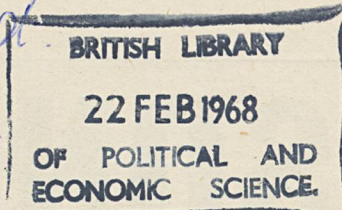


# Beaver Special

Publications Dept.  
The Library



“... there should be student members on most committees to whose business students had a significant contribution to make.”

Newspaper of the  
London School  
of Economics  
Students Union  
No. 81 Feb. 21st  
1968. FREE!

# M.G.C. REPORTS

## Proposals

**Students on Court:** There should be from four to eight student members on the Court, who must be full-time registered students of the School.

**Students on Council:** There should be three student members of the Council, nominated by the Union by secret ballot.

**Students on Senate:** There should be five student members of the Senate.

**Sub-Committees:** Council, Senate and Academic Board to allow for student members when fixing membership.

**Students on Library Committee, Building Committee, Accommodation Committee, Student Residence Committee, Athletics Committee, Refectory Advisory Committee, Student Health Service Committee.**

**No Students:** On Investments Committee, Research Committee, Publications Committee, Northern Studies Committee, Business Studies Committee, Appointments Committee, selection sub-committees, Admissions Committee (except where determining policy), Examiners' Meetings, Review of Student Progress Meetings, Scholarships and Prizes Committees.

**No Students:** To sit on the Academic Board.

**Selection:** The appointment authorities are to specify in consultation with the Union President the means of selection of the student members most suitable in the case of each committee. The appointing authority's decision is final.

### NEW BODIES

**Court** replaces the Court of Governors as the legal entity of the School.

**Council** replaces the existing standing Committee of the Court of Governors and is responsible for the administration of the School.

**Senate** would be the authority controlling all Academic matters.

THE MACHINERY OF GOVERNMENT COMMITTEE met for the first time on 21st March, 1967. At this time it consisted solely of members of the Administration, the Academic staff, and the Court of Governors: the students were not yet represented in fact they did not as yet know of the existence of the Committee. The immediate inspiration of the founding of the Committee had been a paper presented by former Director Sir Sydney Caine to the Court of Governors and to the Academic bodies in the school in August 1966. This paper was the result of deep-seated dissatisfaction with the machinery of Government throughout the School and discussion which began three years ago.

The Academic Board at a special meeting on 14th December 1966 approved in principle the proposals set forward in the Director's paper and agreed to ask that the Court of Governors should set up a joint committee of court and Board to work out the details of the scheme and to report back to the Court and the Board.

On February 2nd 1967 the Court of Governors agreed to establish the joint committee.

In the meantime were happening the events that led up to the suspension of Union President David Adelstein and Graduate Students' Association President Marshall Bloom, and at the end of the Lent Term to the famous sit-in. This expression of student indignation ended two days before the Easter Vacation began.

During the vacation it was accidentally revealed to students that a Machinery of Government Committee was in being. Immediate request was made for student representation on it. The Committee debated the matter. Finally on 19th June 1967 members of Union Council went as a deputation to the Committee who agreed that five student members should be chosen by Union to join the Committee.

Since that time the Committee has met regularly. There were even some meetings over the Summer vacation. The final meeting for the members to approve and sign (or not sign) the report took place just over two weeks ago on February 7th 1967. In all 19 meetings were held. The discussions that took place at the meetings has been held confidential until the publication of the report. It was in protest against this secrecy that Chris Middleton resigned from the Committee at the beginning of this term.

**Confidential:** A Committee Chairman's ruling on the confidentiality of a matter is final. Non-confidential minutes should be available to all staff and students.

**Status:** Students are to serve as individuals, not mandated delegates. They should be allowed maximum freedom, short of ability to publish confidential information.

**Three Sessions:** After three sessions of the new arrangements the working of the systems should be submitted to a full review.

**Staff-Student Committees:** Staff student consultative committees should be encouraged but no pattern of uniformity should at present be imposed on them unless after experience it is found necessary.

**Academic Board:** The Academic Board should remain as it is and be recognised as such in the new constitution.

**Debate:** As at present the Academic Board should be able to debate and approve or disapprove reports from the principal committees of the school.

**Committee Election:** The Academic Board should have power to elect or nominate members of the committees appointed by Council and Senate. e.g. Library and Building.

**Motions:** Any member of the Academic Board may submit a motion to the Board on any matter of general concern in the School.

**Brief:** The committee only defined the four new central organs of government of the School, and discussed student participation in general. Proposes second report similarly limited.

**Administrators:** Should be free to speak at, but not be members of School Committees.

**Articles:** Committee recommends that no new Articles of Association or Charter should be requested.

**Conventions:** Council and Senate should make formal conventions of procedure on Appointments, Estimates and Budgeting.

**Second Report:** The Machinery of Government Committee should be kept in being to consider the comments on the First Report and in the light of these to make a Second Report.

### MEMBERS OF THE COMMITTEE

|                         |                     |
|-------------------------|---------------------|
| Lord Bridges (Chairman) | Prof. G. L. Goodwin |
| Dr. W. Adams            | Mr. F. E. Harmer    |
| Mr. D. Adelstein        | Lord Heyworth       |
| Mr. D. Atkinson         | Sir Alan Hitchman   |
| Sir Paul Chambers       | Mr. D. J. Kingsley  |
| Dr. B. A. Corry         | Prof. B. C. Roberts |
| Mr. C. Crouch           | Lord Tangle         |
| Prof. A. C. L. Day      | Dr. Tugendhat       |
| Prof. D. V. Donnison    | Mr. P. Watherston   |
| Prof. H. C. Edey        | Prof. M. J. Wise    |

# REASONS GIVEN FOR THE REPORT

## New Court, New Council New Senate

UNDER THE PROPOSALS, summarised on Page one, students are to be admitted for the first time to membership of the three committees directly involved in the running of the School.

The new 'Court'—replacing the Court of Governors—will be composed of four to eight student members, twelve academics and about forty other people—presumably those who are now Governors.

The Council will comprise three student members, four members each of the academic board and of the Senate, eight members of the Court, the Chairman and Vice-Chairman of the Court, the Director and Pro-Director, and the Vice-Chairman of the Academic Board *ex officio*.

The Senate is a new body which will have control of academic matters within the School. It will have a membership of about fifty, and will comprise the Convenors of each department, eight professors, fifteen other members of the academic staff and normal *ex officio* members such as the Director, as well as five students.

IN SUBSTANCE, but not in legal terms, the Committee recommends that:-

(a) The Court (as the Corporation) should retain its formal duties under the Companies Act, its power to appoint its own members, and (by the existing procedure) its Chairman, Vice-Chairman and the Director, its power to appoint the members of the Council and to approve schemes of membership of the Senate and of the Academic Board;

(b) the Court should empower the Council to deal with the matters now reserved from the general delegation to the Director and entrusted to the Standing Committee (viz. establishment or discontinuance of full-time posts on the teaching and senior administrative and library staff, appointments thereto for periods exceeding two years, and termination of appointments thereto) and should transfer to the Council from the Director responsibility for the allocation of financial resources;

(c) the Court should create a Senate and effectively entrust to it (whether by direct delegation or by requiring the Director to consult it) responsibility for academic matters, including the existing functions of the Appointments Committee;

(d) the Court should require the Senate and the

Director to inform the Academic Board of all major issues of general policy affecting the academic life of the School, confirm the right of the Board and of any member thereof to express views thereon, and provide for nomination by the Board of members to serve on the Court and Council and for election by the Board of some members of the Senate and of appropriate Committees of the Senate.

