

Cornell University  
Announcements  
New York State  
School of  
Industrial and  
Labor Relations  
1972-73

A Statutory College of the State University,  
At Cornell University, Ithaca, New York



# Cornell University

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### **Cornell University Announcements**

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# Cornell Academic Calendar

1971-72

Registration, new students	Thursday, September 2
Registration, continuing and rejoining students	Friday, September 3
Fall term instruction begins, 7:30 a.m.	Monday, September 6
Thanksgiving recess:	
Instruction suspended, 1:10 p.m.	Wednesday, November 24
Instruction resumed, 7:30 a.m.	Monday, November 29
Fall term instruction ends, 1:10 p.m.	Saturday, December 11
Independent study period begins, 2:00 p.m.	Saturday, December 11
Final examinations begin	Thursday, December 16
Final examinations end	Thursday, December 23
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 20
Registration, continuing students	Friday, January 21
Spring term instruction begins, 7:30 a.m.	Monday, January 24
Spring recess:	
Instruction suspended, 1:10 p.m.	Saturday, March 18
Instruction resumed, 7:30 a.m.	Monday, March 27
Spring term instruction ends, 1:10 p.m.	Saturday, May 6
Independent study period begins, 2:00 p.m.	Saturday, May 6
Final examinations begin	Monday, May 15
Final examinations end	Monday, May 22
Commencement Day	Friday, May 26

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.



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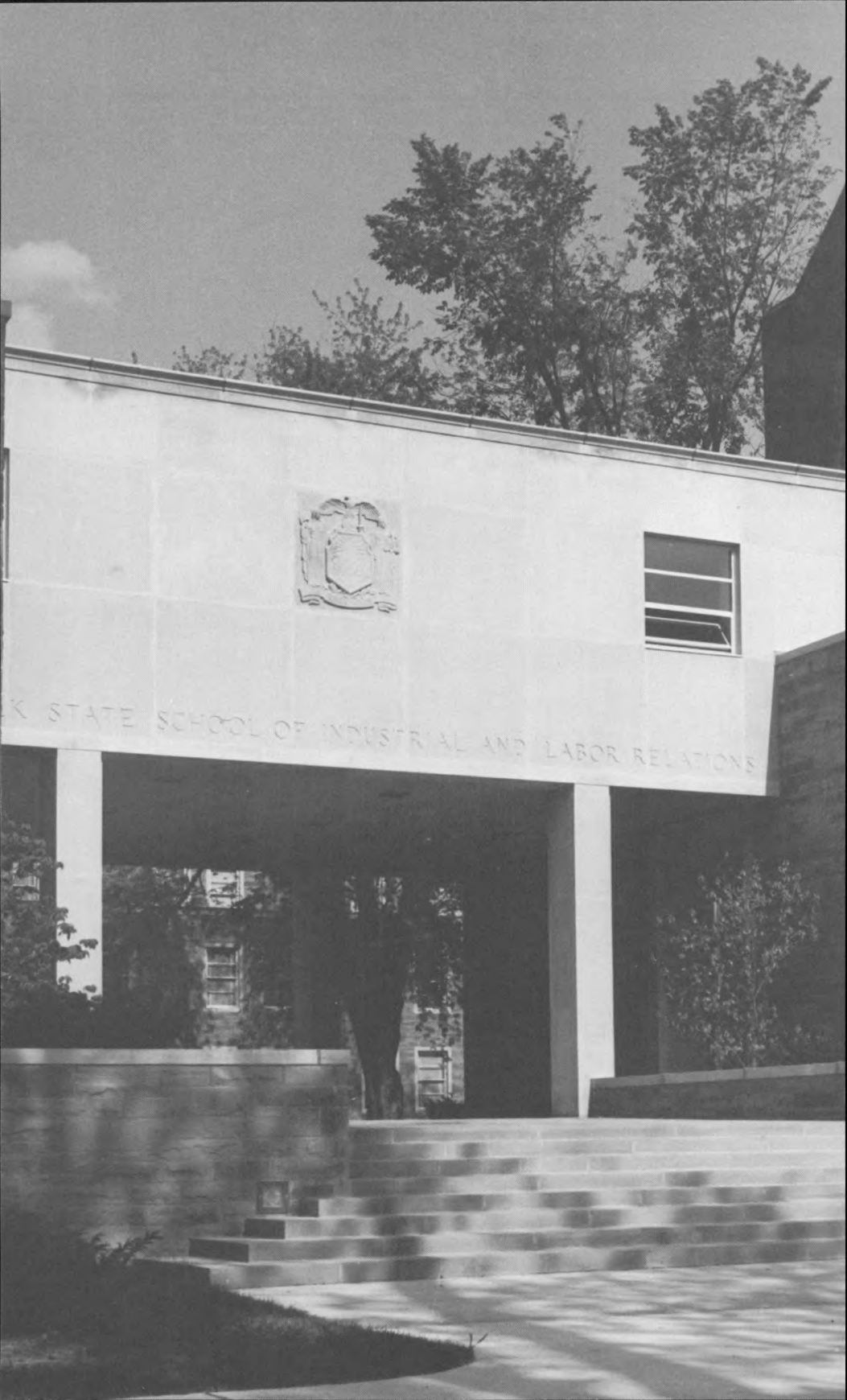
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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.



UNIVERSITY OF ILLINOIS SCHOOL OF INDUSTRIAL AND LABOR RELATIONS

# Cornell University

## School of Industrial and Labor Relations

### History and Purpose

The New York State School of Industrial and Labor Relations at Cornell University was authorized in 1944 by act of the New York State Legislature as the first institution in the country to offer a comprehensive program of professional training at the undergraduate and graduate levels in the field of industrial and labor relations. In addition to resident instruction, research and extension work were provided as integral parts of the program to fulfill the broad purpose for which the School was created.

The law under which the School functions states its objectives and purposes in the following terms:

It is necessary that understanding of industrial and labor relations be advanced; that more effective cooperation among employers and employees and more general recognition of their mutual rights, obligations, and duties under the laws pertaining to industrial and labor relations in New York State be achieved; that means for encouraging the growth of mutual respect and greater responsibility on the part of both employers and employees be developed; and that industrial efficiency through the analysis of problems relating to employment be improved.

...it is hereby declared to be the policy of the state to provide facilities for instruction and research in the field of industrial and labor relations through the maintenance of a school of industrial and labor relations.

The object of such school shall be to improve industrial and labor conditions in the state through the provision of instruction, the conduct of research, and the dissemination of

information in all aspects of industrial, labor, and public relations affecting employers and employees.

The School came into existence as a part of Cornell University on November 5, 1945, with the admission of its first group of resident students. Subsequently, the research and extension programs were initiated, and the School moved forward to meet the responsibilities stipulated in its legislative mandate.

With the creation of the State University of New York in 1948, the School of Industrial and Labor Relations, as one of four state-supported units at Cornell University, became an integral part of the State University of New York. "Created to provide a comprehensive and adequate program of higher education," the State University now includes almost seventy educational institutions. The School of Industrial and Labor Relations at Cornell, functioning in this broad context, offers training and research facilities in this important field to serve the needs of the state.

The School operates through four major functional divisions: (1) undergraduate and graduate resident instruction, (2) extension and public service, (3) research development, and (4) publications and school relations. In each of the divisions, programs are carried on to serve impartially the needs of labor and management in the field of industrial and labor relations. Professional training is provided at

## 6 Undergraduate Program

the undergraduate and graduate levels for young men and women who look forward to careers in labor unions, in business, in government agencies, or other areas related to the broad field of industrial and labor relations. Through the Extension and Public Service Division, instruction is offered throughout the state on a non-credit basis to men and women already engaged in labor relations activities, as well as to the general public. Closely related to the work in resident instruction and extension, the Research Development Division is concerned with the development of materials for resident and extension teaching and the conduct of studies in the field of industrial and labor relations. The Publications and School Relations Division is responsible for the dissemination of such research data.

### Professional Opportunities

Graduates of the School of Industrial and Labor Relations take positions involving industrial relations activities, enter work in related areas, or undertake further professional study. The largest number of industrial opportunities is in commerce and industry, although a significant number of openings exists in government agencies and the professions. Opportunities for college graduates in organized labor are more limited; however, positions usually are available for all graduates who desire to work for unions.

Students interested in careers in business and industry have a variety of opportunities available to them. They may be employed initially as personnel assistants, industrial relations trainees, or production trainees, and exposed to training programs of varying length; or, when previous preparation permits, they may be hired specifically to handle one or more personnel or industrial relations functions, such as employment, training, wage and salary administration, employee services and benefits, safety, labor relations, public relations, or research.

Graduates who choose to work for state and federal government agencies may be employed in such positions as administrative assistants, personnel technicians, economists, technical aides, or research associates. These positions, for the most part, are filled through competitive civil

service examinations designed for college seniors interested in entering government service. Some graduates also may be qualified for entering the foreign service (Department of State) or for noncivil service assignments with government-operated agencies such as the TVA and the Atomic Energy Commission.

Graduates interested in work in organized labor may anticipate employment in two principal areas of trade union activity. The first of these comprises work in the line structure of the union and usually entails a substantial period of service in a local union prior to the assumption of positions of responsibility. The other area comprises the technical staff functions such as research, public relations, and educational work, into which those who are qualified may move directly.

In addition to opportunities in business firms, trade unions, or governmental work, the graduate can find effective use for his training in public service agencies such as hospitals, in research organizations, in trade association and Chamber of Commerce work, municipal project administration, or in other allied areas.

Career opportunities are also available for those interested in teaching at either the secondary or college level. Preparation for secondary-level teaching entails completion of prescribed programs for meeting state certification and is planned in cooperation with advisers in the appropriate departments. Students interested in college teaching may use the elective credits available in the School of Industrial and Labor Relations curriculum to prepare for advanced work in any of the basic social sciences, including economics, government, history, psychology, or sociology. Similarly, students may prepare for the study of law or for advanced work in other specialized fields, such as business and public administration, following completion of the requirements for the Bachelor's degree.

The School, through its Office of Resident Instruction, offers placement assistance to graduates, alumni, and students seeking summer employment.

### Undergraduate Program

The undergraduate program of the School provides a professional education in in-

dustrial and labor relations in which study of technical subject matter is merged with education in supporting fields of knowledge. It also offers preparation for postbaccalaureate study in the fields of law, education, business, psychology, sociology, economics, history, political science, international affairs, and numerous new interdisciplinary graduate degree programs concerned with contemporary social, economic, urban, and political programs, both domestic and foreign. The essential characteristics of the four-year curriculum are a common exposure to a basic core of instruction in the introductory work in the field and in supporting disciplines, the completion of selected courses in advanced subjects of industrial and labor relations, and the complementation of this training with elective courses offered by the various departments of the School and the University. Specifically, in the area of general education, the undergraduate resident teaching program seeks to develop within the student the following values:

An understanding of the origin and manner of development of the basic institutions of Western civilization, including American ideals and institutions, and the ability to appraise them in the light of other cultures.

An understanding of the contribution of the social sciences to the development of society.

An understanding of the nature of man and the characteristics of human behavior in present-day society.

An appreciation of literature and the arts for the enjoyment and enlightenment they provide.

An ability to live and work cooperatively with other people.

In the area of professional education, the emphasis of the program is on the following:

An understanding of the factors and forces, the organizations, and the customary behavior patterns in industrial and labor relations.

An understanding of the values in industrial and labor relations which are necessary for the progress of industrial society. The ability to exercise the professional skills required for advantageous entry and

progressive development in industrial and labor relations.

Members of the School faculty reflect a wide range of scholarly interests and backgrounds in industrial and labor relations. Practitioners are regularly invited to the School to participate in instruction as guest lecturers or discussion leaders. These visitors, affiliated with government, unions, or industry, provide students with insights into the nature of current problems in the field.

The School utilizes instruction offered in the College of Arts and Sciences and in other divisions of the University in accomplishing its curriculum of prescribed and elective work. Because students have ample opportunity to take courses in other divisions of the University, it is possible with careful planning to combine the course work in industrial and labor relations with concentrated work in one of the social sciences. Any student who wishes to take advantage of this possibility should discuss his intentions with his faculty adviser or with a counselor in the Office of Resident Instruction. Arrangements can then be made for him to receive guidance from a faculty member associated with the particular social science discipline.

The School maintains a counseling staff which offers both educational and personal guidance. In addition, every student is assigned a faculty adviser who provides counsel in the selection of courses and sequences, both elective and required, that will satisfy individual educational and professional goals.

## Undergraduate Degree Requirements

### Credit Hours

The requirements for the degree of Bachelor of Science include the successful completion of 120 prescribed and elective credit hours. Degree candidates entering as freshmen normally spend eight terms of residence in the School. A cumulative average of at least C- is required to maintain good standing and to be eligible for graduation. Further explanation of this requirement is found in the section Undergraduate Curriculum, p. 8.

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### Work Experience

One of the requirements for the undergraduate degree is ten weeks of work experience. The purpose of the requirement is to provide students with an understanding of the viewpoints, problems, and procedures of management, labor, and government in the conduct of industrial and labor relations. The requirement may be met by ten weeks of summer employment following matriculation. The student is responsible for obtaining the appropriate work experience, but the School will counsel and aid the student in every way possible.

### Physical Education

All undergraduates must take four terms of physical education. Ordinarily, this requirement must be completed in the first two years of residence; postponements are allowed only by consent of the University Faculty Committee on Requirements for Graduation.

The requirement in physical education is described in further detail in the *Announcement of General Information*. The courses offered are described in publications made available to students by the Department of Physical Education and Athletics.

### Undergraduate Curriculum

Sixty of the 120 hours required for the degree of Bachelor of Science are taken up by required courses. Twenty-four hours are allotted for ILR advanced electives which must be selected from the offerings of the various departments of the School. These electives are selected in accordance with the student's particular interests in special areas within the field of industrial and labor relations. Counselors and faculty advisers offer guidance in program planning. The remaining thirty-six hours are general electives and may be taken either in the School or in other divisions of the University.

Students having achieved sophomore status may forego taking as many as two required courses in the current curriculum for which two ILR elective courses must be substituted. This option applies only to those required courses at the sophomore and upperclass levels.

All industrial and labor relations courses, arranged by department, and the

required courses offered by other divisions of the University are described in the section Course Descriptions, pp. 28-45.

### Required Courses

The outline of the curriculum below provides the course numbers and titles of required courses and indicates the sequence in which they should be taken. Courses followed by the abbreviation AS are given in the College of Arts and Sciences; those followed by an HE are given in the College of Human Ecology.

#### Freshman Year

<i>First Semester</i>	<i>Credits</i>
Freshman Humanities (AS)	3
Modern Economic Society (Economics 101-AS)	3
The Development of Human Behavior (CD 115-HE)	3
Society, Industry, and the Individual I (ILR 120)	3
Development of Economic Institutions (ILR 140)	3
	<hr/> 15

#### Second Semester

Freshman Humanities (AS)	3
Modern Economic Society (Economics 102-AS)	3
Intergroup Relations: Prejudice, Discrimination, and Conflict (Sociology 264-AS)	3
Society, Industry, and the Individual II (ILR 121)	3
History of Industrial Relations in the United States (ILR 100)	3
	<hr/> 15

#### Sophomore Year

<i>First Semester</i>	
Special Studies in the History of Industrial Relations in the United States (ILR 200)	3
Statistics I (ILR 210)	3
Development of American Ideals (ILR 408*)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	<hr/> 15

\* May be taken in the sophomore, junior, or senior year. An acceptable program in other areas of the humanities may be substituted for the course Development of American Ideals after consultation with faculty adviser or counselor.



<i>Second Semester</i>	<i>Credits</i>
Labor Relations Law and Legislation (ILR 201)	3
Economic and Social Statistics (ILR 211)	3
Economics of Wages and Employment (ILR 241)	3
Development of American Ideals (ILR 409*)	3
Elective (ILR or general)	3
	15

*Junior Year**First Semester*

Collective Bargaining (ILR 300)	3
Economic Security (ILR 340)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	15

*Second Semester*

Manpower Management (ILR 360)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	15

*Senior Year**First Semester*

Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	15

*Second Semester*

Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
Elective (ILR or general)	3
	15

**Recommended Out-of-College Courses**

**Government.** American Government (Government 101 in the College of Arts and Sciences, a prerequisite to most other courses offered by the Department of Government) is strongly recommended as

\* May be taken in the sophomore, junior, or senior year. An acceptable program in other areas of the humanities may be substituted for the course Development of American Ideals after consultation with faculty adviser or counselor.

an elective to all ILR undergraduates, preferably in the sophomore year.

**Mathematics.** Students considering graduate work in any of the social sciences are strongly urged to take appropriate courses in mathematics, such as calculus (Mathematics 111-112 or Mathematics 107-108 in the College of Arts and Sciences).

**ILR Advanced Electives**

The twenty-four required ILR advanced elective credits must be selected from the upperclass or graduate offerings of the School. No more than six of these twenty-four hours may be satisfied by independent study, ILR 499.

**General Electives**

The thirty-six hours of general elective credit may be taken either in the School or in other divisions of the University. Undergraduates wishing to prepare for graduate work in one of the basic social sciences may use these hours to establish an informal minor in economics, government, history, psychology, or sociology. Others may choose to satisfy special interests in other disciplines such as the humanities or natural sciences. The normal allowance for electives in the endowed colleges is thirty-three credit hours. Students electing more than thirty-three hours in the endowed colleges will be billed for an additional tuition charge for each excess hour.

