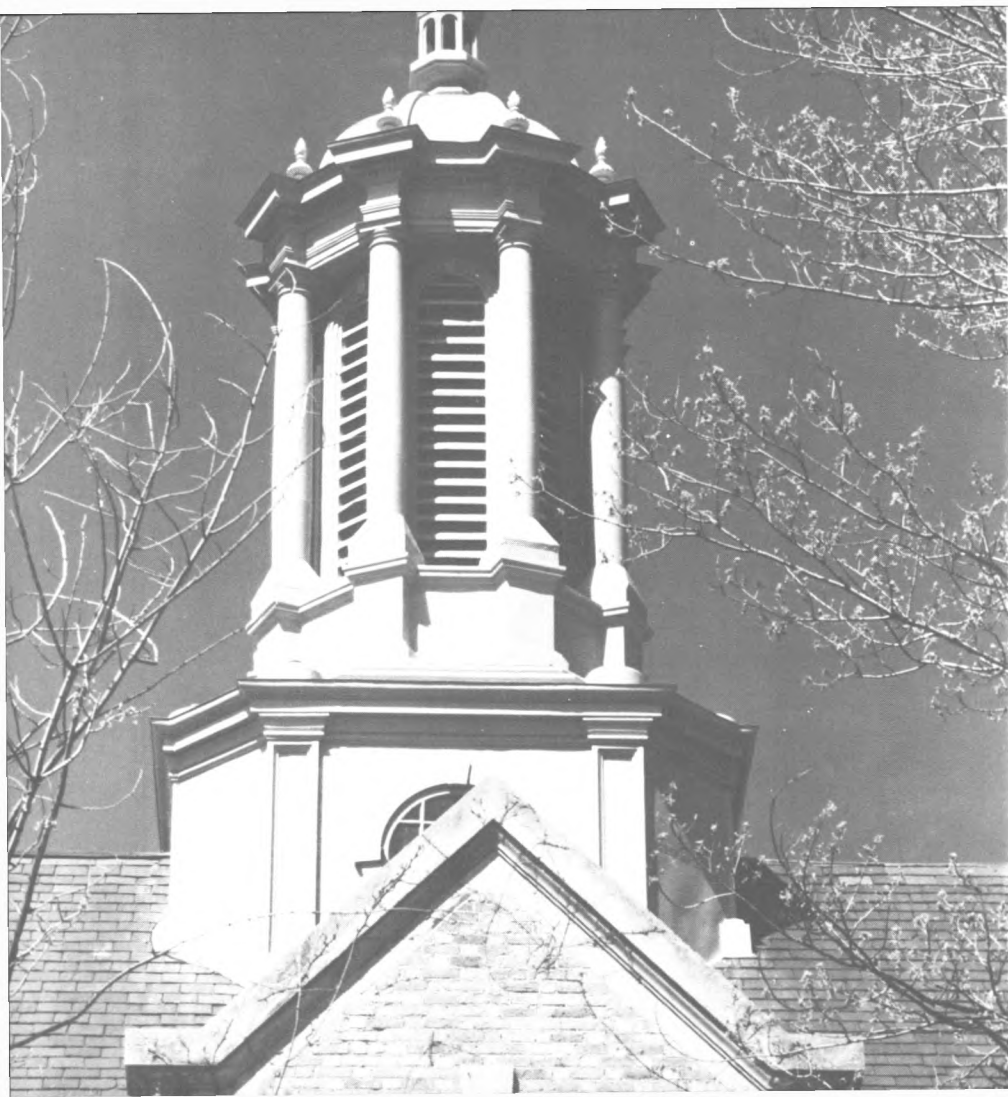




CORNELL UNIVERSITY ANNOUNCEMENTS

New York State
School of Industrial
and Labor Relations





New York State
School of Industrial
and Labor Relations



A Statutory College of the
State University at
Cornell University

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What Is Industrial & Labor Relations?

Industrial and labor relations is the study of the world of work. ILR encompasses the employer-employee relationship in the broadest sense, including the political, social, and economic forces affecting the relationship. It encompasses the union official at the collective bargaining table, the economic and technological changes that create or destroy jobs, many kinds of training and development programs, the legalities of hiring and firing procedures, and the psychology of incentive and ambition.

