

A BEAVER PRODUCTION



For the Union Council of the London School of Economics Students' Union

Thursday December 1st 1966

Free

Tomorrow Sir Sydney Caine addresses Union. He is to speak on some of the many staff-student problems affecting LSE today. The events of the last few weeks have revealed that there is a basic malaise. This bulletin is designed to bring you Union's view on

WHAT ARE THE ISSUES?

PRESIDENT'S COLUMN

Dave Adelstein, back from last weekend's NUS Conference at which LSE was one of the most predominant issues, lost no time in emphasising that student success so far is only a start.

"Bill Savage congratulated this Union on its achievements — but it's a pity that he didn't go further," he said this week. "We have set a precedent — that of the right to a fair hearing — which will be of considerable significance to every student in the country. This is the immediate point, and its an important one.

"But the disciplinary action — and what happened as a result of it — is symptomatic of much more. The problem stretches a long way beyond whether anyone facing a disciplinary committee should be allowed to take minutes.

"Why should students have some kind of voice in College affairs? Students are here for two reasons. To be taught and to become responsible human beings. At the moment neither of these objectives is being realised as fully as it might.

"It is essential that teaching is effective. But it cannot possibly be effective if the student himself is ignored. The entire structure of the teaching system here could benefit from student criticism; criticism, that is, which gets some kind of consideration. At LSE this is perhaps more important than in most universities. The social sciences cannot be compartmentalised, for example — students know this, but there's some doubt whether those responsible for the syllabus recognise it fully.

"The subjects depend upon new ideas — academics need to be continually re-examining first principles. This could be far more effective with the co-operation of students who are less blinded by established values. A student-staff feedback is essential — and can only be properly accomplished by allowing students some participation in the boards discussing student affairs.

"LSE is very badly off compared to most other colleges as far as this goes. Our staff-student ratio is poor, and being in London doesn't make contact between them any easier.

"The problems can only be solved through proper recognition that we, the students, exist; that we have these problems; and that we ourselves could make a positive contribution to the running of this School."

When the Director addresses the Union tomorrow, he will be discussing three main topics on which memoranda have been sent to the School in the last year.

The first of these is the question of the autonomy of the Union. At the present time the Union does not exist in its own right, but only at the whim of the School. We cannot spend the money we are given without the consent of the School authorities—an example of this is the fact that although the Union voted last year to spend £370 each year to give its President a sabbatical year, the School would not allow it.



Staff-Student Relations — Prof. Fisher talks to undergraduates at a Hoddesdon Conference

Similarly, although the Union wants to give grants to national, political and religious societies, as do most other universities and colleges, the School has again applied its veto.

Academic affairs is the second subject on which the Director has agreed to speak. LSE has unique problems on account of its position in central London, with the resulting extreme shortage of space and inadequate facilities; but it also has one of the worst staff-student ratios — about one to fourteen. Complaints are common on the quality of lectures and classes, and the position and function of tutors.

The final topic is the role of students in the management of the School — an ever-present problem recently brought into the limelight. A survey conducted by NUS is given of the current situation in the Universities and CAT's in England and Wales, which shows that LSE has less student representation than most other colleges in the country.

Union has recently passed two motions on these subjects:—

"Union urges the School to secure

A) the establishment of joint staff-student committees in each academic department to review and improve

i) courses
ii) teaching methods
iii) staff-student relations in each department.

B) a revision of the tutorial system so that

i) the responsibilities of tutors are defined, especially for the B.Sc. Econ.

Participation at US College

by Bob Zinnerman

"Student opinion matters" read the posters at LSE. Four American general course students from Antioch College would add: "Student participation works".

A co-educational liberal arts college located in South Western Ohio, Antioch is committed to the belief that student participation in administrative decisions is a fundamental aspect of undergraduate education.

College policy is determined by the Administration Council ("Adcil") and the Community Council. Adcil is composed of three faculty members (elected by the professors), three students and two faculty members elected by the community (ie students, professors and all other staff).