**Dual Registration in Business and Public Administration**

ILR students in past years have availed themselves of the dual informal registration in the School of Business and Public Administration during their senior year leading to the Bachelor of Science degree and a Master's degree in business or public administration after five years of study.

The experience of those students who have participated in this program suggests that early planning, preferably in the junior year, is desirable in order to insure meeting BPA expectations and the simultaneous completion of the ILR curriculum.

Students who wish to consider double registration in the Graduate School of

## 10 Graduate Program

Business and Public Administration should contact one of the counselors in the Office of Resident Instruction and the Admissions Office, BPA School, 319 Malott Hall.

### Graduate Program

Through the Graduate School of Cornell University, the School of Industrial and Labor Relations offers an opportunity to study for the degree of Master of Industrial and Labor Relations (M.I.L.R.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). Candidates for the M.I.L.R. degree study under the direction of an assigned or selected faculty adviser. M.S. and Ph.D. candidates study under the direction of a Special Committee of their own choosing. M.S. and Ph.D. students, however, may request assignment of a faculty adviser for their first term in residence.

The four-semester program for the M.I.L.R. degree is designed to provide general coverage of the field of industrial and labor relations. It is particularly suitable for students having little prior course work in the field who intend to prepare for professional work in business, government, labor organizations, or other institutions. Students who have already developed a specific interest and whose academic background is adequate for concentrated work may improve their knowledge through the M.S. program which provides for specialized work in a major and minor subject and requires the preparation of a thesis. Work leading to the Ph.D. degree is designed to give the candidate an opportunity to become particularly competent in his chosen major and minor subjects and to acquire proficiency in the methods of research and scholarship of the field.

Applicants for any of the degrees described above may occasionally be recommended for admission as *provisional* candidates. Provisional candidacy is appropriate where it is initially difficult to appraise the qualifications for candidacy but where there is promise of ability to complete the program successfully. For the terms under which applicants may be admitted to provisional candidacy, consult the *Announcement of the Graduate School*.

When staff and facilities are available, a limited number of persons may be admitted as *noncandidates* for a period of not more than two terms of residence. Noncandidate status is designed for those who wish to supplement academic or work experience with advanced training. Admission of noncandidates depends in each case on the merits of the applicant's proposed program of study and evidence of his ability to benefit from it.

Detailed requirements for the degrees of Master of Science and Ph.D. are described in the *Announcement of the Graduate School*. Certain of the general requirements for these degrees are described below. The School of Industrial and Labor Relations, with the approval of the Graduate School, administers the program leading to the M.I.L.R. degree. Requirements of this program are described below.

### Graduate Degree Requirements

#### Residence

Residence is calculated in terms of residence units: one residence unit corresponds to one regular academic term of full-time study satisfactorily completed.

A minimum of two units of residence for a Master's degree and six units of residence for a Ph.D. degree has been established by the Graduate School. For the Master of Industrial and Labor Relations degree four units of residence are required. It is possible for a candidate possessing a law degree to obtain an M.I.L.R. degree in two semesters.

Candidates in the Field of Industrial and Labor Relations normally do not earn residence credit during the Summer Session because of the limited program offered in that period. *More than the minimum period of residence may be required for any of the graduate degrees, depending on the adequacy of prior preparation, academic performance, and other conditioning factors. This is particularly likely in the case of graduate students whose native language is not English.*

#### Master of Industrial and Labor Relations

A candidate for the degree of M.I.L.R. follows a program of study designed to fulfill the requirements outlined on p. 11.



In planning the program of study to meet the requirements, the candidate is aided by his faculty adviser and may arrange his program to permit flexibility in the sequence of courses and seminars. Four terms of study in residence and the completion of fourteen courses or seminars are required. In addition to the formal requirements, candidates will in many instances want to spend time on special reading or informal study and will be encouraged to do so with appropriate relation to interest, prior preparation, and objectives.

Candidates are required to complete Requirement A, which consists of the following nine basic courses:

- ILR 500 Collective Bargaining I
- ILR 502 Labor Relations Law and Legislation
- ILR 505 Labor Union History and Administration
- ILR 510 Economic and Social Statistics
- ILR 520-521 Organizational Behavior I and II, plus one course in Personnel Administration
- ILR 540 Labor Economics
- ILR 544 Social Security and Protective Labor Legislation

Candidates may request exemption from a basic course by demonstrating competence satisfactory to the department concerned. If exemption is granted, the student should select other courses or seminars in consultation with his adviser to complete this portion of the M.I.L.R. requirement. A law school graduate may be exempted from ILR 502 if he has already taken an equivalent course in law school.

Requirement B requires that each candidate complete satisfactorily five seminars or courses, either from within the School or elsewhere in the University, as determined in consultation with his faculty adviser. This requirement is waived for law school graduates assuming the law school program to be equivalent to the M.I.L.R. requirement of five elective courses.

### Master of Science

A candidate for the M.S. degree works under the direction of a Special Committee composed of two members of the faculty. For the degree of M.S., selection of the major subject is made from the list

given below. The minor subject may be selected either from this list or from other subjects in the University approved by the Graduate School for major or minor study. The specific program to be taken by a candidate will be arranged with the approval of the candidate's Special Committee. The Special Committee may, for example, require the candidate to display competence in a foreign language if the major or minor subject is international and comparative labor relations. In addition to courses and seminars available in this School, candidates may select offerings from other divisions of the University. The candidate must also complete an acceptable thesis. The thesis is ordinarily written in the candidate's major field under the direction of the chairman of his Special Committee.

### Doctor of Philosophy

A student in the Ph.D. program works under the direction of a Special Committee of three members of the faculty. This Special Committee, in consultation with the student, provides the structure within which graduate education at Cornell proceeds, with only a minimum of regulation by the Graduate School and the Field of Industrial and Labor Relations.

The Graduate School requirements include:

1. six units of residence credit at graduate level;
2. satisfactory work in the major and minor subjects, as determined by members of the Special Committee;
3. successful completion of the examination for admission to Ph.D. candidacy, to be taken before the start of the seventh unit of residence;
4. submission of an acceptable dissertation.

Requirements of the Field of Industrial and Labor Relations include:

1. completion of a Master's degree program prior to admission to the doctoral program, except for direct admission in cases of unusual promise;
2. a qualifying examination before the end of the first semester in doctoral status for the purpose of reviewing the candidate's academic preparation and to determine his course of study;
3. selection of one of the two required

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minors outside the Field of Industrial and Labor Relations;

4. acquisition of teaching experience during graduate study.

The detailed planning of the program, including course work and the dissertation, requires careful consultation between the candidate and his Special Committee. The system of graduate studies at Cornell is highly flexible so that every program can be tailored to fit individual needs within the framework of established requirements.

The candidate is advised to consult the *Announcement of the Graduate School* for further details concerning the requirements for the above degrees.

### **M.S. and Ph.D. Major and Minor Subjects**

Candidates for the M.S. and Ph.D. degrees who propose to major in industrial and labor relations must select a major area of specialization from the six subjects listed below. The area of industrial and labor relations problems is available only as a minor for candidates majoring in fields outside industrial and labor relations.

Candidates for M.S. and Ph.D. degrees are expected to engage in a considerable amount of independent study. The following requirements of the different subjects for majors and minors should, therefore, be regarded as minimum expectations and as a basis for further investigation.

#### **Collective Bargaining, Labor Law, and Labor Movements**

For a Ph.D. major, the candidate must show proficiency in the following areas of knowledge: (1) history of the labor movement and collective bargaining in the United States; (2) history of unionism and labor relations in major industries; (3) theories of labor unionism and collective bargaining; (4) structure, government, administration, and activities of the labor movement and of major national unions; (5) structures, procedures, practices, and major issues in collective bargaining; (6) federal and state legislation, and leading cases in labor relations law; (7) role of government in labor relations, with emphasis on the methods and implications of different forms of dispute

settlement; (8) history and problems of labor movements and labor relations in other countries; and (9) bibliography and major sources of information in collective bargaining and labor unionism.

For a Ph.D. minor (1), (3), (4), (5), (6), and (7) are required.

For an M.S. major (1), (4), (5), (6), and (7) are required.

For an M.S. minor (1), (4), and (5) are required.

#### **Economic and Social Statistics**

For a major in this subject, the candidate must show (1) thorough understanding of the principles of statistical reasoning, including such mathematical statistics as is necessary for their development; (2) proficiency in the use of statistical methods and in the processing of statistical data; and (3) competence in applying the proper statistical tools of analysis to a specific topic in economics or social studies.

For a minor, the required knowledge and competence are less advanced than for a major.

#### **International and Comparative Labor Relations**

This subject is concerned with (1) the development and current role of labor movements in countries in various stages of industrialization and the economic, political, and social context influencing their respective labor organizations; (2) the development of an industrial labor force in the context of social and cultural changes including rural-urban migration; (3) similarities and diversities in systems of labor-management relations at different stages of economic development; (4) employment, wage, and economic security problems, especially in countries undergoing rapid economic change; and (5) national and international organizations having special interests in international labor questions.

In addition to attaining, through comparative study and other methods, a basic knowledge of the foregoing matters, students electing this subject are expected to acquire a thorough knowledge of labor problems in one specific country or area other than the United States.

Ph.D. candidates will be required to demonstrate a speaking and reading knowledge in one foreign language.

### Labor Economics and Income Security

Study in this subject involves analysis of the labor force, labor markets, wages and related terms of employment, income distribution, unemployment, health and safety in industry, superannuation, and private programs and legislation designed to meet income and employment problems.

For a major in this subject, the candidate must demonstrate (1) comprehensive knowledge of historical development and current issues in the area of employment and income; (2) skill in quantitative and qualitative analysis of economic, political, social, and administrative problems in this field; (3) knowledge of the significant legislation dealing with income, employment, and employee welfare; (4) detailed acquaintance with the literature and sources of information in the field; and (5) familiarity with income and employment problems and related legislation in selected foreign countries.

For a minor, (2) and (3) are required.

### Manpower Studies

Major competence in this subject requires a knowledge of (1) historical and legislative foundations of various public manpower programs in the area of training, retraining, manpower planning, employment opportunity, mobility, and compensation; (2) the nature of the manpower or personnel function within work organizations; (3) educational methods and principles of learning, as well as the system of public and private educational resources relevant to manpower development and allocation; (4) systematic information about jobs, technology, and organizational structure, especially, as they relate to career opportunities facing different elements in the labor force; (5) economic analysis of manpower problems in both planning and evaluation stages of programs and their analysis at the level of the firms; and (6) research methods appropriate to the investigation of economic and organizational aspects of manpower problems.

Minors in the department are expected to meet the requirements in (1), (2), (4) and either (3) or (5) above.

### Organizational Behavior

The subject matter of this field involves analysis of human behavior in organizations. A program of study reflects be-

havioral science disciplines with emphasis on organizational problems. Analysis and study focus on individual human behavior, organizations in society, and industrial society. Candidates majoring in this subject must demonstrate: (1) knowledge of the fields basic to understanding individual and social behavior and theories of organization, and (2) ability to isolate issues worthy of research, to identify and locate relevant studies or other sources of information, and independently to develop and conduct additional research. For those who intend to pursue a Ph.D. degree, a departmental examination is administered upon completion of two semesters of study.

For a minor, the required knowledge and competence are less advanced than for a major.

### Industrial and Labor Relations Problems

Available only as a minor to graduate students in fields of study other than industrial and labor relations. A candidate for an advanced degree must have a general understanding of the subject matter in the field of industrial and labor relations. In order to prepare for a minor in this field, the candidate will normally complete three to five courses in accordance with a program approved by his Special Committee.

### Course Offerings

Graduate courses, numbered 500-599, and graduate seminars, numbered 600-699, are listed in the section Course Descriptions, pp. 28-45. Undergraduate courses may often form an appropriate part of the graduate student's program; hence attention is directed to industrial and labor relations undergraduate offerings described on those pages. Graduate students in the Field of Industrial and Labor Relations may also enroll in courses and seminars offered in other Fields of the Graduate School.

### Admission

It is the policy of Cornell University actively to support the American ideal of equality of opportunity for all, and no student shall be denied admission or be otherwise discriminated against because

of race, color, creed, religion, or national origin.

### Undergraduate Applicants

Completion of sixteen secondary-school entrance units is required as minimum academic preparation. The sixteen units should include at least four units of English. The remaining twelve units may include subjects chosen from the following college-preparatory high school disciplines: foreign language (ancient or modern), mathematics, science, and social studies (including history).

In addition to academic preparation, applicants for admission to the School of Industrial and Labor Relations are expected to present the following personal qualifications: the ability to work with others, the capacity to assume leadership in promoting cooperative relationships, intellectual and social maturity, and a high level of academic motivation. Work experience, full or part-time, also is given consideration in the selection process.

A personal interview with members of the School's Selection Committee is an important part of the applicant's total evaluation. Interviews for freshmen are usually arranged to take place in January and March in New York City for applicants from the metropolitan area, and in March on campus for applicants from other areas.

The Scholastic Aptitude Test of the College Entrance Examination Board is required of all applicants. Achievement Tests in English and in mathematics (either Level I or Level II) are also required. Applicants are urged to take the December Scholastic Aptitude Test and may obtain a descriptive bulletin listing the places and times these tests are given by writing to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

The School follows the admissions procedure of Cornell University as described in the *Announcement of General Information*, which may be obtained by writing to Cornell University Announcements, Day Hall, Ithaca, New York 14850. Official application blanks can be obtained from the University Office of Admissions, Day Hall. Application materials are usually not available until August of the year preceding the year of desired admission. Every

applicant is required to submit with his application a 500-word statement (preferably typewritten) indicating the nature and basis of his interest in the field of industrial and labor relations. Freshmen are admitted to matriculate in the fall term only. Candidates should submit applications before January 1 and no later than January 15.

*All freshman applicants are notified in mid-April of acceptance or refusal.*

### Visits to the School

Members of the Selection Committee are available to discuss with prospective applicants the School's admission requirements and application procedures, and the appropriateness of the curriculum for satisfying individual educational and professional interests. Although appointments are not required, prospective applicants are urged to write to the Office of the Chairman of the Selection Committee, Room 101, Ives Hall, Cornell University, Ithaca, New York 14850, in advance of their visits. Office hours for informational visits are Monday through Friday, 9:00 a.m.-4:00 p.m., Saturday, 9:00 a.m.-12:00 noon, September through May. During June, July, and August, the office is closed on Saturdays.

*An informational visit does not take the place of the required interview scheduled for each applicant in early spring, after application materials have been submitted.*

### Advanced Placement and Credit

Prospective entering freshmen who have taken college-level courses in a secondary school have the opportunity to qualify for advanced placement (and often for advanced standing credit) in these areas of study: biology, chemistry, English, American and European history, classical and modern languages, mathematics, music, and physics.

In general, those who wish to be considered for advanced placement or credit should plan to take the appropriate advanced placement examination(s) of the College Entrance Examination Board. Some of the departments in which the subjects listed above are taught offer their own examinations at entrance as an alternative or supplementary method for determining advanced placement or credit. Details about this program are contained in a leaflet entitled *Advanced Placement*

of *Freshmen at Cornell University*, available on request from the University Office of Admissions, Day Hall.

### Special Students

Special student status may be arranged for qualified persons who desire to undertake a program of study designed to satisfy special professional interests. Although special students are not candidates for a degree, they must demonstrate competence to undertake college-level work in the field and may be required to complete testing programs designated by the selection committee. The usual term of residence for a special student is one year. *All foreign students are initially admitted as special students, not as degree candidates.*

### Transfer Applicants

As a contract unit of the State University of New York, the School particularly encourages applications from well-qualified graduates of community colleges and other two-year SUNY programs.

Students who have completed twelve or more college credits after graduation from high school should apply for admission as transfer candidates. Transfer candidates must submit official transcripts from all of the institutions previously attended. Grades of Pass-Fail or S-U must be accompanied by instructor evaluation in terms of letter or decimal grade equivalents. Secondary school records, the 500-word essay, and results of the Scholastic Aptitude Test of the College Entrance Examination Board are also required of transfer applicants. Transfer applicants are not required to present Achievement Test scores unless they have had less than one year of college. It is expected that transfer applicants will have completed course work in the social sciences at A or B level and that they will present an overall record for all completed college courses at B level or higher.

A personal interview is strongly recommended but not required. All transfer applicants will be invited to the campus for an interview during the months of December or January for admission in the spring term and May for the fall term.

Transfer candidates for the fall term should submit applications no later than March 15. Applications for spring term admission must be submitted before De-

cember 1. Final review of transfer applications is not begun until grades for the applicant's term of current enrollment have been submitted to the Selection Committee. Decisions on transfer admissions are usually made in early January for spring term admissions, and in late June for September admissions.

Up to sixty transfer credits will be accepted for course work completed at or above C- level at other accredited colleges. Transfer students are required to complete a minimum of four terms of residence in the School. Questions concerning the granting of transfer credit should be directed to the School's Office of Resident Instruction, Ives Hall, Cornell University, Ithaca, New York 14850.

### Graduate Applicants

Admission to graduate standing is determined by the Graduate School. Application forms should be requested from the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. Completed applications should be returned to the office of the dean of the Graduate School by January 15 for September admission and by November 1 for January admission.

Candidates for advanced degrees in the Field of Industrial and Labor Relations are recommended to the Graduate School in terms of previous academic preparation, capacity for graduate study, and work experience. Practical experience with labor, management, and government agencies dealing with industrial and labor relations, or experience in industrial teaching or administration, is desirable.

