fire trucks and sirens) caused by cigar ashes flicked by that same colleague, who had to suffer the wrath of Pete once again. Most of all, I remember and miss our once-a-week brown bag lunches (with George Brooks) in my office.

In an era of too many entrepreneur-academics, Pete's selfless dedication to the school, his love of teaching and scholarship, and his genuine concern for his colleagues' welfare stand out as the standard of what a distinguished professor and administrator should be.

Milton R. Konvitz

by Charles Arthur ('61)

Can you forget Uncle Milton Berle Konvitz?
He makes his living by other men's wits,
Using thoughts of Marx, Job, Socrates,
Emerson, More, Locke, Ecclesiastes.
You know their appeals:
Socrates says know thyself
Erasmus says praise thyself
Emerson says be thyself.
What's this to do with American Ideals?
Konvitz says: learn thyself.

— taken from [Arthur] 1961 Class Poem

by Sidney Hook

I'd like to address the quality of Milton Konvitz's personality—a quality that pervades all his work and experiences with others but that can best be sensed in face-to-face relationships. It is a quality that has grown in me over the sixty-plus years of our acquaintanceship and ripening friendship. It is a quality that marks him out from the great men whom he knew and admired: John Dewey, Morris R. Cohen, and Horace M. Kallen. It flowed from his realization that no human being is all of a piece, that the insight, vision, and virtue we admire in a person are not affected by other aspects of that person's behavior in relationships with others, in contexts where these admirable qualities are missing, and petty, ungenerous, and

sometimes hateful traits are found. This capacity to see and to cherish the truthful and admirable qualities of character and behavior, even when in other contexts their absence is conspicuous, is extremely rare. The incapacity is often the source of unfairness and injustice in human judgment. We are all inclined to let the defects of human behavior blind us to its virtues, and our enthusiasm for excellence and moments of heroism blind us in other contexts to human failings and sometimes to malice. What has impressed me about Milton Konvitz is that his eye and judgment have unfailingly been more discerning and appreciative of the positive qualities and insights of those he studies and writes about, as well as of those he knows, than of their inconsistencies, contradictions, and blindness. He is more attuned to the vision a person sees than to the denial of the vision of others. It is, of course, too much to expect any human being to be able to do this universally, but I am confident that Milton Konvitz could do this for the Zealots who fought the invincible Roman Legions in expectation that the angels would descend to protect them, as well as for Josephus, so unjustly scorned, without justifying their particular course of conduct. Like Emerson, Milton Konvitz believes that "every man is entitled to be judged by his best moments"—not merely because of his sense of injustice but because of his own superabundant good will.

Undoubtedly there will be some who will be incredulous of this judgment. It seems too good to be true of someone who is so intelligent. Nonetheless, I believe it is true and that it will help anyone trying to understand Milton Konvitz from the perusal of this record. [adapted from "An Introduction" for *The Guide to the Papers of Milton Konvitz*]

How I Came to Offer the "American Ideals" Course

by Milton R. Konvitz

I have often been asked by former students how it happened that I taught such an unconventional, maverick course as the Development of American Ideals. "Upon this point," as Justice Holmes wrote, "a page of history is worth a volume of logic." So here is the page of history.

In the summer of 1945, after I had been told by Dean Ives and President Day that I should consider myself a member of the ILR faculty, I met with Maurice Neufeld, Jean McKelvey, Phillips Bradley, and others to discuss the problem of the school's curriculum. It was settled that I would teach the course in Labor Law. I proposed that I also offer a course on Civil Rights. (At both the NYU Law School, where I was then teaching, and the New School for Social Research, I was teaching a course on Civil Rights, then a new pioneering subject. In March 1945, the Ives-Quinn Law outlawing discrimination in employment was passed by the New York legislature, and in the following month the New Jersey legislature also enacted such a law. At that time, too, I was assistant general counsel of the NAACP Legal Defense Fund. So it was quite natural that ILR should have a course on Civil Rights and that I should offer it.)

It so happened that at this time my friend George Thomas, professor of philosophy at Princeton, was visiting the campus. I told him about the ILR School and took him over to meet my new colleagues. As we discussed the ILR curriculum, Professor Thomas suggested that we offer a course in Ethics. The idea appealed to everyone, so the curriculum included a required course in Ethics.

Although I could have given the course in Ethics (I had my Ph.D. from Cornell's Philosophy Department), it was agreed that it would be well to avoid a jurisdictional dispute with the Philosophy Department (because of some subject overlaps, ILR was not exactly welcomed by the Economics Department); so the Ethics course was offered by the Department of Philosophy.

Several years later, Professor Arnold Hanson asked me to see him. He told me that Dean Catherwood and he agreed that the Ethics course was not a success, there was too much student dissatisfaction. He asked if I would take it over. I had no desire to become the center of a jurisdictional dispute. So several days later I made the following counterproposal: I would offer a two-semester course to be called "The Development of American Ideals." (The name was intentionally crafted so as to avoid any possible charge of trespass on any department's turf.) The first term would be a study of the philosophical, religious, and political foundations of basic American ideals and institutions, such as the rule of law, covenant and constitutionalism, natural law, natural rights, human dignity, and liberty of conscience. The readings would include several of the Socratic dialogues of Plato, the *Meditations* of Marcus Aurelius, Sophocles's *Antigone*, Pico della Mirandola's *Oration on the Dignity of Man*, Locke's *Second Treatise* and his *Letter on Toleration*, selected *Essays* of Emerson, and selected readings from the Bible. The second semester would be devoted to a study of Supreme Court opinions and decisions on the Bill of Rights and the Civil War Amendments. This would replace the course on Civil Rights.

This bit of institutional and personal history may be taken as a confirmation of the truth of one of the maxims of La Rochefoucauld: "Although men flatter themselves with their great actions, their actions are not so often the result of a great design as of chance." For it was by chance that I met George Thomas, who by chance was on the campus, and that he by chance suggested that ILR offer a required course in Ethics.

Former students have been kind enough to give me credit for the American Ideals course, but I give them and the course credit for the books that flowed out of it: *Civil Rights in Immigration* (1953), *Fundamental Liberties of a Free People* (1957), *A Century of Civil Rights* (1961), *First Amendment Freedoms* (1963), *Expanding Liberties* (1966), *Religious Liberty and Conscience* (1968), and *The Bill of Rights Reader* (1960, in its 5th ed. in 1973); also two books on Emerson, and a book on American pragmatists. These books bear tangible evidence of the benefits I have received, but they are also partial evidence of what the students received. Many thousands of students, from both ILR and all other colleges on the campus, took American Ideals, and some, after having taken the course for credit, paid me the endearing tribute of repeating the course as auditors. My debt to all my students is great, and my gratitude will not cancel it.

4.

THE SCHOOL DEVELOPS

Between 1947 and 1953, when M.P. Catherwood left the deanship to become New York's industrial commissioner, the ILR School developed into a full-fledged educational enterprise. These pages attempt to capture some of the excitement of this period of the school's history, which was characterized by vigor, growth, and innovation.

Alumni Recall Their Lives as Students

by Jacob Seidenberg ('GR 51)

My earliest recollections of the school include the spirited discussions among the graduate students located in the "bullpen" in the back of the Quonset hut as to whether it made sense for the school to be a four-year degree-granting institution with graduate school functions. The discussions centered on whether labor relations was a bona fide discipline and were juxtaposed against the establishment of interdisciplinary institutes in labor relations such as those that had been recently created at Berkeley, UCLA, and the University of Illinois, where students obtained degrees in one of the established disciplines and merely took work in labor relations.

I remember some of the participants in these discussions being John Slocum, Ed Wickersham, and Ed Beal. The consensus was that the school had a meaningful function and its forthcoming 50th anniversary confirms the vision and judgment of the New York State legislature in establishing it.

Jake Seidenberg came to ILR for a Ph.D. with a law degree, a career as an established arbitrator, and experience on the War Labor Board already under his belt. He left with a Ph.D. to teach, but was sidetracked by service under Presidents Eisenhower and Nixon (as the first chair of the Federal Service Impasses Panel). A Groat Award winner, he has spent the rest of his career as a full-time arbitrator.

by Chris Argyris ('GR '51)

My most prominent memories of our school were its spirit and the energy that emanated from its faculty. The faculty seemed to be motivated by the fact

that they were building a new school. I was especially impressed that they were willing to break down traditional academic barriers, but their commitment to professional education and to connecting knowledge with action also impressed me.

Chris Argyris is the James Bryant Conant Professor of Organizational Behavior and Education at Harvard University. In addition to his Cornell Ph.D., Argyris holds 5 honorary doctorate degrees. He won ILR's Great Award in 1972 and was honored in 1994 by the establishment of The Chris Argyris Chair in the social psychology of organizations at Yale.

by Eric Jensen ('51)

When I went to the ILR School many of its students were World War II veterans and close in age to some of the professors. Most of us had had some work experience, and the result was a lively dialogue both with the professors and among ourselves. We learned from one another as well as from our professors. We were lucky to have been at the school at a time when Labor was strong and industrial relations a very necessary study.

Eric Jensen was vice president of industrial relations for ACF Industries when he received the Great Award in 1971. Currently, he is an attorney with Epstein Becker & Green in Stamford, Conn.

by Paul Yager (GR '49)

In the fall of 1945 when I was released by the navy, I was interviewed for admission to the graduate program by Phillips Bradley, who was doing the "heavy lifting" in Ithaca, getting ILR started while Senator Ives was finishing his last term in the New York State Assembly. ILR was then based in Cornell's Agricultural Economics building. During the 1946 spring term, all ten or twelve graduate students met occasionally with the gathering flock of faculty—McKelvey, Neufeld, McConnell, Konvitz, Jensen, Ferguson, and the droll Hungarian statistician, Pete Morton. As graduate students we were also enrolled in a Labor History seminar with Professor Montgomery in the arts college, who was not happy that ILR was supplanting him as the "Labor" authority at Cornell. He did manage to meet us two or three times, but the most valuable benefit of that course was the three-volume Millis and Montgomery tome, the authorized text, which we as veterans could obtain under the G.I. Bill.

During the summer of 1946, I had a job as a timekeeper on the project to build the Quonset huts. I had also been appointed a graduate assistant, and so I conducted recitation sections for Neufeld and did some extension work with Alpheus Smith. When the Elmira Chamber of Commerce learned that our extension courses for stewards and foremen were teaching collective bargaining

procedures, letters were written to President Day and legislators complaining that Cornell was teaching subversive doctrines.

The GI Bill gave many veterans opportunities for advanced education and ILR grew apace. In the 1946-47 academic year, the ILR culture developed. ILR undergraduate and graduate students became leaders in almost every phase of campus life. Early on, the special esprit that still typifies the ILR environment was generated by a mature student body and an intellectually exciting faculty.

It was either in the fall term of 1946 or the spring term of 1947 that those of us who wanted a course in Labor Law were dispatched to the Law School, where Clair Wilcox taught the lawyers-to-be that workers in fact had a right to organize and negotiate conditions of employment with the owners of businesses—despite the presumed sanctity of property rights that was so dear to the hearts of Cornell law students. (But Taft-Hartley was in the wings....)

In the summer of 1947, I think, a great international conference on the teaching of industrial and labor relations was conducted in the large sweltering ILR lecture room where several of us, employed as *rapporeurs*, were frustrated by the failure of our primitive magnetic wire recorders. It is probable that the Industrial Relations Research Association grew out of that conference; several of the distinguished "labor economists" who attended left, however, convinced that ILR was a flash in the pan and would not survive in academia because its subject matter was not a real discipline since it was not subject to the rigorous standards required of serious scholars.

Those early years were exciting and rewarding. The faculty, graduate students, and undergraduates were stimulated by one another, and we enjoyed a respectful, intimate, though sometimes contentious, climate. The product of the enterprise is what we are so proud of 50 years later.

Paul Yager has been an arbitrator, mediator, and factfinder since finishing his stint as Director of Region 1 of the Federal Mediation and Conciliation Service in 1986. A recipient of ILR's Groat Award in 1977, Yager has been first vice-president of SPIDR and an executive board member of the IRRA. He served on the ILR Advisory Council for 10 years.

by Robert Raimon (GR '49, '51)

In labor economics today, the course titles and even the course descriptions are much the same as they were even before the ILR School divided itself into departments. The antecedents of the departments were defined enough so that a graduate student could major in Collective Bargaining, for example, and minor in Labor Economics and Income Security. Behind the course titles and descriptions, however, there has been profound change—increased emphasis on theory and quantitative analysis, partially displacing the institutional, descriptive heritage of

the John R. Commons school. This reflects the postwar changes that have evolved in the disciplines from whence the third wave and subsequent faculty have been recruited—sociology, economics, history, law, statistics. The first wave consisted of the founders and those appointed in the first couple of years, primarily individuals with institutional training or those who came to ILR directly from years of experience as practitioners. The second wave consisted largely of some of the early Ph.D. graduates of ILR, myself included.

My keenest memory of what was going on in labor economics at ILR when I was a graduate student was the research seminar offered by the late Arnold Tolles. The format involved duplicating and distributing the students' papers a week before they were to be defended. No copiers or word processors were on the scene yet. At a time when the Department of English shared the services of but one secretary, even though it was providing the entire body of Cornell freshmen with classes in writing, we turned our papers over to Tolles's secretary to be mimeographed. Courage and ILR 540 were prerequisites for the seminar. It was held at the Tolles residence where resided a large English setter given to growling and to gnawing a huge bone under the table, in the vicinity of our ankles. Still more threatening was a pair of Siamese cats. They would perch upon the mantelpiece, waiting for the victim's paper to be in play. Then, with exquisite timing, one would pounce upon his back—claws extended.

Mimeographing was by no means our only luxury, however modest the Quonset huts that housed the school and its library. We also boasted a division of audiovisual aids, with a professor in charge. The equipment was world-class and included wire recorders. I spent many an hour trying to untangle the record of on-campus conferences, a task that could better have been done by the Tolles' cats.

Another memory involves the fancy camera belonging to this division. The Ph.D. thesis with the most pages in ILR history was on its way back to Ithaca in a Hudson being driven by its author, soon-to-be SUNY Professor Lou Salkever. It got as far as a village several miles east of Ithaca when the Hudson collided with a moving locomotive. Although Lou's injuries were not serious, his thesis pages were widely distributed along the railroad tracks. Summoning several graduate students to retrieve the pages and stand at prescribed distances from the camera waving their arms, the professor of audio-visual aids took many photographs in preparation for the ensuing lawsuit. We learned later, however, that the camera had held no film.

The Faculty Were Giants

Today we would call it a "rampup." The roster of the school's faculty expanded rapidly during the late 1940s and '50s with the greatest growth occurring in 1946 (19 new members), 1947 (11 new members), and 1950 (16 new members). Among those were many with impressive careers and long-lasting legacies, some of which are described in the 1961 Class Poem by Charles Arthur.

by Charles Arthur ('61)

Gardner Clark

Remember Mr. Gardner Clark?
His research prompted this remark:
"How now, Soviet cow?
Do you give milk or pull a plow?
Can you make steel or don't you know
how?"
"Moo!" said the Soviet cow as she licked
his face—
"All that too, and the first cow in space."
"Gracious!" said Gardner (for he could
never swear)
"I wonder how
A Jersey cow
From Oneida County, New York, would
compare?"

Martin Sampson

Yes—the memory is mellow
But do you remember this fellow?
Charts and Rosters
And a complex seating plan:
Each one fosters
An efficient, dedicated man.

One gets myopia
Correlating each chart and plan
In a systematic Utopia,
But it takes an efficient, dedicated man.

Duncan MacIntyre

Then there's MacIntyre, our version of
the CIA
His encyclopedic mind lets no fact go
astray.
He knows the ins and outs of your town
and kinfolk—
Things like—the fact that your great-
aunt died of a sunstroke,
Or—that you worked part-time last
summer in Massachusetts cranberry
bogs,
Or—that Uncle Willy's disability
resulted from falling in the marsh
while chasing frogs.

Remember when we first met him the
first day?
His reputation had preceded him in the
usual way.
He strode sternly into the room without
a word.
Silence fell suddenly—not a sound was
heard.
Straight to the board he went
And as he wrote the class was intent:
"Hazards" (underlined this) "death,
temporary and permanent disability"
Nervous snickers. He turned with a
frown at this risibility.
"These are serious hazards we are
studying in this course."
Thank god! We thought they were
hazards of the course.

Iz Blumen and Bob Raimon

Messrs. Blumen and Raimon sound profoundly sensible
 But to most of us they were quite incomprehensible.
 Blumen had an aberration
 About the standard deviation
 And variation
 Around a normal curvilinear line
 That developed Kurtosis of the cosine.
 And after much self-interpellation
 He would prove it by Chi-square correlation.
 And Raimon would say in his peculiar way
 "If Shister's theory were used by a shyster

How many workers are hired by the burgermeister?
 But if we are to believe Friedman's contention
 And assume Reynolds' theory of retention
 (Arthur Ross, of course, is not above mention)
 Then how many workers will go to the annual convention?"
 Then, no sooner than these words are uttered
 They, under their breath, a private joke muttered,
 And turning from the blackboard, quite amused,
 They saw a class magnificently confused.

Charles Arthur is president of Arthur Associates Consulting, a firm providing philatelic appraisal and assignment services. Until he retired in 1991, he served as corporate director of employee relations for the Research Foundation of the State University of New York.

Alice Cook: Lifelong Scholar, Consummate Teacher

by Marcia L. Greenbaum ('62)

In her 90-plus years, Alice Hanson Cook has become a "living legend" with many careers, all related to improving the conditions of working people, particularly women. She came to the ILR School in 1952 to head a new project, "Increasing Labor Participation in Community Affairs," which had been made

possible by a grant from the Fund for Adult Education. When the project ended a few years later, she joined the regular ILR staff as an assistant professor, becoming a full professor in 1963.

Alice Cook brought to the classroom a wealth of experience—in social work, German economics and labor conditions, and labor relations and labor education. Born in Alexandria, Virginia in 1903, she graduated from Northwestern University in 1924 with a bachelor of letters degree. She was an activist on campus, studying oratory, involved with the Student League for Industrial Democracy, and co-founder of the student Liberal League to promote socialism, civil liberties, and labor unions.

Thereafter, the "have satchel, will travel" Alice lived and worked in Indianapolis, St. Louis, and Arkansas, ending up back in Chicago where she joined the YWCA's industrial department as industrial secretary. There her clientele were mainly domestic workers, waitresses, milliners, and garment workers. During this period she married, but, contrary to the convention of the time, she retained her maiden name.

She received an exchange fellowship and went abroad to do graduate work in Germany at both the University of Frankfurt-am-Main, which also housed the Akademie der Arbeit, and Humbolt University in Berlin, where she became fluent in German. Although she came back to the United States in the summer of 1931, she considered returning to write her Ph.D. dissertation on labor education in Germany—a plan she abandoned when Hitler rose to power.

In the midst of the depression, Cook found a job with the YWCA in a working-class district in Philadelphia. From 1931 to 1938, she worked with industrial women from the textile and hosiery mills and with a number of labor organizations. She became education director for the Philadelphia Joint Board of the United Textile Workers, helped found Local 3 of the American Federation of Teachers in Philadelphia, and was a delegate to the Philadelphia Central Labor Union. In 1937 she went to work for the Textile Workers' Organizing Committee, CIO, as education director to the rayon division. There she documented the health hazards of rayon production. She also taught labor extension courses for Pennsylvania State University.

According to Alice, this period "was a heady time. We were right across the river from Camden, New Jersey, where the shipyard workers were organizing, and I wrote the constitution for the shipbuilder's union....Every minute we had we spent in this daily defense of working people. We were all organizing unions without being on anyone's payroll."

In 1939 she had a son, Philip, and began dealing with child care issues. For several years she and another woman looked after as many as five children, while she also served part time as education director for the Shipyard Workers Union in Camden, taught courses, and wrote manuals and articles. From 1941 to 1944 she worked for the Philadelphia Joint Board of the Amalgamated Clothing Workers;

but she left full-time employment when it was no longer possible to obtain adequate household help to care for her home and child. This experience no doubt sparked her continuing interest in women's and child care issues.

After the war, the U.S. Military Government in Germany sent her on several missions to assess the needs of the German labor movement for worker education programs. Later she became a foreign service adult education advisor for the American Occupation, documenting the needs of women and children. When her husband was named labor attache under the Marshall Plan, they moved to Vienna, Austria, but then they separated.

She returned to Germany, where, as chief of the Adult Education Section of the Office of Cultural Affairs of the U.S. High Commission, she worked with the unions and established a permanent labor education center. At that point she yearned to be "re-Americanized" and to have her son educated in a U.S. high school.

It was upon her return to the United States in 1952 that she came to the ILR School and subsequently joined the faculty. On campus she was known as "Aunt Alice" because of the personal interest she took in each of her students. She also conducted extension classes for trade unionists. In the summer of 1958 she launched her first lecture tour under the auspices of the U.S. Information Service (USIS), in Germany.

In 1959 Cook began a study of the government of several large local unions in New York City, which led her to apply for a Fulbright grant to study the government of unions in other countries. This time she looked to Asia instead of Europe. She spent 1962-63 in Japan at Keio University and visited Hong Kong, Okinawa, Taiwan, the Philippines, and Korea, interviewing officials and trade unionists. Over the years, Professor Cook conducted lecture tours for the U.S. Information Agency in Germany, Japan, India, Taiwan, and Korea.

While at the ILR School, Cook authored or coauthored many publications on trade unions, including three books: *Labor Education Outside the Unions* (1958), *Union Democracy* (1964), and *Japanese Trade Unions* (1966).

After the turmoil on campus and takeover of Willard Straight Hall in 1969, newly elected Cornell President Dale Corson called upon Alice Cook to serve as the university's first Ombudsman, a position set up to help resolve grievances involving faculty, students, and/or the administration. Receiving 1500 complaints the first year, Cook kept peace on campus until 1971, when she returned to teaching.

She retired from teaching at the ILR School on July 5, 1972. At the same time she received a Ford Foundation grant to study child care and other support for working mothers worldwide. So after teaching at the Harvard University Graduate School of Business Administration that summer, she went off to Sweden, East and West Germany, Rumania, Russia, Israel, Japan, and Australia,

and came back "completely a feminist," she said. She published her findings in a book, *The Working Mother: A Survey of Problems and Programs in Nine Countries.*" As ILR Professor Jennie Farley observed, "They say that retired people don't keep up with the literature in their field. Well, Alice is not just keeping up with it; she's writing it."

Professor Emerita Cook was active in both peace and women's causes. In 1974-75 she taught a seminar on working mothers as part of the Cornell Women's Studies Program. In 1983, at age 79, she demonstrated at the Seneca Army Depot in Romulus, New York with the Upstate Tasteful Ladies. Dressed in suits, heels, stockings and white gloves, they protested the deployment of cruise and ballistic missiles. *The Ithaca Journal* (10/3/83) reported that Cook said: "We stand here this afternoon dressed as we are as a reminder that working for the abolition of nuclear weapons can take many forms."

In November 1983, in honor of Cook's 80th birthday, the ILR School held a conference entitled Women and Work in Fifteen Countries. Representatives from Australia, East and West Germany, England, Japan, Rumania, and Sweden acknowledged her lifetime contributions and her international influence. They got a history lesson in return, hearing about Alice's role in liberating the Rathskeller, the exclusively male faculty dining room in the cellar of Statler Hall. She later said that looking back on her forty years at Cornell, she cherished two events: serving as the university's first ombudsman and integrating a male faculty fiefdom.

In 1990 at the age of 87, the peripatetic professor again went to Germany, this time to research the roles East and West German women trade unionists would play in reunification. While there, she was the subject of a documentary film made by several Ithaca-area college professors, who had to run around Berlin and Frankfurt to keep up with her. Sandra Pollack (B.S. '59), a professor at Tompkins-Cortland Community College, said, "Our aims in making this film are threefold. We want to capture Alice's ability to present complex, specialized ideas in clear and accessible language. This is what has made her a consummate teacher. Second, we want to present social policy and labor issues through Alice's life story, and, third, we want to highlight the experience of aging in the context of activism." Entitled "Never Done: The Working Life of Alice Cook," the film crowds into less than one hour, a life of nearly 90 years encompassing five careers: labor educator, labor organizer, social worker, member of the foreign service, and professor.

Not one to rest on her laurels, Alice continued to speak, write, and travel. In April 1993 while giving a lecture followed by a showing of the film, Cook said that she thought her life took shape by happenstance, but that there was a common thread in all her experiences, namely, the pursuit of justice for women. On this occasion she acknowledged her mother and grandmother, turn-of-the century suffragists, who brought her up with the notion that "girls deserved an education as much as boys."

I had the good fortune to have Alice Cook as a professor in several courses, including Labor Union History and Administration. She gave each of us an appreciation of the workings of trade unions, their historical place in the democratic processes of this and other countries, the roles and responsibilities of trade union officers, and the life of working people. She invited the trade union leaders of the day to come to campus and speak with the students. As one of two female full professors at the ILR School, and few more at the university, she uplifted the role of women in academia and the workplace. She pioneered the position of university ombudsman. Not a shrinking violet, she stood her ground, smoothing the way for those who came after..

For Alice Cook's 90th birthday, the ILR School sponsored another conference, this one entitled Women and Gender Relations in the Changing World of Germany and Eastern Europe. It drew American and European scholars and political activists to the campus to examine issues related to women and the political and economic changes in Germany and Eastern Europe. Alice Cook has done much to put the ILR School on the world map, to educate workers worldwide about their rights and responsibilities in their respective societies, and to assure women workers equal rights, opportunities, and justice. Indeed, her working life is "Never Done."

Frances Perkins

Distinguished Public Servant

by Emmet O'Brien

Frances Perkins, who as secretary of labor under President Franklin D. Roosevelt became the nation's first woman cabinet member, caught the political atmosphere in the beginning of the second decade of the 20th century in her book, *The Roosevelt I Knew* [1946]. Miss Perkins was a representative for the Consumer League in Albany and later an investigator for the Factory Investigation Commission, which grew out of the Triangle Factory Fire. She developed a fascination for the old-line Tammany Hall Democrats, the Irish-Americans who ran New York City and occasionally New York State in their own peculiar fashion. Thanks to her work with them, she outmaneuvered very strong opposition, and the legislature passed the 54-hour-a-week bill covering women and children.

A series of industrial reforms grew out of the findings of the Factory Investigation Commission: workmen's compensation, compulsory shorter hours for women and children, limitation on the age of children at work, barring of night work for women, industrial accident prevention programs, and building codes for factories and mercantile establishments. "The extent to which this legislation in New York marked a change in the American political attitudes and policies toward social responsibility can scarcely be overrated," she wrote. "It was, I am

convinced, a turning point; it was not only successful in effecting practical remedies but, surprisingly, it proved to be successful also in vote getting."

Frances Perkins, herself, told an anecdote that reveals a lot about the character of the woman:

Certainly there was nothing social-minded about the head of Tammany Hall, Charles Murphy, whom I went to see when legislation on factory buildings was before the state legislature. I went to enlist his support for this legislation. I climbed the stairs of old Tammany Hall on 14th Street in a good deal of trepidation. Tammany Hall had a sinister reputation in New York, and I hardly knew how I would be greeted, but, as I later learned, a lady was invariably treated with respect and gallantry and a poor old woman with infinite kindness and courtesy. Mr. Murphy, solemn dignity itself, received me in a reserved but courteous way. He listened to my story and arguments. Then, leaning forward in his chair, he said quietly: "You are the young lady, aren't you, who managed to get the 54-hour bill passed?" I admitted I was. "Well, young lady, I was opposed to that bill." I replied, "Yes, I so gathered, Mr. Murphy." "It is my observation," he went on, "that bill made us many votes. I will tell the boys to give all the help they can to this new bill. Good day."

As I went out the door, saying "Thank you," he said, "Are you one of those women suffragists?" Torn between fear of being faithless to my own convictions and losing the so-recently gained support of a political boss, I stammered, "Yes, I am." "Well, I am not," he replied, "but if anybody ever gives them the vote, I hope you will remember that you would make a good Democrat."

Esteemed Lecturer, Biographer, Teacher, and Colleague

by Maurice Neufeld

Frances Perkins first came to Cornell for a brief appearance in May 1955. She so impressed all her listeners that the Dean and Faculty of the ILR School prevailed upon her to abandon life as she knew it in New York City, a place her strength of character and talents had helped to civilize. So at the age of 75, she began a new career in far-away Ithaca, soon-to-be stripped of even its railroad service, the only form of long-distance transportation recognized by Frances Perkins. Although burdened by that failure of national common sense, she remained at the university for eight years as an esteemed lecturer, biographer, teacher, and colleague.

Perkins soon duplicated in Ithaca the feat she had already accomplished in the world at large: she knew men and women of all ages, from virtually every endeavor and range of interest, by name. Later, she could name them still, but

often only by recognizing their voices. She moved throughout the University with presence, courtesy, attention, warmth, and kindness. Under the most trying circumstances, she remained in full mastery of clear thought, precise diction, elegant wit, less-than-innocent irony, good cheer, considered action, and, especially, herself.

Perkins's accomplishments in the American quest for social justice are legendary. We must honor her long, fruitful, and devoted service to Franklin D. Roosevelt, surely unmatched in loyalty and selflessness among members of his administration. To protect him, as others all-too-often did not, she turned her formidable powers of reserve upon the members of the press and received from them the national image of an aloof, aristocratic, and very proper New Englander in a tricorn hat. But if injustice were done to the vibrance of her personality, Frances Perkins could find little time to care. She had seen her duty clearly and had fulfilled it. She remembered then, as she always did, what her beloved grandmother had told her: "When in doubt, do what is right." Thus, she found lifelong personal standards of conduct in traditional and familial ethical values transmitted from the 19th century. By contrast, she discovered consistent guides to public action in the ideals of social justice forged by her own generation and passed on to us.

Other Sides of Frances Perkins

by John W. McConnell

Special mention should be made of the fact that the school had the extraordinary pleasure of having Frances Perkins among its faculty. Miss Perkins's unique style, her youthful outlook on America's future, and her engaging personality endeared her not only to the ILR School but to all of Cornell. Her designation as the first woman faculty member in residence at Telluride House, an all-male student association, was effective testimony to her influence on campus.

by George Hildebrand

I formed a friendship with Frances Perkins early on. The reason was not labor matters but railroads. We both knew much about them and loved to ride them. More than once we took the bus from Ithaca to Syracuse, then boarded the train to soon be off to New York City. We both congratulated ourselves at having avoided flying each time.

We sat together at the dedication ceremonies for the school's new complex in 1962. After listening for over a half-hour to Nelson Rockefeller list all the highways he had built for upstate New York, I voiced an audible complaint to Perkins. Her reply: "You would understand this man if you had known his uncle, Senator Nelson Aldrich of Rhode Island, who also loved to talk on and on."

On my last meeting with Frances Perkins, she presented me with a fine old photograph of a Reading Railroad ticket office in Reading, Pennsylvania. She was a great lady.

Visits and Visitors

No picture of the 1950s would be complete without a glimpse of the visitors who came to campus—both as lecturers and as students—and of visits made by students on the many field trips they took to expose them to the world of work in various industries. The vision of Frances Perkins behind a lecturn, holding a class of students spellbound, is not likely to fade from view. Groups of students boarding buses, riding down into mine shafts, or bunched at the entrance to the Carrier plant reveal moments that were far removed from the computation labs or library tables. And class photos of West German and Indian student groups indicate the diversity of perspective that was available. See the photos at the center of this book to recapture a sense of the times. These visits and visitors enriched the educational ILR experience enormously, both on and off campus.

Tenth Anniversary: Reflection and Change

The School Celebrates its 10th Anniversary

by Milton R. Konvitz
[From *For Our Information*
(October 1955)]

Ten years ago this month our school opened its doors. It was not, essentially, money or an act of the legislature or a resolution of the trustees of the university that opened the doors of our school. This was done by an act of faith—faith in the "complete and generous education" of which John Milton spoke, an education "which fits a man to perform justly, skillfully, and magnanimously all of the offices, both private and public, of peace and war." For in our day, outside of the relations between nations, it is in the relations between management and labor that one finds most frequently and prominently states "of peace and war," which involve "all of the offices, both private and public," and in which the need is greatest for persons who can perform their functions with a maximum of justice, skill, and magnanimity.

Now, after the passage of a decade, it is relevant to consider whether the act of faith has been, in a significant degree, justified by the type of education that our school has been offering. Is our educational program—resident teaching, research and publications, and extension—sufficiently "complete and generous" so as to fit our students with the qualities of justice, skill, and magnanimity to meet the problems "of peace and war" in the field of industrial and labor relations? Are

we putting to best use the time of the students who have been entrusted to our care? Are we—faculty and staff of the school—fulfilling the great trust imposed on us by the state and by the university to the maximum degree possible? Or are we too much at ease in our Zion? Have we become slaves of use and wont, of fixed habits of thought and action, so that we no longer see our goals clearly and as live options?

In the nature of things, one cannot be forever a pioneer. After ten years, perhaps our venture no longer seems an adventure; and this change in attitude may be inevitable, and may in fact even have compensations; for one cannot live for years in the state of excitement that Keats associated with Cortez "when with eagle eyes he stared at the Pacific." Yet the sense that one is searching, looking for discoveries, is inseparable from university teaching, which demands that the teacher have "eagle eyes" and that he believe that there is always still another Pacific that awaits his discovery.

The Emergence of Departments at ILR

by Frank Miller

I imagine that many people believe college departments have always existed or at least go back to 1066 (or the founding of Harvard, whichever came first). Some may have been told that the university's president brought them in his black bag, or that they were found one morning on the quad under a cabbage leaf. It is time you were told the facts of life in a straightforward, unembarrassed fashion.

In the beginning of the ILR School, there were no departments and nobody seemed to miss them. In fact, in the first semester two professors taught five courses each. As new faculty members were added, a certain amount of primitive specialization took place, reflecting the training and interests of the founders (also reflecting the shortage of "all purpose" professors like unto the first two). By 1946-47 there were eight so-called teaching concentrations, or subject matter areas: Collective Bargaining and Labor Law; Labor Union History and Administration; Labor Economics; Economic and Social Statistics; Human Relations; Industrial Education; Personnel Administration; and Social Security and Protective Labor Legislation.

During its formative years, say 1946 to 1954, the school was sufficiently small that the dean and faculty could act as a committee of the whole in making important institutional decisions. Even so, certain questions—such as which undergraduate and graduate applicants to admit, who deserved financial aid, and who deserved special awards—were very early referred to special faculty committees. By the time the school approached its tenth birthday, the distinctive problems of the "teaching concentrations"—matching teachers with required courses, deciding who taught which electives, determining which candidates to

recommend for faculty appointment or for promotion—seemed to call for a formal structure, in other words, departments.

In addition to such functionally dictated requirements, there were two "political" motives for departmentalization. The dean thought he would be well served by having formal units that would accept some budgetary discipline over faculty costs and enforce professional standards. Many of the senior faculty envisioned departments as providing an umbrella to protect non-tenured colleagues from administrative pressures to perform "institutional research." (The charter of the school included an obligation to produce "useful" research for the benefit of New York State and the school's practitioner constituencies in unions, management, and government, following the pattern of the other state-supported colleges at Cornell. Naturally, the dean and research director felt pressure to respond to constituents asking for research relevant to their problems, but the freedom of Cornell professors to do research that met their own intellectual specifications came into conflict with this administrative expectation.)

In any case, for a mixture of practical considerations, some of them politically significant, the school formally adopted a departmental structure. The 1956-57 report of the dean to the president and board of trustees contains the following statement: "the former eight areas of study...were amalgamated into four, beginning in 1958, (to be) known as (1) Collective Bargaining and Trade Unions; (2) Economic and Social Statistics; (3) Human Resources and Administration; and (4) Labor Economics and Income Security."

Development of International Programs and Outreach

International Activities: The Early Years

by John Windmuller

If there was a take-off period for the ILR School's international programs and activities it probably began in June 1951 when the Cornell Board of Trustees authorized the school to establish an Institute of International Industrial and Labor Relations. Soon thereafter, Dean M. P. Catherwood established the institute "as an integral branch of the School's program." His decision reflected a commitment on the part of the school's administration to devote significant resources to the development of an international component in the overall program.

In a report issued two years later the institute spelled out three main objectives: (1) improving labor-management relations in New York State and the nation by studying the experiences of other countries; (2) helping other countries to improve their labor-management relations by becoming familiar with American

experience; and (3) training professionals for employment in the field of international industrial and labor relations.

Within a relatively short time the school's three main functional areas—resident instruction, research, and public service—did indeed adopt an enduring international dimension. In resident instruction the initial one-course offering titled "Comparative Labor Relations" and given for the first time in 1951 was complemented by the addition of several new courses and seminars, some of them initially taught by visiting professors, notably Adolf Sturmthal. In research a surprisingly large number of faculty members and graduate students took on projects with an international or comparative dimension. Even a partial list is impressive for it would include Maurice Neufeld and Gardner Clark working on Italy; Jean McKelvey on Britain; Oscar Ornati on India; Mark Perlman on Australia; and Milton Konvitz on Liberia. Others joined them during the next few years, among them James Morris on Chile; Henry Landsberger on Latin America; William Foote Whyte on Venezuela and Peru, and later on Spain; Robert Aronson on Ghana and Jamaica; Alice Cook on Japan; Larry Williams on Peru; George Hildebrand on Italy; John Windmuller on the Netherlands and Walter Galenson on several topical comparisons among countries. Already this incomplete list conveys an idea of the importance comparative and international studies were assuming in the school's research activities, usually with support from foundations, school and university grants, sabbatic and other leaves, and to some extent federal government financing.

Of great importance was the farsighted decision by the staff of the ILR Library to give substantial importance to the acquisition of books and documentary materials relating to foreign and international labor problems and to establish exchange agreements with institutions abroad. This policy, backed by the deans and members of the faculty, had far-reaching consequences. It helped to raise the standing of the library from being just one more well-equipped and competently administered institution to unrivaled leadership in the entire world.

While research and teaching activities in the international area were rapidly expanding in the 1950s and the first half of the 1960s, public service activities grew correspondingly. Many foreign visitors came to the school for stays ranging from a few days to several months. Some travelled under Marshall Plan auspices; others were participants in technical assistance programs designed to raise industrial productivity levels in countries still coping with the destructive effects of World War II. Increasingly the less-developed countries were also represented among the visitors. Many visiting teams and individual visitors profited from the school's ability to mount special programs explaining the intricate workings of the American system of industrial relations.

One of the school's first major public service undertakings resulted from an agreement with the U.S. Department of State to have the school undertake, with federal funds, a full-year program of on-campus courses and related activities for a group of young Germans who gave promise of becoming leaders in the ongoing effort to build the foundations for a democratic Germany. (Parallel agreements

were concluded at the same time between the State Department and both the University of Wisconsin and the University of Illinois.) Subsequently, 23 Germans, most in their twenties, mostly men, and most but not all with trade union backgrounds, studied American history, government, institutions, industrial relations, and of course the English language at Cornell during the academic year 1951-52.

The outcome of the program may be judged by the fact that it was repeated for a second group in 1952-53 and for a third in 1953-54. Upon returning home, many participants obtained positions relevant to their Cornell training—some in unions, others in corporate personnel or similar positions. There were only a few instances in which the basic aims of the program were at least partly defeated by participants who returned to America to settle as permanent residents. But that was probably unavoidable. In any event, although more than 40 years have passed, some participants are still in touch with their former Cornell teachers.

While the German program, as it was called, was intended to train practitioners, other international programs undertaken by the school in the 1950s and 1960s were aimed at the creation of university-level industrial relations programs or the strengthening of an already existing program. Definitely the largest and arguably the most successful undertaking was the Chile industrial relations project, which extended over a six-year period beginning in 1959. The basic purpose of that program was to muster the resources of the ILR School in an effort to establish a department of industrial relations in the Faculty of Economic Sciences of the University of Chile. The costs of the program were borne by the U.S. Agency for International Development (AID), in accord with the contract between the school and AID.

By the terms of the contract, the school trained 12 prospective Chilean faculty members on the Cornell campus for faculty positions in Chile. Participants who qualified were admitted to the school's graduate program as candidates for the M.S. degree; the others were enrolled as non-degree candidates. Simultaneously the school released several of its regular faculty members (notably James Morris and Henry Landsberger) for lengthy periods of service at the University of Chile, where they supervised the development of teaching, research, and extension programs in industrial relations. Other faculty members spent briefer periods in Chile assisting in their areas of specialization, for example in the development of a library collection in industrial relations.

The final report of the Chilean program is an impressive document. Although it cites difficulties and shortcomings, caused in part by the increasingly tense political situation in the country at large, the report conveys an overall impression of the program as a well-planned and competently executed effort in the difficult art of institutional transplanting.

Comparable to the Chile program in its institution-building objectives, but more limited in financial and human resources, was a venture that linked the school with the University of Istanbul in Turkey. The agreed purpose of the

program was the development of an industrial relations section in the Faculty of Economics, and the means to achieve that end were the already proven ones of faculty exchanges and technical help in specialized areas. Several senior and

Another Perspective

by John McConnell

The human aspects of our international work were brought vividly into focus by an incident in the fall of 1961.

We were entertaining five of the visiting Chilean faculty at our home for dinner. The five young men were a convivial lot. They came immediately to the kitchen where my wife, Harriet, was preparing dinner and proceeded to engage her in active conversation about how similar food was prepared in Chile. Two of the young men had brought the ingredients of pisco, the Chilean national drink, and one requested shakers, punch bowl, and small glasses. Within minutes, we were sharing toasts over glasses of a very strong drink.

The day of the Chileans' visit was Halloween. Our street is the most popular street in the village of Trumansburg for trick-or-treaters, since apparently the treats are a bit more generous here. In any case, trick-or-treating began about 7 o'clock, just when we were starting dinner. But the young men were so entranced with the costumes and the young trick-or-treaters that, with every new group, they raced to the door, exclaimed over the costumes, talked with the masqueraders, gave out large handfuls of treats and, in general, showed great amazement that, here in the United States, we should have customs similar to their own. There was nothing intellectual about the evening's events, but what an insight into the commonality of human nature the world over!

junior members of the University of Istanbul faculty came to the ILR School for advanced studies, and one ILR faculty member (Frank Miller) devoted an entire year to teaching and other program-related tasks at the University of Istanbul. After informal beginnings in 1956, the program got effectively underway in 1960 with Ford Foundation funds, but it ended in 1962 when funds ran out. As in many other cases some personal contacts have been maintained over all these years.

Not all international projects were successful. In 1962 the Ford Foundation invited the school to take on an assignment to establish a labor research institute in India to be known as the Central Institute for Labor Research. A senior ILR faculty member who was also an experienced research administrator (Leonard Adams) agreed to become the school's first resident representative in New Delhi, and the school accepted the Ford Foundation's invitation and the sizeable grant that went with it. Unexpected problems emerged at an early stage, however, on the Indian side. Because a satisfactory resolution did not seem likely, the school considered it advisable to request release from the assignment. The grant reverted to the Ford Foundation.

Many, if not all, of the school's institutional programs in the 1950s and 1960s were designed to assist institutions in less-developed countries to create or improve academic programs in industrial relations. The International Labor Training Program (ILTP), however, was different. It sought to meet a domestic need, namely the development of trained and competent professionals to handle the increasing international activities of American trade unions.

The International Labor Training Program

by Ron Donovan

Responding to the growing interest and involvement in international affairs on the part of the American labor movement, the school used foundation support to conduct its International Labor Training Program, which was intended to develop a pool of qualified personnel to be available for positions in the international labor movement, in government, and in national unions. During the period of 1960-63, 16 American trade unionists took part in the 21-month programs of resident study and internship. Two classes of eight persons each were admitted for nine months (two semesters) of study in Ithaca followed by a year-long internship. The students received a monthly stipend (supplemented in case of dependent children), free tuition, and travel expenses to and from the place of internship. An advisory board made up of three members of the AFL-CIO Executive Board, the AFL-CIO director of international affairs, and members of the ILR faculty provided assistance in the development and administration of the program. The board's faculty members served as the selection committee.

The eligibility requirements for the program were stated in broad terms, the minimum expectation being that the candidate would have experience as an active trade unionist and be capable of handling the prescribed course of study. Weight was given to whether the candidate had union backing, because strong sponsorship of a national union presumably meant greater assurance in locating an internship opportunity and ultimately in job placement. Nine of the sixteen students seemed to have the complete support of their unions; four, in fact, received additional financial assistance from their organizations. Another four had nominal union endorsement while the final three had none.

With the exception of one woman and one black male, all students in the program were white males. The median age was 33. Eleven students were married, all but one having children. On entering the program four individuals held full-time union positions, two at the local union level. Seven were unpaid local union officers. The remaining participants were a part-time organizer, a federal employee formerly a member of a maritime union, a high school music teacher, and two recent college graduates who were rank and filers. All together nine of the group had completed college, three had taken some college courses, and four had only a high school education.

The educational program followed by the ILTP students was academic, rather than vocational, primarily because of the impossibility of predicting future job directions. The only formal course requirements were a two-semester sequence in International and Comparative Labor Problems and two terms of a foreign language, which split fairly evenly between Spanish and French, with one student studying Japanese. Beyond this core, students were able to shape a program to fit individual interests with courses chosen from industrial and labor relations, area studies, and economics. A succession of foreign and American visitors were invited for informal exchanges. In addition, field trips to Washington were arranged to expose the students to labor and government people working in the international field. Overall ILTP students adjusted well to the campus environment and their academic performance was, for the most part, satisfactory. Foreign language study was clearly the most difficult portion of their program.

Because international trade union organizations are traditionally understaffed and have only modest financial resources, the prospect of "free" help from ILTP interns was expected to be attractive to them. Arranging for internships presented difficulties, however, especially with the first group. Delays in confirming internships and some last-minute changes contributed to a high level of anxiety and loss of morale. Twice what had appeared to be fairly certain internships failed to materialize, seemingly because the union sponsors lost confidence in the political judgment of the students. Alternative opportunities were found in both cases, but the uncertainty surrounding the internship helped convince one student to withdraw from the program at the end of the academic phase. For seven of the fifteen other students, their respective unions arranged their internships; in one instance the student found his own position; and the program placed the other seven. The internships proved to be personally satisfying and productive for most. Eleven interned abroad, mainly with trade secretariats such as the International Transport Workers, the Plantation and Agricultural Workers, and the Postal, Telegraph and Telephone International. Four spent all or most of their internship with their own unions in Washington. One remained at Cornell for an additional semester to complete an M.S. degree before going to Washington.

The placement of program graduates was encouraging: Twelve of the fifteen were immediately employed in the field of international labor affairs, seven working overseas. The remaining three graduates went in different directions. One, after a period of additional language training, was employed overseas by the American Institute for Free Labor Development; a second took an editorial job with a large municipal union; and the third joined the staff of the Harvard Graduate School of Education.

One final note is of interest. A few years after ILTP came to an end it was publicly disclosed that the program's funding had originated with the CIA and been channeled through a phony foundation. For most of the people associated with ILTP this was indeed a bitter surprise. An additional shock came much later, in the 1980s, when it was learned that a student in the program had been a CIA

operative. Subsequently this individual achieved fame, fortune, and a very long prison sentence for trafficking in illegal arms and performing other nefarious tasks for the Libyan regime.

5.

THE JOHN MCCONNELL ERA

by John W. McConnell

The years 1959 through 1962 were full of ferment and sweeping change with striking developments in location, curriculum, and extension programs in the ILR School.

Of primary importance in the school's history was the move, during the academic year 1961-62, from the old Quonset hut and barrack buildings on the engineering campus to the present location in the old Veterinary College. While the confined space and dilapidated nature of the old buildings produced a sense of community among ILR faculty and students that was absent in the new quarters, the spaciousness and freshness of the new facilities promoted change in all phases of the school's program. Due to the superb organizational skills of Gormly Miller, who was charged with managing the move to the new location, the confusion and hyperactivity that usually accompany a major move were absent. Occupancy of the new buildings culminated in an outdoor ceremony in the quadrangle between the new administrative offices and the library at which Governor Nelson Rockefeller spoke, dedicating the buildings as Ives Hall.

Another Perspective [1961-62]

by John McConnell

The move to our own permanent buildings is a moment many of us have been looking forward to since 1948—12 years of high hopes and bitter disappointment. But, even as I contemplate the solid comfort of good classrooms, a library with plenty of table space, quiet offices, and a landscaped quadrangle, I am impressed with the potential dangers which more comfortable and efficient quarters may bring to our school. A complete roster of the problems we might encounter as we move to the new location would be quite long, so I will mention four things that trouble me:

- 1) How can we maintain a proper balance between academic excellence and practical know-how in the composition of an enlarged student body?
- 2) How can a faculty which will increase only slightly, if at all, teach a much larger student body effectively?
- 3) How can we prevent students, staff, and faculty from drifting apart when we have larger numbers and a separate faculty office building?
- 4) What will be needed to prevent smugness and complacency from destroying the pioneering goals of education in ILR?

The move also inspired poetry, witness the following:

by Charles Arthur ('61)
(1961)

Deep in the Cardboard
Kremlin, down its cardboard halls,
 Deep in the Cardboard
Kremlin, through its cardboard
walls,

 Comes the cry of the Dean:
"Pioneers, oh, Pioneers,
 "Sincerely we hope you will
be our last pioneers!"

 (A new building he has
promised for the past fourteen
years.

 We might add: This, too, was
the hope of the engineers!)

 It looks, at last, with no ifs,
ands, or buts,

 That we are the last
Pioneers of the Quonset Huts.

 Wonder will pursue us
beyond Cornell's reach:

 What message of hope can
the Dean have in next fall's speech?

No more Cardboard
Kremlin, no more cardboard halls?
 No more Cardboard
Kremlin, no more cardboard walls?

 What will the new
frontiersmen do next fall?

 They will miss some of the
things we now recall.

 They'll suffer no floorboards
that squeak,

 Or dodge pails when it rains
and roofs leak.

 Their library, we assume,
will have ample space

 So one who turns a page
won't elbow his neighbor's face.

 They'll not be privy to a
men's room

 Where friendship with
faculty bloom.

The most important change taking place in this period, at least from an academic point of view, was a drastic revision in the undergraduate curriculum. From the beginning of the school, it had been taken for granted that a strong liberal arts base was essential to advanced studies in industrial and labor relations. For that reason, the first two years of study for an ILR student were devoted to liberal arts courses taught by faculty in other schools of the university. Anthropology, history, economics, sociology, and English appeared to many students to have little relationship to industrial and labor relations, and there was constant haggling with the non-ILR professors who taught these courses to make them more relevant to contemporary conditions. Dissatisfaction with the existing course of study, among both the ILR faculty and their students, led to the appointment of a joint faculty-student committee on curriculum. As a result of this committee's recommendations, drastic changes were made in the four-year program. Introductory courses in the field of industrial and labor relations became part of the first two years' schedule, while courses in the junior

and senior years were expanded and rearranged to permit students to major in a given area, such as collective bargaining, labor legislation, or personnel management. In addition, one semester each of math and science became a graduation requirement.

Other Changes in the Curriculum

The early curriculum of the school also stipulated a work requirement: Each student had to work in paid employment for a period of 30 weeks. To help students meet this requirement, the school had established a fully staffed office under the administration of Kathryn Ranck to arrange employment opportunities. In the years following the war, this office had little difficulty in setting up such work experiences. Toward the end of the 1950s, however, jobs were hard to come by in private industry, and the office became increasingly dependent upon state government agencies to offer these short-term opportunities. The most accessible source of short-term employment was the New York State Workers Compensation Office, and the majority of students were funneled into jobs there. Unfortunately, the work was fairly routine, offering little opportunity for students to observe working conditions out of which labor relations problems generally arise. Consequently, dissatisfaction over the work requirement grew apace, and the faculty voted to eliminate work experience as a condition of graduation.

Another of the original concepts of education in industrial and labor relations was also discontinued in these years. One of the basic ideas Irving Ives had had about labor relations was that good communication would eliminate most sources of labor-management conflict. For that reason, he had insisted that the curriculum include requirements in composition and public speaking. Various devices for encouraging clear written expression were tried without success throughout the early years of the school, although courses in public speaking were never required. Widespread concern about the inability of most students to write a good grammatical sentence prompted the ILR faculty to make what turned out to be one last gallant effort to improve the writing skill of ILR students. As an experiment, Gormly Miller and Leonard Adams were asked to develop a one-semester course in report writing as a requirement for certain master's degree candidates in the school. The experiment was a disaster from the start. It proved to be an overburdening load for the teachers, and students were less than enthusiastic about the periodic writing assignments.

Along with the changes in curriculum, the move to new facilities resulted in substantial increases in both undergraduate and graduate enrollment, with corresponding increases in faculty. At the opening of the 1959-60 academic year, there were 294 undergraduate and 60-plus graduate students. In September 1962, there were 400 undergraduates and 80 graduate students. Meanwhile, with the opening of the 1961-62 academic year, ten professional appointments to research, extension, counseling, and the library and eight new appointments to the resident teaching faculty had been made.

New Faculty

Among the more notable of our faculty appointments during this period were George Hildebrand (in 1960) and George Brooks (in 1962).

by George Hildebrand

In those years I taught large lecture classes (Econ 101), medium-size classes as in my "controversial" course entitled Capitalism and Socialism, and small classes and seminars. My students never failed to inspire me to give my best. Even those who disagreed with me were usually courteous and respectful. In consequence, I always enjoyed teaching.

One of my most pleasant recollections of the school was the annual "picnic" or whatever it was called, which turned out to be a truly sumptuous luncheon, prepared by the women of the staff. Half the fun was talking to people you didn't see frequently.

George Brooks

by Alison McKersie ('91)

"Union Democracy? You bet... one of the best and most thought-provoking classes we've got going here at ILR... you bet I'm taking it! And I hear that George Brooks is a great instructor too!"

Such was the sentiment around ILR about George Brooks and his class "Union Democracy." Almost every ILR student, regardless of ideological belief, sought to be wooed by George Brooks's dynamic teaching style and even I found myself standing in long registration lines to secure a spot in his class. Curiously enough, I didn't quite know what union democracy meant. Weren't ALL unions inherently democratic? Weren't ALL unions built upon the premise that workers deserved decent working conditions, job security, and the opportunity to enjoy some of the fruits of the capitalistic system? Weren't ALL unions founded on the golden ideal of solidarity—the commitment of the union leadership and its rank and file to the cause, the movement, the struggle? Didn't ALL unions and democracy go hand in hand? I could not fathom what was to be discussed and explored for an entire semester in "Union Democracy." I prepared myself for redundancy.

I walked into class somewhat trepidly that first day and was greeted by intensely twinkling eyes. One could sense immediately with Professor Brooks that energy and passion for the subject of union democracy rested just beneath his surface. He was careful not to overly burden us, his students, early on with his zealousness for the subject; rather, he cultivated our interest slowly, over the

course of the semester, our interest in the concepts of unionism, solidarity, and democracy. Having spent years as a union official himself, Brooks spoke and taught with an energy and understanding not typical of most academics. He taught us how the bureaucratization of unions fostered a gulf between officials and workers that could not be bridged and how the corruption and ties with organized crime in some unions affected the labor movement's mission and its democratic foundations. Brooks presented unions as central institutions in American life—the embodiment of the collective aspirations of working people—gone awry.

Through his careful and often unforgiving exploration of unionism, we began to understand the economic dimensions of democracy and the implications that class identity and national loyalty have on union strength.

Alison McKersie is program coordinator for the Homeless Children's Network in Seattle, Washington.

Extension

The new buildings, a more clearly defined curriculum, and greatly increased numbers of students and faculty created an exhilarating atmosphere in the school that led to a decade of growth, both academically and professionally.

These exciting new developments were matched by far-reaching changes in extension. An emphasis on extension had been explicit in the original plan for the ILR School outlined by the Joint Legislative Committee on Industrial and Labor Conditions in Albany. Committee reports emphasized that education in industrial and labor relations should be made available where people work. Thus, at the outset of the school, an extension office was established in Buffalo, followed soon after by offices in New York City, Rochester, and Albany. Programs in a wide variety of subjects were made available to employees, managers, teachers, and administrators throughout the state, as well as on campus.

One problem that arose early on and proved virtually unsolvable was how to get resident faculty to take an active role in these extension programs. The major obstacles of travel, late-night courses, and what was seen as little contribution to one's professional career made it unlikely for a resident faculty member to be willing to be scheduled to teach an extension course, even though he or she might be the best qualified and most logical member to conduct the program.

As a consequence of this and other problems, an advisory committee on extension activities was appointed by the dean to consider relations between resident faculty and extension staff. The recommendations of this committee

were implemented with far-reaching effects on the adult education activities of the school. Greater responsibility for generating programs was placed upon the resident departments of instruction. To assist in coordinating the resident faculty efforts with extension staff, a new position was created, that of "extension teaching specialist." The qualifications for such a specialist were similar to those required in a resident faculty appointment: a doctorate degree or equivalent, experience in one of the school's academic departments, and experience and maturity sufficient to work with adult groups. This innovation was eminently successful, and programs concerning timely subjects and with a solid informational base were developed in all extension locations, Ithaca included.

Another experiment in resident faculty participation in extension did not fare so well: having resident faculty members devote full time to extension for a semester. Duncan MacIntyre tried this with George Brooks, one of the first extension specialists, focusing on developing programs and teaching courses. The workload was heavy, scheduling was difficult, and as a resident faculty member MacIntyre could not really free himself from the ongoing work of his resident department. The experiment was not repeated.

Most revisions of the plans for extension were highly productive, however. The long list of new programs—whether initiated by ILR resident departments, extension offices, union, or management—reflects both the advanced level of the courses' subject matter and the broad interests of program participants.

One of the long-range goals of extension was the development of programs in which labor representatives and management would participate together. A major effort in this direction was the school's sponsorship of the Wilhelm Weinberg Seminars, held annually in cooperation with the National Conference of Christians and Jews. Each of these seminars drew about 25 labor, management, and government officials to campus for a week to consider a subject of common interest. In 1961-62, the topic was New Roles of Labor and Management in a Time of Crisis. Political and community leaders addressed the seminar and participated in the intense discussion that followed. The Weinberg seminars continued for many years and attracted national attention. Eventually, however, the seminars proved too difficult to implement among people whose primary concern was their own job responsibilities.

There were other seminars that ran for some years. One was financed by a grant from the National Institute for Labor Education (NILE) and run under the direction of Ralph Campbell of the ILR faculty, along with four other universities. The NILE program called for a series of ten-week institutes on campus for full-time union officials. Emphasis in the institutes was upon liberal arts studies in such subjects as economics, political science, sociology, psychology, trade union history, and philosophy. Although the institutes were very successful, it proved impossible for the school and the trade unions to carry on the program without foundation support. Therefore the institutes were discontinued after two years, with the termination of the grant.

Another Perspective*by Bob Raimon*

Shortly after we moved out of the Quonset huts and our schoolwide single-department phase, I recall responding to a call from the extension division. I was asked to address a rather large group of adults (as distinct from students). I forgot the identity of the group, the topic I was to talk about, as well as the identity of the extension chap who was to introduce me. He was a stranger to me and, I think, new to the school.

What I do recall is that with less than a minute to go before I was to move front and center and open my mouth, he asked me, "How shall I introduce you?" Consistent with the seriousness with which I regarded all my ILR responsibilities, I responded, "With some misgivings." And then he proceeded to the center of the conference room and in a perfectly straightforward manner introduced me with the words: "I now present Professor Robert Raimon with some misgivings."

The Liberian Project

The international projects that were commenced during the 1950s and expanded substantially during the early 1960s have been described in an earlier chapter. A milestone of special note, however, occurred as a result of one of these projects—when Milton Konvitz received a special citation from President Tubman of Liberia in September 1959. The citation read in part:

In 1952, having undertaken on behalf of Cornell University, by agreement with the Liberian Government to prepare a code of laws for Liberia, you came here to make a survey of our legal institutions and problems. You spent several months painstakingly collecting all the available statutes, Executive Orders, Proclamations, Administrative Rules and Regulations, from colonial times, that were in force. The first major accomplishment of this project, the Liberian Code of Laws of 1956, stands as a monument of legal scholarship and draftsmanship, a milestone in the legal history of Liberia and a boon to the legal profession of this country.

This achievement alone would have been sufficient to secure for you one of the most prominent positions in the legal history of Liberia, but you continued as if your work had just begun.

In concluding this brief summary, it is important to recognize another factor promoting the school's growth during this period, namely, the effective leadership of Martin P. Catherwood as the first resident dean of the school. His

shrewd insight into the way organizations work, his administrative skill, and his political connections enabled him to obtain special consideration for the school in Albany, with respect to building construction and annual financial support. He laid a solid foundation for the school's later growth, a foundation that has supported well the changes and expansions of the generations that followed.

Reflections on Education at the ILR School, circa 1958-1962

by Harry T. Edwards ('62)

When former Dean Robert McKersie asked me to write a brief commentary on any "major events," "turning points" and/or important "challenges" highlighting my years at the School of Industrial and Labor Relations, I was initially baffled by his request. I find it difficult to assess my time at Cornell from the perspective that I may have had as a student. I am not sure whether this is because, as a student, I did not view my life at the ILR School as affected by any "major events," or because my perspective has changed so much in succeeding years that I can no longer recall what I thought as a student. A bit of each, I suspect. In any event, it probably does not matter, because whatever I say will have the taint (or benefit) of middle age.

In many ways, life at the ILR School from 1958-62 was so settled and relatively serene, that nothing that I can recall stood out for me as a "major event." I thought that the school itself was *the citadel of knowledge* in undergraduate education relating to employment and personnel matters, industrial relations, collective bargaining and labor law. Indeed, I held great esteem for the place even though its scholars and students were housed in unseemly "Quonset huts" left over from World War II. As for my professors, I thought some were quite remarkable, all were undoubtedly competent and devoted scholars, and none was undeserving of my respect. I worried about exams and reveled in whatever successes I found in the classroom; I fretted over the availability of summer jobs; I prayed that my academic performance would remain at a level to warrant continued scholarship assistance; I pondered innumerable career options; and I agonized over a dismal social life that never found relief because of the 4:1 male/female ratio at Cornell, the scarcity of African-American undergraduates (numbering no more than ten while I was a student), and the unwritten proscription against interracial dating.

It is likely that I view my life at Cornell as relatively "serene" because the truly great events of that day did not arise until after I had graduated. The height of the civil rights struggles in the South (including the tragic murder of Mickey Schwerner, one of my closest friends at Cornell), the assassinations of Dr. Martin Luther King, President John F. Kennedy, Robert Kennedy and Malcolm X, the full involvement of the United States in the Vietnam war and the protests that accompanied it, and the fractious movements in society to

implement programs of "affirmative action," all arose after I had departed Ithaca. My time at Cornell was so strikingly serene in comparison with what was to follow after graduation that it seems almost facetious to characterize anything relating to my undergraduate years as momentous. If there were any pivotal occasions, my view of them has been blurred by the tumultuous events of the succeeding decades.

If anything, I often have asked myself why my generation at Cornell was so insensitive to the many social issues that obviously lay before us, and why we were mostly indifferent to social reform. Dr. Martin Luther King spoke at Cornell during my undergraduate years, but he was greeted with polite curiosity (with so many of my peers mostly amazed that a Negro could speak so eloquently without notes). We also witnessed a remarkable debate between Malcolm X and James Farmer, but the event was only lightly attended and few in the audience could grasp the significance of the moment. The biggest issue on campus when I was at Cornell was a special meeting of the student government to consider a proposal to desegregate the fraternities and sororities; a major lecture hall was packed by protesting fraternity and sorority members who accused the student government officials of threatening to destroy something that was for them a sacred tradition. It was a bizarre occasion, one that might cause a neutral observer to declare my generation to be utterly dimwitted. Although much of what we did (or failed to do) does appear inane in retrospect, there is more to the story. I suspect that, while we were at Cornell, our view of life was temporarily distorted by the good fortune associated with our stations in society. After all, we were students at a university for the *privileged*, mostly safe in the belief that our futures were secure. We had no obvious incentive to respond to moral imperatives when advantage was already in hand. We were designated to run society, so why change it? Fortunately, this shallow view gave way to the realities of the day, and we, the teens of the Fifties, eventually joined with the teens of the Sixties and Seventies in the ensuing battles for a better society.

These reflections may seem abstruse, but I guess my musings are intended to ask a question: In light of all of the many truly important things that happened just after I graduated from Cornell, can I honestly say that anything that happened during my undergraduate years *really* mattered? With the benefit of 32 years of hindsight, I believe that the answer to that question is "yes." As I reflect on it now, I think that my generation of college graduates had to commit to social change if it was to occur. We were the "young adults" of the Sixties, arguably with the most to lose. Serious resistance from my peers could have retarded the civil rights movement, the challenges to the war in Vietnam, and the political moves toward a more open and inclusive society. It goes without saying that our causes were not always uniform, nor were our deeds always righteous; indeed, my generation has been responsible for some glaring problems in society (which are now the subjects of concern for our children in the Nineties). But, upon graduating from Cornell, most of us did not remain apathetic. Our post-graduate efforts were invariably principled, often courageous, and frequently founded on humane concerns. And, in some

important respects, society was the better for it. This says something about the education that we received—which brings me to the question at hand.

In retrospect, I can now see that my entire education at Cornell was a "major event," for it was the "turning point" in my life. That education prepared me and my classmates to think seriously about hard issues (even as we wallowed in seemingly frivolous campus pastimes)—and not just issues affecting our careers, but also a number of issues affecting society at large. It gave us the training to address these issues, the confidence to pursue them, and open minds to consider all reasonable solutions to the problems that we were to face. And, most importantly, I think, it taught us how to assess our own efforts honestly, without kidding ourselves about the real worth of what we were doing. And, for me, the ILR School epitomized the best of this "education."

