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11. Looking Back

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(GR '58)

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11. Looking Back

Abstract

From Alumni Views, 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." Includes: Alumni Views of ILR; The Creation of the Alpern Scholarship and Prize; and A Professor's Perspective.

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Cornell, school, labor, work, relation, industrial, faculty, student, ILR, program, graduate, union

Comments

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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 MLR 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 Colletgetown. 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.