Candidacy for the Master's degree is normally open to students who have had preparation in one or more of the social sciences at the undergraduate level such as to permit effective concentration at the graduate level. Students whose prior exposure to the social sciences has been limited may be obliged to undertake some preparatory study before beginning advanced work in industrial and labor relations.

An applicant for the Doctor of Philosophy program should have had previous academic training in the social sciences with emphasis in one or more of the following fields: anthropology, economics, government, history, industrial relations,



education, labor problems, personnel management, psychology, sociology, statistics. Candidates are normally accepted for the doctoral program only if they have completed a Master's program or its equivalent in postgraduate work. Applicants who have exceptional academic qualification and are able to present evidence of outstanding research ability may apply for direct admission to doctoral study.

Applicants must submit the results of the Graduate Record Examinations Aptitude Test. Similar tests, e.g., the Graduate Study in Business Test, the Law Aptitude Test, may not be substituted. Information concerning times and places of the Graduate Record Examination may be obtained by writing to the Educational Testing Service, Box 955, Princeton, New Jersey 08540. Applicants should ensure that the Graduate Record Examination is completed well in advance of the application period since results are not available for at least a month after completion of the test. For either fall or spring admission applicants, the test given in the preceding fall is strongly recommended. Applicants who wish to compete for fellowship or scholarship awards should complete these tests in October.

Applicants whose first language is one other than English are not required to take the Graduate Record Examination. They are required, however, to submit results of the Test of English as a Foreign Language, administered by the Educational Testing Service, Box 955, Princeton, New Jersey 08540, or the Michigan English Language Test by arrangement with the English Language Institute, University of Michigan, Ann Arbor, Michigan 48104.

For further information, graduate students should consult the *Announcement of the Graduate School*.

## Expenses

### Undergraduate Tuition and Fees

For the undergraduate student who is a resident of the state of New York at the time of registration for any term, tuition is \$275 per term. For out-of-state students, tuition is \$450 per term.

Each student must also pay a General Fee at the beginning of each term. The Fee, which is \$137.50 for New York State residents and \$162.50 for out-of-state residents, contributes toward the services provided by the libraries, the Gannett Clinic and Sage Infirmary, and the student unions; it also pays part of the extra costs of laboratory courses and general administration, as well as programs of physical recreation and student activities.

Tuition and fees are payable prior to registration each term. Failure to meet this obligation automatically terminates a student's enrollment. In exceptional circumstances, the treasurer may grant an extension of time for completion of payments. In such an instance, a fee of \$5 is charged; but, upon reinstatement of a student who has been dropped for nonpayment, a fee of \$10 is charged. For reasons judged adequate, the latter fee may be waived in any individual case.

Part of the tuition and fees will be refunded to a student who withdraws for reasons accepted as satisfactory within six days of the date of registration.

An application fee of \$20 must be paid at the time an application for admission is submitted.

A registration fee of \$50 must be paid after the applicant has received notice of provisional acceptance. This fee covers matriculation charges and certain graduation expenses and establishes a fund for undergraduate and alumni class activities. The deposit is not refundable.

A deposit of \$30 is required for a uniform, payable at registration in the first term, by students who enroll in the basic course in military science. Most of this deposit is returned as earned uniform allowance upon completion of the basic course.

A matriculated student desiring to register after the close of registration day must first pay a \$10 fee.

### Graduate Tuition and Fees

Tuition and fees for graduate students whose major field of study is industrial and labor relations (a state-supported division of the University) per academic term are as follows: residents pay \$400, tuition, and \$150, General Fee; nonresidents pay \$500, tuition, and \$50, Gen-

eral Fee. Tuition and fees are payable within the first ten days of each term.

For further information concerning payment, refunds, and other fees, graduate students should consult the *Announcement of the Graduate School*.

*The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice.*

## Living Costs

Living costs cannot be stated with the same degree of certainty as regular University charges since they depend to a great extent upon the individual's standard of living. Books and instructional supplies may cost from \$50 to \$85 a term.

Recent estimates for undergraduates indicate that an all-inclusive budget, covering board, room, fees, books, laundry, and some allowance for clothing, travel, and incidentals, is approximately \$3,000 for single students who are residents of New York State and approximately \$3,400 for nonresidents.

Estimates for graduate students indicate that single students spend approximately \$3,500 per academic year. This includes from \$220 to \$275 a term for room; \$350 to \$400 a term for board. Laundry and cleaning, done in Ithaca, may require \$50 to \$60 a term. Books and other supplies will cost about \$60 a term. Additional allowance must be made for clothing, travel, and incidentals.

Married students, of course, should expect proportionately larger expenses.

## Financial Aid

### Undergraduate Aid

Financial aid is provided by both the School and the University on the basis of academic achievement and need. Every effort is made by means of grants, loans, and work programs to enable promising students to undertake study at Cornell and to assist qualified students in residence to complete degree requirements.

A financial aid application is attached to each application for admission. It is to be completed (and left attached) by each candidate who wishes to be considered for financial assistance (scholarships, loans, jobs). In addition, a College Scholarship Service Parents' Confiden-

tial Statement (forms obtainable from secondary schools) should reach Cornell at about the same time as the application for admission and the application for financial aid. *If a candidate applies for financial aid after January 15, he will be at a serious disadvantage because of the financial aid selection process.*

New York State residents can obtain information about New York State awards (Scholar Incentive Program, Regents Scholarships, and loans) from their high school principals and/or guidance counselors or from the Regents Examination and Scholarship Center, New York State Education Department, Albany, New York 12224.

Students registered in the School should address their requests for further information about the School-administered financial aids listed below to the Office of Resident Instruction, Room 101, Ives Hall, New York State School of Industrial and Labor Relations, Ithaca, New York 14850.

### New York State Scholarships

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet each application deadline promptly.

**New York State Guaranteed Loans.** Inquiry should be addressed to the New York Higher Education Assistance Corporation, 159 Delaware Avenue, Delmar, New York 12054, or to any local participating bank.

**Regents College Scholarships for Undergraduates.** Candidates should seek directions from their high school principals and/or guidance counselors.

**Scholar Incentive Program.** Applications should be filed before July 1 for each academic year but will be accepted up to December 1. Applications for the spring semester only have an April 1 deadline. Annual application is required.

### Freshman Scholarships

**The Gulf Oil Corporation Honors Scholarship Program** was established to help out-

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standing young people attend college regardless of their financial circumstances and to encourage study in fields eventually qualifying them for employment in the business world. The four-year scholarship offers not less than \$500 and not more than \$1,500 annually. Awards are made on the basis of (a) academic achievement, (b) financial need, and (c) leadership qualities, good character, and the ability to get along with others.

**The Father William J. Kelley, O.M.I. Memorial Scholarship** was established by Local Union No. 3 of the International Brotherhood of Electrical Workers, AFL-CIO, in honor of Father William J. Kelley, O.M.I., and is maintained by The Educational and Cultural Fund of the Electrical Industry. A four-year scholarship of \$1,500 per year is awarded annually on the basis of academic achievement and professional promise. Sons or daughters of the employees of the electrical industry are eligible to apply.

**The Martin T. Lacey Memorial Scholarship** was established by the New York City Central Labor Council, AFL-CIO, as a tribute to Martin T. Lacey, late president of the AFL Central Trades and Labor Council of Greater New York and Vicinity. It offers \$3,000 in alternate years granted throughout a four-year period through completion of the B.S. degree, to a qualified son or daughter of a member of a local union affiliated with the New York City Central Labor Council.

**The Ed. S. Miller Scholarship** was established by the Hotel and Restaurant Employees and Bartenders International Union, AFL-CIO, in 1964. It is open to qualified members, or sons and daughters of members of the International Union. A four-year scholarship of \$2,000 per year is awarded in alternate years to a candidate from the Union's Eastern Scholarship zone, consisting of all states lying east of the Mississippi River; in Canada, the Provinces lying east of the Manitoba; and the Commonwealth of Puerto Rico.

**The Michael J. Quill Scholarship** was established by Local Union No. 100 of the Transport Workers Union of America, AFL-CIO, in 1964 in honor of Michael J. Quill. It is open to qualified sons or

daughters of members of Local 100. Tenure is for four years with an award of \$1,000 or \$1,400 (depending on residency) for the first year and \$600 or \$1,000 per year for the remaining three years to completion of the Bachelor of Science degree requirements.

**The United Transportation Union Scholarship** was established by Trainmen's Scholarship Assistance, Inc., in 1968. It is open to qualified sons, daughters, or grandchildren of members of the Brotherhood or the Ladies Auxiliary of the Brotherhood of Railroad Trainmen. The four-year scholarship of \$500 per year is awarded annually.

### Grants-in-Aid

**The Alcoa Foundation Scholarship** provides \$750 to an ILR undergraduate. It is awarded on the basis of financial need and interest in the field of industrial and labor relations. Preference will be given to candidates who have completed a term in residence.

**The Daniel Alpern Memorial Scholarship Fund** was established in 1946 by Mr. and Mrs. Harry Alpern in memory of their son Daniel J. Alpern. It is supported by the Alpern Foundation and friends of the Alpern family. Varied grants, maximum \$400 annually, are made on the basis of scholarship and need to undergraduate students who have completed at least one term in residence.

**Lawrence A. DeLucia Grant Fund** was established by an alumnus of the School and provides varying amounts to undergraduate members of minority groups in the School of Industrial and Labor Relations. The general criteria are academic excellence and financial need.

**The Frank J. Doft Memorial Fund** was established in 1948 by Elliot B. Doft '48 in memory of his brother, Frank J. Doft. Varied grants, maximum \$400 annually, are made to undergraduate students who have completed at least one term in residence. Awards are made on the basis of scholarship and need, with preference given to the physically handicapped.

**The Barnett P. Goldstein Memorial Scholarship** is the gift of Morris Goldstein '26



in memory of Barnett P. Goldstein. Varied grants, maximum \$100 annually, are made on the basis of scholarship and need to undergraduates who have completed at least one term in residence.

**The Louis Hollander Scholarship Fund** was established in 1965 through the efforts of members of the Amalgamated Clothing Workers of America, AFL-CIO, in honor of Louis Hollander, who has long been active in union work and who has served as a trustee of Cornell University representing labor. Varied grants, maximum \$500 per year, are made to undergraduate students who have completed at least one term in residence. Awards are made on the basis of (a) scholastic standing, (b) high ideals of service to humanity, and (c) need for assistance. Preference is given to children of laboring and/or union-member families.

**The Industrial and Labor Relations Scholarships** are open to undergraduates in the School who have completed at least one term in residence. Varied grants, maximum \$400 annually, are awarded on the basis of scholarship and need.

**The International Student Fund** was established in 1964 with the aid of collateral grants received from the Creole Foundation. It affords financial assistance on the basis of need and performance to foreign undergraduates, special students, or to other undergraduates with special interest in the field of international labor relations, who have completed at least one term in residence.

**International Student Textbook Fund** provides varying amounts, awarded on the basis of need, to foreign students for purchase of textbooks.

**The Bernard P. Lampert ILR Alumni Scholarship Fund** is a memorial to the first president of the ILR Alumni Association and is supported by alumni contributions. Varied grants, maximum \$400 annually, are made to undergraduate or graduate students who have completed at least one term in residence. Awards are made on the basis of (a) scholarship, (b) need for assistance, and (c) promise of making a contribution to the field of industrial and labor relations.

**The Theodore S. Lisberger Memorial Scholarship** was established by the family and friends of the late Theodore S. Lisberger. Varied grants are made to graduates or undergraduates studying in the field of human relations on the basis of academic promise and performance or ability in research, and financial need. Preference is given to qualified candidates who have had work experience in industry.

**The Eric Polisar Memorial Fund** was established by friends, students and colleagues as a tribute to the late Professor Polisar. Awards, of varying amounts, are made to students wishing to undertake research in public employment, minority rights, urban affairs, or race relations.

**The Michael J. Quill Grant Fund** provides varying amounts, awarded on the basis of academic achievement and financial need, to students who have completed at least one term in residence, with preference for children of trade union families.

**The Marian Donahue Tolles Memorial Fund** was established by the family and friends of Marian Tolles, to encourage and assist able and promising young people who want to study industrial and labor relations. An award will be made each term to an incoming transfer student or students with preference given to students from two-year colleges who have completed at least one year of study at the junior college level. Academic qualification, need, and promise for making a contribution to the field of industrial and labor relations will be considered. The amount of the award will depend upon need and availability of funds.

**The John F. Wegman Foundation Scholarship in Industrial and Labor Relations** provides grant-in-aid to able and needy students who are candidates for the undergraduate degree in the School. The fund reflects the interest of the Wegman Foundation in promoting harmonious relations between industry and management in New York State and in offering encouragement and assistance to young people who plan to prepare themselves for careers in the field. Students must have completed one term in residence and will be selected in accordance with

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the following criteria: (a) need for financial assistance; (b) academic performance; (c) promise of making a contribution to the field of industrial and labor relations; (d) amount of individual awards dependent on student need and on the amount of contribution in any one year; and (e) the recipient must be a resident of Monroe County.

### Prizes

**The Daniel Alpern Memorial Prize** provides two awards of \$100 each which are made each year to outstanding graduating seniors elected by the faculty on the basis of scholarship, leadership, and service to the School.

**The James Campbell Memorial Award**, established in 1963 in memory of the late Professor James Campbell, is a cash award presented annually to the senior who is judged outstanding for his qualities of character, academic excellence, and service to the School.

**CPC International Inc. Sophomore Prize in Industrial and Labor Relations**, amounting to \$200, is the gift of the Corn Products Company and is awarded annually at the beginning of the junior year to the student who has achieved the highest academic record in his class for the sophomore year.

**The Frank J. Doft Memorial Prize**, a cash award of \$200, is presented to the student receiving the highest academic average in his class for studies in the freshman year.

**The Irving M. Ives Awards** were established in 1962 in memory of the late United States Senator Irving M. Ives, first dean of the School of Industrial and Labor Relations. Cash awards of \$100 each are made annually to the freshman, sophomore, and junior students who, at the end of the school year, have best demonstrated the qualities of good faith, integrity, responsibility, cooperativeness, and good will. A plaque is awarded to a graduating senior selected by the same criteria.

**The Saul Wallen Prize** was established in 1968 by friends of Saul Wallen in recognition of his contributions to the field of

arbitration and dispute settlement and is awarded annually to the upperclassman submitting the best essay on dispute settlement. The prize-winning essay is to be published by the American Arbitration Association in the *Arbitration Journal* and the winner will receive a check for \$100.

### Other Financial Aid

**The Eleanor Emerson Internship in Labor Education** was established in 1968 by colleagues and friends of Professor Emeritus Eleanor Emerson in recognition of her contributions to the field of labor education. It provides a stipend of \$500 for a semester to an upperclassman (with preference for seniors) selected on the basis of interest in labor education and ability to work effectively in the field.

**The Clem Miller Scholarship Endowment**, established in memory of the late United States Representative Clem Miller, provides a grant of varying amounts to a student selected for his potential ability in elective political life. Interest in an elective political career is encouraged by supporting a recipient during a summer assignment in the office of a member of the United States House of Representatives.

**The Bureau of National Affairs Summer Internship** offers a student who has an interest in journalism and labor relations the opportunity to work on BNA publications dealing with labor relations problems. The work will involve research, reporting, and writing. The criteria for selection are academic achievement and interest in the field. Selection is made by the BNA on the basis of the application form and the results of a brief personnel test.

**Nonresident Tuition Scholarships** (four each year) are open to students who are not residents of New York State. One of the purposes of these scholarships is to assist students from foreign countries; but when no qualified foreign students are available, the scholarships may be extended to other qualified out-of-state students. The annual award of \$600 is applicable to tuition only. Need and academic achievement are considered, with preference for students who have completed at least one term in residence.

**The Sophie L. Seidenberg and Felix Kaufmann Memorial Awards in American Ideals** are given to the students who receive in the fall and spring terms respectively the highest scholastic ratings in the course Development of American Ideals. The award consists of a twenty-five dollar gift of books on American democracy.

**The Tennessee Valley Authority Summer Internship** offers a student in the School of Industrial and Labor Relations an opportunity to work in the personnel services branch of that organization. The work assignments, usually in Knoxville, Tennessee, may vary from year to year. Criteria for selection include academic achievement and interest in the labor relations/personnel problems of quasi-governmental organizations.

**The Saul Wallen/Municipal Labor Committee Internship in Public Employee Relations** was established as a memorial to Saul Wallen's accomplishments and interest in the field of public employee labor relations. This summer internship affords students the opportunity to acquire practical experience in the field of public employment relations through supervised work in the Office of Collective Bargaining in New York City. The student will receive an award of \$1,000 covering a ten-week period in New York City. Final selection is made by the Office of Collective Bargaining following preliminary selection by a faculty committee.

## Graduate Aid

### Graduate Assistantships

The position of graduate assistant in the School of Industrial and Labor Relations is designed to provide the School with qualified personnel for various types of work of importance to the School and at the same time to provide financial assistance for outstanding graduate students. The graduate assistantship requires services in connection with such academic activities as instruction, research, extension programs, and the library. During the academic year 1971-72 it is expected that the normal weekly work assignment will correspond to fifteen hours.

Appointment to a graduate assistantship may be made for an academic term

or for an academic year. During 1971-72 it is expected that the assistantship monthly stipends will range from \$300.00 to \$347.22 depending on number of graduate terms completed and assistantship experience.

