

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

*D/OIT
1026 Co/C*

EXTENSION

NO.

DATE *4 November 1985*

TO: (Officer designation, room number, and building)

DATE

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

RECEIVED

FORWARDED

1. *Executive Director
7D55, Hqs.*

2.

3. *D/OIT
2D00, Hqs.*

4.

5. *D/PAO
7B24, Hqs.*

6.

7. *Members Agency Training
Steering Committee:*

8. *Mr. McDonald
ADDA, 7D24/Hqs.*

9. *Mr. Kerr
ADDI, 7E44/Hqs.*

10.

ADDO, 7E26/Hqs

11.

*Mr. Hirsch
ADDS&T, 6E56/Hqs*

12.

13.

14.

15.

Attached is an interesting sounding program. I don't know anybody who has participated. But, it might be worth trying

Any interest for yourself, or want to suggest a guinea pig?

It's interesting that WBSI seems not to have any reluctance to wire into CIA. The representational aspect might of itself, be useful.



1150 Silverado Street, Box 2029, La Jolla, California 92038-2029 telephone (619) 459-3811

WESTERN BEHAVIORAL SCIENCES INSTITUTE

October 9, 1985

STAT

[Redacted]

OT&E
CIA
Washington, D.C. 20505

STAT

Dear [Redacted]

STAT

[Redacted] suggested I send you the enclosed materials on our School of Management and Strategic Studies.

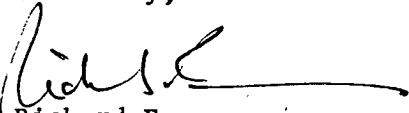
This program is designed for policy level executives from business, government and non-profit organizations who are unable to take time from their busy schedules to gain the education necessary to deal with the dramatically changing requirements for leadership in the 1980s. Through the use of state-of-the-art computer communications technology, participants converse electronically with faculty and each other. This new medium allows participants to remain on the job, integrate the on-going learning into their daily projects and problems, and use the faculty and other participants to create a valuable and continuing network of colleagues who confront problems common to their own.

Twice a year, in January and July, participants attend a one-week seminar in La Jolla where they meet faculty members, staff, and other participants. At this session they are taught how to use the new medium of computer conferencing, they begin deliberation on the topics to be discussed "on-line" during the next six months, and they establish working relationships with faculty and participants that will continue electronically when they return to their offices and homes. At the end of the two-year program, participants retain their computer equipment making it possible to continue the valuable contacts they have established.

Our next term, "The Private Sector and the State," which deals with the increasingly important and complex relationship between business and government, begins with the La Jolla seminar, January 18-24, 1986.

Current participant and faculty lists are enclosed, in addition to a brochure which describes how the program works. If you would like additional information or application forms please call our office or return the enclosed postcard.

Sincerely,



Richard Farson
President

WESTERN BEHAVIORAL SCIENCES INSTITUTE

THE SCHOOL OF MANAGEMENT AND STRATEGIC STUDIES

FACULTY MEMBERS AND SEMINAR SPEAKERS

- RAYMOND M. ALDEN, Retired Vice Chairman, United Telecommunications, Inc.
- *ANTHONY G. ATHOS, D.B.A., Management Consultant, Former Jesse Isidor Straus Professor of Business Administration, Harvard University
- *RICHARD ATKINSON, Ph.D., Chancellor, University of California, San Diego; Former Chairman, National Science Foundation
- ROBERT U. AYRES, Ph.D., Professor, Engineering & Public Policy, Carnegie-Mellon University
- ALEXANDER BAVELAS, Ph.D., Retired Professor of Public Administration, University of Victoria, British Columbia
- JULIAN BEINART, Ph.D., M. Arch., M.C.P., Professor, Department of Architecture, School of Architecture and Planning, and Director, Environmental Design Program, Massachusetts Institute of Technology
- *WARREN BENNIS, Ph.D., Joseph DeBell Professor of Research, School of Business Administration, University of Southern California
- (STEWART BRAND, Publisher, Whole Earth Review and Whole Earth Software Catalog
- ANNE WELLS BRANSCOMB, J.D., Chairman, Communications Law Division, Science and Technology Section, American Bar Association
- GARRY BREWER, Ph.D., Frederick K. Weyerhaeuser Professor of Resource Policy & Management, Yale School of Organization and Management
- *HON. EDMUND G. BROWN, Jr., Former Governor of California
- FLETCHER BYROM, Former Chairman, Committee for Economic Development; Former Chairman, Koppers Company
- C. WEST CHURCHMAN, Ph.D., Emeritus Professor, Center for Research and Management, University of California, Berkeley
- HARLAN CLEVELAND, Ph.D., Director, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota

*Seminar guest speaker

STEPHEN S. COHEN, Ph.D., Professor of Planning; Co-Director, Berkeley Roundtable on the International Economy, University of California, Berkeley

MARY DOUGLAS, Ph.D., Professor, Religious Studies, Princeton University; Professor Emeritus, Humanities, Northwestern University

ANDREW FEENBERG, Ph.D., Professor of Philosophy, San Diego State University and Director, Program in Technology and Communications, WBSI

JACKSON C. GRAYSON, Jr., D.B.A., Chairman, American Productivity Center, Houston, Texas

CHARLES HAMPDEN-TURNER, D.B.A., Royal Dutch Shell Professor of Business Strategy, London Business School

*STARR ROXANNE HILTZ, Ph.D., Associate Director, Computerized Conferencing and Communication Center, New Jersey Institute of Technology

*CARL HODGES, Director, Environmental Research Laboratory, University of Arizona, Tucson

*HAROLD HODGKINSON, Senior Fellow, The Institute for Educational Leadership, Inc., Washington, D.C.

ELLIOTT JAQUES, M.D., Ph.D., Professor of Sociology and Director, Institute of Organization and Social Studies, Brunel University, England

KAI N. LEE, Ph.D., Washington State Member, Northwest Power Planning Council; Associate Professor of Environmental Studies and Political Science, University of Washington

PAUL LEVINSON, Ph.D., Associate Professor of Communications, Fairleigh Dickinson University

RACHEL McCULLOCH, Ph.D., Visiting Scholar, Hoover Institution, Stanford University; Professor, Department of Economics, University of Wisconsin

DONALD MICHAEL, Ph.D., Professor Emeritus, Planning & Public Policy, University of Michigan

*JAMES GRIER MILLER, Ph.D., President, International Systems Institute, La Jolla, California

*IAN I. MITROFF, Ph.D., Harold Quinton Distinguished Professor of Business Policy, University of Southern California

*Seminar guest speaker

BRIAN MURPHY, Ph.D., Political Economist; Chief Consultant, State Legislative Joint Committee for the Review of the Master Plan for Higher Education, Sacramento, California; Former Professor of Political Science, University of Santa Clara

CARROLL W. PURSELL, Ph.D., Professor, History of Technology, University of California, Santa Barbara

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*CARL ROGERS, Ph.D., Resident Fellow, Center for Studies of the Person, La Jolla, California

*JONAS SALK, M.D., Resident Fellow and Founding Director, Salk Institute for Biological Studies, La Jolla, California

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PETER SCHWARTZ, Head of Business Environment Planning, Royal Dutch Shell Group of Companies, London, England

RUSSELL L. SCHWEICKART, Visiting Scientist, Massachusetts Institute of Technology; Former Commissioner, California Energy Commission; Former Astronaut, NASA

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JOHN ZYSMAN, Ph.D., Associate Professor of Political Science and Co-Director, Berkeley Roundtable on the International Economy, University of California, Berkeley

*Seminar guest speaker

WESTERN BEHAVIORAL SCIENCES INSTITUTE

THE SCHOOL OF MANAGEMENT AND STRATEGIC STUDIES

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*July 1985 enrollee

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WBSI
THE WESTERN BEHAVIORAL SCIENCES INSTITUTE

20 Answers to 20 Questions About
The School of Management
and Strategic Studies of
THE WESTERN BEHAVIORAL SCIENCES INSTITUTE

Q For nearly a quarter of a century
the WESTERN BEHAVIORAL
SCIENCES INSTITUTE has pioneered
research into such areas as
leadership, group behavior,
& organizational communication,
international negotiation, and
conflict resolution.

& Recently WBSI has established
The School of Management and
Strategic Studies for policy level
executives from business,
government and the academic
community.

A

1150 Silverado Street, P.O. Box 2029
La Jolla, California 92038-2029

619-459-3811

I

FIRST OF ALL, WHAT IS THE WESTERN BEHAVIORAL SCIENCES INSTITUTE?