"Adcil" is concerned with academic and personnel policies:

- 1) It determines admission requirements.
- 2) It determines the broad outlines of the syllabus.
- 3) It hires new members determines salaries, pensions and so on.
- 4) It draws up the outlines for student financial aid requirements.

Democracy really works in Antioch — whilst Adcil handles the more important administrative decisions, the Community Council (six elected students, three elected faculty members) and a full time paid community manager — a student, handle all other decisions. It allots funds for college publications — "Record", the weekly news-

paper and some independent arts and social science magazines. It also appoints personnel to the college radio station, and conducts all community elections.

Finally, the Council assesses regulations of the college, including an "open" library policy (students check out their own books) and tests taken outside class under an honour system.

Council determines and enforces the code of conduct, which states grounds for student probation and expulsion. A Disciplinary Board, would, for example, be chosen by the teachers and students in the college.

LSE is not a small residential community like Antioch. But this does not mean that student participation could not be made to work here. For thirty years Antioch college has had student participation on all Boards which determine important aspects of college procedure. It provides a necessary reflection of student opinion and an invaluable addition to student education. Surely LSE can learn a lesson from Antioch?

Student Representation At Other Colleges

The following summary of the current situation indicates the amount of representation at other colleges: (figures in brackets indicate number of students on body).

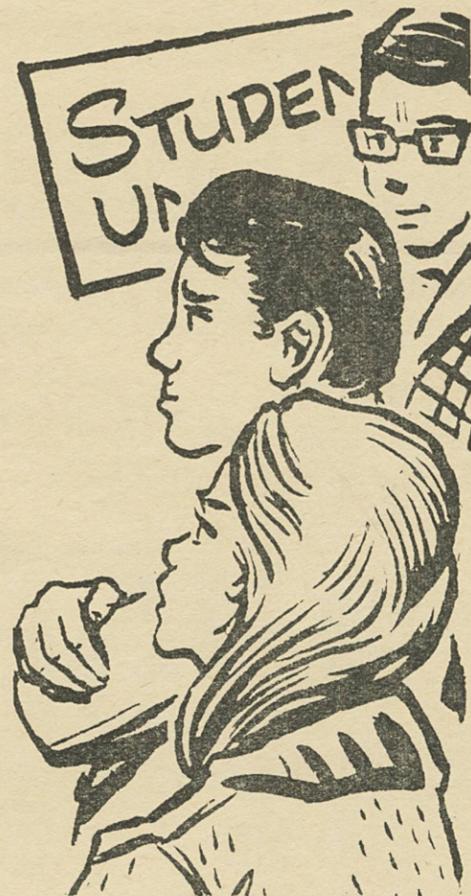
Student membership of:	University or College:
University Court:	Bangor (2), Birbeck, Birmingham (3), Bristol (3), Exeter (2), Hull (3), Keele (2), Leeds (1), Leicester (3), Liverpool (2), London (2), Manchester, Nottingham (3), Southampton (3), Wales (1). Representation on Court has also been proposed by Bath, Chelsea, Salford and Sussex.
University Council:	Bristol (4). Representation on Council has been proposed by Bangor, Chelsea, Exeter, Hull, Manchester, (IST), Manchester and Salford.
University Senate:	Belfast. Representation on Senate has been proposed by Chelsea, Hull, Keele, Manchester, Newcastle, Reading and Salford.
Student Residence Committee:	Belfast (1), Bradford, Chelsea (2), Leicester (2), Liverpool (2), Manchester (IST) (1), Manchester Queen Mary College, Southampton (3), Sunderland (8), Sussex (4), University College London (2). Representation on Residence Committee has been proposed by Bedford College London, Hull, Leeds, Leicester and Exeter.
Library Committee:	Birbeck (2), Bradford, London School of Economics, Manchester (IST), Sunderland, Southampton, University College London, Welsh (CAT) 3. Representation on Library Committee has been proposed by Hull, Leicester and Sussex.
Site and Buildings:	Newcastle, Manchester (IST), Reading, Southampton, Sussex. Representation on Building Committee has been proposed by Hull and Sunderland.
Refectory Committee:	Bangor (3), Bath (2), Belfast (4), Birmingham (3), Bradford, Bristol (2), Chelset (2), Enfield, Exeter (4), Hull (2), King's London, Leeds (5), Leicester, Liverpool, London School of Economics, Manchester (IST) (3), Manchester (4), Newcastle, Nottingham (3), Queen Mary College, Reading, Salford, Southampton (3), Sussex (3), University College London (7), Welsh (CAT) (3). Representation on Refectory Council has been proposed by Bedford College London, Bradford (2), Liverpool, Newcastle, Nottingham (3), and University College London.
Safety Committee:	Southampton, Salford.
Disciplinary Committee:	Salford, Sunderland (8), Welsh (CAT) (9).
Planning & Development Committee:	Hull, Liverpool (2), Sussex. Representation on Planning and Development Committee has been proposed by Bath and Manchester (IST).
Athletics Committee:	Bangor (2), Bedford London, Belfast (4), Birbeck (1), Birmingham, Chelsea (7), Exeter (1), Hull (2), Keele (2), Leeds, Leicester, Manchester (IST) (2), Manchester Newcastle, Sussex (5).
Sports Ground:	Hull (2), Leeds (50%), Leicester (3), Liverpool, LSE, Newcastle (2), University College London, University of London Union.
Student Progress:	Bangor (2), Liverpool (2), Chelsea (4).
Convocation:	Bristol (4), Hull (1).
Student Lodgings:	Bradford, Hull (2), Manchester, Southampton.

