CONTENTS

Diary of Events ........................................ Page 2
Colloquia .................................................. Page 4
Sports Fixtures .......................................... Page 4
University News:
  General ................................................ Page 5
  Union News ........................................... Page 7
The School of African and Asian Studies .......... Page 8
The School of Educational Studies ................. Page 9
Accommodation in the Park ............................. Page 11
The University of East Anglia ....................... Page 12
STOP PRESS ............................................. Page 14
Visitors .................................................. Page 15

This publication is intended for members of the University of Sussex. Extracts from it should not be published without the Editors' permission.

While every effort will be made to ensure the accuracy of the information which the Editors pass on, readers will appreciate that this is a news-bulletin and not an official 'Gazette'.

Correspondence, etc. relating to the Bulletin should be addressed to
The Editors, Stanmer House.

DIARY OF EVENTS

Information given in this Diary about Student Society meetings is correct at the time of going to press. Times and places of meetings should be checked with Secretaries of Societies.

AUTUMN TERM - 1963

Monday
2nd December

Anglican Society - 8.00 p.m. GOD THE HOLY GHOST by the Rev. John Cotton at 12 Hanover Crescent, Brighton.

Tuesday
3rd December

Science Society - 7.00 p.m. Room 103. Talk on Psychology.


Wednesday
4th December

Academic Board - 10.30 a.m. Arts 130.

Planning Committee - 1.00 p.m. Small Private Dining Room.

Contestants: 2.30 p.m. Music Room. All are welcome.

Admission Free.

Joint Catering Committee - 3.00 p.m. Arts 130.


Art Society - 7.45 p.m. (In conjunction with the Brighton Art College and the Southern Chapter of Architects) Refectory.

An illustrated talk by Miss Sylvia Crowe.

Howard Society - 7.45 p.m. Room 103. THE SECOND COUNCIL OF THE VATICAN by Douglas Woodruff, M.B.E., (Editor of The Tablet).

Thursday
5th December

Christian Union - 7.30 p.m. Physics 238. Bible Study

1 CORINTHIANS VIII 1-13.

Music Society - 7.30 p.m. Debating Chamber. Illustrated Lecture on Brahms' Symphonies.

Scout and Guide Club - 7.30 p.m. Room 103. Film Show.

Friday
6th December


Saturday
7th December

Film Society: Contemporary Britain Film Season (in association with the School of Social Studies) THE KITCHEN (James Hill, 1961).

Dance at Palmer House - 8.30 p.m. - 12.30 p.m. In aid of the Brighton and Hove Branch of the Cancer Relief Fund. Bottle Tombola, raffle, etc. Admission by ticket only.
Sunday 8th December

5.00 p.m. / THE FUTURE OF LABOUR — A CHRISTIAN INTERPRETATION by The Rt. Hon. Harold Wilson, M.P. (Leader of the Labour Party).

8.00 p.m. Refectory. (Under the auspices of the Union.) Mr. Wilson will speak on the Labour view of education, with special reference to the Robbins Report.

Monday 9th December

11.30 a.m. Room 102. Meeting of the Court of the University, followed by a Buffet Lunch Party on the Balcony.

Council meeting - 3.15 p.m. Large Private Dining Room.

Anglican Society - 8.00 p.m. Annual General Meeting, Elections and Coffee Party at 12 Hanover Crescent, Brighton.

Tuesday 10th December

Debating Society - 7.30 p.m. Debating Chamber. Debate with the Debating Society, University College, Bangor, on a Motion to be announced later.

Geographical Society - 7.30 p.m. Room 237. ENGLISH SEASIDE TOWNS by Professor E.W. Gilbert (Professor of Geography in the University of Oxford).

Wednesday 11th December

Planning Committee - 1.00 p.m. Small Private Dining Room

Contexting: 2.30 p.m. Music Room. All are welcome. Admission free.

Senate meeting - 3.15 p.m. Large Private Dining Room.

Film Society - 7.30 p.m. Room 102. Mack Sennett, Harold Lloyd, and Buster Keaton programme: "Our Daredevil Chief," "Balloonatics," "Haunted Spooks" and "Flying Elephants."

Thursday 12th December

Christian Union - 7.30 p.m. Physics 238. Bible Study I CORINTHIANS IX 1 - 27.

Friday 13th December

Choral and Orchestral Societies - 4.30 p.m. Refectory. A Festival of Carols and Christmas Music in preparation for Christmas.