You may find ILR a rewarding field of study if you are interested in world and national affairs, and particularly in the problems of modern industrial society. As an ILR student you would study the social sciences — economics, history, sociology, psychology, and government. You would also take courses in law, management, manpower problems, collective bargaining, statistics, and protective labor legislation.

Your interest in ILR would be the common thread uniting all these fields. For example, in studying sociology you would explore the relationship of industry and the economy to other social institutions in American society, such as unions, the political system, and American value systems.

Researchers in the ILR field cover a wide range of subjects, such as civil rights, crime and social insurance,



problems of alcoholism and stress on the job, and the role of industry in urban affairs.

ILR graduates can look forward to careers in industry, education, government service, and labor unions or labor organizations. Many take advanced degrees in ILR or related fields, such as law or business and public administration. They become personnel directors, union officials, lawyers, government consultants, professors, economists, and research directors.



What Is Cornell Like?

Cornell University, as its founder intended, is a place where anyone can find instruction in any subject. Men and women from all over the world come here to study the sciences, the liberal arts, law, architecture, agriculture, business and public administration, veterinary medicine, engineering, hotel administration, human ecology, and industrial and labor relations.

The University has turned the small city of Ithaca, New York, into an international center visited by world-famous educators who come here to lecture and to learn. There are nearly seventeen thousand undergraduate and graduate students at the University's Ithaca campus.

In addition to regular semesters for full-time students, the University schedules special workshops and institutes that may last for a day, a week, or a month. These gatherings may bring to the campus contingents of energy physicists, famous chefs, filmmakers, religious workers, or labor leaders from many countries.

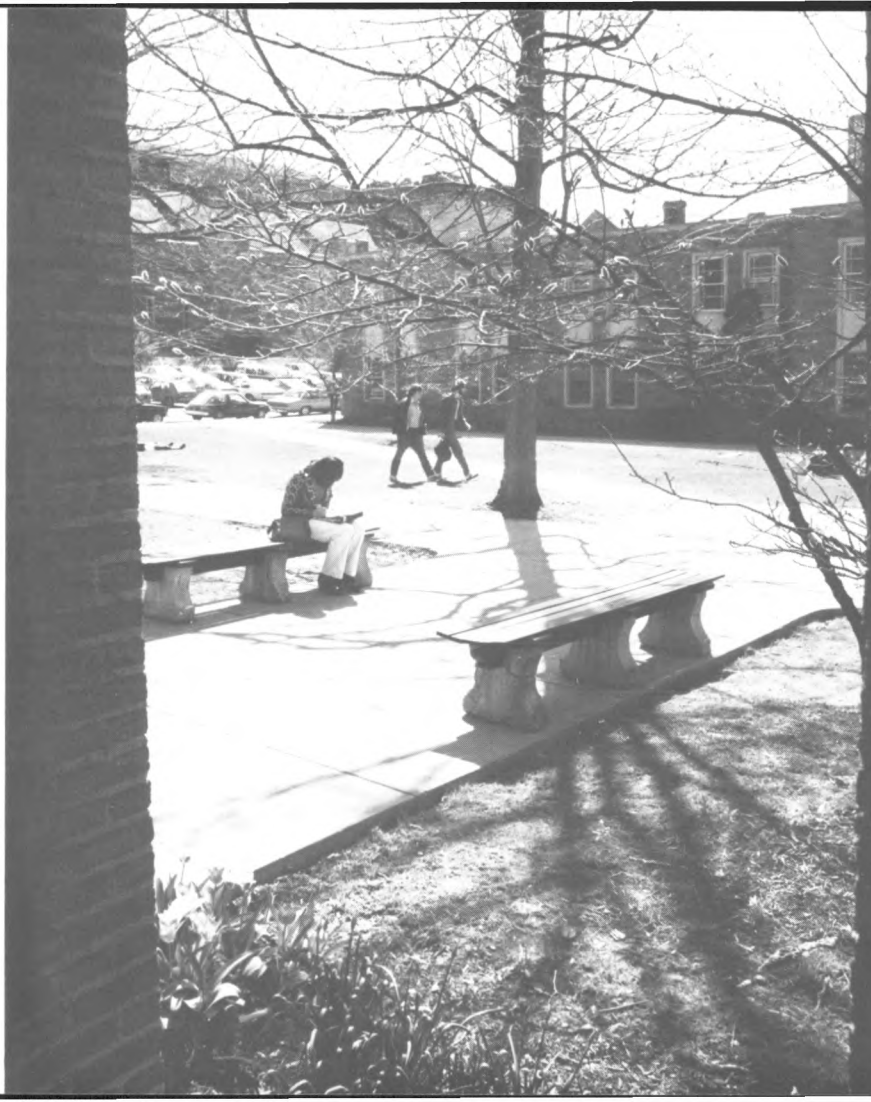
Life at Cornell is characterized by the excitement that exchanging ideas can bring. It is also enriched by more than a hundred years of collegiate tradition. Set on a tree-covered hill overlooking Cayuga Lake, the campus is flanked by deep gorges and waterfalls. It boasts every style of architecture, from the high