I had wonderful mentors at the ILR School: Professor Jean McKelvey, who challenged, encouraged and loved her students with energy and skill that defies description; and Professor Kurt Hanslowe, a quiet master of labor law, who, with great patience and thoughtful guidance, first caused me to understand how to pursue what has proven to be an exciting career in labor law. More generally, the ILR School made me learn how to write: the writing assignments were so numerous, consuming, and demanding, that one could not help but to improve. I honestly think that I wrote more in one year at the ILR School than many undergraduates today write in four years! We learned that good writing is not merely a vehicle for communication; fine writing invariably clarifies your thinking and forces you to abandon fuzzy-headed ideas that cannot stand the test of the written page.

There were other great benefits that flowed from our education at the ILR School. The teaching was quite splendid, and focused. When I left Cornell, I was amazingly well-grounded in the traditions, theories and practice of labor law, collective bargaining and personnel relations, so much so that I found it relatively easy to pursue a specialty in law school and thereafter. The best thing about our education at the ILR School was that it never lost sight of practical considerations and common-sense solutions—we never floundered in "theoretical models" that had no relevance to the subjects that we were studying. And the teaching at the ILR School never suffered from pointless disjunctions between "theory" and "practice," something that is, unfortunately, commonplace in modern education. One of the concrete benefits of this for me, and for several of my classmates, was a developed capacity to pursue advances in "alternative dispute resolution" when society started to consider the uses of mediation, arbitration, med-arb, negotiation, mini-trials, and the like, as alternatives to litigation in the 1980's.

Some final thoughts. The "education" of which I speak involved more than just book-learning. The students at the ILR School, circa 1958-1962, were blessed with a very special environment. We lived and learned together in ugly Quonset huts, but those huts kept our classes small, drew us together, and helped to make us distinctive (in our own eyes and in the eyes of others). There

was also a very "humane" quality about the place: people liked one another; professors spoke to the students; administrators and librarians were accessible. We also had the benefit of a powerful female presence: Professor Jean McKelvey and Professor Alice Cook were among the most important, serious and highly-regarded scholars on campus, and the female students were no less impressive in their roles. Many of the top students in my class were women and no one took them lightly. We assumed that the female students were going to be serious professionals upon graduation, and in that sense we were far ahead of other schools on campus. Equal employment opportunity for women was not something that we had to learn in succeeding years.

My years at Cornell may well have been "serene" in many ways, but my education at the ILR School prepared me for much more than a placid existence. The years since graduation have shown me that. I am grateful.

Harry T. Edwards is Chief Judge of the United States Court of Appeals for the District of Columbia Circuit.

6.

THE 1960S

Remembrances of Things Past—1963-71

by David Moore

I served as dean of the ILR School during the 1960s. This was a period that started in relative tranquillity and ended in tumultuous disarray with students demonstrating, administrators trying to maintain control, and faculty worrying about traditional academic freedoms and values.

The Setting on My Arrival at Cornell

I was Deanne Malott's last deanly appointment. I can still remember his calling me to proclaim my appointment and welcoming me with a Malottic enthusiasm that fairly burst the telephone wires. "All Cornell awaits your arrival," he hyperbolized. Unfortunately, I was suffering from the last stages of the Asian flu and my response, while equally enthusiastic, was more like the last words of a dying man. Since President Malott was retiring, my tenure as dean actually started with the inauguration of a new president, James Perkins. By the time I arrived at Cornell, the new president was already aboard. I was able along with Ray Forester, the new dean of the Law School, to bask in the ceremonial glow that accompanied the inauguration of a new president, which was generously extended to the new deans. I remember in particular a welcoming cocktail party hosted by Frances Perkins at the Statler. She asked me what I would like to drink. When I answered, "Any soft drink will do," she announced in a surprised voice to all assembled, "Hey, everyone, we've got a dean who doesn't drink." I didn't realize in those early months that that was one of the requirements of the job.

By the time of my arrival at Cornell, the ILR School was already 18 years old and housed in a neat quadrangle made up of the old Veterinarian College, plus a new teaching and library wing. The dean's office was clearly designed for previous deans of distinction, including an outer office or two, an inner office, and an inner-inner office, presumably for deanly transcendental meditation. In the inner-inner office was a reclining chair left over by one of my predecessors. I must admit that several times I tried to use the recliner for an after-lunch siesta only to find that

pressing responsibilities in the outer office penetrated my inner-inner sanctuary. All together then, the previous deans had left the school in excellent shape. The one exception was the failure to air-condition the dean's office, a problem that I resolved during one very hot summer.

The Faculty

More important than buildings, the school had a well-established faculty that went back to its founding in 1945. The faculty had already lived through two or three deanships, depending on how you count them. They had learned that deans come and go while professors go on forever. As in all great universities, the ILR faculty had a major role in determining academic programs, admissions policy, and the hiring and promotion of professional colleagues. They reserved to the dean, however, the important function of allocating funds. As Duncan McIntyre said, "Dave, we let you do it because we'd rather fight with you than with each other."

The faculty was quite diverse, consisting of the varied disciplines required in an industrial relations curriculum. Yet they insisted on functioning as a single entity with economists passing judgment on sociologists, psychologists judging labor lawyers, and so on, when making important hiring, promotion, and tenure recommendations. As a result, only a Nobel prize winner could be assured of more than a simple majority vote when up for tenure or promotion.

Faculty meetings were conducted under strict rules of order, with motions, seconds, debate, and formal vote. With my background as a sociologist and a student of neo-Hegelian idealism, I was inclined to proceed more informally, seeking synthesis and general agreement. I think it was Alice Cook who took me aside after one session where I tried to get consensus and said, "Dave, surely you can learn Robert's Rules of Order." I could, did, and thereafter enjoyed listening to lively discourse and impassioned pleas on many deserving and undeserving topics.

The ILR faculty, while strongly subscribing to academic standards of teaching and research, was nonetheless oriented to practical concerns. It was after all a professional school whose mission was the training of experts in industrial and labor relations. Its teaching and extension faculty were familiar with diversity, advocacy, strikes and even violence, negotiation, and the settlement of disputes. It was not, therefore, a purely academic organization; it included persons with backgrounds in the labor movement, personnel and industrial relations, management, civil rights and labor law—even one former secretary of labor. Because of this wealth of experience, the ILR faculty was genuinely interesting by any standards.

This background of practical experience and judgment proved to be helpful later on in gaining an understanding of student protests. Demonstrations as such were not exactly new to ILR. While the faculty took varying views regarding the merit of some of the advocacy issues, nonetheless demonstrations, symbolic

protests, and even acts of violence were not particularly new experiences for them.

The faculty continued to be strengthened during the 1960s when a number of highly distinguished older and younger faculty members (including extension and research associates) were brought into the school. These included the present dean, David Lipsky; Walter Galenson, who came to the "peace and quiet" of the Cornell campus to get away from the tumult at Berkeley; William Wolf, who later served as president of the American Management Association; Howard Aldrich, who is now a distinguished sociologist at North Carolina; Marshall Meyer, equally distinguished at the Wharton School; extension and research associates like Betty Lall, Barbara Wertheimer, and Janice Beyer, who now holds a chair professorship at the University of Texas, William Fowler, and Dorothy Nelkin; visitors like Eliot Chapple, John Niland, Donald Roy, and Ben Aaron; and a number of others who contributed to the school's program and may even continue to do so.

The Role of the Dean

The job of the dean at the ILR School took on broader dimensions than deans in the private sector of Cornell. Like the other contract colleges, ILR was not only part of Cornell; it was also a unit of the State University of New York. The primary job of contract college deans, therefore, was to relate effectively to state university and state budget officers, and for that matter the governor's office and the legislature. In addition, the school's professional role required effective relations with both management and labor.

The multifaceted constituency of the school was clearly reflected in the composition of the school's council. On the academic side were distinguished professors like Frederick Harbison of Princeton and E. Wight Bakke of Yale. For labor, there were Raymond Corbett, head of the state AFL-CIO, Louis Hollander of the Amalgamated Clothing Workers, who was also a Cornell University trustee, and Nat Goldfinger, research director of the CIO. For state government, there were Ewald Nyquist and M. P. Catherwood. For business, there were Ralph C. Gross, Russell McCarthy, and Cliff Allanson. And for alumni there were Jacob Sheinkman, now president of the Amalgamated Clothing Workers, Gerald Dorf, and George Fowler. Also included were Judge Groat, one of the founding fathers, and Theodore Kheel, a well-known New York labor lawyer. This partial list of the members of the council shows the diversity of interests represented.

I was best equipped because of my background in personnel administration and research in such companies as Western Electric and Sears, Roebuck to deal with the management and business side. However, my appointment didn't seem to bother the labor side. I remember being interviewed by one of the state university trustees. She had had a long and distinguished career in the labor movement and of course that was why she was assigned the task of reviewing my credentials. She asked me, "What do you know, young man, about the labor

movement?" My answer was something like, "Not very much," or maybe, "Not as much as I'd like." She thought a moment and then said, "Well, he sounds all right to me."

I spent a great deal of time while at the ILR School cultivating the school's relationship with labor. I attended most of the statewide meetings and became thoroughly acquainted with the groaning boards at Grossingers and the Concord and the evening entertainment—particularly baritones singing "Granada" and one-liner comics of the Catskill circuit. On one occasion, I was on the platform with dignitaries at a huge labor meeting at Madison Square Garden when I heard my name being called. I was living it up, in a relaxed mood, smoking a cigar. What does one do with a moist, partially chewed cigar at a time like that? Well, I handed it to my next-door neighbor and then proceeded to the rostrum to urge union members to send their sons and daughters to the "Labor" school at Cornell. Incidentally, I retrieved the cigar, still smoldering.

I felt it was important that faculty outside my own area of sociological and behavioral expertise have a representative at the dean's level. To achieve this, I appointed Vernon "Pete" Jensen as associate dean. He served during most of my tenure at Cornell. His calm demeanor and steady hand contributed a great deal to maintaining effective relations between the dean's office and the faculty.

The dean's office staff, led first by Izzie Thomas and later by Barbara Poole Stevens, was superb. It not only was responsible for whatever efficiency there was in the front office, it also served to bridge the hiatus created by one dean's exit and another's arrival. In this respect, it played an important educational role in bringing new deans up to speed.

It seems that every time there was heavy snowstorm, I was required to go to Albany to plead the school's case. One time I remember not being able to get by DeRuyter, Ezra Cornell's home town, because of snow squalls. Surely Cornell's abiding, mortal interest in securing state support should have manifested itself in a ghostly effort to give me the vision to carry on, but no such luck. I had to return, defeated, to Ithaca.

The New York Thruway rest stops during these periods were typically swarming with harassed truck drivers seeking coffee before heading back into the swirl, and amidst those boisterous teamsters were Cornell deans on their way to Albany to get support for their colleges. Each had his own special appeal. Dean Charlie Palm of the Agriculture College spoke impressively about golden nematodes and what the college was doing to get rid of those presumably elegant beasties that created havoc among the potato farmers on Long Island. Dean George Poppensieck of the Veterinary College talked about race horses. I can't remember what Dean Helen Conoyer, and later David Knapp, talked about; but typically I would begin my remarks by announcing that I was there to talk about people. I quickly learned that people were often outranked by golden nematodes and race horses.

Civil Rights, Civil Unrest, and Community Action

The ILR School, by its very nature, is a creature of economic, social, and political change. Industrial and labor relations reflect changes in the law governing business, industry, and labor unions; but more than these, they reflect changes in the ways businesses are managed, trends in labor force demographics, the emergence of new leadership styles, changing gender roles and technology, and the development of worldwide competition. In short, the orientation of the ILR School, in one way or another, involves all human relations, even though its primary focus is on management-employee relations.

Many of the things that happened at the school during my tenure reflected reactions and adjustments to the incredible changes taking place in America at that time: the civil rights movement, the counterculture and hippie movement, the challenge to established authority and institutions mounted by the New Left, the Black Liberation Front, and otherwise unaffiliated youth, and finally the unpopular Vietnam War. The school was directly affected both by events on campus and by federal programs developed to deal with civil rights and civil unrest.

By 1964, the civil rights movement was beginning to be felt even in Rochester, practically on the front doorstep of the ILR School. In connection with the Federal Community Action Program, a number of faculty members and students sought to empower inner-city communities through grass-roots organizations like tenant unions, storefront operations, and local community action agencies. Some faculty members responded to the call like old war horses. Examples I particularly remember include a research seminar conducted by Bill Whyte using graduate students, including his own daughter, as participant observers on the Rochester scene and Alice Grant's work with tenant unions. Alice would periodically report to me on the progress of one woman who had ten children and was living on welfare when she became president of a tenant union. As the woman developed more and more confidence in herself as leader of her local union, she began attending a community college; eventually she earned a degree and became self-supporting. One day Alice came into my office and announced, "Guess what she's doing now? She's decided to have her tubes tied. She has too many other interests!" Lots of money has been spent by sociologists to come up with insights that are no better than this.

Similar efforts were underway in New York City. The New York office, under Lois Gray, employed an extraordinarily capable staff including Betty Lall, Barbara Werthheimer, Matt Kelly, Wally Wohlking, and Lou Yagoda. Among those involved with the civil rights effort in New York was Anne Moody, a member of the staff who had gained considerable recognition for her book *Coming of Age in Mississippi* (1968) in which she described her experiences sitting in at Woolworth's in Tougaloo in 1963.

At this time Cornell University undertook an effort to bring African Americans on the campus through special recruiting efforts. Prior to that few

blacks had found their way to Cornell and to the ILR School, and my primary recollections are of faculty members asking each year how many blacks were admitted to the freshman class. The answer was inevitably something like, "three, but two are from Africa." Ithaca was described by many as "the most centrally isolated community in America" and clearly outside the urban orbit without a well-established black community.

The school had no African-American professors and this disturbed many of us. Efforts to recruit black faculty members in the industrial relations field at this time, however, were fruitless. I sincerely believe that had the Federal Community Action Program continued, the school would have developed academic research and teaching in this area that would have opened many doors.

Disillusionment with U.S. Foreign Policy

As military action in Vietnam intensified, criticism of U.S. foreign policy increased. However, apparently in a long-standing relationship based on the idea that by exporting U.S.-style business unionism the school could diminish the likelihood of unions becoming the backbone of communist takeovers, the international programs of the ILR School were supported in part by CIA funds. I was uneasy with this relationship from the start. I felt that academic freedom could readily be compromised by funds designed to accomplish particular national goals even though the goals might be totally acceptable. Of particular concern to me was the financing of professorial foreign visits with CIA funds. I resolved, therefore, to get rid of this support and did so during my tenure.

New York's Public Employment Relations Act and the ILR School

In 1967 the New York Public Employment Relations Act was passed. Usually called the Taylor Law after the chairman of the committee that designed it, the act gave public employees in New York the right to organize and negotiate with management. They were denied the right to strike, however, which meant that a mechanism had to be set up to adjudicate disputes. There was little experience in these matters in the public sector. Robert Helsby, a Cornellian with a background in industrial relations at the ILR School, was plucked from his administrative post at SUNY-Albany and made chairman of the newly formed Public Employment Relations Board.

According to Helsby, who speaks for himself later in this chapter, the job simply could not have been accomplished without the ILR School. Through its faculty, he was able to adapt mediation, factfinding, and arbitration procedures from the industrial sector to public employment dispute settlement and to call upon faculty members to serve as experienced mediators, factfinders, and arbitrators. The school trained both management and employee representatives in the art of negotiation and dispute settlement and, aware that there were no black or female neutrals in public employment relations, offered training to blacks and women. Altogether, Helsby claimed, the school not only guided the

development of public employment relations in New York; it thus helped create the model for public employment relations around the country.

Campus Unrest

Student unrest pretty much dominated the campus environment toward the end of my tenure, disrupting classes and challenging the authority of both administration and faculty. As long as student protests were essentially symbolic and directed toward the administration, the faculty was concerned, to be sure, but not directly involved. When the revolt was directed at the faculty and its authority in the classroom, however, most faculty members saw this as a fundamental challenge to academic freedom that threatened the very life of a great university.

The ILR faculty stood strong throughout the difficult days of 1968 and 1969. One important characteristic of the faculty was its familiarity with organized advocacy, demonstrations, settlement of disputes, and the handling of grievances. At one point, I had some members of the faculty join me in holding a grievance session with all ILR students who wished to participate. The challenges seemed to be fundamentally that we (meaning the faculty and school administrators) were "old and out of touch."

One asked me directly: "What experience have you had in industrial and personnel relations?" I said, "Well, I spent a number of years in personnel staff activities at Western Electric and Sears, Roebuck. I was personnel manager in a high priority war plant where I integrated blacks into a previously all-white work force. I was also personnel manager of Sears, Roebuck's largest wholly owned factory where I had to deal and negotiate with three unions. More than this, I spent many years consulting with some of the largest corporations in America before coming to Cornell."

When my challenger answered with, "Well, that's fine, but that was years ago," I knew I had a problem. Experiences that were five or more years old were in the Dark Ages. One young man who made an impassioned speech (I can't remember the topic) was dressed in what appeared to be the clothes of a mountain man with a leather, flat-brimmed hat with thongs hanging down. My first reaction was that his whole performance was ludicrous until it dawned on me that the other students were listening to him. I was then aware that if there really was a leader in the room, it certainly wasn't the faculty; it was the mountain man.

There were many other events that could be described during those heady days as Cornell worked through its problems of campus unrest, but one in particular needs to be reported. It was the Convocation of 1969. The graduating seniors and faculty had marched into Barton Hall followed by the administration and Morris Bishop who, as University Marshall, was carrying the Mace—the symbol of university authority. The ceremony had barely started when a former

student leaped to the platform and seized the microphone. Professor Bishop, who truly had a keen sense of ceremony and historic symbolism, lifted the Mace from his shoulder and gently tapped the student in a bold, if somewhat effete, demonstration of authority. It didn't have much effect.

Amidst all this intense activism, however, some students retained their sense of humor. I am reminded in particular of a meeting of graduating ILR seniors at which Myron Roomkin, now a professor at Northwestern, in the manner of Mort Sahl, described a dream that he had. "I dreamed," he said, "that we were all ready to graduate when Dean Jensen announced that we would all have to take and pass a comprehensive test before graduating. Everyone was up in arms. 'Let's get Dean Moore,' they said. 'Let's sit in his office.' But no one knew where his office was. 'Well, then, let's hang him in effigy.' But no one knew what he looked like." They didn't know that the dean spent most of his time in a snowbank in DeRuyter.

One Final Story

At that time, I tended to fatten up in the summer and fall and then go on a rigorous diet in the winter. I followed this cycle on my arrival at Cornell. About midway through the winter, Associate Dean of Cornell Steve Mueller noticed my considerably diminished girth and remarked, "You're just the kind of dean we like around here—one that arrives on the campus and then slowly disappears."

Creation of the Public Employment Relations Board

by Robert Helsby (GR '58)

Reflecting on the 28 years of public sector labor relations experience under New York's Taylor Law shows that the ILR School has played a crucial role.

When the law was passed in 1967 during the Rockefeller administration, it was dubbed the "RAT" Law (Rockefeller and Speaker of the Assembly Travia) and was passionately hated by organized labor. More than 18,000 unionists gathered in Madison Square Garden in a rousing pledge to repeal the law. They felt deeply

Another Perspective

*by William F. Whyte
(1994: 263)*

Perhaps the most lasting damage was the polarization that occurred among faculty. I noted this within ILR. Before the crisis, I would go into faculty meetings without any fixed position on issues, expecting to listen to the discussion before making up my mind. After the crisis, many faculty came to meetings with what seemed like fixed positions and categorized their colleagues as liberals, radicals, or conservatives, or sound or unsound thinkers.

that without the right to strike, collective bargaining would be a meaningless exercise.

Given this climate, a major problem was to find someone to serve as the chairman of the Public Employment Relations Board (PERB), the state agency established to administer the law. No one wanted the seemingly impossible position, including me. How I came under consideration directly involved the ILR School.

In the 1950s I was a college administrator at SUNY-Oswego. I had done work on my doctorate at Ohio State, Indiana University, and Penn State. Having a wife and five children, and approaching 35 years of age while climbing a career ladder, I was looking for an opportunity to complete my degree. Someone suggested that I check with the ILR School where I could get a doctorate in education with a major in Education Administration. I checked; I was offered my chance with a graduate assistantship under Professor Robert Risley. I received the D.Ed. degree in 1958 with every intent of continuing my career in the university system.

In the process of getting the degree, I came to know the ILR dean, Martin P. Catherwood. When he was "drafted" by Governor Rockefeller to become the New York State industrial commissioner, he offered me the post of "executive deputy industrial commissioner." Armed with a leave of absence from Oswego, I worked with Catherwood in that position for more than six years, from 1959 through 1965. At that time, I returned to the state university system, accepting the newly created post of executive dean for continuing education in the central staff of the University of Albany. Again, I fully expected to finish my career in some university post.

Then came the passage of the Taylor Law in 1967. Since I had a doctorate from the ILR School, together with labor department experience, the governor asked if I might consider the PERB chairmanship. After looking at the law and taking "soundings," I said, "Thanks, but no thanks." Several days later, I received a call from the governor's secretary, Ann Whitman, asking me to join the governor and the chancellor of the state university, Sam Gould, in the governor's office. There I pleaded a lack of qualifications and suggested several other persons who should be considered. The governor replied, "Rightly or wrongly, we have decided that you should be the PERB chairman. Are you going to help us or not?" I felt I had no choice, particularly in light of the fact that he was trying to become the Republican nominee for the presidency of the United States.

It was at this point that I began to lean heavily on the outstanding resources of the ILR School for the help I so desperately needed. David Moore, the dean of the school at the time, and his successor, Bob McKersie, were equally cooperative. Their guidance, counsel, and assistance were of enormous help in those turbulent years. In drafting the initial rules and regulations of the Taylor Law, such faculty members as Kurt Hanslwe and Walter Oberer were of great help to my legal staff. I was not a labor relations specialist and I turned to the

ILR School for this expertise. Many of the faculty not only served as consultants, advisors, and part-time employees of the board, but very quickly became key components of the substantive elements of the law. As such, they pioneered in many difficult mediations, factfindings, arbitrations, and other dispute-resolution processes. Much of this activity was truly groundbreaking and experimental since there was little solid precedent at the time. The faculty performed with distinction, handling many of the most difficult cases in the state.

PERB Assistance

by Harold Newman

Among the ILR Faculty who performed invaluable service as mediators and/or arbitrators for PERB were Bob Aronson, John Burton, Don Chatman, Don Cullen, Rod Dennis, Bob Doherty, Ron Donovan, John Drotning, Ron Ehrenberg, Bob Ferguson, Phil Foltman, Alice Grant, Jim Gross, Fran Herman, Tom Kochan, Jean McKelvey, Maurice Neufeld, Bob Risley, Phil Ross, Ron Seeber, Bert Wilcox, Byron Yaffe, and the school's current dean, Dave Lipsky.

To properly appreciate the effort by the ILR School faculty, the national, state, and local governmental climate of the 1960s must be understood. Many large and disruptive strikes had been breaking out with increasing frequency since World War II: transit stoppages; large school systems, including New York City shutting down public education; sanitation strikes creating health hazards; and many other strikes causing disruption of government services. Governments were unsure how to deal with these stoppages.

Laws were passed that were punitive in nature and established various penalties for strikers (New York's Condon-Wadlin Law, for example). Most were not balanced labor relations laws and proved to be unworkable. State and local governments increasingly asked such questions as: What kind of labor relations system should there be in the public sector, if indeed there should be one? If there should be a system, should it be different from the private sector, and if so how? Should strikes be allowed or outlawed? Should strikes be allowed by some government employees but not by others? Could a wide variety of dispute resolution processes and techniques effectively be substituted for the strike? The Taylor Law sought to provide answers to these questions and many others. It is easy to understand why the law was so controversial!

In sum, the Taylor Law set out to establish the principle that collective bargaining does in fact belong in the public sector—with some distinctions from its application in the private sector. The law sought to substitute many types of mediation, factfinding, arbitration, and other dispute resolution mechanisms for private-sector strikes. The experiment still goes on, but the New York State

experience, with the ILR School's help, has made great progress toward these goals and has served as a model to other state and local governments.

The late Robert Helsby served as chairman of New York State's Public Employment Relations Board for its first 10 years. Known widely as the grandfather of public sector labor relations, he earned the respect of both labor and management, created the Society for Professionals in Dispute Resolution, and received the ILR School's Great Award.

Another Perspective

by Harold Newman

When Bob Helsby resigned from New York PERB in late 1977, I took a moment to publicly evaluate his service, and appreciate his contributions. That evaluation went partly like this:

No individual has had more impact on the shape and philosophy and administration of public sector collective negotiations in the United States these past ten years than Robert Helsby. He has recently resigned as Chairman of the New York State PERB to undertake new challenges having to do with the training and utilization of neutrals in public sector bargaining disputes, and he is armed with a Carnegie grant that will enable him to do it.

Bob has earned our affection and our respect. Throughout his life, he has delineated a Norman Rockwell, *Saturday Evening Post* vision of the American male, carrying with it an unwillingness to be even mildly devious in his own best interest. Being straightforward, however, is only one of his primary characteristics.

Bob is bright enough to have been seriously considered for the chairmanship of the National Labor Relations Board. The responsibilities he has carried in academe and in state government attest to both his intelligence and the breadth of his knowledge and talent. But he appreciates both the simple and the complex. Let him pass a piece of machinery and he will stop to admire its design and try to understand how it works. He crows with delight over a birdie on the golf course and is simply euphoric if he is chewing a hot dog in the grandstand at a major league baseball game. He is fascinated with natural science and especially with space science. He is excited every time he thinks about the future yet never forgets his links and all of our links to the past. Perhaps this is why he is always happily coping with the present—which may be the most useful thing we can learn from him.

Alumni Perspectives

by Joan Greenspan ('64)

The ILR School and I are about the same age. My generation has had the unique experience of beginning in the leaky Quonset huts, graduating from Ives Hall, and watching it be razed for the school of the new century.

As the field progressed from post-World War II toward the electronic informational evolution of work, labor relations, labor law, labor economics, and human resource disciplines rapidly reinvented their basic tenets. Many of our graduates were at the forefront of these changes and carved the pathways of the future. The ILR School has produced skilled practitioners who can capably create workplace solutions and thereby fulfill the school's primary mission.

Now the ILR School has gone global in its scope. When I was an undergraduate, it required skilled negotiations to obtain the school's permission to study in Italy for one semester. Happily, progress can be made incrementally in that grand institution—Cornell.

Another Perspective

When asked what life was like as one of the very few trade union leaders who are women, Joan replied:

I have never felt that isolation that many women feel in their careers. I think it was never part of my consciousness. At the ILR School, Alice Cook, a woman who had made her mark in trade union leadership in the period of ferment in the late '30s, was one of my professors. Her career made it apparent to me that a woman could have a successful career in labor relations because Alice did it in the 1930s; sure I could accomplish something similar in the '60s. And then I'd be having a cup of coffee with Alice and Frances Perkins would sit down next to us. Of course, that wasn't a surprise; you would expect two people of that caliber to sit together. At that point I *listened*. So it never occurred to me that the field of labor relations on the trade union side wasn't open for women to reach leadership positions.

Joan Greenspan's ILR training and her innate interest in politics, economics, and business led her to become a facilitator and advocate. One of her first victories was in overcoming the school's objections to spending her spring semester in Italy.

by Richard Hoffman ('67)

Those of us who arrived at ILR in the early 1960s found an institution in the midst of adjusting to its second generation. The Quonset huts were gone and much of the fabled founding faculty was not filling many teaching slots in the undergraduate class schedule. But the plants we visited freshman year, especially the trip to Endicott-Johnson, remain the most memorable components of the first-year curriculum. Yet this remnant of "Bus-Riding 101" would soon vanish entirely.

Many of us at ILR in the '60s recall memorable professors from that tumultuous time. The brilliant historical insight of Gerd Korman, so piercingly illuminating in seminars or in individual project work, sometimes seemed shortchanged in the lecture hall. Duncan MacIntyre became the ILR professor best-known to the rest of the campus as he brought his extraordinary presence to the survey course for non-ILRs—not that anyone who had him for Social Security was likely to forget him.

William Friedland combined anthropology, sociology, and music to generate a sure feel for the culture of unions. Also marching to different drummers were the likes of Paul Breer and Jay Schulman. Years later Schulman virtually invented the new field of jury studies. In stark contrast stood the well-tailored and exceptionally skillful economist, George Hildebrand, destined to enjoy his love of the rails and to become deputy undersecretary of labor for international labor affairs.

No one is likely to forget M.G. Clark's cow ratio or his inimitable style. Or otherwise forgettable organizational behaviorists who described everything by drawing triangles on the chalkboard while exposing ILR students to the deficiencies of management theories that would win their 15 minutes of fame years later. I still encounter people who accept Taylorism and MBO as gospel.

The excitement of the decade and the ferment in the labor field in those years stirred the student body when truly major figures such as Walter Reuther and Frances Perkins spoke. Jimmy Hoffa had amazed the entire campus the year prior to my arrival. One also had the unusual chance to see and talk to figures who today are footnotes in labor history, such as Lemuel Boulware of General Electric.

Ferment there was, and not all came from the Cornell campus climate of the '60s. Public employment was where the action was on the labor front. And new faculty members who combined both idealistic hopes and experience-grounded realism excited many ILR students who explored this newer realm.

Until he wrapped his sports car around a tree, Eric Polisar led this thrust into the vibrant public sector. Leaders of traditional and innovative public employee unions, agency negotiators, and neutrals leading newly established tripartite bodies—all New Yorkers—flew onto campus, particularly for the

seminar Polisar and Kurt Hanslowe conducted on public sector bargaining: Albert Shanker, Arvid Anderson, Jerome Lefkowitz, CSEA leaders—the list went on and on.

Rarely had ILR been so tied into what was happening to labor relations of the state and city. Polisar probably had too optimistic an expectation of what the tripartite structure could accomplish; his total immersion in the workings of the public sector negotiation process may have obscured his perception of the greater forces affecting this bargaining sphere, forces beyond the city or state. Although deeply skeptical of the insinuation of the law into the bargaining process, Hanslowe nevertheless brought a needed dose of reality drawn from his legal background to Polisar's dream of a public bargaining process satisfying all needs.

Similarly, John Windmuller was encouraging students to pay more heed to what was happening to bargaining structures elsewhere in the world. Eqbal Ahmad—later prosecuted in one of the '60s political trials—made his students aware of the labor world beyond Europe and North America. He and some other faculty members encouraged their classes to consider the outlook of the Algerian Frantz Fanon. A few students battled the ILR hierarchy to study political thought with Hannah Arendt when she visited at Cornell, even though this singular opportunity conflicted with a required course. And a strong and valued tradition began of at least one student, and sometimes more, spending a junior year at the London School of Economics.

It's hard to realize that Ives Hall, spanking new to ILR in our day—not that anyone would ever claim it was architecturally distinguished—is about to be replaced. But we can remember when Ives had been a U.S. senator. In fact, some years after graduating, I encountered Judge Groat himself—he of the award and the omnipresent cigar—in a different context.

Despite the clamor of the '60s, reality intruded too infrequently at ILR itself: the importance of people like Polisar as impresarios and experiences like the freshman year factory trips cannot be overestimated. Nor, for that matter, can the exposure at Cornell to each of the gubernatorial candidates or to other denizens of New York politics, such as Judge Groat, be gainsaid.

Richard Hoffman has been drawing on what he learned at ILR in working—at the National Center for State Courts, the U.S. Department of Justice, and the Administrative Office of the U.S. Courts—to improve courts at all levels. He was also a clerk of the District of Columbia Court of Appeals and now conducts management reviews of federal courts.

by Eileen Barkas Hoffman ('69)

The occasions of my 25th college reunion in June 1994 and of this 50th retrospective of the ILR School have prompted a series of memories, beginning with my admission acceptance in April 1965. I decided to go to ILR because it

stressed the social sciences and social movements, and those were the years of the civil rights movement, the Vietnam War protests, and social and cultural rebellion in music (The Beatles) and other fields. It was also a time when the Peace Corps and government service were considered a good thing. The labor movement was far from monolithic; it was buffeted by these changes as well. For me, having New York State Regents Scholarships awarded to my older brother, my younger sister, and me at the same time meant that we could all afford to attend colleges in New York State.

Entering Cornell in September 1965 gave me an opportunity to meet students from across the nation and the state. I roomed with a delightful ILR upstater from Syracuse, "Irish" Marie-Celeste Scully Abbott, who introduced herself as a graduate of the Convent School and a champion debater in high school, bound for the Cornell Debating Team as well. I joined the team too. It was the only way to survive living in the small Donlon dorm room and it helped to organize my thinking and logic and to perfect my public-speaking skills. I remember that the national issue one year was "Resolved that the United States Substantially Reduce its Foreign Policy Commitment." It became a basis for debating our involvement in the war in Vietnam, the draft, and our other foreign policies. Debate provided an organized way to handle these issues.

The campus in those years was the scene of demonstrations, rallies, speeches, and intense discussions. We in Debate, at least, had many "facts" at our fingertips. It was only later that we learned that some of these "facts" had some serious deficiencies. I also worked on the *ILR Forum* and dealt with such issues as the "non-stoppage strike" where the public continues to pay for a service (such as busses or trains) but the funds go, not to the public authority or the workers but to a common fund—this is an idea whose time has not yet come. My years at Cornell will forever be labelled by the takeover of Willard Straight Hall in April 1969 by black students in a protest of the university's treatment of them. This was followed by the cancellation of classes, later resumed with discussions of how to restructure the university. It was a very heady time when many of us felt we could make a difference at rallies in Barton Hall and elsewhere. These events also wrenched and divided the faculty and student body. Many in the Cornell Government Department left for Canada or other campuses.

I also remember that the ILR curriculum stressed two themes that continue to dominate the debate in American society and in employment relations today. The first was a concern for individualism, be it your own advancement as a student or how an individual employee is treated. The second was collective action, including labor union formation, collective bargaining theory and practice, team-building, and the community activism of Saul Alinsky. These themes have stayed with me as they permeate American society. How much is individual effort? How much from a team or community approach?

ILR also looked to a more global economy before it was fashionable. The areas of comparative labor relations, so well taught by John P. Windmuller, excited me, and I decided to spend my junior year at the London School of

Economics, looking at British and comparative labor relations, economics, and politics. The role of trade unions in Russia, so well depicted by M.G. Clark, also fascinated me. The careful look at dispute resolution as taught by Jean McKelvey was another important skill and subject area that caught my imagination. These professors, who were important role models for me in the 1960s, remain committed to their fields today.

A new development that I applaud is the development of an ILR Women's Network, which ILR Alumni Association President Carolyn Jacobson helped to form. In the mid-1960s, there were few women at the ILR School, about 10 for each class of 100 students. I still remember how women were discouraged in job interviews from pursuing industrial relations-type careers. Even law was not encouraged as enthusiastically for women as for men. Today, the ILR School has an equal number of men and women and more other diversity in the student body as well.

The tumultuous years of 1965-69, with the takeover of the Straight to protest university policy vis-à-vis blacks, or the war in Vietnam, have been replaced. Issues of the 1970s included investment in South Africa and civil rights and liberties for all groups. The 1990s have seen a new and integrated South Africa, the end of the cold war, a global economy, an accelerated rate of technological change, and the need for us to grapple with these changes and their impact on us.

I believe that the ILR School still has an important role to fulfill. The collective bargaining system still produces results, albeit for a smaller portion of the population. We need still to deal with the twin themes of individualism and collective action, protecting individual rights and abilities while affording collective bargaining and group activity. As one of the recipients of the Irving M. Ives awards in college, I'm particularly pleased to be a part of the ILR graduates and of this retrospective volume.

Eileen Barkas Hoffman is a mediator who currently serves as general counsel of the Federal Mediation and Conciliation Service, where she has also been a district director. She has also served as national president of SPIDR and on the executive boards of the IRRA, SFRLP, and ILR's Alumni Association.

by Carolyn J. Jacobson ('72)

Attending the ILR School from 1968 to 1972 placed me at Cornell during some of the most turbulent years in the university's history. As it turned out, they were rather unsettling years in my personal life as well. The end of my freshman year saw the takeover of Willard Straight Hall and the unforgettable image of Cornell African-American students emerging from the building armed in self-defense.

My memories beyond the major events of that time are blurred because my father died suddenly the week before Thanksgiving vacation during my sophomore year. As a result, for most of my remaining Cornell years, my primary focus was on two things—"getting through" and dealing with my loss. I do remember returning after Thanksgiving that semester bewildered by the fact that life seemed to be going on as if nothing had happened (while something so dramatic had happened to me) and trying to figure out some way to get through finals (including Statistics).

Spring semester, which was an even more formidable challenge, came to an abrupt halt with the slaying of students at Kent State. It was a truly horrific event in history that made for a second tumultuous spring, the second one without finals.

ILR provided me with one of those rare, defining events in one's life—a summer internship (between sophomore and junior years) at the school's extension division in New York City. There I had the good fortune of working with Anne Nelson and Barbara Wertheimer, who were embarking on their landmark study of barriers to the participation of women in trade unions. I also worked with them on two programs for union counselors.

As a result of this internship experience, I returned to Cornell with a clear focus. My first publication on union women appeared in the *ILR Forum* in my junior year. The internship also helped point me in the direction of a career path to my professional life—first as an intern at the AFL-CIO and since 1973 at the Bakery, Confectionery and Tobacco Workers International Union, where I now serve as Public Relations Director.

Cornell connections appear regularly in my life, sometimes in the most unusual places. Some fifteen years after the Straight takeover, I thought I saw a familiar face in a class of union activists from our tobacco sector. On a break, we sought each other out and my union brother turned out to be Ed Whitfield, one of the students who appeared on the cover of *Newsweek* in the famous photo of the students emerging from the Straight after the takeover. We have both come a long way from Cornell!

Carolyn Jacobson, currently director of public relations for the Bakery, Confectionery & Tobacco Workers, writes frequently on labor and women's issues. She has served as president of the ILR Alumni Association and as a board member on the ILR Advisory Council.

by Francine Blau ('66)

While economic models often deal in rational decisions made with full information, I regard my entry into the economics profession at least to some extent as the result of some happy coincidences and my good fortune to study at the ILR School. When I was a high school student in Queens, most of my friends

were planning to attend one of the city colleges; but I got the idea that I'd like to go away to school. Financial resources were not abundant and Cornell University came to my attention not only as an excellent school, but also as a university that had both public, low-tuition colleges and private, high-tuition ones. In exploring this, I learned of the ILR School.

In honesty, I wasn't sure exactly what industrial and labor relations was, initially, but with a little research I found out more about it and it sounded interesting. I was always very career oriented and not overly concerned, given the standards of the times, with what was considered appropriate for women. However, as I considered studying industrial relations, I was not altogether indifferent to whether a woman was likely to meet with success in this area. I had heard about Frances Perkins, Franklin D. Roosevelt's secretary of labor who was the first woman ever to serve in a Cabinet position. FDR was a larger-than-life figure in my family -- I was actually named after him, my initials being F. D. B. So taking Perkins as what we would today call my role model, I applied to the ILR School and was one of 15 women (out of 100 students) who were enrolled in the 1963 freshman class. The number of women admitted to the ILR School was determined by a quota (an upper boundary, not a lower one), allegedly due to limited space in the dormitories for women, though it may have crossed our minds that the limitation was suspiciously under the influence of the ILR School administration itself.

Despite these constraints on the admission of women, I did not find the ILR School to be a "sexist" place, although there was a bit of grousing on the part of some male students that the women were taking up positions at the head of the class and lowering their ranking. Most important, I found my professors at the school enormously supportive and encouraging of my evolving interest in economics and academia. In fact my first thought of going into economics dates from an honors section of introductory economics, which I took from George Hildebrand. Before handing back my mid-term he wrote on the top, "Excellent paper, you should major in Economics." From then on I think I began to look at economics differently, to think of it as something that perhaps I was especially well suited for. It didn't seem highly significant that it was an overwhelmingly male field in those days (and still to some extent today) in part because a respected professor had told me that I was good at it.

My interest in economics was further stimulated by Robert Ferguson's Labor Economics course and Gardner Clark's course on the Russian economy. My thoughts of actually entering the field and becoming an academic were carefully nurtured by Bob Ferguson, who became my mentor and who guided and supported me through the application process. Not one of these individuals ever for a moment scoffed at the idea of a woman becoming an economics professor or expressed any doubts about my ability to do this.

There were temptations along the way. I adored Kurt Hanslowe's Labor Law class and thought of following many of my colleagues to law school. And Gerd Korman's Labor History with its emphasis on social trends and developments fascinated me enough to make me consider history. But, in the end, I always

came back to economics. It was the right choice for me but it is not one that I can be sure that I would have made without the support and encouragement of my ILR professors.

Now that I have recently returned to the ILR School, I look at this process from the other side. I am enormously impressed with the calibre of the students and especially enjoy their willingness to speak out, question, and challenge. I think the faculty still has a special role to play in making students aware of careers in the social sciences. So many of the undergraduates are set on going into human resource management or law that those who are considering a different direction may feel a bit at sea. And, in any college setting, an academic career is likely to appeal to relatively few students. There is a delicate line between encouragement and interference, and I am very sensitive to the distinction. But when I think of my experience I am extremely glad that my professors were willing to reach out to me and at least acquaint me with my options. I hope that I can do the same for my students.

Francine D. Blau received her Ph.D. in Economics from Harvard. She taught for many years at the University of Illinois at Urbana-Champaign before returning to Cornell as the first Frances Perkins Professor of Industrial and Labor Relations. She has recently become president elect of the Industrial Relations Research Association.

7.

THE 1970S

View from the Dean's Office

by Robert McKersie

I had been on the job just a week when Keith Kennedy, vice provost, called and said we needed to make a trip to Albany to meet the chancellor of SUNY, Ernest Boyer. This was late August 1971. After a few pleasantries, it became clear that this was not just the courtesy call of a new dean reporting in to the top leader of the state university. Chancellor Boyer went right to the point: a new Labor College was going to open on the premises of Local 3 IBEW's training facility on Lexington Avenue in Manhattan, and the ILR School had to be there as a partner. It was not clear what unit of SUNY would take over the Labor College, but it was clear that given its broad mandate for labor education, the ILR School was going to play a key role.

The launching of the Labor College represented the fulfillment of a dream of a group of students who had completed the labor liberal arts program within the extension division and had, of course, benefited from the leadership of Harry VanArsdale. The hope of this group had been that ILR would operate the Labor College as some type of subsidiary in New York City. But the faculty, aware of the difficulty of setting up a full undergraduate program in New York City, opted for a certificate program focused on industrial relations courses that could serve as an important building block in an undergraduate program that would be the core of the Labor College. So I was on hand for the ribbon-cutting ceremony in early September 1971, as were Governor Nelson Rockefeller and a wide range of dignitaries.

Empire State College, the unit of SUNY that was the "Campus Without Walls," took over the governance of the Labor College. To ensure that we were well represented and pursuing our franchise, key faculty members, such as Leo Gruenfeld and Alice Cook, stepped in to chair the credit-and-certificate program offered under the auspices of the Labor College. I agreed to teach a course in collective bargaining the first semester and commuted every week to New York City.

Aside from giving me an opportunity to get to know the Metropolitan District of the Extension Division (the largest office), this experience provided me

first-hand exposure to the labor leaders who wanted formal education to augment their innate intelligence and real-world experience. Teaching adults with substantial background and in a formal course is a special adventure. (Professional schools offer many courses for credit to students with little experience and many courses to adults where the setting is general adult education and not part of a degree program.) These students wrote papers about their unions and their involvement in collective bargaining, and I found the experience incredibly rewarding and educational.

While the Labor College represented a very dramatic development, it was part of a much larger movement that was gaining momentum in the early 1970s. The extension division of the school was growing, and the demand for adult education courses—especially those taken for credit—was expanding dramatically. Most of the credit courses were at the undergraduate level. In Rochester, however, the school instituted several graduate courses under the leadership of Jean McKelvey and Alice Grant. Several faculty commuted weekly to Rochester (courtesy of Greyhound Bus) to offer these courses.

Within a few years of the launching of the Labor College the same students who had successfully pressed for the creation of an undergraduate degree program shifted their attention to the need for a graduate degree program in New York City. In retrospect, it should have appeared inevitable that those who would receive certificates in the labor liberal arts program and then move on to the bachelor of science program in the Labor College would be looking for a graduate degree in industrial and labor relations.

This topic became a major challenge during the mid-1970s and involved many meetings with the students, led by Bernie Rosenberg (a business agent of Local 3), sessions with the Advisory Council of the school, and extensive discussions with the Planning Committee and with the total faculty of the school. A couple of vignettes come to mind.

Given the major departure that a graduate program offered in New York City by an ILR school would mean for the faculty, I asked the Planning Committee if they would be willing to meet on a Saturday to consider this topic and other longer-run issues. I received from one member of the committee a cryptic response: "Saturdays are my time—sorry."

Another cameo that is etched in my mind occurred over dinner at the Statler Club when Eric Jensen, chair of the Advisory Council, came on strong and told the faculty group assembled that if they did not step up to a graduate degree program in New York City, they would stand to lose substantial financial support in Albany. The faculty felt they had been tackled by "Big Red," a former Cornell football player.

As it turned out, we designed with Baruch College a jointly sponsored graduate degree program that would draw on the strengths of both institutions. As I had done with the Labor College, I taught in one of the early sessions of the new program, this time while I was on leave from

ILR at M.I.T. during the spring of 1980. Again, the opportunity to work with experienced adults, this time at the graduate level, was a pleasure and worth the commute every week from Boston.

Eric Jensen's reference to the "bread and butter" reality of meeting the educational needs of the citizens of the state on multi-location bases was not stretching a point. Indeed, in 1972 (my second year as dean) the school received a recommendation from the state budget office to slash funds by almost 10 percent. It is not clear why the ILR School had been singled out, because at that point the fiscal crisis had not yet descended upon the state. Perhaps it was fallout from what some people perceived as the school's slow and only partial response to the petition to open a branch of the school in New York City. We did not spend much time debating the motivation, however, but went to work immediately mobilizing the friends of the school, especially within the labor movement, to walk the halls of the capitol and insist that the money be restored. I can remember vividly some sessions during which outspoken representatives from the labor movement upbraided budget examiners in my presence for their recommendation to cut our budget. Within Cornell, however, I was chastised for unleashing the labor movement, and budget types predicted that we would suffer the consequences in the long run. To the best of my knowledge, we never did get punished for mobilizing our allies.

The budget cuts of the mid-1970s were more serious. They applied to all the units of SUNY and reflected a severe financial crisis facing the state. Rather than applying the cuts uniformly across the school, I reasoned that it was better to target the cuts, have some selective layoffs, and then return to as much normalcy as possible. Several of the people who were let go for "lack of funds" were restored on the recommendation of an arbitrator who felt that their contracts had been breached. Nevertheless, we did what today would be called restructuring and got through the budget crisis reasonably well.

From Eric Himself...

I enjoyed being head of the school council. The council sought to enhance the reputation of the school and there were a number of top union and management officials participating. During the 1970s we established a master's degree program with Baruch College in New York City, although not without some difficulty from the faculty. The ILR Associates Program was established and a number of leading companies joined and provided funds and access to the school. We established the Judge Groat Award, perhaps one of the significant annual events of the school. Of course we can no longer listen to the judge talk at that event and in truth, I miss his presentations even though they were sometimes long and rambling.

by Eric Jensen ('51)

Fighting the budget battles in Albany also had its lighter moments. At a holiday party in 1976, a question was raised of whether the dean could truly ever be a Santa Claus again, and the following poem was dispatched to Jim Huttar, one of the most effective emissaries for the school in Albany:

I have just passed Varna and am still heading East
Without benefit of sleigh, skis or helpful beast
The wise men look to the stars for inspiration
I am still bent over without consolation
Some birds just passed over with the report
That they had been to ILR for a short snort
Seems there were plenty of crumbs and mice
At a holiday party spiked with a salad a la Trice
They also reported a strange event, indeed!
Your reading a poem about my many misdeeds
I am not sure which gives me greater pain,
My backache or the severe migraine
At hearing you spoof this noble pilgrimage
Your comments about this Albany mission are pure sacrilege
'Tis the Holiday season and I cannot tarry
The School needs the money, especially Harry
I promise to bring it all back, in a bundle marked: "Cash and CAREY"

—Santa Claus

No sooner had the poem appeared in the weekly *ILR News* than the following note appeared: "Bob—Since I'm the only 'Harry' in the ILR School, I expect some special attention in the next budget. (signed) Harry Trice."

For most of the budget proceedings, the ILR School appeared in concert with the three other statutory colleges. I found these sessions quite educational and another quatrain somehow emerged:

When I was small and in my youth
I thought of farms and barns as quite uncouth.
Now I hear at the budget sessions this year
That they are top priority of all budgeteers.
There was a day when new programs were our aim,
Now it's "fix the roof so we can come in out of the rain."

Beyond developments in New York City and Albany, important things were happening across the state; indeed, the motto that the "state is our campus" was becoming more than a vision. Another manifestation occurred in Jamestown, New York. Bill Whyte, who played a key role in the relationship between the school and that important development, lays out the story line.

Another Perspective

*by William F. Whyte
(1994: 281-82).*

Upon my return from a six-month trip out of the U.S., I consulted with colleagues about possible developments to study. Through them, I learned about the Jamestown Area Labor-Management Committee (JALMC), a program that linked leaders of organized labor and management in an effort to save jobs through cooperative activities and through employee buyouts of plants facing shutdowns. Earlier community labor-management committees had limited their functions to mediation. JALMC left this to the New York State and federal mediation services in order to concentrate on community economic development. This sounded novel and interesting.

A new trend was emerging in management strategies. Earlier, the fad had been diversification. Corporations had become conglomerates as top management bought up locally owned plants outside their main lines of business. Now the fashion was for top management to strive to achieve leaner organizations by dumping plants that were unprofitable or only marginally profitable. This created a scramble as local citizens sought to save jobs through employee buyouts or by making local investments and establishing local management.

Dean McKersie encouraged me to organize what we were calling the New Systems of Work and Participation Program (NSWPP). We would do case studies of labor-management cooperative activities in Jamestown and several of the employee buyouts....

[An] NIMH grant attracted into the project three colleagues from ILR's Department of Organizational Behavior. Tove Hammer and Robert Stern got involved in the study of employee buyout cases, and Howard Aldrich joined Stern in a historical study of worker cooperatives from 1840 to 1940....

Chris Meek and I studied the Jamestown Area Labor-Management Committee. The Jamestown venture introduced me to one of the more memorable figures in my experience, Congressman Stanley N. Lundine. The first Democrat in forty years to be elected mayor of Jamestown, Lundine had begun by trying to revive his depressed manufacturing city by persuading big companies to move into abandoned industrial buildings. Frustrated by Jamestown's reputation as having a "poor labor climate," he had shifted his strategy to the development of local resources. Through his family, Lundine had ties with leading local figures in management and unions. After meeting separately with some of these people, he called them together to create the Jamestown Area Labor-Management Committee.

You may wonder what was happening back at Cornell while all of these pressures were developing in the environment facing the school. The challenges on the inside were just as formidable. I can remember when I was a candidate for the

deanship during the spring of 1971, many people mentioned that the big issue I would confront would be the need to plan for a new generation of faculty at the school. The founding faculty, as they were called, as well as a group of other distinguished faculty who had joined during the first decade or two, were all in their sixties and approaching what might be thought of as normal retirement age. Would these people be asked to retire? And how would the school go about replacing the likes of McKelvey, Neufeld, Konvitz, Jensen, Cook, Brooks, Whyte, Hildebrand, Galenson, Clark, MacIntyre, and Slavick? (I am sure I have left a name or two out and offer my apologies in advance.)

One solution was to encourage individuals to retire and be rehired on a half-time basis on college funds, thereby freeing up the state funds so we could proceed to bring a new cadre of junior faculty on board. There was considerable unease over the policy and one of the just-mentioned faculty sent along the well-known cartoon featuring Methusaleh, the point being well made: Chronological age is no measure of anything. Yet, we needed to find a way to bring a new generation of faculty into the system.

Anyway, a large number of junior faculty were recruited during the early 1970s, many of whom now provide key leadership for the school: Lee Dyer, Clete Daniel, Tove Hammer, Sam Bacharach, Robert Hutchens, Bob Stern, and Paul Velleman, for example. As a faculty, we wrestled with some tough decisions while this large number of junior faculty came forward for tenure consideration during the late 1970s. The process of selecting which colleagues were to be given tenure was not easy, but the school got through it, illustrating again the ability of the ILR School to govern itself effectively.

The regeneration process that took place in the Department of Labor Economics required special planning. Having come from the University of Chicago, with its great emphasis on neoclassical analysis, I thought that in the recruitment of new leadership in labor economics, we needed to balance institutional with more quantitative forms of analysis. The question was how to bring this blending about. We decided to hold a retreat and to invite a couple of the stars of the new breed of labor economists to help us develop a plan. This retreat set the stage for the recruitment of Ron Ehrenberg, but because Ron was already tenured at the University of Massachusetts, most people thought he was unmoveable. One of the stratagems that helped convince him to come to ILR was a visit I made to his home in Amherst, Massachusetts, to talk about the opportunities for his leadership at the ILR School. I told him that I just happened to be in the area, and he was duly impressed at my effort to meet him on his own home ground. Only later did I confess that my in-laws lived only five miles away, in South Hadley, Massachusetts, and that I was in the area for other reasons.

Anyway, under Ron's leadership, the department has become one of the best groupings of labor economists in the United States. There are other stories to tell about Ron and the research work of the Labor Economics Department. Here are the highlights of one of these dramas.

As part of a research project, Ron and several of his students looked at pay rates for telephone workers and concluded that they were higher than they would have been in the absence of collective bargaining. (This was not a surprising result given other research that shows that unions do indeed raise wages. In fact, that is what they are supposed to do.) However, the report set in motion a tremendous uproar about research work, involving leaders from the Communications Workers Union and the state AFL/CIO, with claims that Fred Kahn, then Chairman of the Utilities Commission that had sponsored the research, had been kicked upstairs to the CAB because of the whole episode. The issue that raised hackles, of course, was the possibility that because unionized telephone workers were paid more than would be true in an open market, these "extra costs" should not be passed on to the consumer but should be accepted as lower profits by the stockholders of the telephone company.

Thinking back over the decade of the 1970s would not be complete without mention of some of the terrific talent that has come through the ILR School since its inception, embodied in the impressive alumni and exciting students I got to know. The Groat Alumni Award was inaugurated the first fall I was at the school, thanks to the genius of Bob Risley. I had the pleasure of presenting this recognition to Jack Sheinkman, now president of the Amalgamated Clothing and Textile Workers, and Eric Jensen, then vice president of industrial relations for ACF

Industries and now a consultant and arbitrator. The alumni who have received the Groat Award in succeeding years are just the most visible manifestation of the incredible talent that has passed through this institution. In fact, many of them have contributed reflections to this volume.

The students, especially the undergraduates, were on the edge of every important issue. More power to them! They participated in good measure in the human affairs program that had been largely inspired by Bill Whyte; they pressed the administration not to buy products from J. P. Stevens; they formed an organization called Committee on Labor Action (COLA) that brought labor leaders to the campus and was ultimately the nucleus for organizing the Cornell food service workers into a local of the UAW; and, finally, they insisted that the school not hold classes on Labor Day, but commemorate the occasion with speeches, picnics, and a cessation of classes.

Another Perspective

by Paul Yager (GR '49)

I would like to recall a brief exchange between Pete Jensen and George Brooks at a Founders' Seminar held in conjunction with the Groat program. During the discussion period, as I remember it, Jensen emphatically defined collective bargaining as a system in which the adversaries—labor and management—are engaged in a power struggle to overcome each other and achieve their respective goals. Brooks warmly defended collective bargaining as a system in which the adversaries are engaged in solving mutual problems at the workplace and allocating income shares.

Turning to more personal reflections, I remember sitting next to Jimmy Hoffa only two months before he disappeared. Having come to the Cornell campus to speak on the subject of prison reform, he had agreed to spend an additional half-day at the ILR School. Our labor historians, Jim Morris and Clete Daniel, and several other individuals interviewed him and their in-depth interview with this very formidable individual is housed in our remarkable archives.

One other memory deals with a very polarizing event that occurred within my first year at ILR. Prior to coming to Cornell, I had been heavily involved with a variety of programs dealing with race relations, specifically, working with black businessmen on the south side of Chicago and doing research for the Equal Employment Opportunity Commission. I had also prepared one of the analytical tools used by the Office of Federal Contract Compliance. So it seemed proper when I met with the alumni chapter of the school in Washington to give a talk on the subject of affirmative action. The talk was well received, and when President Dale Corson saw the text, he asked if it could be reproduced in the monthly *Cornell Chronicle*. That (McKersie 1972) launched the fireworks!

I had made some general comments about attitudes on the Cornell campus with respect to race relations and I was not sufficiently sensitive to the phrasing that would be read very carefully, given the fact that it was barely two years after the tumultuous takeover of Willard Straight in 1969. Anyway, I ended up being cited by the Faculty Council of Representatives for a "breach of decorum" and, as a result, met with the ILR faculty and engaged in some deep soul-searching that I think left all sides with better relations and understanding. As I look back on that episode, I am sure that I should have handled it differently. Nevertheless, it served as a pivotal event and enabled me to engage the faculty in some very serious and productive dialogue.

The decade of the '70s represents for myself and my family a hallmark of our careers (indeed, three of our children are Cornell alumni), and my interest in

Another Perspective

by Jack Sheinkman ('49)

"Well, I was never one of those people who believed that as a result of the J. P. Stevens victory the walls of Jericho would come tumbling down. It did have a positive effect, however. For example, our relations with the company now are good, better than the relationships we have with most textile companies. They resolved all the litigation by paying us \$1.5 million, and they have lived up to their commitment to us—they have not tried to battle us within the union plants. But there was never a commitment to open the doors to us in nonunion plants. What they do there is what historically every employer with both union and nonunion plants has done—they provide the same benefits in the nonunion plants as they do in the union plants. Organizing new plants is not easy, particularly in view of the anti-labor climate.

working on this volume represents an effort to return some value for the many contributions this special place has made to our lives.

Labor College Graduation: VanArsdale's Dream Fulfilled

by Robert McKersie

The annual graduation ceremony of the Labor College was expected to be different and the event in 1979 fulfilled the prediction. Since the program attracts workers throughout the metropolitan area, it was not surprising that a union hall had been chosen for the occasion: the headquarters of the Hotel, Motel and Club Employees Union located on 44th Street. The organizers promised to start the program on time, 7:00 sharp (in fact, students had been urged to be on hand by 6:00 to work out the kinks in the order of procession). But the featured guest, New York State Assembly Speaker Stanley Fink, had been delayed by a previous engagement, and so the program did not begin until 7:20 p.m.

As we waited for the festivities to start, we began talking to a blonde-haired woman sitting next to us. "What brings you here?" we asked. "My son-in-law is graduating tonight after two years of hard work. I should be so lucky to have a daughter married to this fine man, who has gone to the Labor College--evenings for two years to get this certificate in Labor Liberal Arts."

"Do you have other children?

"Yes, a son who has dropped out of college and a daughter, who is studying Russian literature. My husband dislikes events like these so he is waiting at the restaurant where we plan to celebrate. If this program does not get over soon after 9:00, we will probably find him under the bar."

The atmosphere inside the hall was both festive and serious. The hundreds of adults and children who filled the side sections of the hall murmured with anticipation, and fancy clothes were very much in evidence. The academic procession was traditional in only one respect: the wearing of academic robes. The candidates, whose average age was 42, represented every nationality and working background imaginable. They marched to their seats to the accompaniment of a folk singer and spirited union ballads.

The first speaker of the evening was the class valedictorian, who held the position of secretary in the Taxi Drivers Union. He spoke about the unfinished agenda for economic justice with the fervor and eloquence that comes from a lifetime (he was close to 50) of hard work and straightforward thinking. He was followed by the student association speaker, who made his mark with a one sentence statement, "Let's keep New York City a union town." Then a representative of the ILR Alumni Association tackled all the big questions of concern to the labor movement: minimum wage, Davis-Bacon, labor law reform,

and inflation. These speakers had been introduced by the booming voice and strong presence of the dean of the Labor College, Richard Dwyer, who, when he was not teaching and administering the Labor College, served as a part-time preacher and worker for one of the pentecostal churches in New Jersey. He announced, "I do not need a microphone," and quickly proceeded to prove his point.

As he introduced the evening's main speaker, some people in the back row quipped, "The speaker of the evening is the Speaker." Fresh from the session just concluded, Stanley Fink spoke of the parts of the legislative program that were of special interest to the labor movement, such as a bill to extend the Agency Shop. At one point during his remarks he read off the names of labor leaders (listed in the back of the program as members of the Labor College Advisory Board) and said, "I have worked with these individuals and I value their advice immensely." The audience sat patiently and listened more closely as he mentioned the possibility of casino gambling and the "throw-away" line that he "would welcome the input of Labor" on this subject.

Next, Harry VanArsdale, president of the New York City Central Labor Council, came to the podium and thanked Stanley Fink for his presentation. VanArsdale drew the attention of the Speaker to the work of the Labor College and said, "We know that the Speaker will support the next step in the building of a full program, a master's degree." No one could doubt the power and uniqueness of Harry VanArsdale. His clear, nasal twang commanded attention. His white hair and direct manner marked him as a person who was accustomed to getting results. And in this setting he could be spotted as the only individual on the stage, other than Stanley Fink, who wore no cap or gown. This was the seventh graduation exercise for the Labor College and Harry VanArsdale had not missed one, nor had he ever worn a cap and gown. As a patron of education, he chose to leave it to the academics to wear the gown and to work "within the cloth."

For some people, education is a passing fancy or a vague objective. For Harry VanArsdale it was a constant passion. He demonstrated his abiding faith in the importance of education in so many ways: the Futurians, a club of college graduates from Local 3 of the International Brotherhood of Electrical Workers, who attend lectures and special programs; Bayberry, a magnificent residential center (the former home of the Davis family), where over 15,000 rank-and-file members have taken a one-week course in critical thinking; the Educational and Cultural Trust Fund that has awarded scholarships to sons and daughters of Local 3 members at the rate of about \$300,000 a year; and the Labor College.

The Labor College stands as the most impressive achievement of this labor leader turned education booster, and everyone acknowledges that without VanArsdale's leadership the Labor College would never have been launched. Dedicated in September 1971, it came to fruition only after VanArsdale and his labor associates pressed for "their college" (after all, management had their business schools). The campaign centered at the doors of the public institutions of the state: SUNY and Cornell University, especially the New York State School of Industrial and Labor Relations.

Between the opening of the Labor College and the ribbon-cutting by Governor Nelson Rockefeller at its first location, a building owned by Local 3 at 25th and Lexington (it subsequently moved to the premises of GHI through the help of Louis Levine, who had served as industrial commissioner to Rockefeller), and the graduation ceremony we were attending in 1979, the Labor College had graduated almost a thousand individuals.

For the 1979 graduation exercise, just over 100 individuals were listed on the program to receive certificates in Labor Studies, certificates in Industrial and Labor Relations, associate's degrees in Arts and Science, and bachelor's degrees in Arts, Professional Studies, and Science. One by one they came to the platform. As each candidate shook hands with the appropriate dignitary, a picture was taken by the staff photographer of the New York City Central Labor Council. Someone had remarked that no one from the press was covering the event, but the organizer had made sure that each graduate would have a personal memento of this important occasion.

At most graduation ceremonies a request is made, "to hold all applause until the final recipient has been announced." At this one, that ground rule got nowhere: spouses, children, and friends demonstrated their enthusiasm as soon as their special person was mentioned. The applause came from all quarters and was directed at older and younger, black and white, men and women, indeed, for everyone in this extraordinarily varied and diversified outcome of this unique educational process. Some students were using education to advance in their job or in the hierarchy of the union, some were using it to improve their minds and their ability to communicate in English (a sprinkling of Spanish names suggested this point), and some welcomed the experience of attending classes in the company of other adults.

As we were getting ready to leave the hall, Harry VanArsdale invited us upstairs to meet some of the people and to enjoy some refreshments. The scene inside the oblong room that normally functions as a classroom or a meeting hall for the local union contrasted with the graduation event just ended downstairs. No caps and gowns were in evidence and most of the people stood near the table that had been turned into a temporary bar.

As they say, there is no "free lunch" and there is also no free drink. Shortly after most of the people had assembled, VanArsdale opened the meeting with an appeal to all those assembled: new students needed to be recruited for the Labor College. "I will ask the business manager (who happened to be Tom VanArsdale, his son, who was also well connected in educational circles since he served as a trustee of the state university) to keep a list by business agent of the individuals who have been recruited to the ranks of the Labor College." Clearly, most of the men in the room were business agents, and while they remained clustered in the rear of the room (as they had clustered toward the back of the auditorium and hallway during the graduation ceremony), they got the message.

To make sure that there was no mistake about the objective of the meeting, VanArsdale proceeded to ask a succession of officials from Local 3 and

the Labor College to talk about the importance of education. The testimonials hit the same themes: The unique role of the Labor College, the importance of getting the word out about educational opportunities for workers, and the importance of education. Occasionally, a business agent talked in more personal terms. One spoke with considerable pride, for instance, about his son who had gone to college and who now taught at M.I.T.

Finally, the president of Empire State College, Jim Hall, was called upon and delivered a moving statement in which he singled out VanArsdale's steadfast support of education for the labor movement. He concluded by saying, "Who else is there to carry the banner?" As he sat down, Harry said, "Is that all you are going to say?" VanArsdale was a no-nonsense individual who did not tolerate praise very readily, but most of the people present seemed intent on recognizing his unique leadership on behalf of educating the labor movement.