The assistantship provides a full tuition waiver in the Graduate School and also provides for a waiver of fees. A limited number of assistantships are normally available during the summer months; these appointments do not provide for a waiver of tuition in the University Summer Session.

Applications for graduate assistantships to begin September 1972 should be received not later than February 1, 1972, and for February 1973, not later than November 1, 1972. Announcements of September appointments will be made on or after April 1, 1972. Applicants for admission to graduate study in industrial and labor relations who are interested in applying for graduate assistantships should write to the Office of the Graduate Field Representative, 101 Ives Hall, New York State School of Industrial and Labor Relations, Ithaca, New York 14850.

### Scholarships and Fellowships

The School of Industrial and Labor Relations presently has the following fellowships and scholarships available for graduate students:

**Industrial and Labor Relations Graduate Fellowship.** Provides a stipend of \$2,500 annually plus tuition and fees. It is the intention of the fellowship to attract persons with superior qualifications for advanced study in the field of industrial and labor relations. The fellowship will normally be awarded to a candidate undertaking Ph.D. work following completion of a Master's degree but may be awarded to one beginning work at the Master's level. Selection of the fellowship winner will be made by the Graduate Committee of the School of Industrial and Labor Relations.

**Kennecott Copper Corporation Fellowship in Industrial Relations.** Established by the Kennecott Copper Corporation for graduate students studying for an advanced degree in industrial relations. The program provides a stipend of \$2,500 a year to the Fellow, with an additional grant to

the School from which the bulk of tuition and fees will be defrayed. While the award is made without any obligation on the part of the corporation or the recipient, the donors hope that a good percentage of the highly promising students holding this fellowship will become acquainted with, and interested in, working for the corporation.

**Theodore S. Lisberger Memorial Scholarship.** Provides modest grants in varying amounts to graduates or undergraduates studying in the field of human relations. Awards are based on the applicant's promise of exceptional academic performance or ability in research, and vary in amount according to estimated financial need. Preference is given to qualified candidates who have had work experience in industry.

**Manpower Research Program Fellowship.** Established under a four-year grant from the Manpower Administration, United States Department of Labor, the fellowship is principally intended to provide support to Ph.D. or M.S. candidates engaged in grant-related thesis or dissertation research. Beginning candidates who have strong backgrounds and experience in the field of manpower and human resource development will also be given favorable consideration. The fellowship provides an annual stipend of \$2,500 and tuition and fees, and may be renewable. Fellows are selected by the Graduate Committee of the School of Industrial and Labor Relations with the advice and recommendation of the advisory committee of the Cornell Manpower Research Program.

**Frances L. Perkins Memorial Fellowship in Industrial and Labor Relations.** Established in honor of former United States Secretary of Labor Perkins by the Telluride Foundation and the School of Industrial and Labor Relations. The fellowship provides financial support for graduate study leading to a career as teacher and scholar, practitioner, or consultant in industrial relations. It is the intention of the fellowship to attract applicants with a background in the social or behavioral sciences and outstanding academic credentials, dedication to civic and social service, and keen interest in graduate

study in such subject-matter areas as labor economics, industrial sociology or psychology, economic and social statistics, collective bargaining, arbitration, history of labor movements, and theories of industrial relations. The Telluride Foundation provides a "living scholarship" which includes free room and board for fellowship holders only at the Cornell Telluride House. The School of Industrial and Labor Relations provides tuition, fees, and a stipend of \$2,500 for the year.

**Owen D. Young Fellowship.** Established by the General Electric Foundation for graduate students concentrating their studies in the area of organizational behavior. Usually awarded to assist students with exceptional promise or ability in research in the preparation of their theses or dissertations. The award includes a stipend of about \$2,500 a year and an additional sum to meet tuition and fees. The donor hopes that the topic of the applicant's research will relate to management problems, but this is not a restriction on application.

**Tuition Scholarships.** The School has available four tuition scholarships normally awarded to students from foreign countries. The awards are for tuition only and do not include the Cornell University General Fee.

The Graduate School of Cornell University has a number of general scholarships and fellowships for which candidates in the Field of Industrial and Labor Relations may be considered. All fellowship and scholarship awards are made as tax-exempt gifts, and normally include waiver of tuition and fees. Applicants are strongly urged to compete for outside fellowships as well as Cornell fellowships.

For further details concerning scholarships and fellowships, applicants are referred to the *Announcement of the Graduate School*. Application forms may be obtained from the Office of the Graduate School, Sage Graduate Center. Fellowship applicants are advised that their applications, including all supporting letters and documents, should be submitted no later than February 1.

Information on New York State Awards (Scholar Incentive Plan and Regents College Teaching Fellowships) may be ob-

tained by writing to the Regents Examination and Scholarship Center, New York State Education Department, Albany, New York 12224.

## Military Training

As a land-grant institution chartered under the Morrill Act of 1862, Cornell has offered instruction in military science for more than one hundred years. It provides this instruction through the Reserve Officers Training Corps programs of the three military departments, the army, the navy, and the air force.

The ROTC programs offer a male student the opportunity to earn a commission while he is completing his education, thus enabling him to fulfill his military commitment as an officer rather than through the draft, or to qualify himself for a career in the service of his choice. To obtain a commission in one of the armed services, a student must complete a two-year or a four-year course of study in a ROTC program and must meet certain physical standards. Upon graduation, he receives a commission and serves a required tour of active military service.

Participation in ROTC is voluntary. Interested students should preferably enroll in the fall of the freshman year since openings in the two-year program may be restricted, depending on conditions at that time.

The advanced courses in military science and aerospace studies are open to graduate students who have satisfactorily completed a basic course in ROTC or who enroll in a two-year ROTC program.

Further information is given in the *Announcement of Officer Education*, which may be obtained by writing to Cornell University Announcements, Day Hall. Additional information may be obtained from the appropriate ROTC office in Barton Hall.

## Housing

Applications for all University housing should be made as soon as possible after January 1 for fall matriculants; after October 1 for spring matriculants.

## Residence Halls

Cornell provides residential facilities on campus for about 5,200 students. These facilities are located in two areas which lie to the north and west of the central campus, where the New York State School of Industrial and Labor Relations is situated.

All freshman men and women are required to live in University residence halls. Beyond the freshman year students may choose between privately owned off-campus housing, University residences, or fraternities and sororities.

Students transferring from other colleges are not subject to a residence requirement, but transfers should note that acceptance to Cornell University does not necessarily guarantee the availability of on-campus accommodations.

A freshman may receive an exemption from the residence requirement if he or she fits any of the following categories: (a) married, (b) twenty-one years of age or over, or (c) living at home with family or close relative. Requests for such exemptions should be directed to the Office of the Dean of Students, Barnes Hall, Cornell University, Ithaca, New York 14850.

An application form for on-campus housing accommodations will be enclosed with the notice of provisional acceptance to each candidate from the Office of Admissions.

Detailed information about housing accommodations and rental rates may be obtained from the Office of the Dean of Students, Barnes Hall, or the Housing Services Office, 223 Day Hall.

## Graduate Students

University dormitory housing is available to single graduate students upon application to the Housing Services Office, Day Hall, Cornell University, Ithaca, New York 14850.

Sage Hall, the graduate center, provides dormitory housing for approximately 200 men and women. Situated in the center of the campus, it is convenient to all colleges. There is a cafeteria in the building. Cascadilla Hall accommodates approximately 160 graduate men and women. It is conveniently located just inside the southwest entrance to the



campus. A third residence is a small apartment building, Thurston Court, housing 50 graduate women. It is located just north of the Fall Creek Gorge on Thurston Avenue.

## Married Students

The University maintains apartment accommodations for approximately 420 students and their families. These are Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. All apartments are unfurnished. For further information and application, write the Hasbrouck Housing Office, Pleasant Grove Road, Ithaca, New York 14850.

## Off-Campus Housing

Information on housing that is currently available is posted on a board at the Housing Services Office, 223 Day Hall. Because changes of available accommodations occur daily, it is not practical to prepare lists. If at all possible, a student should plan to visit Ithaca well in advance of residence to obtain suitable quarters.

## Library

The Martin P. Catherwood Library, formerly the Industrial and Labor Relations Library, has developed a comprehensive collection, both of standard works and periodicals and of documentary materials. This collection, one of the major industrial relations collections in the country, serves all phases of the School program. It combines the functions of an undergraduate college library, a highly specialized research library, a public information center, and a center for the collection and organization of documentary materials in the field. Its collection includes more than 95,000 volumes and more than 100,000 pamphlets. Periodicals, labor union journals, business and industrial publications, press releases, and labor-management services are received regularly.

Documentary materials provide original sources of data and offer opportunity for laboratory work by the student as well as furnishing resources for research by the staff. An integral part of the library is its Labor Management Documentation Cen-

ter which has responsibility for extensive files of published and unpublished documents and records of unions and other organizations, personal papers of people active in the field, collections of documents from selected dispute cases, and other similar materials. This unit of the library now has over 6,000,000 original documents and additional materials are constantly being added.

In order that the student may acquire facility and confidence in research methods and in the use of published and unpublished material, guidance and reference services are made available to all students on an informal and personal basis. Restrictions in the use of library materials by students have been kept to a minimum, and the aim of the School has been to provide whatever the student may need in connection with his work as quickly as possible without discouraging barriers.

Information service and the loan of books and documents by mail to organizations and individuals is an added function of the library. In support of this service, it distributes a monthly *Library Acquisitions List* and compiles a comprehensive bibliography of current books, pamphlets, and periodical articles which appears as "Recent Publications," a regular feature of the *Industrial and Labor Relations Review*. Through the extension of specialized service beyond the limits of the Cornell campus, the library contributes to the accomplishment of one of the School's principal aims—the dissemination of authoritative information for the better understanding of the problems of industrial and labor relations.

## Summer Session

The School of Industrial and Labor Relations, in conjunction with the Cornell University Summer Session, offers credit courses designed primarily to meet the needs of persons in industry, labor, government, and education. Both undergraduate and graduate instruction is available in courses usually of six weeks' duration.

Dates for the six-week Summer Session in 1972 are June 28 through August 11. Descriptions of Industrial and Labor Relations course offerings, application forms, and information concerning registration,

tuition, and fees are included in the *Announcement of the Summer Session* which may be obtained from the Office of the Summer Session, B-20, Ives Hall, after March 25, 1972.

## Publications

The School publishes two monograph series, *Cornell Studies in Industrial and Labor Relations* and *Cornell International Industrial and Labor Relations Reports*; bibliography, paperback, and lecture series; technical monographs; and a bulletin series. In addition, there are Key Issues reports (summaries of material of interest to employees and unions), public employment relations reports, reprints of articles by the faculty, and a student journal, *Industrial and Labor Relations Forum*.

The School also publishes the *Industrial and Labor Relations Review*, a quarterly professional journal. The journal carries articles, discussions, book reviews, and other items of interest to academicians and professionals as well as laymen and students concerned with a wide range of labor-management problems.

Inquiries concerning the School's publication may be addressed to the Division of Publications. Requests to be placed on the mailing list to receive announcements of new publications will be welcomed.

## Research Development

The research activities of the School deal with both basic and applied problems in the field of industrial and labor relations. Most members of the on-campus teaching faculty are involved in research. The projects covers a wide range of topics, reflecting the diversity of interests and educational backgrounds of the faculty. Graduate students often have an opportunity to work with faculty members on projects of mutual interest as research assistants or as degree candidates working on theses. Some examples of major projects underway are:

Labor-management relationships in the public sector. Professors Kurt Hanslowe, Walter Oberer, Robert Doherty, George Brooks, Byron Yaffe, Jean McKelvey, and Ronald Donovan.

Mobility profiles of workers in low- and high-wage industries and sectors, 1959-1963. Professor George Hildebrand.

Social and organizational factors affecting scientific accomplishments. Professor Gerald Gordon.

A study of change in Peruvian communities. Professors William Foote Whyte and Lawrence Williams.

The origins and development of the leading ideas which sparked the activities of organized labor in the United States during the most energetic periods of its history. Professor Maurice F. Neufeld.

Research interests of the School in international and comparative projects were recognized by reactivation of the Institute of International Industrial and Labor Relations. Under the direction of Professor Walter Galenson, the Institute has sponsored a series of seminars on international labor affairs, each one featuring an expert drawn from outside the Cornell community. It is hoped that the Institute will stimulate interest and research in foreign practices in the labor and social sphere.

The Institute has entered into a cooperative agreement with the International Center for Advanced Technical and Vocational Training, located in Turin. The center is an affiliate of the International Labor Office. The Institute will assist the Center in curriculum planning and research. In addition, faculty members and graduate students are working with the ILO in connection with its World Employment Program.

Information about these projects and other research activities may be obtained from the professors in charge or from the Division of Research Development. Inquiries from prospective graduate students concerning the availability of research assistantships and fellowships should be addressed to the Office of Resident Instruction.

## Extension and Public Service

The Extension and Public Service Division provides educational services without college credit for labor, management, government, civic, educational, and community groups throughout New York State. Programs conducted to meet the special-

ized needs of such groups are usually concerned with basic issues and developments in the field of labor relations. They deal with subjects of significant social consequence, including critical issues confronting the political economy of our country, as well as with topics relating to purposes and methods of industrial and labor relations programs and practices.

Extension programs may include topics such as responsibilities of employers, unions, and communities for manpower development and training; the function of education and training programs in dealing with problems of unemployment, of automation, of depressed areas; and human relations and employee relations. Some may emphasize problems of union democracy; labor's public responsibility; and unions and community affairs, foreign affairs, and economic life. Collective bargaining subjects include the nature and structure of collective bargaining; grievance handling; labor arbitration; collective bargaining and management rights; and the impact of the economic climate and of government on collective bargaining. The Division offers programs for industrial and labor relations practitioners in areas such as effective supervision, techniques of training, executive development, labor legislation, and the history, structure, and functioning of labor unions.

Participating in the School's adult education programs are persons of differing backgrounds and needs: executives and foremen, government administrators and supervisors, union officers and stewards, hospital administrators, engineers, members of professional associations, and social studies teachers. One of the important functions of the School is to help labor and management groups to develop and conduct their own educational programs. The Extension and Public Service Division also assists in teacher training and in the preparation of instructional materials. Correspondence courses are not offered.

To conduct its adult education program the School appoints teachers from Cornell University, from other educational institutions, from business, industry, labor, government, and the professions. Special effort is made to match the teacher's training, experience, teaching methods, and personality with the interests and

levels of experience of the students in the group served.

Extension programs are held in communities throughout New York State as well as on the Cornell University campus. They vary in length. Some are made up of eight or ten weekly sessions of about two hours each; others are of several days' duration, a week, or several weeks' duration; some courses may be scheduled for weekly sessions for twenty or thirty weeks.

Many extension programs, teaching materials, and services are provided without cost for organizations in New York State. A charge is made when unusual expenses for teaching, teaching materials, or rentals are involved. Charges are sometimes made for extensive and experimental programs or when substantial services are provided for the same organization.

A large program of workshops, conferences, and seminars is conducted for which charges are made to cover the expenses of the program. Such programs, open to general enrollment, are announced in advance periodically. Individuals interested in knowing about the School's programs may request to be placed on the mailing list to receive a program announcements in their field of interest and to receive a *Conference Calendar* issued periodically.

The Division publishes the *ILR Extension Newsletter* five times a year which contains information about selected program activities and advance information on conferences and special programs. This publication is available to interested persons upon request.

The School has the following district extension offices:

*Ithaca:* William D. Fowler, Director,  
Central District

New York State School of Industrial and  
Labor Relations, Cornell University  
Ithaca, New York 14850  
Phone: Area Code 607/275-4423

*Albany:* William A. Toomey, Jr., Director,  
Capital District

Room 1212, 11 North Pearl Street  
Albany, New York 12207  
Phone: Area Code 518/HObart 5-3518

*Buffalo:* Richard K. Pivetz, Director,  
Western District

Room 225, 120 Delaware Avenue  
Buffalo, New York 14202  
Phone: Area Code 716/842-4270



*New York City:* Dr. Lois S. Gray, Director,  
Metropolitan District  
7 East 43rd Street  
New York, New York 10017  
Phone: Area Code 212/OXford 7-2247

Persons interested in the extension services of the School should address their inquiries to Division of Extension and Public Service, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

## Conference Center

The Conference Center is yet another means of providing on-going education and information to practitioners and scholars concerned with industrial and labor relations. The Center is becoming a focal point for those working on the broad range of social, economic, and political problems relevant to the urban scene. It has filled a need for training public employees and public administrators who have come to the Center to

learn about collective bargaining and the relatively new legislation related to union organization of public employees.

While the Conference Center initiates and offers conferences covering the full scope of industrial and labor relations, the Center also responds to requests from individual groups for specialized conferences. The Conference Center draws upon resources from the entire University and, where required, brings in outside resources to meet unique information requirements of the participants.

Services of the Conference Center, in connection with educational programs, include arrangements for dining and housing, transportation around the Ithaca area, special tours, catering, and special group requirements. The Center offers a full range of audiovisual equipment including video-taping for instant feedback on special sessions.

Further information may be obtained by writing to James E. Huttar, Director of On-Campus Programs, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850.

# Course Descriptions

All industrial and labor relations courses, arranged by department, and the required courses offered by other divisions of the University are described below. Qualified upperclass students may be admitted on faculty approval to graduate courses and seminars offered in the field of industrial and labor relations.

Students registered in other divisions of the University may elect courses specifically designed for non-ILR students (ILR 250, ILR 450), as well as other courses offered by the School. Students in other colleges interested in taking courses in this School should check prerequisites and enroll through the advisers in their colleges.