Victorian Gothic chapel to the ultramodern museum of art.

The University is an amalgam of individual units: the schools and colleges. Each one of these has its own area of the campus, most of them built around a quadrangle and marked by a special atmosphere. Yet each one is a part of Cornell, drawing from and contributing to the University's stature and distinction.

Living arrangements are flexible at Cornell. Some students prefer to live and dine on campus and be just a few minutes away from the library, classes, an evening lecture, a concert, or a film. Many live in Collegetown, a section of Ithaca that is adjacent to the campus and is full of apartments and restaurants frequented by Cornellians.

Academic life is augmented by a busy schedule of cultural activities and athletic events. Cornell supports one of the largest intercollegiate athletic programs for men and women in the country and belongs to the Ivy League.



ILR at Cornell

The ILR school at Cornell is a small college within a great university, and it tries to maintain the small-college atmosphere you would expect from an enrollment of about six hundred undergraduates and one hundred graduate students.

ILR's home is a unified complex of classroom buildings, a library, and administrative and faculty offices clustered around two courtyards. Daily classroom activities and other school events provide many opportunities for getting to know fellow ILR students and faculty members. At the same time, ILR students are members of the larger Cornell community and participate in its programs.

About half the ILR students come from the greater New York City area. Another 35 percent are from other parts of New York State. Students from other states and a few from foreign countries make up the rest of the class. Enrollment of women has been increasing in recent years. Women now constitute 40 percent of entering classes.

If you enroll in the ILR school at Cornell, you may take a substantial amount of your course work in the other six undergraduate colleges and schools of the University, including the College of Arts and Sciences. You will have access to all Cornell libraries and other facilities. You may choose to live with students from

other colleges in the Cornell residence halls or with fellow ILR students. You may participate in extracurricular activities within the school, such as student government, publications, and student-faculty committees, as well as join in all-University programs like sports, dramatics, or political clubs. You will be a Cornellian, but you will also identify with your own school.

History and Purpose

The ILR school grew out of the turmoil and labor strife that beset the American economy at the close of World War II. A new kind of school was needed — a place where people could discover and teach ways to deal with the pressing problems of the times. Cornell, with its reputation as a great university and its history of extension activities that spread research results to the public, was considered the ideal home for such a school.

Today the members of the ILR faculty reflect a broad range of scholarly interests and backgrounds. Some have been union officials, others have held management positions in industry, and many have served on government boards and committees.

The ILR school became the first institution of its kind in the country in 1944, when it was authorized by an act of the New York State Legislature. In part

that law states, "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." It is still the only college in the country that offers a four-year program leading exclusively to the Bachelor of Science degree in the field. Students in the graduate program earn master's and doctoral degrees.

The school became a part of Cornell University on November 5, 1945, with the admission of the first group of resident students. After the creation of the State University of New York (SUNY), in 1948, the ILR school, as one of the four state-supported units at Cornell, became an integral part of SUNY as well.

The ILR school operates in four areas: (1) undergraduate and graduate resident instruction, (2) extension and public service, (3) research, and (4) publications. It provides instruction to young people on campus who are preparing for careers in the field, as well as to men and women already engaged in industrial relations activities and the general public through its Extension and Public Service Division.