Saturday 14th December

END OF TERM

CHRISTMAS WEEK — SUNDAY 22ND TO SUNDAY 29TH DECEMBER

The Administrative Offices will be closed during Christmas week except for a skeleton staff who will be working on Monday, 23rd December, Tuesday, 24th December and Friday, 27th December. The Refectory will be closed during the whole week.

* There will be a special Christmas dinner served from the west counter in the Refectory from 12.30 to 2.00 p.m.
CHEMISTRY COLLOQUIA

The following Colloquia will take place on Mondays at 4.45 p.m.

2nd December MAGNETIC RELAXATION Room 103
Dr. R.E. Richards (University of Oxford)

16th December SOME ALICYCLIC REARRANGEMENTS Room 103
Dr. A.J. Bellamy (Research Associate)

PHYSICS COLLOQUIUM

The following Colloquium will take place on Friday, 6th December at 4.00 p.m. in Room 103

SPECTROSCOPY AT EXTREME INFRA-RED WAVELENGTHS
Professor G.O. Jones (Queen Mary College, London)

EXPERIMENTAL PHYSICS SEMINAR

The following Seminar will take place on Tuesday, 10th December at 4.15 p.m. in Room 103

THE GALACTIC ATMOSPHERES AT ABOUT 2°K
Dr. C.E. Bruce (Electrical Research Association, Leatherhead)

SPORTS FIXTURES

Wednesday, 4th December Rugby 1st XV v. Southampton University (home)
Saturday, 7th December Rugby 1st XV v. Burgess Hill (away)
Wednesday, 11th December Rugby 2nd XV v.
Saturday, 14th December Soccer 1st XI v. Brighton, Hove & Sussex Grammar School (away)
Wednesday, 11th December Soccer 2nd XI v.
Saturday, 14th December Rugby 1st XV v. Boro' Polytechnic (away)
Saturday, 14th December Rugby 1st XV v. Eastbourne (away)
Closing date for Copy for Diary of Events and other items
For the Bulletin
4.00 p.m. on Monday, 13th January, 1964

UNIVERSITY NEWS

SCHOOL EXAMINATIONS AND VACATION ESSAYS
IN ARTS AND SOCIAL STUDIES

At a joint meeting of the Schools of English and American, European, and Social Studies, the following arrangements for School examinations and vacation essays were agreed:-

(a) All first year Arts undergraduates will do two School examination papers at the beginning of their second term. These papers will relate to the tutorial work of their first term.

(b) School examinations will be set in the first term of the second year to cover the work done in the third term of the first year.

(c) All Arts undergraduates will sit five School examination papers at the beginning of their third year.

(d) In the first long vacation and the Christmas and Easter vacations of the second year, written work will be set based on the subjects to be studied in the following term.

DATES OF TERMS 1964-65

The Senate has agreed to the following dates of terms for the session 1964-65:

Autumn Term Monday, 28th September 1964 - Saturday 12th December 1964 (eleven week term)

Spring Term Monday, 11th January 1965 - Thursday, 25th March 1965 (eleven week term)

Summer Term Thursday, 22nd April 1965 - Thursday, 17th June 1965 (eight week term)
B.A. PRELIMINARY EXAMINATION 1964

The B.A. Preliminary Examination will be held at the end of the Spring Term as follows:

Thursday, 19th March - morning: An Introduction to History
- afternoon: Language and Values

Friday, 20th March - morning: Critical Reading: English Poetry, Drama and Fiction
- morning: Critical Reading: European Tragedy and Fiction
- morning: The Economic and Social Framework
- afternoon: Translation

GRADUATION ARRANGEMENTS

The graduation ceremony will be held in the Refectory at 2.30 p.m. on Tuesday, 30th June, 1964. Not more than five honorary degrees will be awarded. A Committee has been set up to organise the arrangements and further details will be announced in due course.

ARTS/SCIENCE LECTURES

Undergraduates are reminded that Professor Rogers will not be giving his Wednesday lectures on Astronomy and the Development of Physical Theory during December. These lectures will be resumed next term and will be included on the time-table.

STUDENT REPRESENTATION

The Senate has agreed to the suggestions of the Joint Committee that, when the University Charter is revised, the President of the Union should be made a member of the Court of the University, and that there should be student representation on the Student Health Service Committee.
The Senate has endorsed a proposal by the Bookshop Management Committee that credit facilities should be made available in the Bookshop to all registered students of the University. The final decision on this will have to be made by the Council.