Continued over page Col. 1

The Adelstein Affair



When is it a crime to write to the daily Press?



So cried the Morning Star's page 4 headline on Monday. We've seen the issues. We've heard the arguments. Where do we go now? What action should be taken? Alan Gillie, Deputy President, writes:

What is wrong with LSE? We have all heard complaints of boring lectures and useless classes, of incompetent, uninterested tutors who are more concerned with their appearances in the USA, on TV, etc., than in teaching undergraduates. But how are things to change?

Surely one of the main causes of this malaise is that LSE is controlled by people who have little knowledge of, and as much interest in, LSE. Do you really think that Lord Bridges and his fellow Governors are concerned with LSE's students problems? The only person concerned about you is YOU. If you want things to be done then you've got to do them yourselves. This means that decisions taken here that affect you must be taken by you, and by others concerned about LSE's problems as a University.

On most tests of what a University should provide for its students, LSE fails. It is very rare to find anyone who feels he is getting a good education here. Facilities for students are the worst of any university in Britain. To take the most obvious example, if you can't find a book you need in the Library, it doesn't matter, because you probably couldn't find a place in which you could read it.

This is an incredible state of affairs, about which the present administration is apparently prepared to do nothing. The only people who can solve LSE's difficulties are those who know the problems, and who are concerned to solve them. This means that decisions taken at LSE about LSE must be taken by staff and students. The Governors are an irrelevant anachronism.

These quotations are from an Oration given at LSE in 1964 by Sir Eric Ashby, Master of Clare College, Cambridge

"...of Chancellor, Master, Scholar"

"BUT IT is possible for students to influence university government without being involved in its mechanism. The case I am now going to make is that students are already exerting a beneficial influence on universities; that they should be encouraged to exert more; and that this is the way their co-equality in the academic trinity should

be manifest."

"Let me declare myself at once and say that I am in favour of rebels. After all a university education at its highest is one which teaches a man how to advance knowledge by disputing accepted theories and challenging traditions. You can't teach young people to question established fact and not ex-

pect them to question the establishment."