The school's Conference Center initiates and hosts conferences covering the full scope of ILR. Thus the center is

another means of providing continuing education and information to practitioners and scholars concerned with ILR.

The Research Division develops materials for resident and extension teaching and originates studies in the ILR field. The Publications Division publishes and distributes the research results.

Preparing for a Career

As a student in the ILR school you will have a variety of opportunities to explore careers and to develop skills and abilities for a career of your own choosing. Individual counseling and interaction groups allow you to raise and to answer pertinent career questions. Experiences on and off campus provide more information about the work place.

Practitioners in union-management relations, personnel management, and government are often invited to lecture in classes or to speak at conferences sponsored by the school. Such guest speakers provide information and insight regarding the work they do, their work environments, the problems they face, and the future of their field.

Field experience provides ILR students with an opportunity for on-site observation and participation in agencies and organizations involved in ILR functions. Increasing numbers of ILR students use the four-week winter intersession to



observe various work settings through a special internship program sponsored by the school's alumni association. Internships requiring a summer or a semester (or more) in a sponsoring organization provide even greater immersion. Student interns become familiar with the functions, the people, and the issues involved in various organizations, including the New York City Office of Collective Bargaining, the labor committees of the New York State Legislature, the American Arbitration Association's Community Dispute Services, and congressional committees in Washington. Partial financial support for these internships is frequently available from the sponsoring organization or from the school.

The National Labor Relations Board (NLRB) contracts with the school for cooperative education placements that enable students to work as field examiners in their regional offices. ILR students who successfully complete two terms of work with the NLRB are eligible for NLRB employment after graduation.

Career Opportunities

By their senior year most ILR students have integrated information about their abilities and personal preferences and the work described in class and experienced in on-site learning to make

career decisions with confidence. For many students the first decision is the choice between employment and graduate study.

Employment. ILR graduates who choose to work immediately after graduation secure entry-level positions as industrial relations assistants, personnel management trainees, and labor relations specialists with such companies as IBM, Xerox, Corning Glass, Eaton, Continental Group, and many others in the Fortune 500 list. Other graduates find positions with labor unions in organizing, research, and education. In recent years graduates have been hired by the American Federation of State, County and Municipal Employees, the Amalgamated Clothing and Textile Workers Union, and the Service Employees International Union. Government agencies such as the National Labor Relations Board and the Department of Labor hire ILR graduates as field examiners, labor economists, and personnel specialists.

Graduate School. Of the 158 graduates in the class of 1979, 69 sought employment in business and industry and 11 accepted positions with unions; 71 elected to continue their study in graduate and professional schools, with 45 entering law school, 15 entering business school, and 11 continuing in industrial and labor relations programs or



in fields of study such as psychology, sociology, economics, and history.

ILR graduates have been admitted to law schools such as Chicago, Columbia, Cornell, Harvard, Michigan, and the University of California, Berkeley. Graduate programs in business administration attract increasing numbers of the school's graduates to Chicago, Cornell, Dartmouth, Harvard, and the Wharton School. Further study in industrial and labor relations has taken ILR graduates to schools such as Illinois, Michigan State, Minnesota, and Wisconsin.

Career development and placement services. You will find many career possibilities and sources of assistance available as you work toward a career plan. On-campus conferences, workshops, classes, and conversations with faculty members provide essential information about options to explore. You will also be assisted by counselors in the Office of Resident Instruction as you consider internships, employment, and graduate study.

The school's placement office helps students as they organize their search for employment, brings prospective employers to interview and recruit on campus, and maintains a placement service for alumni. In 1979–80 the ILR placement office was host to

representatives of a hundred businesses and industries that interviewed ILR undergraduate and graduate students. Twenty-four unions requested copies of student résumés for vacancies in their organizations. Most students had numerous opportunities to interview for employment, and many had more than one offer to consider. The average salary of a bachelor's degree graduate who accepted employment by June 1, 1979, was \$17,500.

Earlier ILR graduates have become executives in major corporations and large labor unions, heads of government commissions and agencies, attorneys specializing in the practice of labor law, and members of Congress. Others are professors at such schools as Harvard, MIT, and the University of Michigan.