WBSI, as we are always called, is a 24-year-old, independent, nonprofit, research and educational institution. Our activities have ranged from pioneering studies on small group processes, social power, leadership, and human relations in large and small organizations, to research on deterrence strategies, international negotiation, and violence control. We have carried out many policy studies on poverty, intercultural relations, aging, family life, and education, among others. We were the first to use television in community mental health, a film project that won an Academy Award; an action-research project supported by the U.S. Law Enforcement Assistance Administration has greatly cut down robberies for a chain of convenience stores. Our work has been supported by grants or contracts from many of the major foundations and from state and federal government agencies. Under a recent contract from the United States Department of Commerce, WBSI established a network of fifty leaders of industry and labor who use the computer teleconferencing

format (described below) to try to find solutions to the problem of declining productivity in the United States. In January 1982, following more than a year of planning and preparation, WBSI inaugurated the School of Management and Strategic Studies.

2

WHAT IS THE SCHOOL OF MANAGEMENT AND STRATEGIC STUDIES?

The School was established to provide an intensive two-year educational program for a limited number of key executives in business, government, and nonprofit organizations. It is designed to prepare such people to meet the radically changed requirements for leadership in the coming decades, and is unique, a major departure from any other educational or training project.

3

IN WHAT WAY IS THIS PROGRAM UNIQUE?

Both in its curriculum and in its use of an advanced technology, "computer teleconferencing," this program is the first of its kind. Computer teleconferencing makes it possible for busy and

indispensable executives to participate in a prolonged educational experience without having to leave their offices. The format does away with the well-known "re-entry" problem, for the participants remain active and on top of things in their organizations. The program avoids the erosion of learning that usually occurs when the executive, returning after several months' absence, is caught up in the fast pace of work; on the contrary, there is daily reinforcement and support from the School group and the faculty.

4

WHAT IS COMPUTER TELECONFERENCING? HOW DOES IT WORK?

Computer teleconferencing differs radically from audio and video teleconferencing in that it does not try to duplicate the elements of a face-to-face meeting. Participants and faculty each have their own computer terminals, in the office or at home, as preferred. The terminals are connected by phone lines to a central computer that organizes and stores all communications. One may either check in to see who else is signed on the system at the moment and exchange real-time messages, or one may put communications into the system for later retrieval. These messages

may be addressed to a specific individual, who alone can retrieve it, or to a whole group. Communications may be sent or received *at any time* at the convenience of the conferencer. Participants can obtain a complete record of communications addressed to them in the form of "hard-copy" from their printers.

5

WHY IS SUCH A PROGRAM NEEDED?

The job of the policy level executive has changed dramatically in the last ten years. Sixty percent of a CEO's time is spent dealing with public issues that seem to impinge on virtually every decision; and even the simplest decisions too often have unexpected impacts and uncertain outcomes. Today, top level policy making demands "strategic thinking," an awareness of the whole environment in which a decision is embedded and on which it will have an impact. But strategic thinking imposes new and heavy demands. It entails a broad understanding of national and international issues, of the problems and possibilities of new technologies, of environmental concerns and social movements, a sensitivity to changing values, and a perception of how all these

elements are interrelated. In other words, modern executives need to understand the larger *context* of their decisions, and in the face of uncertainty and change be able to assess the long-range and often remote effects of social and technological decisions. Today and in the future top executives must be equipped to exercise that prime requisite of leadership—intelligent foresight.

6

WHO SHOULD TAKE THIS PROGRAM?

This program is designed for the key people on whom an organization depends—or will depend—for long-range planning. These people are busy top executives, not necessarily chief executive officers, although a number of them are in our program. They should possess intellectual breadth, mental agility, and experience in organizational strategy, not only because the curriculum requires such qualities, but also to insure that each participant can make significant contributions to group discussions, and can feel confident of being among peers.

7

WHAT ARE THE OBJECTIVES OF THE PROGRAM?

The overall objective is, of course, to develop *strategic thinking*. One essential in achieving this is a perspective on history, an understanding of “the past as prologue” and the ability to use history as a guide. A second essential is appreciation of the *context* in which decisions are made—the social, economic, and technological issues, both actual and potential. Third is a concern for fundamental *values*—not only for the age-old moral and ethical questions, but an awareness that our assumptions color the way we perceive facts and interpret data. And the fourth essential is an ability to think in terms of *systems*—to understand that any unit, whether an individual, a department, or an organization constitutes a system in which the whole and its parts form an interdependent network. These are the four themes that pervade the School’s program. Familiarity with this sort of thinking helps develop a fifth essential—a facility with counter-conventional thinking—the non-linear, non-cause-and-effect, paradoxical thinking that is characteristic of innovative leaders and that enables them to deal with the unpredictable and unprecedented.