The View of a Visiting Faculty Member: An Innocent in Academe

by Harold Newman

On May 21, 1975, Dr. Robert D. Helsby ('58), the chairman of the New York State Public Employment Relations Board, received a letter from Harold R. Newman, PERB's director of conciliation, who had just finished serving for an academic year as a "visiting senior lecturer" on the Ithaca campus of the ILR School. The "Wolf's Road" to which the letter makes reference is PERB's street address and the somewhat scriptural language due perhaps to the fact that his staff was always mindful that Dr. Helsby is the son and brother of Methodist ministers.

Dear Bob:

"Lo! Faculty and students have donned sackcloth and smeared their hair with ashes; secretaries and custodians writhe upon the ground and a great wailing and beating of breasts is everywhere in the Land of the Finger Lakes. For the Son of PERB has forsaken the alien corn of Ezra Day to lie once again amidst the thorns and nettles of the Wolf's Road."

In truth, Blessed Robert, while it does not compare to the conciliation consulship in challenge, this has been a beautiful experience. As Rita and I go through a round of farewell parties and dinners this week, I am reminded again of the many kindnesses shown us by the faculty here. The students, for the most part, have been a pure joy.

I want you to know that I shall always be grateful for the marvelous opportunity I had here. You showed characteristic

courage in pushing it through despite the obvious risk of criticism. Perhaps the bread cast upon Cayuga's waters will help nourish me through the grim times ahead.

Thanks again . . .

Sincerely,

/s/ Harold

Harold R. Newman
Visiting Senior Lecturer

I was not privy to the negotiations between Chairman Helsby's office in Albany and that of Dean McKersie at the ILR School in Ithaca, but the title *Visiting Senior Lecturer* is a tribute to the creativity and the mediatory skills of both men. Harold Newman's formal education ended with his graduation from high school and one can appreciate that some faculty members might not have looked kindly on his appointment as either a "visiting" or "adjunct" professor. I can only state that during the two semesters that my wife and I lived in Ithaca, we were made to feel most welcome and every member of the faculty was most cordial to us. (We had known and indeed enjoyed the friendship of many faculty members before we moved to Ithaca. I had occasionally guest lectured at the school and some faculty served as ad hoc mediators and arbitrators for the Public Employment Relations Board.)

While the letter to Helsby does contain some exaggerations (!), the references to the "many kindnesses" shown us by the faculty and to the students as having been for the most part "a pure joy" were heartfelt and sincere. I should not fail to mention with especial gratitude two faculty members with whom I co-taught, Jean McKelvey and Byron Yaffe. They were always intellectually stimulating and good fun to be with.

I must confess, however, that I was mildly astonished by some things I discovered at ILR. The fact that I had had no exposure to training either in statistics or in higher mathematics made the language of research as incomprehensible to me as Finnish or Magyar. For four years prior to my sojourn at Ithaca, I had written a monthly column for the panel of mediators and arbitrators PERB employed. And whilst still in Ithaca, I shamelessly decided to defend my ignorance by attacking academic research in labor relations. I quote one paragraph from the column I wrote on the subject:

Although I am of a mind to read either biography or poetry, I have disciplined myself to peruse the learned publications which are written for the labor relations professional. It has been a tedious effort at best—of late it has become quite impossible. The field has been seized by statisticians and mathematicians who by some hideous alchemy twist negotiation, arbitration, mediation and fact-

finding into a series of exercises in integral and differential calculus. The language of the articles (which are frequently interspersed by graphs) is usually that of Econometrics. Nobody, except the newspaper and television pundit, William F. Buckley, whose English always sounds like a translation from scientific German, should even abide a word like "econometrics". It must, however, be said of Mr. Buckley that his diphthongs are graceful.

Another Perspective

by Robert Helsby (GR '58)

After one of our annual soul-searching PERB retreats, I felt that it would be a good move for both PERB and ILR to send PERB's director of conciliation, Harold Newman, to the ILR School for a sabbatical year of adjunct teaching. Harold had earned tremendous respect in the labor relations community, and we felt it would be highly profitable both for him and for the faculty and students of the school.

It was a very sensitive issue from several standpoints. The New York State Budget Office was involved with the funding and this was a new concept. It was also very sensitive for the ILR School since Harold did not possess the degrees normally required of faculty. However, negotiations involving the school, budget office, and PERB were successfully concluded and Harold spent a most productive and helpful year as a "visiting senior lecturer."

As witness to its success in spite of the sensitivities, Dean McKersie called me toward the end of the year and asked if Harold could possibly stay on for another year. Unfortunately, I had to reject this request. In retrospect, I believe that this was an outstanding move and that it played a large part in preparing Harold for succeeding me as chairman of PERB.

I chattered on for several paragraphs more. I think that most of the ILR faculty read the article and readily forgave me. A professor friend did caution that without research nothing in classroom teaching could be presumed valid. That this had some meaning was driven home to the innocent from Albany when, two years in a row, the faculty members voted the outstanding classroom teacher by the students were denied tenure. In both instances it was alleged that they had not done sufficient research nor published enough.

Three years after I left the Cornell campus and returned to my duties in Albany, Helsby retired and I was appointed PERB chairman by Governor Carey. At the first conference my agency sponsored after I became chairman, ILR Professor Robert Doherty was given the chore of introducing me. He said that while I enjoyed the respect and confidence of the labor relations community, "it

does not in our judgment come close to compensating for his ignorance of the mysteries of the chi-square, his disdain for the Phillips curve, his fumbling failure when attempting to do a simple multiple regression analysis...."

I derived great pleasure from classroom teaching. The hours spent in student conferences and in necessary readings in the Catherwood Library were enjoyable as well, but alas, I never learned the skills to which Bob Doherty made humorous reference. Lamentably, I still know almost nothing of statistics. But my year at ILR did add much to the sum of my knowledge. For one thing, it taught me the meaning of collegiality—a word I never used and without the ILR experience may never have truly understood.

The Student's View

by Fran Hardin (GR '75)

I'm one of those ILR graduates who did not enter the field of labor relations, having gone on to the Graduate School of Journalism at Columbia after earning a master's degree at Cornell. But I believe that education is never wasted. As I pursued a career in journalism as an on-air television reporter with CNN and now as a documentary producer, many of the things I studied have been very useful. At CNN, for example, I covered a bitter coal strike in the southwest corner of Virginia. I think I had a leg-up on the other reporters in grasping the issues separating the two sides.

Recently in St. Petersburg, Russia, where I was producing a documentary, my crew and I drove past the Finland train station and I recalled Maurice Neufeld's class where we read "To the Finland Station"—a wonderful account of the origins of the Russian revolution. Something else in Russia also reminded me of Cornell: it was really cold!

With an undergraduate degree in political science from Berkeley, and masters' degrees both from ILR in history and from Columbia in journalism, Frances Hardin is superbly prepared for her unique position with the International Monetary Fund—as a film-maker! She has just completed a series of five videos on the economy of the former Soviet Union and is about to begin a similar series for Africa.

by Connie Varcasia (GR '79)

While I had quite honestly not been sure what the School of Industrial and Labor Relations was about, I had always been in awe of Cornell University, having grown up less than an hour from Ithaca. Being accepted into the graduate program of the ILR School and planning to actually attend Cornell meant a great deal to me. However, even then, I still wasn't quite sure what it all meant—what exactly was industrial and labor relations?

It came to mean a great deal. I quickly came to understand the unique qualities of the ILR School and of its students and faculty. I remember our graduate orientation where we were told we were the "best of the best." Of course not all of us believed that, but we enjoyed hearing it nonetheless. And then it was time for that first class—Labor Law. It was a bit disconcerting for a group of brand-new graduate students to find that the class was going to be conducted just like a third-year law school class! But I believe that class provided the foundation for everything in the field of labor relations that we were to study and learn over the next two years.

I do remember with great fondness the daily coffee hour in the Extension Building. It provided a friendly, non-threatening atmosphere for the graduate students to interact with each other and members of the faculty. The discussions could just as often be about the latest football game as about labor economics theory or the fine points of labor law, or something as mundane as the long Ithaca winters. Many friendships were formed there that I still cherish today.

All of the faculty provided a terrific educational opportunity to the students and even managed to make learning fun. They were able to inspire debate among and between the students, drawing out differing opinions and allowing them to be discussed without causing undue dissension.

Many faculty and classes spring to mind, such as Paul Velleman's Introductory Statistics class. While taking notes was necessary, of course, it made it difficult to keep an eye on the professor: he would be at one end of the board when you looked down to write something, and by the time you looked back at that end of the board he was, more often than not, at the opposite end of the room! But his anecdotes and stories about real-life situations brought statistics to life, something that is not easy to do.

Among other notable professors and classes were David Lipsky's Collective Bargaining; Robert Hutchens's Labor Economics; Tom Kochan's Public Sector Collective Bargaining; Vernon Briggs's Employment and Training; and John Burton's, Social Benefits. Together they created a foundation on which many of us have built careers.

I graduated from undergraduate school in a class of over 2,500 students. Consequently, the small number of graduate students in my class at ILR (42) was a breath of fresh air. You could actually know everyone in your classes. We came from different backgrounds—some right out of college, some had worked before returning, many single, some married, some liberal, some conservative. However, we were all there with a common purpose: to receive the best education we could. While we may not have always agreed with one another, ILR became a place where we learned, taught, and socialized. In short, for that period of time, it became home.

I believe that ILR has a bright future, as it looks to train the work force for the 21st century. It is never content to rest on its laurels, but strives to address the ever-changing needs of the workplace in a changing world. My hope for the school is that it never loses its vision as a leader in the field, yet continues to remember and be sensitive to the responsibility that always goes with being a leader.

Having earned an MILR degree in 1979, Connie Varcasia spent 16 years as executive director of the New York State Senate Labor Committee. In January 1995 she joined Governor George Pataki's administration as a deputy commissioner at the Department of Labor. She is a member of the ILR Advisory Council.

8.

THE 1980S

Introduction

The changes at ILR that began in the seventies slipped imperceptibly into the eighties, and those that may have originated at that time have, for better or for worse, left their mark on the present decade. In other words, dividing history into decades is not a particularly precise way of delineating time. Clearly, there was much gaiety preceding and following the Gay Nineties, as there were certainly many roars heard before and after the Roaring Twenties. Moreover, since the speed of change in academia runs at such a leisurely pace, it is virtually impossible to say exactly when an idea found its way into formal practice.

Take research as a case in point. Scholarly research had been a responsibility of the school since its beginning. One has the impression that the research in the earlier period stuck more closely to the industrial relations field than that done at a later date. Facts and ideas were clearly and cogently presented, most of the output being understandable not only to practitioners but to the general public as well. That began to change in the seventies when access to mountains of data became available from various government agencies, often accompanied by generous grants that allowed faculty an opportunity to massage all that information and thereby produce articles and books. The audience for the new publications seemed to be other scholars and, occasionally, policymakers. The emphasis on quantification gathered speed in the eighties when grants from IBM and other organizations made it possible to place computers on every faculty desk. Perhaps more than any single development, the computer caused a change not only in research methodology but also in the topics deemed worthy of study. By the end of the decade, the ILR School was the envy of every other industrial relations research institution in the country, the *ILR Review* the most admired. The fact that this change in focus and style caused some practitioners to grumble that the *Review* had come to resemble the Athens telephone directory more closely than it did a professional journal proved to be a weak and ineffective deterrent to the new scholarship.

Another reason for this change in the research agenda was the changing of the guard. Professors Neufeld, McKelvey, Konvitz, Whyte, Jensen, and others who had been at the school almost from the day its doors opened and who had established the school's reputation as a premier research institution began to retire in the seventies.

Schooled more in the humanities than in statistical analysis and computer science, this group was largely innocent of these new research tools. A comparison of articles appearing in the *ILR Review* and other industrial relations journals from that earlier period with those published in the eighties makes that point clear. The subject matter of those older articles seems more relevant, the methodology (if one may use such an elegant term to describe how they went about their task) more straightforward, and the articles themselves, if one might hazard an opinion, more readable.

The ILR curriculum had undergone several changes since the school's inception. New courses were added and old courses dropped. Sequences were changed in answer to such questions as, Should the course in collective bargaining come before, after, or simultaneous with the one in labor law. And the mix of ILR and arts and science courses was shuffled. (Appendix D contains course requirements from some widely dispersed years, useful for comparison.) A fervently debated curriculum change that took place in the eighties called for the reintroduction of a course in accounting, a requirement that had been abandoned during the turbulent sixties. To many senior faculty, remembering what students had been required to study during the early days of the school, it appeared that the curriculum had come full circle. The story is probably apocryphal, but it is claimed nonetheless that when Maurice Neufeld learned of that change he was heard to mutter, "*Plus ça change, plus c'est la même-chose.*"

The Division of Extension and Public Service had been a vital part of the ILR School since its founding. Beginning in the seventies, the division began to take on a new role, the granting of off-campus courses for college credit, an arrangement worked out with SUNY's Empire State College. By the time the eighties arrived, a similar arrangement was made with Baruch College, City University of New York. ILR resident and extension faculty taught in both programs. Hundreds of working people who might otherwise not have had the opportunity to study for college degrees benefitted from these programs. Meanwhile, extension offices were opened in Rochester and Westchester counties and so the eighties inherited a very vigorous extension program. That legacy, modified in some areas, was passed on to the next decade.

So went the events during the fourth decade after the school's founding. One must recognize, however, that dividing time into units of ten years makes it easy to make artificial distinctions. Sometimes things that look like events are really not events at all, but merely minor developments on a long continuum or new wrinkles on old ideas.

A Dean's View, 1980-85

by Charles Rehmus

Reflecting on past mistakes and successes is an activity we arbitrators ordinarily avoid, but I remember saying to the faculty shortly after I arrived at

Cornell in 1980, "The halcyon days of higher education are over." What was required of my stay at the ILR School, therefore, was largely a matter of finances.

Initially this meant that we had to gear up for a real effort at generating alumni and non-legislative support both for current operations and endowment. We created what is euphemistically called a "development program," by which we were able to increase such support ten-fold in my five years. Jon Levy, whom I recruited, was a mainstay in this effort. The money thus received was split, as much as we could, 50-50 between current operations and permanent endowment. I received great assistance in these money-raising efforts from certain members of the Departments of Personnel and Organizational Behavior and from ILR Extension, especially George Milkovich, Bob Risley, Lee Dyer, Harry Trice, and Lois Gray.

Another accomplishment of my "regime" was obtaining permission and support for three permanent chairs, those honoring Irving Ives and Martin Catherwood, and the one for Jean McKelvey and Alice Grant. Although the first two were largely honorific, with minimal financial support, they did help to retain faculty. The third was originally set up by will, but at Jean and Blake's desire the chair became operational several years ago, after Alice's early death.

By my estimate, these efforts increased by six the number of faculty lines that would currently be available to the ILR School if it were limited to state funding. These development programs have continued to generate substantial additional outside funding in the decade since I retired.

I remember with pleasure the satisfaction that Shirley Harper and I took when our years of planning and lobbying resulted in state authorization for the ILR library and classroom expansion. Shirley had once said, "We'll probably never live to see it completed." Sadly, for her, that's true; but she did see the appropriation finally come and the work get underway.

The cost of all of this for me was that I spent far more time in Albany and around the United States in alumni and money-raising meetings than I had ever contemplated. This divorced me, perhaps unduly, from far too many faculty and student interests and activities in Ithaca. There was, however, one major change in the ILR School's focus during the 1980s that became apparent to several of us and in which I participated substantially. This was the shift in the school's primary emphasis from labor-management relations to a broader concentration on employment relations and human resources administration.

The reasons for this change are manifold; but primary among them is the fact that as the unionized sector of the U.S. economy declined, ILR students followed the labor market. Between 1980 and 1985, 60 percent of the graduates in our professional master's degree program found work in the field of personnel management while only 38 percent found jobs in the labor relations field. This was a complete reversal of where this same group had found their jobs a decade or two earlier. As a function of these trends our students' interest in traditional course

offerings in labor-management relations declined. Although the ILR School did not, like so many business schools, downgrade or eliminate its traditional labor-management course offerings, during the first half of the 1980s its faculty and course offerings in personnel, human resources administration, and organizational behavior increased by roughly half. Labor law and arbitration were, of course, still offered, and some of my great pleasures while at Cornell were the times I taught both to our many exceptional students. During the same years, however, these more traditional undergraduate legal courses became outnumbered by those in employment and antidiscrimination law.

These developments in course offerings and the necessary recruitment of new faculty of course paralleled those in the economy generally, but they were resented or opposed by some ILR faculty and alumni. I remember meetings during those years when the school's faculty and its Advisory Council strongly questioned the need for even these gradual changes in overall course offerings. At one particular meeting with me, alumni from Washington, D.C. argued at length that if the ILR School simply refused to make such adaptations in course offerings, the shift toward non-union employment would be diminished and the school would then remain faithful to its antecedents.

These conflicts were at times deepened by lack of respect among older alumni for contemporary research in the social sciences. The shift from institutional to behavioral research resulted in faculty publications that seemed to them to be of little relevance to *their* interests and problems. On the faculty side, conflict over directions and goals was exacerbated by the struggles of those years, not simply within ILR but at Cornell generally, over the recruitment and tenuring of minority and women faculty.

But none can halt the time and tide. The most important book in our field for that decade was written by two who had been ILR School faculty members during the 1970s—Tom Kochan and Bob McKersie—and a third, Harry Katz, who joined us in 1984. Their work, *The Transformation of American Industrial Relations* (1986, 1994), encapsulates the degree to which New Deal labor legislation of the 1930s and the collective bargaining system it generated had by the 1980s been replaced with a new system of human resources management that everywhere challenged the forms of managerial organization and employee participation therein that we had known and worked with following World War II.

One particular academic program that had been initiated before my time but that brought me great pleasure was the Cornell-Baruch Joint Program in New York City. The time spent in stabilizing the faculty and providing administrative support and funding for that program were well worth it, in my judgment, and kudos belong to Lois Gray, Matt Kelly, and Jack Kaufman as stalwarts in that effort. I think many of the graduates from that program, some of whom have appeared as advocates before me, are among our best practitioners. Hence, I was particularly saddened to hear that financial exigencies in the 1990s forced the school to withdraw from the program. Regrettably, such forced cutbacks typify much of the contemporary labor relations field.

Deaning, 1985-88

by Robert E. Doherty

Shortly after I was appointed dean of the ILR School, one of my colleagues gave me a book on how to become a good dean. It was probably meant as a friendly gesture, although I couldn't shake the notion that word of my appointment was perhaps received by my friend with some misgivings and that he might have thought I could stand to gain considerable profit from the advice this slender volume had to offer. The book stayed on the shelf, largely unread. It took only a few pages for me to realize that this was a treatise aimed at managing a somewhat docile professorate. Clearly, it was not intended for someone who would be dealing with the independent-minded, self-assured free spirits who made up the ILR faculty. At about the same time, another colleague suggested that I might want to ask two or three older members of the faculty to serve as an advisory group to the dean, volunteering himself as a member. "It's like when a little kid got to be king," he said, "and these older guys would sort of steer him in the right direction." He didn't use the word "regency," and I comforted myself in believing that the term was foreign to him. Nonetheless, I was touched by his concern for the welfare of the ILR School, and thanked him for the suggestion. It was not until later that the thought struck me that maybe I ought to have felt a trifle insulted.

Such were my beginnings in the fall of 1985. I have now, ten years later, had an opportunity to survey the ILR School's annual reports for the three years I occupied the dean's office. The first thing one notices in reading these reports is the enormous amount of activity that went on in the school during that period: new resident courses, new heights in research and publication, a burgeoning of offerings for practitioners in the Division of Extension and Public Service.

The second thing one notices is how little I had to do with any of these developments. New courses originated in the minds of individual professors and their departmental colleagues; research from the abiding curiosity and considerable talents and energy of the faculty; the increasing number and quality of extension courses from changing practitioner needs, as well as the desire and capacity on the part of extension staff not only to respond to these needs, but to prepare practitioners for changes emerging on the horizon. One learns in circumstances such as these that the best thing to do is just step aside.

It was an administrative philosophy that served rather well. My unwillingness to interfere led to some rather significant developments during the years I sat in the dean's office. One such was the establishment of the Center for Advanced Human Resource Studies, a consortium of corporate human resource vice-presidents allied with the ILR School for the purpose of furthering research in that rapidly changing field. This was the collective brainchild of Professors Dyer and Milkovich, and it came into existence only through their efforts. My role was to recognize a good thing when I saw it. I am pleased to learn that it continues to

provide a vital link between the school and professional human resource specialists.

The Institute for Collective Bargaining came about in a similar fashion. Primarily the idea of Harry Katz and other members of the Collective Bargaining Department, the institute aimed to improve the school's capacity to deal more directly with top officials in unions and management for both research and training purposes. I was an enthusiastic cheerleader. I understand that it still plays an important role in the affairs of the school.

It was also during my tenure as dean that the school received its first major endowment, a gift of \$2.5 million from the R. Brinkley Smithers Foundation to support research in the areas of alcoholism and other workplace problems. I'd like to take some credit for that, but the circumstances were otherwise. Harry Trice, who had been conducting research on the effect of alcoholism on job behavior for many years, was responsible for bringing the school's interest in this area to the donor's attention. It was Jon Levy who carried on the difficult negotiations that led to the endowment.

During my second year on the job, the ILR School celebrated its fortieth anniversary, complete with seminars and learned papers on issues of the day. The occasion also gave rise to the appointment of an outside review committee to assess the school's performance in light of the mission given it forty years before. Jack Stieber, from Michigan State, headed the review panel. The group's report, which came out a year or so later, had many things to say about how well we were keeping the faith. Not surprisingly, the Stieber group suggested that we had drifted too far from the original mandates in some areas and may have adhered to them far too rigidly in others. Just about everything we did came in for some kind of criticism, from research to extension, from curriculum to standards for promotion. Even so, one got the notion from reading the report that, on balance, the school was in good shape. Outside review committees, I have come to believe, don't think they have done a decent job if they can't find a number of things wrong with the institution under study.

The Stieber committee's conclusions in hand, I asked Ron Ehrenberg to head up a committee to review and comment upon that report. This so-called internal committee was made up of a cross-section of the school: both junior and senior professors, extension staff, representatives of all departments, non-teaching professionals, and so forth. The committee did an unusually careful and thorough job. Although it did not accept the recommendations and conclusions of the Stieber group at face value, neither did it shy away from taking several criticisms seriously. Several recommendations contained in the Ehrenberg report, particularly in the areas of curriculum, research agendas, extension programming, and promotion policy were acted upon by the faculty shortly thereafter. I am told that the report continues to serve as the basis for continuing review by the dean and the faculty.

One section of the Stieber report, the part dealing with the care and feeding of ILR deans, did not sit well with the Ehrenberg committee nor, I suspect, with

the faculty as well. "There is a perception," the Stieber committee observed, "that the ILR Dean does not have sufficient authority to...carry out the responsibilities of the office because the faculty exercises too much authority...The ILR administrative structure has been characterized, [somewhat] picturesquely, as a system in which the Dean is held 'hostage' by the faculty."

The Ehrenberg committee responded to this canard by opining: "It is important to recognize that the ILR School...is a collegial institution. This fact properly imposes constraints on the formal authority the Dean can exercise. The Dean must be faithful to the customs and traditions of the institution and must respect the rights and privileges of the voting faculty."

I interpret these comments to mean that no ILR dean should ever get any funny ideas about who's actually running the place. That should make any how-to-do-it treatise on deaning totally irrelevant as far as ILR is concerned. And it might serve as a warning to any future dean that he or she had best be prepared to deal not with a regency of two or three, but with one of about fifty.

Robert Risley

An Appreciation

by James Hutter ('62)

My favorite story about Bob Risley reveals one major facet of the man—his unwavering respect for and commitment to the forgotten. We were gathered on a Sunday night in the Statler ballroom for the opening dinner of the annual Weinberg Seminar. This yearly event sought to bring together for a week representatives of labor and management for a frank discussion of the philosophical and practical issues that divided them, in the hopes of achieving peace in the workplace. As the years passed, as the number of strikes began to diminish, and as other social problems began to crowd onto America's agenda, the Weinberg Seminar was adjusted to reflect these changes. This particular year the theme aimed squarely at the problem of discrimination in the workplace.

We had had a pleasant cocktail hour and dinner. The provost had welcomed everyone and wished the participants well in their deliberations. The evening was concluded. Or so we thought. But just then a black man, one of the invitees, stood up and asked everyone to remain for a few minutes longer. The man spoke calmly but with suppressed anger. He said he had arrived in Ithaca the day before and had spent his time inspecting all the construction sites at Cornell. (At that time Cornell was in a building boom.) Then, he said, he went down to the foot of the hill to talk with his black brothers and to ask them about their participation in all this activity. To his amazement, he learned that not one black was employed on any of these projects, nor was there a training program in place whereby blacks might learn the requisite skills for any of the high-paying jobs.

The man then announced that there were going to be two Weinberg seminars this year: the one we had planned and, separately, one that gathered together university officials, building-trade union leaders, and the contractors. He further said that if, at the end of the week, a certain number of blacks had not been hired and an apprentice-training program was not in place, he would put out a call to his black brothers and sisters around the state and ring the worksites with black protesters.

The stunner came when he concluded by saying that the only university person he genuinely trusted to work with him to accomplish these goals was Bob Risley. Such was Bob's reputation. And do you know that both objectives were achieved by week's end? It was this event that convinced the university to establish the position of Vice-Provost for Affirmative Action at Cornell, a position that Bob was the first to occupy.

I had the privilege of working with Bob, with blacks and other minorities, and with women in organizing a long series of programs around this theme and around the Risley rule: No phony baloney, no programs that looked good on paper but accomplished nothing in the way of changing the university's complexion and gender composition, in other words, affirmative action.

Bob was a complex man but it was such people who can talk with kings and commoners. He was respected by industrial leaders and yet it was he whom Jimmy Hoffa consented to give audience to in his Michigan home for an extended series of interviews just two weeks before his disappearance.

Then came last winter (1993-94) which will remain, for me, one of the most emotionally engaging seasons of my life. We settled into our Candor home for the purpose of passing several weeks with my mother, who was then residing in Ithaca. We had spent the previous seven months bicycling through Europe and had promised her this as recompense for our long absence. Events coming as they sometimes do unexpectedly, however, she fell, broke her hip, and died soon after. That was January and the question for Emily and me was, what to do?

By this time Bob and I had already established the routine of a weekly trip to Ithaca (always including bloody marys and lunch at the Lehigh Valley House), and Emily and I were card-carrying members of Candor's fiercest bridge club. On top of this, we were having the kind of winter we had not had in years: there was an abundance of snow. We bought cross-country skis and settled in.

As a result, Bob and I were able to pass many happy hours revisiting our adventures, one of the most remarkable of which was the one that resulted in our pulling off a sensational international conference on industrial and labor relations in Tel Aviv (with the help of Gideon Ben Israel), which attracted more than 400 attendees from 22 countries. Bob never thought small.

It was Bob, along with Judge Groat, who conceived the Groat Award for outstanding graduates of the ILR School. The suggestion that I had something to do with Bob's being selected to receive the award in 1989 is only partially correct.

There was—is—this gang of fierce Risley loyalists who determined that it was high time that our leader be properly recognized. If Bob was proud and happy that day, imagine the sheer delight of this gang of rabble-rousers, which includes some of the nation's rowdiest partiers.

I began this commentary with celebration and I end it the same way. When Bob took students to New York, he made sure they learned the street-and-avenue grid so they wouldn't get lost, and he made sure they saw the City's nightlife. Alumni didn't have to be asked twice if they wanted to be part of a Risley evening. Bob drew his admirers around him like a blanket, a magical world of love. One night, after he had worn them all out, he dragged me to the Rainbow Grille for a nightcap. I was beat and the thought of it was deadening. But I went. And, of course, we had a front-row table. And, of course, the pianist, when he took his break, came over to sit at our table.

"Hello, Bob," he said.

It was Duke Ellington.

Jim Huttar served ILR as its director of school relations before going to work for ACF Industries and then Lynch Jones & Ryan in New York City. Currently, he is living in Tunisia, working with local and American industry to help develop a free-enterprise system there.

by James Huttar ('62)

Bob's earlier life as an administrative assistant and Ph.D. candidate under M.P. Catherwood gives some insight into his diligence and ability. M.P., who was evidently tireless, loaded Bob with enough work for two administrative assistants. Only occasionally would M.P. ask Bob how his doctorate was progressing, clearly expecting the dissertation to be first-rate despite the hours he demanded of Bob in other pursuits. Bob, of course, finished his thesis, received his degree, and was later chosen by M.P. to be his labor commissioner for New York City—no mean task, and an indication of M.P.'s regard for Bob.

Further Recollections

by Charles S. DeAngelo ('77, GR '78)

Robert Risley was a true friend of students at ILR. Bob recognized that labor relations students had a keen interest in having hands-on, day-to-day labor relations experience while they were in school not just later, on the job. Although the internship method had been tried before, no one had encouraged and sought

out quality, day-to-day life experiences for students like Bob Risley. Bob Risley placed people in state government at all levels, from the senate to the Department of Labor. He placed people with the National Labor Relations Board, local governments, and private industry, ranging from IBM to the smallest of local companies.

Within the confines of these life experiences, Bob Risley insisted on each student producing a project that would measure both their understanding and results achieved while on the job. In that way, Bob guaranteed that these life experiences would truly be "learning experiences." Our class, the Class of 1977, adopted Bob Risley as our "friend," not just our professor. He had a unique relationship with the majority of the members of our class. Both on a personal and a professional level we knew he was there to stand in our corner and support us.

Those of us who knew Bob will miss him dearly now that he is gone. The truth is, he always went the extra mile for all of us. In many ways, however, Bob lives on through our accomplishments and the opportunities presented to us. Each day we have an opportunity to "show the way" to young labor relations students just as Bob did for us. Every time a young lawyer comes into my office, I remember Bob Risley and the simple rule he taught me. It's quite simple, "help others like you have been helped."

Charles DeAngelo is an attorney with Fessenden Laumer & DeAngelo in Jamestown, New York.

An Advisory Council Perspective

by John M. Baitsell

You can't say Dean Lipsky isn't prescient. In October 1989 he told the members of the ILR Advisory Council that it was not too early to plan for the school's 50th anniversary. Five years later I received an urgent request to create a few pages on my perspectives of the ILR School during the 1980s from the vantage point of the Advisory Council.

Because I have always considered the school to be a national treasure, I am happy to try. After brief kudos, I will present perspectives on eight different categories. The kudos go to Joan Greenspan of the American Guild of Musical Artists and Jack Golodner, the Director of the AFL-CIO's Department of Professional Employees. They are for attendance. Some might argue that these kudos are unfair because members rotated on and off the council during the 1980s; nevertheless, Joan is the attendance winner (with 13 meetings), and Jack is runner-up (with 12).

Reviews New members of the council soon learn that the administration and the faculty are constantly reviewing all or part of their own work in a conscientious effort to improve the ILR School.

In 1984 and 1989, for example, the faculty was reviewing the undergraduate curriculum. The council was invited to contribute to discussions about the need to provide more instruction in basic literacy, accounting principles, and the integration of computer science with statistical analysis. In 1985, the school created an outside review of the whole institution and, upon its report, the faculty responded with six separate reports...and on and on. It always seemed a bit excessive for the best school of its kind in the world, but it's ingrained in the psyche of the academic.

New Programs As an extension of reviews, the 1980s saw their share of new programs at the school. The ILR Associates Program, which draws companies closer to the school, was created by the council. I think it's fair to say that Doug Soutar of ASARCO and Walt Burdick of IBM played important roles in getting it started.

The Program on Employment and Work Systems, or PEWS (an acronym I never liked), was launched with the aid of a \$200,000 grant. The Baruch Program, which appeared to be building toward a solid future, was later brought down by a number of forces. In contrast, the ILR Extension Program as a whole was always booming—ever stronger with more and more students throughout the 1980s, finally reaching about 40,000.

As cutting-edge human resources issues arose, the school developed appropriate programs or, indeed, institutes and centers. Thus, in 1985, the school hired an Employee Assistance Program (EAP) specialist. Tied in with EAP coverage, the Smithers Foundation gave \$2.5 million to make meaningful progress against alcohol or drug abuse or other workplace problems.

In 1988, the council endorsed the creation of the Institute for Social Research Policy and the Center for Advanced Human Resource Studies.

The Use of Computers In the 1980s, the council witnessed the inevitable march of technology in the form of computers. The council heard in 1980 that the library would *eventually* be going to computerized services, delayed somewhat because of their high cost and the difficulties older students had with them. By 1984, however, the computer had become an essential part of the library's operations, including on-line searches. No word on what happened to the older students!

As use of computers grew, Dean Rehmus, to his credit, became concerned that economically disadvantaged students would be further disadvantaged as the school added computer applications into the various courses. By 1988, in fact, computing had become an integral part of studies. During these years, IBM generously provided computers to the school.

Women and Minorities During the 1980s, the administration and the council spent countless hours in discussions about ways to increase the number of women and minorities throughout the school. Suffice it to say that the school made great strides in this regard in both the undergraduate and graduate programs.

The most difficult issue between the administration and the council was the standard for recruiting female and minority tenure-track faculty members. The council had a consensus view that so long as the school could select among a group of qualified candidates, it would do well to select a female or a minority. With traditions of academic excellence and tenure in mind, the administration held, however, to choosing the best qualified candidate, regardless of gender or color. In terms of minority recruiting, the question generally became moot because the list of qualified candidates was minuscule, the demand for them was tremendous, and Cornell's salary scale and Ithaca's winter weather were no match for the likes of the University of Texas.

Judge Groat, who had meant so much to the creation and development of the school, continually pressed this issue. Even at his last meeting (on May 3, 1984—his 39th year on the council), he urged that for the long-run good of the ILR School the administration and the faculty should try harder.

The Budget The Advisory Council was always concerned about the school's budget, which hinged mostly on money from the New York State Legislature. Some years the budget was adequate, but many years it was not, thereby requiring cuts in personnel or programs. Some of us, particularly council members from trade unions, pressed the school's case before the legislature in Albany, where Senator John Lake always tried to help. We also obtained funds from our various employers, of course.

Real Union-Management Events Occasionally during the 1980s, the real world of union-management relations created stressful moments for the council. Once an ILR faculty member, for example, issued research results with which the union representatives took exception. At another point unions were conducting an organizing campaign for certain Cornell employees, and the university was resisting.

The most acrimonious moment, however, arose when some ILR students thought the school, in violation of its charter, was allowing firms to recruit on campus that were—in the students' view—union-busting organizations. The students picketed the recruiters from two companies and harassed both a recruiter and those students going for interviews. To help resolve this situation, the dean and the council agreed to let representatives of the students speak at the next council meeting. A final, tense moment occurred when one student hadn't had a chance to speak by the time the meeting was scheduled to adjourn. The dean was going to proceed to adjourn the meeting anyway, but the chairman of the council overruled him, much to the relief of all but one of the assembled crowd. Subsequently, an acceptable policy was worked out.

The Physical Plant The school's physical plant was frequently discussed by the council. Recognizing the need to double the size of the Catherwood Library, the school requested \$11.5 million in October 1986 for that purpose. In October 1989, that figure had increased to \$16.8 million. By the end of the 1980s, the need for classrooms and other space was rising higher and higher on the council's agenda.

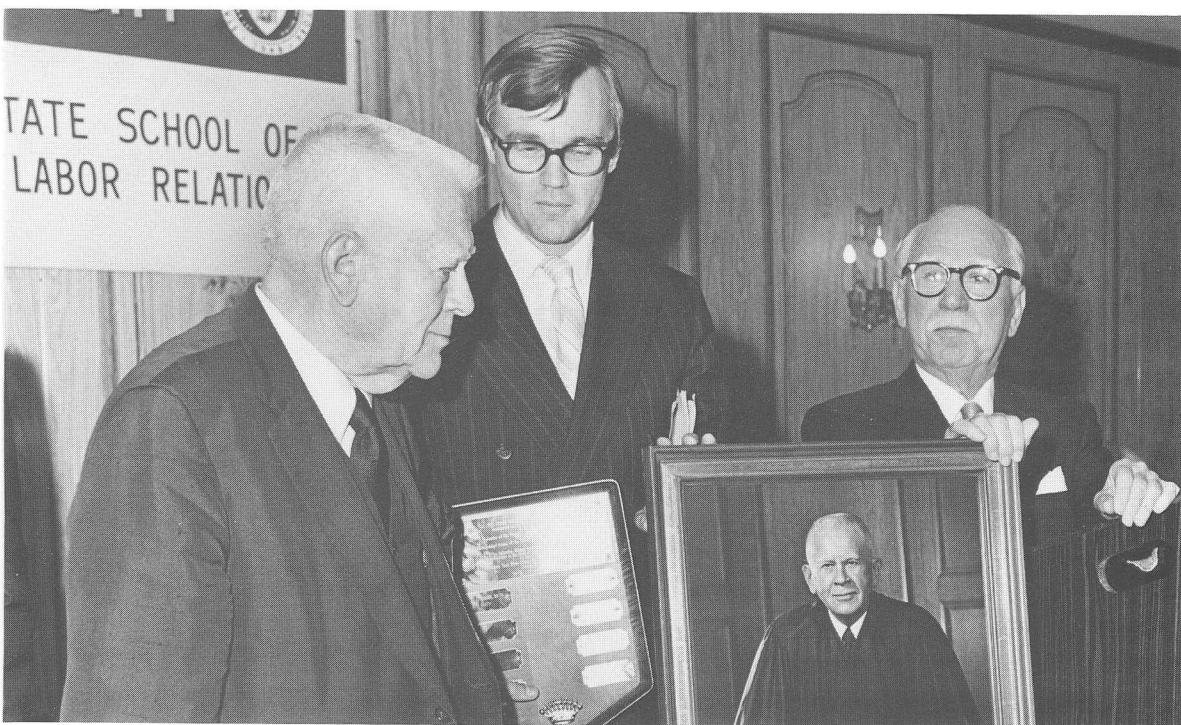
Dean Searches During the 1980s, the council worked with four administrations: until July 1, 1980, Bob Doherty was acting dean; for the next five years Chuck Rehmu was dean; for the next three years the always stalwart Bob Doherty was dean; and from July 1, 1988, to date, Dave Lipsky has been dean.

The council focused much of its attention on the search for the latest new dean in mid-1987. It wanted to be sure that a full-blown, national search was conducted for the best candidate. It obtained a seat on the university's search committee, met with certain of the candidates, and worked closely with the chairman of the search committee, Provost Barker. In the end, even though an inside candidate was chosen, the council was convinced that a superb search had been conducted and the best candidate selected. Certainly the ensuing years have proven the correctness of that conviction.

From 1968 to 1992 John M. Baitsell was corporate manager of industrial relations and regulatory affairs for Mobil Corporation. He served as co-chair of the ILR Council from 1979-80 through 1982-83 and from 1988-89 through 1989-90.



1. Irving M. Ives (right), chairman of the Joint Legislative Committee and dean of the school from 1945 to 1947, was instrumental in bringing about the establishment of the school. He is shown here with Governor Dewey (left) and Cornell University President Edmund Ezra Day.



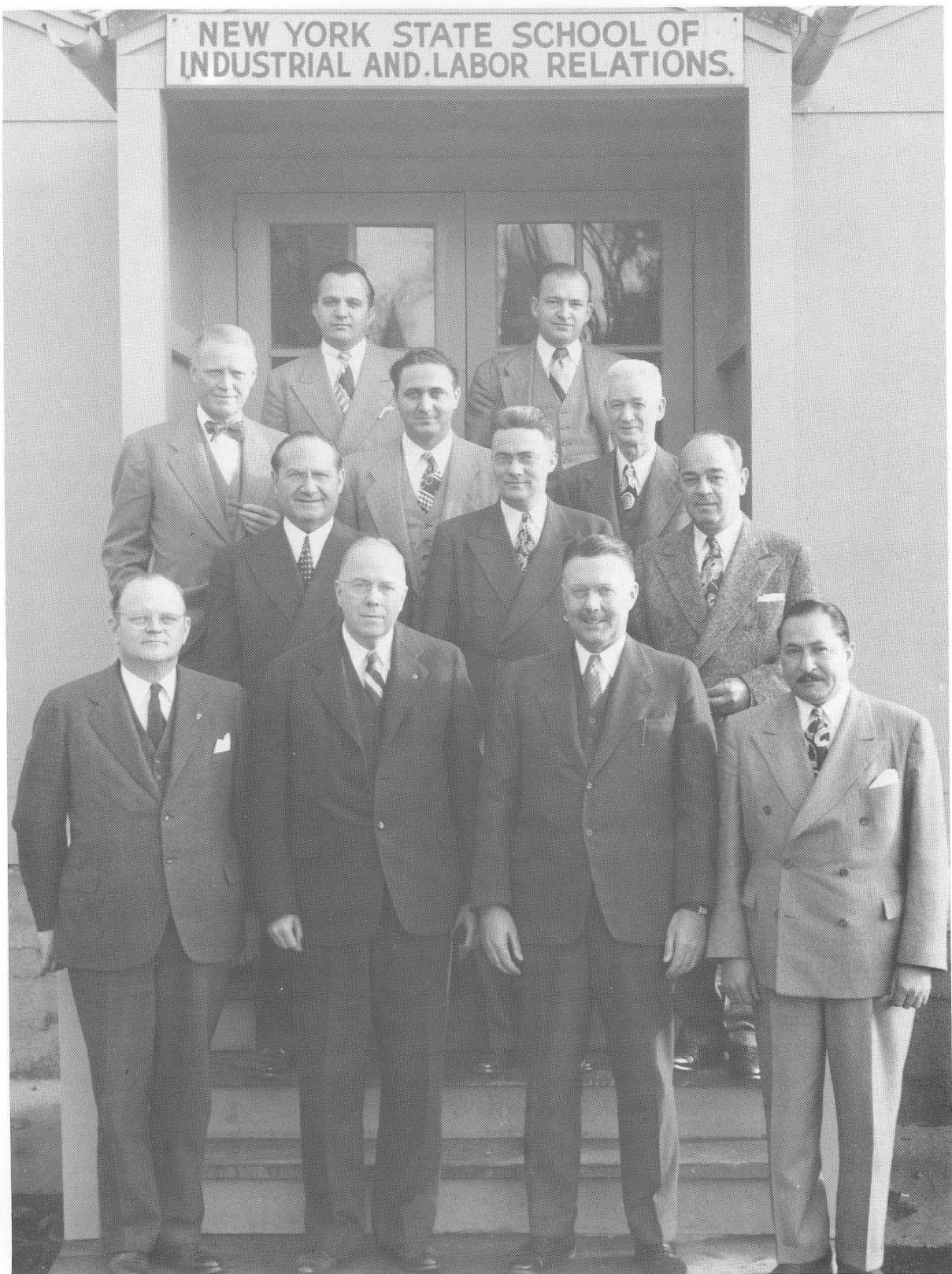
2. Judge William B. Groat (left), who served as counsel to the New York State Joint Legislative Committee on Industrial and Labor Conditions in the 1940s, stands with Robert B. McKersie, dean from 1971 to 1979, and Judge Julius Swartzwald at the first Groat Award dinner in 1971.



3. Martin P. Catherwood, dean from 1947 to 1958, helped devise the institutional arrangements for conducting the day-to-day operations of the school.



4. The founding faculty gather in the faculty lounge in the Quonset hut in 1954. Left to right are Jean T. McKelvey, Maurice F. Neufeld, Irving M. Ives, Mrs. Ives, Doris Stevenson, J. Gormly Miller, and J.E. "Pete" Morton.



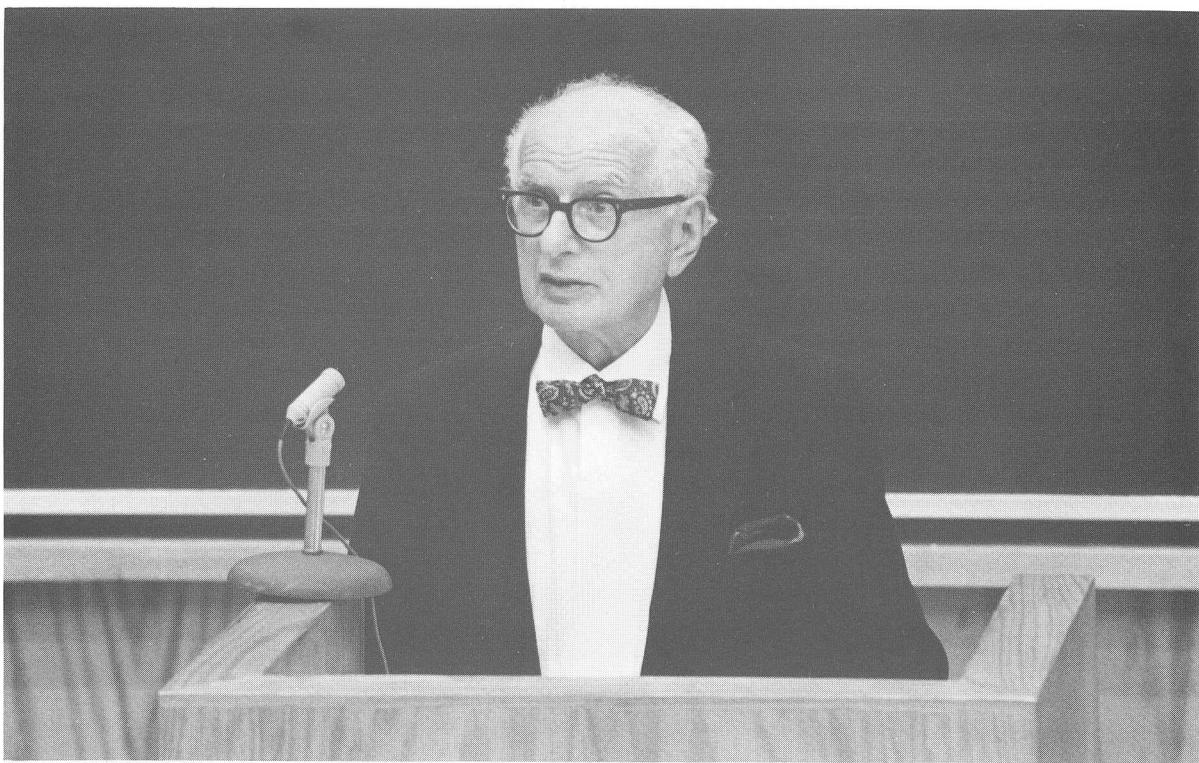
5. The 1947 Joint Legislative Committee on Industrial and Labor Conditions came to the Cornell campus during football season at the invitation of Dean Catherwood. The chairman of the committee, Lee B. Mailer, Assembly, stands to the right of Dean Catherwood in the center of the first row.



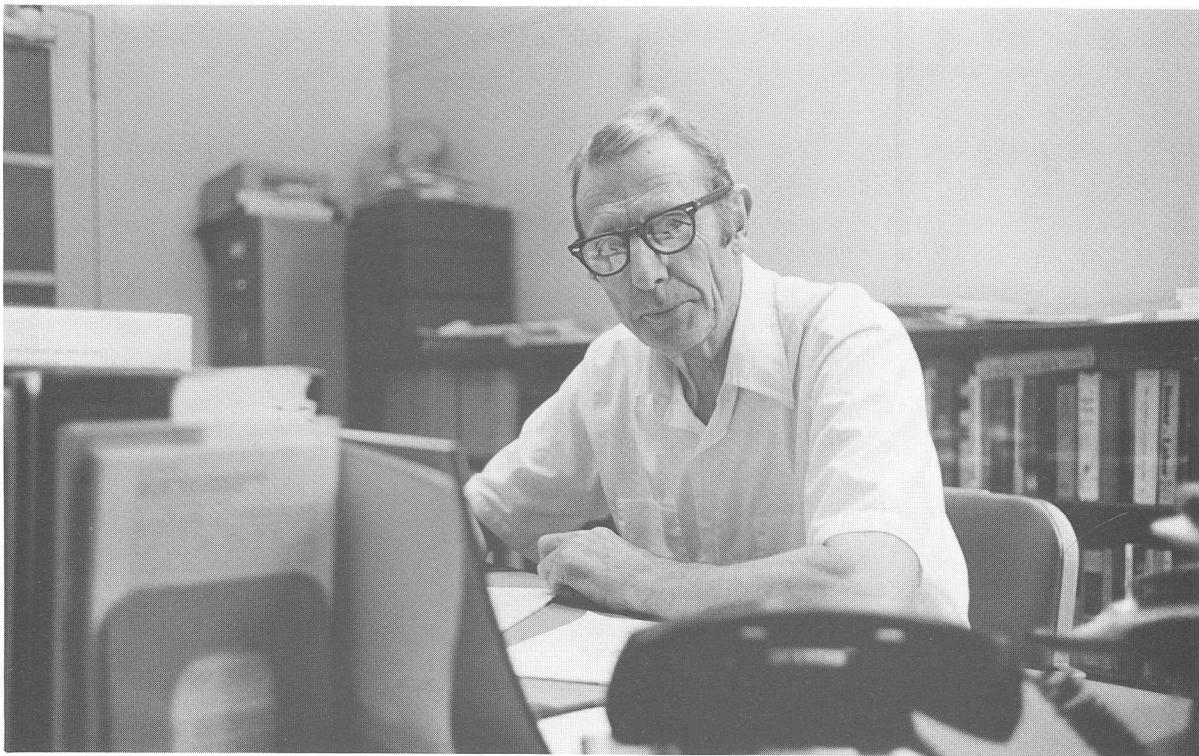
6. The school's home in 1946, alias the Quonset huts, had special meaning for many. Chris Argyris (GR '51) described it this way: "The old barracks in which we were housed symbolized to me that we were new and that the beauty of the architecture of the school was, at that time, to be found in the architecture of its knowledge rather than bricks and mortar."



7. Frances Perkins, secretary of labor under President Franklin D. Roosevelt, came to the ILR School in 1945 and began a new career as a lecturer, biographer, and teacher.



8. Milton R. Konvitz, who was a member of the faculty from 1946 to 1973, taught the American Ideals course.



9. Founding faculty member Vernon "Pete" Jensen taught Labor Economics, Collective Bargaining, Mediation, and Arbitration when he joined the school in 1946.



10. Jack Sheinkman ('49) accompanied First Lady Eleanor Roosevelt (both at left) who came to meet with students at Watermargin House during Brotherhood Week in 1950. Also pictured here, at the far right, are Doris and Reginald K. Ingram, Sr. ('51) and their baby son, R.K. Ingram, Jr. ('71).



11. At a meeting in February 1952, Dean Catherwood and Edgar Warren, dean of the Institute of Industrial Relations at the University of California at Los Angeles, discussed with prominent broadway figures the problems of merging six actors' unions. Left to right are Vinton Hayworth, Ralph Bellamy, Dean Catherwood, Peggy Wood, Dean Warren, Lawrence Tibbett, George Price, and Ray Cook.



New York State School of Industrial and Labor Relations Faculty 1948

12. Faculty members gather for a group photo in 1948.

First Row: Maurice F. Neufeld, Vernon H. Jensen, William Foote Whyte, Edmund Ezra Day, Martin P. Catherwood, Leonard P. Adams, Alexander H. Leighton, Ralph N. Campbell

Second Row: Graham Taylor, Lynn A. Emerson, Earl Brooks, N. Arnold Tolles, C. Kenneth Beach, John W. McConnell, Alpheus Smith

Third Row: Mary O. Marquardt, Eleanor Emerson, Philomena Marquardt Mullady, Milton R. Konvitz, Kathryn E. Ranck (Hulse), Jean T. McKelvey, Lee Eckert (Wayne), Effey L. Riley

Fourth Row: M. Gardner Clark, Robert H. Ferguson, C. Arnold Hanson, J. Gormly Miller, Jesse T. Carpenter, John J. Jehring, David Hyatt

Fifth Row: Joseph E. Morton, John M. Brophy, Temple Burling, John N. Thurber, Philip J. McCarthy, Morten S. Estey, James Campbell, Bernard G. Nass



13. Jacob S. Potofsky (center), president of the Amalgamated Clothing Workers of America, dined at Willard Straight Hall in 1947 after presenting a lecture on collective bargaining in the men's tailored clothing industry.



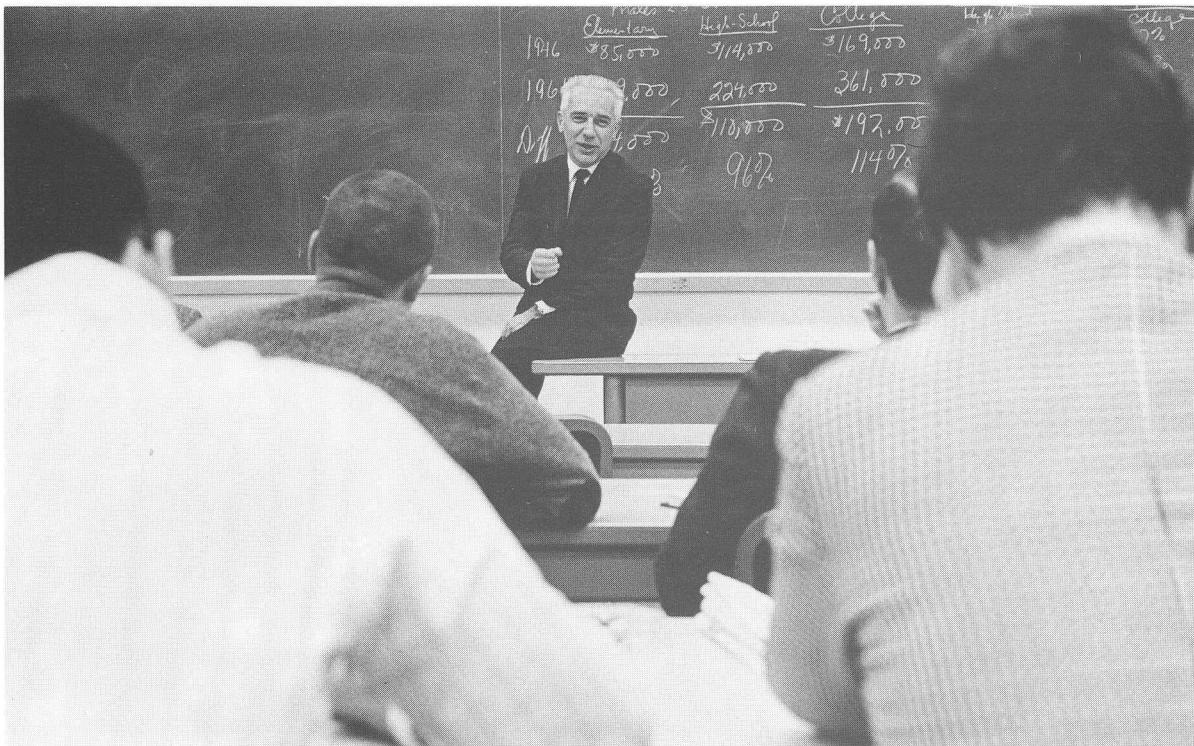
14. Lillian Gilbreth, a leading practitioner of industrial efficiency and heroine of the book Cheaper by the Dozen, spoke with students after presenting a guest lecture.



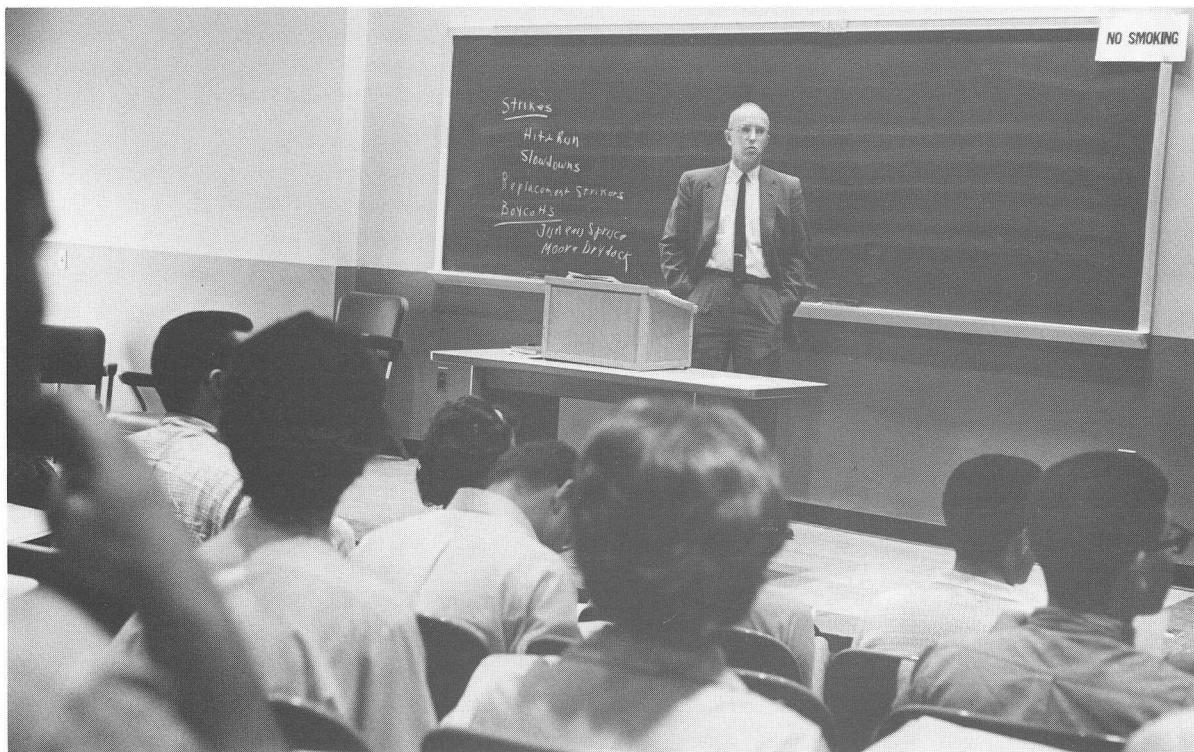
15. Instructor Benjamin C. Roberts lectures to an extension class from Local 2063 of the United Steelworkers (CIO) at union headquarters in New York City in 1949.



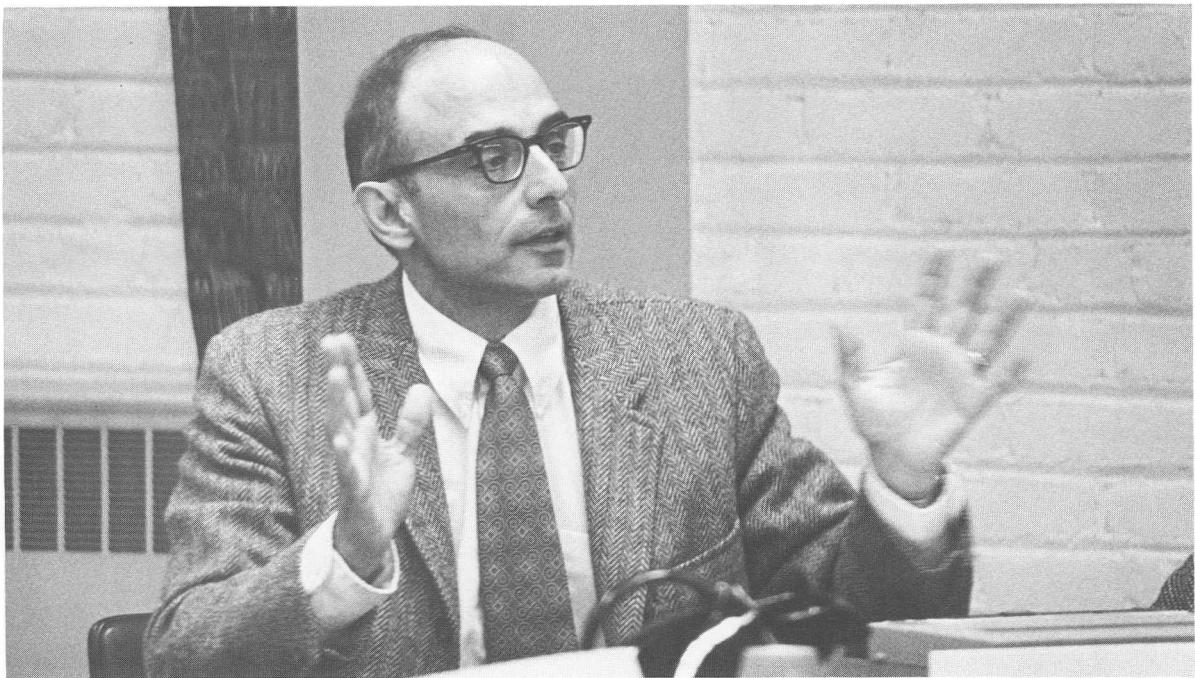
16. Matt Kelly, faculty member from 1967 to 1982, stands with Jean McKelvey and ILR Extension Associates Laverne Rolle, Alice Grant, and Marcia Greenbaum ('62).



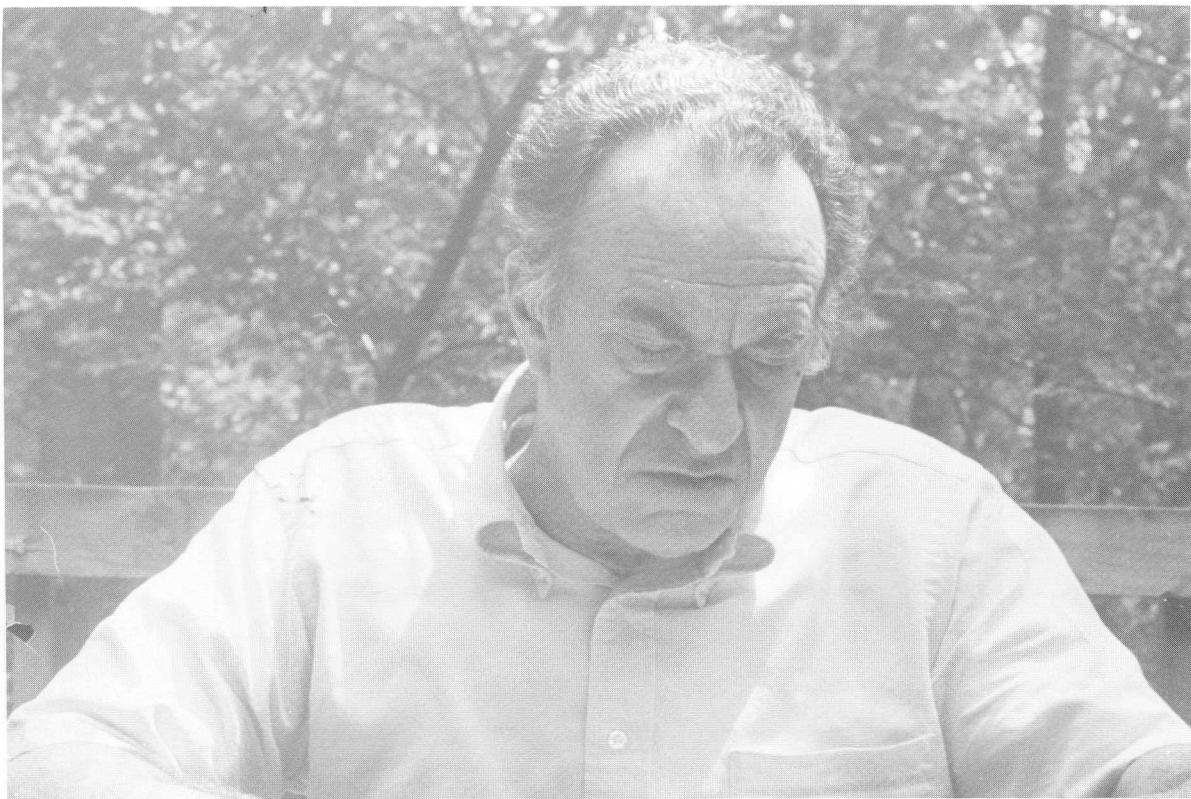
17. Robert Ferguson came to the ILR School in 1946 from Cornell's Department of Economics.



18. Duncan McIntyre, who was on the faculty from 1948 to 1974, taught Social Security and Protective Labor Legislation.



19. Chris Argyris (GR '51) was the James Bryant Conant Professor of Organizational Behavior at Harvard University when he received the Groat Award in 1972.