## Why Student participation

THE COMMITTEE felt that the object of student participation was to secure student co-operation and hence strengthen the unity of the school, and to inform students of the School's activities, resource limitations and priorities. The Committees doubts were not on the advisability of student representation but they do raise the problem of its practicability. They point out that it will make heavy demands on students' time and effort, and question whether a sufficient number of students can be found for all the various posts.

## Where students have "no contribution"

THE REPORT concludes that students should not be on the Investments, Research, Publications, Northern Studies, and Business Studies Committees, because there is no appropriate contribution which they could make to the work of them.

They also feel students should not be present on committees dealing with individual personnel matters such as appointments of staff, selection of students for admission to the school, or decision making in the

## Proposed Memberships

|   | Suggested Student Membership   | Present Total |
|---|--|---------------|
| Library Committee                         | The President of the Students' Union <i>ex-officio</i> and 3 additional student members  | 20            |
| Building Committee                        | 3 student members  | 13            |
| Acc mmodation Committee                   | 3 student members  | 14            |
| Student Residence Committee               | The membership of this committee should be reviewed in the light of its prospective functions. The Committee inclines to the view that the student members should be equal in number to the academic members.  |               |
| Athletics Committee                       | The Committee does not consider itself competent to make a recommendation in a matter which is the concern of the Athletic Union. The Athletic Union is at present represented by 5 members including its President.   | 14            |
| Refectory Advisory Committee              | The Committee makes no recommendation for change. The student body is at present represented by the Senior Treasurer and 4 other members. If the student body wishes to propose the co-option of additional student members it could make an appropriate recommendation to the Refectory Advisory Committee.   | 12            |
| Student Health Service Committee          | 4 student members; that is the same number as the academic members (excepting the Chairman and <i>ex-officio</i> members).   | 11            |
| Committee on Welfare of Overseas Students | It is suggested that the separate staff and student committees might consider forming themselves into a joint committee.   |               |
| Honorary Fellows Committee                | The President of the Union <i>ex officio</i> .   | 12            |
| London Lectures Committee                 | 3 student members as at present; that is the same number as the academic members.  | 8             |
| Careers Advisory Service Committee        | The membership of this committee should be reviewed in the light of its prospective functions. The Committee inclines to the view that the student members should be equal in number to the academic members.  |               |
| Committee on Undergraduate Studies        | This Committee has not yet come into being but the Academic Board has recommended that it should, in addition to <i>ex officio</i> members, include 9 academic members nominated by departmental groups and 4 students. It is suggested that the membership of this committee should be reviewed when the Union Structure Reform Commission has reported and that there might be a need for an increase in student membership. | 16            |
| Committee on First Degrees                | 3 student members. The Committee considers that the composition of this committee should be reviewed when the structure of the School's new machinery of government and of the Union's academic affairs structure are known.   | 14            |

determination of academic standards. Thus they recommend that students should not be members of the Ap-

pointments Section, Admissions, Examiners, Scholarship and Prizes and Graduate School Committees.

The Committee also decided that as the Academic Board holds a parallel position to the Students Union it would be inappropriate for students to be represented on the Board.

## Student selection

TALKING OF the method of selection for student committee members, the Committee recognised that the student members needed to bring "informed representation" to the bodies on which they served and that a single procedure for their election or nomination was not possible, because of the different types of qualifications needed for the particular work of various committees.

The present position is complicated by the fact that the existing constitution of the Students Union is under review and may be changed.

Student members of committees should serve for their period of office as persons and not as mandated delegates. It is equally important that there should be a free two-way flow of information between the committees and general student body for which purpose the student members would be useful, but not the only, channels.

The Committee considers that student members of these bodies should have maximum freedom consistent with the non-disclosure of genuinely confidential material, to report and explain decisions to fellow students and staff but not to the Press or outside persons. The ruling of the Chairman of the Committee should be final on whether or not any item is confidential.

## Status of students

ON THE SUBJECT of the publication of information the committee considers that student members of committees should not be considered as delegates or representatives of the Union but simply as members of a committee.

In accordance with this, the student members of committees would use their discretion subject to committee chairmen's instructions on which things should be made public and which not. The Chairman would have the final ruling on confidentiality. However the Committee recommends that all committees of the school should make non-confidential minutes available to students.

## Unprecedented innovations

IN MAKING these recommendations, for student participation in the decision-making processes of the School, the Committee has taken a line unprecedented in any other institute of higher education in the United Kingdom, in the belief that such involvement of School members in common tasks will encourage habits and attitudes, reinforcing the unity of the School and making staff, Governors and Administrators on the one hand and students on the other less mutually mysterious.

The Committee considers that the proposals in this first report evolve naturally out of the past working of the School and do not constitute revolutionary innovations. The Committee also attaches great importance to the proposals for the widest possible distribution of information about the School to all its members.

Because the Committee regards the changes it is proposing as semi-revolutionary it has refrained from unnecessary detail and precision in defining the functions, powers and interrelationships of the main organs of government.

Similarly it feels that the proposals made in this report should be regarded as experimental to be given three full sessions of working and then subjected to thorough review.

## Academic Board

THE COMMITTEE recommends that the Academic Board should remain as it is, the general body of all members of staff for the discussion and ultimate endorsement of important issues of Academic policy.

It would still have the opportunity to debate and express approval or disapproval of reports from principal Committees. The Committee feels that the Academic Board, in addition to its powers of nomination of members of the Court, Council and Senate should have the right to nominate a certain proportion of the members of the various committees appointed by these bodies. Another point noted by the committee was the present ambiguity of rights to attend and vote at meetings of the Academic Board and it suggests that the Board should submit to the Court a scheme of membership for formal ratification.

# Notes of dissent

WITH THE exception of Dick Atkinson and David Adelstein, who wrote a minority report (see this page, cols. 2 and 3), and Dr. Miliband and Professor Wedderburn, who wrote a note of dissent, all members of the Committee signed the report. There were, however, some reservations.

Messrs. Crouch and Watherston. Dissent on the numbers of students who should sit on the Council and Senate. They feel that if there are only a few students on each committee, the workload will be too heavy for them to be adequately briefed, that they may be overwhelmed by sheer numbers, and that a small number of students sitting virtually full time on such a Committee will tend to become isolated from the rest of the student body. They therefore recommend that the numbers of students be increased from three to five on the Council, and from five to nine on the Senate.

Professor Roberts. Does not agree that there should be student representation on the Council, but suggests that 'on the occasions when it is desirable to hear the views of the students... the President of the Students' Union... could give evidence to the Council'. He secondly feels that the recommended numbers of students on the Court and the Senate are too large and should not be more than three, as a larger number would constitute a pressure group, and he thinks that 'the decisions of the Council should be taken in an atmosphere completely free from the pressure of any interested group'. His third reservation is that the student representatives should not be elected directly, but should be the Students Union President and Secretary, and the President of the GSA.

Mr. David Kingsley. Disliked the brief of the Committee, and tends to agree with Mr. Atkinson that a much deeper inquiry into what LSE is should be undertaken, with more radical changes to the Court of Governors. His second point concerns the relative weight of the Senate and Council. He thinks that the Academics should have the largest say in the running of LSE, and thus would prefer that either the power of the Senate should be increased relative to the Council, or that the Council should contain more academics and fewer governors.