8

HOW DO YOU ACHIEVE THESE OBJECTIVES?
WHAT IS THE CURRICULUM?

The School's two-year program is divided into four six-month courses: "The Private Sector and the State," "Technological Progress and People," "The Management of Scarcity and Abundance," and "Globalism and Interdependence." The courses are subdivided into topics or "modules," each of three or four weeks' duration and each taught by an expert, whether a leading academic or someone with significant experience in the subject. The four themes, Strategy, Values, Context, and Human Systems, are built into the courses, serving as focal points for discussion. The faculty member responsible for each topic, besides providing the basic input, stimulates discussion with questions, case problems, simulation games, exercises, and the like. We have developed a true multi-media approach using tapes and print as well as computer teleconferencing.

9

HOW WAS THIS CURRICULUM DEVELOPED?

The curriculum is the combined result of our 24 years' experience in research on leadership and of consultation with the Fellows of WBSI who constitute the intellectual network of distinguished social scientists that guides the Institute's programs; with our specially selected Board of Advisors, the majority of whom are top leaders in the private sector; and with many other policy level executives. The matrix, consisting of the four themes interwoven with the four basic courses described above, grew out of a consensus that these are indeed the issues that will concern American leadership in the coming years.

10

WHO ARE THE FACULTY MEMBERS?

The faculty is composed of an international group of outstanding scholars and leaders in the fields of science, business, government, higher education, and journalism. Because they need not leave their home institutions to participate, leading

specialists from here and abroad have joined us on the network. Because the course topics change each six months, so does the mix of faculty members. As new faculty members are added, previous faculty members will remain part of the network while the program expands.

II

HOW DOES THE PROGRAM WORK?

At the start of each six-month course, in January and July, faculty, guest speakers, and participants meet for eight days in a conference setting at a hotel near the Institute in La Jolla. This initial meeting serves three important functions: (1) Brief but intensive introductory seminars are held on each of the topics to be dealt with during the term. (2) Newcomers to the program are trained in computer teleconferencing techniques. (3) Activities are arranged so that participants get well acquainted with each other, with the faculty, and with the WBSI staff. We find that computer teleconferencing is much more effective if the conferees can picture the person they are talking to and know something of their personalities and values.

After participants and faculty return home, the seminars are continued via computer. Participants are provided with printed and audio-taped lectures, panels, and discussions to help focus their continuing interaction. Readings, case analyses, lectures, discussions, decision games, simulations, give real-life dimensions to the theoretical learnings. Actual problems that crop up in the daily work of the participants are often discussed via the teleconferencing network, and new insights are shared, issues debated, and private messages exchanged.

Skilled leadership is essential for successful computer teleconferencing; this is furnished by WBSI through its faculty coordinators and through constant monitoring by the staff.

I2

HOW LONG DOES IT TAKE TO LEARN COMPUTER TELECONFERENCING?

It takes only a few hours to learn the basics of computer teleconferencing, and this is achieved during the eight-day initial seminar. At its conclusion, all are competent conferencers, even if they have had no previous computer experience at all. We find that typing ability is

unnecessary to success; hunt-and-peck works fine, and people have fun mastering the keyboard and getting the message through. In fact, we find that the two-finger typists tend to send longer comments than do the virtuosos.

B

DON'T EXECUTIVES RESIST THIS TECHNOLOGY?

Executives are notorious for resisting the computer, partly because it seems a formidable and mysterious technology, but also because they don't want to do computations themselves, nor are they particularly interested in information display. They believe that others should take care of that sort of thing. Many of them don't type, and often feel that "keyboards are for secretaries." Our experience has been, however, that when the computer is used, not for its computational capacity but for its communication power, executives take to it like ducks to water, and no matter what their original level of resistance, they find themselves fascinated by this new technology; some claim they are addicted to it.

I4

HOW MUCH TIME DOES TELECONFERENCING TAKE OUT OF AN EXECUTIVE'S BUSY LIFE?

This varies with each participant. Some become deeply engrossed in the program, and we have two or three members who devote as much as a couple of hours a day to it. On the other hand, there are those who probably spend only a few minutes each day but give it more time on weekends. The average time at the terminal is about 2 to 3 hours a week. Some additional time is given to readings and an occasional phone conference, but since almost all participants have their computers at home, their activities do not invade the work day.