Program of Instruction

Because the study of industrial and labor relations focuses on how human institutions and organizations work, it requires an interest in the social and behavioral sciences. Social studies (economics, history, law, psychology, sociology), are long on verbal description and analysis. The curriculum demands a high level of verbal competence.

Another feature of academic work at ILR is that while the curriculum is balanced among required and elective

courses, the required courses are concentrated in the first two years, leaving little time for electives. Many of these required courses are in the College of Arts and Sciences. The curriculum introduces freshmen and sophomores to the field of industrial and labor relations and its history and to psychology, sociology, and economics and provides instruction in writing and statistical analysis. With this foundation ILR juniors and seniors select elective courses from the ILR school and other schools and colleges at Cornell to build a professionally oriented specialization of their choice.

Instruction at the ILR school is divided into two terms, or semesters, during the school year. The fall semester usually begins in early September and continues until late December; the spring semester begins in late January and ends in late May, with a one-week vacation midway through the term.

Students register for as many as six courses each term, with a total of about fifteen credits. Freshmen take one or more courses that meet three times a week in small groups of fifteen to thirty students. The rest of their courses are large lecture classes that meet twice a week, with as many as three hundred other students, and also have discussion sections of ten to twenty students that meet once a week. Classes of juniors and



Required Courses

	Credits	College	Term
<i>Freshman year</i>			
Freshman Seminar	6	A&S*	Fall and spring
Introductory Economics	6	A&S	Fall and spring
Introduction to Psychology	3	A&S	Fall
History of Industrial Relations in the United States	6	ILR	Fall and spring
Development of Economic Institutions	3	ILR	Spring
Society, Industry, and the Individual	6	ILR	Fall and spring
Physical education	0		Fall and spring
<i>Sophomore year</i>			
Labor Relations Law and Legislation	3	ILR	Fall
Economics of Wages and Employment	3	ILR	Fall
Statistics	6	ILR	Fall and spring
Collective Bargaining	3	ILR	Spring
Personnel Management	3	ILR	Fall or spring
<i>Junior year</i>			
Economic Security	3	ILR	Fall

*College of Arts and Sciences.

Required courses. The current ILR curriculum prescribes the fifty-one or fifty-two credits of courses listed in the accompanying table, to be taken in the terms indicated during the freshman, sophomore, and junior years. In your senior year, all courses will be electives.

Elective courses. Of your sixty-eight or sixty-nine credits of elective courses, you must select a minimum of thirty credits from courses offered by the ILR school. The remaining thirty-eight credits may be selected from courses of any other college at Cornell, but if you take more

seniors rarely have more than thirty students and are sometimes smaller.

To receive a Bachelor of Science degree in ILR, you must complete 120 credits. Normally this takes eight terms, although some students finish their studies in less time.

The courses and curricula described in this booklet are subject to change at any time by official action of Cornell University.

than thirty-three credits in the endowed colleges (the College of Architecture, Art, and Planning, the College of Arts and Sciences, the College of Engineering, the School of Hotel Administration, the Graduate School of Business and Public Administration), you will be billed for the additional tuition at the current cost per credit. The number of credits that may be taken in the endowed colleges at no additional cost to the student may be changed at any time by official action of the ILR school.

Departments of Instruction

Courses in the ILR school are organized into six departments:

Collective bargaining, labor law, and labor history — the history of the labor movement and collective bargaining in the United States, as well as the role of government in labor relations

Economic and social statistics — the principles of statistical reasoning, statistical methods, and the application of statistical tools of analysis

International and comparative labor relations — industrial and labor relations developments in other countries, both industrialized and less developed

Labor economics — analysis of the labor force, labor markets, wages and related

terms of employment, income distribution, unemployment, health and safety in industry, and retirement

Personnel and human resource management — approaches to the problems of recruiting, selecting, training, and compensating employees, maintaining safety and production standards, and achieving proper morale or discipline; various public programs designed to improve the employability of citizens who are competitively disadvantaged in the labor market

Organizational behavior — human behavior in organizations through psychology and sociology; individual human behavior, organizations in society, and industrial society

A full list of courses is available from the school's Office of Resident Instruction.

Study Options

Several study options are open to you as an ILR undergraduate, making it possible to tailor a program to your own needs.