Professor Wedderburn and Dr. Miliband offer some criticisms and some broad alternative proposals to the main report. They believe that the basis of the constitution of the school should be to provide for "self government by its academic community", as is practised in Oxford and Cambridge. The status of the Academic Board is of fundamental importance. The recommendations of the Committee leave it doubtful if even the existing powers of the Board will survive. Instead they would pass to the Senate which would be heavily weighted with professors. "Oligarchic tendencies would not thereby be reduced." A more appropriate executive organ

would be a body of about 20 members under the chairmanship of the Director. (The Director's Committee) elected by and responsible to the Academic Board.

The relationship of Senate and Council is not clear in the report, in fact 'we are not sure that a case has ever been made out for the creation of a completely separate body with responsibilities of such great importance for the life of the school'. Nor is a finance committee necessary. Finance might be dealt with by a sub-committee of the Director's Committee.

Nor do they think that a court of Governors is still needed. To the argument that they strengthen external contacts for fund raising, etc., a separate body of Honorary Fellows would be more suited to the purpose.

As regards student representation, the students make up a part of the academic community and as such should be incorporated in the governing structure of the school.

Professor Wedderburn and Dr. Miliband are pleased that students have been drawn more closely into the decision making processes of the school, but wish that student representatives were more numerous. There is also very much a case that students should not be excluded, as in the report, from certain committees notably Academic Appointments.

In general there should be genuine joint consultation at all levels and any tendencies to oligarchy should be firmly suppressed.

# Minority Report

D. ATKINSON & D. ADELSTEIN  
**THE VALUE of the present Court of Governors is questioned. It is supposed to represent the opinions of society, but in fact it only represents a narrow section of society. A new Court should be chosen, comprising 20 staff, elected from the Academic Board; 20 students, elected from Union, and 40 representatives of 'society'.**

The latter should represent Trades Unions, the Theatre, other Universities, Films, Comprehensive and Grammar Schools, the professions, in addition to Directors from the City or Peers of the Realm.

The revised Court should be primarily concerned with the obtaining and interchange of information and opinion on the aims and problems of education, methods of teaching, research and scholarship, and what the relation of the College should be to the rest of society.

The Court would be assisted in these tasks by electing a Committee of the Court, to consist of 3 Governors, 3 staff and 3 students who would be members of the Court.

The Court would no longer retain its position as formal Head of the College. Its real authority should be delegated to other bodies, as outlined below.

**The College Senate**  
 Each year, one third of the Academic Board would be directly represented on a new College Senate, representatives being chosen on a departmental basis so that one third of each department sits on the Senate. Wherever possible a department should change its membership of the Senate each year.

The student members of the Senate should be elected from the members of each department's staff-student committee.

The academic membership of the Senate would comprise about 120 staff and 100 students. The College Senate would, in time, become the supreme authority over all matters in the College.

Most of the detailed work would be delegated to sub-committees, the Senate having final control and deciding which matters are sufficiently important to merit discussion by the full Senate. The Lay Governors would also be members of the Senate.

An Executive Committee of the College Senate, comprising *ex officio* 8 members of the Senate (including chairmen of the major committees, the Director and the Chairman of

the College Senate) and 6 students. The ideal size of the sub-committees of the Senate is 10-14 members; in most cases 2/5 or 1/3 of them should be students. It is proposed that the large majority of committees, which are at present committees of the Court of Governors, should now come under the College Senate.

Alternative proposals, clarifying the relation between the Academic Board, the Senate and the Students' Union are also put forward.

It is recognized that the staff would be unlikely to be willing to place their immediate and full confidence in the new Senate, it is therefore proposed that interim arrangements be made allowing the Academic Board to veto, and later merely to refer back, decisions to the Senate. This should greatly smooth the change to the new system.

It is accepted that, at the moment, there is strong staff feeling against students being present when committees discuss personal affairs relating to particular members of the staff, the administration and the student body.

Student members of committees which discuss such business should therefore leave the meeting whilst such affairs are discussed, although it is hoped that staff opinion on this matter will change, in time.

In the matter of not attributing opinions expressed in committee to the people who expressed them, there is no reason why this principle should not continue to be adhered to. But it is hoped that, in all matters, the amount of secrecy shall be kept to a minimum.

The double standard in matters relating to confidentiality during last year's sit-in is criticised.

The minutes of the Academic Board, Court, College Senate and their committees, together of course with those of the Union, should be published unless those minutes relate to personnel matters.

**Departmental Committees**  
 Departmental staff-student committees each with ten staff and ten student members, should have the same power as the present convenor or staff departmental meeting on such matters as teaching and study methods, staff-student contact, the establishment of new courses, changes in the examination system and changes in curriculum content. But it is acknowledged that this idea may not find favour immediately.

**Administration**  
 By subordinating the School's administration to the College Senate, the tendency seen in other Colleges for the administration, by its actions, to limit the choices and decisions of the academic sector of the College should be avoided.

The present post of Director is inevitably very arduous, and it should therefore be separated into the two posts of "Head of the Administration" and "Head of Academic Affairs."

The Academic Head, to be elected by the College Senate and to act as its chairman, would be senior to the Administrative head. This proposal should not be implemented until after the present Director, Dr. Walter Adams, has retired.

**Students' Union**  
 The Union should be granted financial autonomy, and maintain its present position. It should remain affiliated to whatever outside bodies it considers appropriate, and continue to develop as it wishes. It should have no direct authority within the College structure, and no powers of veto or referral in relation to the College Senate's decision.

**Conclusion**  
 The scheme outlined must be kept under constant review. To this end a Machinery of Government Committee should be reconstituted at a joint committee of the Academic Board, Union and College Senate to study and document the working of the College, and to report annually.

The safeguards proposed in this minority report are intended to ensure that the atmosphere of tolerance, trust and willingness essential to the proper running of the College will be present.

It is openly recognised that the proposals outlined here are in fundamental disagreement with the majority report; but it is thought that a conflict of ideas is not a danger to be avoided, but a symptom of health in an educational institution.

# Who has power?

THE RECENT dispute about whether students should be represented in the appointment of a successor to Lord Bridges, Chairman of the Court of Governors, is important; yet it is only important if seen within the wider perspective of recent events in the School—in particular, the long awaited report of the Machinery of Government Committee. The process of 'emergence' which seems to be taking place in the Bridges case is symptomatic of a wider and deep-rooted oligarchic principles of government within the School. It seems very likely that the committee's report will revamp this sort of oligarchy, not reduce it. I wish to pose some questions in the light of which the report may be viewed:-

(1) Who had power before? Who will have it under the majority report recommendations?

Under the system as it exists at the moment, some School Committees are under the ultimate jurisdiction of the Academic Board—an association of all the academic staff. More important is the Standing Committee of the Court of Governors, which deals with much of the important decision-making within the School. Students have consistently felt in the past that power should be devolved much more onto the Academic Board and the students—with the Governors being relegated into a 'House of Lords' position. If the 'Senate and Council' idea which has emerged from the committee means that only senior professors and governors will take decisions—along with a tiny number of students and junior staff—we suggest that this is a serious move backwards, designed to reinforce oligarchic tendencies.

(2) Will students be represented?

Are the Committee's proposals the 'student representation' we have been fighting for? We think not. Under this new system the whole concept of 'representation' becomes problematic—either, when faced with a vast majority of coherent interests opposed to theirs, the students will be utterly powerless or they will become assimilated. This isn't student representation—it's just social control. A much more equitable basic structure is needed before the concept of representation becomes relevant. This involves thinking of structures very different from the council/senate scheme.