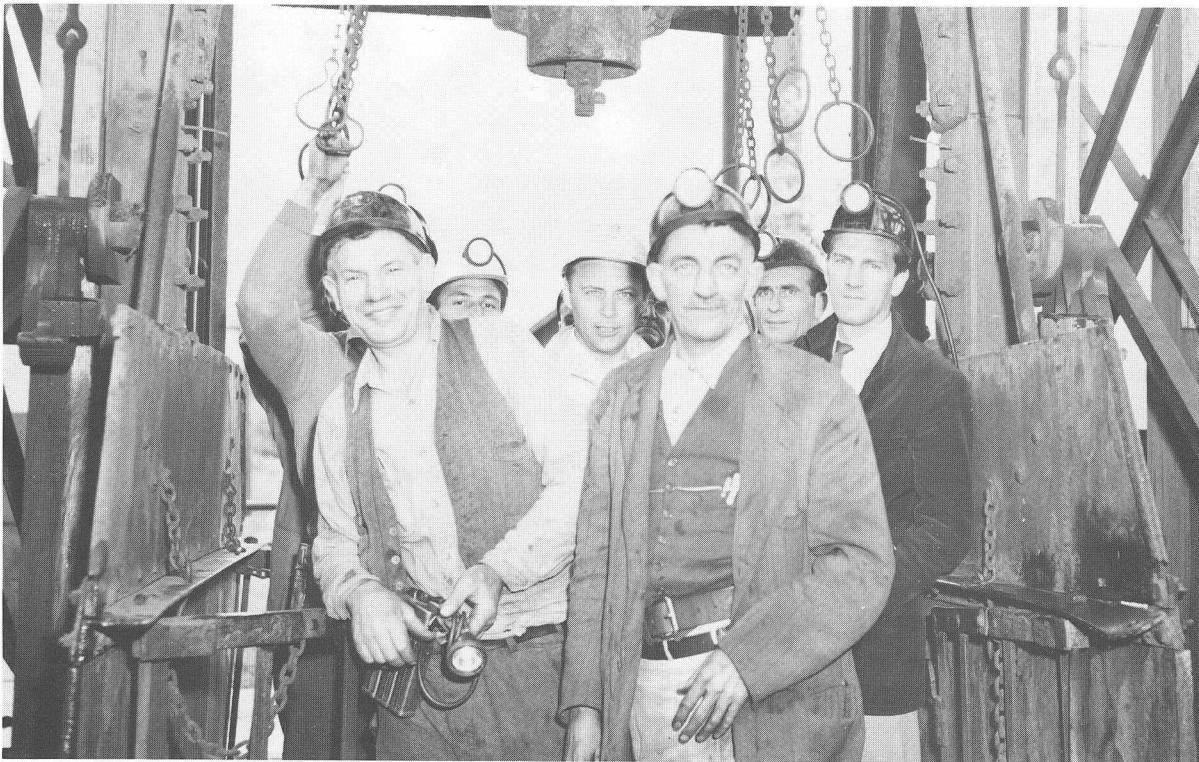
20. Jacob Seidenberg (GR '51), a Groat Award winner, served Presidents Eisenhower and Nixon as the chairman of the Federal Services Impasse Panel and spent the remainder of his career as a full-time arbitrator.



21. In the early years of the school, students in the "busriding course" would visit as many as eight work sites a semester.



22. Students took notes on things of interest during a visit to a manufacturing plant.



23. Some student groups descended into Pennsylvania coal mines.



24. In 1961 the ILR School moved into its own building on the site of the old Veterinary College.



25. The ILR faculty posed for a photograph in 1961:

First Row: Temple Burling, J. Gormly Miller, Maurice Neufeld, Lois Gray, Alpheus Smith, Frances Perkins, M. Gardner Clark, Jean McKelvey, John McConnell, Vernon Jensen

Second Row: Arnold Tolles, Ralph Campbell, Leone Eckert, Isadore Blumen, Duncan MacIntyre, Milton Konvitz, John Windmuller, James Campbell, Robert Risley, Russell Duino

Third Row: Emil Mesics, Mary Ann Coghill, Robert Doherty, Robert Raimon, Ronald Donovan, George Brooks, Felician Foltman, Jesse Carpenter, Bernard Naas, Harriet Budke

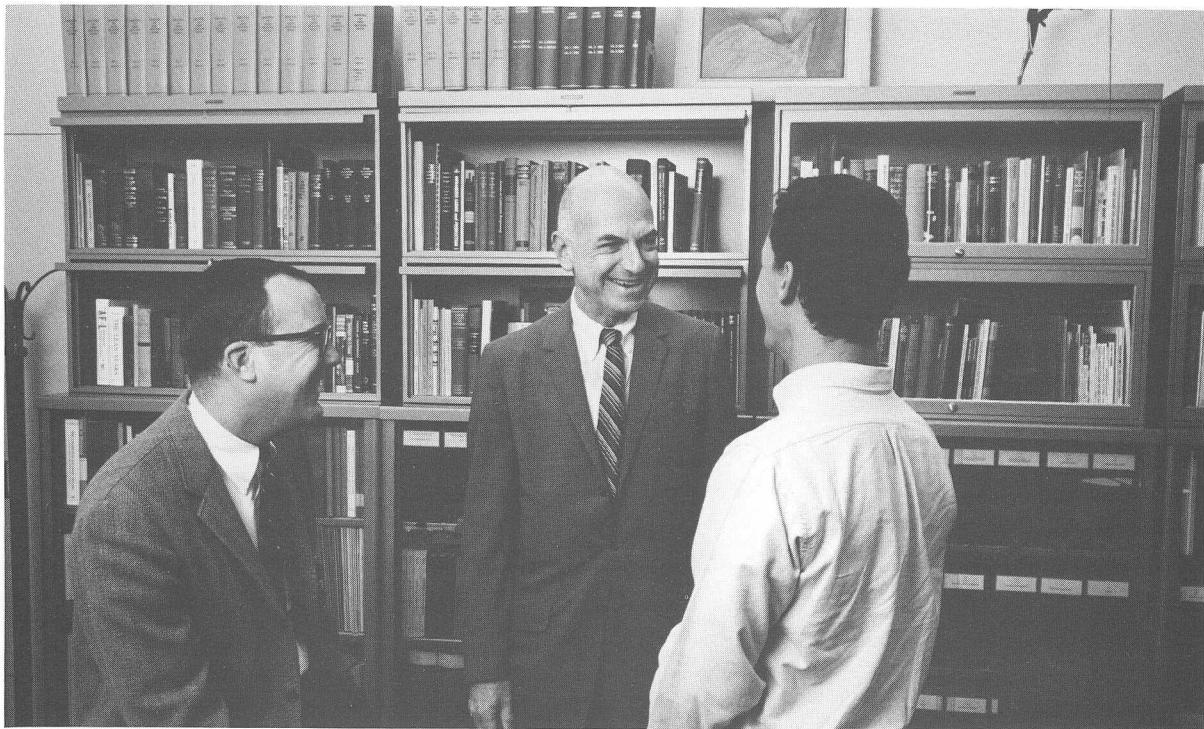
Fourth Row: Donald Cullen, Kurt Hanslow, Raymond Wedlake, Fred Slavick, Jerry Rosenberg, Lawrence Williams, Ned Rosen, Theodora Bergen, John Paterson, Earl French

Fifth Row: Paul Breer, Frances Eagan, Floyd Irvin, Robert Aronson, William Wasmuth, Donald Dietrich, Theron Fields, Margaret Blough, Herman Bloch, Edwin Schultz

Sixth Row: Eric Polisar, Harlan Perrins, William Friedland, Wallace Wohlking, Antonia Nell, William Toomey, William Allen, Estelle Hepton, Wayne Hodges



26. The informal coffee hour (10 to 11) gave faculty members a chance to discuss many things. Those caught in this photo (taken in May 1962) are left to right: Don Cullen, Fred Slavick, Bob Raimon, George Brooks, Ralph Campbell, John Windmuller, Bob Doherty, and Ron Donovan.



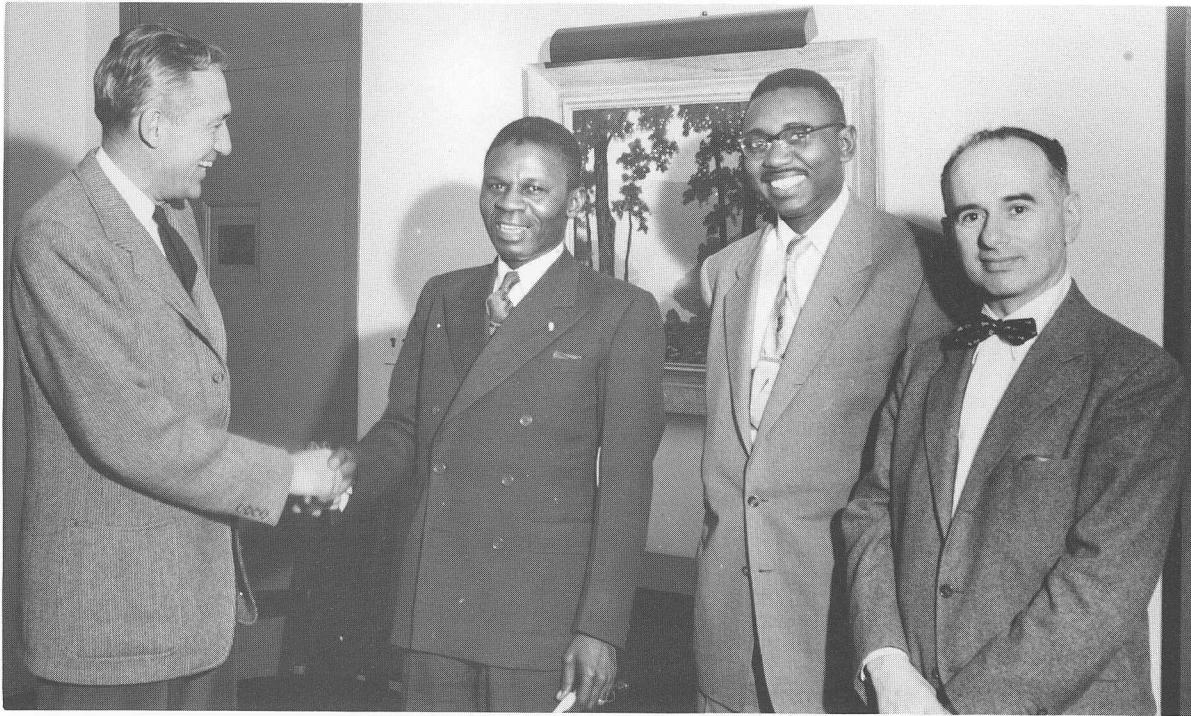
27. Founding faculty member Maurice Neufeld (center) and NLRB expert Jim Gross (left) chat with a student.



28. Archivist Lee Eckert helps researchers locate original material in the library's documentation center .



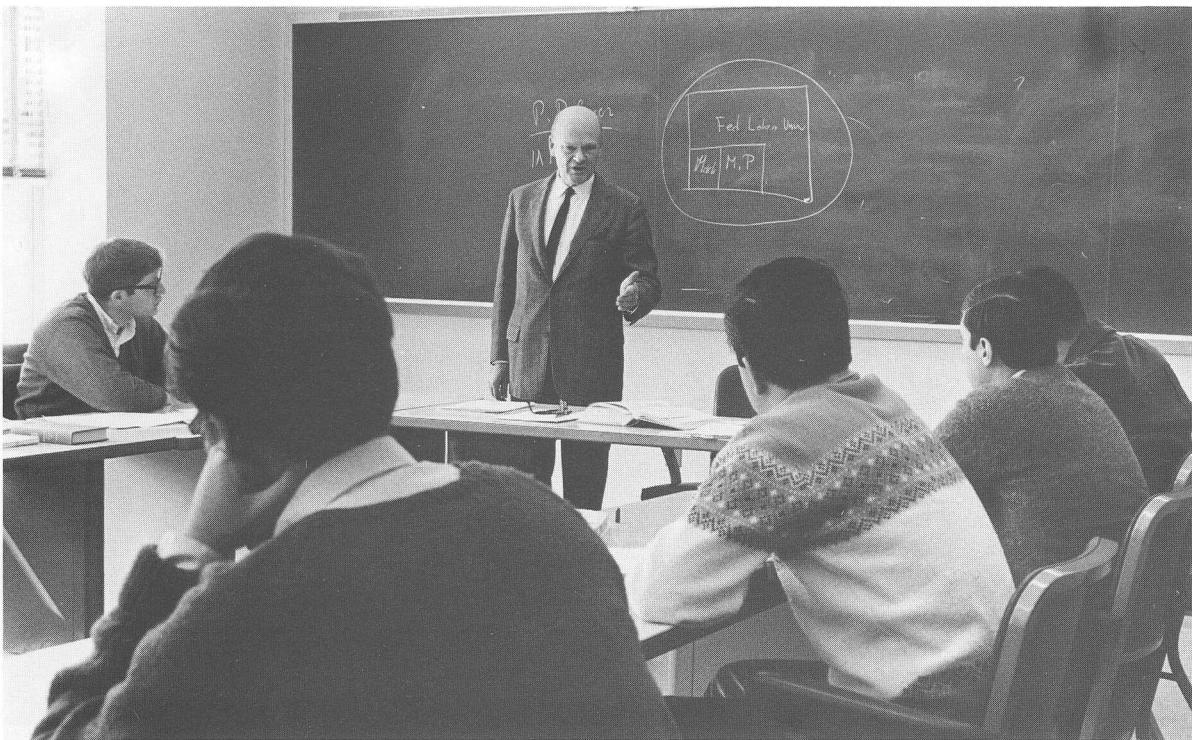
29. Students worked by hand in the statistics lab in the early years.



30. In September 1959 Cornell University President Deanne Malott welcomed a delegation from Liberia who came to present a citation from Liberian President Tubman to Milton Konvitz for work he had done creating the Liberian Code of Laws.



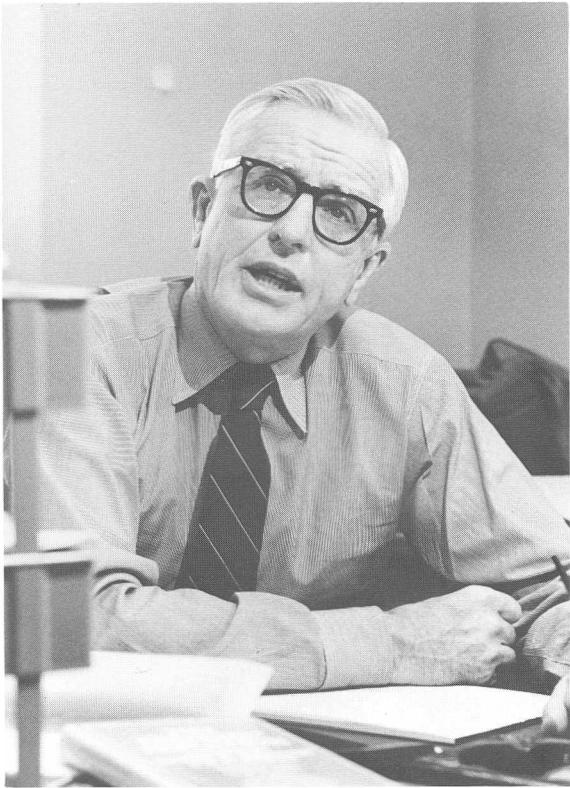
31. Walter Galenson (second from right) served as advisor to the U.S. delegation at a world employment conference held by the International Labor Organization in Geneva.



32. George Brooks, who came to ILR in 1961 as a visiting professor, taught *Union Democracy* (with the assistance of Sara Gamm). This popular course offered an "inside" look at labor unions.



33. Extension Associate Alice Grant pioneered (with Jean McKelvey) the development of neutral training programs designed to integrate the dispute resolution profession by special outreach to minorities and women.



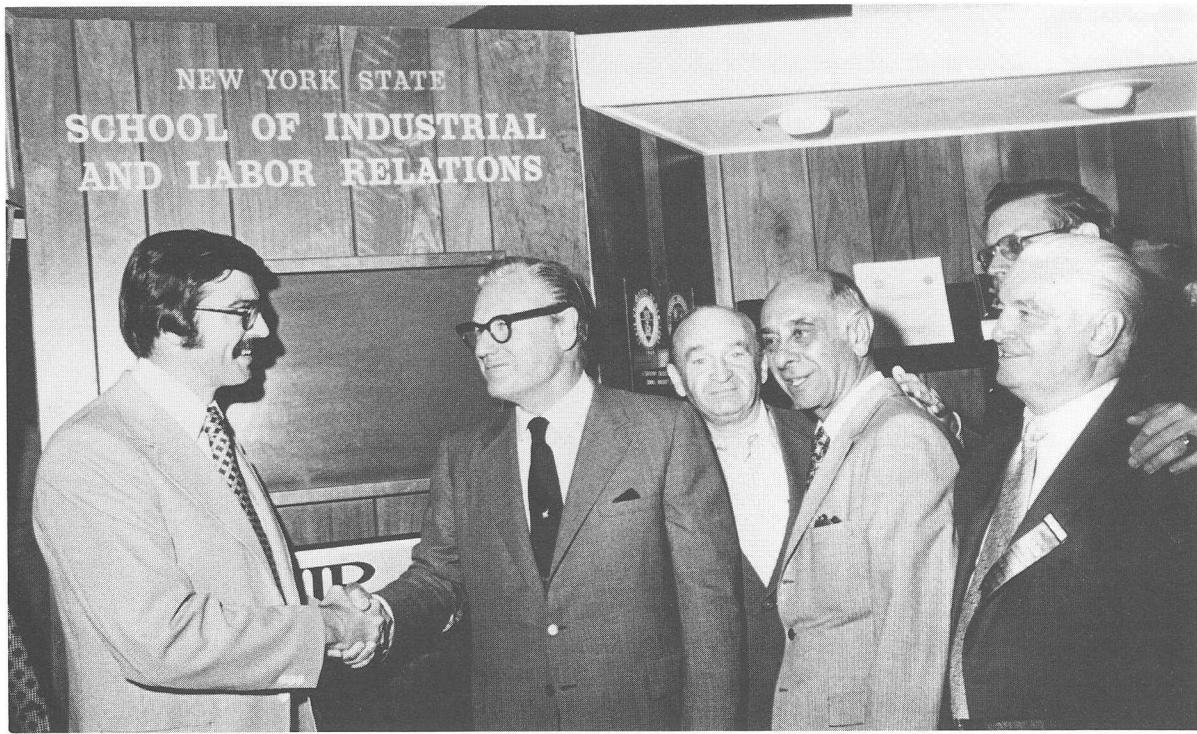
34. George Hildebrand, who joined the ILR faculty in 1960, spent 1969-71 as U.S. deputy undersecretary of labor, with major responsibility for international labor relations.



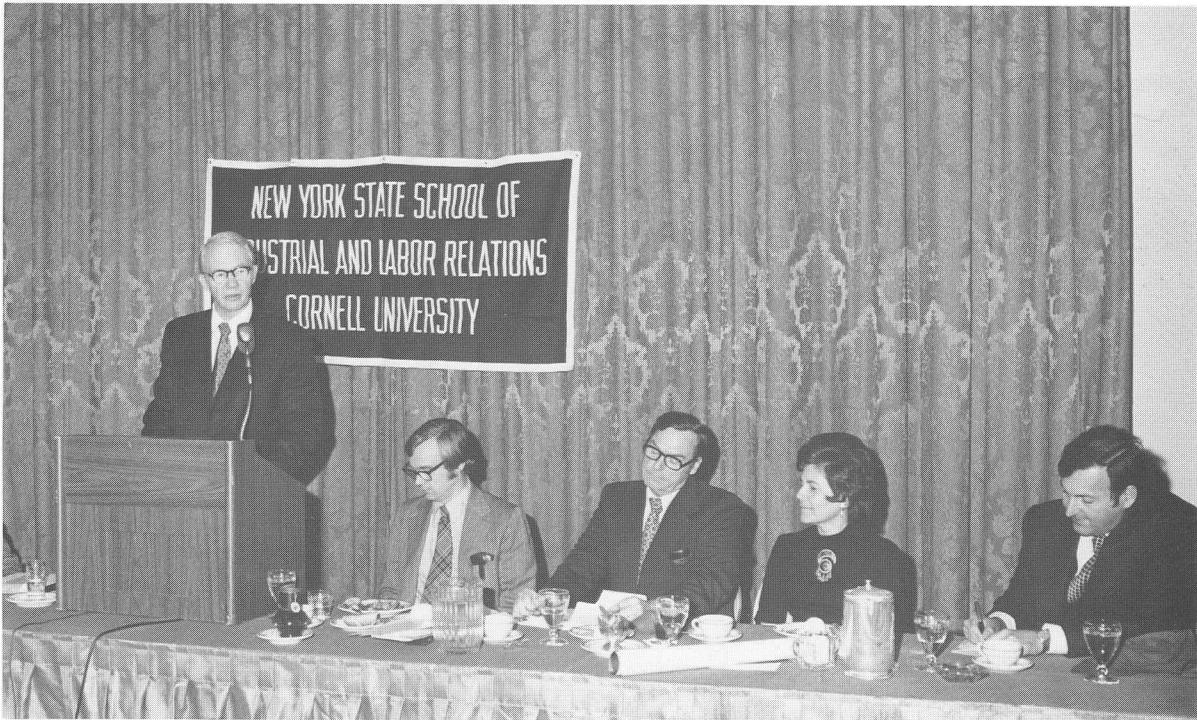
35. Isadore Blumen (pictured here) collaborated with Phil McCarthy to develop a mathematical model they used to study labor mobility.



36. Deans David Moore (1963-71), Martin P. Catherwood (1947-58), and John W. McConnell (1959-63) share a smile at an ILR School function.



37. Director of School Relations Jim Huttar (left) greets New York State Governor Nelson Rockefeller at the dedication of the Labor College in New York City in 1971. Also visible are an unknown friend, State Controller Arthur Levitt, Louis Levine (partially hidden), and Harry VanArsdale, president of the New York City Labor Council.



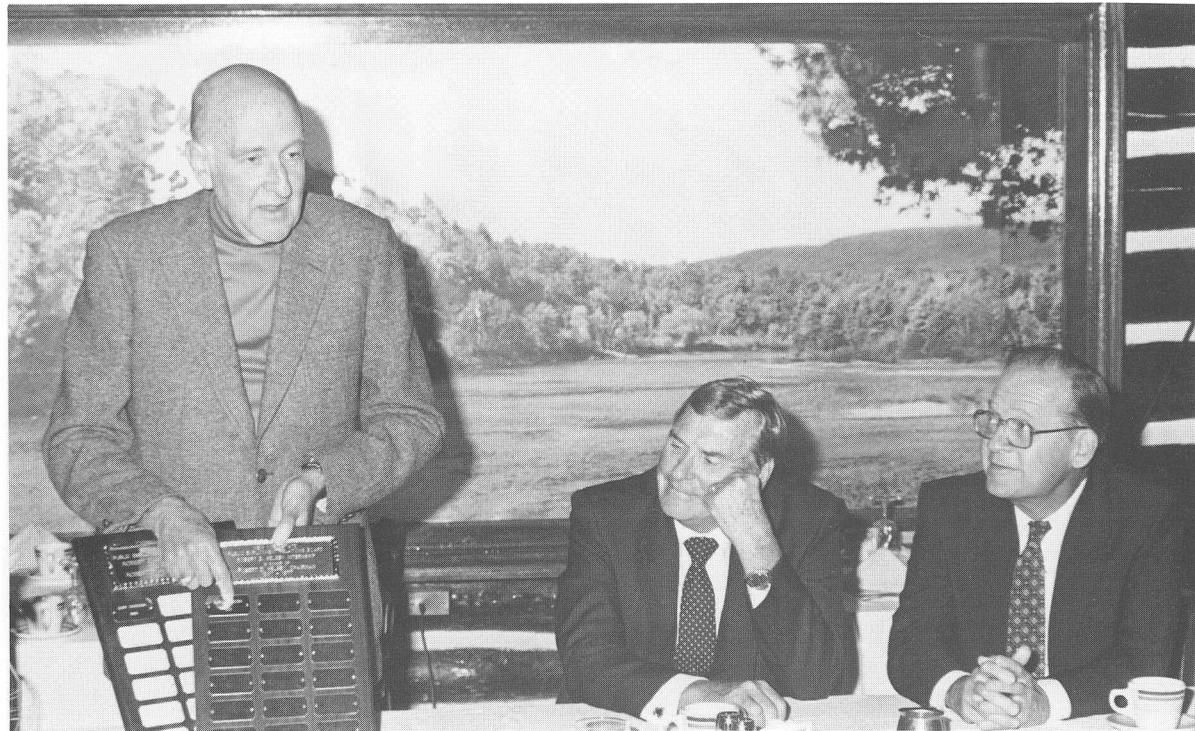
38. Eric Jensen, chairman of the ILR Council, presided at the dinner celebrating the presentation of the 1973 Groat Award to Robert Helsby (3rd from right). Those in the photo (left to right) are Jensen, Bob McKersie, Robert Helsby, Colene Helsby, and Stan Aiges.



39. James Hoffa, shown here with Bob McKersie, visited the campus in April 1975 shortly before his disappearance.



40. Federal Mediation and Conciliation Service (FMCS) Director Cyrus Ching (center) stands with George Fowler ('48) (left) and Paul Yager ('49) (right) at an ILR celebration.



41. Harold Neuman (left), shown here with PERB Chairman Robert Helsby (center) and Dean Charles Rehmus (right), was a visiting senior lecturer at ILR in 1975-76.



42. Bob Doherty displays the plaque announcing both the 1983 establishment of the Robert B. Helsby Internship at PERB and its first two recipients—Gary Chodosh and John Tribolati ('85). Also present are Dean Charles Rehmus, Harold Newman, and Bob Helsby.



43. Charles Rehmus, dean between 1980 and 1985, stands chatting with a student.



44. Leonard Woodcock, president of the United Auto Workers, stands with Fran Hardin (GR '75) and Antone Aboud ('69, GR'74) during a visit to ILR.



45. Carolyn Jacobson ('72) served as president of the ILR Alumni Association and as a board member on the ILR Advisory Council.



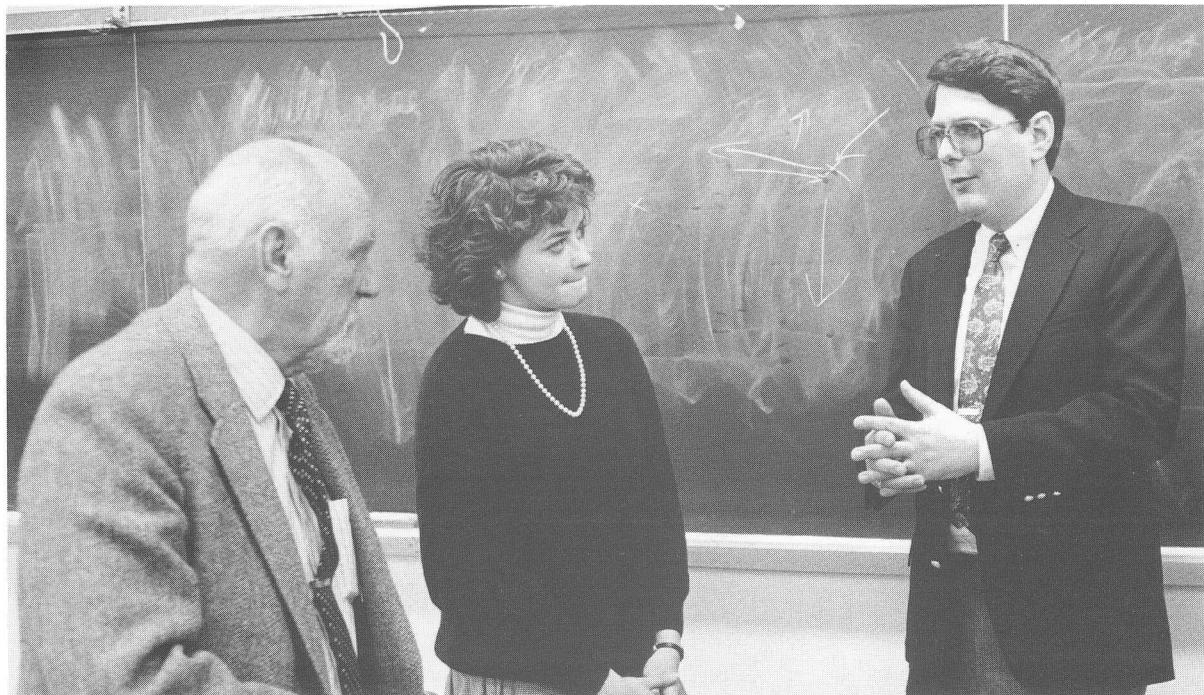
46. Joan Greenspan ('64), who returned to campus to talk to students, noted, "My generation had the unique experience of beginning in the leaky Quonset huts, graduating from Ives Hall, and watching it be razed for the school of the new century."



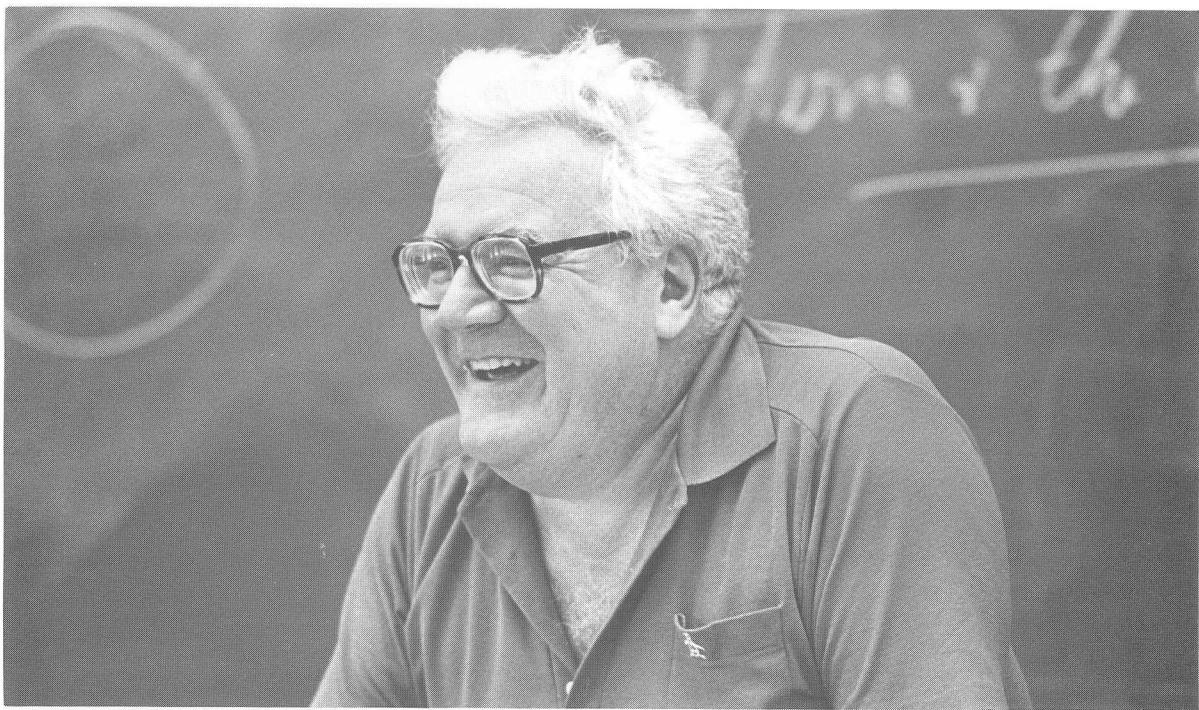
47. Alice Cook greets some former students after giving a talk on work-family issues in May 1987. The big smile belongs to Wendie Ploscowe ('62), whose husband Steve ('62) stands behind Professor Cook.



48. *Jean McKelvey stands with the Honorable Harry T. Edwards ('62).*



49. *During his long and varied career at Cornell, Robert Risley (left) served the school as director of the extension division, acting dean, assistant dean, and chairman of his department and the university as acting provost.*



50. *Kurt Hanslwe, who taught Public Sector Collective Bargaining, held a dual appointment from 1958-82 between ILR and the Law School.*



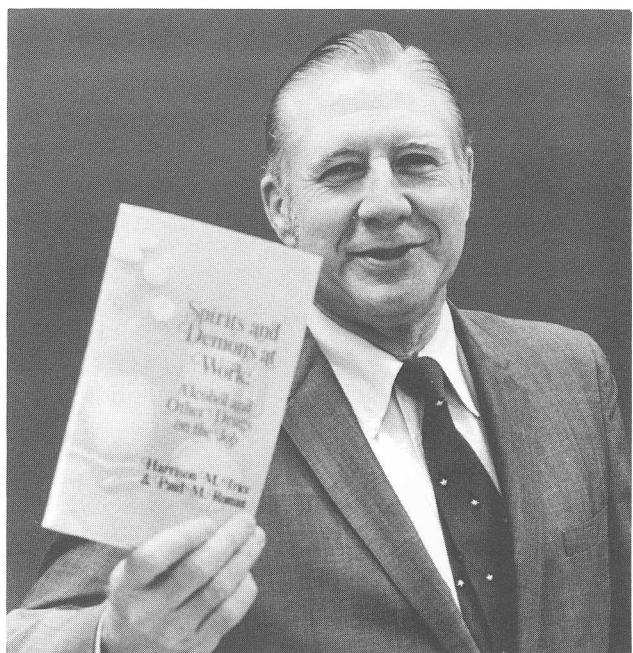
51. *Larry Williams, Bill Whyte, and Ned Rosen (left to right) were all faculty members in what became the Department of Organizational Behavior. Williams has taught at ILR since 1961 and is currently graduate field representative; Whyte (author of the classic, Street Corner Society) arrived in 1948 and became professor emeritus in 1982; Rosen taught at ILR from '61 to '82.*



52. Extension associates Barbara Wertheimer (left) and Al Nash (right) help practitioners plan their academic programs.



53. Bob Risley, Morris Iushevitz, Harry Kelber, and Lois Gray (dean of the extension division) (left to right) smile broadly at an ILR presentation.



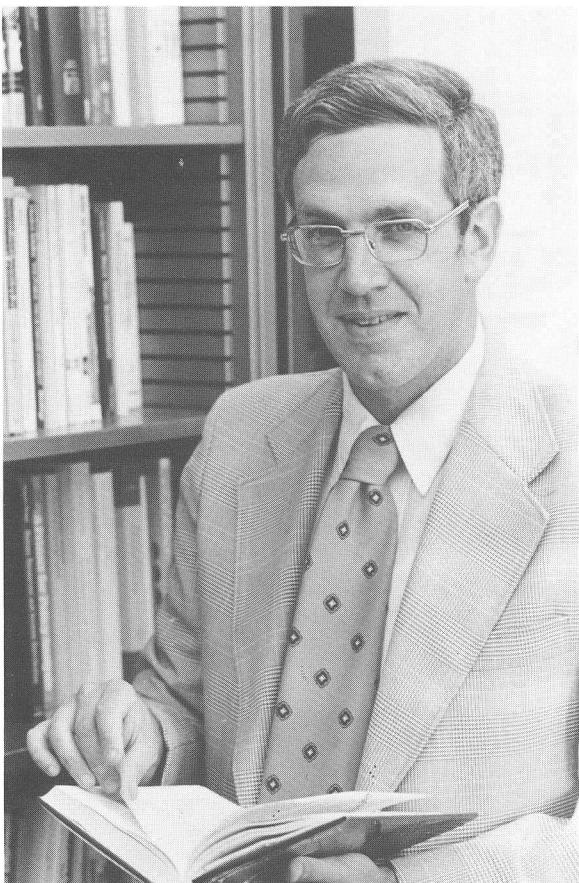
54. Harry Trice, who was actively on the faculty from 1955 to 1989, co-authored (with Paul Roman) the classic, Spirits and Demons at Work: Alcohol and Other Drugs on the Job.



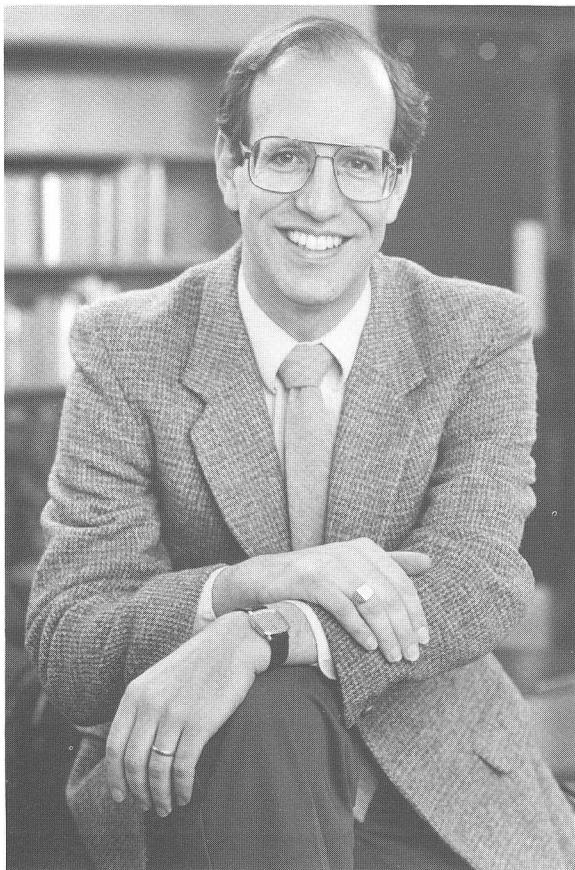
55. Robert Aronson, now professor emeritus, taught at ILR from 1950 to 1983.



56. While at ILR, Frank Miller served as director of the Office of Resident Instruction for 12 years, graduate field representative for 5 years, and chairman of the Department of Human Resources and Administration for 8 years.



57. *Ronald Ehrenberg, who came to ILR in 1975 and was the first Irving M. Ives Professor of Industrial and Labor Relations, currently serves as Cornell's vice-president of academic programs, planning and budgeting.*



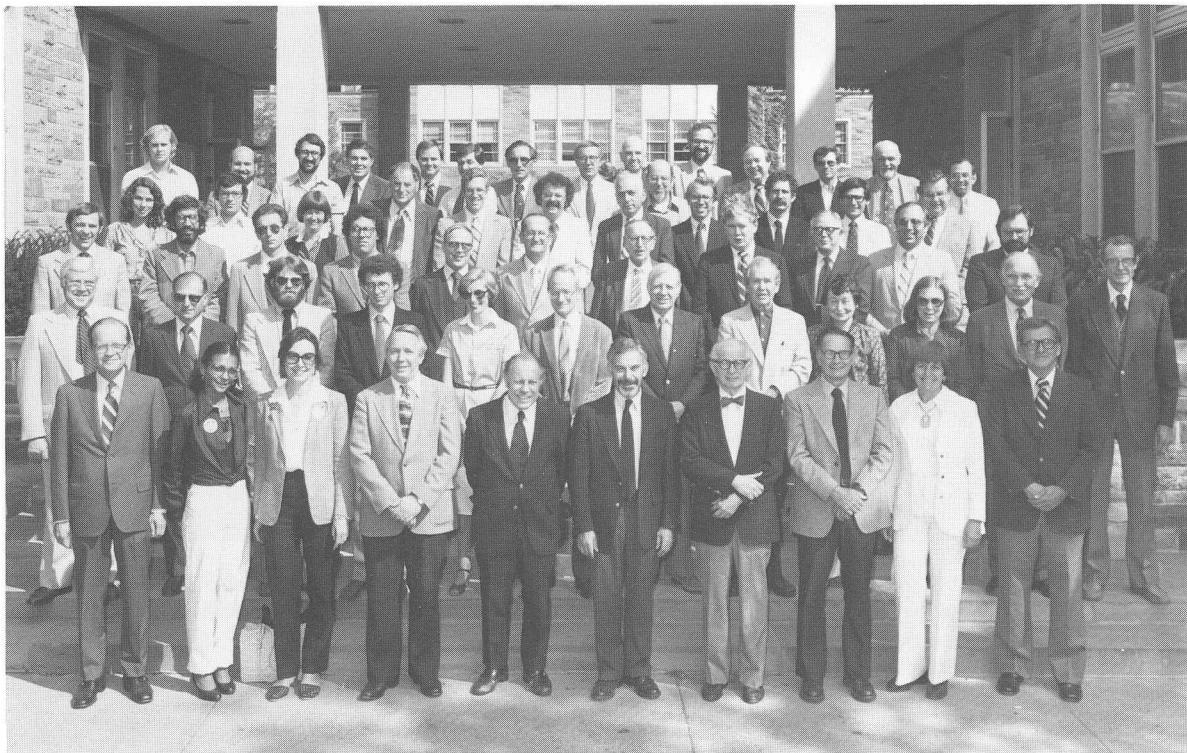
58. *Harry Katz, who is director of the Institute of Collective Bargaining, joined the faculty in 1985.*



59. Three ILR library directors—Gormly Miller (1946-64), Bernard Naas (1964-69), and Shirley Harper (1975-93)—share the limelight at a school celebration held in 1993 to announce that the main conference room in the new library complex will be known as the Martin P. Catherwood Library Directors Conference Room.



60. Charlotte Gold, early director of the publications division, helped establish the rule that every publication be subject to scrutiny by a juried panel, a tradition that persists to this day.



61. The faculty posed for a photo in 1981.

First Row: Charles M. Rehmus, Annie Allen, Lu Jean Fleron, Lawrence K. Williams, William B. Wolf, Robert L. Aronson, Milton R. Konvitz, James O. Morris, Elaine F. Gruenfeld, Donald E. Cullen

Second Row: Raymond Binis, John P. Windmuller, Sean Turley, Kenneth Mayhew, Tove Helland Hammer, M. Gardner Clark, Harrison M. Trice, Philip J. McCarthy, Mary T. Cullen, Shirley F. Harper, William Fowler, Vernon H. Jensen

Third Row: Duane E. Wilcox, Frank Goldsmith, Michael E. Gold, Ronald L. Seeber, James Miller, Richard K. Pivetz, Lawrence Rogin, Robert E. Doherty, George M. Calvert, Jonathon D. Levy, George T. Milkovich

Fourth Row: Joan Parker, Leif Danziger, Jennie T. Farley, William F. Whyte, Ronald G. Ehrenberg, Nick A. Salvatore, Isadore Blumen, Donald D. Kane, Robert S. Smith, Samuel B. Bacharach, Gary S. Fields, Vernon M. Briggs, Jr.

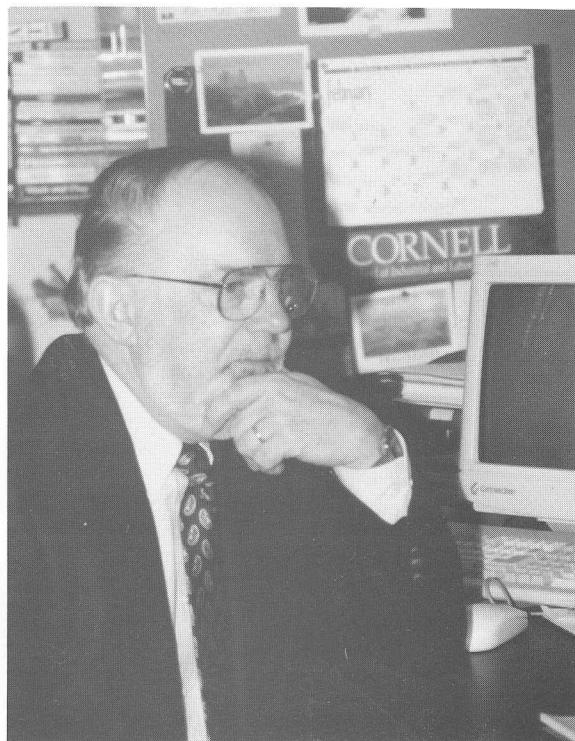
Fifth Row: Steven Cupery, Thomas C. Woodruff, Howard E. Aldrich, Bernard Flaherty, Robert W. Eder, John Boudreau, Jacob J. Kaufman, James A. Gross, Maurice F. Neufeld, Robert M. Hutchens, John E. Burton, Lee D. Dyer, Robert F. Risley, Richard Strassberg



62. *Don Cullen, member of the collective bargaining department, served as editor of the ILR Review for 22 years.*



63. *Gordon Law, reference librarian from 1972 to 1983, returned to ILR in 1993 from Purdue University to become director of the Catherwood Library.*



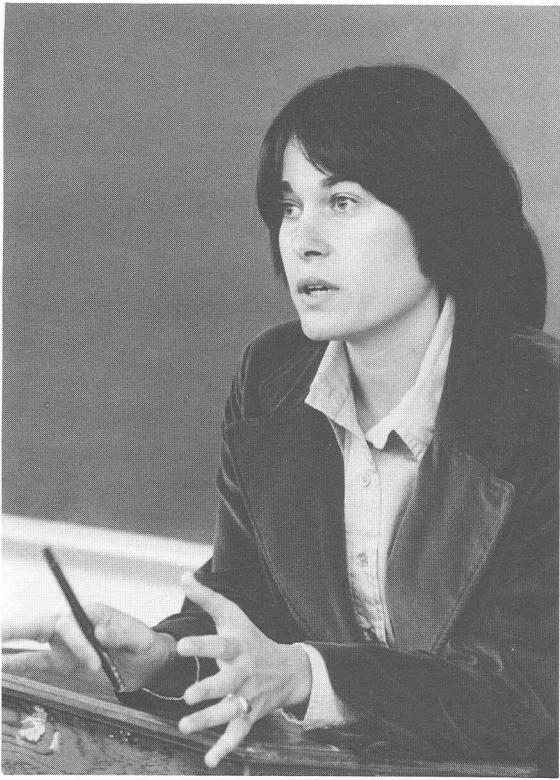
64. *Jim McPherson, director of ILR Student Services since 1984, recently became the school's first director of teaching.*



65. Presiding over the presentation of a Steuben owl to Jerry Alpern ('49) awarded for his dedication to the school and his leadership of the reunion committee were the 1986 Alpern prize winners, seniors Glen Doherty and Edward Snyder.



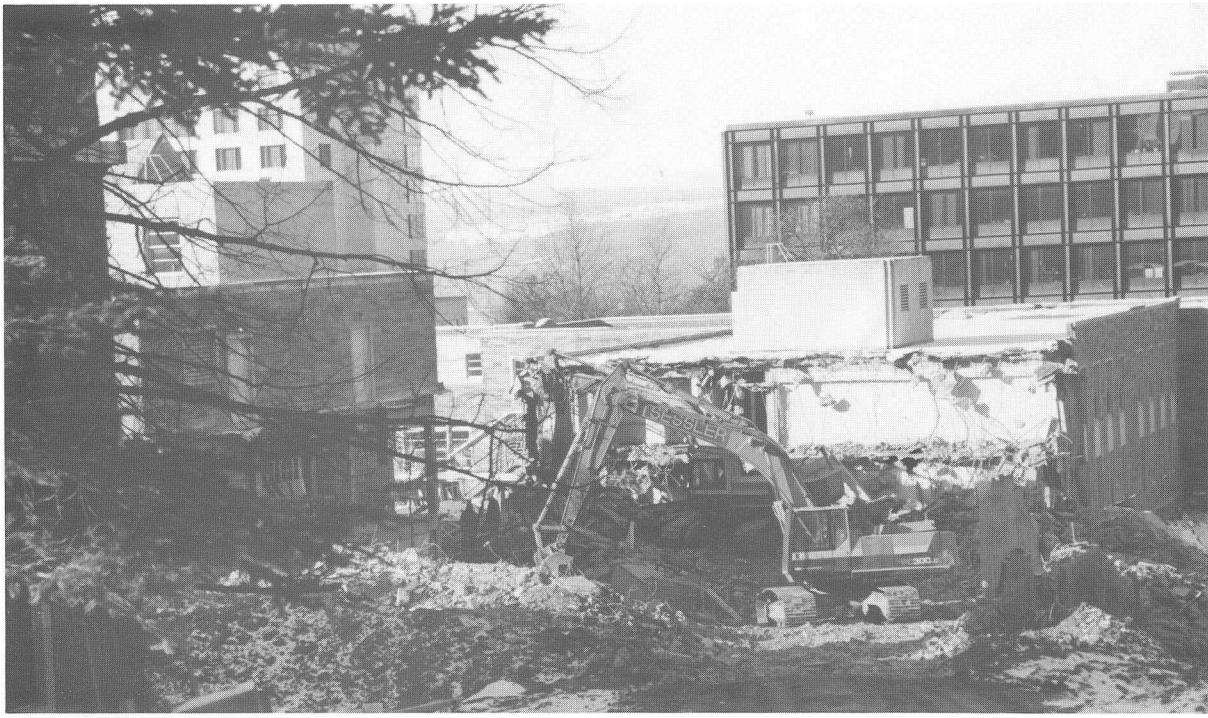
66. Stan Aiges (GR '58) reminisced for the record about his days at ILR and his evolving career.



67. Vicki Saporta ('74), who worked for the Teamsters during the summer of her sophomore year, declared later, "I couldn't wait to graduate and become a Teamster organizer."



68. Jack Golodner ('55) was attracted to ILR because the school dedicated itself to the concept that it is "possible for modern man to work and even grow within an institutional framework without dissipating energies in constant conflict."



69. The wrecking crane dismantles the classroom wing along Tower Road in 1995, temporarily enlarging the lower quad .



70. David B. Lipsky ('61), the first ILR alumnus to serve as dean of the school, shares the excitement of breaking ground for the new ILR building with Senator James Lack, staunch supporter of the school who, as chairman of the Senate Labor Committee in 1993, led the fight to have the state funds for the project restored.

9.

PARTS OF THE WHOLE

The Extension Division

by Lois Gray

Born in a time of intense labor-management conflict, ILR Extension survived early skepticism and controversy to emerge as a leading center of industrial and labor relations education. Today ILR Extension is widely accepted by practitioners as a vital source of education and technical assistance. The vision for an ILR extension service came to State Senator Irving Ives, the school's founder. When Ives served as the chairman of the Joint Legislative Committee on Industrial and Labor Conditions of the New York State Legislature, he observed that labor and management witnesses who testified before his committee were poorly informed about their rights under labor laws and seemed unaware of or indifferent to their responsibilities to the public. This inspired him to write into the legislation establishing the ILR School at Cornell that the school should "disseminate information to practitioners." This mission was to be carried out by the school's Division of Extension and Public Service. Since extension service was an integral part of Cornell University, it was not surprising that ILR Extension took hold and blossomed.

In 1946 in pursuit of this mission the school's founding professors, Jean McKelvey and Maurice Neufeld, traveled to Buffalo, one of the state's leading industrial centers, to confer with employer and union representatives and recruited Lois Gray, a young National Labor Relations Board field examiner, to head the first off-campus office. In Ithaca headquarters, veteran labor educators Effey Riley and Eleanor Emerson and industrial training specialists Lynn Emerson and Alpheus Smith developed plans for a statewide outreach. Their philosophy of designing ILR educational programs to meet the expressed needs of practitioners has prevailed through the 50-year history of ILR Extension.

The first off-campus programs consisted of itinerant faculty lectures on labor relations issues of the day. While attracting large audiences, the lectures sparked controversy, with charges and counter charges that the ILR School was "pro union" or "pro management." The combination of charges and the combined response were interpreted by Cornell's President Edmund Ezra Day as "striking the right balance." Thus the ILR School was introduced to labor, management, and the public throughout the state.

In the early years, ILR Extension services were provided without charge and there was minimal state support, which meant borrowing office space from other state agencies and classroom space from local educational institutions. Advisory committees formed in each community not only helped to design and publicize programs but often provided volunteers as instructors. Soon public lectures were replaced by custom-made classes offered at the request of organizations—labor unions, corporations, and government agencies. Initially, grievance handling was the most frequently requested subject for union programs and supervisory training for employers. When requests exceeded resources, ILR designed teacher-training materials, which enabled organizations to educate themselves.

Dissemination of ILR-related information to high school students prior to their entering the labor market was another legislatively mandated function. The Joint Legislative Committee published *The American Story of Industrial and Labor Relations* (1943), which was designed to serve as a textbook. ILR Extension has pursued this legislative mandate through continuing courses for social studies teachers.

A shift in subject matter emphasis from the broad societal perspective of the early lectures to more pragmatic training, along with the logistics of statewide travel, cooled the ardor of resident faculty participation in extension work. Dean Martin P. Catherwood, who was committed to the "triple threat" concept that ILR faculty would contribute to all three of the ILR missions (resident teaching, research, and extension), persuaded Duncan McIntyre, one of the school's founding faculty, to spend a year on the extension circuit, testing the possibilities of faculty involvement. McIntyre's experience was reported to the other faculty in an essay, "The Mouse in the Experiment," which concluded that ILR Extension was a specialized function that should recruit its own faculty and rely on the resident faculty in Ithaca only for those assignments related to their specialized research and teaching interests.

Ralph Campbell, who directed the extension division for a period of time, built on the acceptance of the first off-campus office in Buffalo and established extension branches in Albany and New York City, and later in Rochester and Long Island. These branches were staffed by faculty with adult education as well as industrial relations expertise. In addition, part-time instructors were recruited from local academic and practitioner communities. Prominent among these were ILR alumni. Thereafter, Ithaca-based faculty taught in the growing number of summer institutes that ILR Extension sponsored on campus and collaborated with Extension in research projects on topics of mutual interest—for example, *The Local Union* by William F. Whyte, *Union Democracy* by Alice Cook (1964), and *Power and Politics in Organizations* by Sam Bacharach (1980).

Labor-management conferences on cutting-edge topics have been a mainstay of ILR Extension. Some deal with controversial issues, featuring debates, for example, among competing viewpoints on such topics as Labor and American Foreign Policy, The Value of Human Relations Training, and, more recently, Labor Law Reform. The proceedings of many extension conferences

have been published. *The Duty of Fair Representation* (McKelvey 1977), for example, emerged from a conference that brought union and management leaders together with labor law attorneys to discuss the implications of court decisions on labor practices, and *Cleared for Take Off* (McKelvey 1988) captured an interchange between employer and union representatives on the impact of government deregulation on the airline industry.

Observing the potential for in-depth education of union leaders who are intellectually curious but lacking in formal academic credentials, ILR Extension experimented with one- and two-year courses of study that had the equivalent of college credit requirements (testing, reading, and term papers). A taste of academic stimulation inspired student demand that the ILR School offer full degree programs off campus. After protracted faculty debate and involvement, ILR Extension responded in the 1970s with a network of labor studies credit and certificate programs throughout New York State that carry Cornell credit and are linked to degrees offered in local educational institutions.

Over the years, increasing professionalization of the field of industrial and labor relations transformed the emphasis of extension offerings from in-house custom-made training in basics, such as grievance handling for shop stewards and human relations training for supervisors, to more sophisticated subject matter designed for full-time union officials and corporate and government human relations professionals. In New York City, for example, management certificate programs provide in-depth coverage of labor relations, human resource management, and equal employment opportunity and counterpart programs for union leadership feature functional training in organizing, administration, and bargaining. ILR's Executive Education programs draw corporate labor relations and human resource leaders to seminars on the Ithaca campus. And within unions, government, and business, executives are served by specialized extension services that combine research, training, and technical assistance.

ILR Extension has always responded to the changing scene in industrial relations by sponsoring programs that reflected key issues of the times. For example, the growth of the civil rights movement in the 1960s inspired leadership training for national and community-based organizations representing minorities, and a Latino Leadership Center was established. The women's liberation movement of that period was served by such programs as Union Women's Studies and Career Development for Women, as well as conferences on Women in Management, which laid the groundwork for the Institute of Women and Work that ILR established in 1974 under the leadership of Barbara Wertheimer. National concern with poverty gave rise to an Urban Affairs Program, which conducted demonstration projects dealing with a variety of social problems ranging from School Drop Outs to Health Care. And the manpower projects of federal, state, and city governments involved extension staff in both training and evaluation of the effectiveness of these antipoverty efforts.

When public sector employees achieved bargaining recognition in New York City (Mayor Wagner's order) and then in New York State through passage of the Taylor Act, ILR Extension responded by organizing statewide training programs

for officials of state, county, and city government and public employee unions through the Institute of Public Sector Labor Relations. This institute trained thousands of practitioners in grievance resolution and dispute settlement, emphasizing, as always, "training of trainers" to multiply the impact and institutionalize the continuation of education in public sector labor-management relations.

Training for neutrals, from the earliest years, has been a major extension activity. For established arbitrators and mediators, ILR conducted briefing sessions on new issues like substance abuse and sexual harassment. For those aspiring to be accepted as neutrals, the school provided intensive training that supplemented classroom sessions with on-the-job assignments. Notable are the neutral training programs pioneered by Alice Grant and Jean McKelvey, which are designed to integrate the dispute resolution profession by special outreach to minorities and women.

"The State is our Campus" was the way ILR Extension described itself to the public in its early years. Over time this mission has broadened from statewide to national and international. Today many programs are beamed to national headquarters staff of corporations and unions, as well as to policymakers in Washington, D.C. In fact, ILR now sponsors programs throughout the United States and abroad. For example, on-site training and consultation, which was provided to Latin American organizations in earlier years, is currently underway in Poland, Russia, and Czechoslovakia.

While advocacy training dominated early extension offerings, recent years have brought union-management cooperation to the fore. Of special note are two major program centers within ILR Extension that specialize in employee involvement and build on mutual labor-management interests: (1) Programs for Employment and Workplace Systems (PEWS), which provides technical assistance and training for organizations seeking to restructure work and employee relations, and (2) The Institute for Industry Studies, which translates research on the economic and technological developments in specific industries into employee education on their implications for labor-management relations. In addition to these centers, extension district offices offer numerous courses on win-win bargaining and seminars on the advantages and limitations of union-management cooperation. Other extension programs that target specific objectives deal with services to the disabled, occupational safety and health, and alcoholism.

From its inception 50 years ago to today common themes of ILR Extension remain (1) practitioner service and orientation, (2) adaptability to political, social, and economic environmental change, and (3) linkage to resident faculty teaching, research, and publications. What has changed are program emphases and formats, which continuously respond to trends in the ILR field.

From modest beginnings, the school's extension wing has grown in size and influence, currently enrolling more than 30,000 adults each year in a broad range

of educational programs. ILR Extension is the largest program of industrial and labor relations education for practitioners in the United States.

The Catherwood Library: 50 Years of Service

by Gordon Law

"It will be essential to develop at the earliest possible moment a comprehensive library, both of standard works and periodicals and of documentary materials." This mandate of the Board of Temporary Trustees in 1945 guided development of the preeminent academic research collection of its type in the country over the last 50 years as staff have endeavored to maintain a "comprehensive library." Dean Irving Ives assigned this responsibility to J. Gormly Miller, who had recently returned from a tour of duty with the armed services in Europe. Shortly after Gormly arrived on campus in July 1946, Ives instructed him to establish a library for the school and have it operational by November of that year. Gormly began at once to meet the expectation of the dean and Board of Temporary Trustees.

What was established by November 1946 may have been the first "virtual" library of its type. It was "virtually" all over campus in the early years of the school. The first reading room was located in Warren Hall prior to its more permanent home in the barracks on Sage Green, where the Cornell Engineering Quad is now located. The librarian's office, along with the serials and catalog librarians, was initially located in the stacks of Myron Taylor Hall. As more books arrived than space could provide for, creative solutions had to be devised. Within 18 months, fewer than half of the 10,000 volumes acquired could be accommodated in the barracks. According to the *I&LR News* for January 1945, "J. Gormly Miller...arranged with the Law School for space at Myron Taylor Hall to house the overflow. This will take care of those emergencies when I&LR students find they have nothing left to read." At various times, until construction of a library in 1962, materials were also housed in the Quonset huts on Sage Green and in the women's dormitory.

The materials budget for the library was \$40,000 per year (the equivalent of over \$300,000 in 1994 dollars). This represented a phenomenal commitment by the school to its library, making it possible to acquire retrospectively as well as to obtain currently published titles. An important historical collection of convention proceedings and union journals came early on from the Rand School of Social Research in New York.

It was especially challenging in the immediate mid-1940s to build a collection of this type because publishing and distribution of books had been curtailed due to the war. In addition, many of the prime documentary materials were not commercially available. Some labor union periodicals came from the office collection of Cornell professor Royal Montgomery. That collecting project was initiated by Sumner Slichter during his years at the university (1920-30).

These holdings were enriched by the personal collections of Maurice Neufeld and Milton Konvitz, who were able to convince some trade union publishers to add the ILR Library to their mailing lists. In a short period of time, labor journals began to come in regularly with the mailing label, "Laboratory of Industrial Relations." Although originally devised as a means of facilitating mail sorting, that label accurately reflects the ILR Library's role in the research process to this day.

Staff traveled throughout the state and region to establish relationships with the labor movement to assure that their publications became part of the comprehensive collection; and Howard Dyer, a 1948 graduate of the school who worked in the Buffalo regional office of the NLRB, visited unions in the Cleveland, Chicago, and Detroit areas to acquire collections of historical materials. Aggressive collecting policies assured the library of substantial holdings of materials on trade union administration and structure.

A strong service orientation, which extended beyond the immediate user population on campus, has always been a hallmark of the library. In addition to providing the specialized reference services expected from such a quickly developing national resource, the library produced a variety of publications to make information more widely available. The *Key Issues Series; Abstracts and Annotations*; and "Recent Publications," a section of the *Industrial & Labor Relations Review*, were all Gormly Miller's creations. This last feature, which included books and journal articles categorized by subject, served as the national bibliography of industrial relations material from its first appearance in 1948 until 1984, when it was discontinued because of the availability of online services. This broad service orientation was maintained over the years by Bernard Naas, whom Miller hired within his first few months on campus. In fact, ILR's *American Labor Union Periodicals: A Guide to Their Location* (by Naas and Sakr) was the Bible for locating union journals in the nation's research libraries until online services were developed in the 1970s. The firm of G.K. Hall photo-reproduced and published the library's entire card catalog so that researchers around the world could verify the literature. This service, in its original form plus supplements ran to 30 volumes. The last supplement, published in 1981, included items added to the collection through the end of 1979.

The Labor-Management Documentation Center (LMDC) was formally established within the library in 1949 with the purpose of assembling a "comprehensive collection of primary source material on labor relations, personnel programs, and union organizations and activities in the United States...." The initial focus was collecting manuscript materials relating to social security and protective labor legislation. A second emphasis was labor arbitration, the result of which has been the development of what may be the most significant repository of its type in the country. Holdings of records relating to the American needle trades are of special significance, and our photographic collection documenting the labor movement has developed substantially in recent years. Today, the LMDC is ranked as the third largest labor archive in the nation, with over 15,000 linear feet of manuscripts, pamphlets, and related documentary material. It attracts researchers from around the globe.

Planning for better facilities, including a building for the library, began in the early years of the school. Gormly Miller was selected to supervise both the design and construction, and, after more than ten years of effort, the decision was made to demolish part of the old School of Veterinary Science and replace it with classrooms and a 30,000 square foot library. Work began in September 1959, and construction was completed in 1962. In 1970, on the occasion of the 25th anniversary of the ILR School, the name of the library was changed to honor one of its early deans: it became the M.P. Catherwood Library.

Shirley Harper became director of the Catherwood Library in 1975 and within two years began planning for an addition to accommodate growth in collections and programs. Under her leadership, plans that were developed ultimately resulted in a commitment to double the size of the library to 60,000 square feet. This project is scheduled for completion in 1997. Shirley's vision of the library as a learning laboratory further strengthened Catherwood's service orientation while incorporating the latest advances in electronic technology for the delivery of information.

By any standard, the library's open-door policy has been exceptional. Several times in the Quonset hut era, cars parked on the incline outside the library slipped out of gear, rolled down, and crashed through the wall, striving for the California drive-through effect on their way to the reading room. Although the idea never really caught on, ease of access has always been an important objective. Increasingly, researchers around the world are able to consult our holdings because the online catalog is available over the Internet. The World Wide Web is yet another mechanism, developed and maintained by the library, to make the services of the Catherwood Library and the ILR School available to an ever-broader audience.

Publications

by Charlotte Gold

For those of us who began our careers at ILR in the old Quonset huts, there was life before creation. It was a hazardous netherworld, too cold in the winter, too hot in the summer. We spent our days dodging water buckets in the halls and avoiding chasms in the floorboards.

But then New York State Governor Nelson Rockefeller descended from Albany and blessed our exodus to the new campus—casting an avuncular eye out over the assembled crowd, in search of willing constituents. Laden with books and pamphlets, we began the laborious trek to our new quarters.

The Research and Publications Division was to be located in a building that had previously housed the Veterinary School's Small Animal Clinic. From the moment we arrived, we were faced with a minor problem: nobody knew our name. The first week, a purveyor of animal feed deposited a load of hay on our front lawn.

The second week, an elderly man appeared on our doorstep to inform us that he wanted to kill his dog. Could he bring him in here?

Life should come with a set of blueprints, but it rarely does. And so, in their absence, you simply grow. In academia, institutions grow and flourish or flounder based on the drive and character of specific individuals. Divisions are formed and projects are undertaken because of these individuals' special talents.

Among the early founders of ILR was a group of faculty members who had a penchant for research. In a true test of commitment, their passion persisted even after they were granted tenure. (Queried about an academic who had written an unfavorable biography of him, Labor leader George Meany is reported to have said, "When faced with the choice of publishing or perishing, he chose the wrong alternative.") The natural complement of research is, of course, publication.

Leonard Adams, the first director of the ILR Research and Publications Division, monitored research activities at the school, encouraged new studies, and helped to put the completed work of ILR faculty members into print. The school had come about from the unlikely union of academics and practitioners. Their diverse writings were equally welcomed in the division. When Adams's mantle was passed on to his successor—and the name of the division was shortened to Publications—an emphasis was placed not only on publishing quality research from ILR, but also on publishing quality research from elsewhere throughout the industrial relations community.

Faculty members became our shills. They directed us to the work of talented graduate students and colleagues. We knew that our reputation had grown when we began receiving manuscripts from as far away as India—although our confidence in one submission from that country was not particularly enhanced when we noticed the title addended to the author's name. It read "Failed Economics."

We were insistent that we would not operate as a vanity press. Thus, every publication was subject to scrutiny by a juried panel, a tradition that persists to this day. And while the present list of offerings has grown dramatically, many of the early classics published by the school are still available to the public.

In one further metamorphosis, the Publications Division was transformed into the ILR Press, in recognition of its growing stature in the field. It currently functions under the leadership of Frances Benson, a modern-day Wizard of Oz who is able to project to the world a portrait of a major university press while in reality functioning with only limited resources. In the past ten years, with authors from all over the world, ILR Press has become the publisher of choice for industrial relations research.

Another Perspective*by Leonard P. Adams*

The funds originally allocated in the fall of 1947 to the school's Research and Publications Division were used to develop a series of bulletins or leaflets written by experts on the ILR faculty for use by practitioners in the labor-management field. Following a model developed by the College of Agriculture, these were distributed without charge, except for unusual cases in which the cost of publication was considerable. These publications helped establish the school's reputation early on as a respectable source of information. Among these were "You Can't Hire a Hand" by Temple Burling.