One such option is the five-year ILR master's degree. With early planning, you could earn your Master of Science degree in your fifth year.

Using another option, some ILR students arrange for dual registration in Cornell's Graduate School of Business and Public Administration (B&PA),

earning their bachelor's degree in ILR and a master's degree in B&PA after five years of study.

In their junior year some students spend a semester in New York City, with a chance to observe actual labor problem solving, or spend as much as a year studying at a foreign university. Others opt for internships that give them practical field experience, such as a summer in New York City's Office of Collective Bargaining or a term doing research for the New York State Senate Committee on Labor in Albany.

A number of ILR courses deal directly with today's problems and involve fieldwork in the Ithaca area, elsewhere in New York State, and even in foreign countries. These courses take some students to the state legislature in Albany or to community action groups. Others may work in prisons or mental institutions.

The ILR program allows you to receive course credit for individually directed studies, in which you conduct your own research under a faculty tutor.

The ILR curriculum is considered very demanding, and rumor persists that the ILR faculty are tough graders. Nevertheless, over 80 percent of all students entering ILR as freshmen complete Bachelor of Science degrees in the school in four years. Fewer than 2 percent leave school before graduation because of academic failure.

Counseling and Advising

As an entering freshman, you will be assigned to a counselor in the Office of Resident Instruction for orientation, academic advising, and counseling throughout your first year. (Transfer students are assigned to counselors for their first term only.)

At the end of your first year (or term), you will be assigned to a faculty adviser. All teaching faculty members serve as advisers, and students' preferences for advisers are followed whenever possible.

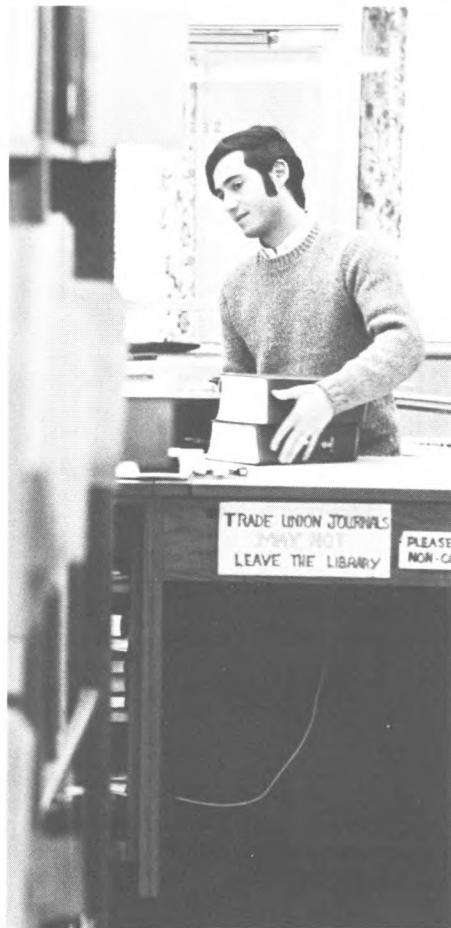
Library

Many freshmen joke that *ILR* really stands for "I Love Reading." You will find that learning your way around the school's Martin P. Catherwood Library and the major libraries on campus — with combined holdings of more than four million volumes — will help you adjust to course demands.

The Catherwood Library serves as an undergraduate library, a graduate research library, a public information center, and a center for the collection and

organization of documentary materials. It has the most extensive collection of ILR materials of any university library in the world: more than a hundred thousand volumes and ninety thousand pamphlets.

Through the Labor-Management Documentation Center, the library maintains extensive files of collective-bargaining agreements, pension plans, arbitration awards, labor legislation, legal documents, and other published and unpublished information. This unit of the library now has nearly nine million original documents, all available to students.





Admission to ILR

Students are admitted to the ILR school as freshmen, as transfer students, and as visiting and special students. All applicants, however, follow the admission procedures outlined in the *Information for Applicants* booklet that accompanies each application packet. You may request an application packet by using the postcard at the back of this booklet or by writing to the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850. The packet will include an application for financial aid.

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New

York 14853. Other questions or requests for special assistance may also be directed to that office.