These are the crucial questions by which the report must be judged: who has the power? Is it more centralised, or less? Is it more in the hands of the governors and senior staff? What say do the junior staff have? What say do the students have? If, by answering these questions, the conclusion is reached that the committee is recommending a governmental system designed to reinforce all the most oligarchic and anti-student elements in the school, we suggest that it must be vigorously opposed, in toto, in the union and outside.

Alternative structures must be considered, which give students and staff a meaningful and powerful role within the school—not just a tiny slot where they can sit in on decisions they have no chance of reversing, taken by a small group of happily consensual oligarchs.

Richard Atkinson

Union Meetings to discuss the Report will be held on Wednesday, 21st, at 2.00 in the New Theatre and on Friday, 23rd, at 4.00 in the Old Theatre. Motions will be taken at the final meeting on March 1st, at 4.00 in the Old Theatre.

# Comments on the M.G.C. Report



David Adelstein

WHEN students were accepted on to the Machinery of Government Committee it was seen with much optimism. Coming soon after the intense conflict of last year, here at last

was a chance for us to participate on a body which was examining the fundamental structures of the School, an opportunity for us to begin to formulate the pressing problems felt by all, and a general expectation that the Committee would take heed of our views. That initial hope has proved unwarranted.

The Committee was not prepared to take the responsibility for examining such urgent questions. Instead it performed the limited, and unnecessarily protracted, task of simply realigning the central bodies of the School on the old pattern of provincial universities. It was not prepared to acknowledge problems other than those of administration: it was not willing to recognise educational and social arguments nor the importance of recent developments in higher education; it was unable to make any of its supposed knowledge of social science relevant to its deliberations. Its recommendations thus represent a relapse into the ossified university structures of the nineteenth century. The minority report, necessarily much longer, is an attempt to raise the issues which the majority has failed to do and to recommend far reaching changes as a consequence. It does not pretend to know all the answers but it does at least provide for a flexible structure so that the entire membership of the School can participate democratically in the School's affairs when it wishes, and the Schools government can change in response to new developments and new problems.

Perhaps the only mitigating advance in the majority's recommendations is the suggestion for student representations. But it is vitally important to see student representation in the perspective of overall objectives and therefore to examine whether the proposed forum of representation is likely to contribute significantly to these. It is our unfortunate conclusion that it will not. The first reason the committee gives for student participation is that it will "secure student co-operation and thus strengthen the unity of the School." If this were the only reason, student representation would be a singularly regressive step, for it implies that students will feel automatically included whilst nothing will be expected to change. Yet one can see that based upon this assumption it has been possible for the report not to frame a structure in the light of the actual contribution students might make, but to merely insert student representatives into a structure which has been decided for other (administrative) reasons. Furthermore, those students will be responsible to no-one, a profoundly undemocratic and dangerous system.

And not only will the students voice be distorted. The majority of staff will have effective power taken out of their hands and invested in a caucus of mainly senior staff, the Senate. The next curtailment of our self-government will be the intrusion of the governors into internal college matters through their powerful representation on the Council. With the lack of any accountability in such proposals, our immediate joy at the prospect of student representation should be severely dampened.

The minority report then is an attempt to overcome these irredeemable weaknesses. It has tried to consider the specific educational problems that students encounter in their courses, teaching and examinations and to relate these to the general structure of the School. In order to understand these issues it has been useful to locate them within the changing context of higher education. Undoubtedly there will be many shortcomings in the Minority Report. Nevertheless, it provides an alternative structure for the School which is more likely to prove flexible and responsive to the opinions of its members. It is based upon the presupposition that staff and students are here, for more than their careers, in an effort to undertake serious and meaningful social study.

DAVID ADELSTEIN

## BEAVER SPECIAL

EDITED BY Alison Barlow and Peter Nettleship.

ASSISTED BY A. David Baume, Joan Freedman, Allan Crossman, Catherine Liebetegger.

Grateful thanks to F. Bailey & Son Ltd., Dursley, for their magnificent co-operation in printing this newspaper at very short notice.

**WE WERE** unable to accept the proposals in the majority Report of the Committee on Machinery of Government. We do not feel that those proposals are appropriate to the real needs of a university institution like the School.

We explain our views in the short Note of Dissent attached to the Report. We urge every member of the school — staff and student — to read in full what we have written in that brief note.

At the present stage we have nothing to add to what we say there about the role of the Academic Board; student "representation"; our proposed "Director's committee"; the Senate and Council favoured by the Report; and the School's Court of Governors.

The majority Report's proposals would, we believe, in practice, more nearly assimilate the School to the old "red-brick", oligarchic pattern of government. Our own fundamental principle of self-government by the academic community would, as our note of Dissent shows, lead to proposals quite different in character from, and much more radical in spirit than, those of the Majority Report.

R. MILIBAND (Senior lecturer in Political Science)  
K. W. WEDDERBURN (Prof. of Commercial Law)



Prof. Roberts

**DURING** the past ten years it has become increasingly clear that the government of the School requires to be changed. It is neither adequate in terms of administrative efficiency, nor in terms of responsible participation. The Report of the Machinery of Government Committee seeks to remedy both of these deficiencies.

In my opinion, the structure of government proposed comes as close as is reasonably possible to achieving an effective balance between the desire for democracy and the need for an efficient decision-making process.

Democracy has been advanced by the creation of a Senate, representatives of all grades of staff and students and closely linked to departments, which will be the centre of the School's system of Government. In the past there has been no such centre of authority with the result that decision making has often been arbitrary and ill co-ordinated. The Academic Board has frequently been badly attended; when there has been a good attendance, many of its members have lacked the knowledge to examine closely the proposals before it. Nevertheless, the role of the Academic Board as a forum of discussion and a place where any member of the staff could raise an issue and call for information and explanation has been a notable feature of the School's government and these essential functions must and will be retained in full.

The Council which will take the place of the Standing Committee will be much more representative of the Academic Staff, but its role in relation to the Senate is likely to be less powerful than that of the present committee in relation to the Academic Board.

Finally, I come to the question of student representation. I am convinced that the opinion of the students ought to be taken into account where student interests are directly involved, where their experience would enable them to make an effective contribution and where there is no serious danger that student pressure might have an adverse effect on academic standards and the long run interests of the School (which includes its students). I dissent from the numbers of student representatives on the Court and Senate suggested in the Report, because I fear that they will be encouraged to behave as a block rather than as individuals who, through their knowledge and experience, make a contribution as students. I also feel that direct elections for the Court and Senate will encourage pressure politics. Ideally, I would like to see students drawn from a representative council—failing that, I think it would be best if the President and other appropriate officers sat on the Court and Senate ex-officio. I do not think that students have the experience to make an effective contribution to the Council, which ought to be protected from direct pressures, since its duty will be to consider with care and detachment the long run interests of the School in the light of the much increased opportunities of staff and students to participate in the process of decision making through the Senate and committees. However, on those occasions when it was desirable to hear the views of the students it would be a simple matter to give their representatives a hearing by inviting the President of the Students' Union and such other officers as the Union and Graduate Students'

Association might desire to give evidence to the council.

Further, we must also take into account that we are proposing the direct participation of students in the government of a major academic institution on a scale that far exceeds anything known elsewhere. We ought not, therefore, to jeopardise this experiment by carrying the principle too far at this stage. If responsible student participation works well, the case for its further development will speak for itself.

I reject completely the Atkinson and Adelstein minority report, and the dissent of Wedderburn and Miliband. The Minority Report, irrespective of its merits, erroneously assumes that we are free to create an entirely new type of university, without regard to existing academic and institutional realities, and current political and economic circumstances.