I5

WHO IS IN THE PROGRAM?

Participants come from the leadership ranks of the private, the public, and the nonprofit sectors of American life. They include presidents and vice-presidents of corporations, some of which are major multinational giants, while others are as small as a few hundred people. There are top leaders from municipal,

state and federal government agencies, as well as presidents of colleges, deans of professional schools, and heads of research institutes. And, equally important, there are younger entrepreneurs heading growing businesses.

I6

WHAT ARE THE ADVANTAGES OF THIS PROGRAM OVER UNIVERSITY PROGRAMS?

An exceedingly important advantage, already mentioned above, is that valuable executives need not be spared from their organizations. Allied with this is another advantage: since the faculty, like the participants, need not be detached from their ongoing pursuits, the School can call on a group of experts virtually impossible to assemble at any single institution. Most executive programs differ very little from the undergraduate and graduate training given in schools of business, because the professors in marketing, production, advertising, finance, etc., want to be sure their material is included. In addition, there are all sorts of bureaucratic barriers to the design of a truly interdisciplinary curriculum and to selecting specialists from all over the country to teach a two-or three-week course. For these, and many other reasons, flexibility,

innovation, and change are difficult to accomplish in academic settings and it is extremely difficult for a university to engineer a truly innovative program. This is why most advanced ideas and approaches, from modern architecture to psychoanalysis, to science itself, have originated in institutes separate from the university. Gradually the new developments find their way into the existing university disciplines or into the curriculum. Indeed, it is one of the university's most important functions to guard the disciplines, whereas it is the function of independent institutes, such as WBSI, to pioneer.

I7

HOW DOES ONE GET INTO THE PROGRAM?

Participants are nominated by their sponsoring organization and are also evaluated by WBSI to insure that all class members are compatible. Since each of the four six-month courses is repeated at two-year intervals, participants may enter the program with each new class, in January or in July.

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HOW MUCH DOES IT COST?

Total annual tuition and fees come to \$12,400. This includes a charge of \$3,000 for the computer terminal and equipment, half of which is billed each year, and annual computer teleconferencing fees of \$2,400. At the end of the two-year program, the computer equipment becomes the property of the sponsoring organization. This gives the participant continued access to WBSI and to all current and previous participants, and serves to build an ongoing network of "alumni" who may if they wish maintain close and continuing contact with each other and with the faculty. WBSI will provide a variety of activities and services to help maintain and expand the network.

19

ISN'T THE PROGRAM EXPENSIVE?

On the face of it, ours is among the most expensive programs offered to executives. However, our program eliminates some of the direct costs of traditional residential programs: salary replacement costs, overhead, travel, housing for the family, etc., all of which can expand many times the cost of the education. It has been estimated

20

DOES THE PROGRAM WORK?

that the actual direct costs of spending a year at a university executive program are in the neighborhood of \$200,000, although the tuition is less than a tenth of that. But other less visible costs accrue to the conventional university residential program. Chief among them—and incalculable—are the costs of opportunities lost, mistakes made, decisions forfeited and actions not taken because the executive was not on hand, his or her judgment not available. Organizations pay a high price for the temporary loss of a key executive's skills. So in actuality our program represents one of the least expensive approaches to executive education. And when one takes account of the participant's daily access to the expertise of a faculty that would cost thousands of dollars a day on a consulting basis, the program is a bargain indeed.

Yes. It "works" in the way the best higher education works—by encouraging changed viewpoints and enlarged perspectives that often produce new behaviors. We know that some of our participants have made major changes in their organizations as

a result of insights gained during the program; we know that on occasion a simple discussion of a specific problem has shifted someone's opinion dramatically. And we know that such shifts and insights have important consequences in the way an executive makes policy decisions.

What is required of executives is the ability to make informed judgments. The task of education is to provide the breadth of knowledge and develop the flexible creative thinking needed for such consequential decision making, and it is for this that our program is designed.

NOTES:

1150 Silverado Street, P.O. Box 2029, La Jolla, California 92038-2029, Telephone (619) 459-3811

WESTERN BEHAVIORAL SCIENCES INSTITUTE

October 25, 1985

[Redacted]

OT&E
CIA
Washington, D.C. 20505

Dear [Redacted]

I am writing to tell you about the outstanding faculty we have assembled for next term in our School of Management and Strategic Studies. As you know, the SMSS is the executive education program that uses the latest communications technology of computer conferencing to form a learning community of policy level executives to address the new requirements of leadership in the 1980s.