## Required Courses Offered by Other Colleges of the University

**Freshman Humanities.** Credit three hours a term.

Freshman courses offered by various departments in the College of Arts and Sciences and concerned with (a) forms of writing (narrative, biographical, expository), (b) the study of specific areas in English or American literature, or (c) the relation of literature to culture. Conducted in small classes with limited enrollment.

**Modern Economic Society (Economics 101).** Credit three hours. Either term. Given in the College of Arts and Sciences.

Centers on the determinants of aggregate economic activity. The main areas studied are the monetary and banking systems, the composition and fluctuations of national income, and the major conditions of economic growth, all as influenced by monetary, fiscal, and other policies.

**Modern Economic Society (Economics 102).** Credit three hours. Either term. Given in the College of Arts and Sciences.

A survey of the existing economic order, with particular emphasis on the salient characteristics of the modern American economy. Concentration is on explaining and evaluating the operation of the price system as it regulates production, distribution, and consumption, and as it is in turn modified and influenced by private organization and government policy.

**The Development of Human Behavior (Human Development and Family Studies 115).** Credit three hours. Fall term. Given in the College of Human Ecology.

Provides a systematic analysis of the forces affecting human development from infancy to adulthood. Attention is focused on the interplay of biological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the practical and social implications of existing knowledge.

**Intergroup Relations: Prejudice, Discrimination, and Conflict (Sociology 264).** Credit three hours. Spring term. Given in the College of Arts and Sciences.

Analysis of relations among ethnic, racial, and religious groups. Sources of collective conflict and cooperation. Relation of conflict to social order and social change. The course reviews causes and consequences of prejudice and discrimination, as well as of cooperation and accommodation. Social and political movements stressing militance or intolerance and efforts to resolve intergroup conflict will be examined with special attention to current developments in the United States. Attention will be given to strategies of confrontation and conflict resolution.

## Collective Bargaining, Labor Law, and Labor Movements

Mr. Cullen, chairman; Mrs. Cook, Mrs. McKelvey, Messrs. Brooks, Doherty, Donovan, Freilicher, Gross, Hanslowe, Jensen, Kelly, Konvitz, Korman, Lipsky, Morris, Neufeld, Oberer, Windmuller, Yaffe.

**100 History of Industrial Relations in the United States.** Credit three hours. Spring term. Mr. Brooks, Mr. Korman, Mr. Lipsky, Mr. Morris, or Mr. Neufeld.

A review of the development of industrial relations from colonial times to the present, with major emphasis on the last four decades. Aspects of the subject which will be explored include: the changing goals and structure of the organized labor movement, the rise of national unions, the evolution of personnel management, and the growing role of government. The major purpose is to provide an understanding of the forces which have influenced the growth, structure, and behavior of unions, management, and government, and to develop therefrom a critical view of current practice.

**200 Special Studies in the History of Industrial Relations in the United States.** Credit three hours. Fall term. Prerequisite: Economics 101-102, ILR 100. Mr. Brooks, Mrs. Cook, Mr. Doherty, Mr. Gross, Mr. Korman, Mr. Morris, or Mr. Neufeld.

Several instructors will offer small undergraduate classes, each on a particular aspect of the history of industrial relations in the United States. Students will choose among classes which may vary from year to year and might include the following range of topics: industrial relations in the Age of Jackson and in other periods of American history such as the Gilded Age, the two World Wars, the Great Depression, or the role of industry and organized labor in politics, radicalism and dissent in the American labor movement, the attitude of industry and organized labor toward technological advance, the black worker and organized labor, the role of immigrants in industry and unions, and the reaction of the mass production industries to the rise of the CIO.

**201 Labor Relations Law and Legislation.** Credit three hours. Spring term. Mr. Freilicher, Mr. Hanslowe, or Mr. Yaffe.

A survey of the law governing labor relations. The legal framework in which the collective bargaining relationship is established and in which the collective bargaining process takes place is analyzed. Problems of the administration and enforcement of collective agreements are considered, as are problems of protecting individual employee rights in the collective labor relation context. Also serves as an introduction to the legal system

and method, and to legal and constitutional problems of governmental regulation of industrial and labor relations.

**300 Collective Bargaining.** Credit three hours. Fall term. Mrs. McKelvey, Mr. Cullen, Mr. Gross, Mr. Jensen, Mr. Kelly, or Mr. Lipsky.

A comprehensive study of collective bargaining: the negotiation and scope of contracts; the day-to-day administration of contracts; the major substantive issues in bargaining, including their implications for public policy; and the problem of dealing with industrial conflict.

**301 Labor Union Administration.** Credit three hours. Fall and spring terms. Prerequisite: ILR 100 and 200. Mrs. Cook, Mr. Brooks, Mr. Neufeld, or Mr. Yaffe.

A review of the operations of American unions, including a general theoretical framework, but with major emphasis on practical operating experience. The course will, among other subjects, cover: historical changes which have affected labor union administration; underlying structure and relationship among members, locals, and national organizations; the performance of the primary functions of organizing, negotiating, contract administration, administration of welfare programs, political action; roles of different levels of organization and staff including professionals; organizational or institutional purposes and objectives and how these are achieved.

**302 Cultural Autonomy and the American Political Economy Since 1837.** Credit three hours. Fall term. Prerequisite: ILR 100 and 200, or History 215-216 or equivalent. Mr. Korman.

An examination of the ways in which ethnic and racial groups have acquired political and economic power in northern cities.

**400 Collective Bargaining: Issues and Problems.** Credit three hours. Spring term. Prerequisite: ILR 300. Mrs. McKelvey, Mr. Cullen, Mr. Gross, Mr. Jensen, or Mr. Lipsky.

An intensive study of the most significant current issues and problems facing employers and unions in their relations with each other, with particular emphasis being placed upon the substantive matters in contract negotiations and administration of the provisions of collective bargaining agreements. A major research paper is usually required.

**401 Collective Bargaining Structures.** Credit three hours. Fall term. Prerequisite: ILR 300. Mr. Kelly, Mr. Lipsky.

An analysis of the impact of new and critical issues on the historical patterns, economics, and structure of collective bargaining. Collective bargaining preparation, policy, and procedures will be subjected to critical analysis, and public policy with respect to the structure of bargaining and the multiemployer bargaining process will be closely examined.

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Frequent papers will be required of all students. The course will be conducted on a seminar basis and enrollment limited accordingly.

**402 Case Studies in Labor Union History and Administration.** Credit three hours. Spring term. Open to selected seniors and graduate students. Prerequisite: ILR 300 and 301. Mrs. Cook or Mr. Brooks.

A seminar concerned with the history and development of specific union problems or of individual unions at various administrative levels, with an analysis of their day-to-day operations and responsibilities. Students will investigate areas of particular interest to them for their research contribution to the seminar.

**403 Problems in Union Democracy.** Credit three hours. Spring term. Offered in odd-numbered years only. Prerequisite: varies with instructor. Mrs. Cook, Mrs. McKelvey, Mr. Neufeld, or Mr. Yaffe.

Unions are considered as an example of private government, and union democracy is examined by standards and customary practices in both public and private governments. Included are such elements as elections, self-government by majority, rights of minorities, the judicial process including impartial review, local-national relationships, constituency and representation, the legislative process, and executive power and functions. The regulation of private government by the state will be considered.

**404 Research Seminar in the Social History of American Workers.** Credit three hours. Spring term. Open, with consent of instructor, to upperclassmen who have demonstrated their ability to undertake independent work. Mr. Korman.

An examination of a different subject each year.

**405 Arbitration.** Credit three hours. Fall term. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 500. Mrs. McKelvey, Mr. Gross, Mr. Jensen, or Mr. Lipsky.

A study of the place and function of arbitration in the field of labor-management relations, including an analysis of principles and practices, the law of arbitration, the preparation and handling of materials in briefs or oral presentation, and the work of the arbitrator, umpire, or impartial chairman.

**406 Research Seminar in the History, Administration, and Theories of Industrial Relations in the United States.** Credit three hours. Spring term. Open, with consent of the instructor, to upperclassmen who have demonstrated ability to undertake independent work. Mr. Korman, or Mr. Neufeld.

Designed to explore the social, economic, and political background of industrial relations in the history of the United States. Examines a different subject each year.

**407 Collective Bargaining in the Public Sector.** Credit three hours. Fall and spring terms. Prerequisite: ILR 201 and 300. Mr. Donovan or Mr. Yaffe.

An examination of the development, practice, and extent of collective bargaining between federal, state, and local governments and their employees. When taught by Mr. Donovan, the course will emphasize public policy issues related to sovereignty, unit determination, representation procedures, unfair practices, scope of bargaining, impasse procedures, and the strikes against government. When taught by Mr. Yaffe, the course will emphasize the legal problems inherent in these issues.

**408-409 Development of American Ideals.** Credit three hours each term. Fall and spring terms, respectively. Open to sophomores and upperclassmen. Mr. Konvitz or Mr. Korman. A critical analysis of Western, particularly American, political, ethical, and social ideals—their meanings, origins, and development. In the fall semester: interests secured or pressing for recognition, such as freedom of religion, freedom of speech and press, freedom from discrimination, association, right of privacy. Relevant United States Supreme Court cases are read and discussed. In the spring semester: the religious, philosophical, and historical roots of basic Western ideals, such as individual dignity, justice, love, the higher law, the pluralistic society, democracy, freedom, equality. There will be readings from the Bible, Plato, Sophocles, the Stoic philosophers, Renaissance thinkers, Locke, Emerson, William James, and others.

**451 Psychological and Mediatonal Aspects of Bargaining and Conflict Resolution.** Credit three hours. Spring term. Prerequisite: one course in social psychology and one in collective bargaining. Consent of both instructors required. Enrollment limited to twenty. Mr. Brown or Mr. Freilicher.

An examination of theory and empirical evidence relating to interperson, intergroup, and international conflict and the role of the mediator in the resolution of conflict. Specific attention will be devoted to studying factors which contribute to the development of cooperative or competitive bonds between parties to a conflict and of the techniques developed by neutrals in industrial relations, campus, community, and international disputes to effectuate a resolution of the conflict. Personality and situational factors which regulate conflict intensification will be stressed, and the exploitation of these factors by mediators and other neutrals will be examined.

**480 Employment Discrimination and the Law.** Credit three hours. Fall term. Prerequisite: ILR 201 or 502 or equivalent. Open to qualified juniors and seniors. Permission of the instructor required. Mr. Freilicher.

An intensive examination of legal problems involving employment discrimination based upon race, color, religion, sex, or national origin. Subjects covered include affirmative action programs, the EEOC's approach to preemployment testing and apprenticeship programs, remedies for employment discrimination, limitations on state protective labor legislation, the NLRB's approach to discrimination by unions and employers, and the activities of black power groups within unions.

**481 Labor Dispute Settlement.** Credit three hours. Spring term. Prerequisite: ILR 300. Enrollment limited to twenty-five students. Mrs. McKelvey or Mr. Yaffe.

An examination of the various governmental techniques for dealing with labor disputes, in both the private and public sectors, including mediation, factfinding, arbitration (both voluntary and compulsory), the use of injunctions, and seizure. The course will also examine the application of these techniques under the Railway Labor Act, and Taft-Hartley Act, and various state acts.

**482 Seminar: Poverty and Social Policy.** Credit three hours. Fall term. Open to graduate students and, with permission, to advanced undergraduates. Mr. Konvitz.

While the main concern will be with poverty in the United States, the course will also consider poverty in the world and the development of American foreign policy with respect to poverty in developing countries. The course will consider the relation of the history of public policy and social philosophy to poverty, especially in the Western world and the United States. The "war on poverty" and current welfare policy will receive special consideration.

**484 Research Seminar in the American Labor Movement and Politics.** Credit three hours.

Spring term. Open, with consent of the instructor, to upperclassmen who have demonstrated ability to undertake independent work and who have taken ILR 200. Enrollment limited to eight students. Mr. Morris.

Students will be free to choose any research topic, via any disciplinary approach (law, history, behavioral or political science, etc.) within the subject matter area. Group meetings will be devoted to (1) discussion in depth of special problems such as compulsory membership and union political spending, the adequacy of the law governing union political action, labor's partisan ties with the Democratic party, etc. and (2) exchange of research problems and reports. Some time normally devoted to group meetings will be scheduled for individual consultations.

**485 Industrial Relations Biographies.** Credit three hours. Fall term. Open to juniors and seniors. Prerequisite: ILR 100. Enrollment limited to twelve students. Mr. Morris.

The objective of this reading course is to study American industrial relations history through the lives of some of the outstanding men who have helped make it—men of business, government, and the law as well as leaders of labor and their allies among the intellectuals. While economic forces, institutional developments, and social values are important in shaping history, so also is the role of individual personality. Would the CIO have been founded without the leadership of John L. Lewis? Would an anti-union pattern in steel have necessarily developed in the absence of Andrew Carnegie? American industrial relations history is intimately bound up with the lives of such men as Lewis and Carnegie, James Hoffa, Walter Reuther, Carroll D. Right, John R. Commons, Clarence Darrow, John Peter Altgeld, Frederick W. Taylor, Samuel Gompers, Joe Hill, "Big Bill" Haywood, Cesar Chavez, Lemuel Boulware, and others. The class will read and discuss biographies and autobiographies. In some cases, the written record will be supplemented with tapes and films. There will be written assignments but emphasis will be on the weekly discussion.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Undergraduate Program Committee.

**500 Collective Bargaining I.** Credit three hours. Fall and spring terms. Not open to ILR undergraduate students. Mr. Cullen, Mr. Gross, Mr. Jensen, or Mr. Lipsky.

A comprehensive study of collective bargaining with special emphasis being given to philosophy, structures, process of negotiations, and administration of agreements. Attention will also be given to problems of handling and settling industrial controversy, the various substantive issues, and important developments and trends in collective bargaining. It is recommended that ILR 502 (Labor Relations Law and Legislation) be taken prior to, or concurrently with, ILR 500.

**501 Collective Bargaining II.** Credit three hours. Spring term. Prerequisite: ILR 500 or equivalent. Mr. Cullen, Mr. Gross, Mr. Jensen, or Mr. Lipsky.

A detailed study of contract making and administration with particular reference to recent trends and problems in collective bar-



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gaining. Attention will be given to several representative industries, and prevailing agreements and case problems will be studied. A major research paper is usually required.

**502 Labor Relations Law and Legislation.** Credit three hours. Fall or spring term. Open to ILR graduate students. Mr. Freilicher, Mr. Hanslowe, Mr. Konvitz, or Mr. Yaffe.

A survey and analysis of the labor relations law in which an examination is made of the extent to which the law protects and regulates concerted action by employees in the labor market. The legal framework within which the collective bargaining takes place is considered and analyzed. Problems of the administration and enforcement of the collective agreement are considered as are problems of protecting the individual member-employee rights with the union.

**503 Arbitration.** Credit three hours. Spring term. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 500. Mrs. McKelvey, Mr. Gross, Mr. Jensen, or Mr. Lipsky. For description, see course 405 above.

**504 Labor Dispute Settlement.** Credit three hours. Spring term. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 500. Enrollment limited to twenty-five students. Mrs. McKelvey, Mr. Jensen, or Mr. Yaffe. For description, see course 481 above.

**505 Labor Union History and Administration.** Credit three hours. Fall term. Not open to ILR undergraduate students. Mrs. Cook, Mr. Brooks, Mr. Korman, Mr. Morris, or Mr. Neufeld.

A presentation of the history of labor in America with emphasis upon post-Civil War trade union development; an analysis of the structure and functions of the various units of labor organization, ranging from the national federation to the local union; and some consideration of special problems and activities, such as democracy in trade unions and health and welfare plans, as well as of various types of unions, such as those in construction, maritime trades, entertainment, transportation, and basic industry.

**506 Readings in the History of Industrial Relations in the United States.** Credit three hours. Fall term. Prerequisite: for undergraduates, ILR 300 and 301; for graduates, ILR 505 or equivalent. Mrs. Cook, Mr. Korman, Mr. Morris, or Mr. Neufeld.

A seminar covering, intensively and in historical sequence, key documents, studies, legislative investigations, and memoirs concerning American industrial relations systems. Primarily designed to aid students in orienting themselves systematically and thoroughly in the field. Among the authors and reports covered are E. P. Thompson, John R. Commons, Norman Ware, Lloyd Ulman, the Abram Hewitt hearings, the Henry W. Blair hearings,

the United States Industrial Commission, Phillip Taft, Paul F. Brissenden, the United States Commission on Industrial Relations, Theodore W. Glocker, George E. Barnett, Frederick W. Taylor, Henry Gantt, Mary Parker Follett, Irving Bernstein, and Walter Galenson.

**507 Theories of Industrial Relations Systems.** Credit three hours. Spring term. Prerequisite: for undergraduates, ILR 300 and 301; for graduates, ILR 505 or equivalent. Mrs. Cook, Mr. Korman, or Mr. Neufeld.

An examination of the leading theories concerning the origins, forms, organization, administration, aims, functions, and methods of industrial relations systems. Among the theories studied are those formulated by Karl Marx, Mikhail Bakunin, Georges Sorel, Vladimir Lenin, Lujo Brentano, Beatrice and Sidney Webb, Herbert Croly, Antonio Gramsci, Selig Perlman, Frank Tannenbaum, the Guild Socialists, Karl Polanyi, Clark Kerr, Frederick Harbison, John Dunlop, and Charles A. Myers.