The Wedderburn-Miliband proposals are an even less defensible, romantic, revolutionary prescription for turning the School Directorship into a dictatorship. The concept of Directorial government, supported by a small directorial committee, under the "popular" control of the Academic Board is, as we know from contemporary political experience, likely to be in practice the antithesis of democracy.

The Majority Reports builds on firmly established foundations, it meets practical needs and satisfies legitimate aspirations; for these reasons, I am sure it will command the overwhelming support of Governors, Staff and students.

B. C. ROBERTS (Prof. of Industrial Relations)

**THIS REPORT** is better than many of us had feared it might be. Despite its faults, it should serve to focus attention on key issues and to stimulate that serious debate throughout the School which, rightly, the Committee see as necessary before they can get back to their labours and produce a final report.

The School's system of government must be appropriate both to any general 'objects and purposes' (Sect. 2(a)) which universities have in common and to the particular 'objects and purposes' of the L.S.E. This is an obvious point, but the Committee seem to have overlooked it. They present no coherent answer to the question—What, in the present state of British higher education, is the L.S.E. for, what identity should it strive to create for itself? To say that it is 'a centre for the preservation, advancement and dissemination of free learning in the social sciences' is untrue, pretentious and much too vague to provide a criterion for the appropriateness of governmental machinery.

How academically ironic that the Majority Report is shorter than the "evidence" section of the Atkinson/Adelstein Minority Report. And that with rare exceptions the recommendations in the main Report are unsupported by any evidence at all. This is not to say that they are all wrong—simply that again and again, as I read it, I found myself asking—What's the evidence that this would work? Why is this considered a good idea? How does this work elsewhere?—and getting no answer.

The Committee devote two-fifths of their Report to the question of participation by students in the government of the School. This is a gross imbalance. Of course students are important, but not that important, in comparison with the way academic departments are to be governed (burked), the composition, powers, and functions of major committees (evaded), and the role of the non-professional staff on Court (no mention), Council (no mention) and Senate (one sentence).

The Report is good in parts, but fails to pass the test of coherence, comprehensiveness, and proportion. Perhaps the explanation lies in the divided nature of the Committee which produced it. The fact is, anyhow, that as often as not the Committee, when a crucial issue arises, shies away from it. The Academic Board, for instance, will discuss and be 'asked to endorse all substantial issues of policy.' (Section 15.3) Who decides which issues are 'substantial'? Not a hint. Suppose the Board fails to endorse—what happens then? You could hear a pin drop. Or, again, the Council and Senate will 'work in close partnership' and it is 'neither desirable nor necessary to attempt a precise definition of their relationships' (Sect. 13.1). Up to a point this is true: a clear definition is more important than a detailed specification. In fact we are given some confusing detail, with a marked absence of clear definition.

One could give more examples. A strange child to have come from such a parent. Nineteen times the Committee met, they tell us. Hours and hours of laboured discussion and, now, this battle-scarred bundle of Reports. Yet still, from the Majority Report, shines forth unshaken a touching faith in the natural goodness of man. Set up new

organs of government; assign somewhat ill-defined functions and powers to them; put down next to nothing in black and white regarding their relationship to one another. No matter: there exist or will come to exist, unwritten 'conventions', and only a cad would suggest that we may not always agree what they are, or, be able to trust one another to observe them.

G. NEWFIELD  
(Lecturer in Sociology)



Prof. Griffith

**I RESTRICT** my comments to the main Report.

Where, under the proposed constitution will power lie? The Report achieves the worst of both worlds. First, as between Council and Senate, the advantage will lie with the Council and therefore away from the academic body (in which I include students). One Governor

on the Committee, David Kingsley, has a special note in the Report deploring this. And so do I. Note that members of the Council are to be appointed for 3 years and to be eligible for re-appointment and re-nomination. Secondly, some members of the Council are also on the Senate. These are the Director and Pro-Director, the Vice-chairman of the Academic Board and the 4 Senate members who are appointed to the Council. Those seven, together with the chairman of the Governors, look very like the inner cabinet.

Now there is nothing wrong with an inner cabinet. Indeed such a body might begin to supply the leadership and the forward planning the absence of which has been so outstanding a feature of the School for so long. But the failure in the Report to make this inner cabinet explicit has the result, intentional or not, of making it not accountable to any other body. In other words we can't win. If this inner cabinet does emerge, it will be dangerous because it will be oligarchic and non-accountable. If it does not emerge, then we shall be trying to run the affairs of the School through two bodies, the more important but less powerful of which will have 50 members. Which is too large. These are the alternative structural defects at the heart of the report.

Much lip-service is paid in the Report to the Academic Board e.g. "This feature of the Government of the School is one that distinguishes the School from most other academic institutions and it is highly valued." But the Report uses obscure words when defining its new position. It "will remain the general body of all members of the staff for the discussion and ultimate endorsement of important issues of academic policy". My bold. The next paragraph states that the Board "should, as at present, receive and have the opportunity to debate and, if deemed appropriate, to express its approval or disapproval of reports from the principal committees" of the Senate and, perhaps, of the Council. My bold again. But what happens if the Board refuses to endorse or expresses its disapproval? The committees are not in its committees, so the Board can issue no instructions. Deprived of the powers it enjoys in practice today, the Board will surely decline to the status of a consumers council. This is the logic of the Report's proposals and it is difficult to believe that those who signed the Report were unaware of this consequence. Moreover the Report states: "The Academic Board should also receive information on action taken by the Senate, except for matters concerned with the appointment of staff and other confidential matters." Still my bold.

I fear all this must mean that the general opportunity for non-professional members of staff directly to influence policy-making will almost entirely disappear. What the provinces did yesterday, the London School of Economics will do tomorrow. Which is a pity.

Student representation is there, on the Court of Governors, on the Council, on the Senate and on committees. The principle is good and in this respect the Report is to be commended. It gives more than tokenism though often less than adequacy. It represents a considerable advance which should not be rejected. The recognition that student representation is proper is a decisive and valuable step.

In a University, those having power should ultimately and in terms be made subject to the whole body of academic staff sitting with a representative body of students. Government may safely be placed with a small group only when that group is accountable in the last resort to the whole. For this the Report fails to provide.

J. A. G. GRIFFITHS  
(Prof. of English Law)



**LET'S** keep some sense of proportion about this Machinery of Government report. The School is a place for learning, teaching, and research, for scholars — the 'would-be' and even the 'have-beens'.

And its members have a right to expect a system of government which is reasonably humane, just, unobstructive, efficient — and in about that order. It should insulate them from the too consistent demands of the outside world and discourage an under pre-occupation, whether amongst staff or students, with status, power — and bureaucratic tidiness.

Does the proposed new machinery meet these criteria? Well, it is, I think, an improvement on the present system, without requiring too sharp a break with the past — and on the whole a past that we 'old hands' recall with a certain nostalgia. There are, to my mind, at least three major improvements.

The first is that at the top of the pyramid of government, the Council, the academic voice will be more strongly represented, but not at the cost of the lay governors. The convolutions of Oxbridge academic self-government have surely demonstrated the value of the more detached and less parochial lay voice, whilst the link they offer with the outside world is not something to be lightly dismissed in a period of financial penury.

The second is that there will be a Senate to exercise executive power in academic matters, as well as having the right to make recommendations on financial issues — an important new power. It will in some respects replace the present Appointments Committee as the focal point of authority in the School. And instead of being an exclusively professorial body like the present Appointments Committee, it will have nearly as many non-professorial (both staff and students) as professorial members.