There was also a series of publications dealing with research done by the ILR faculty. Some of these manuscripts became books, co-published with the Cornell University Press, a procedure that eventually led to ILR's starting a book series under its own control.

A third type of early publications was an in-house series circulated only to students and faculty of the school. Its source was graduate student work and it was intended primarily to encourage good work; but it was a short-lived series, as other means of publishing high-quality work became available.

Our early staff included Frances Eagan, a Cornell English major who was the first editor hired to work with the publications division, and Bob Aronson, a Princeton Ph.D. who was hired to help conduct certain research projects. As the school's second director of research, I saw myself as a facilitator rather than a director, whose primary task was to help faculty members do what they wanted to do rather than to tell them what they should do. Dean Catherwood apparently saw me as a kind of academic handyman whose job description included helping him write speeches, accompanying him when, as chairman of the board of mediators, he went to settle the Longshoremen's Strike of 1951-52 and developing information for him and the board in this endeavor; and keeping in touch with the New York State Department of Labor and its Division of Employment. My job was intriguing, diversified, and very different from my 1990s' counterpart! Later on I became more involved in teaching labor economics and social insurance programs at home and abroad.

Industrial and Labor Relations Review: Its First 48 Years*by Donald E. Cullen*

Among Milton R. Konvitz's many "firsts" in the history of the ILR School was his service as the school's first director of research and publications. It was in that capacity that Konvitz met in 1946 with Dean Martin P. Catherwood to discuss the launching of a scholarly quarterly. Thus was born the *Industrial and*

Labor Relations Review, the first editor of which was, most appropriately, Milton Konvitz.

In the journal's inaugural issue of October 1947, Edmund E. Day, then president of Cornell, wrote in a foreword:

The establishment of [this journal] is a logical extension of the function which higher education is assuming in the area of labor-management relations. Thorough and unbiased investigation, objective analysis, and calm discussion by responsible authorities serve an especially useful purpose when applied to controversial problems of great importance to society.

I have high hopes for this new journal. Though sponsored by Cornell University, it will be national in scope and comprehensive in its range of interests. It will, I trust, enjoy the cooperation and support of our colleagues in other colleges and universities and of the leaders of labor and industry....

Have President Day's high hopes for this journal been realized? I like to think so, but—as on all interesting questions—opinions will naturally differ among observers, both within and outside academia.

One problem in evaluating the journal's record is that great changes have obviously occurred since the late 1940s in the "area of labor-management relations." In those years that term usually referred to union-management relations, reflecting the absorption of practitioners and scholars alike with events such as the continued growth of union membership, the great postwar wave of "national emergency" and other strikes, and the adoption of the controversial Taft-Hartley Act. Also, scholarly analysis of the issues raised by those events was primarily "institutional" in nature, often based on field interviews and case studies and presented in straightforward prose with little, if any, high-tech statistical analysis.

Alas, times have changed—and so too has the *Review*. The steep decline over the years in union organization, particularly in the private sector, has shifted the interests of many scholars and practitioners away from traditional union-management subjects toward issues such as the effects on employee relations and labor markets of the civil rights revolution, the adoption of employment training and occupational safety laws, the rise in foreign competition, and the emergence of new human resource management policies and techniques. Simultaneously, research techniques in the social sciences have undergone a profound change with the advent of computers that enable scholars to analyze large data sets far more quickly and with far greater statistical sophistication than before.

Those trends have been reflected in the *Review*, just as they have been in the curriculum of the school. Most of the journal's articles in recent years have tested hypotheses about a wide range of subjects, often far afield from those of interest in the 1940s, using statistical techniques largely unknown to the first generation of ILR faculty and students. This development represents to its critics a deplorable move of most industrial relations scholars from tackling real-world problems through first-hand investigation toward "arid" quantitative analysis of questions that interest only a handful of other scholars. To its supporters, this development represents progress toward achieving better answers to the perennial questions in industrial relations than could be achieved by the relatively "unscientific" methods of case studies and field work.

The *Review* has struggled to satisfy both the critics and supporters of those post-1950s trends in industrial relations research. On the one hand, of the many unsolicited original and revised manuscripts we receive—well over 200 per year in the last decade—most are of the "new school" of research. And the quality of the 15 to 20 percent we accept for publication after peer review has consistently earned the journal high ratings in the *Social Sciences Citation Index*, which tracks the frequency with which scholars cite articles from various journals in their own research. On the other hand, the *Review* annually publishes a "Notice to Potential Contributors" emphasizing that the journal welcomes submissions of institutional or nonquantitative manuscripts; we have also encouraged, and sometimes solicited, manuscripts summarizing and appraising in prose accessible to all readers the quantitative research literature on particular subjects; and the journal continues to publish in each issue more reviews of books on every aspect of industrial relations than are published in any other journal in the field.

Interestingly, the rapid growth of interest in recent years in international and comparative labor relations offers a capsule history of the trends described above. A steadily increasing number of *Review* articles today deal with questions such as the developments in social policy within the European Union, the new roles of labor unions in Eastern Europe and Russia, and the industrial relations policies and impact of multinational corporations. Many of those articles employ the research techniques of earlier years and can be easily read by those without any training whatever in statistical analysis—but some of these studies are also now beginning to employ sophisticated statistical analysis in an attempt to "hold other things equal" while searching for the reasons why countries differ or are

ILR Review Editors

Oct. '47-July '52	Milton R. Konvitz
Oct. '52-July '57	Robert H. Ferguson
Oct. '57-July '62	Robert L. Aronson
Oct. '62-July '65	Kurt L. Hanslowe
Oct. '65- Oct. '72	Robert H. Ferguson
Jan. '73-July '75	Donald E. Cullen
Oct. '75-July '76	David B. Lipsky
Oct. '76-April '82	Donald E. Cullen
July '82- Oct. '82	David B. Lipsky
Jan. '83-April '88	Donald E. Cullen
July '88-Oct. '88	John F. Burton, Jr.
Jan. '89-July '94	Donald E. Cullen
Oct. '94-	Tove H. Hammer

similar in matters such as union membership trends, mobility patterns, and child poverty.

Three final measures of change deserve mention. As might be expected, the price of the *Review* has soared over the years, from \$3 per year for all subscribers in 1947 to \$26 for individuals, \$43 for libraries, and \$13 for students in 1995. Also, paid circulation soared from about 2000 in the early years to 4000 or more in the 1967-90 period—but with the growth in competition from an increasing number of journals in the field, both domestic and foreign, the journal has recently experienced some of the same "downsizing" that has afflicted so many other enterprises, with paid circulation falling to 3300 in 1995. Finally, the journal, again like so many other enterprises these days, has radically revamped its managerial structure. Through most of its history, the *Review* has operated with a single editor handling articles, an associate editor handling book reviews, and a policy-making editorial board composed exclusively of ILR faculty members. In 1994, however, the two-editor structure was replaced by a four-editor structure, with each editor representing a different discipline within the field, and the editorial board was expanded to include scholars from other universities. The hope is that this new management structure will benefit the school, as each editor will have more time to continue his or her research and teaching activities than did previous editors, and will also enable the *Review* to reach out more effectively to some of the industrial relations specialties that have not been adequately represented in the journal in recent years.

Tribute to Don Cullen

by ILR Review Board of Editors

With the publication of [the July 1994] issue, Professor Donald E. Cullen ends his tenure as Editor, completing an association with the *Review* that has encompassed nearly 90 percent of his professional life. No metaphor or analogy can adequately describe the dedication with which Don has served this journal in various editorial capacities. In the past 22 years alone, during which he has served as Editor..., more than 4,000 new manuscripts and more than 600 revised manuscripts have crossed his desk. Besides giving manuscripts an initial review, assigning them to referees, and rendering final decisions on them, he has guided hundreds of authors through multiple drafts of their papers. His determination to make every published article clear and accessible even to readers who do not know how to perform a regression analysis is widely appreciated in the industrial relations community. These achievements are the more noteworthy given that Don has meanwhile maintained, for most of his editorial tenure, an eminent career in scholarship, teaching, and public service and an enviable performance on local tennis courts.

No editor whose decisions sometimes affect careers of individuals can entirely escape the slings and arrows directed by some of those authors—at this journal, more than four out of five—whose submissions fail of acceptance. That there has been virtually no criticism of Don testifies to the care, fairness, and respect for authors with which he has performed as Editor. He has carried on with distinction this journal's concept of the editor's primary responsibility, established at its beginning, to advance and improve scholarship in the field of industrial and labor relations. Attesting to the esteem in which he is held are letters from authors who learned of his impending retirement; characteristic of their parting words are "(your) wonderful leadership" and "Editor without peer."

All of us who have served on the board of editors under Don's editorship appreciate the superb quality of his contributions. Under his guidance, significant changes in manuscript evaluation, content, and style have been effected. We are confident that the new editorial structure will have a solid base, largely attributable to Don, on which to continue this journal's important role in the field of industrial and labor relations.

Graduate Program History

by Lawrence Williams

The ILR School started awarding graduate degrees in 1946. Its first, an M.S., was received by Donald Strauss whose thesis, "The Impartial Chairman System of Arbitration as Illustrated Principally by the Rochester Men's Clothing Industry," may have established a record for the longest title without a colon. Strauss's thesis was supervised by Royal Montgomery (Collective Bargaining) and Phillips Bradley (Labor Legislation).

The school's first bachelor of science degrees were awarded in June of 1947, when eleven undergraduate degrees, two master's degrees, and one doctorate were awarded. Felician Foltman, who went on to become a professor in the school, earned one of those master's degrees. The doctor's degree was awarded to John Brophy whose thesis was entitled "Education and Training in the Industries of Upstate New York." Brophy's committee consisted of Lynn A. Emerson (representing Industrial Education), who was its chair, Clyde B. Moore (Supervision), and John W. McConnell (ILR).

Between the late 1940s and the early 1960s, the school's doctorates and master's degrees were degrees in education, with the last master of education degree given in 1961 and the final doctor of education degree awarded in 1963. The professional master's degree, currently entitled the MILR degree, was first awarded in September of 1950. Its first two recipients, Mary Lou Dappert and

Theron Fields, went on to professional careers and are still active members of the ILR Alumni Association.

To illustrate the trends, the number of degrees awarded by the school in each of the past five decades are displayed in Table 1. The table also provides a differentiation between professional and thesis degrees. For Ph.D.s, the peak production period was between 1975 and 1984, when 82 Ph.D.s were awarded. The major subject matter areas for that period were Collective Bargaining and Organizational Behavior. Many of the leading academicians in our field received their Ph.D. degrees with us during that period.

Table 1. Number of Graduate Degrees Awarded by ILR School by Decade.

Degree	'45-'54	'55-'64	'65-'74	'75-'84	'85-'94	Total
MILR & MSILR	59	111	108	257	340	875
M.S. & M.S. Ed.	117	110	101	105	91	524
Ph.D. & Ph.D.Ed.	32	46	71	82	69	300
Totals	208	267	280	444	500	1,699

The M.S. and Ph.D. programs have remained in a more or less steady state for the last 30 years, but the MILR program has practically tripled in size. The average census of the graduate program in the 1950s and 1960s was between 70 and 80 students. By the late 1970s, however, the typical enrollment was closer to 125, and in the late 1980s and early 1990s the average enrollment was closer to 150 students. Nearly all of this growth was accounted for by the MILR program.

An annual survey conducted during the 1980s by the offices of IBM shows that the MILR program continues to be ranked as the number one program of its kind in the country. Since that survey's confirmation of our number-one ranking there has been general agreement among recruiters and competing programs about the prominence of the Cornell ILR program.

The last ten years have also been marked by increased cooperation with other colleges on campus. The Johnson School of Management, for example, administers a dual MILR-MBA program with us that is becoming increasingly popular.

On the international front the ILR graduate program has hosted approximately 360 foreign graduate students, nearly all of whom have stayed active in the field. The school's newest degree, the master of professional studies, consistently attracts a number of international students who spend a very profitable year with us improving their research skills and contributing significantly to the intellectual side of our graduate program as well as to their sponsoring institutions throughout the world. As funds have become more and

more restrictive, however, the school's hospitality has necessarily diminished even though the Cornell program continues to receive a large number of foreign applications.

As we conclude the ILR School's first 50 years, it is important to note that with nearly 1,700 graduate alumni the program clearly leads the country, and in fact the world, in the production of both practitioners and research scholars. Our graduate alumni continue to make their mark in every aspect of the field of industrial and labor relations.

Student Services: The Office of Resident Instruction

by James E. McPherson

Throughout the fifty years of the ILR School, an office variously called Student Personnel, Resident Instruction, and Student Services has had responsibility for maintaining student records, advising students, providing counsel, and administering the school as faculty rules and regulations require. In those five decades two patterns seemed to emerge. First, and from the very beginning, faculty and students in the school looked to the office to develop and distribute information about courses of study, to ascertain the issues that were emerging and in need of attention, and to identify problems and opportunities in order to collaborate on their resolution.

The school's records evidence a second repeating occurrence: many of the same issues have faced one generation after another, and often the same responses were provided for them even though one generation was likely to be unaware that "their" problem or their solution to the problem had been recorded by a previous generation. Changes in the undergraduate curriculum; new plans for advising of students by faculty; claims by students that faculty were inaccessible; the irritations posed by a student lounge that was always unsightly and occasionally locked as a remonstrance; concerns about teaching and its evaluation; the involvement of students in decisionmaking; and the vicissitudes of student organizations and publications all appear again and again in dean's reports, minutes of faculty meetings, and student publications across the years.

Among the triumvirate left to run the school while Irving Ives ran the Republican Majority in Albany and later ran for the U.S. Senate was Donald Shank, the school's first director of student personnel. Shank set his mark on the office and those who followed him: he was the record-keeper, rule-keeper, general factotum and, according to many, "Good ol' Don," for Don could and would "take care" of students who were confused, unsure, anxious, or in difficulty.

An article in the "Faculty Corner" of the June 1947 *I&LR News* described Shank as a "solid mid-Westerner" from Ohio who did graduate study in Sociology at George Washington University and the University of North Carolina and worked for the American Council on Education in Washington, where he came to

know Cornell's President Edmund Ezra Day. During World War II, Shank was loaned to Roosevelt's Armed Forces Committee on Postwar Educational Opportunities for Service Personnel where he helped to draft the educational provisions of the GI Bill. In great measure, too, he was the architect of the ILR School's then unique requirement that students engage in a series of summer work experiences.

In the fall of 1945, Shank had an interesting task ahead of him: dealing with an absentee dean and a university president who took real and continuing interest in the new school, collaborating with a faculty that was just beginning to come together, and developing a unique program of studies dealing with industrial peace and productivity in rural upstate New York for a student body composed mostly of veterans returning from World War II.

Of the 145 students who completed the 1945-46 year (with 11 graduating), 125 were veterans. Living in "Vetsburg," the married student housing on Maple Avenue, with wives and children, on a GI Bill allowance, and going to class in the school's corner of Warren Hall (the third floor) on the Ag quad, those students were highly motivated, working to complete degrees begun elsewhere, impatient to learn and then to enter the jobs awaiting them. Many of them had been attracted to the new school by an article in *Stars and Stripes*, the military's newspaper; others came because they remembered the strikes and strife that preceded war mobilization of the American economy; and a good number were likely induced to enroll because of the low cost of this contract institution.

In short order, the school moved from Warren Hall to what was known as Sage Green, the area now occupied by the College of Engineering, across from Sage Hall. The Quonset huts of fond alumni memory were not—for the most part—those demi-spherical metal structures to which the Quonset name is attached. Most of the seven buildings were temporary, rectangular, and unsubstantial barracks occupied by the Navy V-12 Program during the war; only the library was in a Quonset hut. (Yet those "temporary" buildings housed a good part of ILR for 16 years.) Roofs leaked, buckets to catch water proliferated, cold air came through drafty windows, and there was little or no sound proofing or partitions substantial enough to provide privacy in conversation.

For all of those reasons, many of ILR's earliest students wanted to complete their studies and degree requirements with a minimum of backtracking, confusion, or missed opportunities. They saw themselves as mature individuals (many as old as their professors) seasoned by war, no-nonsense in their approach, and ready to make their mark on the ever growing industrial order. Donald Shank's job was to help them through Cornell, ILR, and school, thus—as is still the case—the Office of Student Personnel had to be cognizant of issues and opportunities both on and off campus. Courses offered in Cornell's colleges and by ILR's faculty had to be scheduled, posted, and recorded. Students had to be advised about requirements and transfer credits, about finances and marital problems, and about employment they might pursue.

Faculty interest and involvement in the school's early students were intense. Maurice Neufeld and Jean McKelvey, for example, were not too much older than their G.I. Bill students, and the veterans were not much in awe of anyone in authority after their experience in the European and Pacific theaters of war. Together in their "Quonset huts," they constituted a small and close-knit community governed by faculty committees with names and responsibilities such as "Advisers of New Students": "This committee is expected to make recommendations concerning development of a school policy on undergraduate advising and student counseling....the individual members of the committee are asked to serve as advisers for new students."

The Committee on Standards and Regulations (for students), in addition to admitting new students, was to be advisory to the Director of Student Personnel on: "standards for the student body and in the policies to be followed in the acceptance, retention and dropping of students. It is also to consider various problems in connection with the grading system."

Donald Shank was chairman of the standards committee and a member of the committees on advising and curriculum, placement, and scholarships. Maurice Neufeld chaired the curriculum committee and served on the standards and placement committees, while Jean McKelvey chaired the advising committee and served on the curriculum committee. Those early committee lists carry many other names that appear in minutes and reports for decades thereafter: Vernon Jensen, Earl Brooks, John McConnell, Milton Konvitz, N. Arnold Tolles, Leonard Adams, Martin P. Catherwood, and C. Arnold Hanson.

In the 1947-48 year, there were 283 students in ILR, many of whom were veterans (the average age was 25); about half were from upstate New York, 12 percent from out of state, and 12 percent were women. About 150 of those students had completed one of the three summer work assignments that were required (with 50 percent in management, 35 percent in state and federal government offices, and 15 percent in labor unions in that year).

Toward the end of his first year as dean (in 1948), M.P. Catherwood had to find a replacement for his director of student personnel as Donald Shank had resigned to join the Institute of International Education as vice president and secretary. Shank's successor, C. Arnold Hanson, had been assistant director for a year, so there was continuity in administration of the office. Hanson, who became director of student personnel in 1948, remained in that position until 1960 when he left Cornell to become president of Gettysburg College. His tenure in the position lasted through the Korean conflict and discussion of the possible cessation of the school's classes for the duration, through the planning and construction of new buildings on the site of the Veterinary College, through changes in the curriculum and the student body, and into the next phase in ILR history, the Ives Hall Quadrangle.

In 1951, the ILR Student Organization Newsletter introduced its readers to "The Other Side" of the Office of Resident Instruction (a name finally changed

after first being proposed in 1948 and 1950): Barbara Cleveland, Laura Keenahan, Kathleen Anderson, and Anne Dimock.

When Hanson left for Gettysburg (in 1960), James Campbell became director of the office. His death in March 1962 was a profound shock to students and staff alike. Tributes to him from the students and James Huttar's remarks at the unveiling of a portrait commissioned in his memory gave testimony to the respect and affection in which he was held by undergraduates, graduate students, and faculty. Campbell's colleagues, Donald Dietrich and Floyd Irvin, carried on the functions of the office until a new director was named by Dean McConnell—Professor Frank B. Miller, a member of the Department of Manpower Administration.

Into Ives Hall

In the decade of the 1960s, as the school moved into its new quarters in the Ives Hall Quadrangle, events and developments coincided to transform the school from what it had been in its first 15 years to what it would become in the next 30. Student movements for free speech and civil rights and protest against the war in Vietnam led students to become more aware of and to want participation in school governance and course curriculum. The academic and career interests of students changed, along with the composition of the undergraduate population as the result of efforts to increase the numbers of minority students, transfer students, and women enrolled. In most areas of the school's life, whatever had been the case in the '40s and '50s was transformed in the '60s and '70s. The efforts of ORI to deal with those transformations were guided first by Frank Miller and then by his successor, Donald Dietrich.

The ILR Student Newsletter Orientation Issue in 1962 reviewed the roster of ORI for new students. Thumbnail sketches were provided of Frank Miller (B.A. in Psychology from Reed College, M.S. from Cornell, back to Cornell in 1951 after work as a guidance counselor at Reed and Gonzaga, Ph.D. from Cornell in 1953); Donald Dietrich (M.A. in English from Cornell in 1948, followed by work in Ithaca's office of the N.Y.S. Department of Labor, to ORI in 1956); Floyd Irvin (Ph.D. from Cornell and prior experience as a residence counselor and program assistant for the Sloan Institute); and William H. Allen, Jr., placement counselor (West Point, Columbia, and Cornell, to the ROTC Program at Cornell in 1957, then to placement and alumni activities in ILR in 1960).

Recruiting

The admission of undergraduate students changed from an earlier picture of receiving and reviewing applications to efforts to recruit the best possible candidates for the school. In the earliest years, the school relied upon university efforts to encourage applications to review, merely requiring an extra essay that was to demonstrate the maturity, interest in the school's field, and "ability to collaborate" that was deemed necessary for academic and professional success. Counselors in the Office of Student Personnel met with individuals when asked to do so. As the numbers of veterans with G.I. Bill benefits decreased, applicants

from high school became the focus of interest and the school began the practice of meeting with high school counselors to inform them about the school's program. When active recruiting got underway in the 1960s, efforts were made to work jointly with counterparts in Home Economics and Agriculture.

Faculty interest in the quality of entering classes of students was evident from the beginning. An Admissions Policy statement from 1948 noted the twin determinants of admissions: limits on the numbers of students who could be admitted and impressive academic credentials. To be admitted in 1948 one had to either be in the top half of one's high school class or have at least a B- average on a college record. Since there were so many who cleared the first hurdle, candidates were compared to one another to decide on selection of those who would receive offers of admission. The September two-day meetings of the school, which began that year and continued until the late 1970s, always featured reports on the size and the academic credentials of the entering class.

In April 1962, Associate Director Don Dietrich reported that freshmen entering in the fall term would number about 122, of which 20 percent would be women. The median SAT scores were "in the neighborhood" of 600, with one-third to one-half holding Regents Scholarships, several National Merit and two Cornell National Scholarship winners.

On that occasion as before, beginning in 1948, Professor Konvitz voiced his concern about the small number of women being admitted. Instead of receiving a reminder that university policy limited the college to no more than 20 percent of its entering class, because there was not sufficient residence hall space to accommodate larger numbers of women, Konvitz was told that the university was planning to increase the number of women who could be admitted. It finally did so in 1970.

In those days of quotas and limits, it had not been easy to be a woman in ILR, even though women tended to be quite successful as students. A 1947 article in the *I&LR News* analyzing academic standing at the end of the spring '47 term concluded: "The women consistently beat the men in every category." A 1960 survey of alumni to which 86 women responded, however, indicated that nearly 40 percent had become homemakers and of the remainder, half were in commerce and industry, a third in education, health and social services, and the rest in government or unions. An Orientation Booklet item in 1963 on "The Female In Industrial Relations" identified the central issue as "how well can women compete for jobs" in a man's world. The author suggested that women take advantage of the breadth of the curriculum in order to be prepared for many different varieties of jobs.

In the same April 1962 faculty meeting in which he had questioned the number of women entering in the next class, Professor Konvitz asked about the numbers of Negro students being admitted. He was told that there had been one Negro applicant, who was not admitted. Konvitz remarked that more effort seemed to be spent on admitting foreign students than on recruiting American Negroes. (He was right: ten years before, there had been 23 West Germans, 16

Turks, and students from England, France, India, Italy, Japan, Sweden and Syria in attendance, due both to faculty research interests abroad and to the Institute for International Industrial and Labor Relations.)

Prior to 1965, as 1962 indicates, efforts to recruit minority students produced rather dismal results. Cornell's Committee on Special Education Projects (COSEP) began in 1965 as an effort to recruit African Americans for admission. It was essentially a central university effort, and ILR was one of the recipients of applications to review. The Dean's Report for 1963-64 stated that "ILR (like Cornell University as a whole) is increasingly concerned and relatively ineffective." One bright spot noted was the efforts of an undergraduate secondary school visiting committee that gave much of its effort to "high schools not hitherto represented here, notably in the educationally disadvantaged areas."

When the school itself became more active in efforts to recruit minority students, rather than expecting the university to do the job, some slow progress began to be made. Following James Campbell's lead, Frank Miller went to New York City in 1963 to meet with members of the Urban League and the Negro American Labor Council. Then, as now, the completion of applications begun was one major issue and assuring minority group members who had heard about the school that they were welcome was another. In recruiting and admitting COSEP students a good deal of attention was given to academic motivation and recommendations from advisers, and less to high school rank and College Board scores.

In 1969-70, only 17 applicants completed applications of the 30 who requested them. In 1970, the director of ORI reported that minority group members were 4 percent of the school's population, up from 1.2 percent in 1965. At that point an African-American graduate student, George Dean, was employed to assist in advising and communicating with COSEP students.

Advising

The practice of advising of all of the school's undergraduates has continually been under construction and evaluation. Shortly after listing the advising responsibilities of faculty in 1947, Jean McKelvey's advising committee changed them. They proposed the elimination of the formal designation of advisees for upperclassmen, the continuation of faculty advising underclassmen, the Division of Student Personnel to handle counseling for registration, and the dissolution of the Committee on Advising. In place of the committee, the Division of Student Personnel was to deal with the advising and counseling program "in all its aspects and decide upon what form of faculty consultation it would find helpful." A year later, the faculty agreed that students should be assisted by both a faculty advisor and the Division of Student Personnel in "the preparation of a study plan covering a choice of electives to meet the needs and interests of the student." The advisor and the student were to be provided with detailed listings of electives "arranged according to vocational interests or subject matter," prepared by the Division of Student Personnel.

In 1954 the pattern was reversed. It was decided to assign freshmen and sophomores to student personnel staff and juniors and seniors to faculty advisors, honoring the student's choice, whenever possible. Then in 1958, responding to a sense that there should be more faculty contact with newer students, a program was developed to assign freshman students to one of 12 faculty advisors, each of whom was to be assisted by an upperclassman acting as a "junior advisor." Four years later, the emphasis was on group meetings, with 19 faculty advisors each to meet with groups of 12 students on September 15 and to arrange for two more meetings with them thereafter. Nonetheless, in 1963 a student writing in the ILR student publication, *Consensus*, sounded the lament familiar among students for generations: "This State institution is supposedly the citadel of close student faculty relations. However, the truth is, that the large majority of the students have never talked to a faculty member on a personal basis. Many do not even know the name of their faculty advisor."

Student publications such as *Consensus* seemed to come and go with considerable regularity. The *I&LR News* first appeared in 1946, changed to *The Commentator* in 1948, and then collapsed from over-expansion. It was followed by mimeographed publications called *Newsletter* and *ILR News*. *Consensus* appeared in 1962, just when "consensus" seemed to be breaking down. The *Forum* emerged in the late '60s; followed by the *ILR Voice*, the *New Voice*, and most recently *The ILR Agenda*.

ILR's student organizations themselves went through similar phases. The first Student Organization collected dues from students, sponsored holiday dances and parties, and helped to orient and integrate students. In 1950 Professor Hanson met with student organization leaders to suggest that the faculty would take them more seriously if the organization changed by giving up its dues collection and extending membership to all ILR students. They put the proposal to a referendum, which passed, turning the Student Organization into the Student Council. Committees with names like Social, Grievance, Placement, Orientation, Alumni, Speakers, Publicity, and Athletics continued under the new system.

Student Governance

Student interest in the Student Council waned in the 1950s, until only one person filed a petition to run for election to office in 1959. The students voted to abolish the council in spring 1959, but that fall an alternative was created: the Student Representatives, one from each class, plus the ex officio editor of the *I&LR Newsletter*.

The checkered history of student organizations did not reflect the presence of student interest or involvement in the governance of the school. One of the most unusual aspects of this unusual school was the provision for undergraduate membership on committees and in faculty meetings. In the fall of 1948 the faculty decided that the Undergraduate Curriculum Committee should consist of five members of the faculty, the Director of Student Personnel and four voting members of the student body, designated by the Student Organization. In addition, the President of the Student Organization and a graduate student were to

be invited to attend faculty meetings *with votes*, and the Academic Standards Committee was instructed to consult on policy matters with representatives of the Student Organization. The minutes of January 14, 1949 noted that the faculty members of the curriculum committee had met with the student representatives to bring them up to date on committee business. Thereafter, whenever there were revisions of the curriculum (a regular occurrence) students were involved in the deliberations and their opinions were sought. On occasion in the earlier years, students even petitioned the faculty to restore courses to the required curriculum or to add them as they did with Speech in 1950. Student representatives have been listed annually in the faculty minutes and when the Undergraduate Program Committee has reported recommendations to the faculty, the student members attending the meetings have been listed.

In the fall of 1962, the school's first convocation in the new building was held, culminating in commentary by Dean McConnell on the importance of a sense of responsibility, extending the concept to "care of the new buildings," including "the proper disposal of milk cartons" and "messy places in the lounges." Shortly thereafter the new buildings were officially dedicated in two days of speeches and a symposium.

Curriculum

Alongside the new building was a newly structured curriculum. ILR course work was moved from the junior and senior years into the freshman and sophomore years. The timing of ILR courses changed the content, too: Accounting, Speech and an engineering course were dropped from the list of requirements; a sophomore sequence in math or science was added; a language could be elected in the junior or senior years; and American Ideals became an elective course rather than a requirement. (Appendix C contains the curricula set in 1945-46, 1965-66, 1985-86, and 1994-95.)

In the fall of 1962, the school's enrollment reached 400, with the largest freshman class to date—125 new students, of whom 29 percent were from New York City, 57 percent from "upstate," and 12 percent from out of state. (Appendix A—The Timeline—presents a variety of enrollment data.) They resembled previous classes in academic quality, reporting median verbal SATs of 598 and math SATs of 615.

Placement

Placement and job opportunities had preoccupied the school from its beginning, partially because its first students were earning degrees that they could take to work, partially because the field focused on real problems of real working people, and partially because summer work was a requirement for the degree. Donald Shank had engineered and publicized the summer program that required students to work in union, management, and government operations. He hired Kathryn Ranck in 1946 to handle summer placement and to contend with students and their employers. An *I&LR News* issue reported in 1948 that Professor Shank, Miss Ranck and Dean Catherwood had met with graduating

students who were uncertain about jobs available to them and concerned about the information provided to them. A four-page booklet was "dittoed" to answer their questions and provide direction. Later, in a faculty meeting in 1950, Arnold Hanson tried to state the limits of school responsibility for student employment: "The School trains the students, offers counseling service and assistance in placement, but...each student has a basic responsibility for obtaining his own job." At that time, no one person had the responsibility for placement; but Hanson was working with unions, Felician Foltman with government agencies, and Kathryn Ranck with industry and business.

The Dean's Report for 1949-50, in discussing placement, included the possible exaggeration that "early graduates of the School found little difficulty in obtaining employment in a relatively tight labor market." (Two of those graduates, in fact, remember considerable difficulty in finding employment as they graduated from a little-known school with an unknown curriculum and a reputation for enrolling "Reds and radicals.") The report further observed:

The School recognizes that it must give continued attention to the development of long-term placement plans. Such plans must establish relationships with increasingly greater numbers of potential employers—labor unions, government agencies, industrial employers—not only in the State of New York but elsewhere in the nation. Moreover, equivalent attention must be given to the effective counseling and development of graduates so that their preparation will reflect the long-term needs for employment and effective living, plus development of individual talents to cope with the unique specialties in this field. Counseling must give proper recognition to the fact that students must contemplate a period of apprenticeship or maturation before they are permitted an opportunity to work on the professional level in industrial and labor relations.

As ILR students graduated and then came back to their alma mater to recruit new co-workers for their companies, it became clear that the most effective advertisement and most effective recruiters were graduates of the school.

The combination of younger, less-mature students and the draft altered the placement picture in the 1950s. Students who had not satisfied their military obligation before graduating from college were not attractive to recruiters. Furthermore, students were not crystal clear about their prospects. The December 1947 *I&LR News* carried a column which rings a bell that still echoes: "Needed: A Purpose." The author stated that many ILR students facing graduation were wondering (1) for what specific jobs do my I&LR courses prepare me? and (2) what type of career do I want for my life's work? He then asked how many people who once felt "that labor relations was their field, now think entirely otherwise?" and how many knew what they were fitted for in the range of possibilities open to them. He concluded that the school was obligated to turn out future leaders and "graduates possessing productive skills in harmony with their interests and aptitudes."

During the next decade, fewer and fewer students were chomping at the bit to go to work after they received their bachelor's degree. Reporting to the September meeting of the faculty in 1962, Director Frank Miller noted that recruiters were showing more interest in master's students, who had satisfied their military obligations, and that the "higher ranking" students were opting for graduate study. He also observed that labor relations positions were declining in number, students were more interested in law, government, industry, research and development, and there was "some dissatisfaction with first jobs and requests for placement within six months of hiring." Clearly, O.R.I. had begun the practice of providing placement assistance to people who had already graduated from the school.

The numbers of students anticipating immediate post-graduate placement "in the field" continued to decline. Some were inducted into the armed services, some went to the Peace Corps, but the upper 50 percent of the class of 1963 went on to graduate study. In 1965, 73 percent planned to continue their education, with only 14 percent "entering employment," although that year 43 companies provided 293 interviews for the 61 out of 88 graduates who showed interest in interviewing. The director judged that most of the activity was "wasted," being used by students as a hedge against rejection by graduate programs, although the recruiters "all seemed to mean business." Thus, placement had become a service offered to alumni, and O.R.I. considered career counseling an appropriate service to provide for undergraduates.

Teaching

On the list of abiding concerns for faculty and students alike, teaching must be added to placement, curriculum, and advising,. The encouragement, evaluation, and recognition of teaching appear frequently throughout the life of the school. As far back as December 1950, Professor Alpheus Smith had reported that students were developing a series of questionnaires to assess student opinions about teaching: one would deal with course content, a second with "teaching methods, for the use of the instructor," and a third with a general appraisal of the curriculum. That one would go to the Division of Student Personnel. The advent of the Korean War and the possibility of closing the school for the duration, however, apparently removed the evaluation of teaching from the contemporary agenda. It reappeared with a vengeance in 1965-66, when Professor Duncan MacIntyre wrote an article for the *ILR Voice* suggesting that student course questionnaires could be useful "to get teaching quality." He proposed that questionnaires be compulsory in all required courses and in elective courses enrolling 15 or more students, uniform for all courses, in a format developed by a student-faculty committee. Furthermore, he proposed that once completed, the forms should go to the instructor of the course, with summaries to O.R.I. and the dean, for incorporation in decisions about teaching and teachers. In their next meeting, the faculty adopted a resolution supporting the "basic idea of establishing some system of obtaining student sentiment as to the quality of instruction and that this be done on a regular basis" and instructed the Undergraduate Program

Committee to consider "the ideas contained in the article by Professor MacIntyre in the April 1965 issue of *The Voice*."

Responding to a climate of opinion influenced by the Kahn-Bowers Report on faculty-student relations and by the emergence of Students for Education at Cornell, Dean Moore invited the ILR faculty to meet voluntarily during the summer months of 1965 to consider and address issues facing the school. The faculty did meet and propose a variety of approaches to these issues. One such approach, channeled through the Faculty Committee on Planning and Personnel Policies, resulted in a "Report on the Quality of Undergraduate Education," which contained five resolutions. The first expressed approval of student-faculty lounge facilities and urged faculty to make use of them; the second proposed that undergraduates and graduate students be "carefully informed" that faculty members expected to meet students in their offices, "whether or not these students are enrolled in their classes," and then recommended that faculty be present "for consultation, at times convenient to the students, for at least five (5) hours per week." The third resolution proposed guaranteeing each student in each semester the possibility of enrolling in an ILR course with no more than 15 students in it. It was the fourth resolution, however, that triggered the most heated debate: approval of anonymous evaluations, made mandatory, administered in class, using an instrument designed by a committee. After lengthy discussion and motions to amend, the whole report was returned to committee. (The fifth resolution called for the inclusion of teaching evaluations, derived from direct observation of classroom performance by a department chairmen or a "senior substitute," in promotion decisions.). That outcome led to the observation in the Dean's Report for 1965-66 that "There appears to be a positive correlation between triviality or vagueness and the possibility of a resolution being adopted by the faculty as a whole."

Miller and O.R.I. had busy years in the middle 1960s. A new variation on academic integrity, called "home rule," was introduced in 1963 and ILR produced a code and procedures consistent with university regulations to be administered in the school rather than by a university review board. A Dean's List was reintroduced in 1964, despite arguments from Professor Jensen that students themselves had requested elimination of the practice years ago. In 1965, Professor Cook reported a resolution from the Undergraduate Program Committee proposing a "Junior Semester in New York City" (an idea first broached in a faculty meeting in 1946!). That same committee also proposed another change in the committees dealing with undergraduate affairs: In place of the Undergraduate Program Committee, there should be an Academic Standards and Scholarships Committee and an Undergraduate Curriculum Committee (which would have student members), and O.R.I. was to have ex officio representation on both.

Despite the time and energy invested in "The Year of the Undergraduate" (1965-66), student opinion of life in ILR seemed to have become hypercritical. A 1966 essay on "The ILR Experience" reported that ILR students had a great deal of free time, never worked in the library, slandered one another, and complained about courses too narrow or too broad in scope. Another analysis of student

values followed in April 1967 under the heading "The Decline of Activities," with the opening sentence "Student government can't find anything to do and we can't find any students wanting anything to do with it." The decline was attributed to the need to study to beat the draft and gain entry to graduate school, to specialization in activities ("no more three-letter men") and to the claims of "ideological activism," which required singular commitment lest one be thought shallow. In the next semester, *The Voice* carried one article headed by the poignant question, "What The Hell Are We Doing Here?," and a second, "Why No Machines?" The first article reported complaints among students about the decline in the numbers of great courses and great professors; the drive to find easy schedules, easy courses and easy grades among those same students; and the lack of interest in learning reflected by very small turnout for Professor Cullen's report on a year with the President's Council of Economic Advisers and Professor Doherty's report on the most recent strike by New York City teachers. The second article, written by the student government president, was about candy and soda machines being removed from the student lounge, not about automation or the technology revolution. The author noted that the lounge was a mess ("like a pig sty") which explained why Dean Moore had had the machines removed to the basement. (Professor Miller had been even more graphic a year earlier, saying that "the appearance of the lounge was appalling, reminiscent of the hyena pit in a third-rate municipal zoo." Students agitated for a coffee hour to replace the machines, a move that led to some improvement "perhaps to the point of resembling the high school gym at the close of the junior prom.") In April 1968, *The Voice* continued the string of critical comments in "The Disillusionment of the ILR Freshman." Interviewing students, the writer found that everyone knew what he meant by disillusionment and that it applied to the material, the students, and the curriculum. The material was at once too conceptual and too specific, the students uninteresting in their homogeneity and petty competitiveness, and the curriculum too limited in scope for undergraduates who ought to engage in liberal education. The article concluded by suggesting that "disturbed ILRies should voice their opinions to 'the faculty, the members of the Office of Resident Instruction and to the Dean.'"

Frank Miller went on sabbatic in 1967 and his associate director, Donald P. Dietrich, became Assistant Dean for Student Affairs, Director of the Office of Resident Instruction, and Chairman of the Undergraduate Admissions Committee. In February 1968, Dietrich's first year as director, two students interviewed him for the *ILR Voice*, describing him as "a man of keen insight and great personal warmth." In that interview he said that as he assumed his new position, he also became "chief training officer" to the new members of the newly reorganized O.R.I. staff. The counseling staff had been increased in size at least partially in response to a change in the student body, 75 percent of which was now going to graduate school rather than into employment, and to a broader and more flexible program of studies, which required more advising about undergraduate course work and about graduate programs to consider. The new staff consisted of John Blanchard, Laura Eadie, and Ruth Stempel, all of whom were called counselors, without the associate and assistant director titles that were once used.

In that first year, Dietrich added Christopher Shinkman to the staff, abandoned the practice of early decision in admissions, came to terms with a newly revised curriculum that eliminated mathematics and science requirements as well as Government 101, removed prescriptive limits on ILR elective course selection and permitted up to five elective courses in the sophomore year, and took a careful look at the school's participation in the COSEP Program. He noted that there had been a steady increase in applications from minority group members, almost exclusively from African Americans, and that he expected seven of the eight COSEP applicants offered admission (out of 16 who completed applications) to enroll in the fall 1969 term.

The "Dietrich years" in O.R.I. saw both the departure of Dean McConnell to the University of New Hampshire and, in 1971, the arrival of Dean Robert McKersie. They were years of effort to admit women, transfers and minority students, years of reviewing and revising the curriculum and of advising. They differed from the previous decades, however, in a numbers of ways. The Student Government Association became lively and active; the question of "field work," in various forms, was raised and answered; and placement was moved from O.R.I. to another division of the school.

Into the Seventies

In 1970, the university eliminated the quota system that had restricted the admission of women to the number of residence hall beds available for them. (In the 1950s, reports would mention that ILR had been allocated "two more beds," so, for example, 54 women could be enrolled instead of 52.) Within five years, the numbers of women applying for admissions increased from 58 to 151 and women were 28 percent of the student body in 1974, then 34 percent in 1976.

The admission of transfer students was pressed by the State University of New York, with a formula that anticipated a 60/40 ratio of upper division (junior and senior) students to lower division students. Between 1964 and 1972, 25 students came to ILR from two year programs: 11 of them had graduated by spring 1972, 10 were still enrolled, and 4 had been dismissed. Considerable concern was generated by the admission of transfers from community colleges. The admissions report noted that "more than a third of the four-year transfer matriculants are in the top two-fifths of their ILR class, only 7 percent of the two-year matriculants make the top fifth, and 71 percent of them are in the bottom two-fifths of their ILR classes." Minority student registration increased from five in 1965 to 37 in 1972. Almost one-third of the COSEP students admitted between 1965 and 1972 had not continued in the school, 18 percent of them failing out. The trend seemed upward, however, due in some part to the tutoring, study sessions, and counseling provided by part-time counselors in O.R.I. The number of part-time counselors was increased to two in the next year; peer advising and self-help efforts began to emerge as significant assistance to minority students. In 1976, Ruth Ozkul had staff responsibility for work with minority students. She reported that ILR's difficulty in increasing its minority applications was due, in part, to the increasing numbers of colleges and universities recruiting members of minority groups. In 1977, the Provost's requirement that COSEP be "decentralized" by the

presence of a COSEP counselor in each college brought about the employment of ILR's first full-time African-American counselor, Shirley Harrell.

Student Government left the doldrums of the late '50s and early '60s and in the early '70s offered services and programs intended to enhance undergraduate life in ILR. In 1969-70, some 20 different student initiatives were listed in the annual report from O.R.I., including writing letters to new freshmen; conducting course evaluations; developing a tutorial service; providing student adviser assistants to work with faculty advisors; organizing a senior banquet; conducting referenda on university issues; developing a proposal for a semester in New York City; and bringing speakers to the campus. Working with faculty on committees, students planned to emphasize academic integrity, developed a recommendation instituting the "wild card" or "opt out" enabling sophomores and above to substitute ILR elective courses for as many as two required courses, and lobbied for an increase in the number of elective courses scheduled for future semesters. And, in 1974, after the ILR faculty had decided not to participate in the SUNY Chancellor's Award for Excellence in Teaching two years earlier, ILR students instituted balloting in late spring to select the recipients of an Excellence in Teaching Award.

A great deal of faculty interest and time in these years went to consideration of the Human Affairs Programs (HAP), an informal, university-wide program that enabled students to earn academic credit for work in community organizations and store fronts. That program and ILR's interest in enabling students to engage in field work collided, leading in 1971-74 to two reports—one by George Brooks from an ad hoc committee and one by Ivor Frances from the Academic Standards Committee, both of which asserted the value of relevant "field study" as opposed to the loose controls, loose standards, and questionable value of the field experience provided by HAP. Those considerations provided the context for the final demise of ILR's summer work requirement and the birth of the New York City semester, the forebear of the Credit Internship Program.

The summer work requirement, a burden for 25 years, had been revised as students and faculty made efforts to continue it. The original concept called for ILR undergraduates to complete summer placements in corporate, union, and government offices and activities. Finding places to complete those assignments was always something of a problem, and after the school's first decade many students were not enthusiastic about the requirement. Credit for the requirement was one inducement enacted by the faculty; the requirement was reduced to ten weeks in each area, then to work experience in each area before or after matriculation, and finally, the elimination of the requirement entirely.

The New York City semester, proposed in 1965 but not implemented until 1973, took up some of the slack left by the end of the work requirement by enabling students to participate in internships supervised by ILR faculty for academic credit. Contrary to a HAP, this would allow only well-qualified students in small numbers to be permitted into the program. After a year of operation, however, few students and few faculty were interested in the New York City program. Over 20 years' time student interest did develop, though, to make

internships and "real world" experience an essential component of many ILR undergraduates' education. O.R.I. administered those early years of internships, working with the Academic Standards and Undergraduate Program Committee to review placements and student applicants for them. Robert Risley served as the first academic coordinator of the credit internship program, inviting faculty and alumni to serve as intern supervisors, assisting students in locating internships, and reporting on the progress of the program to the faculty.

Dean McKersie's concern about undergraduate work and career interests prompted a significant change in O.R.I. in 1972 when placement was moved to the School Relations office headed by Jim Huttar. By that time the number of students who were "undecided" as they graduated, combined with those who intended graduate study, had produced a situation in which so few graduates were entering employment that people outside the school could wonder if the school were fulfilling its intended purpose. In the spring of 1973, however, Huttar reported that the number of students seeking work had nearly tripled (from 20 to 57) with one-half looking for work in labor relations, one-third (18) interested in personnel and 8 pursuing jobs in the labor movement. But even a placement office could not alter student interest and interactions immediately, and in 1975 McKersie reported to the faculty that every single student entering that year wanted to go to law school (40 to 50 percent of them actually would). Furthermore, of the 115 seniors who might have been interested, only 10 showed up for a career counseling program sponsored by the placement office.

The next spring, at the May 1974 faculty meeting, McKersie reflected on changes in the school: students were better prepared when they entered; course offerings were becoming "bi-polar" (with some courses very practical and problem oriented and others very theoretical and analytical), with the consequent de-emphasis on courses that surveyed and described the ILR field and state-of-the-art practice in it. This argued for more opportunities for internships and hands-on experience for students. He also reported that "The State" was suggesting that ILR should save the costs of courses for underclassmen and accept only transfer students. Variations on that idea had been broached earlier by Cornell Presidents Day and Malott and by Dean McConnell (when the planning for the new buildings began). It would appear again in the Outside Review Committee report of 1987.

A proposal to change the advising system once again surfaced in March 1976. In the new system, O.R.I. would advise students for the first two semesters and then assign them to faculty advisers. Assignments would be permanent, but students could change advisors at the end of any semester. Students would be required to meet with their advisers to secure signatures on a preregistration form attesting to the advising discussions that preceded selection of the courses listed. Faculty discussions of the proposal expressed a good deal of concern about liability for signing cards and approving schedules that fell shy of degree requirements. As the debate continued, it became apparent that the card-signing ceremony was to be conducted only after students had consulted with a counselor in O.R.I., thus guaranteeing that the necessary courses and credits were recorded.

In September 1977 Frank Miller returned to O.R.I. as director, just in time to restructure the office. The University Provost had just decentralized COSEP, requesting that each college employ a minority counselor at the approximate level of assistant dean. In ILR, the closest approximation was associate director of O.R.I. Miller decided that those staff people called counselors for the prior ten years should become associate directors and that each should have a portfolio of special responsibilities, in addition to those general office responsibilities shared by O.R.I. staff. The staff in O.R.I. that year consisted of Miller; Virginia Freeman, the registrar of two years' experience; Brenda Bricker, associate director for admissions; Shirley Harrell, associate director for minority student affairs; and Robert Hopkins, associate director for career counseling. Bob Hopkins left ILR early in 1977, however, and James McPherson was hired to do career counseling in early 1978.

Graduate records and the Graduate Field Office, where Jo Richards and Janet Frand reported to Bob Aronson, the graduate field officer, were located in O.R.I. until 1979-80. At that time, there were approximately 588 undergraduates and 103 graduate students registered in the school, and ILR was expecting 45 COSEP students the next year.

In the first annual report from his second stint as director, Frank Miller outlined the themes that would run through the next seven years: efforts to recruit and retain minority students, student preparation for employment and/or graduate study, and "consumerism and faculty advising." In the next years, the associate directors reported individually on their activities: Brenda Bricker referred to nine admissions initiatives taken, including travel to community colleges, a "guaranteed transfer" program, cooperative efforts with other Cornell admissions offices, and plans to do more with brochures, study groups, community colleges, and "college nights." She reported an entering freshman class of 144, 37 percent of whom would come from upstate New York and 53 percent from the metropolitan area. Their median SAT scores were 600 Verbal and 630 Math, and 91 percent were in the top fifth of their high school classes. Of the 615 students enrolled that year (1978-79), 45 (or 7.3 percent) were COSEP students. Shirley Harrell reflected then on the "merchandising problem" involved in providing potential COSEP applicants with attractive information about the school and on detailed efforts underway to have matriculated students return to their high schools and to engage in "telethons" and "hosting weekends," and her own efforts to visit high schools in upstate cities to recruit minority students.

Students began to organize around professional interests in the late '70s, expanding the American Society for Personnel Administration, creating the Cornell Organization for Labor Action and Frontlash, the Society for Arbitration and Neutral's Education, the Minority Industrial and Labor Relations Student Organization, and the Women's Caucus. Student Government elections were "ambushed" by COLA in 1978-79, leading to a complaint to the University Ombudsman from other students, who were even less well organized than COLA, and the Ombudsman's suggestion that election procedures be made more rigorous in the future.

Miller's office strategy of making associate directors specialists with generalist tasks to perform worked well in the first few years: admissions yields remained stable, minority student members and services increased, and the proportions of graduating classes entering employment or applying to graduate school came into better balance (closer to 50-50). By effort and interest, the general functions of advising and counseling were maintained in the midst of those specialized job portfolios.

By the fall '79 term, both Harrell and Bricker had left O.R.I. for other positions. Richard Wagner became the associate director for admissions and Carolyn Whitlow became the associate director for minority affairs. Wagner has been responsible for the admissions process since that year; the position in minority student affairs has been occupied by three people who followed Ms. Whitlow. The commitment to increase minority student enrollment made by the school, by Wagner, and by staff involved in admissions recruiting, interviewing, and selection, produced increasing numbers of African-American, Hispanic-American, and Native-American students in ILR. By fall 1984, minority students were 13 percent of the undergraduate student body. The number of completed COSEP applications had grown from 15 in 1975 to 44 in 1984 and from 7 to 25 matriculating as freshmen in that same period. Transfer COSEP admissions increased from 3 to 13 students. As COSEP matriculants worked upwards, the number of women admitted closed the gap to near 50 percent of entering classes. SAT median hovered at the customary 610 Verbal and 630 Math medians.

Minority students began to raise serious questions about the availability of minority faculty, advising, and academic support services in the first half of the 1980s. Some students began looking for increases in the numbers of minority faculty in the school (looking in vain for the most part), while others had been looking for evidence of instruction in trade union practice and activity. Some other students were concluding that the school's policies were far from what they should be when they observed that the numbers of women faculty, union educators, and minority professors were not increasing and that non-union or anti-union firms were being permitted to interview and recruit graduating students.

Two improvements were recorded: the school's diploma ceremony and, again, the advising system. (One may guess which proved lasting and which would be ephemeral.) In 1981-82 Dean Charles Rehmus asked Jonathon Levy to revamp the graduation reception, a traditional occasion in ILR, which (according to Dean Catherwood in 1954) was once the model for other schools to emulate. Beneath a tent in the lower Ives courtyard, graduates and their families had been greeted by the dean, handed a diploma and a box lunch, and then left to mingle until deciding to go home. The revised version, a diploma presentation ceremony developed by Levy, featured live music, speeches, and buffet service. In subsequent years that model has been maintained, even when the 1994-96 construction prompted moving the entire ceremony away from Ives Hall into Lynah Rink.

Yet another attempt to institute advising by faculty was launched when the Undergraduate Program Committee proposed that O.R.I. be responsible for the "nuts and bolts" advising, as Gerd Korman termed it, and that two members of each of the ILR departments be named to serve as advisers of undergraduates who wanted information or assistance related to the department's area. This novel approach was regarded as preferable to the prevailing situation, in which faculty who were to sign pre-registration forms were either not asked or not available for signatures. Thus ended the "card-signing ceremony," beginning a short period in which neither faculty nor students were aggravated by the requirements of advising.

In January 1984 Jim McPherson assumed the reins of O.R.I. Asked to prepare a plan for change in the office, McPherson suggested that the "specialist" strategy of associate directors be balanced by recognition of team responsibility for admissions, counseling, advising, and other support services. He also proposed that the name of the office be changed from "Resident Instruction" (which always confused phone callers, visitors, and newcomers) to ILR Student Services; suggested that the office try to identify emerging issues and developing problems, rather than waiting to put out brush fires; and requested renovation of office space to provide better admissions meeting areas and better defined work areas. He was aided in those efforts by Ann Bradley who was early in an office career that involved managing office budgets, producing hundreds of "Dean's letters" for law schools each year, and serving as office manager for ILR Student Services.

In the next few years, in addition to innovations, the office dealt with a rising tide of competitive behavior connected to higher hurdles placed between graduating students and graduate schools and entry-level positions, tensions between undergraduate and graduate students contending for access to graduate level courses (called by Larry Williams, "a range war between cattlemen and sheep herders"), and between the increasing numbers of transfer students and the increasingly pressed numbers of "native" students, those who arrived as freshmen. A revised curriculum was implemented, incorporating Financial Accounting, an Advanced Writing requirement, a "Humanities" requirement, and Statistics in the freshman and sophomore years.

In an unusual move for the school, efforts were made to limit the size of the entering class; only 178 offers were extended in 1985-86 compared to a high of 202 offers of admissions made in 1984-85. This was because university officers had decided that Cornell's student population threatened to outgrow the available facilities and services and that, rather than simply continue to grow, Cornell should focus on a "better, not bigger" strategy. The 126 students who actually matriculated that year came in larger numbers from out of state (24 percent of the class); 28 percent were members of minority groups.

Laura Lewis joined the office in 1985-86 as associate director for advising and counseling, working with the Student Government Association, with peer advisers for ILR students, and with students interested in studying for a term or a year in foreign universities. The next year, Schelley Michelle-Nunn arrived as ILR's associate director for minority student affairs and found herself dealing with

a sizeable number of first-semester freshman COSEP students who were dismissed for low academic averages. COSEP freshmen numbered 34 that year, while overall minority enrollment was 128 or 19.9 percent of the 643 students in ILR. In the following year, it became as important as it was accurate to state that "ILR has become visibly and clearly a multicultural and multiracial institution."

Focus that year was on devoting more resources to the recruitment and retention of minority students; expanding the session for parents of freshmen to include a convocation with welcoming comments by the dean, an effort to address the qualms of nervous parents leaving their children to the tender mercies of Cornell and ILR; and improving the training of teaching assistants (TAs).

Aided by the university's President's Fund for Undergraduate Initiatives ILR produced a training program for TAs that had the novel consequences of both working and lasting longer than one year. A graduate student was employed to videotape teaching sessions for review by TAs; to conduct seminars on "leading" sections, dealing with grading, and dealing with multiculturalism; and to implement mid-term TA evaluations by undergraduates. With assistance from the university's Office of Instructional Support, the program has continued and has improved the quality of classroom life for both undergraduate and graduate students.

Into the Nineties

In 1990-91 Dean David Lipsky asked Professor Clete Daniel to chair an ad hoc committee to review student services. That committee concluded that there should be greater faculty oversight applied to admissions and that the director of admissions should report to the associate dean. Furthermore, it concluded that both advising and admissions would benefit if admissions were moved to another office. Both professional staff in ILR Student Services and the Academic Standards Committee (which became the final arbiter of admissions decisions) managed the transition with relative ease even though greater effort was necessary to coordinate the interviewing of applicants and the review of applications.

Consigning the management of admissions to a separate office cleared the field for more and greater efforts to develop advising and counseling services for undergraduates in ILR Student Services. Barry Taylor joined the office in the summer of 1991, replacing Schelley Michelle-Nunn. Taylor reviewed the services and resources available for minority students, made some changes to them, and established himself early as an effective contributor to admissions and advising efforts for minority and non-minority students, alike.

Although the period of the mid-'80s through the mid-'90s has been marked by decreases in funding allocated by the New York State Legislature, by hiring freezes and by requests to limit expenditures, the 1990-91 year saw actual layoffs and reductions in work weeks imposed in ILR Student Services and elsewhere in the school. Nonetheless, the office regrouped to develop multicultural training

programs for peer advisers; to begin "focus groups" to assess student experience and attitudes concerning such issues as academic integrity, teaching, and diversity; to continue a regular newsletter, *FYT*, to inform students about events, achievements, and deadlines; and to make progress on computerization of student records and data. And, after years of uncertainty and ad hoc arrangements concerning Labor Day and its observance, a faculty-student committee suggested that it become regular practice to cancel classes for only a mid-day period that would include a convocation and a picnic before classes resumed in the afternoon.

Revisions to the undergraduate curriculum were wending their way through committees and meetings at this time. Dean Lipsky had asked Associate Dean Robert Smith in 1989 to chair an ad hoc committee of faculty to review and propose revisions to the curriculum, and charged the committee with a full-scale review, from the ground up, not with simply offering a few suggestions for improvements. Deciding that the school's mission provided a context in which the focus of the curriculum should be "all aspects of the employment relationship," the committee proceeded to work through an understanding of sequences of required courses that would provide foundations in the social sciences, natural sciences, history, and mathematics, that would (1) enable student to select courses that met distribution requirements in some of those areas, and (2) that moved into field-specific courses (such as Labor Economics, Personnel Management, Labor Law, Organizational Behavior, and Collective Bargaining) in the later years. A Freshman Colloquium was also instituted. It is a required course early in the first semester, in which new students meet in small groups with a faculty member, to begin their acquaintance with the ILR field, with a professor who becomes their adviser for the first year, and with one another. Harking back to "Bus Riding" ("Workers and Jobs" was one of the titles of the course recalled so clearly by ILR alumni), the first meeting of the Freshman Colloquium is a bus trip to tour work sites such as Corning, Carrier Corporation, IBM, and TRW.

There is a curious, almost eerie, similarity between 1959-62 and 1992-95 in the coincidence of factors that shaped the next phases in the school's history. In both periods, a new curriculum was introduced after lengthy discussion and review; construction plans, preparations and anticipation affected the lives of faculty, staff and students; and a long-range planning process was concluded, providing a sense of "where we go from here."

Career Services: Then and Now

by Karin S. Ash

A 1978 report of the ILR Career Services Office listed four goals:

1. Continue and improve corporate placement.
2. Continue to develop union and government placement opportunities.
(Only four unions requested resumes for entry-level positions within the labor movement in 1977-78.)
3. Develop a coherent and quality internship program.

4. Develop career counseling services for ILR students.

Despite the "generation X" culture, some things don't change all that much. Recently I attended a meeting with labor students who complained that there aren't enough union job opportunities or labor courses. And in the present Office of Career Services, we still continually try to improve and develop full-time and internship opportunities for students.

But some things do change. In 1964 the average starting salary for B.S. students was \$6,300 and for masters it was \$7,800; in 1995 the average salary for B.S. students was \$35,000 and for masters it was \$48,000. Students use our office more: In the fall and spring of 1962-63, 41 different companies visited ILR and held 409 interviews. In the fall of 1995, 48 companies have already visited the campus and held 1,011 interviews, and we still have the spring term ahead of us.

In 1977, WISP (Winter Internship Program) was called SEILRAP (Student Exposure to Industrial and Labor Relations through Alumni Programs). And I thought WISP was difficult to explain to sponsors! In 1980, 45 students were placed through WISP. In 1996, there will be 70 students interning through WISP and 51 freshmen doing a FEX (freshman externship).

Companies that recruited in 1976-77 included Exxon/Carter Oil, Jones & Laughlin Steel, Marathon Oil, Bethlehem Steel, Lukens Steel, National Steel, and Standard Oil of Ohio. A lot of oil and steel. The only oil companies that have recruited in the last few years are Amoco and Exxon. Does anyone remember when a steel company last recruited? This past fall, recruiting organizations included Silicon Graphics, Sun Microsystems, KPMG Peat Marwick, Hay Group, Texas Instruments, Andersen Consulting, and Data General.

Correspondence with recruiters in the 1970s was all done by mail and telephone; today we electronically match and fax student resumes to interested employers within an hour of the request; we list full-time jobs, summer jobs, and internships on the Internet, which means that students can see them all 24 hours a day from home; and we have a home page on the World Wide Web (You can find us at <http://www.career.cornell.edu/ccs>).

Martin P. Catherwood wrote in his 1950 Dean's Report, "Alumni of the ILR School now number 316. An alumni organization is developing: during the past year alumni were informed of the School's activities and of new trends in industrial & labor relations via a monthly newsletter. There is real recognition that alumni of the School can perform important placement referral and public relations services." Dean Catherwood went on to say that although the majority of the graduates worked and lived in the state of New York there were alumni living in the West Indies and the Canal Zone, Canada, Hawaii, and Alaska.

In 1995, there are 8,700 alumni, and the Career Services Office is e-mailed and faxed on a regular basis from alumni in Tokyo, Zurich, London, Singapore, Hong Kong, Australia, Germany, and Greece. No matter the city, alumni are doing just what

Dean Catherwood proscribed: Helping to provide career opportunities and internships for current students and other alumni. The other alumni and career offices at Cornell are envious of the loyalty that ILR alumni have shown to the school. In our fiftieth anniversary year, that is something to celebrate.

The three years before the demolition of the Ives Hall classroom wing were filled by plans, meetings, relocations, and in some cases re-relocations to enable classes, research, and essential activities to continue as much as possible in completely unusual circumstances. Undergraduate and graduate admissions offices were moved from one wing to another, the computer laboratory was moved to a trailer, the fiscal office moved three times in all, and career services moved to a new location in the ILR Extension building. Through it all, the Office of Student Services, office space reduced by one-third, remained in its customary location.

Removal of the structures supporting student interaction—the lounges, the mailboxes, and the tables near the library entry—called for efforts to replace them in some fashion. A mail system, lounge furniture and drink machines were established in a corridor near the library's lower level, called the "Zig-Zag." Class meetings and class councils (to plan for class activities) were instituted. Focus groups, large group meetings with the deans, consultation reports from Larry Williams's graduate course in Organizational Development, and Bob Smith's efforts to negotiate relocation possibilities all contributed to a relatively uneventful passage from the "good old days" into the transition years that will lead to the next phase of ILR's history in the new classroom-library wing of Ives Hall.

In the midst of efforts to contend with the new demolition and construction project, two more factors intervened. First, the newly elected Governor of New York State threatened to reduce funding for higher education by hundreds of millions of dollars. Budget reductions again triggered layoffs, this time reducing staff in the career services office, the undergraduate and graduate admissions offices, and the Office of Student Services, among many others.

Second, a report from an ad hoc committee, chaired by Bob Smith, called for the creation of a new position, director of teaching, and for a teaching advisory committee. This "teaching initiative" had resulted from the ILR faculty's earlier decision to require excellence in both teaching and research of candidates for promotion and tenure. Years of evaluating research had made the faculty comfortable with their ability to judge work in that area; teaching was another matter. For various reasons, among them the core value of academic freedom and the not-so-public nature of teaching (as compared to publishing), Smith's committee was charged with producing a means of recognizing excellence in teaching. Instead of prescribing a device to measure it, the committee reported on a process to encourage, advance, and evaluate it. The process required that there be a director of teaching who was to be parallel in function and in status to the director of research, and an advisory committee of senior faculty members who were to assist the director and their colleagues. Dean Lipsky invited Professors

Blau, Hadi, Milkovich, Salvatore, and Stern to serve on the committee. He asked Jim McPherson to be the school's first director of teaching. The committee began its work in 1994.

Writing this near the work site of the new Ives Hall classroom wing and looking at pictures of the same site in 1961, time collapses into what seems a very short interval, little more than half of the life of the ILR School. This fiftieth anniversary is an opportunity to see again what has gone before, to appropriate it as our own. Those of us who have studied and taught, worked and lived in ILR over the most recent decades have heard emeritus faculty and returning alumni reminisce about Quonset huts and bus riding, about American Ideals, and about particular professors. But they were only other people's memories—mildly interesting, perhaps, but of no particular relevance to the issues of the day. Reviewing the minutes, reports, and articles from over 50 years, however, leads to a different sort of reflection and confidence in the future.

For the greater part of its history, the faculty and staff of the ILR School have devoted significant time and creativity to improving and maintaining the quality of student life and experience. Students were not always on the agenda, but the learning and the advising of students have never been far from the attention of the faculty.

Building upon a remarkably useful base put down by the founding faculty of the school, succeeding generations have not found it necessary or even possible to erase the old curriculum and begin all over. To the contrary, while curriculum revision seems a preoccupation, the changes proposed, debated, and implemented consist mostly of moving pieces on the board rather than changing the board or altering the pieces. Accounting or Government may be in or out; math and science may come or go; "professional" courses may be required early or late; but the greater part of the course work and the overall direction remain much the same. Barring unforeseen circumstances, the next revisions will likely do the same.