---

**APPOINTMENTS**

Mr. M.G. Brown, whose appointment as Lecturer in Chemistry was announced in the last Bulletin, is at present Lecturer at the University of Nottingham, not the University of Leicester. The Editors apologise for the mistake.

---

**UNION NEWS**

There has been a lot of activity within the Union during the last few weeks. The last Union General Meeting approved the draft of Union House Rules, but decided to put the question of the price of Summer Dance tickets to a referendum. The result was a clear majority for a 30/- dance, and arrangements are now going ahead. The most important discussion in Union Committee Meetings centred round the Planning Officer's report on the future of Palmer House, the Union submitting its own report commenting on the proposals, and later discussing them over dinner with the Planning Committee.

Two new societies had constitutions approved - the Anti-Racist Movement and the Dance Club, both having a large and active membership. The Theatre Group produced *Lord Halesyn* and *Resounding Tinkle* in the College of Technology hall, the first play being the Union's entry for the N.U.S. drama festival.

The Union has been represented by the President and Vice-President at the annual dinner and ball of the University College of South Wales and Monmouthshire at Cardiff, and will also be represented at the Universities of London, Leeds and Manchester (Faculty of Technology). Delegations were also sent to the W.U.S. and M.U.S. conferences.

During the last few weeks of term a great many activities are taking place. The Rt. Hon. Harold Wilson, M.P., will address a meeting chaired by Professor Boris Ford, on the Robbins Report on 8th December, a Dance is being held on 7th December in aid of the Brighton Committee for Cancer Relief; the Union is to hold a small dinner party for the Chancellor and Vice-Chancellor and is also to entertain the Officers of the Federation of Brighton Students. A party has been organised for the old people visited by the members of the Social Studies Group and, to end on a seasonal note, the Union hopes to produce a Christmas Card.

**Elections.** In the recent elections for Union Representatives on Joint Committees the following were returned:

- Joint Committee: Ian Small
- Palmer House Committee: Catherine Jay, Bob Cole
- Accommodation Committee: Sarah Williams, Peter Frank

A vacancy has arisen for a Student Disciplinary Officer on the Senate Discipline Committee and the election takes place on 10th December. The Union Returning Officers are to be Duncan Rook and Peter Taylor. The Union representative on the Union Finance Committee is Peter Cane.
THE SCHOOL OF
AFRICAN AND ASIAN STUDIES

In the early discussions about the shape of the curriculum in Sussex it was decided that a School of African and Asian Studies should be started as soon as possible. There were many reasons for this, not least the great interest in what is happening in Asia and Africa in the middle of the twentieth century. A School of European Studies, which had been contemplated from the start, seemed to need a non-European complement. The scope of work in such a School obviously required a great deal of thought, and it was felt that many basic decisions about it would have to await the appointment of a Dean. Earlier this year Dr. Low of the Australian National University was appointed to this post and he intends to take up residence in the summer of 1964 so that the School can begin its work in October next year.

Dr. Low is one of the few people in this field who have a detailed knowledge both of African and of Asian problems. At home in East and Central Africa, where he lived for several years, he has more recently spent several months each year in India. He knows both the university scene there and the world of politics. He is engaged in research on Indian History at the same time as he is continuing to publish work on African history. Among African historians he is outstanding in his grasp of African (as distinct from European colonial) sources.

The pattern of work in the School remains to be worked out in detail, although an outline of what will be done is set out in the Prospectus. It will be possible to major in History, Economics, Economic History, Politics and Sociology and Geography. It is now almost certain that Anthropology will figure in the list of majors in October 1964, earlier than was originally thought possible. The contextual subjects have not been finally worked out, but the choice of them may be somewhat different from that in other Arts Schools and more like the choice in the School of Physical Sciences, i.e. they will be so much contextual subjects as "related subjects" with opportunities for distinctive choices according to the major subject studied. It is possible that Education (and even Technology) may figure as major subjects in this School in the future.

There will be no separate faculty 'specifically' attached to this School, for in all the subjects taught within it there will be a natural overlap with work done in other Schools. Already three members of faculty appointed for October 1964 are particularly, though not solely, interested in the work of the School, and more will be appointed between now and next October. It will certainly be possible to study Asian and African history, politics and geography next October under the direction of specialists in these fields.