"Scholars eventually graduate and go out into the world. Is this principle of co-equality in the University consistent with the national need for graduates? [Yes] The paradigm for a graduate forty years ago was the conventional man ready to take responsibility for preserving

a set of values which he felt no need to question, deferring to his elders because they were older, not because they were wiser; obedient to principles, constitutions, traditions. That sort of young man cannot cope with the flux of the modern world. The contemporary paradigm is a man educated for insecurity, who can innovate,

improvise solve problems with no precedent. He must have expert knowledge. That is what he gets from his lectures and laboratories. He must also have the confidence which comes from participation in community living. That is what he gets from belonging, as co-equal, to a society of Chancellor, Master, Scholar."

That ad hoc Staff - Student Committee

The "Committee on relationships between the School and its Students" — the ad hoc committee set up last March during the discussions on the sabbatical year issue, to deal with the "general malaise" in staff-student relations — met the students for the first time yesterday.

The Committee has no specific terms of reference. Its first action was to set up a sub-committee to enquire privately into the nature of the problems. An interim report stating what the problems are is now being considered by a number of Committees in the School.

We believe this report shows that the problems are more serious than was thought.

Noncommittal

Professor Roberts, a leading member of the Committee, was noncommittal about the Committee's activities; but Gabriel Newfield was a little more forthcoming. "Recent events show that the Committees' work is obviously not yet finished," he said earlier this week.

The Graduate Position

By Anne Mulcahy

"THE GRADUATE Student Association (GSA) can play a meaningful part in fostering better staff-student relations at LSE," Marshall Bloom, newly elected GSA President, told Beaver yesterday.

Bloom pointed out that the post-graduates can make a particularly valuable contribution to the evaluation of teaching at LSE, since more of them have had experience at other colleges.

Asked whether graduates would be willing to work with undergraduates to improve staff-student relations at LSE, he commented, "I think many graduates will be quite willing to help. It is a myth that graduates get better teaching at the expense of undergraduates."

"Another reason graduates will be willing to participate,

even though most are at LSE for only one year, is that change in staff-student relations needn't be the long-term process some claim. Certain changes can be immediate. Staff-student relations are largely a matter of attitude, whether, for example, the staff consider the student body as meriting a good deal of their attention and concern."

"The boycott was an important yelp which reminded many staff, I believe, that staff-student relations are an immediate concern, and that a casual mode of teaching should not mean that teaching responsibilities are to be taken casually."

"After the flare-up at Berkeley, the net result was that the staff paid more attention to the students, thereby lessening the Berkeley student's sense that

the university was an impersonal machine. I'm sure the same is happening here."

Practical suggestions?

Experiences

"I think that there should be set up a staff-student committee on teaching that will get something done, and it is very important to involve graduate students in this committee. I also think there should be similar committees for each department, each with staff, undergraduates and graduates. The experiences of the graduate students when they were undergraduates will be of help to these committees and I do not think that the problems of the LSE undergraduates are so different from those of graduates that it would not be valuable to have both on any committees."

"I also hope that each student will try to use one tutorial session to discuss the staff-student problem with his tutor and that course evaluations in some form will be made at the end of each term."

Continued from Front Page

ii) minimum responsibilities are laid down for all tutors.

iii) special provisions are made for first year students, especially in Part 1 of the B. Sc. Econ., for them to have a tutor whose field of interest corresponds more closely to their own.

C) that:

i) in any revision of the examination system student opinion be taken into account.

ii) any student who fails an official examination may resit it either during the summer vacation or at the end of the next session, according to the student's wishes.

Union should also encourage each and every student to actively work for the improvement of staff-student relations and the formation of such committees within each department."

The other motion read:

"Union believes that it is essential to the interest of students and of the School

as a whole, that students participate in the discussion of policy and the taking of decisions in the School. It is therefore vital that students be represented on the following Committees:—

The Court of Governors and its Standing Committee.

The Library Committee.

The Board of Discipline.

The Academic Board and its General Purposes Committee.

The Graduate School Committee.

The Scholarship and Prizes Committee.

The Halls of Residence Committee.

The Passfield Hall Committee.

The Committee on the teaching of the B.Sc. Econ Degree."

These motions have been forwarded to the Director for consideration by the Academic Board and it is hoped that the Director will have some news on the subject to give us tomorrow.