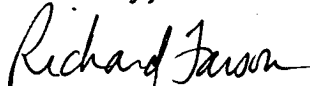
Our next term, "The Private Sector and the State," focuses on the complex and crucially important relationship between business and government, beginning with a residential seminar in La Jolla, California, January 18-24, 1986, and continuing electronically via computer conferencing for the following six months.

The faculty is a distinguished group that includes leading social scientists, an economist and several former government officials who can speak from practical experience in the corridors of state. The full list of faculty and course descriptions is enclosed.

In addition to these main courses, we will continue to offer a number of on-line programs available through our computer network. These include a weekly commentary on the implications of new telecommunications technology by communication theorist Paul Levinson; a series of stimulating discussions on climate and the environment by famed astronomer and climatologist Walter Orr Roberts; a seminar responding to the increasing scale and complexity of environmental management problems at the macro or planetary level, led by Carl Hodges, Director of the Environmental Research Laboratory at the University of Arizona; an experimental human relations training group designed to explore executive style and to deal with the management of human systems, facilitated by psychologist Verne Kallejian; and the Omega Newscenter reports, continually updated digests of current events and news on the subjects of technology and telecommunications.

All in all, it looks to be one of our best terms ever. I hope that you or one of your colleagues will be able to attend. If you wish to receive further information, please call me.

Sincerely,



Richard Farson
President

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WESTERN BEHAVIORAL SCIENCES INSTITUTE

THE SCHOOL OF MANAGEMENT AND STRATEGIC STUDIES

"THE PRIVATE SECTOR AND THE STATE" January - June 1986

Faculty and Courses

Residential Seminar: January 18-24, 1986, La Jolla, California

During this seminar attended by the SMSS participants, alumni, faculty and staff, new participants are taught how to use the medium of computer conferencing, the faculty introduces the topics to be discussed on-line during the next six months, and faculty and participants establish working relationships that will continue electronically when they return to their homes and offices.

February: Elliott Jaques "Complexity and Bureaucracy"

Psychiatrist and sociologist Elliott Jaques has devoted more than thirty years to the study of organizations and is currently consultant to the United States government on a reorganization plan for the Army. He will explore in this course the structure of bureaucratic hierarchies in terms of higher and higher levels of complexity, and the consequences of this for effective public/private sector working relationships.

March: Charles E. Lindblom "Private Enterprise and Political Democracy"

Sterling Professor of Economics and Political Science at Yale University, and author of the classic Politics and Markets, Professor Lindblom is a leading authority on the relationship between business and politics. His course will deal with the historical dependence of democracy upon private enterprise and the contemporary conflict between the two. He will address the relation of business to politics, of market inequality to democratic equality, and whether capitalism is anti-democratic.

April: Hendrik Hertzberg "The State Speaks"

Hendrik Hertzberg, former editor of The New Republic and chief speechwriter for President Jimmy Carter, is currently a fellow of the Institute of Politics, Kennedy School of Government, at Harvard University. Mr. Hertzberg will call upon his White House experience to illuminate the policy-making and communication processes involved as the state, incarnated in the president, relates to its various constituencies, including business and labor.

May: Robert W. Crandall "The Changing Role of Government: Reducing Economic Regulation and Increasing Social Regulation"

A former professor of economics at MIT and deputy director of the Council on Wage and Price Stability, Dr. Crandall is now a senior fellow at the Brookings Institution and directs its studies on regulation. In this course he will contrast the deregulation of transportation, communication, finance, and energy with the increased regulation of health, safety and the environment.

June: Nicholas Johnson "Communications: Regulation and Deregulation"

Nicholas Johnson, professor at the University of Iowa College of Law and former maverick FCC commissioner, will explore the arguments for and against regulations in the field of communications, using as case material his experience in the FCC.

The next segment in our continuing series on "Management Philosophy":

April: Mary Douglas "How Institutions Think"

In this special course, Mary Douglas, noted British social anthropologist, will examine the ways in which the structure of organizations determines the nature of decision making and policy setting. Dr. Douglas, whose research with contemporary primitive cultures has produced insights into the basic characteristics of all forms of human organization, has served as Director for Research on Culture and as Research Scholar at the Russell Sage Foundation; on the Anthropology faculty of the University of London and at Oxford; and as a Research Fellow for fieldwork in Africa. In the spring, she will assume a professorship in the Religious Studies Department of Princeton University.