"The small school in the larger university," as the admissions brochures put it, is both reality and aspiration. The school is small, but smallness itself is not a virtue. At times one might recall John F. Kennedy's caustic comment about Washington, D.C. ("All of the energy of a southern city and all of the charm of a northern city") in regard to ILR's small size (all of the closeness of a large university and all of the resources of a small college). We have benefitted from that small size, but we have learned as well that it needs effort to make it function. Without that effort, the small school simply reflects the attitudes and values of the large university, to the surprise and discomfort of all who discover that they are as anonymous, as isolated, or as insignificant as those who attend a mega-university. All of the variations on systems for advising are evidence of the effort that has been expended to improve communication, interaction, and relationships. Nonetheless, there always seems to be another person, another class, another group that is willing to give it one more try.

One final observation: despite the claims of undergraduates in every student generation, there does not seem to be a typical ILRie, a stereotypical student who may be recognized instantly in a crowd of Cornellians. Our history begins with veterans studying to go to work, and then features college students who were football and baseball players in the 1950s, as well as leaders and members of student clubs and societies similar to those on every campus. The 1960s saw the emergence of protests and protesters, students looking to improve the world—beginning on campus. ILR's students in the 1970s became activists in their own school, in admissions, and in student organizations, and then shifted their focus toward work experience, internships, and study abroad in the 1980s and early '90s. The origins of those students have shifted, too, with larger numbers coming first from upstate New York, then New York City and Long Island, and then with significant increases from out-of-state, not forgetting the once significant and then disappearing cohort of international students. From a student body limited to 16 percent female and very few minority group members, the school's undergraduate population has evolved into one-half women and one-quarter people of color. Within each generation of students there may seem to be commonalities, which some call homogeneity, but from a longer perspective, the ILR stereotype vanishes into heterogeneity in the students who populate and then graduate from the school.

10.

THE ACADEMIC DEPARTMENTS

Collective Bargaining, Labor Law, and Labor History

by Harry Katz

A department with remarkable depth and breadth, the Collective Bargaining, Labor Law, and Labor History Department has an amazing history and personality. This brief overview focuses on four key features that have distinguished the department: the breadth of interests among the department's faculty; the close interaction between theoretical and practitioner pursuits in the department; the central role exercised by members of the department in the ILR School's administration; and the long and continuing strong presence of the school's founders in the life of the department.

The intellectual interests of the department's faculty span labor history, law and dispute resolution, collective bargaining, and international and comparative industrial relations. Perhaps most noteworthy are the depth and breadth of the faculty's interests across those fields. One illustration of that breadth comes from exploring the following question: What field is Maurice Neufeld in? Is he a historian of American industrial relations or an expert on Italian industrial relations? Similarly, the work of Jean McKelvey combines in an original way the subfields of labor law, dispute resolution, and collective bargaining. The list goes on. Walter Galenson made (and continues to make) contributions to the study of history *and* comparative industrial relations. Milton Konvitz contributed as much to scholarly thinking in philosophy as he did to law. And others such as Kurt Hanslowe, Jim Gross, and Katherine Stone provided and continue to provide linkages between the fields of law and industrial relations. Not only did our department's faculty build bridges across the department's subfields; they also linked to other departments within the ILR School as Tom Kochan did with his connections to organizational behavior and John Burton did and Larry Kahn does between collective bargaining and labor economics. Our faculty also stretch the boundaries of their own disciplines, as Gerd Korman and Nick Salvatore do through their extension of the field of labor history into social history. Sarosh Kuruvilla typifies the continuation of such breadth with his eclectic interests in comparative industrial relations, organizational behavior, and union life. With similar eclecticism Harry Katz's research examines employer strategies and human resource issues as well as union wage policies and the consequences of work restructuring for union roles.

Our department is also noteworthy in the close relationship it has fostered between resident and extension activities. When one reflects on the careers of our department's faculty, a sharp distinction between resident and extension boundaries does not make sense. The amazing careers of Alice Cook and George Brooks belie any such distinction. Lois Gray, Jean McKelvey, Bob Doherty, and Ron Donovan, all in their distinctive ways, also moved continuously between practitioner and research activities. The creation of the Institute of Collective Bargaining in the 1990s extends this interaction.

In numerous ways students benefitted from the boundary spanning between theory and practice found in our department. George Brooks dazzled students in the way he brought the world of union politics into the classroom. Who else could pack the house at 8:00 A.M. for so long? Through their many contacts with the practice of industrial relations, our department's faculty maintain a tradition of bringing real-world experiences and the actors who are shaping the world of work directly into the classroom. Fortunately, some of the most famous of those visits are preserved on film. You are not an official member of our department family unless you have seen the videotape of the interview with Jimmy Hoffa conducted by several faculty members, including Clete Daniels and Roger Keeran.

While our department's faculty pursued broad and deep careers, they also found the time and commitment to play a central role in the administration of the ILR School. Keep in mind that the last four deans of the school—McKersie, Rehmus, Doherty, and Lipsky—were based in the Collective Bargaining, Labor Law, and Labor History Department. The current and previous associate deans in charge of extension, Ron Seeber and Lois Gray, also have links to our department. Our faculty's service to the school includes the long and devoted leadership Don Cullen gave to the *Industrial and Labor Relations Review*, a leadership that helped foster its place as the leading journal in the field of industrial relations.

One cannot reflect on the history of our department without being struck by the long and continuing role the school's founders play in the life of the department. Jean McKelvey, Maurice Neufeld, and Milton Konvitz provide inspiration and guidance to us all through their tireless energy and forceful visions. They did not just create the school; rather, they inspire us all through what they do, what they say, and what they are. It is a legacy that lives on.

The Department of Economic and Social Statistics

by Isadore Blumen

Long before separate departments were established in the ILR School, J.E. "Pete" Morton was recruited by the school's original faculty to teach economic statistics. The year was 1946 and Morton had made his reputation in pre-war Europe with his work on the theory of index numbers.

Also in 1946 Philip J. McCarthy, who had studied at Princeton under one of the earliest of a developing group of distinguished American statistical theorists, S. S. Wilks, left there to come to Cornell's Sociology and Anthropology Department to work with Professor Stephan. Professor Stephan was then conducting a project for the Social Science Research Council to compare the merits of area and quota sampling.

When, a year later, Stephan himself left for Princeton and Louis Guttman, one of the country's leading quantitative sociologists, left Cornell for Israel, McCarthy accepted a temporary faculty post in the College of Arts and Sciences as a replacement. It was from here that Pete Morton recruited him to the ILR faculty in fall of 1948. One year later, Isadore Blumen, who was completing his Ph.D. at the University of North Carolina in one of the few existing statistics departments, was brought into the group.

As part of this group of three, McCarthy developed his theoretical interests and reputation in sampling, participating in the analysis of problems of the ill-fated public opinion polls in the 1948 presidential election, working with various task forces on sampling for consumer price indexes and other government matters, and writing an unusually well-received pamphlet on sampling for the school's publications program.

Meanwhile, Blumen worked on statistical theory and model building in the social studies. When the Social Security Administration sought researchers to analyze their one percent sample of enrollees, McCarthy and Blumen used the opportunity to develop a mathematical model new to social studies. Their resulting ILR Press publication on labor mobility (with M. Kogan) (1955) has long been widely cited in the social sciences.

In 1956 Pete Morton's focus on work with governmental agencies led him to resign from the faculty to spend full time there. Because the field was rapidly expanding at this time, the demand for qualified statisticians was unusually strong and it was difficult to find highly qualified young statisticians with strong theoretical qualifications who were also interested in applications. The department therefore relied on visitors and senior appointments to maintain adequate teaching levels. A changing intellectual environment made it possible later to develop a young and extraordinarily active group of successors to McCarthy and Blumen, who retired in 1988 and 1990, respectively.

The department is now able to offer a full range of teaching, both from the purely subject matter perspective and to serve other departments in the school and the social sciences across the university. It plays a major role in the Cornell Statistics Center, for example, of which it was among the principal founders. Its staff is active in consulting within the school and the university. And it has a substantial international reputation for the research activities of its faculty.

Labor Economics and Income Security Department

by Bob Aronson and Ron Ehrenberg

From its beginnings in the early 1920s until the close of World War II, the developing academic field of industrial relations was primarily descriptive and at least implicitly, if not overtly, reformist in outlook. The courses offered and the textbooks employed were primarily economic, and the typical locus of the so-called labor problems courses was in a department of economics. There was no credentialed field of industrial or labor relations.

The economics that embraced these courses, however, was institutional economics, rather than classical and neo-classical economics. Thus, faculty in these courses paid limited attention to analysis, drawing instead on a variety of academic sources that included history, sociology, psychology, government, and law as well as economics to describe the content of, and to explore remedies for, labor issues. The analysis of wage-employment relationships at firm and industry levels was typically covered in so-called principles courses rather than in labor problems or labor economics courses. Specialists in other academic branches of economics often questioned whether those teaching in the field of labor problems were really economists.

For the undergraduate or graduate student major in labor economics before World War II, the offerings at most colleges and universities were usually limited to a handful of courses. These included a basic course that covered trade union history, labor relations law and collective bargaining, job and income security, and wage determination, perhaps a broad course on protective labor legislation and the social insurances, and, depending on faculty interest and availability, perhaps specialized courses in labor law or international and comparative labor relations. It would have been unusual at either undergraduate or graduate level to find courses devoted exclusively to wage-employment analysis or labor market economics, as it later became known. Courses in personnel administration and management, later to become part of the broader field of industrial relations, were available but they were usually taught elsewhere, not in economics departments.

This was the legacy from which ILR's Department of Labor Economics and Income Security developed, and diverged. In the 1940s, before the ILR School opened, Cornell's program in the labor field had followed the pattern just described. Broad undergraduate courses in labor problems, trade unionism, labor relations law, and the social insurances were part of the curriculum of the Department of Economics, taught then by Royal Montgomery, co-author of a three-volume, near-encyclopedic work, *Economics of Labor* (1938-45). A specialized course devoted to wage determination was not available, except in one year, but graduate students had a graduate seminar in labor economics. Montgomery continued to teach that labor curriculum until at least 1956.

The First 25 Years From the first, the ILR School required its undergraduates to take a specialized course on wage-employment relationships and analysis. In 1945-46, this was in addition to requiring them to take a two-semester course in basic economics given in the College of Arts and Sciences. This one-semester course, ILR 21, was required in the spring semester of the sophomore year. Its catalog description indicates an emphasis on labor problems, including employment, old age, and industrial hazards, analyzed in light of the basic wage and employment theories, presumably covered in the prerequisite economics course. The undergraduates were also required to take a course in social security in their senior year.

ILR 21 was usually taught by Jean McKelvey, a Radcliffe-Harvard Ph.D. in Economics, during the first three years. Her reading lists, which preview the direction labor market economics was to take in later years, indicate that wage-price-productivity relationships, hours of work, income distribution, and the problem of full employment were to be addressed. By 1948-49, however, McKelvey was shifting her teaching and research interests into collective bargaining and labor-dispute settlement. In the fall of 1946, Pete Jensen, an economist whose Ph.D. was earned at the University of California, Berkeley, taught the course. Jensen's principal teaching and research interests were in labor history and collective bargaining.

Soon after that, Robert Ferguson, a Ph.D. in Economics from Cornell, and Arnold Tolles, a Ph.D. from the University of Chicago, assumed responsibility for the course. Tolles had been Acting Commissioner of Labor Statistics in the U.S. Department of Labor before returning to academic life at the close of the war. Under his and Ferguson's influence the basic labor economics course took on a stronger microeconomic orientation. No elective courses in labor market analysis were offered at the undergraduate level in the first five years, however.

Two factors may have been responsible for the later establishment of a specialized course in wage-employment analysis. It may be that the ILR School thought that as a professional program its undergraduates should have more intensive training in wage analysis than would have been available in a conventional labor economics course such as that taught in Cornell's College of Arts and Sciences. At any rate, more attention was generally given to labor market theory in the post-World War II period. Lloyd Reynolds at Yale and Richard Lester at Princeton, for example, had both recently produced textbooks that gave more space to economic analysis while questioning the applicability of neoclassical theory to labor issues, even though they were basically members of the so-called institutional labor economics group.

Still, for undergraduate instruction in wage-employment analysis in the late 1940s it was necessary to select chapters from such textbooks and to supplement them by assignments from journals and monographs. Specialized texts in the economics of the labor market were still to come.

The teaching of income and employment security followed a more traditional path in the school's first five years. As noted, undergraduates were required to take such a course in their senior year. For graduate students, two courses—covering protective labor legislation and social insurances—were offered, thereby making social security available as a major or minor. In 1948, John W. McConnell, who had joined the ILR faculty in 1945 to develop and teach courses in human relations in industry—the precursor of the field of Organizational Behavior—took up the task of teaching about the social insurances, pensions, and protective legislation growing out of events in the labor market.

Until 1960-61, labor economics and social security were separate fields of graduate instruction. Thus, during the early 1950s, graduate students majoring in either labor economics or social security and protective legislation had two courses available in addition to whatever their particular committee might require. For labor economics majors those courses covered unemployment and wage determination.

By 1948 ILR required its undergraduate students to take several courses with economic content. One was the basic labor economics course. A second was a course in the development of economic institutions with a strong comparative dimension, which was taught by Gardner Clark, a Harvard Ph.D. in economics. Originally titled ILR 1, this was the precursor of Gardner's very popular freshman course. A third requirement was a course in business and industrial history taught by Bob Ferguson, which emphasized differences in product markets and technology. Other courses—accounting, business organization and management, and corporate finance—were also required, but they were not necessarily taught by faculty identified as labor economists or specialists in social insurance (although some of them actually were).

Academic years 1950-52 might be regarded justifiably as a watershed in the development of labor economics at the school, though departmentalization and merger with the social security field was still ten years away. Those two years saw the appointment of additional faculty trained in economics and the social insurances, changes in the labor economics curriculum including the introduction of undergraduate electives, and the establishment of advanced graduate courses and seminars.

Duncan MacIntyre, having completed his doctorate in public administration at Cornell, joined Jack McConnell in teaching the courses on social insurance, protective legislation, and private benefit plans. Robert Raimon, one of the school's first Ph.D. students in labor economics, joined the faculty in the fall of 1951. Robert Aronson came from Princeton with a research appointment to complete a plant shutdown study begun by the school's director of research, Leonard Adams, a pre-World War II Cornell Ph.D. in Economics with broad experience in government and a strong public policy orientation.

Largely on the initiative of the faculty, the economic content in the undergraduate curriculum increased. Bob Raimon introduced a course on the corporation and increased the emphasis on labor market theory in the basic

required course. Gardner Clark's required economic history course was extended to two semesters in the freshman year. Protective labor legislation became required in the junior year, and three undergraduate elective courses were offered: wage structures, wage trends, and health, welfare and pension plans. Fred Slavick's appointment a couple of years later added courses on the principles of insurance and strengthened the protective legislation and social welfare areas.

At the graduate level, the professional, MILR degree required the basic undergraduate courses, appropriately renumbered, in both subjects. Thesis degrees required a two-semester graduate seminar in labor market economics and seminars in protective labor legislation and current issues in social security. These developments essentially set the pattern of instruction for the two separate areas for the indefinite future, except for a few later changes in the undergraduate curriculum.

The merger into a single department, Labor Economics and Income Security, in 1960-61 made little change in the basic undergraduate and graduate curricula. Graduate students with thesis majors were expected to be knowledgeable in both subjects rather than one. But most other changes in course offerings after departmentalization, as before, resulted from changes in the department's faculty. George Hildebrand, a Cornell Ph.D. in economics, joined the ILR faculty in 1960. George's distinguished career had already included directorship of the industrial relations institute at UCLA, but later (in 1969-71) he became deputy undersecretary of labor, U.S. Department of Labor, with major responsibility for international labor relations. Walter Galenson left the University of California at Berkeley to join the department in 1966. Walter's teaching and research spanned comparative labor relations, labor union history, and the economics of labor markets. George and Walter together took over the graduate seminars in labor economics. Bob Aronson, having completed his tenure as editor of the *Industrial and Labor Relations Review* in 1963, became a full-time member of the department, offering courses on manpower (now human resource) policy and teaching the basic undergraduate and graduate courses in labor economics. In the spring of 1969, Lewis Perl, an ILR undergraduate who just completed his Ph.D. in economics at Berkeley, joined the department. Lew introduced an advanced undergraduate-graduate course on the economics of poverty.

From time to time during the school's first 25 years various individuals, already well-established, joined the department as visiting faculty members. In 1953 Edwin Witte of the Department of Economics at the University of Wisconsin, one of the architects of the social security law, came to teach the law of social security and protective labor legislation. Witte was later elected president of the American Economic Association. In 1958 Marion Folsom, former U.S. secretary of health and welfare, taught the social security courses. A few, including Walter Galenson and Vladimir Stoikov, came initially as visitors before accepting permanent appointments to the faculty. All these individuals enriched the course offerings of the department and brought new perspectives through informal contact both with students and the department's permanent faculty.

Focusing on the school's early mission—to prepare students for practitioner roles—the department did not initially emphasize the academic side of its graduate program. Consequently, Ph.D. enrollments were modest and well below its graduate faculty capacity. Of the 26 students who completed their Ph.D. degrees in our department during the school's first 25 years, about 16 entered and remained in academic careers, in some cases with great distinction, during most of their professional lives. Most of our M.S. recipients were practitioners whose primary goal was to upgrade their credentials, although some went on elsewhere for their doctorates.

Departmental research was exclusively a matter combining individual interest with opportunity. There was no departmental allocation of school research support and, consequently, no department research budget, although faculty members could request graduate student research assistants. Occasional outside funding made a leave of absence possible, though typically it was a sabbatic leave that gave faculty time to pursue research and writing exclusively.

It is difficult to summarize the department's research activity during this early period. In broad terms, it included Fred Slavick's work on retirement behavior and issues and Jack McConnell's interest in public policy with respect to old-age and income security. That interest led to a large Ford Foundation grant to study retirement programs and pensions, which became a virtual departmental project. Bob Raimon's long-term interest in wage relationships and wage behavior guided his research. Arnold Tolles studied the intellectual sources of wage theory and conducted case studies of worker displacement. Duncan MacIntyre worked on issues in health insurance. Bob Aronson explored the impact of technological and industrial change on labor markets, while Leonard Adams built on his first-hand experience to study the effectiveness of labor market institutions such as the public employment service and training programs.

In some cases research activity strayed far from the core of industrial and labor relations. Gardner Clark's work on the Soviet and Chinese steel industries and George Hildebrand's research ranging from a study of the Italian postwar economy to an analysis of manufacturing production functions, to studies of the arbitration process are examples of the breadth of faculty interest. Walter Galenson's studies of labor markets in developing countries likewise went beyond the conventional boundaries of labor economics and income security—if there were such!

Most department members made substantial administrative contributions to both the department and the school. After departmentalization, almost everyone took a three-year term as chair. Some such as Leonard Adams, who served as director of research until his retirement, and Bob Ferguson and Bob Aronson, both of whom were associate editors and editors of the *ILR Review*, served the entire school. Jack McConnell became dean of the Cornell Graduate School in 1955 and dean of the ILR School in 1959 before serving with distinction as president of the University of New Hampshire.

Many department members also made major public service contributions. For example, Bob Raimon assisted the New York Telephone Company (pre-NYNEX) with its wage survey program. Duncan MacIntyre served the Social Security Administration as an advisor. Leonard Adams was consultant to the U.S. Department of Labor on the public employment service. At the invitation of the Government of India and with the financial support of the Ford Foundation, Leonard was invited to set up a labor research institute. Although for political reasons the government was not ready at that time for such an initiative, Leonard was successful in assisting several private sector organizations in India to begin systematic study of labor-management relations. Bob Aronson spent a summer in Ghana as consultant on public sector wage policy to a newly-installed government. Several faculty members served as members of the mediator-factfinder panels of the New York State Public Employment Relations Board or testified before, or conducted special studies for, state and federal legislative bodies.

As the 1970s began, the cast of characters in the Department of Labor Economics and Income Security began to shift. Retirements and deaths and changes in interest and opportunity had thinned the ranks of the early members and the times reflected the establishment of labor economics as a distinctive and acknowledged field of study, ready for change.

The Second 25 Years By 1972-73 the department was an aging faculty, with no one under the age of 50. Concerned about making the transition to the next generation of scholars in a planned way, the department and Dean McKersie conducted an off-campus retreat to which they brought two distinguished labor economists from Princeton, Albert Rees and Orley Ashenfelter, to advise them. Together they drew up a list of young economists at other universities to try to hire.

Out of the resulting search process that occurred over the next two years, Ronald Ehrenberg, Robert Smith, and Robert Hutchens were added to the faculty. A series of deaths and early retirements created additional unexpected vacancies, and by 1978-79 these three had been joined by John Burton, Gary Fields, Olivia Mitchell, and Richard Butler. This group of seven formed the nucleus of the department over the next five years.

Under Ehrenberg's leadership, and with the full support of the older faculty, the orientation of the department shifted in a number of ways. At the undergraduate level, courses began to focus more heavily on the usefulness of labor economics for analyzing public policy issues. Ehrenberg and Smith wrote a text based on this theme, *Modern Labor Economics* (1980) for ILR's required sophomore labor economics course. It quickly became the best seller in the field nationwide and is now in its fifth edition (1994). Under the direction of Hutchens, Burton, and Butler, the focus of the required junior-level social insurance course shifted from an extensive discussion of program details to a course in which the key concerns of policymakers, including moral hazard, adverse selection, and

equity and efficiency, were discussed and then applied to analyze the wisdom of current program structures and proposed policy reforms.

A wide variety of new undergraduate elective courses were introduced by the faculty, including the Evaluation of Social Programs (Ehrenberg), Occupational Safety and Health (Smith), Work and Welfare (Hutchens), Women in the Labor Market (Mitchell), and Labor in Developing Countries (Fields). These courses stressed the usefulness of the tools of labor economists in a wide variety of problem areas. To reflect all these changes the department's name was formally shortened to Labor Economics in the fall of 1976.

These new faculty were, on average, also highly research oriented. In 1985 in recognition of his research productivity, Ehrenberg was appointed the first Irving M. Ives Professor. The stature of the department as a group grew until it became widely recognized as the second best group of labor economists in the country. Along with their research, the faculty revived the somewhat moribund Ph.D. program and worked hard to attract new students. Currently, in the mid 1990s, the department produces about three new Ph.D.s a year.

At John Burton's suggestion, a weekly labor economics workshop was started at which speakers from Cornell and elsewhere discussed their current work with faculty and students. That workshop, which continues today, has exposed Cornell students to the very best labor economists in the world.

The early 1980s saw the arrival of the two Georges: George Boyer and George Jakubson. Boyer converted the department's required freshman Development of Economic Institutions course from a comparative economic systems course to a course that combined European economic history and the history of economic thought. Jakubson, in addition to assuming responsibility for the social insurance course, brought needed econometric skills to the department. He regularly taught courses on the analysis of qualitative data and on longitudinal models and served on numerous Ph.D. committees.

The late 1980s and early 1990s saw a growing internationalization of ILR, with the Labor Economics Department helping to lead the way. With full department support, Gary Fields became one of the world's leading scholars on labor markets in developing nations and became director of ILR's International Initiative.

In an extraordinary coup in 1987, the department hired John Abowd, who has provided much of the subsequent leadership of the department. Abowd's considerable talents included conducting research at the frontiers of collective bargaining and compensation policies, which helped to integrate the department's intellectual interests with those of faculty in other ILR departments.

In 1991 the Institute for Labor Market Policies was founded, with Ehrenberg as its director. With support from both ILR and some outside foundations, the institute has sponsored two public policy conferences a year, each of which has led to some outstanding publications. One of these annual

conferences is held jointly with Princeton University, the acknowledged leader in our field.

The early 1990s saw the appointments of Maria Hanratty and Mark Rebick, two new Harvard Ph.D.s. They each added a new dimension to our faculty, with Hanratty focusing on health-related issues and Rebick on the Japanese labor market. Unfortunately, both left ILR to pursue other opportunities. Their departures, along with that of Olivia Mitchell, created openings in the department that due to budgetary problems could not all be filled. In 1994-95, however, the department attracted Francine Blau and Lawrence Kahn from Illinois. Blau, who became the first Frances Perkins Professor, is widely acknowledged to be the leading female labor economist in the nation, while Kahn is among the leading economists conducting research on human resource and collective bargaining issues.

Blau has another outstanding attribute; she is an ILR alumna. In spite of the professional orientation of ILR, with most of the undergraduate students going on to careers in law, human resources, or collective bargaining, the Labor Economics Department has always prided itself in its undergraduate and master's students who have gone on for Ph.D.s in economics at other institutions and become leaders in the field. In addition to Blau, these distinguished full professors include Jan Svejnar ('74) (Pittsburgh), Michael Wachter ('64) and Peter Cappelli ('78) (Pennsylvania), David Bloom ('76) (Columbia), Henry Farber ('74) and Alan Krueger ('83) (Princeton), and Laurie Bassi ('77) (Georgetown). Both Krueger and Bassi currently hold high-level government appointments, too. Lashean Richburg, a member of ILR's class of '94 who is enrolled in the Princeton Ph.D. program as we write this piece, may become the first underrepresented minority graduate of the school to be added to this list.

A Parent Department: Human Resources and Administration

by Frank B. Miller and Larry Williams

As of 1958 the school adopted a departmental structure by creating four units: (1) Collective Bargaining and Trade Unions; (2) Economic and Social Statistics; (3) Human Resources and Administration; and (4) Labor Economics and Income Security. The first department chair of Human Resources and Administration was Bill Whyte, who had a national reputation as a sociologist knowledgeable about union-management relations. His personal stature, plus the fact that so many young faculty in both the Collective Bargaining and Human Resources Departments were "homegrown" and had thus been exposed to the total field as grad students, made cordial interdepartmental relations natural in the beginning.

In this period the department grew by a combination of hiring our own graduates and those of other schools and movement through the system. Leonard Sayles and George Strauss, both of whom had Ph.D.s in Labor Economics from M.I.T., were early hires who moved on to Columbia and Berkeley, respectively, after completing a major local union study here. Another early hire, Lois Dean, left with her husband when he moved from Cornell's Sociology Department to another post. But a new cadre of behavioral scientists were soon recruited, including social and industrial psychologists Larry Williams, Leo Gruenfeld, Ned Rosen, Bert Brown, and Paul Breer and sociologists Bill Friedland and Jay Shulman. They joined sociologists Henry Landsberger and Harry Trice, and industrial psychiatrist Temple Burling.

Two additional new faculty members, Bill Frank and Bill Wasmuth, were hired partly to teach appropriate courses in the personnel industrial education program in our department and partly—in fact largely—as faculty for the extension division.

At about this time the department was feeling stretched by its expansion and by the need to select a more-encompassing name to reflect its new, wider breadth of interests. It chose Organizational Behavior, a term first introduced in the March and Simon's book, *Organizations* (1958), thus becoming one of the first, if not *the* first, to adopt this now-popular nomenclature.

The ebb and flow of faculty in the Organizational Behavior Department continued. Faculty members Bill Friedland, Paul Breer, and Henry Landsberger left while Gerry Gordon and Howard Aldrich arrived. The next wave of hiring brought in Tove Hammer, Bob Stern, and Sam Bacharach. At this time, too, there was a significant increase in doctoral training, which continued throughout the sixties.

The 1960s represented a time of extensive involvement for the department in international research (Landsberger in Chile; Rosen in England; Gruenfeld in Italy; and Whyte and Williams in Peru). Whyte and Williams focused in their Peru studies on industrial relations and community development. They collaborated with Jose Matos Mar in the Instituto de Estudios Peruanos (IEP), which became their research base in Peru, and worked with J. Oscar Alers and Giorgio Alberti, an Italian who had gotten his Ph.D. degree at ILR. Alberti became a mainstay of the joint Cornell-IEP program, which led Peruvian students in surveys and anthropological studies and produced many publications. Developed as it was during a time of political tension between the United States and Peru, this 13-year international collaboration may have set some kind of record.

By the late 1960s, however, when the department had about 20 affiliated faculty members and was the largest ILR department by far, it began to suffer from internal strains. Problems of deciding on and staffing for undergraduate and graduate courses and reaching consensus on recruiting new colleagues grew more difficult; but the heterogeneity of department members, in terms of their training and their perceptions about departmental mission, became the major problem.

At first, out of respect for Whyte's leadership, group loyalties tended to outweigh diversity of interests, disciplinary background, and definitions of what the "departmental identity" should be. In the context of the ILR School, the department chairmanship was (and is) a chore that adds little to the incumbents' *joie de vivre*. So after getting us launched, Whyte was allowed by his colleagues to surrender the office. He was followed by Felician Foltman, who served two three-year terms. Then, in 1967, at peak strength numerically, the department faced a new election for the chair. To the surprise of outsiders, there appeared to be two candidates for the position, each with a nucleus of support. The two factions had actually formed around competing ideas of how the department should evolve.

The then-current dean, Dave Moore, concluded that internal frictions had to be high for two people to volunteer for so burdensome an office. His solution was to ask Frank Miller, then director of the Office of Resident Instruction, to come back to the department and, if elected, serve as chair as a "peacemaker." Miller assented, and the dean's prediction that he would be elected proved correct. The peacemaker part was more troublesome.

The original department had little chance of eliminating internal stresses by choosing a new chair, because tensions did not arise from interpersonal conflicts. Faculty who identified themselves with behavioral science disciplines (psychology, social psychology, sociology, and anthropology) wanted to identify the department in this light as they sought to recruit new members and attract graduate students. Members who identified themselves as students of the personnel or training function in work organizations had comparable needs. The "home-grown" members of the department (Landsberger, Foltman, Miller, and Risley) and some of the discipline-based people (Rosen, Trice, and, of course, Whyte) were initially willing to compromise and live together under the combined department rubric, however complicated it was. When Miller left on sabbatic leave in January 1968, the balance seemed in fact to favor joint existence. When he returned in September, however, the decision to form two departments had become a fait accompli. The need to have a more focused mission, and to recruit like-minded colleagues and graduate students, appealed to the majority of members in what would become two departments.

Miller continued to serve as chairman of the combined department until the start of 1970-71, when the amicable divorce became final. At the end, the new Manpower Studies Department had nine members, four of them part time and one a visitor. The old department, which retained the name Organizational Behavior, also had nine members, all of them full time.

The Organizational Behavior Department

by Larry Williams

When launched on its own, the new Organizational Behavior (OB) Department melded psychologists and sociologists dedicated to developing a

behavioral science study of organizations, particularly those involved in industrial relations. Their meeting ground was a commitment to social psychology. Although psychologists and sociologists had their own academic literature, it was not difficult for a sociologist to understand a psychological article or for a psychologist to understand a sociological article. Thus, when an interdisciplinary pair worked together, they could readily share the academic literature relevant to their research problems. That interdisciplinary sharing was especially marked in the combinations of Robert Stern and Tove Hammer and of Larry Williams and Bill Whyte.

Members of the new OB Department shared a commitment to doing basic research, but some felt that a project could be basic and applied at the same time: "basic" in the sense that it involved a search for uniformities in organizational behavior and "applied" in the sense that it also intended to provide practical guidance to people in organizations. There were other department members who were concerned that too much attention to practical problems would contaminate researchers' scientific interests.

This basic-applied research issue arose when some of the department members moved, early on, into studying employee ownership. A grant to finance what was called the New Systems of Work and Participation Program was awarded to Bill Whyte. This originally focused on the Jamestown Area Labor-Management Committee (JALMC), whose creation was facilitated by Lieutenant Governor Stan Lundine, and then on the sudden emergence of worker buyouts designed to save jobs when plants were threatened with closing.

Whyte continued his involvement with JALMC for several years, particularly with graduate student Christopher Meek, who went to live in Jamestown and became a research associate. Bob Stern and Tove Hammer soon joined Whyte and Meek in studying worker buyouts. In the early eighties, they teamed up with Reed Nelson to publish *Worker Participation and Ownership: Cooperative Strategies for Strengthening Local Economies* (1983). Lieutenant Governor Lundine, who had led in the creation of the JALMC, contributed a foreword to the book, which focused on the JALMC and emerging forms of worker ownership.

While these activities and the publications arising out of them established the Organizational Behavior Department as a leading authority on employee ownership and labor-management cooperation in the 1970s and 1980s, they also blurred the line between basic and applied research. Specifically, what happened was that when Tove Hammer and Bob Stern went to Waterloo, Iowa to ask union leaders for permission to interview their members on the Rath Packing Company Board of Directors, the union leaders asked the professors in turn to report on their studies of worker buyouts. Their report so impressed the bargaining committee that Union President Lyle Taylor asked Hammer to serve on the board of directors, representing the workers and the union. With Stern's and Whyte's encouragement she accepted the challenge and became a participant observer on the board of directors of what was then one of the largest worker buyout cases. The union relied heavily on guidance from both Hammer and Ralph Helstein,

former president of the United Packing House Workers. Hammer served for several years until the buyout finally failed and Rath went out of business. Her experience gave her an inside view of the struggle of a union and workers to save jobs and create a more participative environment.

Bill Whyte went on in the late 1970s to extend applied research into the halls of Congress by establishing an informal network that helped create and encourage passage of the Small Business Employee Ownership Act, which President Carter signed into law in 1980. This legislation cleared one hurdle in the struggle to extend employee ownership.

Meanwhile, Harry Trice was pioneering in a study of the effects of alcohol and other drugs on the workplace, thereby launching an interest that would bring him and the school national attention. With co-author Paul Roman, Trice published *Spirits and Demons at Work: Alcohol and Other Drugs on the Job* (1972), which quickly became a classic in the field. Continuing in this vein, Trice developed an interest and expertise in employee assistance programs (EAPs), especially concerning the success of EAPs in dealing with alcoholism and drug-abuse problems. Trice earned international respect for his work, and in 1994 he received special recognition for it from the American Sociological Association.

R. Brinkley Smithers, one of the nation's strongest advocates of the prevention and treatment of alcoholism, recognized Trice's expertise and awarded him a series of research grants to further his studies. Later Trice and then Sam Bacharach and Bill Sonnenstuhl were instrumental in getting the R. Brinkley Smithers Institute for Alcoholism Prevention and Workplace Problems established at the ILR School. This institute has sponsored significant alcohol and drug-related research activity, parts of which have focused on the trucking and airline industries.

Meanwhile, Bacharach developed recognized expertise in bargaining behavior, which culminated in the publication of two books, each co-authored with Ed Lawler: *Power and Politics in Organizations: The Social Psychology of Conflict, Coalitions, and Bargaining* (1980) and *Bargaining: Power, Tactics, and Outcomes* (1981). Lawler joined the department in 1994, bringing with him both the *Journal of Social Psychology* and his own small group laboratory.

From the mid 1960s on, while first international and then national studies were occupying much of the Organizational Behavior faculty's interest, the department was experiencing consistent growth in its doctoral student population. This growth peaked in the 1970s and early 1980s when the department led the country in producing Ph.D.s in the field, with as many as four or five new Ph.D.s going on the job market in a single year. Among those who got their graduate training in the OB Department at ILR are many who have gone on to leadership positions in academia, including John R. Kimberly (Ph.D. '70), who is the Henry Bower Professor at the University of Pennsylvania's Wharton School; Janice M. Beyer (Ph.D. '73), who became a president of the Academy of Management and is currently the Rebecca L. Gale Regents Professor in Business at the University of Texas; David Whetton (Ph.D.), who was a chaired professor at the University of

Illinois until the early 1990s when he moved on to the University of Utah; Craig Pinder (Ph.D. '75) who is now at the University of British Columbia; Howard Garland (Ph.D. '72), who is the Chaplin Tyler Professor and chair of his department at the University of Delaware; and Leonard Greenhalgh (Ph.D. '79), who is chair of his department at the Amos Tuck School of Business Administration at Dartmouth. Others, who earned their Ph.D.s at ILR before the school split into specific departments but who have assumed prominent positions in the field of organizational behavior, include Chris Argyris (Ph.D. '51) now at Harvard, Jim Belasco (Ph.D. '67) now at San Diego, Paul Roman (Ph.D. '68) now at Tulane, Joe Alutto (Ph.D. '68) now dean of the College of Business at Ohio State, and Craig Lundberg (Ph.D. '66) now at Cornell's School of Hotel Administration.

Throughout the 1970s, the department focused on the integration of its faculty with other behavioral science departments on campus. In a short time, in fact, nearly every member of the department had membership in one or more social science graduate fields in keeping with the department's focus on disciplinary teaching and research.

In terms of personnel, the late 1970s and early 1980s were marked by Bill Whyte's retirement from teaching but certainly not research and writing, the departure of Gerald Gordon and Howard Aldrich, and the appointments of Pamela Tolbert and Steve Barley. International research was then at a minimum with only Tove Hammer continuing her work with colleagues in Norway and Bill Whyte concluding his work on Mondragon. The 1990s represented a renewed interest in change and technology and the future of work, while the department lost Steve Barley to Stanford Engineering and started to adjust to a new austerity budget.

Evolution of the Human Resources and Administration Department

by Frank Miller

Departmental Beginnings (Frank Miller, Chair, 1970-76)

Reading 1970s departmental reports in the 1990s engenders two main impressions. First, we were preoccupied with trying to increase the number of full-time faculty members to the critical mass required to do the job expected of us. We were grateful to get substantial help from extension stalwarts like Bill Frank and Bill Wasmuth (and later on, Jennie Farley); but having to depend on the continued tolerance of their bosses made for insecurity, "big time."

The second impression is of how totally dependent we felt on annual state appropriations for the school as the source of financial support. ILR had had reasonably good treatment from Albany for most of the 1945-68 period, and it was not in our culture to consider the department as an independent vehicle for capturing support from non-state sources. One reason for our being so oblivious

to this kind of opportunity (or so it now seems) was the fact that most of the senior members of our department were ILR-trained Ph.D.s. We began our careers in a school that was too small to have departments. When departments did appear on the scene, they seemed to us to be convenient, but minor, additions to school life. Our main loyalties were directed at the school, not the department, and although this had some costs, it also had some advantages.

Felician Foltman, for example, was the most generous contributor to extension activities the resident teaching faculty ever had, as well as being department chairman. Robert Risley, who served two years as deputy industrial commissioner of the state, was acting dean of the school on two occasions, associate provost of Cornell, and director of extension—all major contributions to the school. Frank Miller was director of resident instruction for twelve years, department chair eight years, and graduate field representative five years—all useful school contributions but none programmed to maximize departmental autonomy.

The first title for the new break-away department, Manpower Studies, reflected a shift of interests from the original amalgam inherited from the founding faculty, Personnel Administration and Industrial Education. The new mixture consisted of the traditional personnel activities at the level of work organizations and a new social policy concern, the major work-training efforts undertaken by the federal government to make "hard-to-employ" citizens employable. It was fitting that Felician Foltman, the last remaining ILR professor to specialize in Industrial Education and Training, was the one to introduce his department to the remedial job-training programs that were the heart of the U. S. Department of Labor's Manpower Administration. A member of the National Apprenticeship Council, Foltman was consulted early and often by the Kennedy and Johnson administration officials responsible for launching and coordinating federal manpower programs. Foltman argued persuasively that the department's real mission was to teach and research about the national social-policy issues of making people employable, as well as the work organization's problems of selecting, training, compensating, and motivating its own labor force.

Hence, the name Manpower Studies, seen as having a macro and a micro side, was borrowed from the vocabulary of contemporary Washington and applied to our fledgling department. (Shortly after the department got this label, it began offering a new course, Women at Work, founded by Alice Cook and Frank Miller and continued by Jennie Farley. From this experience, the inherent sexism of our name became the source of substantial embarrassment to then-chairman Miller.)

During this period, we hired a number of people including William Wolf, an established scholar, and Lee Dyer, a brand-new Ph.D. from Wisconsin. Shortly before I retired from the chair, Wolf took me aside to say, in effect: "Isn't there some way we can get Dyer introduced to people at nearby big companies? We have to help our young people make contacts for research and consulting, or they'll never stick around. We owe it to them and to ourselves." I agreed and we did use contacts to get Lee acquainted with nearby industries, the most important of which turned out to be Corning Glass.

The striking thing about this episode was the fact that it never occurred to me that the department had any such responsibility or interest. The fact that Wolf's remarks were a kind of epiphany demonstrates the limits of vision imposed by a constricted definition of what departments could or should be. Unfortunately, this understanding came at the end of my tenure as department chair. Fortunately, the next regular chair was to be my enlightener, Bill Wolf.

Building the Launching Pad (William Wolf, Chair, 1976-79)

The first thing Bill Wolf did after being voted into the department chair was to move the furniture around in the secretarial work space. An industrial engineer before joining academia, he explained that work flow, communication, and visitor reception would be improved by the change. This was emblematic of his take-charge approach and his urge to improve on the status quo. The next thing he did was change the name of the department from Manpower Studies to Personnel and Human Resource Management "to more closely indicate its field of specialization."

After an earlier stint as a visiting professor at ILR, Wolf joined the faculty in 1970, bringing with him a national reputation as a scholar in the fields of personnel and management theory. The author of several books in these subjects and biographer of the Harvard guru of managerial performance, Chester I. Barnard, he was about to become president of the American Academy of Management.

Having taught in business schools at Chicago, Washington (Seattle) and Southern California, he had a fairly sophisticated understanding of the ecology of academic departments. Ithaca's geographical isolation from major centers of business activity struck him as a handicap that called for energetic compensatory measures. And he had plenty of energy for the task.

One of Wolf's major goals was to showcase the school's faculty to leaders in the business world, with an eye toward improving the faculty's opportunities for research and consulting contacts and publicizing the school as a resource for practitioners. He arranged for ILR to co-sponsor the regional meeting of the American Society of Personnel Administrators, although he viewed this only as performing a useful service function, not as serious department building.

Much more serious was his next effort. As soon as Dean Robert McKersie promoted a Founders Fund to honor the earliest cohort of ILR faculty members and to gather proceeds to sponsor new courses designed to bring prominent union and management practitioners to campus, Wolf designed a Founder's course, Top Management of the Personnel Function. This course was meant to allow him to invite a series of top personnel executives to Ithaca to address the students. As a concomitant benefit, these practitioners were introduced to departmental faculty members and got better acquainted with the school's resources.

Wolf's ultimate goal was to promote an annual colloquium in which small groups of prominent personnel executives would meet with ILR professors to discuss major topics of concern to their occupational specialties. Although that goal was not met during the period of Wolf's chairmanship, he did see it inaugurated shortly after he stepped down. His idea that the department could be defined as a marketable entity to the practitioner community was a significant contribution of his term of office.

All this time, Wolf was publishing, teaching, and participating in appropriate national organizations. (His only shortcoming was his California prejudice against the gloomy weather that plagues Ithaca and environs from time to time. He retired early and withdrew to the Pacific Coast where he presumably enjoys the earthquakes, forest fires, and other natural advantages of the garden spots he so frequently extolled.)

The Take-Off Period (Lee Dyer, Chair, 1979-83, and George Milkovich, Chair, 1983-85)

This section handles the tenure of the next two chairs, Lee Dyer and George Milkovich, as a single chapter of the department's history. To explain why, we should jump ahead to an excerpt from an annual report of one of their successors, Robert Risley, which cites a 1986 story from *Human Resource Reporter*, referring to the result of their current reader survey.

To the question: "Which universities do an outstanding job in training future HRM professionals?" Cornell was among the top ten institutions cited. In response to the question, "Which academicians do you consider to be the best and brightest 'stars' in ILR or related fields?" Lee Dyer and George Milkovich were among the leaders named.

When Reggie Jackson came to the New York Yankees from Baltimore, he remarked: "I didn't come here to earn a star. I brought my star with me." Lee Dyer came to ILR in 1971, just after receiving his Ph.D. from Wisconsin. It is fair to say that he earned his star at ILR. One of Dyer's early contributions to ILR was to help recruit George Milkovich, who arrived in 1980 already a star of sorts, having established his reputation after several years at Minnesota (long a leader in our field) and more briefly at the University of Buffalo. Dyer and Milkovich had already worked together as colleagues when George was a visiting associate professor at ILR in 1974-75. After Milkovich returned to Minnesota, they taught similar courses in which Minnesota and Cornell grad student teams competed in tackling the same personnel management computer games. It was during Dyer's first year in the chair that Milkovich was recruited.

With the arrival of Milkovich, the department had two relatively young tenured graduates of prestigious Midwestern graduate schools where departments were traditionally important collectivities that both enhanced and were enhanced by the career excellence of their members. In Dyer's second annual departmental report, he made the statement: "[D]espite many obstacles, the department has

managed to assemble the talent and to generate the intellectual synergy needed to reach its objective of becoming one of the country's major sources of innovative personnel and human resource research." Clearly, the department was aiming for stardom.

Dyer's next annual report goes beyond this already significant expression of intent to present a formally agreed-to statement of purpose, to wit:

"the goal of our department is to become nationally recognized by our peer institutions and constituent groups as a leading producer of:

- Innovative and high quality research
- Well-trained students for positions in business, government and academia
- Up-to-date technical assistance for professionals in the field.

While some immediate progress was made on all these fronts this year, considerable time and effort were expended in sowing seeds that we hope will lead to even greater results in coming years."

This opening paragraph serves as the framework of a collective commitment to achieving excellence, a goal which is attainable only if it is articulated. As a written charter, it provides the department with a reminder of, and an incentive to work toward, its common aims. It is repeated as the lead paragraph in subsequent reports by Dyer and in those of his immediate successors, Milkovich and Risley, and recurs in some form in reports of more recent chairs.

Along with the formal statement, the concluding allusion to "sowing seeds" was especially prescient. Reviewing the years from 1979 on, one is particularly impressed by how much time is required to get results and how much patience it takes to stick with the complex program of development envisioned by Dyer and Milkovich.

Naturally, a major element in that program was the recruitment of young faculty. On the personnel front, John Boudreau arrived in 1981, having completed his doctorate at Purdue, another Midwestern source of prime talent. He was joined the following year by Sara Rynes, who took her Ph.D. at Wisconsin and taught for a year at Minnesota before joining us. So, by 1982 we had four relatively young scholars trained at excellent departments in the upper Midwest. It's worth noting their geographic pedigrees because this is the heartland of superior land-grant university systems (those which turn out scholars comfortable with that blend of academic excellence combined with an orientation to public service that characterizes *Cornell* at its best).

While we're discussing public service, justice requires us to pay some attention to the other, smaller wing of the department, which was devoted to public policy issues. Early on, this was the province of an older generation of

faculty members—Felician Foltman, a leading scholar of apprenticeship training, Robert Risley, an expert on public personnel administration especially at the state level, and Frank Miller, who studied federal-state manpower training programs, particularly in rural areas. Because the remedial job-training effort faltered under the Nixon and Carter administrations and became moribund under Ronald Reagan, this had ceased by the late 1980s to be an academic growth area. In the '70s, though, we were able to attract Vernon Briggs, a labor economist with a national reputation in apprentice and other publicly regulated job training programs and a leading expert on immigration policy. He was joined in the '80s by another economist, John Bishop, who has done interesting research in the important area of school-to-work transition.

While we are fortunate to have two strong scholars dealing with these important matters, until and unless public attention can be captured once again, the growth possibilities seem to lie in the private sector, in what was traditionally "Personnel" but has now pre-empted the label "Human Resource Studies."

In any case, the synergy to which Dyer referred involved Milkovich's appearance and, augmented by later recruits Boudreau and Rynes, led to the collective determination to make the department itself into a star and not just a location where individual stars might appear. Naturally, for the "constellation" to gain recognition, there must be individuals who twinkle brightly enough to attract attention. It is instructive to see how this symbiosis developed in the annual reports.

For example, early on we note that "right now the two best selling personnel texts in the country are co-authored by members of our department." [*Personnel: A Diagnostic Approach*, by Glueck & Milkovich (1982) and *Personnel/Human Resource Management*, by Heneman, Dyer, Schwab, & Fossum (1989). [Editor's note: The latest edition of Milkovich's text, called *Human Resource Management: A Diagnostic Approach*, is co-authored by Milkovich and Boudreau.]]

Appearances before congressional committees by department members, most frequently Foltman and Briggs on matters concerning apprenticeship and immigration, were duly noted. Editorial board service on relevant academic journals was listed collectively for the department, rather than individually. It is clear that department members were urged to serve in this fashion and that such service was seen as redounding to the advantage of the department.

Although "doing good" was seen as instrumental to the welfare of the department, "doing well" apparently became a major preoccupation when state-supplied dollars declined as a proportion of school budgets. The entrepreneurial spirit that characterized schools of business in other land-grant institutions was less conspicuous in Cornell's state-supported colleges. Fortunately, the concentration of departmental recruits from other graduate schools helped to offset that lack. Even so, finding the key to private sector funding did not come easily.

One breakthrough in the 1982-83 academic year, mentioned wistfully in earlier reports, was the acquisition of computer hardware for the department. To start with, this was first and foremost an academic asset:

For competitive, as well as pedagogical reasons,...much of our teaching...now involves courses requiring the use of computers, and this year we have developed a course devoted entirely to the study and use of computer-based personnel information systems. When this course comes on stream in the fall it will be the first of its type in any U.S. industrial relations or business school. The introduction of additional computer work in our courses has meant an increase in the need for hardware and for support of personnel trained in computer sciences. This support has been forthcoming and is invaluable.

The support mentioned here came from the dean (Charles Rehmus), indicating the priority given to bringing the school into the computer age. As for the department, the report continued: "We are now working with a couple of computer manufacturers in an attempt to get ourselves included in their equipment donation programs....the outcome...is uncertain." Dyer's fourth and final report concluded with a graceful expression of satisfaction with the direction the department was heading, tributes to the dean, the new chair, and the members, and the caution that: "we face many challenges, some of them unique to our field, School, and location, and some endemic to higher education itself."

Milkovich began his first report (1983-84) by repeating the department's goals and clarifying the context in which they were made: "The basic structure of our course offerings to MILRs and undergraduates was established in 1981-82 and remains in effect." In other words, a great deal of the time and effort spent in '81-'82, examining and planning what the department was about, focused on teaching as a central and organizing theme.

After describing new courses (some of them computer related, but including Briggs's contribution to the university's new Common Learning Program ("Science, Technology and the American Economy"), Milkovich set goals for the following year as they related to courses. Included in this teaching forecast was the continued effort to seek support from a computer company "through a grant of micro computers for educational and research purposes."

Again, the service of department members as members of editorial review boards was described and quantified. He noted three books published or accepted, Dyer's *Human Resource Planning* (1985), his own *Compensation* (1993), and one by Vernon Briggs (with Ray Marshall and Allan King) (1984) *Labor Economics: Wages, Employment, Trade Unionism and Public Policy* (a reminder of the "macro" side of the department's public policy interest).

Milkovich mentioned, as Dyer had, the continuation of the Colloquium for Personnel Executives, Bill Wolf's brainchild, then in its fifth year. Also noted was the fact that, that year, "five of us will be actively participating in the annual

program of the Academy of Management and the IRRA, giving us a solid presence in the foremost professional organizations in our field."

By the following year, the hoped-for contract with a computer company finally came to fruition with IBM agreeing to a grant for "personal computers, software and related services." Clearly, departmental faculty were waiting for this opportunity. Dyer and Milkovich offered a new course in Human Resource Planning, Milkovich and Rynes one in Compensation, and Boudreau one in Staffing, all geared to computer use. Boudreau also designed another new course, Personal Computer Application in Human Resource Management, which, as "unique in the field, has generated inquiries from other universities, employers and public agencies."

Professors in other ILR departments also received support from the IBM contract, including George Jakubson in Labor Economics and Ron Seeber in Collective Bargaining. IBM's grant soon began to elicit additional payoffs, too. Milkovich and Boudreau each got grants from Cornell's Hatfield Fund to design new ways "to improve undergraduate education through economic analysis."

Over the years, IBM has renewed the original grant. As a result, ILR undergraduate and graduate students have grown substantially in computer literacy with the double advantage of making them better educated and more employable. By 1989 ILR and its related institutes and divisions were able to open up an adult education facility: the Executive P.C. Education Laboratory on campus. The lab provides continuing education to human resource practitioners "who missed the personal computer revolution when they were in college." At the time it opened the facility contained 20 new IBM PC-2 computer work stations linked through a network.

Included under "Looking Ahead" items in Milkovich's final report was one: "Continue efforts to resolve issues related to the configuration and direction of the HRS wing of the Department." As a matter of linguistic and historical interest, "the HRS wing" was being distinguished from the larger "Personnel" wing, and referred to the study of public policy issues, by that time associated primarily with Vernon Briggs. Now (ten years after the report was submitted), human resource management is widely used to mean personnel management in both popular usage (what Fortune 500 companies call the department that used to carry the "Personnel" label) and in academic parlance.

It is made clear from the rest of the report that the problem with the "HRS wing" relates to its falling out of public favor, rather than to the quality of scholarly work done on its behalf. The "public opinion" which determines what areas of academic investigation are interesting and deserve support from foundations or government agencies at any given time consists of judgments by politicians, bureaucrats, and "philanthropoids" as well as academics. The problems of preparing youth for useful employment in a competitive environment, particularly if they are not headed for college, engaged our attention in the '60s and early '70s. Without having been "solved" or mitigated since then, they seem to have lost much of the appeal they once had. This is a source of frustration and

bewilderment for departmental faculty members, whatever their individual teaching/research interests.

At any rate, of the five books proudly listed as produced by department members, two—*Immigration Policy and the American Labor Force*; and *Immigration: Issues and Policies*—were written by Briggs. (The other three were by Dyer, Milkovich, and Rynes and Milkovich.)

Among other noteworthy accomplishments mentioned was the fact that "This year Sara Rynes and John Boudreau won the Dunhill-American Society for Personnel competition with their proposal to study recruiting practices among the Fortune 500." Finally, to show that all good things come to an end, Milkovich predicted that in the coming year the department would:

Redeploy our efforts by reducing our involvement in the V.P. Consortium...and examine other options to more effectively interact with the...professional community. The V.P. Consortium required a considerable investment on the part of our department with insufficient payoffs within the School.

The "other options" proved quite rewarding as the department moved to the next stage of its development.

Attaining Orbit (Robert F. Risley, Chair, 1985-89)

Bob Risley was one of those good citizens, always willing to pitch in to help the university, the school, or the department. So, in the critical year 1985-86, he agreed to take over the chair of the Personnel and Human Resource Studies (P/HRS) Department, allowing Milkovich to concentrate on carrying out the department's game plan. (Dyer was on sabbatic leave, and Milkovich faced a heavy load of special chores as a host of earlier investments began to pay off. It was up to George to keep all those plates spinning, each atop its slender pole on a crowded and confusing stage.)

Risley's first report as chairman repeated the departmental goals statement at the outset and went on to put the department into context, noting:

The enlarged scope of the personnel/human resource function in major [work] organizations. The changing nature of the P/HR functions in organizations and its increased involvement in organizational planning and decision-making requires a greater understanding of broad areas of management and finance. The newly added undergraduate requirement for a course in accounting and finance is in response to this need....department courses have also been enriched by bringing to campus outstanding practitioner leaders to discuss their work. During the...year...18 such practitioners participated in courses.

He described the reasons for increased computer utilization within the departmental curriculum, noting the installation of "communication link(s) to the Human Resource Information Network" that give students in many ILR classes access to "such topics as expatriate compensation, affirmative action and gain sharing." Related additions to computer technology "enhanced the graphics/presentation capabilities of students and faculty."

Turning to graduate education, he noted:

increased recognition of the department's research and the quality of its faculty by those in other Universities, is seen as an important factor in obtaining more (and better) graduate students....competition...for the best...students is keen and the department is concerned about developing better financial support, including business...financed fellowships to help attract them.

To indicate departmental successes thus far, he cited Bonnie Rabin, an ILR grad student, who got national recognition from the American Society for Personnel Administration via a \$5000 "1986 Outstanding Master's Thesis Award," as well as Gloria deBejar's award from the Academy of Management for the Outstanding Research Paper in their Personnel-Human Resource Division. He also described the departmental M.S./Ph.D. Workshop, in which faculty and graduate research projects are reviewed and discussed at different stages of their development.

He continued by mentioning various achievements of departmental faculty, including Milkovich's "Outstanding Research Paper of 1986" acclaimed by the National Academy of Management; newcomer Barry Gerhart's grant from the National Academy of Science's National Research Council to study gender-based pay discrimination; and the continued recognition accorded Vernon Briggs as a contributor to Cornell's Common Learning Program, as well as his designation as a "distinguished visiting fellow" for a week-long teaching visit to New Mexico State University.

In his second annual report, Risley's theme revolved around the achievements and recognition accorded the department and its individual members. It noted that Boudreau and Rynes were granted tenure and promoted to associate professor in the same year they were "unanimously elected to the Personnel/Human Resource Research Group, a new organization of 25 leading young researchers" in the field. It also noted that John Bishop, recruited as an associate professor in the public policy area, came with research and teaching interests—"education and training to prepare people for employment" and "programs designed to employ disadvantaged"—that provide a "bridge between the department's concerns" for P/HR management at the organization level and "human resource policy issues."

That year saw the creation of the Center for Advanced Human Resource Studies (CAHRS), which institutionalized an ongoing relationship between the school and leading business organizations whereby research projects would be

proposed, financed, carried out, and publicized for the mutual benefit of P/HR practitioners and scholars. IBM, already a sizable benefactor in the arena of computer technology, was a major contributor to the inception of CAHRS "by providing a loaned executive, Dick Jacobs, to serve as the Center's Executive Director." From that point on, the center was destined to play a major role interacting with, and facilitating, departmental research and practitioner training objectives. Of course, good things come at a price, and along with the advantages of the center went claims on the time and energies of the department's leading lights.

Meanwhile, other major departmental developments took place. The Army Research Institute awarded a five-year, \$980,000 grant for a research project entitled "Effects of Cost Benefit Information on Human Resource Management Decisions" to a team of three—John Boudreau as principal investigator with Sara Rynes and Lee Dyer as co-investigators. Add this to the Gerhart-Milkovich team working on Gerhart's National Academy of Science grant, and we have the central core of the P/HRS research faculty—two senior stars, Milkovich and Dyer, two rising stars already tenured, Boudreau and Rynes, and the latest addition, Gerhart, moving fast with a good display of momentum and competence. Tribute was paid to Dean Doherty for his support both to the project to increase computer competency and to setting up the Center for Advanced Human Resource Studies, which Risley noted they "expect will be of great importance in the department's efforts for national recognition."

The IBM PC Education Project was showing the tangible payoffs that can accrue to a complex departmental undertaking. Risley appraised its results in various ways. First, he noted that in 1984 when the IBM PC lab opened, 30 different ILR students used it to assist their individual projects in many courses; by 1987, there were 400. Next, he noted that, according to placement director Karin Ash, the computer skills acquired by ILR students made them attractive to job recruiters. Ash observed that many firms rely on these alums to bring them up to date on computer applications to P/HR decisions, which "gives [them] an important competitive edge [toward] faster penetration into the upper echelons of HR decision making." Finally, on the faculty side, Risley noted that Boudreau and Milkovich published a book of HR computer exercises in 1988, and a team led by Sara Rynes (with Gerhart, Boudreau and Milkovich) "developed software to be used by the American Compensation Association" in their professional development program for members. He also noted the growing interest by "other schools" asking how they can set up similar projects, and that IBM had begun similar projects, with other colleges—"clearly a...result of our success." Finally, IBM continued to "keep our facility at the cutting edge" with a supply of late models of equipment to a lab he blithely called "probably still the most advanced of its kind."

He noted that CAHRS, at the end of its first full year of existence, had enrolled its full complement of 35 member firms, each contributing \$10,000 for support. The amount of faculty time required to pull off this phenomenal achievement (it was anticipated it would take 3-5 years to accomplish) was duly

noted, as was Lee Dyer's appointment as faculty director. The department was on its way to stardom!

Any discussion of departmental history that mentions Robert Risley has to reiterate how much he contributed to his department, school, and university, and to marvel at how much he gave in time, energy, and wisdom at an age when retirement loomed, and he had already "paid his dues" many times over.

Flying High (John Boudreau, Chair, 1989-92, and Barry Gerhart, Chair, 1992-present)

Examination of the department's last two regimes suggests that it has achieved the goals it set for itself back in 1980-81: (1) "Innovative, high-quality research; (2) Well-trained analytical students... (3) Research-based technical support for practicing professionals." John Boudreau's first annual report declared that "The Department *maintained* its national and international leadership in scientific research," and proceeded to describe impressive achievements in this area. It also reported extension workshops conducted by Gerhart and Boudreau to develop computing skills in HR managers, and seminars for top-level HR Vice-Presidents:

to provide hands-on experience with computer tools, and to design computer applications in their organizations. These efforts inspired IBM to establish a new personal computer laboratory in Extension dedicated to professional education.

The spillover effects of this achievement included a \$1 million facility for Cornell's School of Hotel Administration, along with the \$2 million ILR Extension facility.

IBM was also inspired to expand its academic support to other leading universities in the field, bringing the school psychic income the following year when it hosted the first-ever IBM PC Education Forum. This event allowed ILR to play teacher to professional colleagues from prominent industrial relations and human resource management programs. Among the "students" were most of our major competitors: Michigan State, Michigan, Minnesota, Wisconsin, Illinois, Purdue, Rutgers, and others. (Contemplating this picture of ILR pre-eminence among its peers, we may be tempted to cry: "God! Is this a great country, or what?" But that would be mean-spirited. Let us resist such temptations, right?)

Moving on to the second of what Boudreau called "two unique institutional systems" that support the department's thrust toward excellence, CAHRS, he noted that building on the major contributions made by two human resource executives, Richard Jacobs ('87-'88) and Martin Kennedy ('88-'89), the department was able to recruit Dr. Albert Brault, a highly valued HR practitioner from Kodak, to a more permanently defined position as Executive Director.

Boudreau described CAHRS as providing "leading edge research to improve HR management practices, enhance the performance and equitable treatment of employees, and promote organizational effectiveness," and in the process, tapping

"desperately needed new research resources for the ILR School," such as funds to support grad student research assistantships, research associates, and faculty summer salaries. A major source of support for internal departmental faculty research projects, Boudreau noted CAHRS also benefits other departments. In its previous BiAnnual Report, for example, of the 24 people identified as CAHRS supported researchers, only 14 were HRS-connected faculty members, research associates, and grad students. Of the rest, nine were members of other ILR departments, and the tenth was an ILR Extension associate. In this regard, CAHRS resembles the IBM PC Education Project in that although created by departmental needs, once in place it has brought spillover benefits to other ILR faculty and, of course, the school, and even the university as a whole.

An important new emphasis in this stage of departmental development was its expanded presence in international aspects of the field. The increased importance of multinational corporations (including their running American operations and our running overseas operations) made such a change inevitable. Although we had had Australian visiting professors from the '60s through the '80s, our first true comparative focus came with Visiting Scholar Antonio Ruiz-Quintanilla's course, International Human Resource Management, in '90-'91. (He is now a senior research associate with CAHRS.)

Major international impetus came in 1991 when Vladimir Pucik came into the department. Formerly at the University of Michigan Business School, Pucik had extensive teaching experience in Japanese universities and had done HR research in Central Europe. Author or coauthor of three books and fifteen refereed articles, he wrote an amazing fourteen book chapters, most of them about Japanese HR practices at home or overseas. Four of his publications were written in Japanese, including "Key Issues Facing Perestroika in Eastern Europe" and "Economic Reforms in Eastern Europe and the Role of Japan." A pair of his articles in *Japanese Trade and Industry* were entitled "American Managers, Japanese Bosses" and "Japanese Managers, Foreign Bosses." Obviously, the department's sophistication in international HRM matters was enhanced by his arrival.

The department's commitment to international matters was too serious to give its foreign affairs franchise to one person, however. Other faculty were quickly employed in two parallel ventures. Relations with major Central European universities—Charles University in Prague and Comenius University in Bratislava—were established under the Central European Human Resource Education Initiative, funded by the Mellon Foundation. By its third year, the initiative had involved as teachers all then-current department members but Bishop and Briggs.

The second venture, which is offered through CAHRS, combines an annual five-day International HR Executive Development Program, held in Ithaca, and several "offshore" programs. Annual three-day Executive Education Seminars have been offered in Tokyo, Singapore, and Hong Kong since 1993, and in Kuala Lumpur since 1994. A Korean group came to Ithaca in 1995 for a similar week-

long program. The seminars involve all the major department members who have HRM interests.

It is worth noting that the contribution of CAHRS to HRS achievements is not one-sided. Pucik as director of international programs joined Dyer, academic director, and Milkovich, research director, in devoting substantial time and effort to the operation of CAHRS. Increasing cooperation between ILR Extension and CAHRS reflects a symbiotic relationship powered in large part by HRS faculty effort. By adding Pucik to the team of Dyer, Milkovich, Boudreau, and Gerhart, the department retrieved the critical mass it had enjoyed on the HRM front before Sara Rynes left.

In 1993, by the way, the department had adopted a new name, Human Resource Studies, reflecting the fading of the term "Personnel" from fashion. That lobe of the department's brain is now called Human Resource Management, or HRM, to distinguish it from the macro or Human Resource Policy (HRP) side.

So today's department has arrived at the goals set under the game plan jointly conceived in 1982 by Milkovich and Dyer. It ranks at or near the top of a large number of university or college groups with similar assigned responsibilities. Its texts, articles, book chapters, and papers receive respect from their peers. Its graduate and undergraduate students are sought after. It commands attention from its professional constituencies in business and industry, academia, and government.

As time goes by, its members continue to achieve awards and prizes. Milkovich now holds the M.P. Catherwood Professorship. Dyer is a Fellow in the new National Academy of Human Resources. Barry Gerhart and Timothy Judge have become members of the Personnel/Human Resource Research Group. Milkovich and Gerhart won the 1991 scholarly achievement award from the Academy of Management's HR Division. Gerhart has joined Dyer, Milkovich, and Boudreau in the winners' circle of best-selling text authors with *Human Resource Management: Gaining Competitive Advantage* by Noe, Hollenbeck, Gerhart and Wright (1994). Judge has just been named recipient of the 1995 McCormick Award for Distinguished Early Career Contributions by the Society of Industrial and Organizational Psychology. Theresa Welbourne is one of Cornell's Clark Professors of Entrepreneurship. The reputation of the department's present members and of its resource-rich environment helps attract new talent despite the handicap of Cornell's statutory salary structure.