For me the third welcome improvement is the provision for student participation at every level of government — and to an extent not paralleled, to the best of my knowledge, at any other university in this country. The experiment is a bold one — too bold for some, too timid for others. The responsibilities for the students concerned will be arduous, but it may well bring the School nearer the ideal of a true community of scholars.

My major reservation about the report is that it has only briefly referred to the need to look again at the organization of academic departments and their possible grouping into perhaps Faculties? — so as to break down the present tendency to academic compartmentalisation and to allow of a future substantial devolution of authority — administrative and academic — to the grouped departments. Time was short and maybe not ripe for that one. But let it be high on the agenda for the next stage of reform.

G. L. GOODWIN (Prof. of International Relations)



**THE MGC** has served up a somewhat different dish from the one we ordered during the now legendary days of last year. Should we nevertheless swallow it whole without question? Or should we try to make it more palatable by seasoning with a few choice amendments? Or should we vomit it out altogether, wash our hands of the whole affair and, having purged ourselves of poisonous compromise, be content to stay hungry?

I assume the debate among students will be between the second two alternatives, and I want here to argue the case for attempting to gain improvements on the basis of the report rather than either (1) resigning from the committee altogether and turning our backs on it, or (2) supporting minority reports whose proposals differ so widely from the main report that they stand a snowball's chance in hell of being accepted.

My reason for this is not a case of compromise for the sake of it, but a very positive one. The MGC report, even without the amendment Peter Watherston and myself want to make to it, proposes more student representation at LSE than exists at any other college in the country. To fail to recognise the importance of this is to turn one's back on all rational discussion.

Last term when students at Regent Street Polytechnic were campaigning for 10 per cent student membership of their college's govern-

ing body, we gave them a warm and enthusiastic welcome in the union, passed a motion in their support, and joined their protest march.

The proposals of the MGC for student membership of all relevant committees, not only the council, call in each case for more than 10 per cent student membership. But those of us who have supported the main proposals, though trying to increase some of the proportions even further, have been accused of selling out, of being traitors. I find this somewhat difficult to understand.

There are, of course, those among us who wish to make an analogy between conditions at LSE and conditions in a Marxist concept of class conflict, with two sides locked in irreconcilable conflict. I disagree fundamentally with these people, but I can understand that, given their assumptions, we should embark on a policy of blind and mindless chaos maximisation, supporting demonstrations everywhere for purely negative reasons.

What I cannot understand are those people who recognise the superficiality of this analysis, realise that over a wide area of issues our relationship with the school is one of differing interests against a background of co-operation and shared aims, but who then proceed to act as though they accepted the assumptions of the outright conflict gang.

If we are going to make progress on the substantive issues of importance to students, we shall have to do it within a framework of agreement with the school. This means give and take on both sides. The school must give in that it accepts students into its decision-making processes. This they have done in the MGC report. In return we should now limit our arguments to questions of "more or less" within this framework.

This is an unpopular message to bring to a students' union which for the last eighteen months has prided itself on its commitment to absolute principle. But it is a lesson we shall have to learn if we are to achieve anything.

One of the main reasons we have gained what we have from the MGC is that last year we made it clear that if the school was to progress with a reasonable degree of unity, students would have to be given a greater share in its government than before. If we insist on maintaining the disunity and hostility, then the school has no reason to give in on its side.

To expect the school to offer a degree of representation while ourselves expecting to make no gesture in return is not only nauseating in its self-righteousness; it is politically suicidal.

COLIN CROUCH (3rd yr.  
Sociology Student)



**AT this stage I will confine my comments on the Report on the Machinery of Government of the School to some general aspects, since others no doubt will be discussing its particular proposals.**

One of the most significant aspects is the fact that it has been published. The Committee has taken steps to ensure that the Report is available to all members of the School, Governors, Honorary Fellows, all sections of staff and all students, and has invited full and frank discussion of its proposals. I doubt if there is a precedent in the history of the School for such an open invitation to the whole membership to take part in a formative debate on its own affairs. The response to that invitation will be a significant test of whether the Committee was right or wrong in putting so much trust in the value of free and open discussion in a university institution.

Characteristic of that same confidence in the importance of open discussion is the fact that the Committee has not hesitated to disclose, without restraint, disagreements among its own members on some issues. The publication of vast minority reports is not without its slightly comical aspects, but the serious point is that a conviction that free speech is the life blood of an academic community compels the exposure of minority as well as majority views.

This belief in the value of open discussion is central to the whole thesis of the Report. It argues that information about the School's affairs should be made available to all its members as quickly and accurately as possible, whether by the membership of junior staff and students on the organs of government or by the accessibility of minutes, or by the preservation of the Academic Board, or by all other practicable means.

Information, views, proposals and initiatives should flow in all directions in a multi-cellular organisation like a university, and not only from the "top" (whatever that is!) downward. All democracies have to invent safeguards against the growth of bureaucratic power by such devices as Parliamentary Questions and Congressional Hearings; and the compulsion to conduct discussions openly in the School will prevent the growth of stuffy bureaucracy or the abuse of the alibi of confidentiality.

Equally central to the Report's thesis is the emphasis it places on the unity of the School. The strength of the unity derives from

its plurality. Nobody wants to destroy the tribal realities that exist, with their strange rituals on Friday evenings and other time-honoured customs, but the Report attempts to provide for supra-tribal approaches in the conduct of the School's business. Will the student body rise to the responsibility to which the Report's proposals for participation invite them?

One final point. The Report is deliberately imprecise on many details. It seeks to avoid the rigidity of a written constitution and foresees government by persons not by rules or "machinery", an organic process appropriate to an academic body. The test of the machinery it proposes will be in the way it is used, not in the precision with which it is now defined. The Report is a declaration of intent and attitude, and I hope that the response it receives will show a similar quality.

WALTER ADAMS  
Director

**THE report of the Committee on the machinery of government is a formidably weighty document: 25 pages of report, 10 pages of reservations. Add to this 27 pages of minority report and a deadline of 24 hours and any impressions and comments must be tentative and hesitant. The report does not recommend any root and branch transformation of the present system. Change in a system as dedicated to that acceptance of the equal value of every opinion (the live essence of democracy) as the LSE can only be the product of long argument and convinced agreement. Extreme radicals-in-a-hurry are bound therefore to be disappointed. But the land of immediate changes they desire could only be imposed—and the methods of imposition would necessarily have been far from genuinely democratic.**

Given this need to seek convinced agreement not voiced acquiescence, the degree of change recommended by the report is astounding. I would need a lot more than the space allotted to me to do it justice. Three issues however seem especially worth comment. One is the danger in analysing and discussing the recommendations of the report in not being trapped into an excessively formalistic approach. Men make policy—not institutions. Second is the relationship of the School to, and its continuing reputation among the outside world. The third is the question of academic freedom with which the minority report makes so much special play.

The question of over formalism crops up particularly strongly when the notes of reservation are read. For they are all reservations which spring from a fear of how others may seek to manipulate the new machinery. Conservatives fear extreme radicals will use the new institutions not for agreed development but for obstruction and agitation. Radicals fear conservatives will obstruct their ideas and isolate them from their supporters. The lay world among whom we all live and on whom we depend for money and toleration fear we will waste our time in further violent disputation and their money in unrewarding intellectual cerebration. Academics fear the lay will impose a regime where only the immediately utilisable or the intellectual fashion of the moment has any chance of existence. The new constitutional prospects make a good deal of concessions to their anxieties. But let us not kid ourselves: if all the anxieties turn out to be justified, no new institutions can be introduced and the old ones will cease to function. And no new institutions will make those intellectual cowards who prefer to be cowed by the present system into men.