**509 Readings in the Literature of American Radicalism and Dissent.** Credit three hours. Fall and spring terms. Mr. Neufeld.

Each term this course will concentrate on a different historical aspect of American radicalism and dissent. Examples of the range of topics and character of writers who might be selected for study include: *agrarian reform*, Thomas Skidmore, George Henry Evans, and Ignatius Donnelly; *anarchism*, Josiah Warren, William D. Haywood, Emma Goldman, and Paul Goodman; *communism*, John Reed, Jay Lovestone, and William Z. Foster; *economic dissent*, Henry George, Thorstein Veblen, and Francis Everett Townsend; *equal rights for Negroes and black nationalism*, William E. B. Du Bois and Marcus Garvey; *fascism*, Father Charles Edward Coughlin and Gerald L. K. Smith; *peace movements*, Jane Addams, Emily Balch, and A. J. Muste; *religious radicalism*, Roger Williams, Tom Paine, and Robert Green Ingersoll; *social planning*, John Humphrey Noyes and Margaret Sanger; *socialism*, Langdon Bylesby, William Heighston, Daniel De Leon, Morris Hillquit, and William English Walling; *utopianism and communitarianism*, Edward Bellamy, Albert Brisbane, and Austin Tappan Wright; and *women's rights*, Margaret Fuller, Elizabeth Cady Stanton, and Susan B. Anthony.

**550 Manpower and Collective Bargaining Problems in the Construction Industry.** Credit three hours. Spring term. Open to seniors and graduate students, and non-ILR students with permission of the instructor. Mr. Cullen, Mr. Foltman, Mr. Lipsky.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower; the Negro and the building trades; skilled manpower forecasting and planning; skill requirements;

education and training; personnel management policies and practices; the wage-price issue; the closed shop; featherbedding; jurisdictional disputes; and problems of bargaining structure. Individual research is required.

**580 Administrative Tribunals.** Credit three hours. Spring term. Open to seniors with permission of the instructor. Mr. Hanslowe. An examination of the law controlling administrative agencies, including executive departments, in their complex tasks of carrying out various governmental programs. Legislative bodies determine general programs, and administrative tribunals make them more specific through making rules, deciding cases, investigating, prosecuting, and supervising. One important focus is on procedural safeguards and on the allocation and control of power in decision making, including the structuring, checking, and confining of discretion. Another central inquiry is how to accommodate procedural fairness to the efficient accomplishment of legislative purposes. The general quest is for understanding principles of exertion of governmental authority and principles of justice that cut across functions of federal, state, and local tribunals and their relation with reviewing courts and with legislative and executive bodies.

**581 Black Labor: Directed Research in the History of the Black Worker.** Credit three hours. Spring term. Open to juniors and seniors as well as graduate students by permission of the instructor. Enrollment limited to fifteen students. Mr. Gross. In this new course students will have access to the complete records of the President's Committee on Fair Employment Practice, 1941-46. These documents, which will be on microfilm, include correspondence, instructions, press releases, internal memoranda, reports from the field, case records, letters from black workers and their organizations describing their situations and conditions, minutes of meetings, and other reports and studies. Emphasis will be placed on a survey and analysis of the existing literature concerning the history of the black worker, a survey and analysis of the literature dealing with the President's Committee on Fair Employment Practice, and student research in the original documents of the agency.

**600 Seminar in Labor Relations Law and Legislation.** Credit three hours. Fall or spring term. Permission of the instructor required. Mr. Freilicher, Mr. Hanslowe, Mr. Konvitz, or Mr. Yaffe.

A seminar devoted to an intensive study of controversial aspects of labor relations law and legislation in the United States. Concentration will be on the questions that currently have a special interest because of their im-

pact on public opinion as well as on labor-management relations. Some of the problems that may be analyzed are national emergency disputes; legal aspects of labor relations in the public sector; remedies for violations of section 8(a)(3) and (5) of the NLRA; common situs picketing; enforcement of arbitration clauses and awards; the duty to bargain about subcontracting and plant removal; legal problems arising from multiemployer bargaining; regulation of labor relations in agriculture; a union's duty of fair representation; discrimination on the basis of sex and race under Title VII of the Civil Rights Act of 1964.

**601 Collective Bargaining.** Credit three hours. Fall and spring terms. Mrs. McKelvey, Mr. Cullen, Mr. Gross, Mr. Jensen, or Mr. Lipsky.

An analysis of various aspects of collective bargaining, with particular emphasis upon the negotiation process, contract issues of current and future significance, and student research papers.

**602 Problems in Labor Law.** Credit three hours. Fall or spring term. Mrs. McKelvey, Mr. Freilicher, Mr. Hanslowe, or Mr. Yaffe. Intensive analysis of selected groups of legal problems arising out of labor relations and arbitrations, based on documentary materials including briefs, minutes, court and agency proceedings. Weekly or biweekly written reports are required.

**603 Governmental Adjustment of Labor Disputes.** Credit three hours. Spring term. Mrs. McKelvey, Mr. Gross, Mr. Jensen, or Mr. Yaffe. A study of particular problems of the role of the government in the adjustment of labor disputes in the public and the private sector. Opportunity is afforded to investigate and analyze the various dispute settlement techniques which are commonly used and to investigate particular governmental agencies and their operations, including federal, state, and municipal agencies.

**605 Research Seminar in the History, Administration, and Theories of Industrial Relations in the United States.** Credit three hours. Fall or spring term. Prerequisite: ILR 506 and 507, or permission of the instructor. Mrs. Cook, Mr. Brooks, Mr. Korman, Mr. Morris, or Mr. Neufeld.

Intensive studies in theories of industrial relations, the social and political history of workers in urbanizing and industrializing communities, the history of ideas which impelled the labor movement, the history and government of individual unions and confederations of unions, the development of ideas in the management of personnel, and comparative studies of American, European, and non-European industrial relations systems. The areas of study will be determined each semester by the instructor offering the seminar.

## 34 Economic and Social Statistics

**606 Labor and Government from the 1920's to Taft-Hartley.** Credit three hours. Fall term. Open to graduate students and to seniors with consent of the instructor. Prerequisite: for undergraduates, ILR 300; for graduates, ILR 505. Mrs. Cook.

A historical survey of the pre-New Deal, the New Deal, World War II, and the immediate postwar periods, culminating in the passage of the Taft-Hartley Act. The course will trace the development and explore the nature and effect of government policy on labor welfare and labor relations legislation. Students will each select a specific event or problem for intensive research on which they will report to the class and prepare a paper.

**607 Collective Bargaining in Public Education.** Credit three hours. Spring term. Permission of the instructor required. Mr. Doherty. The seminar will consist of a study of the legal, financial, administrative, and educational problems raised by collective bargaining in the public schools. Major attention will be directed at existing statutes covering the employment arrangement for public school employees, the subject matter and administration of collective agreements, the ideological postures of teacher organizations, and the resolution of negotiating impasses. Individual and group research projects will be required.

**608 Problems of Labor Relations in Public Employment.** (Also listed as Law 523.) Credit three hours. Spring term. Open to seniors and graduate students with permission of the instructor. Mr. Oberer.

The course will entail a study of the legal problems inherent in the superimposition of collective bargaining relationships on existing patterns of public employment, including the problems of sovereignty, unit determination, representation procedures, unfair practices, scope of bargaining, impasse procedures, and the strike against government. The study will also include an examination of civil service systems, government budgeting, restrictions on political activities of public employees (e.g., Hatch Act), loyalty oaths and security programs, and other problems peculiar to public employment.

**609 Professionals, White-Collar Workers, and Their Organizations.** Credit three hours. Spring term. Offered in even-numbered years only. Open to seniors and graduate students with permission of the instructor. Mrs. Cook. Attention will be directed to characteristics of professional, and clerical workers in the white-collar section of the work force. The problems of professionals, both self-employed and salaried, will be considered. A variety of professional organizations and of trade unions will be studied as responses to the collective needs of both groups. The distinctions arising

from the conditions of public and private employment will also be considered.

**680 Research Seminar in the History of Labor in the Nineteenth Century.** Credit three hours. Fall term. Offered in odd-numbered years only. Mr. Korman.

A seminar in the social history of the nineteenth century devoted to the study of workers in urbanizing and industrializing communities. Research ventures will extend across the various fields of history combining in particular the traditional field of labor history with aspects of urban and business history.

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

## Economic and Social Statistics

Mr. McCarthy, chairman; Messrs. Blumen, Evans, Francis.

**210 Statistics I (Statistical Reasoning).** Credit three hours. Either term.

An introduction to the basic concepts of statistics: description of frequency distributions (averages, dispersion, and simple correlation) and introduction to statistical inference. Prerequisite to certain of the specialized courses on applications of statistics offered in various departments.

**211 Economic and Social Statistics.** Credit three hours. Spring term. Prerequisite: ILR 210.

Application of statistical techniques to the quantitative aspects of the social sciences and of industrial and labor relations. Topics illustrative of the material to be covered are construction and use of index numbers, time-series analysis, elements of the design of sample surveys, multiple regression and correlation, and a brief introduction to automatic data processing.

**310 Design of Sample Surveys.** Credit three hours. Spring term. Prerequisite: one term of statistics.

Application of statistical methods to the sampling of human populations. A thorough treatment of the concepts and problems of sample design with respect to cost, procedures of estimation, and measurement of sampling error. Analysis of nonsampling errors and their effects on survey results (e.g., interviewer bias and response error). Illustrative materials will be drawn from the fields of market research, attitude and opinion research, and the like.

**311 Statistics II.** Credit four hours. Fall term. Prerequisite: Statistics 210 or permission of the instructor.



An intermediate nonmathematical statistics course emphasizing the concepts associated with statistical methods. Includes a treatment of estimation and tests of hypotheses with reasons for choice of various methods and models. Application to problems involving percentages, means, variances, and correlation coefficients with an introduction nonparametric methods, analysis of variance, and multiple regression and correlation.

**410 Techniques of Multivariate Analysis.** Credit three hours. Fall term. Prerequisite: ILR 311.

An advanced undergraduate and beginning graduate course emphasizing the techniques of multivariate statistical analysis, together with a discussion of underlying assumptions and illustrations of applications. There is no mathematical prerequisite, but some matrix algebra and related topics will be introduced. Techniques covered will include multiple regression and correlation, principal components, correlation between sets of variables, tests of hypotheses on sets of means and variances, multivariate analysis of variance, multivariate methods for ranked and qualitative variables, discrimination between populations, and applications of modern computing techniques in multivariate analysis.

**411 Statistical Analysis of Qualitative Data.** Credit three hours. Spring term. Prerequisite: ILR 311 and permission of the instructor.

An advanced undergraduate and beginning graduate course. Includes treatment of association between qualitative variates, paired comparisons, rank-order methods, and other nonparametric statistical techniques, including those related to chi-squared.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Undergraduate Program Committee.

**510 Economic and Social Statistics.** Credit three hours. Fall and spring terms.

A nonmathematical course for graduate students in the social studies without previous training in statistical method. Emphasis will be placed on discussion of technical aspects of statistical analysis and on initiative in selecting and applying statistical methods to research problems. The subjects ordinarily covered will include analysis of frequency distributions, regression and correlation anal-

ysis, and selected topics from the area of statistical inference.

**610 Economic and Social Statistics.** Credit three hours. Fall term. Prerequisite: permission of the instructor.

Directed primarily toward the basic concepts underlying qualification in economics, and an examination of how these requirements are realized in practice. The course is intended to familiarize students with the tools used to analyze the labor force, employment, unemployment, production, value-added, productivity, labor costs, prices, capital stocks, etc.; determine what they mean; their proper areas of application; and their limitations. Topics in the methodology of economic statistics, including time series analysis and index number problems, will be reviewed.

**614 Theory of Sampling.** Credit three hours. Fall term. Prerequisite: calculus and at least one semester of mathematical statistics.

A companion course to ILR 310, Design of Sample Surveys, stressing the development of the fundamentals of sampling theory. Attention will be paid to recent progress in the field. Occasional illustrative material will be given to indicate the application of the theory.

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

## Organizational Behavior

Mr. Rosen, chairman; Miss Mac Coll, Messrs. Aldrich, Brown, Gordon, Gruenfeld, Meyer, Reed, Trice, Whyte, Williams.

Graduate students majoring or minoring at the Master's or doctoral level in the area of organizational behavior will normally complete the core offering in this area. ILR 520, 521, Organizational Behavior I and II. Depending upon the nature of the program of the individual student, both courses may be taken in the same term, or they be taken in different terms with either course preceding the other. In addition, graduate students majoring in organizational behavior will normally take ILR 524-525, Behavioral Research Theory, Strategy and Methods I and II and an appropriate statistics course. Further details on Ph.D. requirements are included in the Department's annual brochure.

**120-121 Society, Industry, and the Individual.** Throughout the year. Credit three hours a term. Department faculty.

The first part of ILR 120-121, a one-year sequence, deals with the relationship between industry and the economy as a whole to other social institutions in American society such as the family, the system of stratification, the political system, and American value systems.

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Comparisons with other societies are made. ILR 201 also deals with the nature of industrial organizations and of complex organizations in general, particularly the system of authority and of the division of labor, as well as such processes as goal setting, the system of rewards and punishments, etc.

ILR 121 deals with the relationship between the individual and the organization, and such basic psychological processes as need satisfaction, perception, attitude formation, and decision making. It describes and examines the individual as a formal and informal group member. Within this area, particular emphasis is placed on leadership, problem solving, and conflict resolution.

**420 Group Processes.** Credit three hours. Fall term. Preference given to seniors and graduate students. Permission of instructor required. Prerequisite: two previous courses in social psychology. Mr. Brown.

An advanced undergraduate and beginning graduate course emphasizing interpersonal relations in small groups. Readings and discussion will be concerned with interpersonal attraction, conformity, interaction process, leadership, group effectiveness, norms, etc. Laboratory experiences in group tasks will be provided.

**421 Evaluation of Social Action Programs.** Credit three hours. Fall term. Mr. Trice.

A consideration of the principles and strategies involved in "evaluation research." The course first looks at objective research designs whose aim is to determine the extent to which change agents in fields such as training and therapy accomplish their goals. Second, it considers the adaptation of these strategies to large social contexts, e.g., child guidance clinics, mental health clinics, and programs in the poverty areas such as Head Start. Finally, it considers the organizational circumstances most favorable to the introduction of program assessment and the organizational structures most amenable to the strategies of evaluation. Students apply academic materials to specific social action programs.

**422 Social Organization of the Urban Community.** Credit three hours. Fall term. Mr. Aldrich.

An examination of the social organization of the urban community, focusing on: ethnic and racial ghettos, the police and organized crime, business and industrial organizations, and political and educational organizations. The urban community will be treated as consisting of specialized activity systems, with a view toward studying the interrelation of the various systems. Special attention will be given to community conflict, e.g., civil disorder, community control of schools, and urban renewal. Students will be expected to take

part in a research project dealing with an urban issue.

**424 Introduction to the Study of Attitudes.** Credit three hours. Fall term. Open to juniors and seniors. Department faculty.

Designed to acquaint the student with what we know about (1) origins of human attitudes, (2) the determinants of attitude change, and (3) the measurement of attitude differences. Studies employing clinical, experimental, and survey techniques will be discussed. Each student will design, execute, and analyze a research study of his own.

**425 Organizations and Deviant Behavior.** Credit three hours. Spring term. Open to juniors, seniors, and graduate students. Prerequisite: one or more courses in both sociology and psychology. Mr. Trice.

Focusing on the relationships between organizations and deviant behavior, the course covers (1) the nature and etiology of psychiatric disorders, particularly schizophrenia, the psychoneuroses, and psychosomatic disorders; (2) organizational factors related to these disorders and to the more general phenomena of role conflict and stress; (3) an examination of alcoholism as a sample pathology, in terms of personality characteristics and precipitating organizational factors; (4) evaluation of organizational responses to deviance; (5) the nature of self-help organizations such as Alcoholics Anonymous; and (6) the structure and functioning of the mental hospital.

**426 Field Research in Community Organization.** Credit three hours. Spring term. Permission of the instructor required. Enrollment limited. Mr. Aldrich.

A seminar for students interested in pursuing field research projects on which a substantial amount of work has already been completed. Students will be required to have had some previous training in field methods. Emphasis will be placed on integrating field research with theories of the urban community.

**427 Sociology of Occupations.** Credit three hours. Spring term. Open to junior, seniors, and graduate students and to sophomores with permission of the instructor. Prerequisite: one or more courses in sociology or permission of the instructor. Mr. Trice.

Focuses on (1) the changing character of American occupations within the context of social change; (2) occupational status—differences in income, prestige, and power and the resultant general phenomenon of social stratification; (3) vertical and horizontal occupational mobility; (4) recruitment and socialization into occupational roles; (5) the process of professionalization; and (6) comparison of personnel occupations with the career and organizational patterns of other occupations.

**429 Cooperation, Competition, and Conflict Resolution.** Credit three hours. Spring term. Prerequisite: two courses in social psychology or equivalent. Consent of the instructor required. Mr. Brown.

An examination of theory and empirical evidence relating to the resolution of interpersonal, intergroup, and international conflict. Specific attention will be devoted to studying factors which contribute to the development of cooperative or competitive bonds between parties to a conflict. The following topics will be studied: the availability and use of threat; the credibility, intensity, and costs of threat; fractionating and escalating conflict, etc. Personality and situational factors which regulate conflict intensification will be stressed.