On the other side of the department's jurisdiction—social policy—Professors Bishop and Briggs continue to teach, publish, and testify in a way to attract favorable attention from *their* public and academic constituencies. It is clearly the case that the department and the school have a symbiotic relationship. The well being of the department is nourished by the school as the well-deserved tributes to recent deans in annual department reports attests. Similarly the school flourishes to the degree that departments do a good job.

Many of the problems now faced by the school and the department are caused by the increased demand for time and attention generated by past success. Those problems are formidable, but preferable to ones generated by obscurity and mediocrity.

11.

LOOKING BACK

Alumni Views of ILR

by Vicki Saporta ('74)

I wanted to go to Cornell for as long as I can remember. Like many in the ILR School, I wanted to be a lawyer. But during the summer of my sophomore year, I had the opportunity to work for the Teamsters Union, a job I learned about through ILR. Afterward, I couldn't wait to graduate and become a Teamster organizer.

It was unusual for the Teamsters to hire a young woman out of college to be an organizer, and I've always felt honored and privileged to work in the labor movement—to have the opportunity to make a difference in people's lives.

In many ways, my life has been shaped by the people I've helped to organize:

- I still feel responsible for those committee members who lost their right to live in a beautiful national park because they were unfairly fired from their jobs after we lost a representation election.
- I still share the frustration and pain of the nurse who broke into tears because one of her patients died during the night and she never had the chance to comfort him because the hospital was so short-staffed.
- I am still outraged that workers were exposed to severe mercury poisoning and the company refused to do anything about it, trying to avoid their responsibility by making the ridiculous claim that the workers had eaten too much fish.
- I am still motivated by the father who brought his child to a rally, pleading for assistance to organize because he wanted a better life for his daughter and didn't want her to suffer the indignities that he and his father before him had suffered, working for the same company.

I've always found that whatever I put into my work, I've gotten back many times over, through the people who have opened their hearts and lives to me and placed their trust and confidence in me.

Similarly, I have found that when I have given my time and energy to various activities of the ILR School, it has also been a rewarding experience for me—whether it is inspiring a student to get involved in the labor movement when I visit Ithaca or motivating trade union members or organizers in forums held by the extension division in New York City.

I remember when I was considering where to go to college, a friend of the family told me that it wasn't only the quality of an education that was important, but also the people I would meet and how important those personal contacts would be.

Wherever I am working, I run into ILR graduates, in labor, management, and government. I can't think of another school that has so many graduates who have distinguished themselves in the field of industrial and labor relations.

In a field with so many opportunities for misunderstanding, that deals with so many difficult problems, it helps to have the common ground ILR provides—whether it's Jean McKelvey's arbitration class or the seemingly endless winters of Ithaca. That common ground sometimes makes it possible for a union organizer and a management attorney to come together in a nonconfrontational atmosphere to talk about issues of mutual concern and perhaps even come up with a solution to an existing problem.

In most of the developing world, working conditions are deplorable—from textile factories in the Far East where women slave under conditions that rival those in the United States at the turn of the century to industrial plants in Mexico where many work with dangerous chemicals and materials without proper protection. American unions need to work cooperatively with the unions in those countries to improve conditions and raise workers' standards of living if we are going to be successful in negotiating improvements for workers in the United States. One of ILR's missions should be to prepare students to effectively meet the challenges of operating in this global economy.

Vicki Saporta, whose career with the Teamsters began in 1974, was made director of organizing there in 1983. Saporta prepared and provided testimony as the union's expert witness on proposed legislation before the U.S. Congress, state legislative bodies, the NLRB, and the National Mediation Board. Recently, she left the Teamsters and launched Saporta & Assoc., a consulting firm.

by Stanley Aiges (GR '58)

I attended Brooklyn College and felt that I was drifting aimlessly, and rather than continue to do so, I dropped out in my junior year and started to "shape" full-time at the *Daily News* as a truck driver. When I got back from the Korean War, I had amassed enough seniority to hold a regular full-time position at the *News* and I returned to driving a truck.

I must say, I was happy driving a truck. It was a carefree, well-paying, relaxed life. My future wife encouraged me to think there might be more in the world that I could aspire to. She urged me to return to college where, newly motivated, I did well in my labor economics major. We were married in my senior year.

That was the year I met Jack Sheinkman, a classmate of my brother-in-law at Cornell Law School. It was through them that I first heard of the ILR School.

Once at ILR, I worked under Jean McKelvey, a person who has been a strong influence in my life. I'll always be deeply in debt to her. She awakened my interest in arbitration. One of the great, fortunate breaks in my life was that I got the opportunity to become Jean's teaching assistant. She took me to my first arbitration hearing, in Horseheads, New York.

My recollections of my time at ILR are rooted in work, work, and more work. That wasn't atypical of my peers in the graduate program. None of us seemed to have time to blow our nose! Perhaps it was because most of us were veterans, older and married. Frats, football games, festivities just weren't part of our experience. Carefree we weren't.

It is hard for me to wax sentimental over a very hard time in my life. My more cherished memories are rooted in the experience of learning under Jean McKelvey, Milton Konvitz, Maurice Neufeld, and others. They—the faculty—made ILR what it was. Their insights, their experience, their sharing, their inspiration are what I remember best. They set the tone. They bridged the gap between the "real world" and academe.

I suppose that if I were to point to a major turning point in the history of the school, it would be the time the tide began to turn from an appreciation of the pragmatic side of labor relations to a denigration of it. The day the "academic" curve crossed over the "pragmatic" curve, the balance was lost. I, for one, regret that happened.

Having earned an MILR degree in 1958, Stan Aiges has spent almost 40 years applying his knowledge as a successful arbitrator.

by Jack Sheinkman ('49)

My transition in August 1946 from a 19-year-old navy veteran to a student at the ILR School at Cornell was an opportunity for me to fulfill my ambition to play a role in later life in the American labor movement. It was also a challenge nurtured by the role played by my idol, Eugene Victor Debs, and espoused as a union and political leader, as well as by my schooling in the Workmen's Circle schools.

I always knew I wanted to work for the labor movement. I came to the ILR School with that idea in mind. Because my father was a Socialist I became interested in the labor movement at an early age. Now I'm a trade union leader, and I am also a true capitalist—as chairman of the board of a very successful bank (the Amalgamated Bank of New York). So I have achieved the best of all possible worlds.

When I got to Cornell, I found it highly segregated on religious and racial grounds. There were Jewish fraternities, non-Jewish fraternities, some Catholic fraternities, and so forth. Even rooming assignments were made along those lines. One day Sam Sackman (another ILR student) and I started to talk about the situation, and we decided we ought to try to change it. We met with President Day and explained to him what we were trying to do, assuring him that our efforts were not an attack on Cornell. Day said that if we raised \$50,000, Cornell would provide us with a house. So, in 1947, we went out and raised the money.

There weren't many blacks at Cornell, of course, but we had three in the house, along with Protestants, Catholics, and Jews, Chinese, and one Hawaiian. After we got the house started, we ran a conference on integrated living for which we brought in Eleanor Roosevelt. There were some stirrings among the fraternities around the country, and we wanted to get others going in the same direction.

The ILR School exposed me and my fellow students to a curriculum intended to provide future practitioners in the field of industrial and labor relations with a common, shared educational background. It enabled us, irrespective of the path we followed, to shape the course which labor and management followed in dealing with one another. The goal Senator Ives and Judge Groat sought was achieved when Bill Asher, serving as director of labor relations for the Xerox Corporation, and I, as general counsel of the Amalgamated Clothing Workers of America, started dealing with each other. That coincided with the growth of Xerox Corporation as a pioneer in its field and continued as the company faced serious competition, particularly from Japanese companies. The relationship between Xerox and the Amalgamated became a beacon of how collective bargaining and worker empowerment could effectively assist a company expanding and meeting the challenge of competition in a global economy.

When the Service Workers Union sought to organize the service employees at Cornell, I was serving as student council president. I called other student leaders together to meet with the union representative to try to gain their support for the organizing drive—an attempt which ultimately failed. What I learned from that failure assisted me in organizing a paper bag plant in Brooklyn as a summer intern for the Pulp, Sulphite and Paper Mill Workers, which helped launch me on my career.

Jacob S. Potofsky, president of the Amalgamated Clothing Workers of America, came to ILR to lecture on the history of collective bargaining in the men's tailored clothing industry in which the union brought stability and cooperation to a highly fractured industry. This interaction was highlighted in the National Planning Association's study of "Causes of Industrial Peace," which described the union's experience with the Hickey Freeman Company in Rochester, New York. Little did I realize that I would thereafter be designated a Hillman Scholar, or that one day I would lead the negotiations in that industry.

The unwritten social contract between American business and labor, supporting collective bargaining and, perforce, the vital role that unions play by empowering workers, was enhanced by the courses taught by the ILR faculty. Almost 50 years later, that unwritten social contract has been largely shattered by American business, resulting in a decline in the standard of living of American workers. The challenge the ILR School faces today in shaping its curriculum in the new international environment is more difficult than its founders could have envisioned.

Jack Sheinkman is currently chairman of the board of the Amalgamated Bank of New York and of the Amalgamated Life Insurance Company, both founded by the Amalgamated Clothing and Textile Workers Union, of which he is president emeritus. He is also president of the Americans for Democratic Action and he serves as a member of the President's Advisory Committee for Trade Policy and Negotiations. A chair has been established in his name at ILR.

by Walton Burdick ('55)

For the last fifty years the ILR School has been preparing students to anticipate and lead during a period of the greatest change in the history of free enterprise. The rate of change has accelerated in every dimension of our lives—science, medicine, technology, communications, and information processing. The successful human resources executive today must determine policies that, in the face of the career and value shifts likely to accompany these changes, will be in the best interests of employees and therefore in the best interests of the organization. This rapid change is compounded by intensified international competition. It is also influenced by the rapid changes in the demographics of the

work force and the emerging new societal priorities so important to employees today.

The competitive reality and the changing work force have demanded greater emphasis on fundamentals, as well as on new and innovative initiatives. The priorities today require greater focus on basic human relations, better skill utilization, greater participation of employees in the workplace, flexible work schedules, employment security, preventive health and safety, personal privacy, social responsibility, and corporate citizenship. Most of all, employees want to work in a highly communicative environment where communications go upward as well as downward.

Put simply, those who enter human resource management today must be prepared to deal with the fundamentals—to provide the framework, the environment, the policies, and practices to assure the effective management and utilization of an organization's most valuable resource—its people.

With all these complexities today, one must be particularly appreciative of the ILR education. The training was invaluable, far more important than a "technical" or "vocational" education, because one was prepared to think and to deal with the changes and ambiguity that are everywhere in this field.

During my years at Cornell, my interest in entering the personnel field was almost singular among my classmates. Most of them were interested in labor relations, either from the labor side or the management side. Actually, there is great similarity in the concepts and principles we all apply in doing our jobs—effectively managing and motivating human resources. I felt then, and still do, that the personnel field is the growth area of the future.

While at ILR, I prepared myself for the future by taking a wide range of courses and, at the same time, enriching my education with courses in the humanities. I found that the debates and discussions at ILR sharpen one's perspective. I developed a conviction there that a person ought to have an opinion on everything—international matters, social questions, human relations, psychology...everything.

Opportunities in human resource management have grown at a remarkable rate over the last 50 years, and there is every reason to believe that growth and importance will continue. The proof is apparent when one notes the growth in professional organizations in this field, the number of advertisements in major newspapers for human resource skills, and the high demand and compensation for college graduates from schools like ILR. I can think of no better place to prepare for the opportunity, challenge, and reward of the future than the ILR School at Cornell.

Walt Burdick retired from IBM in 1993, having spent 38 years there and worked directly with 6 of the 7 company's CEOs. Burdick served on the National Commission for Employment Policy and is widely regarded as the founding chairman of CAHRS at ILR and of the National Academy of Human Resources. A Groat Award winner, Burdick is currently chairman and CEO of a group of Metropolitan Life Insurance-owned companies.

by Jack Golodner ('53)

Long before I knew of the School of Industrial and Labor Relations, I was taught the value of work as a source of human dignity. In a home filled with music and art, I learned the preeminence of human creativity, and I began to understand that machines, corporations, organization, governments—all the things that man creates—assume a value in proportion to the contribution they make to the ability of the individual to continue creating, contributing, and realizing his and her innate powers.

Industrial jurisprudence and the system of collective bargaining make it possible for modern man to work and even grow within an institutional framework without dissipating energies in constant conflict. Because nine years after the enactment of the Wagner Act the ILR School dedicated itself to preserving and enhancing this concept, I was attracted to it and enthused. I am still enthused.

Currently the director of the Department for Professional Employees, AFL-CIO, Jack Golodner won the William B. Groat Award in 1979. While at ILR he received both the Sidney Hillman and Daniel Alpern Awards and worked for the New York State Department of Labor, the Brooklyn Navy Yard, and the United Mine Workers.

by Robert H. Bluestein ('67)

ILR addressed the social and economic issues of the times and sought to provide students with the tools to find solutions to many of the problems confronting society in the mid- to late-sixties. This was a period easily described as volatile, evolutionary, and sometimes revolutionary.

As would have been the case at any vibrant institution, the curriculum and the students at ILR reflected those times. Teachers like Maurice Neufeld, George Hildebrand, Alice Cook, and Duncan McIntyre left indelible impressions on their students. The fact that I can recall their names and vividly remember their classes after 30 years offers glowing testimony to their presence and impact.

It would seem to me that the mission of the school must change as society changes, and the challenge of the school will be to evolve with the times. We learned then, as students are learning today, that social and economic problems do have resolutions, suggesting the continuing need for the ILR School to search for solutions to problems of tomorrow.

Looking back, I think of the ILR School and Cornell as a wonderful and exciting place to have been. Not a day passes when some reminiscence or aspect of our ILR education does not reappear. I feel fortunate to be a part of the ILR School's legacy.

Robert H. Bluestein has spent his career in the securities industry, serving as vice president of Goldman Sachs & Co. from 1977 through 1990, and founding a private investment management firm in 1991. Currently president of R.H. Bluestein & Co., he serves on the Cornell University Council's Board of Trustees and is national co-chair of the Cornell Capital Campaign for the ILR School.

by Susan Glycopantis ('59)

My memories of ILR and Cornell are mostly colored by events that have occurred since I left there. One such event happened at the Cornell reunion in June 1995. I was sitting in the courtyard just before the ILR School reception and fell into conversation with another woman ILR graduate of "my generation." We were remembering how few women there were in the school in those days, and I learned for the first time that the primary reason for this was that women in that era had to live in the dorms and the allocation of rooms for ILR women was very small. This piece of information solved a personal mystery. I had entered the College of Arts and Sciences at Cornell and applied to transfer to ILR in the middle of my freshman year. (My father had suffered a severe illness, and I felt that I needed to follow a more vocational route in order to help my family.) Personnel management sounded vaguely interesting, but in truth I knew nothing about it or about labor relations. I went for an interview and performed miserably, I thought. So I packed my bags, feeling there was no hope. I was utterly astonished when an acceptance letter arrived. Of course, I now realize, 35 years later, that I was probably accepted because I already had a room in the dorm! They could afford to take a chance on me!

Another memory is that of going to hear Clement Atlee in Bailey Hall. He talked about Europe, and I was very impressed. Little did I think then that I would spend almost my entire career teaching industrial and labor relations in English universities.

Susan Glycopantis is a labor economist with graduate degrees from the University of California, Berkeley, and the University of London. Currently programme leader for the MA Human Resource Management course at the Business School at Middlesex University in London, she is a corporate member of the British Institute of Personnel and Development and a Fellow of the Royal Society of Arts.

The Creation of the Alpern Scholarship and Prize

by Jerome Alpern ('49)

Daniel Alpern, a member of the Class of 1946 who was a junior in the College of Mechanical Engineering when he left Cornell in June 1944 at the age of 18 to enlist in the U.S. Navy was my brother. While at Cornell, Danny ranked in the top of his class in the Administrative Engineering in Mechanical Engineering (AEME) Program; he was also managing editor of the *Cornell Widow* (Cornell's humor magazine), an engineer and performer with the Cornell Radio Guild, and president of Sigma Alpha Mu (SAM) Fraternity.

In January 1946, Danny wrote the ILR School admissions committee from Korea expressing his desire to transfer to the ILR School, where I was a member of the first freshman class. I had lived with Danny in the SAM house for six months, from December 1943 to June 1944, while I attended Cascadilla School, the prep school located in Collegetown. I often brag that at the tender age of 16 I was the valedictorian of the Class of January 1945 at Cascadilla School, but then I confess that I was also the last man in the class because I was its sole member. You can imagine my senior prom—tap dancing by myself at the Royal Palm Cafe.

On February 20, 1946, one month after writing his letter, Danny was drowned at sea while on active duty with the navy. Devastated by Danny's death, our parents—Harry and Sophie Alpern—wanted to establish a living memorial to him. After consulting with ILR's director of student personnel, Donald Shank, they decided on a scholarship fund in Danny's name, recognizing both scholarship and need and thus assisting students in paying for their education at the school. The Daniel Alpern Memorial Fund, which was the first scholarship program in the school, has assisted nearly 300 students since its inception in 1946.

In 1948, our parents established a second memorial, the Daniel Alpern Memorial Senior Prize. This prize is awarded to seniors chosen by the faculty as outstanding on the basis of scholarship, leadership, and service to the ILR School.

An impressive roster of students have received recognition through the scholarship fund and the prize. Some of the 102 prize winners have fulfilled that early promise by being recognized later in their careers with a Groat Award, given

to alumni who are outstanding because of both their contributions to the field of industrial and labor relations and their service to the school. These dual Alpern and Groat awardees are Jack Sheinkman, Eric Jensen, Gerry Dorf, Dick Goldstein, and Jack Golodner.

Our family is particularly proud of the fact that the Alpern Prize co-winner in June 1961 was David Lipsky, the current distinguished dean of the ILR School. I often tease Dave that he obviously owes his appointment as dean to the fact that he was the only candidate who could claim on his resume that he had won the Daniel Alpern Memorial Prize.

Since both Harry and Sophie Alpern passed away in 1972, my wife, Enid L. Alpern ('47 Home Ec), and I have assumed both the pleasure of supporting these funds and the satisfaction of meeting and hearing from many of their recipients. We are in their debt because of the distinction they have brought to the awards and for the help they have given us in honoring Daniel Alpern's memory.

Jerry Alpern is senior partner of Alpern and Alpern, business and financial consultants, and of Alpern and Son and Alpern Investments Co., family investment partnerships. A member of the first ILR School class, he was the first double registrant in the ILR School and the Business School. Active for over 35 years in Cornell organizations, he is a life member of the Cornell University Council, has served on the ILR School Advisory Council, and was one of the five alumni to establish the ILR School's Founders Fund. Alpern was also chairman of the school's 40th Anniversary Committee. In 1994 he endowed an Alpern Family ILR Dean's Discretionary Fund.

A Professor's Perspective

by Robert Aronson

Looking back over the 44 years of my relationship with the ILR School and Cornell University, I feel extremely fortunate, having been rewarded in a number of ways both personal and professional. But in September 1950 that assessment would have seemed quite unlikely. Most of us who choose academic life as our occupation expect to be appointed ultimately, if not initially, to the faculty of an institution with well-defined and familiar characteristics. The educational mission, the quality of its students, and the reputation of its faculty would be well known. In the fall 1950 semester, however, the ILR School seemed to violate almost every conventional canon of academic respectability. Its subsequent development toward the strong and much more conventional institution that it is today is the subject of this memoir.

In almost every respect, the ILR School in 1950 seemed the wrong place for me to be. The unprepossessing physical plant, a too-literal reminder of nearly four years of military service, was slightly depressing. Though emphasizing the preparation and training of industrial relations practitioners, the location was geographically about as remote as one could imagine from the hurly-burly world of collective bargaining, personnel management, industrial training, and so on. "Centrally isolated," as my colleague Don Cullen once described Ithaca, had a double meaning with respect to the ILR School.

There were other even more significantly odd features, especially given the school's location at a major research university. The first two deans, one a politician and the other an agricultural economist with no formal training in the field of industrial relations, did not appear to have the right credentials for leadership in that field. Most of the senior faculty, even with the right credentials, had nevertheless been otherwise engaged for the larger part of their careers. They were people who had served in private industry or, because of wartime exigencies, in government. Only a few enjoyed instant name recognition in the field of academic industrial relations.

The established canons of academic respectability were further violated in the appointment of junior faculty. The conventional wisdom in most Ph.D. degree-granting institutions is against first-time appointments of their own graduates to the faculty. Usually a prior period spent elsewhere before returning "home" would be expected, if not required. One or two appointments without such outside experience might be overlooked in cases of special merit. At ILR in the early 1950s, however, except in the areas of statistics and, for one appointment, in labor economics, the junior teaching and research faculty were with few exceptions either graduates of the school's own Ph.D. program or of closely associated programs at Cornell, presumptively the clones of their mentors. The implicit assumption was that of a unified faculty engaged in a common enterprise and, in principle, interchangeable.

The original design of the program also seemed to have no predecessors in its own field. The organizational structure was tripartite, as it is today, reflecting the school's three-fold mission of teaching, research, and extension. Although there already was an extension division staffed by specialists in adult and labor education, all other faculty were expected to be "triple-threaters," contributing to all three parts of the school's program. It was somewhat questionable in my mind, however, whether a model that worked reasonably well in vegetable crops or animal husbandry could work in an ideologically and politically contentious field such as industrial and labor relations.

Another odd feature was how much the school's academic program subdivided the subject matter. In my own previous and probably typical experience, labor relations was usually taught in departments of economics. The entire range of subject matter was usually encompassed in no more than three or four graduate or undergraduate courses. Based on that experience, I could not

help but be skeptical of the fine-tuning of the curriculum at the ILR School in its early years. Including economic and social statistics, at the graduate level an M.S. or Ph.D. candidate could choose major and minors from among eight subjects presumed to be distinctive areas of specialization. It was thus possible for graduate students to complete the requirements for a research degree without stepping outside the school.

The same degree of specialization was reflected in the undergraduate offerings. Personnel management or administration, normally taught in other universities outside departments of economics, accounted in part for the extended subject-matter specialization. But elective offerings in each of the subject-matter areas added to the impression of overspecialization. I wondered whether the state of knowledge in industrial and labor relations at that time (or since) could support such a curriculum. (Was it perhaps a make-work program for otherwise underemployed faculty?)

On a more positive note, school administration was much simpler in the first 15 years. There was no formal department structure. Transactions between faculty members and administration were direct and often highly individualized, resulting in wide differences in pay for faculty presumptively equal in qualification and length of service. The absence of a multilayered administrative structure meant that proposals for new ventures were usually acted upon, one way or another, rather promptly.

Finally, there was the initial skepticism—if not hostility—to the school on the rest of the Cornell campus. Professor Royal Montgomery, who had been teaching labor relations courses in the Department of Economics, saw no need for an institution such as ILR despite his joint appointment in the ILR School's faculty. There were perhaps others, less vocal, who shared his views. Then there was the (unfounded) belief that the school's faculty was loaded with strong pro-union advocates, who would subtly undermine student beliefs in the merits of capitalism. How widespread or deeply held such views were in the Cornell community cannot be known. They were symbolized by the references to the school's first physical plant as the "Kardboard Kremlin," which, of course, could also be interpreted as a tongue-in-cheek expression of welcome to a new unit.

The contrast between the school in fall 1950 and its contours and reputation as it approaches its fiftieth anniversary is very marked. Although the tripartite structure remains intact, in practice it has been very much modified. Extension is virtually a specialized and semi-autonomous function, staffed by specialists. Faculty, whose primary assignment is undergraduate and graduate instruction, are not expected to participate in the extension program, and few do so.

Externally the school is recognized both nationally and internationally as a major center for study and research in its field. Whether the intention of the New York State legislature in 1945 was to establish a unit primarily serving the state's

own citizenry is not clear, but the ILR School has certainly outstripped such an intention. The faculty as a whole is widely recognized not only for its scholarly contributions in industrial relations, but in some cases also in the basic social sciences. A number of new programs, "initiatives," and centers have been established. The ILR Press, with a growing reputation as a publisher of significant new work in the field, is solidly rooted. And the journal, the *Industrial and Labor Relations Review*, despite the proliferation of other industrial relations journals since its establishment, continues its commanding lead in the core subject matter that make up the field.

On the Cornell campus the school is respected for the strength of its teaching and research. In all of its subject-matter fields faculty are members of other graduate fields and, in some cases, also hold joint appointments in one or another social science or humanities department. ILR undergraduates enjoy an excellent reputation as students whom faculty in other parts of the university enjoy teaching. Departmental seminars and workshops often attract the interest and participation of faculty and graduate students from elsewhere at Cornell.

The evolution of the ILR School from its inauspicious beginnings to its present-day position did not, of course, occur overnight. The history of this evolution is still to be written, so that my undocumented observations are only speculations.

The location of the school at a major research university such as Cornell and the strong support of the legislature of the state of New York were necessary but not sufficient contributing factors. Despite the cloudiness of the initial years, the school benefitted from that relationship in several ways. First, undergraduate and graduate students of high quality were attracted to the school by the reputation of Cornell and the prospect of degrees bearing the university's imprimatur, as well as the lower statutory college tuition. Second, there was a spillover effect from the established departments, especially in the social sciences and humanities, of the expected standards of teaching and research. Third, of course, were the library resources already in place while the school developed its own, ultimately first-rate collection. The school might have been located elsewhere within New York State, perhaps even in New York City where a number of institutions, such as Columbia or New York University, already had established reputations of long-standing in the field of industrial and labor relations. Possibly the extension function, already well-established in agriculture and home economics, made Cornell a better choice.

Wherever located, the school could not have developed and flourished without adequate support of the legislature. That this help occurred in its critical early years was by no means automatic, given the many competing claims on the state's budget. The financing of the school's program required aggressive action and contacts with important members of state government. In this respect, the school was fortunate in its administration and faculty. Both Dean Irving Ives, who had served in the New York State legislature, and Dean Martin P.

Catherwood had long and intimate connections in state government. Several faculty members, notably Leonard Adams and Maurice Neufeld, had also held important positions in that government. Budgetary negotiations in the days before the establishment of the State University of New York tended to be directly with the relevant committees of the legislature so that personal knowledge and access were very important.

Still another factor, indeed one that may have been the turning point toward a greater emphasis on scholarship and a more cosmopolitan outlook, was the formalization of departments. Coinciding at least roughly with the relocation of the school from the unlamented Quonset huts and war surplus buildings of its first years to the new and renovated construction on the former site of the College of Veterinary Medicine, departmentalization may have had at least two beneficial results. First it enhanced identification with the basic social science underlying the department's subject matter. Instead of the amorphous field of industrial and labor relations, faculty could identify themselves as members of an applied branch of the department's social science base. This identity was particularly appreciated by the economists and the behavioral scientists, perhaps less so by faculty in the history, labor law, and collective bargaining conglomerate.

A second beneficial result of departmentalization was an increase in the degree of autonomy vis-à-vis school administration. Although the office of the dean retained some control over the implementation of the curriculum, decisions about elective course offerings, teaching assignments, and especially the appointment and retention of faculty became departmental matters informed more or less by the subfield's particular understandings and common standards. A kind of benign competition to increase a department's reputation both inside the school, especially with students, and outside emerged to the benefit of the departments, as well as the total institution.

The development of the departments prompted occasional complaints of fragmentation and lack of communication and, especially, a lack of collaboration across subject-matter lines. Efforts were made now and then to promote interdisciplinary research and teaching, but only a few came to fruition. Since there had been little interdisciplinary activity before departments, however, their establishment could hardly be blamed for the loss of a common vocabulary and cooperation within the school.

More or less coincident with, and partially because of, departmentalization there was a marked increase in the diversity of faculty academic background and training. Although overall faculty size did not change much from its initial years despite a continuing increase in undergraduate and graduate student enrollments, replacements to vacancies created by retirements, deaths, or resignations were recruited consistently from graduate programs in other institutions, in the case of junior appointments, or from among a cadre of individuals with proven records of accomplishment and experience located in sister institutions in the case of senior appointments. The search process and evaluation of appointments became a

departmental matter and much more rigorous and formalized than in the days of my own appointment.

Of course, some mistakes were made. No appointment process can be infallible. Yet by and large the diversification of faculty background (which, in all fairness, I note was initiated and carried out by the school's homegrown faculty members) proved its worth. It introduced into the school's curricula a number of new course offerings reflecting changes in the economic, social, and political environments of its "real world" counterpart. It accelerated the introduction of new methodologies, thus keeping ILR's research output in tune with the requirements of most leading academic publications.

Finally, in my judgment, the most intangible but also most important factor in its evolution is its long-standing tradition of self-criticism and self-examination. Perhaps because it was a kind of academic "ugly duckling" at its birth, more than other institutions the school has continued to try to remold itself as a nonpareil "swan." Someone with a stronger historical orientation than myself might count the number of instances of proposals for both large and small changes in the undergraduate and graduate curriculums, the initiatives taken to focus faculty effort on important areas of research or public policy, and the valuations of the school's mission in the light of its original legislative mandate or its responsiveness to economic, political, and institutional change affecting our subject matter. As agonizing as these efforts were at times, both in production and use, they represented our collective awareness that there is always room for improvement. I, for one, now some years into retirement, am confident that this tradition of self-examination is a firmly embedded practice and will continue. I can now say the ILR School became the right place with the "right stuff" after all.

12.

THE FUTURE LIES AHEAD (With Apology to Mort Sahl)

by **David B. Lipsky**

The progress and development of the ILR School during the past 50 years, though sometimes uneven in both pace and direction, has largely met the promise and expectations embodied in the founding legislation. The fulfillment of the legislative purpose testifies to the contributions of those many individuals and institutions with whom we have interacted over this period of astonishing growth in size, complexity of structure and programs, and recognized stature at home and abroad in both the academic and practitioner worlds. Because the largest part of my professional life has been spent as a member of the ILR community—as undergraduate student in the school's early years, as faculty member, and now, until my pending retirement in that role, as dean, in this last chapter I want to offer some observations on the school's future that have been informed by this experience. Although these are personal views, I am confident that they are not unique but are shared widely among the school's constituencies of faculty, students, alumni, and the external publics we have served over the years.

Although one hopes that the future of an institution such as the ILR School can be what we want it to be, it is important to recognize and acknowledge the limits of control. That is a lesson we have learned from coping with and adapting to a constantly changing environment in our 50-year history. I will not burden you with the details of that experience, but it is useful to contrast briefly the economic, social, and political environment of the school as a nascent institution in the late 1940s and 1950s and the comparable dimensions of its more recent past.

Yesterday

Perhaps the major environmental fact of the early postwar years was the economic and political prominence of labor-management relations. The wartime restraints imposed on a growing labor movement—over a third of private sector employment was organized and merger of the AFL and the CIO was in the wings—and on major industries determined to slow or thwart further union advances were being removed at the time the school was founded. Apprehension in the postwar period over a possible recurrence of a major economic recession, on the one hand, and an equally intense concern over inflation, on the other, were pervasive topics of discussion in the daily press as well as the scholarly journals. Much of this discussion focused on the institution of collective bargaining.

Expansion of the social "safety net" established in the New Deal period, including eventually private as well as public programs dealing with occupational safety and health, was pushing the boundaries of industrial and labor relations as a field of study and practice well beyond their prewar range.

The relevance of an institution such as the ILR School, accordingly, was manifest. The need to understand the processes involved and to train industrial relations practitioners, as the New York State legislature had anticipated, was clear. There was little difficulty in our formative years in obtaining the resources to develop programs both in Ithaca and in the extension centers elsewhere in the state. Endorsements from the then politically more influential labor movement and from management organizations familiar with our programs, as well as the reputation of Cornell, generally favored our case in the annual budget negotiations.

Today

The environment in which the school functions today is quite different from the early years. The labor movement in the United States has lost strength and influence. Though signs of revival are emerging, a return to the level of influence it enjoyed in the early years of the school remains problematic. A strong political movement to weaken and even roll back the social advances of the earlier years has achieved substantial voter approval. Public support for higher education generally has weakened while institutions such as ours are expected to produce more with relatively fewer resources. In recent years the school has suffered a series of relatively large cuts in state funding, forcing layoffs and early retirements of key support personnel.

At the micro level, where much of our research and teaching are focused, there are significant developments that challenge us. Chief among them are the changes in the nature and organization of work, propelled by technological advances such as computerization at a pace even more rapid than the automation movement of the 1960s and '70s; the increasing globalization of production and employment, blurring the lines between foreign and domestic labor markets; the rise of the human resource management function; and the much discussed inequality in the distributions of income and employment opportunities.

In sum, labor-management relations may not be quite as close to center stage as they were 50 years ago, but issues of the workplace and employment relations are, if anything, more important than they were at the time of the school's founding.

In the face of these developments, some other major academic institutions have abandoned or downsized their industrial relations programs, or have folded them into other programs. At the same time, graduate or professional industrial relations and human resource degree programs have proliferated, usually in smaller colleges and with limited faculty resources. Meanwhile the ILR School continues to enjoy its strong reputation as the nation's leading institution for the

preparation of individuals trained to make useful and important contributions to both the practice and study of industrial relations and human resource management. Applications for admission at both undergraduate and graduate levels continue to be strong and on a rising curve of quality. We successfully met our commitment to raise, as a part of Cornell's five-year capital campaign, \$20.5 million, and I believe that by that magical year 2000, when all the donor pledges made in the course of the campaign have been fulfilled, the school's endowment will very likely reach \$12 million, four times its size in 1990. And, of course, well before that date our new building, equipped with state-of-the-art educational technology appropriate to our mission, will have been completed and occupied.

Today's Challenges

Despite all of this apparent good news, I must express my concern about our capacity to maintain the unique position we have attained in our field. I am confident we can overcome or at least adapt without major retreat from our original mission to the assaults on our budget and the emergence of competing programs. That can only happen, however, if the ILR faculty continues the practice of critical self-examination that has from the beginning been so essential to our growth and survival in the face of constantly changing environments in education and in our specialized field of study. The school has been able to meet challenges in the past because of the faculty's collective willingness to diagnose our problems objectively and debate proposed solutions vigorously but collegially.

I worry that this propensity has weakened in recent years, not because of indifference or because of the growth (perhaps especially among younger faculty) of a kind of professional narcissism. In my view, it is because of two impersonal factors. One is the growth of specialization in the basic social science fields that inhibits both our knowledge and our interest in the work of colleagues outside our own discipline. Consequently, our ability to communicate across disciplinary lines, even within the school, has been weakened. The second factor is that we have recruited new faculty from first-rate graduate programs in basic social and behavioral sciences, but in which industrial and labor relations per se is not the core of the program. The orientation of these more recent faculty cohorts tends toward the home discipline, to an external reference group rather than an internal one. For an interdisciplinary program such as ours, the continuation of these developments could threaten our future, especially if they become embedded in our teaching and research and in our participation in public service. We could well become second rate, or as I said to the faculty at its first meeting of the 1995-96 year, we could become the "last dinosaur alive."

So I believe it is imperative that we revive the spirit of collegiality and commitment to the school's original and still-relevant mission through a continuation and strengthening of our habits of self-diagnosis, self-criticism, and self-healing. This may require some changes in organization, in the relationship between faculty and administration, for example. Basically, however, it will

require a common vision and commitment to strategic goals that will guide the school's programs into the new century.

Goals I Propose

Here are four goals that I propose can provide the framework for our future development.

First, the ILR School should continue its unique interdisciplinary approach to the study of industrial and labor relations, but with an effort to improve the topical balance of its programs between domestic and international issues. Since the late 1980s we have made excellent progress in studying and analyzing the industrial relations systems of other countries. Our concerted effort to "internationalize," however, may have diverted our attention from a number of crucial domestic issues. Admittedly, some of these domestic issues are related to the increased globalization of labor and product markets. The interplay of domestic and international industrial relations developments needs to be explored intensely on every level. I am confident that such exploration will, if pursued in an interdisciplinary framework, strengthen our commitment to our original mission while it enriches our teaching, research, and public service efforts. Our goal here should be nothing less than leadership in this essential merger of the two spheres of our subject matter.

Second, the ILR School should become a leader in providing up-to-date, high-quality training and retraining for industrial and labor relations professionals. Our responsibility to the field should not terminate with the graduation of well-prepared students, as important as that is. In a world of extremely rapid technological, industrial, and economic change affecting job content and responsibility, it is no longer sufficient to entrust maintenance of professional competence to informal in-service or on-the-job training. Professional workers, it is now clear, are at least as much at risk of displacement as other workers. They need well-organized, quality programs to upgrade and maintain their skills. We have made some advance in this direction with our CAHRS and executive education programs. We need to expand this approach, where appropriate, to embrace other organizational and occupational publics that are currently underserved in this regard.

Third, the school must exploit the opportunities presented by the emerging technologies of instruction and research in order to remain relevant and to achieve a world-class status in the field of industrial and labor relations. Our students and other constituencies that we serve are becoming increasingly sophisticated in the use of the computer. They are familiar with the potentialities of this tool and with other developments for communication and learning. A growing number of courses are incorporating the use of the Internet and the World Wide Web as instructional tools, for example, and for several years we have been experimenting with "distance learning." Our students and extension clients expect our programs to utilize these new technologies to their fullest potential; but we have not kept up

to the degree necessary. Our new Catherwood Library and the new classrooms and laboratories will advance us toward this goal, but only if the ILR faculty itself upgrades its competence in the use of the new technologies. The faculty and administration should in the near future consider the installation of a continuing program of in-service training to develop and maintain faculty competence in the use and exploitation of new educational and communication technologies.

Finally, to achieve the foregoing objectives we need a major change in the management of the school's financial resources. A series of significant cuts in state support and a vastly increased dependence on private sources make it imperative that we bring our budgeting practices into line with the realities of the financial environment in which we operate. Although the office of the dean will necessarily carry the major responsibility for the school's budget, I look forward to greater participation by faculty through the departments and other administrative units in both its shaping and implementation. The past has been marked by too much ad hoc expenditure decision making and loose control over the allocation of revenues. We need a system of financial management capable of responding to unexpected short-term changes in the flow of funds, if necessary, but which makes tracking income and outgo accurate and feasible.

All four of these goals are consistent with the objectives set forth in a draft strategic planning report advanced for Cornell University as a whole. If we can achieve these goals in the next decade or so, the ILR School will strengthen both itself and the university. While I have eschewed discussion of the implementation of these goals because that will involve a process of detailed planning and negotiation best left to the actors on the scene, I am confident that at the close of its next half-century the ILR School will still be a leader in understanding the world of work, regardless of the changes in its contours, and in preparing students and others to meet its challenges.

A.

TIME LINE: EVENTS, INCIDENTS, AND ITEMS OF NOTE

*Compiled by J. Gormly Miller
Boodie N. McGinnis (GR '95)
and Robert R. Julian*

1938

Formation of the New York State Joint Legislative Committee on Industrial and Labor Relations.

1942

The Joint Legislative Committee submits a recommendation to the New York State Legislature that a state-supported school of industrial and labor relations be established at Cornell University.

1944

The New York State Legislature votes to establish the School of Industrial and Labor Relations. As part of the legislative enactment, a Board of Temporary Trustees is created to "prepare plans and submit recommendations to the Governor and to the Legislature for the control, supervision, organization, structure, administration, operation, and activities of the school." Ezra Day, President of Cornell University, is selected as Chairman of the Board of Temporary Trustees.

The school is created with the purpose of "improving industrial and labor conditions in the State through provision for instruction on and off the campus, the conduct of research, and the dissemination of all aspects of industrial, labor, and public relations affecting employees and employers."

1945

Irving Ives is appointed as the first Dean and Professor Phillips Bradley, first Director of Extension.

Professor Donald J. Shank joins staff as Director of Student Personnel. Hazel Ohman Ollie, library consultant, begins organization of the ILR Library.

November 5 is the first day of classes for the first institution of its kind anywhere. Opening class includes 107 undergraduate students, of whom 67 are returning veterans, and 11 graduate students (4 M.S. students, 2 Ph.D. students). Tuition for New York State residents is free; for out-of-state students, tuition is \$100 per semester. Cost of room and board is estimated at \$211-\$440 per semester.

This is a critical year for the field of industrial and labor relations. Industries are beginning to convert from wartime to peacetime production, and workers denied wage increases under World War II are growing increasingly restless.

The school "officially" opens on November 12 with a formal convocation, Governor Thomas E. Dewey presiding. Many other high officials in state government and leaders in education, management, and labor attend the dedication ceremonies.

The first faculty members are appointed: Jean Trepp McKelvey, Assistant Professor, to instruct in Labor Economics and Collective Bargaining, Mediation and Arbitration; Maurice F. Neufeld, Professor, to give courses in the Introduction to Industrial and Labor Relations, Labor History, and Collective Bargaining, Mediation and Arbitration; Joseph E. Morton, Associate Professor, to instruct in Statistics. Robert Ferguson of the Cornell Department of Economics serves as an instructor.

During the first academic year, the major portion of the school's curriculum is offered through the College of Arts and Sciences.

Students have the opportunity to hear guest lectures by distinguished visitors including Paul Herzog (Chairman of the National Labor Relations Board), George Cassidy (labor reporter for the *New York Post*), and Julian Loos (Executive Secretary of the Rochester local of the International Typographical Union).

1946

Fifty-eight additional undergraduate students enroll for the spring semester. By the end of the academic year, the school's enrollment is 145 students, including 15 freshmen, 78 sophomores, 42 juniors, 9 seniors, and 1 special.

The Daniel Alpern Memorial Fund—ILR's first scholarship program—is established.

The Extension Division holds a Workers Education Conference to discuss the organization and development of extension activities with leaders in the field.

A 10-week extension course on personnel management is held in Auburn and three two-day conferences on personnel management in Syracuse, Rochester, and Buffalo, New York.

Professor Lynn A. Emerson, Associate Dean of the College of Engineering, is appointed Associate Director of Extension.

Alpheus W. Smith, Effie Riley, John N. Thurber, and James Jehring are added to the Extension Division's instructional personnel.

In the fall term, Professor Neufeld offers a new course in Labor Union Organization and Management.

For its pioneering work in the field of industrial and labor relations, the school is awarded \$1,000 in the ninth annual American Design Awards competition sponsored by Lord and Taylor. Dean Irving M. Ives accepts the award at a luncheon held at the Waldorf Astoria Hotel in New York City.

The first issue of a student newspaper, the *I&LR News*, is issued on May 10.

New members are added to the faculty: Vernon Jenson to instruct in Labor Economics and Collective Bargaining, Mediation and Arbitration; John W. McConnell to instruct in Social Security and Human Relations in Industry; Milton Konvitz to act as Director of Research and teach the Foundations of Law. In addition, J. Gormly Miller is appointed as Assistant College Librarian in charge of the ILR Library.

Over half of the student body is engaged in a summer work-training program.

The fall semester opens with the school in temporary headquarters consisting of seven prefabricated buildings at the corner of East Road and Campus Avenue.

Irving M. Ives, first Dean of the School, is elected to the U.S. Senate.

The school celebrates its first anniversary housed in a new building, with an active extension program and a student body of 248.

Ten students receive scholarships from the ILR School's three recently established scholarship funds.

The *I&LR News* reports that "some wives come to class to take shorthand notes for their husbands."

ILR students, in a debate at Syracuse University, assert that labor "should have participation in the area of mutual production problems. Participation in administration would be contrary to Americanism...."

1947

Dean Ives resigns to assume the office of U.S. Senator. Following his resignation, a three-man administrative team composed of Lynn A. Emerson, Maurice F. Neufeld, and Donald J. Shank is appointed to administer the school.

Martin P. Catherwood, Commissioner of Commerce for New York State, is appointed Dean.

Students debate the pros and cons of establishment of an honor system. The proposal is subsequently defeated by a referendum vote of 45 in favor, 75 against.

The book and pamphlet collection at the library has grown to an estimated 10,680 volumes.

On June 16, the Bachelor of Science Degree is awarded to 11 undergraduates (9 men, 2 women) of the school. Two students receive the M.S. degree and the first Ph.D. is awarded.

A Faculty Committee on Research and Publications is created, with John W. McConnell as Chair. The purpose of the committee is the preparation of a statement on research, policy, and plans.

J. Gormly Miller, School Librarian, announces acquisition of the first 100-foot roll of microfilm copies of labor union contracts on file with the U.S. Bureau of Labor Statistics.

In a survey conducted by the *I&LR News*, students offer their views on the number of women enrolled in the school. Among the comments made are the following: "I don't mind the women coming into the student body, but they should be in the higher age groups because the field requires older women." "There are too many kids in here who should be in Home Ec." "There should be more girls, but selection should be restricted to those who intend to work even after marriage." "The ratio of men to women should be in proportion to the demand for their services." "The idea is to get as many competent people in the field regardless of their sex."

Extension programs for 1946-47 have more than 2,700 enrollments in 62 courses offered in 8 cities across the state.

Leonard P. Adams is appointed Director of Research; Ralph N. Campbell, Director of Extension and Professor.

Publication of a quarterly journal, *Industrial and Labor Relations Review*, begins, with Milton R. Konvitz serving as Editor.

1948

Approximately three-fourths of the 120 hours necessary to graduate are required courses. Elective courses include Advanced Personnel Management, Public Relations, Job Analysis, and Industrial Plant Training for Workers and Supervisors.

The Daniel Alpern Memorial Senior Prize is established.

An ILR Honorary Society is approved by the ILR Student Organization after two hours of heated discussion.

Dean M. P. Catherwood notes in his annual report, "The basic plan for research contemplates that most of the work will be done by teaching staff in their respective fields of interest. This means that teaching schedules must be arranged to provide adequate time for this function."

By the end of July, the Adult Education/Extension Program has reached 22,000 in 42 cities over a 12-month period.

Dr. Graham Taylor of the Allan Memorial Institute of Psychiatry in Montreal is selected as the first industrial psychology fellow in the ILR School.

The New York State CIO Council, at its annual convention in Syracuse, passes a resolution urging all affiliated unions to participate in the educational services of the ILR School and in ILR extension programs "to the end that there may be better understanding of industrial and labor relations by labor, management, and the public."

1949

The State University of New York (SUNY) is created and the ILR School becomes a part of it.

A Faculty Committee on Research and Publications is established.

ILR graduate students form a Graduate Council "to create a body to handle matters of general concern and interest to all graduate students." The president of the council is to represent graduate students at future faculty meetings.

A temporary Faculty Committee on Placement is established.

Dr. Harry Malishoff is appointed the first ILR Resident Doctor; his job is to carry on independent research in the development of prosthetic and sensory devices for disabled industrial workers and other severely handicapped persons.

The Cornell Board of Trustees approves a plan to move the ILR School to permanent quarters on the site of the Vet School at the north end of Tower Road.

During the school year, the school holds a number of "research conferences" with representatives of labor, management, and government organizations. The objective is to acquaint them all with the school's research projects and plans and to have the representatives provide information on their activities and suggest problems on which research is needed.

The ILR Library is moved to a Quonset hut west of school. Dean Catherwood reports that "Steps have been taken to establish as a part of the library a documentation center for the service of labor and management. A comprehensive collection of primary source material on labor relations, personnel programs and union organizations and activities in the United States is being developed." Thus, the dean concludes, "Additional space is urgently needed for the library."

1950

Dean Catherwood writes of potential changes in industrial and labor relations that are likely to occur as a result of the Korean War.

All "physically qualified" undergraduate men must take military training during their first four terms, unless they are veterans.

Aggregate undergraduate registration for the fall is 327 students; aggregate graduate registration is 91

The school receives \$6,650.00 for support of its scholarship program.

Chris Argyris and William F. Whyte finish a research project on "Managerial Leadership" in a Moore Business Form plant in Elmira, New York.

The Extension Division conducts a total of 230 major formal programs, including its first programs for the general public. One is conducted in Spanish, especially for Puerto Rican workers, in the New York City office.

Dean Catherwood reports that "Significant changes in the undergraduate curriculum include more emphasis on course work in American Ideals and the Development of Economic Institutions and the addition of new general education requirements in the humanities."

Sixty-six leaders of German industry, unions, and governmental agencies visit the school for a six-week series of conferences sponsored by the U.S. Department of Labor. They examine such topics as Collective Bargaining, Production and Trade, Labor Law and Legislation, and Handling Labor-Management Differences.

1951

A new service course, Personnel Problems in Supervision, is offered. Other new courses include Comparative Labor Relations and Case Studies in Labor Union History and Administration.

An Institute of International Industrial and Labor Relations is created. Leonard P. Adams, Director of Research, is appointed Acting Director. "Founding of the institute provides recognition for the first time by a leading university of the need for a major educational program in the field of international and comparative industrial and labor relations."

French leaders in government, management, and unions participate in a special program sponsored by the Economic Cooperative Administration. They spend two weeks on campus and then six weeks touring industrial plants and union organizations in the East and Middle West.

A group of 17 Turkish technicians arrive for a six-month program of studying on the campus and visiting industrial establishments.

The school begins experimentation in non-credit adult-education summer offerings.

Dean Catherwood reports, "The increased number of applicants for admission to the Industrial and Labor Relations School seem real evidence of expanding interest in the work of the school."

Ninety-one students receive their bachelor's degree and 38 complete advanced programs.

New courses offered in the fall include Theories of the Labor Movement and a seminar in Comparative Labor Movements. Sixty "visiting experts" serve as guest lecturers in ILR classrooms.

Milton Konvitz receives a Ford Foundation Fellowship to prepare a book on the Bill of Rights.

1952

Approximately one-half of the 1952 graduating class go directly into military service or anticipate an early call.

Aggregate enrollment for the fall is 328 undergraduate and 68 graduate students.

According to the dean, the school received "in excess of 200 job references from employers and therefore employment opportunities have been extensive."

In conjunction with the Department of Sociology of the School of Nutrition, the school offers a seminar examining the aged in American society.

In response to growing demands from secondary school teachers for extension services, a staff member is assigned full time to develop programs and provide subject matter background in the field of industrial and labor relations for teachers of social studies and vocational subjects.

The school is invited to participate with seven other universities in an inter-university committee established to carry on experimental educational programs for labor unions in the fields of international relations, economic education, and community participation.

Dean Catherwood reports, "Personnel Selection and Placement, Journalism for Industry and Labor, and a seminar in Mathematical Problems in the Social Sciences represent important new course offerings."

1953

The School of Business and Public Administration offers the ILR School's required course in The Corporation. In exchange, the ILR School offers instruction in Statistics and Personnel Administration for the Business School.

Dean Catherwood notes that "Experimentation is being conducted at the graduate level in the field of Written Communication in order to improve student writing ability."

Donald Cullen, who joins the faculty as an Assistant Professor, serves as project coordinator for the West German industrial relations trainee program.

By the end of the 1952-53 academic year, ILR alumni number 642. Approximately half are employed in business and industry.

A survey of ILR alumni indicates that the median salary for graduates under the age of 30 is \$4,310, as compared with \$3,537 for comparable age group males across the United States. ILR graduates in their thirties are earning a median salary of \$5,172 (compared to \$4,618) and graduates in their forties are earning a median of \$6,300 (compared to \$6,152).

During the academic year 1953-54, ILR students serve as President of the Women's Self-Government Association, President of the Student Council, and Editor of the *Sun*.

A course offering in Arbitration in Labor Management is added to curriculum in September, taught by visiting lecturer Ralph Seward.

The library produces a monthly bulletin, *Industrial and Labor Relations Abstracts and Annotations*.

The dean reports, "The library is outgrowing its space, as is the rest of the school. Two times during the fall semester, the library offices had to be opened to accommodate needs for study space."

A new series entitled Cornell International Industrial and Labor Relations Reports is begun, with *Labor Unions and National Policies in Italian Industrial Plants*, by Maurice F. Neufeld, its first publication.

A fall conference on Human Resources and Labor Relations in Underdeveloped Countries provides a forum for considering problems in assisting underdeveloped countries. Papers and proceedings are

published in *Labor, Management, and Economic Growth*, edited by J. P. Windmuller and R. L. Aronson.

1954

By the end of academic year 1953-54, ILR Alumni Association Chapters are operating in Albany, Buffalo, Chicago, Cincinnati, Detroit, New York City, Philadelphia, Pittsburgh, Syracuse, and Washington, D.C.

Space requirements for a new facility on campus are approved by officials in Albany. In his annual report, Dean McConnell expresses hopes that a chosen architect's preliminary plans "will be drawn up soon" and that the "beginning of construction will be possible by the summer of 1956."

Vernon Jenson completes his study of the history of mediation in New York State.

David Cole, former head of the Federal Mediation and Conciliation Service, is a Visiting Professor, teaching seminars in Collective Bargaining.

A new publication, *ILR Research*, begins, with three issues being published on a trial basis. Research efforts reported focus on the history of mediation in New York State, labor mobility, collectively bargained health and welfare programs, and the relevance of wages to the supply of skilled labor.

The library's monthly bulletin, *Industrial and Labor Relations Abstracts and Annotations*, reaches a total circulation of nearly 3,000.

Lois Gray, Western District Extension Director, is appointed Metropolitan New York Extension Director.

Twenty-five foreign students are enrolled for special or regular undergraduate and graduate study at the school.

On-campus summer extension programs include Personnel Selection and Placement, Welfare and Pension Plans, Community Relations, Design and Use of Attitude Surveys, and In-Plant Communications.

1955

Dean Catherwood reports that "As of June, the School has granted 916 degrees and now possesses an alumni association which gives promise of being an effective agent in furthering professional interests of its members and their concern for alumni affairs of the University."

The faculty reviews the summer work-training program and reaffirms the requirement but establishes some flexibility in meeting it.

During the summer nine one-week seminars and workshops in specialized aspects of the industrial and labor relations field are offered for practitioners.

During the 1954-55 academic year, the Extension Division conducts over 296 courses, seminars, conferences, and institutes, in 64 communities, with a total enrollment of 7,387.

The school's Graduate Committee undertakes a thorough study of the master's program, and the faculty votes to retain two masters' degrees.

About 5,000 copies of each issue of *ILR Research* are now being distributed.

Ralph N. Campbell, formerly Director of Extension, is appointed Director of the Industrial Education and Training unit. Alpheus Smith becomes Director of Extension and Alice H. Cook is appointed Extension Specialist in Labor Education.

Dean Catherwood reports that the growth in the number of on-campus special programs "has been beneficial to the school and university in many ways", by providing not only "important educational services for the practitioners" but also a wealth of illustrative documentation of principles and ideas the faculty can carry back to the classroom.

Out-of-college registrations increase in such courses as The Development of American Ideals, Economic and Social Statistics, and the Survey of Industrial and Labor Relations.

Financial aid for undergraduate and graduate students remains a significant problem.

1956

Dean Catherwood's annual report notes that "The ILR School celebrated its tenth anniversary....This School's faculty and university friends reminisced one evening with some of those who originated and developed the idea for the school. Accounts of the School's work since its founding were mimeographed and distributed."

The business leadership program continues with three-week summer sessions that attract about 250 American Airlines management people. According to Dean Catherwood, "This experiment in industrial education service is among the most extensive of its kind undertaken by a university. Both School and the Company have benefited...."

The former eight areas of study in the M.S. and Ph.D. programs are combined into four: Collective Bargaining and Trade Unions; Economic and Social Statistics; Human Resources and Administration; and Labor Economics and Income Security. The new structure becomes effective in fall 1958.

William F. Whyte, Frank Miller, Leonard Sayles, and George Strauss collaborate on a study appraising assumptions about the relationship between pay and worker effort in industry. The results of the study are published in *Harpers* under the title, "Money and Motivation."

Frances Perkins, former U.S. Secretary of Labor, and Arthur Stark, former Executive Secretary of the New York State Mediation Board, are visiting professors.

A Guide to the Records in the Labor-Management Documentation Center, the library's first record of holdings of manuscripts, documents and other unpublished source materials, is completed.

Robert Risley undertakes a survey of personnel practices and problems in retail establishments in New York State.

Harrison Trice begins work on a bulletin on alcoholism in industry, which will outline the nature of alcoholism as an industrial relations problem and evaluate the techniques for meeting the problem.

The Alumni Association reports that it is supporting alumni chapters in 11 areas of the country.

1957

Dean Catherwood notes that although the school's building plans have moved forward satisfactorily, "delays in Albany make estimates of completion date virtually impossible."

Representatives of the Middle States Association of Colleges and Secondary Schools visit the school in the fall term.

John P. Windmuller is appointed Ford Foundation International Relations Fellow for one year in Geneva, Switzerland.

F. Foltman develops and evaluates teaching materials and techniques for use by line management in industry—in conjunction with the school's "Industrial Leadership" program for American Airlines management.

James Morris works on a study of the origins of the CIO, John McConnell on a study of experience with unemployment compensation in the United States, and Alice Cook on a study of workers' education programs in Western Europe and the United States.

During the school year, the Extension Division conducts 326 programs in 75 communities with an aggregate enrollment of more than 7,500. Motivation in industry is a developing subject-matter area.

One hundred-fifty younger supervisors and engineers of Corning Glass Works are involved in a program designed to acquaint them with the concepts of industrial management.

Extension programs attract local union officials, members, and business agents in programs such as American Democratic Traditions and American Labor Unions, and Union Leadership.

The school organizes a two-day on-campus conference for top company executives on the topic, Executive Development Programs.

Frances Perkins lectures on Social Security and Labor Union History, providing students "an inspirational learning experience of unique quality."

1958

The report of the Middle States Association of Colleges and Secondary Schools accredits the school's program, noting areas that need further study.

M. P. Catherwood resigns as Dean and is granted leave of absence as professor to become Industrial Commissioner of the State of New York.

The total book collection of the library, including bound periodicals, approaches 50,000.

Milton Konvitz, who has been in charge of the Liberian Code of Laws project, reports that the laws have been published—in four volumes.

Robert Raimon, working with Ernest Dale, completes a study of management unionism in the railroad industry.

Official visits are paid to the school by representatives from industry, labor, educational institutions, or government in Scotland, Finland, Holland, Germany, Indonesia, India, the Philippines, and Australia.

At the height of the McClellan Committee Hearings, ILR Extension conducts a conference on "Labor Unions and American Democracy."

ILR's professional staff numbers 67, 40 of whom have professorial rank.

Thirty-five business agents of unions with large Puerto Rican membership attend a six-session seminar sponsored by the New York City Extension office, "The Union and the Puerto Rican Worker."

Kurt L. Hanslowe joins the school as a Visiting Associate Professor.

1959

Cornell President Deane W. Malott nominates and the faculty, the University Board of Trustees, and the Trustees of the State University of New York approve the appointment of John W. McConnell as the next Dean, effective July 1, 1959.

The school signs a contract with the International Cooperation Administration to work with the Faculty of Economics of the University of Chile in developing a Labor Relations Department—a result of the school's interest in labor relations in Latin America.

The school's administration and faculty issue a report, "Dimensions of Resident Instruction Program—Present and Future Staff," which is a review of plans for long-range development.

Acting Dean Robert Risley reports that "The School has built a meaningful curriculum for its undergraduate students in which 90 of the 120 hours required for the degree are obligatory for all students, with 30 hours available for elective choice."

Renovation begins. Part of the old School of Veterinary Science is to be demolished and replaced with classrooms and a 30,000 square foot library.

Risley notes that there appears to be "an up-trend in job opportunities, and placements of graduates and alumni are being made at the present time in promising positions."

Risley is appointed Assistant Dean effective July 1, 1959.

The student body consists of 325 undergraduate and 78 graduate students.

Library hours are extended to 98 per week.

Attrition figures for ILR students appear to be modest in comparison with national data; the school presently graduates 70 percent of students admitted, approximately 20 percent greater than the national average.

Robert Aronson is currently working on a study of labor supply in the bauxite industry of Jamaica, West Indies, Maurice Neufeld on a history of the Italian labor movement, and John Windmuller on a new, long-term analysis of the foreign policy of American labor unions and their relationship with, and impact on, the conduct of U.S. foreign affairs.

The New York City Extension office conducts a conference which takes "A New Look at Human Relations Training."

1960

The school adopts a new four-year curriculum. "Among the key features involved...are an increased exposure of the students in the freshman and sophomore years to the subject matter of industrial and labor relations" and "the requirement of a year of instruction in mathematics or science for all undergraduates."

An enlarged freshman class of 120 students, combined with other classes, produces a fall enrollment of 332 students. The freshman class is nearly twice the size of former classes.

The Class of 1960 brings the total number of ILR Alumni to 1,420.

The labor market is favorable; very few students completing work for degrees experience difficulty in obtaining suitable employment.

Tuition for the year is \$627.

The Metropolitan District of the Extension Division conducts the largest number of management programs in its 12-year history. Two major themes stressed are training for executive leadership and the theory and use of "action-oriented" training techniques.

With the aid of a Ford Foundation grant the school is participating in an exchange program with the Faculty of Economics of the University of Istanbul. Frank Miller spends the academic year 1960-61 in Istanbul teaching courses in personnel administration and industrial relations.

Faculty are involved in research on human relations in Peruvian industry, problems of Puerto Rican migration, longshore labor at European port cities, and productivity in the Soviet steel industry.

1961

The ILR Placement Office serves 116 alumni, resulting in placements at salary levels ranging from \$6,000 to \$15,000.

A major research study on the impact of automation begins. Members of the project are investigating such issues as changing job requirements, training and retraining needs, worker displacement, and the effects of automation on collective bargaining.

An Advisory Committee appointed by Dean McConnell considers relations between resident faculty and extension staff, and faculty participation in extension programming, and recommends a long-range plan for the division.

With a grant from the Marshall Foundation of Houston, Texas, the school initiates the International Labor Training Program, designed to provide scholarships at the school to American trade unionists who wish to prepare for a career in the field of international labor affairs. The program begins with a group of eight.

The opening of the new ILR quadrangle is celebrated with a series of receptions.

Undergraduate enrollment increases to 360 students.

The first major change of the school's curriculum, designed to strengthen the professional nature of the curriculum, is implemented. There is a stronger emphasis on industrial and labor relations courses during the freshman and sophomore years.

George Brooks is appointed as a Visiting Professor.

1962

About 25 percent of the graduating class enter the Armed Forces.

In his annual report Dean McConnell suggests that the present requirement for 30 weeks of summer work training for undergraduates should be reappraised. He states, "Today's teen-age students find it difficult to secure meaningful employment until they reach at least their junior year."

Financed by the Marshall Foundation, the school enters into a cooperative arrangement with the Institute of Labor Relations at the University of Puerto Rico to conduct an intensive program of training for selected Latin-American labor educators.

The Department of Collective Bargaining, Labor Law and Labor Movements offers a newly required course, Labor Union History.

After many years of increasing difficulties with inadequate space, a divided operation, and scattered resources, all library materials are brought together in the new facilities in Ives Hall.

The Office of Resident Instruction begins its residence in Ives Hall in April, thereby completing the school's move to permanent quarters after 16 years of temporary housing.

In October, Governor Nelson Rockefeller speaks at the formal dedication of the school's buildings with several hundred guests from education, government, labor, and management in attendance.

A summer project is the transfer of alumni directory information to keysort cards. The extensive coding of this information makes it possible to have employment, geographical, educational, and chronological information on alumni readily available.

Circulation of the *Industrial and Labor Relations Review* averages 3,100 copies. Kurt Hanslowe becomes Editor, Duncan MacIntyre Associate Editor.

J. Gormly Miller, School Librarian, is appointed Assistant Director of the University Libraries.

The Extension Division offers a newly redesigned Seminar for Executive Development, a two-week Residential Institute for Labor Leaders, and a 90-hour seminar on The Union Leader as a Decision-Maker.

1963

With the approval of the school faculty, the name of the Department of Human Resources and Administration is changed to the Department of Organizational Behavior.

John W. McConnell resigns as Dean of the school to become President of the University of New Hampshire.

David G. Moore, Professor of Management and Sociology in the Graduate School of Business Administration, Michigan State University, is appointed Dean of the school.

Dean Moore announces new appointments in the Extension Division: Robert Risley is appointed Director, Ronald Donovan is appointed Assistant to the Director for Labor Education, and Harlan Perrins Assistant to the Director for Management Education.

Aggregate enrollment for the year reaches 403, with 83 freshmen.

The *Forum*, a professional quarterly journal publishing articles in industrial and labor relations, begins publication.

Military training becomes voluntary; changing a ten-year policy, male students are no longer required to participate in ROTC for two years.

1964

William F. Whyte, former President of the Industrial and Labor Relations Research Association, receives the Research Career Award, a 5-year grant from the National Institute of Mental Health, for his contributions to behavioral science.

Milton R. Konvitz receives an Alumni Achievement Award from Washington Square College Alumni Association, as well as a fellowship from the Center for Advanced Study in Behavioral Science at Palo Alto.

John P. Windmuller is awarded a one-year Senior Fulbright Fellowship for research and study in the Netherlands.

Duncan MacIntyre is awarded the Elizur Wright Award by the American Risk and Insurance Association for his book, *Voluntary Health Insurance and Rate Making*.

President Lyndon Johnson appoints Jean T. McKelvey to Emergency Board No. 160, an impartial factfinding board created to investigate a dispute over subcontracting and questions of technological change between certain rail carriers and six shop craft organizations.

Walter P. Reuther, President of United Automobile, Aerospace, and Agricultural Workers of America and Vice-President of the AFL-CIO, pays a one-day visit to the campus. During an address to the faculty and staff, he says that one of the greatest threats facing the world is the possibility of nuclear war, yet that the future is bright with the promise of peace thanks to "President Johnson's recent decision to curtail the production of nuclear materials for military purposes."