The relationship of the School to the outside world is of great importance—in two ways. The first is in finance and approval. This is the overwhelming argument against the outsiders from the Court. Nothing can be more inbred than the academic mind; no one can be more purblind to reality or parochial in outlook than the professional academic; except perhaps the professional student. Today the LSE is one of many academic institutions beset by inflation and competing through the whole national budget with schools, hospitals, housing, roads, and the dire necessities of aid to the third world. We need lay members to the Court to work for us and with us, just to hold the line. But they must be men of distinction in their own right, not men who draw distinction from being associated with us. Furthermore, the reputation of the School stands or falls by the quality of its staff as expressed in their published research, and the brilliance in later life of its students. The School's business is not administration or resolution or academic democracy even. It is advancing knowledge and understanding. Above all this needs time—and the worst threat of all at the moment is the galloping erosion of the time of both staff and students by the unnecessary, the trivial and the unessential—all expressed in acres, tons of mimeographed bumb.

Lastly, academic freedom. This is very simple. No one, staff or student, must be prohibited from or penalised for holding or expressing

honestly arrived-at opinions, however, unpopular. No-one, from within or without the School, minister, journalist, policeman or bureaucrat, director, professor or student, shall dictate to a member of staff what or how he will or will not teach or discuss or research. Within the teacher-student relationship the teacher can only criticise the methods by which students reach their conclusions. His only limiting obligations are that his students shall not suffer by comparison with other students; and that he afford his colleagues the same rights and respect as he claims for himself. The student must feel free to disagree with his teacher. And he must exercise this freedom.

D. C. WATT (Reader  
in International History)



**IN general, I agree with the arguments put forward by Dick Atkinson and David Adelstein although with some reservations. For instance, I see no harm in a Council, so long as its composition is radically altered; and I consider Mr.**

**Atkinson's proposed size of Senate far too large. A body of sixty to eighty members would function far more efficiently while still providing a representative cross section of departmental opinion. However, I would like to devote most of this article to the problems involved in student representation as offered especially as this was the main reason for our election onto the MGC.**

The minority report made a valid point in saying that if students, staff, and administration could meet in an atmosphere of mutual trust, student numbers would become an irrelevant issue. Unhappily this atmosphere does not exist. Even when discussing such supposedly non controversial matters as the Refectory or Freshers' Conferences, the consensus among those students involved is that the School sees a division of interest between staff and students and is not to be trusted. This atmosphere was considerably worse on the MGC.

We must ask whether, under the majority report's recommendations this atmosphere is likely to improve. Again, my own experience on the MGC suggests not. The conditions surrounding the offer of representation provide more tangible evidence of this continuing attitude. Students will not be allowed to mandate their representatives on any matter. The School argues that Committee members are there as individuals, not as representatives. Yet this is an argument of mere political convenience, for the concept of representation is used to ensure that all academic departments are represented on the Senate. Further, committee proceedings will continue to be held in relative secrecy, and while confidentiality is obviously essential at times, there can be no excuse for the present abuse of this safeguard.

In this situation the question of numbers is significant. Recognising this, Peter Watherston and myself submitted a paper to the MGC arguing that representation would be unsatisfactory without substantial numbers. I quote:

(a) The students would be absorbed into the decision making process without having an effective voice when there arose issues where different groups have conflicting interests.

(b) It would not be possible for one or two representatives to put forward a number of conflicting views where there is disagreement among the students themselves.

(c) A very heavy strain would be placed on those who were elected and there would be a danger that they would become establishment-minded.

To this I would add a fourth reason (d) Students are at a psychological disadvantage on first joining a committee, and need the encouragement of more experienced student members. This would only be possible with larger numbers. Consequently, the numbers offered by the majority report are totally inadequate.

Even those proposed by Colin Crouch and Peter Watherston are insufficient: they are, in fact, proportionately LESS than that which we were offered on the MGC nine months ago. To accept either of these could well worsen Union's position vis-a-vis the School. It has been shown in the past that students' arguments rarely bring about any modifications of School policy. So we could expect School policies to continue unaffected, while the school could well argue that these policies were acceptable to students by virtue of their representation on the relevant bodies. In other words, the presence of students in small numbers and under the conditions outlined above, would merely legitimate these decisions without in any way affecting them.

Union must think very carefully about these

problems—the offer of representation is not the golden gift it first appears to be.

CHRIS MIDDLETON (3rd yr.  
Sociology Student)



**THE majority Report of the MGC offers a structure which can combine democratic representation with efficient operation. It has been claimed that the structure is hierarchical and oligarchical, allowing the School to be run by**

**a small clique of outside Governors, senior Professors and the Administration.**

Do the recommendations really ensure this? A Senate dealing with all academic matters comprises fifteen non-professional staff and five students as well as representatives of the professorial staff and Conveners of departments, the Council comprises four academics elected from the Academic Board, four from the Senate and three students as well as the ten Governors. The Academic Board continues to meet at least twice a term and acts as a final endorser of final policy decisions.

In this field it is essential that a number of outside Governors should take active part. I therefore reject Professor Wedderburn and Dr. Miliband's suggestion that the Council should become a Committee of the Academic Board composed mainly of academic staff. Academic staff and students are not capable of taking budgetary and other financial decisions by themselves. The examples they quote of academic self-government at Oxford and Cambridge do not really apply.

Academics are not trained for such work and need the experience and impartiality of outside Governors. However Governors should never impose a decision against the united opposition of staff and students. This is ensured by the numbers on the Council.

It would be a just criticism that the basic structure proposed is unoriginal. But the recommendations are far in advance of anything yet proposed for other British institutions of higher education, that is, in student participation.

No other institution in this country has more than the President of the Union sitting ex officio on the Council, and a few institutions have a small number of students on the Court and Senate. I have talked with a number of other Union Presidents on the subject of representation and have visited a number of colleges that are working for it. I have not come across a single college that has asked for more representation than is recommended in the majority report. Many have had requests for less than this turned down, I should like to see our representation on Senate and Council increased. Colin Crouch and I added a note of reservation to this effect.

On the question of confidentiality, on which so much has been said recently, The Report recommends that Committee agendas and minutes should be placed on access to all staff and students. This is a very important and welcome clause. Members of the School have been plagued by lack of information. We must make sure that confidential matters not so included should be confined very narrowly.

The majority report has recommended a workable structure. Its success will depend entirely on the spirit with which it is implemented. As long as the Council does not encroach in any way on academic policy, as long as the Senate operates as a genuinely representative body with no inner Cabinets developing and as long as people are prepared to be patient over the inevitable teething-troubles representation will entail, it will be a good structure.

PETER WATHERSTON  
(President of the Students  
Union)

**One last comment from an anonymous professor.**

**"Frankly, I would do anything for YOU, but I am not interested in the machinery of Government Committee report."**

**We shall be continuing this series of comments on the M.G.C. Report next week with articles by David Kingsley, Ken Minogue, and Dr. Bernard Corry. We welcome any more.**

# Candidates speak on M.G.C. report

In the interviews below with the Presidential candidates, it must be stressed that whereas two of them by virtue of their position on the Committee have read the MGC Report. The other three, Chukwuma Osuji, Francis Dobbyn and Guy Littler,

have had to express views on the recommendations with only the small amount of material with which they were supplied in order to answer the specific questions put to them, and are therefore at a considerable disadvantage.