**451 Psychological and Medialional Aspects of Bargaining and Conflict Resolution.** Credit three hours. Spring term. Prerequisite: one course in social psychology and one in collective bargaining. Consent of both instructors required. Enrollment limited to twenty. Mr. Brown or Mr. Freilicher.

An examination of theory and empirical evidence relating to interperson, intergroup, and international conflict and the role of the mediator in the resolution of conflict. Specific attention will be devoted to studying factors which contribute to the development of cooperative or competitive bonds between parties to a conflict and of the techniques developed by neutrals in industrial relations, campus, community, and international disputes to effectuate a resolution of the conflict. Personality and situational factors which regulate conflict intensification will be stressed and the exploitation of these factors by mediators and other neutrals will be examined.

**470 Field Work Methods.** Credit four hours. Fall term. Permission of the instructor required. Enrollment limited. Mr. Whyte.

Designed to provide an introduction to the field work methods (interviewing and observation) which are particularly appropriate to the exploratory stage of research. Students will work together in small groups, each group being responsible for a particular project. If the project requires utilization of other research methods also, such guidance will be provided. The course will be devoted to the study of certain aspects of the social structure and culture of Ithaca and Tompkins County. For admission to the course, students are required to submit to the instructor a statement of not more than a page describing the problem on which they would like to work. While every effort will be made to adapt the course to student interests, experience suggests that students learn more when they work on a small group project than when each individual undertakes a separate project.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Undergraduate Program Committee.

**520 Organizational Behavior I.** Credit three hours. Fall and spring terms. Department faculty.

Survey of concepts and studies from the fields of individual and social psychology, selected for their pertinence to the area of organizational behavior. The relationship between research findings and application to organizational problems will be stressed. Consideration of individual differences of various kinds; attitude formation and its relation to social processes; factors affecting different kinds of learning; motivation and its relationship to productivity; perception and its relationship to evaluation of performance; leadership and the influence process; group formation and its effect on the individual and the organization.

**521 Organizational Behavior II.** Credit three hours. Fall and spring terms. Department faculty.

Formal organizations will be studied from the perspectives of classical organization theory, human relations theory, and comparative and cross-cultural analysis. The course will also consider in some detail the contemporary theories and quantitative approaches to organizational structure. This basic course is intended to be preliminary to more intensive work in organization behavior.

**522 Theories of Organization.** Credit three hours. Fall or spring term. Prerequisite: ILR 521. Permission of the instructor required. Mr. Gordon.

Intended for students interested in more intensive work in theories of organizations and organizational behavior. Writings in the now extensive field of organizational theory will be examined. These may include the following: the intellectual predecessors of the field (Marx, Weber, and Durkheim). Contemporary works of organizational theory may include Homans, Blau, Caplow, Barnard, March and Simon, Etzioni, Crozier, Dahrendorf.

**523 Theories and Methods of Organizational Change.** Credit three hours. Spring term. Open to graduate students and upperclassmen. Prerequisite: ILR 520, ILR 521 and/or consent of the instructor. Department faculty.

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The primary concern will be an examination of certain change agents as they attempt to initiate, structure, and direct organizational change. Attention will be given to the strategies used by these change agents as they are related to selected theories of organizational behavior and organizational change. Among the change agents which will be considered are consultants, union organizers, applied social scientists, staff and managerial personnel.

**524 Behavioral Research Theory, Strategy and Methods I.** Credit variable. Fall term. Permission of the instructor required. Department faculty.

Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll. Units of material to be included in 524 and 525 are (1) theoretical, conceptual, and ethical questions; (2) survey research and attitude scaling procedures; (3) laboratory research methods; (4) participant observation and interview methods; and (5) the use of documents and qualitative data analysis. The course will provide the student with important philosophical background for doing research and will expose him to a well-balanced, interdisciplinary set of quantitative and qualitative research tools. Readings will be supplemented by projects and laboratory exercises.

**525 Behavioral Research Theory, Strategy and Methods II.** Credit variable. Spring term. Permission of the instructor required. Department faculty.

Must be taken in sequence with ILR 524 except by petition. Designed to meet the needs of M.S. and Ph.D. candidates majoring in organizational behavior, but other graduate students may enroll.

**526 Management of Science.** Credit three hours. Spring term. Open to undergraduates with permission of the instructor. Mr. Gordon. Treats the management of science on both the micro- and macro-levels. It will examine empirical findings as they bear on national policy with respect to science, and as they bear on environmental settings which inhibit or stimulate accomplishment. Emphasis will be placed on current problems such as freedom and control of science, scientific secrecy, bureaucracy and creativity, financial and political underpinnings of research, and the emerging social structures in scientific organizations.

**527 The Organization and Its Environment.** Credit three hours. Spring term. Enrollment limited to twenty with the permission of the instructor. Mr. Aldrich.

A survey of the literature on organization-environment and interorganizational relationships. Emphasis will be on two tasks:

developing typologies of interorganizational relations, and exploring methods of measuring or quantifying such relations. Students in the seminar will be expected to write a research paper in which they apply an organization-environment or interorganizational perspective to a particular set of organizations.

**528 Psychology of Industrial Conflict.** Credit three hours. Fall term. Open to juniors, seniors and graduate students. Permission of the instructor required. Mr. Rosen.

An application of frustration theory to the analysis of conflict and stress in organizations and society. Comparisons are made between industrial relations, race relations, international relations, and other settings. Readings include behavioral research findings from a variety of studies in industry. Relevant contributions from experimental, social, and clinical psychology also are considered.

**529 Seminar in Industrial Society.** (Also listed as B&PA 904.) Credit three hours. Spring term. Advanced undergraduates by permission of the instructor. Enrollment limited to twenty. Mr. Reed.

A research oriented seminar on selected topics in the study of industrial society. Discussion and critical evaluation of current journal articles, theoretical work, and research dealing with such topics as organization and stratification, power and organizations, cross-cultural studies, and interorganizational relations.

**571 Individual Differences and Organizational Behavior.** Credit three hours. Fall or spring term. Prerequisite: ILR 510, 520, and 521 or equivalent. Advanced undergraduates by permission of instructor. Mr. Rosen.

A substantive analysis of the accumulated research evidence on the relationship of human ability, aptitude, and interest patterns to significant criteria of organizational effectiveness. Such variables as intelligence, task expertise, motor skills, clerical skills, cognitive styles, interaction potential, and vocational interest profiles will be emphasized. A variety of occupational categories and organizational settings will be included. Racial and age variables will also be considered.

**572 Organizational Behavior III.** Credit three hours. Fall or spring term. Prerequisite: ILR 520 and 521 or equivalent. Department faculty. A team-taught comparison of different disciplinary approaches to organizational analysis and models. Emphasis will be placed on integrating different disciplinary approaches to selected organizational phenomena such as change and innovation, decision making and information processing, reward structures, conflict resolution, and others.

**622 Cross-Cultural Studies of Work and Institutional Development.** Credit three hours. Fall term. Permission of instructor required. Mr. Whyte and Mr. Williams.

A research seminar devoted to the analysis of survey and anthropological field reports from Peruvian villages, industrial plants, schools, and from comparable United States organizations. Each student will select a problem area for analysis and will write a research paper.

**624 Leadership in Organizations.** Credit three hours. Spring term. Permission of the instructor required. Mr. Gruenfeld.

A seminar designed to examine theories and research findings from the behavioral sciences that are relevant to leadership and the influence process in groups and organizations. Personality, situational factors, intra-group processes, interpersonal perception, as well as motivation to lead and to follow, will be discussed. The implications for leadership training, organization development, and action research will be explored.

**626 Proseminar in Organizational Behavior.** Credit three hours. Spring term. Open only to graduate students. Department faculty.

A research oriented proseminar on selected topics in organizational behavior. Discussion and critical evaluation of current journal articles dealing with such topics as motivation and work, leadership, individual differences, cognitive styles, interpersonal bargaining, cross-cultural studies, and organizational change.

**629 Cross-Cultural Studies of Organizational Behavior.** Credit three hours. Fall or spring term. Open to graduate students and upper-classmen with consent of instructor. Enrollment limited to twenty. Mr. Gruenfeld.

The seminar will deal with cross-cultural similarities and differences in organizational processes, e.g., recruitment, decision making, authority, reward, and punishment. Organizations in all sectors of society will be considered, i.e., economic, political, educational, health, etc.

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

**Sociology of Science (Sociology 503).** Fall term. Prerequisite: consent of instructor. Mr. Gordon.

Examination of the relationships between the scientist and society, and of the effects of the scientist on society and of society on the scientist.

## International and Comparative Labor Relations

Mr. Galenson, chairman; Mrs. Cook, Messrs. Clark, Hildebrand, Neufeld, Niland, Whyte, Windmuller.

**430 Comparative Industrial Relations Systems I.** Three or four hours credit. Fall and spring terms. Prerequisite: for non-ILR students, ILR 250 or consent of the instructor. Mr. Galenson or Mr. Windmuller.

An introductory course concerned with the history, structure, institutional arrangements, and philosophy of the labor relations systems of several countries in advanced stages of industrialization. Countries to be examined include Great Britain, France, Germany, Sweden, the Soviet Union, and others.

**431 Comparative Industrial Relations Systems II.** Three or four hours credit. Spring term. Prerequisite: for non-ILR students, ILR 250 or consent of the instructor. Mr. Galenson or Mr. Windmuller.

A comparative review of labor problems in countries in early and intermediate stages of economic development. The course surveys the development of the industrial labor force, the evolution and functions of labor organizations, the role of government in industrial relations, the emergence of different patterns of labor-management relations, and problems of employment and wages in relation to economic growth.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Undergraduate Program Committee.

**530 Comparative Industrial Relations Systems I.** Credit three hours. Fall term. Not open to ILR undergraduate students. Prerequisite: for non-ILR graduate students, ILR 250 or consent of the instructor. Mr. Windmuller. For description, see course 430 above.

**531 Comparative Industrial Relations Systems II.** Credit three hours. Spring term. Not open to ILR undergraduate students. Mr. Windmuller.

For description, see course 431 above.



## 40 Labor Economics and Income Security

**630 Seminar in International and Comparative Labor Problems.** Credit three hours. Spring term. Prerequisite: ILR 430 (530) or 431 (531) or consent of the instructor. Mr. Windmuller.

Students will examine selected problems in labor relations in the light of international and comparative experience and will be expected to prepare, discuss, and defend individual research papers. Seminar topics will vary from year to year in line with student and faculty interests.

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

## Labor Economics and Income Security

Mr. Aronson, chairman; Messrs. Clark, Ferguson, Galenson, Hildebrand, MacIntyre, Perl, Raimon, Slavick, Stoikov.

**140 Development of Economic Institutions.** Credit three hours. Fall term. Enrollment limited. Lecture, T Th 9:05, Recitations, Th 10:10 and 11:15 or F 9:05, 10:10, or 12:20. Mr. Clark.

Designed to give the student an understanding of the historical development of our economic institutions and the nature of the problems incident to economic change and development as part of the background for understanding and analysis of important present-day issues. Attention is focused on the agricultural, commercial, and industrial revolutions, tracing their development from their beginnings in Western Europe to the present.

**241 Economics of Wages and Employment.** Credit three hours. Fall and spring terms. Prerequisite: Economics 101-102 or equivalent. Fall term: M W F 11:15. Mr. Raimon. Spring term: M W F 10:10, 11:15, 2:30. Messrs. Hildebrand, Perl, Raimon.

An introduction to the characteristics of the labor market and to analysis of wage and employment problems. Among topics studied are the composition of the labor force, job-seeking and employment practices, methods of wage determinations, theories of wages and employment, economic effects of unions, the nature and causes of unemployment, and programs to combat joblessness and poverty.

**340 Economic Security.** Credit three hours. Fall term. Lecture A, T Th 10:10, Recitation 1, Th 2:30; Recitation 2, Th 3:35; Recitation 3, F 8; and Recitation 4, F 9:05. Mr. MacIntyre. Lecture B, T Th 11:15, Recitation 1, F 11:15 and Recitation 2, F 1:25. Mr. Slavick. History, philosophies, and the economic

and social effects of social security measures. Analysis of programs offering protection against economic loss due to industrial accident, temporary and permanent disability, illness, old age, premature death, and unemployment, as well as private and voluntary efforts to provide security, and the problems of integrating public and private programs. An examination is made of proposals for amending or modifying economic security measures, including guaranteed income proposals.

**341 Protective Labor Legislation.** Credit three hours. Spring term. M W F 12:20. Mr. Slavick.

A survey of the nature of the problems and the basis for state and federal legislation in fields such as discrimination in employment, migratory labor, industrial health and safety, minimum wages and maximum hours, and child labor. Special attention is given to the problem of maintaining a proper balance between the efforts of industry, organized labor, and government in the development of labor standards. Proposals for amending existing legislation will be discussed.

**349 The Economics of Poverty.** Credit three hours. Fall term. Prerequisite: Economics 101 and 102. Permission of the instructor required. Mr. Perl.

The course attempts to examine the effectiveness of a variety of remedies to the problems of poverty in America. We will first examine the definition of poverty in historical perspective and the characteristics of the poor today. We will then turn to an exploration of income distribution, economic growth, countervailing power, antidiscrimination legislation, and compensatory education as a means for reducing the percentage of the population that is poor.

**441 Income Distribution.** Credit three hours. Fall term. Open to upperclassmen and graduate students. Mr. Ferguson.

An examination of the sources and distribution of personal income in the United States. Among topics studied are the pattern of employee earnings by occupation, sex, age, and race; the size and distribution of family incomes; the influence of education on income; race and income; the nature and extent of poverty.

**445 Comparative Economic Systems: Soviet Russia.** Credit four hours. Spring term. M W F 9:05. Mr. Clark.

A comparative analysis of the principles, structure, and performance of the economy of Soviet Russia. Special attention will be devoted to industry and labor.

**447 Seminar in Labor Economics.** Credit three hours. Spring term. Open, with permission of the instructor, to juniors and seniors



who have completed ILR 241 or equivalent. Th 2-4:25. Mr. Raimon.

The purpose is to aid the student in improving his creative abilities in the areas of research. Papers may be written on any topic in labor economics and income security. Students typically will prepare three major papers during the term.

**448 Economics of Collective Bargaining.** Credit three hours. Spring term. Open only to upperclassmen. Enrollment limited. T Th 3. Mr. Ferguson.

This seminar treats the economic aspects of collective bargaining, including management and union goals in contract negotiation, elements in bargaining strategy, the nature of bargaining power, and the use of economic criteria in deciding terms of employment.

**449 Health, Welfare, and Pension Plans.** Credit three hours. Spring term. Open to graduate students, seniors, and to juniors graduating in February. M W F 11:15. Mr. MacIntyre.

An analysis and appraisal of private health, welfare, and pension plans. A consideration of the origin and development of employer, union, and joint programs; and a critical examination of the financing, administration, and general effectiveness of the plans.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange for formal submission of their projects for approval of the Undergraduate Program Committee.

**540 Labor Economics.** Credit three hours. Fall and spring terms. Required of graduate students majoring or minoring in labor economics and income security and M.I.L.R. candidates. Not normally open to undergraduates. Prerequisite: Economics 101-102 or equivalent. Enrollment limited to twenty students each term. M W 12-1:15. Mr. Perl.

Economic issues in the employment and compensation of labor. Topics discussed include labor force growth and composition, structure and functioning of labor markets, unemployment, wage theories, wage levels and structures, the economic influence of unions, income distribution, and the problem of poverty.

**544 Social Security and Protective Labor Legislation.** Credit three hours. Fall term. Normally required of graduate students major-

ing or minoring in labor economics and income security and required of M.I.L.R. candidates. T Th 2:30-3:45. Mr. Slavick.

The fundamental aspects of employee protection and income security. Emphasis will be placed upon state and federal minimum wage and hour laws, anti-discrimination legislation, laws affecting migratory agricultural labor, employee benefit programs, social insurances, and public welfare programs. The underlying causes of the legislation, as well as the legislative history, the administrative problems and procedures, and the social and economic impact of the legislation will be studied. Proposals for amending or modifying existing legislation, including proposals for guaranteed income programs, will be examined.

**546 Economics of Manpower.** Credit three hours. Fall term. Prerequisite: ILR 540 or equivalent background. Open to qualified undergraduates only by permission of the instructor. Hours to be arranged. Mr. Aronson. Analysis and examination of various approaches to manpower planning. Topics covered include labor force development and behavior, occupational choice and occupational mobility, human capital formation, determinants of occupational employment, and manpower planning and its relation to economic growth in the United States and abroad. Methodologies of projecting labor force and manpower requirements and of evaluating manpower programs are systematically covered. Special topics will be developed in accordance with student interests and preference.

**547 Seminar on Investment in Man.** Credit three hours. Fall term. Prerequisite: ILR 540 or equivalent background. Hours to be arranged. Mr. Stoikov.

This seminar will cover activities which influence future monetary and psychic income by improving the resources in people. The investments covered include schooling, on-the-job training, medical care, migration, and the search for information on prices and incomes—with main emphasis on education and health. A last section covers educational planning.

**549 Economics of Poverty.** Credit three hours. Fall term. M W 3-4:15. Mr. Perl.

The focus of the course is on the causes of and remedies for income inequality in industrialized economies. We will concentrate first on alternative theories of inequality in the functional distribution of income—monopolies, rents and quasi-rents, ability, and the acquisition of human capital. The course will then turn to an examination of the relative efficiency of alternative means for remedying these inequalities—countervailing power, taxation, and redistribution of social services.