The ILR school has places for roughly one hundred fifty new students each year, but as many as six hundred apply. The selection process is therefore competitive, and many students who meet the basic requirements for admission are not admitted.

An interview with members of the selection committee will tell you more about the school's specialized curriculum and the career opportunities for which it prepares its students. It will also give you a chance to ask specific questions.

The selection committee considers the interview an important part of the admission procedure but waives the requirement when distance makes travel to the campus impossible. The committee sets the interview date and notifies the applicant after all application materials have been submitted.

Of course, the selection committee will meet with prospective applicants at other times by appointment. These informational visits are welcomed but do *not* take the place of an interview.

All applicants must submit a five-hundred-word essay explaining their reason for applying to the school: their career plans and relevant personal background, including work experiences that prepared them for study in this field.

The essay should be submitted with the application, and a copy should be made of both and kept in case of accident. Any work experience you have had, either full- or part-time, will be considered in the selection process.

Freshmen

Most of the school's applicants are high school seniors applying for admission as freshmen. They will have completed sixteen units of secondary school work by the time they enter college.

Some high school students spend all or part of their senior year doing college-level work at a community college. Upon admission to the ILR school, these freshmen may receive advanced placement and credit for their college-level work over and above those credits used to meet the ILR entrance requirement of sixteen units of high school course work.

High school students who graduate at midyear and pursue a college program for the rest of that year are usually considered freshman candidates and are also eligible for advanced placement.

In addition, some departments at Cornell grant advanced placement or credit on the basis of scores on appropriate College Board tests or examinations by the department.

Further details on advanced placement are outlined in the booklet *Advanced Placement of Freshmen*, which can be obtained by using the postcard at the back of this booklet or by writing to the Office of Admissions.

Transfer Students

Students who have successfully completed a minimum of twelve credits of college work apply to the ILR school as transfer students. The school allows up to sixty hours of transfer credit for course work completed for a grade of C or better at other accredited colleges. Transfer students are required to take sixty credits at the ILR school, usually completed in four terms.

The selection committee makes its final review of transfer applications after receiving the final grades of the applicant's current term of enrollment and transcripts of all previous college study.

Admission preference is given to qualified graduates of two-year SUNY colleges, although applicants who have completed a minimum of two terms of residence at either a two-year or a four-year college are also considered. The school rarely admits students who have completed only a single term at another institution.

Visiting Students

Juniors or seniors from other four-year institutions are considered for admission as visiting students for one or two terms of concentrated ILR study. Visiting students need a B average and a strong background in the social sciences, preferably in combination with ILR-related work experience.

Special Students

The school welcomes applications from practitioners in the field of ILR who want to be special students for a term or a year. Work experience with labor organizations, industry, or government, as well as academic competence, is seriously considered in determining special student admission.

A special student's program usually consists of four ILR courses a term. The credit earned may be applied toward satisfaction of degree requirements if the student's academic performance warrants his or her subsequent admission to degree candidacy.

Foreign Students

ILR invites applications from international students. Foreign students who have studied in English-speaking schools are usually considered regular degree

	Freshmen	Transfer Students	Visiting Students	Special Students
Entrance	Fall term only*	Fall and spring terms	Fall and spring terms	Fall and spring terms
Application deadline	January 15	March 15 for fall entrance; November 1 for spring entrance	March 15 for fall entrance; November 1 for spring entrance	March 15 for fall entrance; November 1 for spring entrance
Admission requirements	16 units of high school course work, including 4 units of English; either ACT or both SAT and College Board achievement tests in English and mathematics (level I or II); 500-word essay	12 college credits; B average with A or B grades in social sciences; 500-word essay; SAT or ACT; transcripts and recommendations from all colleges attended	Junior or senior standing; B average with strong social science background; 500-word essay; SAT or ACT; transcripts and recommendations from all colleges attended	ILR work experience; 500-word essay; SAT or ACT (recommended); evidence of academic competence
Selection committee interview	Required (waived when distance makes travel impossible); December through March, on campus and in New York City; school schedules interviews and notifies applicants	Recommended but not required; May for fall admission, December for spring admission; school schedules interviews and notifies applicants at least a month in advance	Same as transfer students	Required; school schedules interviews and notifies applicants
Notification date	About April 15; no early decisions	On receipt of final grades for current term or last term completed; early decision, on receipt of midterm grades or instructor evaluation of course work in progress	Same as transfer students	Before June 15 for fall term; before January 1 for spring term

*A few exceptionally well qualified freshman applicants may be admitted in the spring term if application is completed by November 1.

candidates. Foreign students whose previous educational experience is not in English or not parallel to that of American students are usually admitted as special students. The International Student Office at Cornell University can provide further information.