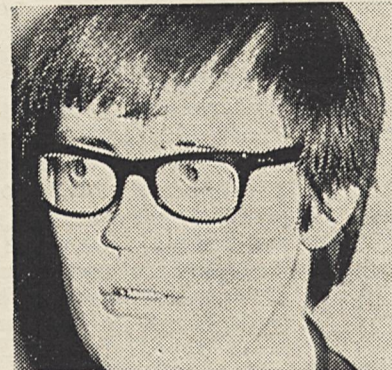
COLIN CROUCH



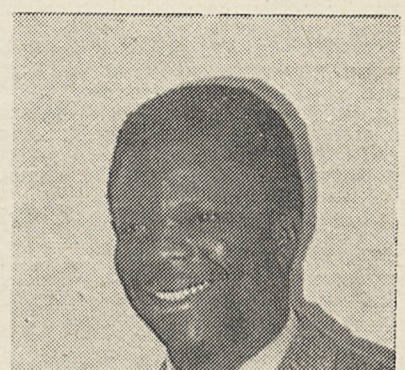
FRANCIS DOBBYN



GUY LITTLER



CHRIS MIDDLETON



CHUKWUMA OSUJI

Colin Crouch, a third year Sociology student, is standing for the Presidency because he thinks it is important that the new President goes the right way about his job, so that gains already made will not be lost.

On the Machinery of Government majority report he feels that there is enough student representation for students to have impact on the three main committees, although he feels strongly, for the reasons given in his note of dissent to the report, that more student representation should be given. However he is not fighting for student control on these committees.

Whereas some student committee members should be *ex officio* members, for example the Senior Treasurer on finance committees, he thinks that the posts (in general) should be filled by election, preferably with membership being structured to provide a cross section of the years and departments.

The student members should respond to a general mandate from Union but use their individual judgements on non-mandated matters. He feels resignation from these committees must be used only as a last resort and "not as an opportunity to give evidence of political virginity." We must accept compromise and co-operation with the School and not adopt an attitude of blind chaos-making.

His view of Peter Watherston was that he was generally a good President, but he tended to keep things too quiet and uninteresting, not only in political matters but in the wider interests of social matters and the Arts.

He feels the Union is too narrow-minded and political; more imaginative use should be made of our resources for encouraging artistic and entertainment societies.

Finally, he said: "I think we are in danger of taking Union too seriously: a result of the publicity and excitement of last year. Although we are dealing with important matters these days, a certain degree of good-humoured cynicism is desirable."

Francis Dobbyn, a second year International History student wants to be President because he thinks he can do the job efficiently. He feels he will be in a better position than the other candidates to deal with the authorities, having the advantage that his political views are more likely to agree with theirs, allowing greater co-operation and trust. He believes in the use of tact in negotiations rather than demands or direct militant action.

He feels that the numbers of students recommended for the three main committees by the MGC are reasonable, whilst making the point that a probationary period is necessary for these proposals; but he thinks that if the system works during the probationary period there will be a strong case for an increase in numbers. He does not think that students should have equality with staff on these committees.

The students on the committees should be elected members not primarily concerned with the 'power élites' of the Students Union. They should act on the committee as individuals, not mandated delegates, as they will have been elected for their opinions. He thinks all minutes from these committees should be made public, as people should not be ashamed of being identified with the ideas they have put forward. He does not envisage students achieving so little on these committees that they should have to resign.

Peter Watherston was, in his opinion, a good President, although he lost some of his integrity during his year in office. Dobbyn, too, feels the Union does not make enough effort in social and artistic fields, and would like culture in the School raised from the 'dinner jacket culture of the Shaw Library.' His final point was that the school does not use its Governors enough to influence industry to make grants available to the school for new buildings.

Guy Littler is a third year Law student who feels Union deserves a change from the same old faces standing for Union positions year after year. He wants "student representation on Union Council." He feels his lack of formal experience in Union matters is irrelevant as he can learn quickly enough.

Equal representation with academics on the three main committees is his ideal, but the proposed set-up is better than nothing. He tentatively suggests that the proposed representation on the Senate will have an inherent tendency towards gerontocracy, five out of forty being not enough representation.

As to the role of the students on the committees, he thinks that the President should sit *ex officio* on the three main committees and also perhaps another member of Union Council. Within a general Union mandate the students should be allowed a lot of scope. The mention of personalities on committee should remain confidential as should matters that might be of prejudice to the School if published. The decision on confidentiality should lie with the majority vote of the committee. He suggested the idea of a student becoming chairman of one of these committees—a question not discussed in the report. If deadlock resulted on these committees a student would have to be prepared to resign, and he would not rule out the possibility of another sit-in.

He thought Peter Watherston had tried to make Union meetings as dull as possible, and Littler would like to see fatuous time wasting details left out of the discussion.

On other policy matters he felt that financial autonomy for the Union was a necessity and also wants the Union to press for space in the new buildings. He refused to give "stupid promises" as he said they don't and can't happen.

Chris Middleton is a third year Sociology student who wishes to stand for President with the idea of encouraging far greater student participation in Union affairs. He intends to do this by making more information available to union members in duplicated pamphlets and by developing Beaver as an organ of communication.

On the MGC Report he feels strongly that the numbers of students allowed for on the three main committees is not enough—six students on the Council and fifteen on the Senate being a minimum. He feels this is necessary both because of the constant turnover of students on these committees and because he feels the atmosphere of the committees is not one of trust and in the School—Student struggle for political power numbers become important. How the students are elected onto these committees will depend on the future structure of the Union.

His opinion on Peter Watherston's reign was that Union had been conducted "behind closed doors," he felt Peter had not given enough information to members of the Union. He said that if he was elected he would continue meetings with Dr. Adams, but would require another person to be present and would want to immediately report back to union on all that was said. He strongly dislikes secret diplomacy. He wants to lay as much emphasis on student participation in the Union as student participation in the school.

He was asked why he had preferred to resign from the MGC than to stay on it: he said that he had been elected to the committee primarily to debate student representation but found that no publicity was to be given to the committee's discussions and that he was forbidden to discuss any aspect of such matters outside, after Mr. Atkinson had published his statement Middleton resigned to try to promote discussion in the Union. Union however did not want discussion primarily, in Middleton's opinion due to obstruction by what he calls the 'Union Clique.'

Chukwuma Osuji, a second-year Government student, feels that he is qualified for the job of President as he has worked in Union and knows it well. He feels that he can bring a better balance in Union between politics and its welfare responsibility.

"A substantial concession" is how he described the MGC Report proposals on student representation. He feels Union should have a say in the running of the School, but should not expect to control it. Apart from saying that this was a major victory in relation to other colleges, he felt he needed more time to discuss the arguments before deciding whether it was sufficient.

Direct election should be the procedure for the selection of students on these Committees, in his opinion, as he wishes to avoid placing the President of the Union in a position of dominant power. Student Committee members should have a guiding policy from Union whilst being responsible enough to exercise their judgment on details. The decision of Union should be final on all matters, including the confidentiality of Committee minutes.

He feels that in general Peter Watherston has done a good job as President, but had been too committed to certain people and had not sought the views of a sufficient number of the rank and file members of the Union. Union needs greater participation for students, and he would prefer greater democratisation but feels this will only come about with a change in attitude from the President. He favours an independent Chairman of Union who should be politically independent, and seen to be so.

He thinks the cliquish attitude of the people who run Union has alienated the support of students and wants to create an atmosphere in which anyone at a Union meeting feels free to take part in the debate.