## 42 Manpower Studies

**645 Comparative Economic Systems: Soviet Russia.** Credit three hours. Fall and spring terms. Open to undergraduates with permission of the instructor. Prerequisite: ILR 445. Hours to be arranged. Mr. Clark.

Preparation and discussion of individual papers on selected topics concerning the Soviet economy.

**647 Workshop in Labor Economics.** Credit three hours. Fall and spring terms. Hours to be arranged. Mr. Galenson.

Designed for Ph.D. students at the dissertation writing stage. The course will be concerned primarily with the formulation, design, and execution of dissertations. Preliminary plans and portions of completed work will be presented to the workshop for discussion.

**648-649 Seminar in Labor Economics.** (Also listed as Economics 641, 642.) Credit three hours each term. Fall and spring terms. Mr. Galenson.

Reading and discussion of selected topics in labor economics in the fields of theory, institutions, and policy. (ILR 648 is offered in the fall; ILR 649 in the spring.)

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

## Manpower Studies

Mr. Miller, chairman; Messrs. Dyer, Foltman, Frank, Hodges, Niland, Risley, Stoikov, Was-muth, Wolf.

**360 Manpower and Organization Management.** Credit three hours. Spring term. Department faculty.

Study and analysis of public and private policies and programs for forecasting, planning, recruiting, selecting, developing, utilizing, upgrading, rehabilitating, and evaluating manpower resources at the individual organizational (micro) level and at societal (macro) levels. A multidisciplinary approach is used in an analysis of theory, policy, and programs. At the public level this subject matter involves identification and measurement of human talent; education, training, and development of the work force; manpower planning; manpower information and standards; motivation and morale factors; mobility; distribution of manpower, rehabilitation, and other manpower problems. At the organizational level this subject involves organizational analysis, planning, and reorganization; manpower forecasting and planning; recruitment and selection of work force; education, training, development, and retraining; compensation, incentives, and rewards; performance appraisal; communications systems; leadership, supervision, and control; manpower utilization and analysis of problems.

**362 Urban Problems and Manpower Programs.** Credit four hours. Fall term. Open to sophomores and juniors, permission of the instructor required. Enrollment limited to fifteen students. Mr. Risley.

A seminar in the uses of continuing education programs for resolving selected urban problems in the manpower-poverty area. Giving special emphasis to the Extension and Public Service activities at ILR, the course will explore the nature of adult learning (especially among "culturally disadvantaged" populations); educational methodology and program development with adult groups; and the effectiveness of skill advancements or job upgrading programs. Guest lecturers from programs currently going on in metropolitan centers will be widely used. The seminar will include field experience in urban problems.

**363 Techniques and Theories of Training in Organizations.** Credit three hours. Spring term. Mr. Foltman or Mr. Frank.

Deals with the methods used, formally and informally, by organizations for training personnel at all levels. These methods will be compared with relevant psychological formulations of the problems of learning. The place of practice, understanding, and motivation in the acquisition of motor and other skills; the use of the case and incident method; learning techniques in a group setting (discussion and role playing); learning during performance appraisals; learning as a result of identification. Various teaching methods will be practiced.

**364 Communication in Organizations.** Credit three hours. Fall term. Mr. Frank.

A course devoted primarily to the study and analysis of the major concepts and research done in communication theory. Although primary emphasis will be devoted to an examination of the process of communication, analysis of communication breakdown within organizations will also be a major concern. The basis for this analysis will be structured on a consideration of communication models, diffusion process, meaning and language, organizational communication, channels and networks, technical language systems, learning, persuasion, and attitude change.

**367 Comparative International Issues in Manpower Economics.** Credit three hours. Fall term. Prerequisite: ILR 241 or equivalent economic background. Open to juniors and seniors. Graduate students entering with the consent of the instructor may meet appropriately adjusted course requirements to gain full graduate credit. Mr. Niland.

The course compares and contrasts for different countries those policies, problems, and issues that relate to manpower as an economic resource. Particular attention is paid to the distinction between developed and

underdeveloped countries, with the United States, England, Australia, and other countries treated on the one hand, and selected Asian and African countries, on the other. Specific issues to be covered include income policy, manpower forecasting, employment-unemployment, manpower requirements to meet national goals, and the international brain drain.

**368 Case Studies in Personnel Administration.** Credit three hours. Fall term. Open to juniors and sophomores. Enrollment limited to twenty-five students. Mr. Wasmuth.

Cases, incidents, and field data selected from a variety of organizational settings provide a framework for examining and explaining the various roles played by personnel managers. Some attention will be paid to the evolution and formalization of personnel activities within expanding small business organizations. Students will have an opportunity for field work and are required to prepare individual cases for class presentation and discussion.

**460 Field Studies in Community Manpower Planning and Development.** Credit three hours. Spring term. Permission of the instructor required. Mr. Foltman.

An analysis of manpower planning and development processes at a local level (one upstate city in New York State). Supervised field studies and research will be directed towards a study of the manpower consequences resulting from urban development and the construction of a large state-operated facility in this community. Students are expected to conduct field interviews and to do field research relating to projection of job requirements; role of unions; management and government agencies in local manpower planning and development; and to the role of the community organizations in these processes. One weekly meeting is scheduled to consider related theory, history, institutional aspects, and public policy.

**461 Administration of Compensation.** Credit three hours. Spring term. Open to juniors, seniors, and graduate students. Prerequisite: ILR 360 or equivalent. Department faculty.

The development and administration of wage and salary programs with major emphasis on internal considerations. Subjects include program principles, objectives, and policies; organization of the function; and procedures to implement policies. Topics include job and position analysis; preparation of description-specifications; job evaluation; incentive applications; wage and salary structures; the use of wage surveys; supplemental payments, including premium pay, bonuses, commissions, and deferred compensation plans; and the use of automatic increment provisions. Case studies and assigned projects will cover selected programs.

**463 Design and Administration of Training Programs.** Credit three hours. Fall term. Mr. Foltman.

An analysis and exploration of the training and retraining function as applied in business, government, and industrial organizations. Consideration is given to the conceptual framework in which learning activities are developed at the workplace at all levels. Included are various teaching methods such as vestibule schools, on-the-job training, conference discussion, role playing, programmed instruction, sensitivity training, and the utilization of audio-visual materials. Consideration is given to managerial, supervisory, and manual skills. Particular emphasis is placed on integrating public and private efforts for training and development.

**464 The Management of Complex Organizations.** Credit three hours. Fall term. Open to juniors and seniors. Enrollment limited to twenty students. Mr. Wolf.

Deals with the practices and problems of multi-industry and multinational firms. Emphasis on manpower problems such as the organization, direction, and control of manpower in mergers and acquisitions; transfer of technical skills, and intraorganizational conflict resolution.

**465 Field Studies in the Development of Management Training Programs.** Credit three hours. Fall term. Open to upperclassmen by permission of the instructor. Enrollment limited to eight students. Mr. Frank.

Will provide direct field experience and diagnosis of managerial training needs within four different organizations and will involve the design and construction of actual training programs. Each student will conduct interviews, observe work activity, study past training activity, and attempt to gain a general understanding of the basic operation of the particular organization to which he is assigned. He will then develop a detailed proposal for subsequent training activity within the organization, including development of materials to be used as well as the basic format for the training sessions. Class and reading assignments will be in the field of industrial training and adult education, with individual assignments contingent on the varying organizational assignments.

**499 Directed Studies.** Credit three hours. Fall and spring terms.

For individual research, conducted under the direction of a member of the faculty, in a special area of labor relations not covered by regular course offerings. Registration normally limited to seniors who have demonstrated ability to undertake independent work. Eligible students should consult with a counselor in the Office of Resident Instruction at the time of preregistration to arrange

## 44 Manpower Studies

for formal submission of their projects for approval of the Undergraduate Program Committee.

**550 Manpower and Collective Bargaining Problems in the Construction Industry.** Credit three hours. Spring term. Open to seniors and graduate students and non-ILR students with permission of the instructor. Mr. Cullen, Mr. Foltman.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower, the Negro and the building trades, skilled manpower forecasting and planning, skill requirements, education and training, personnel management policies and practices, the wage-price issue, the closed shop, featherbedding, jurisdictional disputes, and problems of bargaining structure. Individual research is required.

**560 Manpower and Organization Management.** Credit three hours. Alternate terms. Prerequisite: ILR 520 or 521. Mr. Foltman, Mr. Miller, Mr. Wasmuth, or Mr. Wolf.

A basic graduate course covering the major areas of manpower and organizational policy as they relate to human behavior and work organizations. Intensive consideration will be given to such aspects of personnel work as selection and placement, compensation, training and development, employee-employer relations, health and safety, employee benefits and services, and personnel research. The course will examine how the personnel function affects attainment of all organizational objectives. In addition, the personnel and industrial relations occupations will be examined in terms of their career patterns and organizational roles.

**561 Occupational Aspects of Manpower Studies.** Credit three hours. Spring term. Mr. Miller.

A three-part course which starts by examining the job analysis process and its conventional contributions to various personnel activities. Next it examines professional and organizational careers with special scrutiny of their accessibility and adaptability to poor, undereducated, and otherwise disadvantaged elements in the population. Finally, individual student projects will consist of preparing job descriptions for various career stages of one high-talent occupation beginning with the least demanding and ending with the most demanding. These projects will be evaluated by outside manpower experts in the appropriate professional or organizational specialty.

**562 Administrative Theory and Practice.** Credit three hours. Spring term. Prerequisite: for advanced undergraduates, ILR 120-121 or equivalent and permission of the instructor; for graduate students, ILR 520 or permission of the instructor. Mr. Wolf.

A general survey of the theory and practice of administration. Attention focuses on organizational differentiation and its implication for managerial practices. Taught around cases and field studies. Topics include theories and approaches to administration, organizational diagnosis, managerial practices, and organizational dynamics.

**564 Public Policy and Development of Human Resources.** Credit three hours. Fall term. Mr. Foltman.

Analysis of the need for development of human resources, trends in work force requirements and implications for public policy, the role of government and of educational institutions in providing development programs, and the effectiveness of such programs. Examination of the rationale, organization, and administration of specific programs, such as apprenticeship; vocational and technical schools; technical institutes; university programs for development of technical, scientific, and managerial skills; and the foreign technical assistance program. Implications and problems of public support for the development of human resources are studied.

**566 Administration of Compensation.** Credit three hours. Fall term. Open to graduate students and upperclassmen who have completed ILR 360, 521, 560, or the equivalent. Mr. Dyer.

The development and administration of wage and salary programs with major emphasis on internal considerations. Subjects include program principles, objectives, and policies; organization of the wage and salary function; and procedures to implement policies. Topics include job and position analysis; preparation of description-specifications; job evaluation; incentive applications; wage and salary structures; the use of wage surveys; supplemental payments, including premium pay, bonuses, commissions, and deferred compensation plans; and the use of automatic increment provisions. Case studies and assigned projects will cover selected programs.

**567 Management and Leadership Development.** Credit three hours. Fall term. Mr. Foltman.

Study of the factors affecting the growth and development of managers and leaders in industrial and other organizations. Consideration is given to organizational environment, formal and informal developmental programs, leadership theory, and individual attitudes and beliefs. Special emphasis is given to analysis of specific case studies of actual practice.

**568 Case Studies in Personnel Administration.** Credit three hours. Fall term. Enrollment limited to twenty students. Mr. Wasmuth. A seminar devoted to an analysis of personnel management activities and their impact

on organizational objectives and administration. Cases, incidents, and field data, derived from a variety of institutional settings, will provide a framework for examining and explaining the various roles played by personnel managers. When it is appropriate, attention will be given to the evolution and formalization of personnel activities within growing small business organizations. Students will have an opportunity for field work and are required to prepare individual cases for class presentation and discussion.

**569 Design and Administration of Training Programs.** Credit three hours. Spring term. Mr. Foltman.

The development of education and training programs in government, business, labor, and voluntary organizations. Attention will be given to the role of line and staff and to problems and techniques in policy determination, the identification of training needs, and the design, implementation, and evaluation of programs. Case studies will focus on the philosophy and administration of selected training programs.

**660 Manpower and Organization Management.** Credit three hours. Fall and spring terms. Mr. Foltman and department faculty. A seminar in which intensive study will center on one or two specific areas of manpower and organization management. Selection of study areas will be jointly determined by student and instructor. Acceptable topics for intensive study include manpower planning and forecasting, compensation, justice processes, training and development, or other organizational manpower processes. Individual or group research may also focus on external influences or organizational manpower policies, practices, and strategies.

**661 Alternative Approaches to Manpower Planning.** Credit three hours. Spring term. Mr. Stoikov.

The seminar will begin with an examination of the rationale for manpower planning and will explore the relationships between such planning and educational and economic planning. Major attention will be directed then to alternative approaches to manpower planning: (a) the manpower requirement approach, (b) the rate of return approach, and (c) a programming approach using the previous two approaches in combination. Applications to developing and developed countries will be examined. An individual research paper will be required. A sound grounding in statistics and mathematics is desirable.

**662 Simulation and Management Training.** Credit three hours. Spring term. Open to seniors and graduate students with consent of instructor. Mr. Wasmuth.

The seminar will be conducted through the technique of simulation applied to a rehabili-

tation workshop and a hospital. Although the substantive material relates to health services management, simulation as an approach to training managers has wider and growing importance to all types of organizations. A key factor in simulation training is the high degree of involvement of participants in teams to set goals and identify problems and possible solutions. For example, students are provided with realistic problem-solving situations involving boards of directors, community resources, state and federal agencies, etc. The seminar will focus on a variety of manpower aspects of the management process and on the dynamic changes which occur in organizations. The content of the seminar will be research findings, selected readings, and project reports.

**667 Current Issues and Research in Human Resources Development.** Credit three hours. Fall and spring terms. Department faculty.

A graduate seminar centering on selected issues and relevant research involved in the development of managerial and work-force skills (particular emphasis for the seminar to be determined with the seminar group). Seminar papers and class discussions might concentrate on such topics as management development, impact of technological change on training programs, development of scientific and professional personnel, or labor union education.

**699 Directed Studies.** Credit to be arranged. Fall and spring terms.

For individual research conducted under the direction of a member of the faculty.

## Instruction of General Interest to Non-ILR Students

**250 Survey of Industrial and Labor Relations.** Credit three hours. Either term. Fall term: M W F 11:15, Mr. MacIntyre. Spring term: Section A, M W F 9:05, Mr. MacIntyre; Section B, M W F 11:15.

A survey for students in other divisions of the University. An analysis of the major problems in industrial and labor relations; labor union history, organization, and operation; labor market analysis and employment practices; industrial and labor legislation and social security; personnel management and human relations in industry; collective bargaining; mediation and arbitration; the rights and responsibilities of employers and employees; the major governmental agencies concerned with industrial and labor relations.

**408-409 Development of American Ideals.** Credit three hours each term. Fall and spring terms, respectively. Open to sophomores and upperclassmen. Mr. Konvitz or Mr. Korman.



## 46 Instruction of General Interest

A critical analysis of Western, particularly American, political, ethical, and social ideals—their meanings, origins, and development. In the fall semester: interests secured or pressing for recognition, such as freedom of religion, freedom of speech and press, freedom from discrimination, association, and right of privacy. Relevant United States Supreme Court cases are read and discussed. In the spring semester: the religious, philosophical, and historical roots of basic Western ideals, such as individual dignity, justice, democracy, freedom, and equality. There will be readings from the Bible, Plato, Sophocles, the Stoic philosophers, Renaissance thinkers, Locke, Emerson, William James, and others.

**450 Personnel Administration in Supervision.** Credit three hours. Fall and spring terms. Open only to non-ILR students. Mr. Miller.

A review of the personnel function in business and industry with emphasis on the personnel responsibilities of the line supervisor. The course is closely linked to evidence developed by behavioral sciences research. Topics for discussion will include organization theory, leadership, organization structure and change, group influences on individuals, employee motivation, and other human problems of management. Specific personnel administration functions and practices, as they are related to these problems, also will be included, e.g., selecting, inducting, training, rating, and compensating employees; and developing techniques for interviewing, adjusting complaints and grievances, and aiding in the solution of employee and supervisory problems. Selected readings, case studies, discussions, and projects.

**451 Psychological and Medialional Aspects of Bargaining and Conflict Resolution.** Credit three hours. Spring term. Prerequisite: one course in social psychology and one in collective bargaining. Consent of both instructors required. Enrollment limited to twenty. Mr. Brown or Mr. Freilicher.

An examination of theory and empirical evidence relating to interperson, intergroup, and internation conflict and the role of the mediator in the resolution of conflict. Specific attention will be devoted to studying factors which contribute to the development of co-operative or competitive bonds between parties to a conflict and of the techniques developed by neutrals in industrial relations, campus, community, and international disputes to effectuate a resolution of the conflict. Personality and situational factors which regulate conflict intensification will be stressed, and the exploitation of these factors by mediators and other neutrals will be examined.

**550 Manpower and Collective Bargaining Problems in the Construction Industry.** Credit three hours. Spring term. Open to seniors and graduate students, and non-ILR students with permission of the instructor. Mr. Cullen, Mr. Foltman.

The seminar will examine selected manpower and collective bargaining problems in the construction industry, such as supply and demand of construction manpower; the Negro and the building trades; skilled manpower forecasting and planning; skill requirements; education and training; personnel management policies and practices; the wage-price issue; the closed shop; featherbedding; jurisdictional disputes; and problems of bargaining structure. Individual research is required.



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