Over 1000 members of the Cornell and Ithaca communities gather for a silent march of mourning following the bombing of a Negro church in Birmingham, Alabama. The purpose of the march is to "express grief for the victims of the bombing and renew their dedication to morally responsible action and thought in the civil rights struggle in our own community and the nation."

Robert F. Kennedy visits the school.

1965

Over 200 representatives of labor and management hear New York State Governor Nelson Rockefeller address an Extension Division Conference, Title VII of the Civil Rights Act.

James O. Morris and Dean Moore attend ceremonies honoring the conclusion of a 6-year contract between the University of Chile, the International Cooperation Association, and the school. ILR assisted the University of Chile in establishing the first university department of industrial and labor relations in Latin America.

1966

The ILR Library establishes the Technical Information Center and launches ILR Technical Reports, current awareness services, literature searches, and other services to aid scholars and the public in obtaining data from reported research, case materials, recorded experience, statistical studies, and documentary records.

Nicholas Kaldor, British-Hungarian economist and Professor of Economics at Columbia University, delivers the first three lectures in the Pierce Memorial Lectureship series.

The Vocational Rehabilitation Administration of the U.S. Department of Health, Education, and Welfare funds the establishment of the Vocational Rehabilitation Institute at the school. The mission of the institute is to investigate the organization and administration of sheltered workshops.

1967

Dean Moore announces the establishment of the Division of Publications and School Relations and names Wayne Hodges Director. Leonard P. Adams is named Director of Research Development.

Emil A. Mesics, Associate Professor, receives an award from the Industrial Training Council for outstanding contributions to training.

Upon revelation of alleged CIA support of the Marshall Foundation, Dean Moore undertakes a study of ILR programs and reports that none of the current international programs sponsored by the school is supported by foundations listed in the *New York Times* as receiving money directly or

indirectly from the CIA; current applications for support for international research include no foundations on the list; the likelihood of programs supported by CIA foundations in the future is almost nil; and any acts of the school previously undertaken with support of the Marshall Foundation were in the legitimate interests of the faculty and were conducted like any other programs...with no outside interference in the shaping of course content.

Donald Dietrich is appointed Director of the Office of Resident Instruction and Assistant Dean for Student Affairs.

The school receives a grant of \$155,000 from the National Science Foundation to compare the development of social institutions in the United States and Peru. Project directors are William F. Whyte and Lawrence K. Williams.

Lawrence K. Williams is awarded a Fulbright-Hayes Center Faculty Fellowship for a 10-month study of personality and culture in Peru.

The school obtains a new teaching device—a television camera and videotape recorder that allows the school to capture presentations and discussions and store them on tape.

1968

Milton R. Konvitz delivers the William S. Paley Lectures on American Civilization at Hebrew University in Jerusalem.

Jean T. McKelvey is named one of five members of the President's Review Commission on Federal Employment Management Relations.

Through grants from the Ford Foundation and Title I of the Higher Education Act, the New York Extension office, in cooperation with over 30 labor unions, is studying problems of urban growth facing New York City.

The school presents a weekly radio series, *ILR Report*, which reviews ongoing research and allied activities. The program is broadcast by 28 radio stations in New York State.

Secretary of Labor William F. Wirtz appoints William F. Whyte Chair of the National Manpower Advisory Committee's Subcommittee on Research.

1969

Armed black students take over Willard Straight Hall.

The Department of Manpower Studies is created through division of the Organizational Behavior Department.

Jean T. McKelvey is installed as President-elect of the National Academy of Arbitrators.

Julita Rivera de Vincenti, a doctoral candidate, is appointed Secretary of Labor of Puerto Rico—the first woman named to a Cabinet position in Puerto Rico.

New courses offered during the year include The American Labor Movement and Politics, Evaluation of Social Action Programs, and Economics of Poverty.

The alumni organization, which has 2,200 members, is currently discussing reorganization.

In the largest freshman class ever, 108 students enroll for the fall semester. Total enrollment becomes 430.

The faculty resolve "to listen with sympathetic attention" to student requests for relief from regular course requirements when opportunities for practical field experiences present themselves.

1970

A number of departmental conferences and other activities help the school to celebrate its 25th anniversary.

At the 25th Anniversary Banquet held at the Cornell Statler Club Dean Moore announces that the ILR library is being named in honor of former Dean Martin P. Catherwood. University President Dale R. Corson describes the school as "one of Cornell's most distinguished innovations in education."

Members of organized labor hold a dinner at the Commodore Hotel in New York City to honor the 25th anniversary of the school. George Meany, President of the AFL-CIO, is guest speaker.

To date, 2,400 students have received either B.S., M.S., MILR, or Ph.D. degrees, and about 190,000 adults have participated in extension programs.

The faculty votes to extend the S-U grading option to June 1975 and revises rules that increase from one to two the number of courses per term in which it may be elected.

Tuition for the year is \$750 for New York State residents, \$1,150 for those from out of state.

New courses offered during the year include Urban Problems and Manpower Programs, Collective Bargaining in the Public Sector, and Employment Discrimination and the Law.

1971

The faculty adopts a resolution which favors the establishment of an Associate Degree Program in Industrial and Labor Relations in New York City, to be offered under the auspices of Empire State College. During the fall semester, the school offers four three-hour courses at the Labor College.

In September, David G. Moore resigns as Dean to assume the Senior Vice-Presidency with the Conference Board in New York City. Robert F. Risley, Associate Dean for Extension and Public Service, is named Acting Dean. Robert E. Doherty is appointed Acting Dean of Extension.

Five hundred and twenty students enroll for the fall semester, an increase of approximately 10 percent over the previous year's 467.

In the school's annual report, the Director of the Office of Resident Instruction, notes, "Since the University's abolition of a quota system on women in 1970, our comparative ratios of acceptances of men and women suggest that, far from discriminating against women, we have tended to favor them.

The Student Government Association passes a resolution requesting adequate lighting in Ives 120.

The Extension Division conducts a series of workshops on aspects of public sector collective bargaining in Boston, Chicago, and Las Vegas.

New courses offered in the fall are History of the Black Worker in the United States and the Economics of Poverty.

A 17-member review panel, established to explore the present status and future course of the school, recommends that the school "make a more conscious effort to recruit students from different socioeconomic backgrounds."

Robert B. McKersie, former Professor of Industrial Relations at the University of Chicago School of Business, is appointed Dean.

Associate Dean Robert F. Risley is named Vice-Provost of the University.

At a dinner at the New York Hilton, the school honors William B. Groat, Justice of the Supreme Court of the State of New York, and a leading member of the Ives Committee that prepared legislation establishing the school. Robert Ferguson notes, "Bill Groat, your hopes and your efforts paid off."

Eric F. Jensen ('51), Vice-President for Industrial Relations, AFL-CIO, and Jacob Sheinkman ('49), Vice-President and General Counsel of Amalgamated Clothing Workers of America, are honored as two distinguished alumni of the school who made outstanding contributions to the field of industrial and labor relations.

1972

The Institute of Public Employment is created to help develop a better understanding of the problems and issues of public sector labor relations. Robert Doherty is appointed Director.

The faculty approves the establishment of a new Department of Extension. Dr. Lois E. Gray and Dr. Abraham Nash are the first appointments.

The Industrial and Labor Relations Review completes 25 years of continuous publication.

The Publications Division publishes four new books during the year.

The average price of new books bought by the Catherwood Library is \$7.25.

For the first time, the faculty approves a program allowing for a junior semester in New York City to consist of ILR courses at Empire State College, independent studies, and a coordinating seminar.

The Metropolitan Division of the Extension Division establishes a branch office on Long Island.

New courses offered this year include Women at Work, Collective Bargaining Structures, and a seminar in Organizational Theory.

The Student Government Association expresses "consternation over the fact that the University calendar ignored the Labor Day holiday."

Lawrence Williams, Director of the Graduate Division, notes in his annual report that "Most students are finding it necessary to push a little harder but ultimately they do come up with a choice of jobs."

John E. Drotning of SUNY at Buffalo is selected as the new Director of the Extension Division.

Lois S. Gray is appointed Assistant Dean for Extension.

1973

New courses offered this year include Famous Trials in American Labor History, Income Distribution, and The History of Contemporary Management Thought.

Donald Dietrich, Assistant Dean for Student Affairs, notes that "Applications from women have shown a steady increase for both transfer and freshmen groups and women continue to enjoy, by virtue of their traditionally stronger academic high school records, a more favored position in a selection procedure."

The Catherwood Library Committee begins discussion to determine the best method to protect the library's collections from theft and also reports that "space available for the library's collection will be completely exhausted in 1975 or early 1976."

Dean Drotning announces that the Extension Division's Labor Studies program has been expanded to Buffalo, Rochester, Albany, and Farmingdale, Long Island. The division expands its activities with the state Public Employment Relations Board organization and develops new training programs for labor neutrals.

Sixteen courses are offered at the Labor College in New York City.

The Department of Collective Bargaining, Labor Law, and Labor History sponsors a two-day conference to discuss new trends in collective bargaining.

1974

The faculty votes to place the Labor Studies program, a two-year evening program that mixes instruction in liberal arts and professional subjects, on a credit basis.

The Extension Division in its annual report notes that it produced "682 programs serving almost 19,000 individuals, a record year." The division inaugurates a Railroad Labor Studies Program.

More than 70 percent of the freshmen class are in the top tenth of their high school classes and 96 percent in the top fifth.

New opportunities for field study allow undergraduates to have internships with the Senate Labor Committee doing research, giving testimony at hearings, drafting bills and amendments, and preparing critiques of legislation.

The biggest issue on the graduate front is whether the school should embark upon a professional master's degree program in New York City.

New courses offered this year include History of Industrial Relations in the United States, Theories of Industrial Society, Personnel Theory and Research, and a seminar on Work Motivation.

Jennie Farley becomes Director of the Women's Studies Program.

Paul J. Fasser, Jr. ('51), Assistant Secretary of Labor for Labor-Management Relations of the U.S. Department of Labor, is selected to receive the 1974 William B. Groat Alumni Award for exceptional professional accomplishment and service to the school.

The Office of Resident Instruction reports, "The desire for graduate study continues unslackened by our graduating classes....Law continues to rank first, as seems to be the tradition of the ILR School."

The Catherwood Library notes that the use of the computerized reference service may save on manpower while improving the quality of reference services.

The Cornell Chapter of the American Society for Personnel Administration, with a membership of over 50 ILR students, sponsors bus trips to Corning Glass and Smith Corona.

The Graduate Office notes that "MILR graduates continue to be very marketable....A bumper crop of thirteen June 1974 graduates have had an intensive and extensive schedule of interviewing, resulting in a choice of positions."

1975

On its 30th anniversary, the school develops a Founders Program, an effort designed to perpetuate the integration of academic excellence with practitioner relevance. A Founders Seminar, held in New York City, examines "Industrial Relations: Now and in 1984."

Transfer students make up one-fifth of the school's enrollment.

Shortly after a visit to the ILR School in April, James Hoffa disappears.

A required General Psychology course in the arts college is substituted for a course in Human Development and the Family System.

Breaking a 30-year tradition, off-campus courses for part-time students begin to carry Cornell credit. ILR courses for credit are offered to part-time adult students at night at eight locations in New York State. Almost 600 students are enrolled in ILR's Labor Studies and Management Studies Certificate Programs.

New courses offered include Comparative Industrial Relations Systems, Sociology of Industrial Conflict, and the Economics of Occupational Safety and Health.

Gerald L. Dorf ('57), receives the fifth annual William B. Groat Alumni Award at the Waldorf Astoria in New York City.

Shirley Harper is appointed as Librarian and Director of the Catherwood Library.

The Ford Foundation funds "Collective Bargaining and the Quality of Work: The View of Local Union Activists"—a study conducted by Lee Dyer, Thomas Kochan, and David Lipsky on the role of labor unions in responding to workers' needs regarding career patterns, autonomy, job challenge, and worker participation.

1976

A new program, established with the aid of school alumni, provides 40 ILR students with the opportunity to spend one to three weeks in the January intersession observing, or in some cases working, in an industrial and labor relations setting.

A recovering economy improves the job market for June graduates.

Recruiting activity is up and job opportunities improve dramatically. Starting salaries for graduate students are in the \$10,000 to \$17,500 range, with government and unions paying the least and industry offering the most attractive salaries. The future market for our Ph. D. candidates is "very encouraging."

The ILR faculty votes to institute a new advisory system which provides, among other things, for at least one required meeting each term between student and faculty advisor and for student choice in determining the faculty advisor after the freshman year.

New courses offered during the year include Governmental Adjustment of Labor Disputes, The Economics of Occupational Safety and Health, The Psychology of Industrial Engineering, and Personnel Problems.

The Extension Division establishes the Institute for Research and Education on Women and Work. The institute will coordinate a statewide network of educational programs for working women and conduct related research.

Eighteen practitioners from around the country travel to Ithaca classrooms to present lectures and presentations for two courses: Personnel Problems and Governmental Adjustment of Labor Disputes.

New York State Governor Hugh Carey appoints Philip Ross as New York State Industrial Commissioner.

Lois Gray is named Associate Dean for the Extension and Public Service Division.

Morris Neufeld receives the ILR Excellence in Teaching award.

Richard Goldstein, Vice President for Labor Relations at NBC, receives the 1976 William B. Groat Alumni Award.

The Office of Resident Instruction reports that "for the first time in many years direct employment exceeds graduate study as the fate of ILR seniors."

Faculty and students on Labor Day evening welcome ILR incoming students at a Big Red Barn party.

1977

New courses this year include Top Management Personnel Strategies and Policies, Career Planning and Development, and Contemporary Trade Union Movement and Group Processes.

Alice Cook is awarded a grant by the German Marshall Fund to study women in trade unions in Germany, Belgium, England, Sweden, and Austria.

Pledges to the Founders Program total over \$250,000.

ILR Placement office notes that "The economy is clearly gaining strength, the recruiters are up-beat about the year ahead. Salary offers are healthy too."

Alumni Association membership reaches 1,300.

Dean's report notes an increased use of computers in the curriculum. "New computer terminals in the statistics laboratory were available for use in two statistics courses. A computer was also used in ILR 668, Manpower Planning."

The collections at the Documentation Center of the Catherwood Library now include the papers of David Cole, a distinguished arbitrator and mediator, and Philip Taft, a well-known labor historian.

The ILR master's degree program offered in New York City in cooperation with Baruch College of the City University begins operations with a total enrollment of 14 students.

Dispute settlement is the major theme of arbitration workshops conducted by the Extension Division for union and management representatives in public and private employment.

Paul Yager, Director, Region 1, Federal Mediation and Conciliation Service, and William Kilberg, Resident Partner, Washington D.C. office of Breed, Abbott and Morgan, are co-recipients of the 1977 Judge William B. Groat Alumni Award.

M.P. Catherwood establishes an endowment fund at the library designed to help support non-traditional but vital collections and services that are useful to practitioners as well as scholars.

1978

Frank Miller, Director of the Office of Resident Instruction reports, "The obsessive concern of today's college student with career prospects and the continued good job market combine to give us a competitive recruiting advantage on the admissions front."

Following some intensive recruiting, enrollment is at an all-time high with 612 undergraduate and 103 graduate students.

The faculty approves the establishment of a student honors program. To qualify for honors a student must be in the upper 20 percent of his class at the end of his junior year and must complete a senior honors thesis.

Planning has started for the Catherwood Library to transfer catalog records to computer-based record keeping.

More than 1,200 students are enrolled in Extension Division credit courses now being taught at ten locations around the state.

Student and alumni volunteers secure \$34,000 in new pledges to the ILR Founders Fund, which finances visiting lecturers and related contributions to the school curriculum.

New courses offered include a seminar in Modern Data Analysis, Policy Emergence and Current Issues, and Groups in Work Organizations.

Under a grant from the U.S. Department of Labor, the Extension Division conducts programs concerned with safety and health at the workplace.

In cooperation with the American Arbitration Association and the Federal Mediation and Conciliation Service, the Extension Division develops a program designed to train women-arbitrators through a combination of classroom work and field experience.

Twenty-six women participate in the first Women-Arbitrators Development Program.

Peter Capelli ('78) is awarded a Fulbright-Hays Fellowship for two years of study at Oxford University.

1979

New courses include Contemporary Trade Union Movement, Human Resources and Immigration Policies, Labor in Developing Countries, and Economic Theory and Labor Market Issues.

William F. Whyte is elected president of the American Sociological Association.

Two new student organizations begin activities at the school. MIRSO, the Minority Industrial Relations Student Organization, has among its goals the exposure of its members to a wide array of opportunities and role models among ILR occupations. SANE, the Society for the Advancement of Neutral Education, is designed to increase members' grasp of third-party occupations as mediators, factfinders, NLRB examiners, and arbitrators.

Starting salaries for the 15 master's degree graduates range from \$19,000 to \$25,000.

Robert B. McKersie resigns as Dean and takes a new position at M.I.T. Robert E. Doherty is appointed Acting Dean.

Jack Golodner ('53), Director for Professional Employees, AFL-CIO, is selected as the 1979 Judge William B. Groat Award recipient.

A Railroad Labor Studies Program, approved for tuition reimbursement by the Long Island Railroad, is established on Long Island by the Extension Division.

The records of the Amalgamated Clothing Workers of America, a manuscript collection of national significance, is added to the Labor-Management Documentation Center.

The Extension Division hosts the First Annual Personnel Executives Colloquium. Thirty senior personnel officers of Fortune 100 corporations discuss worker productivity and the quality of work life.

1980

Charles M. Rehmus, codirector of the Institute of Labor and Industrial Relations and a faculty member at the University of Michigan, is appointed Dean.

Peter Cusick, Vice President, Personnel for the American Broadcasting Companies, is selected as the twelfth recipient of the William B. Groat Alumni Award.

New courses include Union Organizing, Organizational Behavior Simulations, and Plant Shutdowns and Job Loss.

The school expands the opportunities offered to students for a semester off campus by adding formal organized programs in Albany and in Washington, D.C. to the existing program in New York City.

Tuition for the year is \$2,470 for New York State residents, \$4,090 for out of state.

Under a grant from the Department of Labor, Gary Fields and Olivia Mitchell study pensions and retirement ages.

William F. Whyte receives a grant from the National Institute of Mental Health to examine new systems of work and participation.

The Extension Division is active in training black trade union leaders from South Africa, union educators from Egypt, and international teams of union officials from emerging nations. The division also conducts a program for Xerox Corporation to teach individuals how to train facilitators of quality circles.

The National Endowment for the Humanities awards a grant to support the development of a descriptive guide to the historical collections of the school's Labor-Management Documentation Center.

Social scientists from throughout the country come to Cornell University for two days to honor William Foote Whyte, internationally known sociologist in the school.

1981

Dean Charles Rehmus reports, "A lively student concern over the school's 'open door' policy toward companies recruiting at ILR was taken up by the school's Advisory Council, which has appointed a committee to look into the situation and by the ILR Alumni Association, which is planning to send alumni from both labor and management to the school next year hoping to ameliorate the adversarial nature of labor-management relations by discussing the question with students openly and fully."

During the spring semester, 66 companies interview students for company positions, a 9 percent increase over the previous year.

Of the 119 freshmen students who enrolled in the fall semester, 47 percent are from downstate New York, 30 percent from upstate New York, and 23 percent from out of state.

New courses include Women at Work, Problems in Labor Economics, Personnel and Human Resource Management in the '80s, and Group Processes.

The Extension Division offers a national program in contract administration and arbitration for management employees in the Social Security Administration. Two additional conferences focus on women's issues: Comparable Worth and Pay Equity and Sex Discrimination in Higher Education.

Shirley Harper, Director of the Catherwood Library, reports, "The most important work in the library today is the work funded by NEH toward a computer-based descriptive guide to the manuscript collections of the Labor-Management Documentation Center. The results of this project will greatly improve access to the collection for scholars across the nation and around the world."

The Office of Resident Instruction notes that among this year's applicants to ILR, 48 percent of the women and 42 percent of the men were offered admission.

ILR Associates—a group of Vice-Presidents of Personnel Management from major corporations—is formed to enable the sharing of information among colleagues and an affiliation with a research institution.

1982

The Catherwood Library notes that reference requests suggest high interest in such topics as quality circles, Japanese management practices, quality of work life, bargaining concessions, the PATCO strike, amendments to the Bacon-Davis Act, alternative work schedules, harassment in the workplace, and robotics.

Dean Rehmus reports, "Special new development projects met with initial success, resulting in approximately \$225,000 in contributions, an all-time record for the school."

In an effort to reduce competition among students, the faculty agrees that where possible, courses will not be graded on a forced distribution curve in which students receive grades based upon their standing in relation to their peers. Instead, grades will more often be given on an absolute basis where all students who achieve predetermined performance levels will be given the grade such performance warrants.

New course offerings include a Conflict and Bargaining Seminar, Systems of Labor Participation in Management, and The Structure and Government of Unions.

The National Science Foundation funds a project by Ronald Ehrenberg to study cost-of-living clauses in union contracts.

Officers of the Student Government Association express their concern about the lack of elective offerings during the past school year.

An audience of well over 250 individuals attend the Extension Division's Women in Management Conference to discuss the opportunities and problems women face in attempting to enter and advance in management careers.

The Extension Division establishes PEWS, Programs for Employment and Workplace Systems. PEWS will work with management, labor, and community leaders to develop cooperative strategies that will enable organizations to remain competitive, save jobs, and increase employment.

The ILR Publications Division, which has issued more than 200 books and pamphlets to date, becomes ILR Press.

1983

New course offerings include Political Economy of Collective Bargaining; Inflation, Unemployment, Trade Unions, and Government Policy; Personnel Information Systems; and Groups in Work Organizations.

Extension Division programs focus on the economic revitalization of New York State and the development of programs designed to meet the needs of communities and individuals faced with economic dislocation.

At a formal dinner in New York City, Nick Salvatore receives the Bancroft prize for his book, *Eugene V. Debs: Citizen and Socialist*. The award is given annually to recognize the best work, or works, in American history or biography, and in American diplomacy and international relations.

James A. Gross receives the Philip Taft Labor History Award for his book, *The Reshaping of the National Labor Relations Board: National Labor Policy in Transition—1937-47*.

Richard and Alice Netter make a gift of \$37,000 endowing the Weinberg Seminar, held annually at Cornell since 1958 to bring together representatives of labor and management to pursue ways of eliminating discrimination in employment and union membership practices.

Walton F. Burdick ('55), Vice-President of Personnel, IBM Corporation, receives the Judge William B. Groat Alumni Award at a ceremony at the World Trade Center.

Jean McKelvey, Professor Emeritus, receives the American Arbitration Association Distinguished Service Award for her outstanding role in educating students for labor-management careers and for training new arbitrators in the field.

A faculty committee recommends that the curriculum be strengthened by the addition of coursework in finance, accounting, and computer technology, as well as additional courses in writing and the humanities.

Over 180 scholars from all over the world gather in October for Women and Labor Market Policy, a conference held in honor of the 80th birthday of Professor Emeritus Alice H. Cook. They discuss the status of working women in their countries, their labor market policies, and the extent to which trade union and women's associations are bringing about equality in the workplace.

The University Board of Trustees elects John P. Windmuller to the new Martin P. Catherwood Chair in Industrial and Labor Relations. This is the first named professorship in the school.

Senior Gary Chodosh is selected as the first recipient of the Robert D. Helsby internship at the New York State Public Employment Relations Board.

1984

New courses this year include Science, Technology and the American Economy; Technology and the Worker; the Contemporary Trade Union Movement; and Applied Organizational Behavior.

The Personnel and Human Resources Department secures a contract from IBM, valued at \$400,000, for the application of personal computers in human resource instruction and research. With the assistance of IBM, the school converts a traditional classroom into a computer-based room for classroom application.

Lee Dyer and George Milkovich examine the approaches organizations take to manage human resources. Five major corporations—American Hospital Supply, Corning Glass Works, IBM, Merck, and Ontario Hydro—participate in the two-year study.

During the school year, the faculty invites over 70 practitioners in the field of industrial and labor relations into the classroom as guest speakers.

The faculty votes to make some changes in the undergraduate curriculum. All juniors and seniors will take two new electives. One will be chosen from a number of courses in the humanities and the other will be one of several courses requiring extensive writing.

Overcrowded conditions continue to be a challenge at the Catherwood Library. There is only one seat available for every 6.5 students, whereas the common standard is one seat for every 4 students.

The ILR Press notes that Michael Gold's new volume, *A Dialogue on Comparable Worth*, received a strongly favorable review in the *New York Sunday Book Review*. A 42 percent increase in income from ILR Press publications makes 1983-84 the most successful in the press's history.

Saul Kramer ('54) receives the Judge William B. Groat Alumni Award.

Seven of the eight former chairmen of the NLRB meet in Ithaca for a conference celebrating the Board's fiftieth anniversary. They discuss the major problems and accomplishments of the Board's first fifty years.

Sara Rynes and John Boudreau win the Dunhill-American Society for Personnel competition for their proposal to study recruiting practices among the Fortune 500.

1985

The school enrolls the highest ratio of underrepresented minority students among the undergraduate divisions at Cornell, with 20.6 percent of the incoming class consisting of minorities.

Tuition for New York State Residents is \$4,360, \$7,420 for out of state.

Statistics for 1985 graduates with the B.S. show that 56 percent of the class took jobs on leaving the school, 37 percent went on to graduate school, and 7 percent were listed as "other."

The library moves more than one-fourth of the book collection from the open stacks in order to make additional study space available.

The *Industrial and Labor Relations Review* continues to be the leading academic quarterly in the field, with a circulation roughly double that of its nearest competitor.

A change in the undergraduate requirements allows greater flexibility for students who wish to study abroad. The faculty votes to allow students to receive up to 15 elective credits for year-long programs abroad.

The Catherwood Library is one of first libraries on the campus to have machine-readable records of its entire collection, both books and the manuscripts.

Robert Hutchens and George Jakubson receive a grant from the U.S. Department of Health and Human Services to support their research on Living Arrangements, Employment, Schooling, and Welfare Recipiency of Young Women.

Cornell University President Frank Rhodes and New York City Mayor Edward Koch, along with representatives of labor, management and government, attend the ribbon-cutting ceremony honoring the opening of new facilities in New York City for Cornell ILR and Cooperative Extension.

PEWS sponsors a National Employee Ownership and Participation Conference.

Extension Division's credit and certificate programs are now offered in 14 locations throughout New York State.

Salaries for 1985 graduates averaged \$22,000 for the B.S. (with a range of \$14,000-\$31,000), and \$30,000 for the MILR (range of \$18,000-\$37,000).

Students are required to add two four-hour courses to the existing statistics sequence, reflecting an increase in computer instruction.

The school's Development Program moved into its fifth year of increased fundraising by setting new records in every area of support. Total funds, including gifts in kind, exceeded \$350,000.

Stanley L. Aiges ('58) receives the William B. Groat Alumni Award.

IBM donates \$250,000 in personal computers, related hardware, and proprietary software to the Department of Personnel and Human Resource Studies.

Jean T. McKelvey, Professor Emerita, is honored by the American Arbitration Association for her more than forty years of service as a distinguished labor arbitrator.

Charles Rehmus, Dean since 1980, retires and returns to service as an arbitrator in labor management relations.

The Board of Trustees appoints Robert E. Doherty, a member of the faculty since 1961, as Dean. (Doherty served as Associate Dean in 1977-79 and as Acting Dean in 1979-80).

The Board of Trustees names Ronald G. Ehrenberg as the first Irving M. Ives Professor of Industrial and Labor Relations.

Labor economist Walter Galenson is elected the Jacob Gould Schurman Professor of Economics and Labor Relations.

The school reaches its 40th anniversary.

By fall 1985, the school has a faculty of 50, support staff of 125 professionals, and 85 classified staff. There are 750 graduate and undergraduate students in residence.

About 18 percent (19 out of 107) of the original students in 1945 were female. By fall 1985, women constitute half of the student enrollment.

Few if any minorities were enrolled in the initial class in 1945, but by 1985 minorities make up about 18 percent of the student enrollment.

Scholarship in industrial and labor relations was, according to Ives, "subject to imposture, dogma, ignorance, or lazy conjecture" at the time the school was founded. Robert E. Doherty, Dean, notes that the faculty has since then conducted research on a variety of highly relevant issues, using increasingly sophisticated methodologies.

During its first 40 years, the ILR Press has distributed hundreds of thousands of bulletins, books, and occasional publications to practitioners, schools, and interested citizens.

The curriculum was originally heavily practitioner oriented, and students had few electives. By 1985, the curriculum includes requirements in writing, the humanities, accounting and finance, and computer literacy.

Extension has grown from 3 employees in 2 cities in 1946, to 7 district offices employing 92 staff members.

1986

Several new courses are introduced, including Industrial Relations in Transitions; Work Organizations, Troubled Employees and Employee Assistance Programs; and The Law of Workers' Compensation and The Economics of Employee Benefits.

The Catherwood Library is selected to receive the 1986 John A. Sessions Memorial Award sponsored by the AFL-CIO and administered by the American Library Association. The award is presented to libraries in recognition of outstanding assistance to the labor community and contribution to public understanding of the history of the labor movement and its significance in the development of the United States.

Forty leading scholars in collective bargaining meet at the school to share new information and research results in eight major industries. The conference, Collective Bargaining in American Industry, features presenters at the 1986 Pierce Memorial Conference.

Nick Salvatore is elected a Fellow of the Society of American Historians.

A grant of \$250,000 from R. Brinkley Smithers is given to the school for a study to determine how alcoholics are treated in company and union-run Employee Assistance Programs. Harrison M. Trice is to direct the study, with assistance from a research team headed by Research Associate William Sonnenstuhl. Findings will be incorporated into the school's curriculum and extension teaching programs.

The school receives its first major endowment, a \$2.5 million gift from R. Brinkley Smithers as part of a \$6.7 million gift to Rutgers and Cornell to establish the R. Brinkley Smithers Institute for Alcoholism Prevention and Workplace Problems, the only permanently endowed cooperative involving research, teaching, publication, and outreach initiatives in the alcohol field. Of the ILR School's portion, \$1.96 million is for research and \$500,000 is an endowment for adult education.

The 40th anniversary celebration is held. During the 2-day anniversary conference entitled Equity and Efficiency in the Workplace, Douglas Fraser, President of the United Auto Workers and featured speaker, tells an audience of 200 faculty and staff that American corporations are recognizing the benefits of democratizing the workplace. Stephen Schlossberg, Deputy Undersecretary of the U.S. Department of Labor, is also part of the conference.

Bonnie Rabin, M.S./Ph.D. student in personnel management, wins the American Society of Personnel Administrators Outstanding Master's Thesis Award for 1986. Gloria deBejar, Ph.D. a student in personnel, is selected as having the Outstanding Research Paper submitted to the Personnel-HR Management Division of the American Academy of Management. Both students worked under George Milkovich.

Joan Greenspan ('64), National Director of Industrial Organizing for the Screen Actors Guild, is the winner of the 1986 William B Groat Alumni Award.

The U.S. Army Institute awards a five-year contract to John Boudreau, Lee Dyer, and Sara Rynes to support their research on the effects of cost-benefit information on human resource management decisions.

1987

The IBM Corporation enters into a second three-year Personal Computer Project with the Department of Personnel and Human Resource Studies, worth about \$1 million in hardware, software, and support, to accelerate joint research on how to use computers to provide business and

industry with faster and more accurate tools in human resource management. Robert Risley reports, "Our laboratory is probably still the most advanced of its kind in the country."

An outside review panel, appointed by University Provost Robert Barker, recommends the consolidation of several academic departments, a greater emphasis on liberal arts education for the first two years, the abolition of the M.S. degree and a new emphasis on MILR and Ph.D. training, a consolidation of extension district offices, and a greater focus on issues more related to the industrial and labor relations field.

The Office of Resident Instruction notes that one in every five students at the school is a minority member.

A total of 152 recruiter schedules are coordinated, representing 1,500 job interviews.

The library celebrates the 25th anniversary of its move to the east wing of Ives Hall and notes that it has experienced a five-fold increase in reference questions during the past five years.

The ILR Press adds six new titles to its list of scholarly and practitioner publications.

The school launches a new five-year campaign to raise \$1 million: \$500,000 in unrestricted support and \$500,000 to be added to the "Founders Fund II" endowment, which will create a chair in humane studies.

Dean Doherty, in conjunction with the school's Advisory Council, begins a comprehensive external review of programs and activities.

Carl Behnke ('61), Vice-President of the Edison Electrical Institute, is selected for the Groat Alumni Award.

Senior officials of top companies, government representatives, and international union presidents gather in New York City for a conference entitled The Next American Revolution: Crisis in Employment, which focuses on a consideration of what can be done to prevent the poverty and widespread employment the United States may face in the next two decades.

Jack Sheinkman ('49) is elected by acclamation as the new president of the Amalgamated Clothing and Textile Workers Union, AFL-CIO.

The International Ladies Garment Workers Union donates its Archives to Catherwood Library and establishes a modest endowment to help support maintenance of the collection. The Labor-Management Documentation Center has by now become the foremost repository of historical records of unions in the clothing industry, housing the records of the Amalgamated Clothing Workers Union, its successor the Amalgamated Clothing and Textile Workers Union, and the Fur and Leather Workers Union. The center contains 781 collections of material from unions, other organizations, individual scholars, and labor arbitrators.

Ronald L. Seeber becomes Director of the Division of Extension and Public Service and Associate Dean of the School.

The Extension Division comprises seven offices in major New York metropolitan areas and employs about 75 professionals who deliver educational services to more than 35,000 practitioners annually.

A book published by the ILR Press, *Disability and the Labor Market: Economic Problems, Policies, and Programs*, edited by Monroe Berkowitz and M. Anne Hill, receives the 1987 Book Award of the President's Commission on Employment of the Handicapped.

The Extension Division sponsors, and almost 100 union and management representatives attend, a joint labor-management conference, Innovations in Discipline. The program features four case studies of different approaches to controlling absenteeism.

1988

Dean Doherty begins to develop a 10-year master plan for the school, as an outgrowth of the external review begun in April 1987.

Dean Doherty resigns.

Provost Robert Barker announces the appointment of David B. Lipsky, a member of the class of 1961 and a member of the faculty since 1969, as dean of the school.

In his Program Planning Outline in the fall, Dean Lipsky notes, "Over the next five years the school will play an active role in examining both the micro and macro levels of the workplace: from the organization of work, worker participation in decision making, the possible resurgence of worker organizations, the quality of work life, new methods of conflict resolution, innovations in ownership of the workplace, and family-work relationships on the one side, to the economic environment, social organization, and technological innovations and their implications on the other."

In his annual report the dean notes that the state "has approved a \$12 million Catherwood Library expansion project, with funding of \$1 million expected for planning in 1989 and construction expected within two years."

New courses offered include Corporate Finance and Labor Markets, Training and Development: Theory and Practice; and Psychology of Negotiation.

The Minority Industrial and Labor Relations Student Organization sponsors a Career Symposium and Fair. Students, alumni, and recruiters gather to discuss employment issues, with a number of job offers resulting.

The Office of Resident Instruction notes, "The faculty advising system, in addition to an active peer advising component, has allowed for better information flow to new students, and the curricular changes which still feel new to upper division students are seen by newcomers as the norm."

Rishard Strassberg receives the 1987-88 Chancellors Award for Excellence in Librarianship.

Robert Smith is appointed Associate Dean.

The ILR faculty hosts a fall meeting of key congressional staffers to share knowledge of trends in employer personnel policies; immigration, demography, and preparedness; employee participation; collective bargaining; and issues emerging in government regulation of the employment relationship.

By fall 1988, nearly 22 percent of entering freshman are from underrepresented minority groups.

During 1988-89, 130 graduate students will be in residence, the largest number in the history of the school.

Faculty items published or accepted for publication this year total 21 books and 139 articles.

Dean Lipsky observes, "The workplace is moving through a period of profound change. The convergence of economic, demographic, cultural, and technological factors is changing the content of work and skills required in jobs. The roles, motivations, hopes, and expectations of workers and employees are being altered by these forces. The most basic rights, duties, and privileges of workers are being refined."

The dean seeks to enlarge the faculty to about 60 because, although enrollment has increased from 350 students in the 1960s to 750 in 1988, the faculty has remained constant at about 50.

At one time, the state's appropriations funded 90 percent of the school, but in 1988 the percentage of support funds stands at little more than half.

The Center for Advanced Human Resource Studies (CAHRS) is established, with Lee Dyer as Director. The primary mission of the center is to conduct and disseminate research and development projects designed to improve the practice of human resource management, enhance the performance and equitable treatment of employees, and promote organizational effectiveness.

Ronald J. Ehrenberg, Professor and Director of Research, is awarded \$200,000 from the Alfred P. Sloan Foundation for an interdisciplinary research project on compensation policies.

1989

The Office of Career Services notes that a total of 104 students were placed in internships during the year and that the demand for interns exceeded the number of students available.

Minority ILR student enrollment reaches 155 students, 24 percent of the undergraduate student body.

The State University Construction Fund estimate for new construction of the library and classrooms is \$19.5 million, well above the \$12 million earmarked for the project.

Members of the faculty meet with top administrators in the U.S. Department of Labor and the New York State Department of Labor, and other federal and state officials, and regularly provide expert testimony before federal and state governing bodies. The school receives over \$600,000 in additional funding from legislative appropriations.

Nine books are published by the ILR Press.

New courses offered include Liberty and Justice for All; Industrial Relations in Non-Western Countries; and Micro-Organizational Behavior and Analysis.

The Catherwood Library arranges to move about 30,000 volumes to the library annex until the library expansion and renovation are completed.

The Division of School Relations reports that "Gifts from non-government sources during the academic year totaled \$1,188,739."

Harrison Trice is elected a Fellow of the Society for Applied Anthropology.

Over 800 representatives of the United Auto Workers and various divisions of the General Motors Corporation attend the Extension Division's one-week seminar, The Auto Industry in Transition.

CAHRS, which provides a unique partnership between ILR School researchers and representatives from 42 selected corporate sponsors, currently sponsors research in 24 projects.

The Sloan Foundation funds a research conference, Do Compensation Policies Matter?, which brings over 80 academics and high-level corporate practitioners to the campus. Supplementary support for the conference, which was organized by Research Director Ronald G. Ehrenberg, is provided by the National Bureau for Economic Research.

The Computer Support Office prepares a five-year plan for computing in the school and installs a schoolwide network for computers.

The Alpern Visiting Fellowship program begins with a 3-day visit by Daniel Bell, noted sociologist and social philosopher from Harvard. Through a grant from Jerome and Enid Alpern, the program is established to bring to the school scholars who integrate social issues and humanitarian values within the field of industrial and labor relations.

Olivia Mitchell, Associate Professor of Labor Economics and Research Associate at the National Bureau of Economic Research, is selected by the U.S. Department of Labor to receive the Lawrence R. Klein Award for 1988 for her article, "The relation of age to workplace injury."

Recent Supreme Court decisions about employment discrimination have evoked dire forecasts from some that civil rights statutes have been gutted, that the demise of affirmative action is at hand, and that women and minorities will be left without effective legal protection against discrimination. Others say that the Supreme Court decisions do not pose such a threat.

Human resource experts from nine universities meet with top executives from IBM to explore how computer systems can enhance management of people in organizations. The conference concludes with the opening of the new Executive PC Education Laboratory at CAHRS.

1990

The University Board of Trustees selects George Milkovich as the new Martin P. Catherwood Professor of Industrial and Labor Relations.

In the fall, five architectural firms are invited by the State University Construction Fund to make presentations for the first stage of expansion and renovation of Ives Hall.

The firm of Herbert Beckhard, Frank Richlan, and Associates is selected. "If all continues on schedule, the building will be completed in 1995."

New courses include Challenges Facing Labor; and Strategic Organizational and Human Resources Management Simulation.

With assistance from the Smithers Institute for Alcohol-Related Workplace Problems, the Extension Division offers a certificate program on Employee Assistance Programs.

The faculty votes to approve the offering of a Master of Professional Studies degree. The new degree is a response to an increasing demand for graduate study at ILR from individuals whose career objectives are not met by either the MILR or the M.S. degree.

Tuition for New York State residents is \$6,494, \$11,994 for out of state.

The U.S. Department of Education provides funding to John Bishop, Stephen Barley, and Harry Katz for a study of the Educational Quality of the Workforce.

The University Career Center and ILR Career Services host the first annual Cornell University College Recruiting and Relations Institute. Forty-five corporate participants spend a day and a half learning new approaches to college recruiting in the 1990s.

The Smithers Institute receives a three-year \$425,000 grant from the National Institute of Drug Abuse to examine peer intervention and support processes within the railroad and airline industries.

Two hundred and seventeen apply to the graduate program for the fall semester, the largest number of applications since 1984. This increase is consistent with those experienced in industrial relations graduate programs across the country.

Over 120 students are enrolled in the Baruch-Cornell MSILR program in New York City. Twenty-three students graduate, the largest graduating class to date.

The faculty adopts changes in its personnel policies which require excellence in both teaching and research as a precondition for promotion and tenure.

The mean salary for placed undergraduates increases to \$31,000, and the mean for MILR graduates to \$44,000.

The Martin P. Catherwood Library reports that "With the advent of the online catalog system, conversion of operations formerly based on paper files has become a major task which will continue through the next few years."

The Cornell Institute of Collective Bargaining holds an international symposium, *Going Global: Employee Relations in a World-Wide Economy*, at Oxford University, England.

The Jean Trepp McKelvey-Alice Bacon Grant Professorship in Labor Management Relations becomes the first fully endowed chair for ILR. It is funded by combined gifts from the estates of Jean McKelvey and Alice Grant.

To confront transitions and challenges in modern labor and management interactions, the Cornell Institute of Collective Bargaining is revamped and revitalized, with Harry Katz as Director. Forty organizations will sponsor the institute by providing financial support and focusing research on problems they identify as critical to facing the challenges ahead.

1991

The Institute for Labor Market Policies is founded; Ronald G. Ehrenberg is Director.

Funded by a grant from the U.S. Department of Labor, The Institute for Labor Market Policies holds a conference on "New Jobs for an Aging Workforce." The participants include government officials from the United States, Canada, and Japan and academics and graduate students interested in policy issues.

Private gift support for the 1991-92 school year totals \$404,754, with \$235,839 coming from alumni and \$168,906 from friends, corporations, foundations, and other institutions and organizations.

New courses include The Development of Japanese Labor; Individual Differences and Organizational Behavior; Computers in Offices; African American Workers: 1910 to Present; and Organizational Implications of World Class Manufacturing.

CAHRS enrolls 7 new corporate sponsors, bringing the total to 44. CAHRS researchers are involved in 18 major research projects, involving some 23 sponsoring firms.

Compressed video is the newest technology at the school. Real-time interactive transmission via telephone lines provides instructional, conference, and meeting activities from the conference center to locations around the world.

A new electronic network is installed, providing E-mail capability to all faculty and staff throughout the school, across campus, and to other institutions in the United States and abroad.

The Catherwood Library incorporates computer and telecommunications technology to make its information resources readily accessible to users in and beyond the university.

Members of the extension staff join a group of U.S. specialists in Russia to provide training in techniques of collective bargaining and dispute resolution appropriate to a market economy.

In Orlando, Florida, 32 participants attend the Alumni Association's first national conference, The Workplace in Transition.

Focus groups of undergraduates are convened to inquire about student perceptions of "academic pressure" and about "diversity." Discussions about pressure lead to faculty coordination of tests and assignment schedules in order to reduce time conflicts in required courses. Diversity discussions produce a plan and first steps toward development of a course on diversity issues in ILR.

The Central Europe Human Resource Education Initiative is launched. Subtitled The Human Side of Enterprise, the initiative is funded by the Andrew W. Mellon Foundation and is a partnership of the ILR School at Cornell, the Faculty of Management at Comenius University in Bratislava, Slovakia, and the Faculty of Social Sciences at Charles University in Prague, The Czech Republic.

1992

The first semester of the Master of Professional Studies degree program finds four students enrolled.

New courses include Disability and Employment Law and a seminar on Employee Attitudes and Behaviors.

Following an extensive study, the faculty adopts a substantially revised undergraduate curriculum that incorporates a broader academic base and provides students with a stronger liberal arts foundation while maintaining the school's focus on the preparation of professionals in industrial relations.

Major progress is made in the school's 5-year capital campaign drive, having secured commitments in excess of \$7 million toward its \$20 million goal.

The ILR School joins the Colleges of Agriculture and Hotel Administration in providing "rolling admission" decisions rather than rendering all decisions on the common Ivy notification date in April.

CAHRS signs a contract of cooperation with the Center for International Management Studies at the Prague School of Economics and the Industry Confederation of the Czech Republic. Under the agreement, the signees pledge to pursue funding for, and subsequently to conduct, joint research projects and executive education activities designed to facilitate Czechoslovakia's transition to a market economy.

The Donner Foundation awards a grant of \$100,000 to Ronald G. Ehrenberg for a study, Race, Gender, and Ethnicity of American Teachers and Students.

1993

A freshman colloquium is offered in the fall semester. The required one-credit course is designed to bring students and faculty together in small groups to discuss issues of interest and importance to the workplace.

Shirley Harper, Director of the Catherwood Library, resigns after 18 years of service.

The ILR Press publishes nine new books during the academic year.

The Graduate Program notes a "major change in the distribution of thesis candidates. Most notable is the shift of majors in Collective Bargaining from nearly 30 percent of all candidates in 1983 to 17 percent in 1993."

The U. S. Department of Health and Human Services awards Samuel B. Bacharach a grant of \$174,503 for a study, Workplace Risk Factors and Drinking Behavior.

Campaign gifts and commitments from October 1990 through June 1993 total \$12,611,85—sixty percent of the Capital Campaign's \$20.5 million goal. A gift highlight is ILR's second fully endowed professorship—the Anne Evans Gibbons Professor of Dispute Resolution.

During the school year, CAHRS conducts an Executive Briefing on The Globalization of Top Managers' Compensation; a Policy Briefing in Washington, D.C.; and two HR Executive Development Programs in Singapore, one in Tokyo, and two in Ithaca.

1994

Francine Blau is named the first Frances Perkins Professor of Industrial and Labor Relations.

New courses include Women in the Economy, World Class Manufacturing, and Personal Computer Basics.

Marcia Calicchia, a member of the Extension Division, is awarded a grant of \$355,000 from the New York State Department of Social Services for a program, Quality in the Department of Social Services.

Robert Smith is awarded a grant of \$226,407 from the New York State Workers' Compensation Board for a study entitled Workers Compensation Managed Care Pilot Program.

Gordon Law is appointed Director of the Catherwood Library.

Design work is completed for implementation of a Novell network at Catherwood, which will be used for searching CD-ROMs licensed by Catherwood as well as Internet-accessible files.

The ILR Home Page firmly establishes its presence on the Internet.

The School's World Wide Web is developed as a means of telling the school's and the library's story to thousands of scholars, practitioners, and potential students.

The student computer lab is significantly upgraded as the school receives a grant of over \$100,000 from the AT&T Corporation for computer equipment and support services.

The National Institute on Alcohol Abuse and Alcoholism awards a four-year grant of \$809,516 to the R. Brinkley Smithers Institute for Alcohol-Related Workplace Studies for a study of the relationship between blue-collar working conditions and substance abuse.

1995

Tuition for New York State residents is \$8,490, \$16,460 for out of state.

Annual subscriptions to the *ILR Review* cost individuals \$26, libraries \$43, and students \$13.

New courses include Theories of Equality and their Application in the Workplace; Economics of Collective Bargaining in the Sports Industry; Economics of Health Care; and Mediation.

The ILR Career Services Office merges with the University Career Center.

Preliminary salary figures for the Class of '95 are a range of \$27,000 to \$47,000 for bachelor degree recipients and \$38,000 to \$63,000 for master's degree recipients.

The Graduate Division notes, "The job market for professional students was very robust while the Ph.D. market was relatively poor in keeping with the decreasing demand at the national level."

With 27 students, Washington, D.C. continues to be the most popular internship location.

CAHRS reports that "During the academic year '94-'95, over 50 major corporations (sponsors and others) from the United States, Japan, South America, and Europe partnered with more than a dozen faculty to produce over 25 research studies.

The Office of Student Services reports the formation of "class councils," groups of students developed to ascertain undergraduate concerns, facilitate meals with faculty members, arrange meetings about careers and course materials, and produce a freshman newsletter.

A "phase two" funding of the Central Europe Human Resource Education Initiative is approved by the Mellon Foundation.

Discussions lead to the merger of the ILR Computer Services Group with the Johnson Graduate School of Management Computer Services Group.

Kenneth Kahn, President of LRP Publications, chairs the newly formed, 19-member Catherwood Advisory Council. The council mission is two-fold: to provide advice and council to the Catherwood Director and to assist with fund-raising efforts.

Capital campaign commitments for the school reach 96 percent of the goal—\$19,774,706 toward the goal of \$20.5 million.

The Department of Health and Human Services awards a grant of \$256,812 to Samuel B. Bacharach for a study of Workplace Risk Factors and Drinking Behavior.

The demolition of Ives Hall's classroom wing begins.

B.

ROSTER OF DEANS AND FACULTY

This listing of ILR deans and faculty has been compiled from a combination of human resource records kept at the school since 1946, ILR deans reports, and other university sources. Faculty listed include only those whose titles were Assistant, Associate, or Full Professor. They do not include "visiting" appointments unless those led directly into regular faculty positions; nor do they include extension associates or other titles. Those who were employed in a nonprofessorial capacity prior to becoming regular faculty are listed only in the latter capacity. The data list the calendar year of resignation or retirement from full-time teaching, although some faculty continued to teach either part-time or without salary for many years after their formal retirement. Emeritus status is listed as of the year it was granted by the Board of Trustees. Although we attempted to verify information, this list is compiled from a variety of incomplete sources, which sometimes contained conflicting information. We regret any errors.

Deans

Irving M. Ives	June 30, 1945 - January 31, 1947
Lynn A. Emerson, Maurice F. Neufeld, &	
Donald J. Shank (Acting Administrators)	February 1, 1947 - June 30, 1947
Martin P. Catherwood	July 1, 1947 - December 31, 1958
Robert F. Risley (Acting Dean)	January 1, 1959 - June 30, 1959
John W. McConnell	July 1, 1959 - January 31, 1963
Robert F. Risley (Acting Dean)	February 1, 1963 - August 31, 1963
David G. Moore	September 1, 1963 - January 31, 1971
Robert F. Risley (Acting Dean)	February 1, 1971 - June 30, 1971
Robert B. McKersie	July 1, 1971 - August 31, 1979
Robert E. Doherty (Acting Dean)	September 1, 1979 - June 30, 1980
Charles M. Rehmus	July 1, 1980 - June 30, 1985
Robert E. Doherty	July 1, 1985 - June 30, 1988
David B. Lipsky	July 1, 1988 - Present (to June 30, 1996)

Faculty

Abowd, John	1987 - present
Adams, Leonard	1947 - Emeritus 1967
Ahmad, Eqbal	1965 - 1968
Aldrich, Howard	1969 - 1982
Aronson, Robert	1950 - Emeritus 1983
Bacharach, Samuel	1974 - present
Barley, Stephen	1984 - 1994
Barocci, Thomas	1973 - 1974
Barton, Betty	1951 - 1955
Batt, Rose	1995 - present
Beach, C. Kenneth	1946 - 1953
Bem, Daryl	1978 - 1979

Beran-Ghosh, Sucharita	1988 - 1990
Beres, Mary Elizabeth	1973 - 1974
Bishop, John	1986 - present
Blau, Francine	1994 - present
Blough, Margaret	1961 - 1964
Blum, Albert	1958 - 1959
Blumen, Isadore	1949 - Emeritus 1990
Boudreau, John	1981 - present
Boyer, George	1982 - present
Breer, Paul	1961 - 1967
Bretz, Robert	1988 - 1994
Briggs, Vernon	1978 - present
Brittain, John	1956 - 1959
Brooks, Earl	1947 - 1955
Brooks, George	1961 - Emeritus 1974
Brophy, John	1946 - 1957
Brown, Bert	1967 - 1973
Bunge, John	1990 - present
Burling, Temple	1948 - 1964
Burton, John	1977 - 1991
Butler, Richard	1979 - 1982
Campbell, James	1948 - 1962
Campbell, Ralph	1948 - Emeritus 1971
Carpenter, Jesse	1947 - Emeritus 1966
Catherwood, Martin P.	1947 - 1958, Emeritus 1971
Cheek, Neil	1963 - 1967
Clark, M. Gardner	1948 - Emeritus 1982
Cook, Alice	1954 - Emeritus 1972
Cook, Maria	1992 - present
Corvini, Rudolph	1951 - 1960
Craypo, Charles	1982 - 1984
Crivens, Thelma	1985 - 1993
Cullen, Donald	1953 - Emeritus 1990
Daniel, Cletus	1973 - present
Dean, Richard	1949 - 1952
DeCotis, Thomas	1973 - 1981
DelaCruz, Gregory	1979 - 1980
DeVault, Ileen	1986 - present
DiCiccio, Thomas	1994 - present
Doherty, Robert	1961 - Emeritus 1989
Donovan, Ronald	1955 - Emeritus 1989
Drotning, John	1972 - 1976
Dyer, Lee	1971 - present
Eder, Robert	1982 - 1983
Ehrenberg, Ronald	1975 - present
Emerson, Eleanor	1946 - 1964
Emerson, Lynn	1945 - 1955
Erickson, Christopher	1990 - 1991
Estey, Marten	1948 - 1952
Evans, W. Duane	1963 - 1974
Farley, Jennie	1972 - present
Fennell, Dorothy	1987 - present
Ferguson, Robert	1946 - 1977
Fields, Gary	1978 - present
Foltman, Felician	1947 - Emeritus 1983
Francis, Ivor	1968 - 1983
Frank, William	1964 - Emeritus 1991

Freilicher, Frederic	1967 - 1973
French, Earl	1958 - 1964
Friedland, William	1961 - 1969
Gagala, Kenneth	1974 - 1979
Galenson, Walter	1966 - Emeritus 1985
Gellerman, William	1965 - 1968
Gerhart, Barry	1985 - present
Gold, Michael	1977 - present
Gordon, Gerald	1966 - 1976
Gordon, Paul	1949 - 1954
Gramm, Cynthia	1985 - 1990
Gray, Lois	1972 - Emeritus 1994
Gross, James	1966 - present
Gruenfeld, Leopold	1962 - present
Gulick, Charles	1951 - 1952
Hadi, Ali	1984 - present
Halpern, Jennifer	1992 - present
Hammer, Tove	1973 - present
Hanratty, Maria	1991 - 1993
Hanslowe, Kurt	1958 - 1983
Hanson, Carl	1949 - 1961
Harris, Edwin	1954 - 1956
Hebdon, Robert	1992 - present
Hildebrand, George	1960 - 1980
Hodges, Wayne	1951 - 1972
Huber, Vandra	1982 - 1985
Hurd, Richard	1990 - present
Hutchens, Robert	1976 - present
Hyatt, Dave	1948 - 1950
Ives, Irving	1945 - 1947
Jakubson, George	1983 - present
Jehring, J. James	1946 - 1953
Jensen, Vernon	1946 - Emeritus 1973
Judge, Timothy	1990 - 1995
Kahn, Lawrence	1994 - present
Katz, Harry	1985 - present
Kaufman, Jacob	1977 - Emeritus 1985
Keeran, Roger	1974 - 1981 & 1985 - 1987
Kelly, Matthew	1966 - Emeritus 1983
Kennedy, Marian	1980 - 1981
Kirmeyer, Sandra	1979 - 1983
Kochan, Thomas	1973 - 1980
Konvitz, Milton	1945 - Emeritus 1973
Korman, A. Gerd	1962 - Emeritus 1993
Kuruvilla, Sarosh	1990 - present
Landsberger, Henry	1954 - 1968
LaRue, Homer	1981 - 1983
Lawler, Edward	1994 - present
Leighton, Alexander	1947 - 1950
Lieberwitz, Risa	1982 - present
Lipsky, David	1969 - present
MacIntyre, Duncan	1948 - Emeritus 1975
Marquardt, Mary	1948 - 1949
McCarthy, Philip	1948 - Emeritus 1988
McConnell, John	1946 - 1963, 1971 - 1974
McKelvey, Jean	1945 - Emeritus 1973
McKersie, Robert	1971 - 1980

Mesics, Emil	1956 - Emeritus 1970
Meyer, Marshall	1969 - 1973
Milkovich, George	1981 - present
Miller, Frank	1954 - Emeritus 1985
Mishel, Lawrence	1982 - 1983
Mitchell, Olivia	1978 - 1993
Moore, David	1963 - 1971
Morris, James	1955 - 1985
Morton, Joseph	1945 - 1955
Mueller, Susan	1978 - 1982
Mullady, Philomena	1947 - 1953
Nash, Abraham	1972 - Emeritus 1984
Neufeld, Maurice	1945 - Emeritus 1976
Niland, John	1969 - 1972
Ornati, Oscar	1952 - 1957
Parsons, Edgar	1946 - 1951
Perl, Lewis	1970 - 1973
Perlman, Mark	1952 - 1955
Perrins, Harlan	1954 - 1967
Polisar, Eric	1961 - 1968
Pucik, Vladimir	1991 - present
Raimon, Robert	1947 - Emeritus 1974
Rebick, Marcus	1990 - 1994
Rehmus, Charles	1980 - 1985
Richardson, J. Henry	1958 - 1958
Riley, Effey	1946 - 1953
Risley, Robert	1953 - Emeritus 1989
Rosen, Ned	1961 - 1983
Ross, Philip	1972 - 1976, 1982 - present
Rynes, Sara	1982 - 1990
Salvatore, Nick	1981 - present
Sargent, Edward	1952 - 1954
Sayre, J. Woodrow	1955 - 1960
Schmidhauser, Harold	1953 - 1954
Schulman, Jay	1964 - 1968
Seeber, Ron	1980 - present
Shank, Donald	1945 - 1948
Slavick, Fred	1955 - Emeritus 1978
Smith, Alpheus	1946 - Emeritus 1966
Smith, Arthur	1975 - 1977
Smith, Robert	1974 - present
Sonnenstuhl, William	1990 - present
Sniezek, Janet	1988 - 1989
Stefanski, Leonard	1984 - 1986
Stern, Robert	1974 - present
Stoikov, Vladimir	1968 - 1976
Thurber, John	1946 - 1951
Tolbert, Pamela	1983 - present
Tolles, N. Arnold	1947 - Emeritus 1971
Trice, Harrison	1955 - Emeritus 1990
Turner, Lowell	1990 - present
Velleman, Paul	1975 - present
Wasmuth, William	1961 - Emeritus 1990
Welbourne, Theresa	1992 - present
Wells, Martin	1987 - present
Wertheimer, Barbara	1977 - 1983
Whyte, William	1948 - Emeritus 1979

Williams, Lawrence	1961 - present
Windmuller, John	1948 - Emeritus 1987
Wolf, William	1970 - Emeritus 1982
Yaffe, Byron	1969 - 1975

C.

FACULTY PUBLICATION

by Robert L. Aronson and J. Gormly Miller

From the beginning the ILR faculty devoted much of its time and effort to the preparation and publication of works covering a wide range of subject matter within the industrial and labor relations field. Some of the faculty output addressed the interests of their scholarly colleagues and students, but much was directed to practitioners and the general public as well. An initial screening of Cornell University's library holdings found about 2,000 items bearing the names of ILR faculty as authors. Although the list included items published, or at least prepared, prior to the person's appointment to the ILR faculty, and an uncounted number of publications produced after separation from ILR, it did not include the many journal articles normally absent from a standard library catalog. Even so, the record is certainly impressive both in terms of scale and breadth of interest.

In the following list of some seventy publications, covering the period from 1946 to 1994, we have tried to represent the breadth of subject matter and the variety of audiences to which ILR faculty directed its work. To reduce the initial list to one that was both representative and of manageable size, we adopted the following selection criteria:

- The publication was prepared and, in most cases, published during the author's tenure on the ILR faculty.
- Single authorship was preferred, but multiauthored publication occasionally proved to be more representative of its category.
- With a few exceptions, only one publication was allowed for any given author.
- The publication represented the author's principal or continuous subject matter interest.
- The work made an important or even significant contribution to its intended audience.
- Publication by well-established presses was preferred, but important or useful reports, such as to legislative bodies, were also considered so long as they were in the public domain.

We recognize that other judgments might well have produced a bibliography that differs from our selection. We hope, however, that we have not ventured too far from our intention to display the breadth and virtuosity of the publications of the ILR faculty as a whole.

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D.

CURRICULUM COMPARISONS

Curriculum—1945-46

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
<u>Freshman Year:</u>			
English	3	English	3
American History	3	American History	3
Social Institutions	3	Social Psychology	3
Intro. to Indus. & Labor Relations	3	Shop Practice	3
Elective	3	Elective	3
Total	15	Total	15
<u>Sophomore Year</u>			
Public Speaking	3	Public Speaking	3
American Government	3	Elements of Law	3
Modern Economic Society	5	Labor Economics	3
Accounting	3	Accounting	3
Elective	3	Elective	3
Total	17	Total	15
<u>Junior Year</u>			
Business Organization & Mgt.	3	Labor Union Org. & Operation	3
Legal & Constitutional Aspects of Labor Problems & Social Insurance	3	Social Security	3
Corporation Finance	3	Industrial Psychology	3
Statistics	3	Statistics	3
Elective	3	Elective	3
Total	15	Total	15
<u>Senior Year</u>			
Collective Bargaining, Mediation & Arbitration	3	Public Policy & Industrial & Labor Relations	3
Personnel Management	3	Personnel Management	3
Public Administration	3	Public Relations	3
Ethics	3	Foundations of Industrial Peace	3
Elective	3	Elective	3
Total	15	Total	15

Curriculum—1965-66

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
<u>Freshman Year:</u>			
English (A&S)	3	English (A&S)	3
Modern Economic Society (A&S)	3	Modern Economic Society (A&S)	3
Psychology or Sociology	3	Psychology or Sociology	3
Development of Econ. Institutions	3	Labor in American Society	3
Modern Industry & Industrial & Labor Relations	3	Modern Industry & Industrial & Labor Relations	3
Total	15	Total	15
<u>Sophomore Year</u>			
American Government (A&S)	3	Corporate Enterprise in the American Economy (A&S)	3
Science or Mathematics	3	Science or Mathematics	3
Labor Union History	3	Economics of Wages & Employment	3
Human Relations	3	Labor Relations Law & Legislation	3
Statistics I	3	Economic and Social Statistics	3
Total	15	Total	15
<u>Junior Year</u>			
Collective Bargaining	3	ILR Advanced Elective	3
Economic Security	3	ILR Advanced Elective	3
ILR Advanced Elective	3	ILR Advanced Elective	3
General Elective	3	General Elective	3
General Elective	3	General Elective	3
Total	15	Total	15
<u>Senior Year</u>			
ILR Advanced Elective	3	ILR Advanced Elective	3
ILR Advanced Elective	3	ILR Advanced Elective	3
Development of American Ideals	3	Development of American Ideals	3
General Elective	3	General Elective	3
Total	15	Total	15

Curriculum—1985-86

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
<u>Freshman Year:</u>			
Freshman Seminar (A&S)	3	Freshman Seminar (A&S)	3
Introductory Economics—Micro (A&S)	3	Introductory Economics--Macro (A&S)	3
Introduction to Psychology (A&S)	3	Statistics (ILR 101)	4
History of Indust. & labor Relations in the United States	3	<u>Any 2 of the following:</u>	
Intro. to Macro Organizational Behav- ior & Analysis (ILR 121)	3	Intro to Micro Organizational Behav- ior & Analysis (ILR 140)	3
Total	15	Development of Econ. Institutions	3
		Special Studies in the History of In- dustrial Relations in the U.S.	3
		Total	16
<u>Sophomore Year</u>			
Labor Relations Law & Legislation	3	Collective Bargaining	3
Economics of Wages & Employment	3	ILR 101, 121, or 140	3
Personnel Management	3	Accounting	3
Economics & Social Statistics	3	Electives (from any Cornell college)	6
Electives (from any Cornell college)	3	Total	15
Total	15		
<u>Junior Year</u>			
Economic Security	3	Electives (from any Cornell college)	15
Electives (from any Cornell college)	12	Total	15
Total	15		
<u>Senior Year</u>			
Electives (from any Cornell college)	15	Electives (from any Cornell college)	14
Total	15	Total	14

Curriculum—1994-95*

* This curriculum is an outline that is intended to be illustrative, but not necessarily prescriptive. Student preferences, circumstances, and needs may alter the outline considerably in individual instances. The intentions of the Faculty have been captured and listed as part of this guide.

<u>First Semester</u>	<u>Credits</u>	<u>Second Semester</u>	<u>Credits</u>
<u>Freshman Year:</u>			
Freshman Writing Seminar	3	Freshman Writing Seminar	3
Mathematics	3	Introductory Economics	4
History of American Labor: 19th Century	3	History of American Labor: 20th Century	3
Social & Psychological Foundations of Organizational Behavior I	3	Social & Psychological Foundations of Organizational Behavior II	3
ILR Colloquium	1	Elective	3
Elective	3		
Total	16	Total	15

Sophomore Year

Statistics I	3	Statistics II	3
Development of Econ. Institutions	3	Personnel Management	3
Labor & Employment Law	3	Economics of Wages & Employment	3
Distribution: Cultural Perspectives	3	Distribution: Western Intellectual Tradition	3
Elective	3	Elective	3
Total	15	Total	15

Junior and Senior Years (any semester)

Economic Security	3
Collective Bargaining	3
Distribution: International & Comparative Industrial and Labor Relations	3
Distribution: Upper Division Writing	3
Distribution: Science and Technology	3
Advanced Organizational Behavior	3
ILR and General Electives	

E.

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