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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 side-tracked 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 Groat 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 Groat 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 *rappoteurs*, 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 tricorne 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 unrivalled 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.