Minority Students

Cornell University administers a variety of special opportunity programs designed to provide financial assistance and other forms of assistance to minority students and to low-income students meeting program guidelines. The emphasis of these special programs is to aid in increasing representation of students from minority groups present in New York State who historically have been underrepresented in higher education. However, participation is also available to those residing outside New York State. For details, prospective students should consult *Information for Applicants*, which accompanies each undergraduate application packet or will be sent upon request by the Office of Admissions, Cornell University, 410 Thurston Avenue, Ithaca, New York 14850.

Since its inception in 1964 Cornell's Committee on Special Education Projects (COSEP) has provided educational



opportunities for disadvantaged students. A booklet describing these opportunities is available from the COSEP Office.

The Africana Studies and Research Center is dedicated to increasing the knowledge of black and Third World people about themselves and their cultural heritage. ILR students have the

option of taking Africana studies courses as out-of-school electives.

For more information prospective students should consult *Professional Opportunities for Minorities in ILR* which can be obtained by using the postcard at the back of this booklet or by writing to the school's Office of Resident Instruction.

Costs & Financial Aid

Costs

A typical annual budget for the academic year 1980–81 for a New York State resident studying at ILR is about \$5,910, broken down as follows:

Tuition	\$2,470
Registration fee (new students)	50
Room and board	2,500
Personal expenses	630
Books and supplies	260
Total	\$5,910

Increases for the academic year 1981–82 are probable.

Out-of-state students pay annual tuition and fees of \$4,090, resulting in a total budget of approximately \$7,530 per year.

Many students offset their expenses by working during summers and by finding part-time employment on or off campus during some, if not all, of their four undergraduate years.

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

Financial Aid

New York State residents may be eligible for Tuition Assistance Program awards, Regents College Scholarships, and guaranteed loans.

Information about the Tuition Assistance Program and Regents College Scholarships is available from your high school guidance office or from the Office of the Bursar, Cornell University, 260 Day Hall, Ithaca, New York 14853.

Information about New York State guaranteed loans is available from your local bank.

Students should not hesitate to apply to Cornell because they lack financial resources. Acceptance is not affected by the amount of financial aid needed. Approximately 70 percent of ILR students receive some financial assistance. School and University funds are available for grants. Loans and work programs are also available.

In order to be considered for assistance, applicants must file financial aid applications with their applications for admission. Financial awards are based on need. Accepted students who apply for aid will receive information about their eligibility for assistance shortly after notification of acceptance. Most awards include a combination of scholarships, loans, and part-time work.

For more information see *Announcement of General Information* or write to the Office of Financial Aid, Cornell University, 203 Day Hall, Ithaca, New York 14853.

Further Information

ILR Cornell is addressed to the prospective undergraduate applicant.

Information about the school's graduate program can be found in a separate announcement, *Graduate Study at the New York State School of Industrial and Labor Relations*.

Resident students should refer to the Announcement *Academic Information* for current information on curriculum requirements, academic standards, and other educational policies. Current ILR courses are listed in the Announcement *Description of Courses*.

Inquiries for further information about the school may be addressed to:

Director of Resident Instruction
New York State School of Industrial and
Labor Relations
Cornell University
101 Ives Hall
Ithaca, New York 14853

Telephone: 607/256-2222

Other offices that may be able to help
you are:

Office of Admissions
Cornell University
410 Thurston Avenue
Ithaca, New York 14850

COSEP Office
Cornell University
100 Barnes Hall
Ithaca, New York 14853



Office of Financial Aid
Cornell University
203 Day Hall
Ithaca, New York 14853

Office of International Students
Cornell University
200 Barnes Hall
Ithaca, New York 14853

Graduate Faculty Representative
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