The first undergraduates choosing deliberately to come to Sussex to study in this School will be selected this year. It has always been thought, however, that some undergraduates who came to the University wishing to study in other Schools would decide to change to the School of African and Asian Studies after their Preliminary Examination. Undergraduates who arrived in October 1963 will be eligible to enter the School after their Preliminary Examination. If any undergraduates are clear that they wish to do this, they should let Professor Briggs know. For those who might be interested there will be a meeting in the second half of next term.

We have always hoped that the School would attract students from Africa and Asia as well as from Britain. It will be designed, however, not simply to meet the needs of undergraduates wishing to work in Africa and Asia but to provide a rounded education - with Africa and Asia as the frame of reference - comparable to that in the other main Schools of study.

A.B.
The Prospectus for 1963/64 carried the first announcement about the School of Educational Studies. As the School is not taking in its first students until October, 1964, the announcement was in quite general terms, and in fact the details of the School’s pattern of studies has not yet been fully discussed and decided. Nevertheless, it is possible, at this stage, to give a broad picture of the School’s range of responsibilities, and also to explain in slightly more detail, its proposed post-graduate course.

The School of Educational Studies at Sussex will bring together a variety of activities which are normally organised in separate departments in other Universities. These activities are as follows:

(a) Undergraduate courses in educational-social studies.

Except in the School of African and Asian Studies, it will not be possible to take education as a major subject for education is not really a single discipline on its own but, like medicine, it is a meeting-place of a number of related disciplines. For this reason, the School will arrange educational-social studies as supporting or contextual studies, linked to a major subject being studied in one of the other Schools. These educational-social studies will not be primarily professional, nor will they be specifically linked to the single profession of teaching. What they will attempt is to establish the major subject of study in a context of social commitment and to explore its potentialities for social analysis and evaluation. The contextual studies in the School will include:

Contemporary Britain
Comparative Cultures and Social Institutions
Psychology
The Literature of Childhood and Adolescence

In addition students will attend a weekly seminar which will aim to draw upon their separate specialisms and various contextual studies by examining a range of human and social problems, e.g.,

The individual and society
Group and mass activities
Individual difficulties and deviations

It would be through discussions in these seminars that the distinctive purpose of the School would emerge.

During the undergraduate course, students will spend periods in vacation working in some social-service or educational organisation.

(b) Graduate courses for intending teachers and social workers

The post-graduate course will be for one year leading to the award of a Diploma, or for two years leading to a combined M.A. and Diploma. The professional-training course will be built upon the basis of advanced studies and research being carried out by members of Faculty (see (c) below). These will include research into learning and teaching procedures (in the separate disciplines) and into the problems and processes of higher education. For Sussex graduates proceeding from undergraduate contextual studies in the School of Educational Studies, the course will lay special emphasis on field studies and group research into education and social work in their contemporary setting. For graduates coming into the School for the first time (whether from Sussex or other universities), the course will contain, in concentrated form, rather more sociology and psychology.

In addition, graduates will be expected to continue their major study, exploring in particular the relevance and application of their ‘core’ subject to their professional field.

Graduates taking the two-year post-graduate course will spend one year (or its equivalent) in a job. But they will continue under tutorial supervision and they also continue some private studies, including writing a dissertation.

For a month before the beginning of the fourth year course, student-teachers would undertake teaching practice in schools, both in selective and non-selective secondary schools. Students for the other professions would also undertake a period of supervised work in the field. But it is suggested
that, in either case, this should involve more than the traditional 'teaching practice'. Ideally, the students would undertake their practice as part of a wider introduction to the life of a particular profession or situation. Thus student-teachers would go, not so much into a single classroom as into the school as a social institution, meeting not only teachers but also parents, local education officers, youth employment officers, probation officers and others. In this way, it might be possible for the student-teachers of each successive year to make their contribution to a cumulative study of one of a number of social problems in the region, e.g.

Selection and academic performance
Discipline and authority in the school
Home circumstances and academic performance
Social change and the problem of revising the curriculum
The impact of examinations.

Students in the other professions might also make their contribution to the study within the region of such problems as, e.g.

'Loneliness' in mass urban societies
Delinquency or legitimate eccentricity or deviation?
Changing assumptions about sex
Patterns of earlier marriage
Passivity and entertainment
Longevity and old age.

In this way, the Graduate School might make, over the course of some years, an important contribution to our understanding of these kinds of social problem.

(c) Analysis and research into problems of education, including teaching techniques and psychological and social aspects of education.

It seems best to concentrate the research activities of the school to two or three main fields of study, e.g.

Adolescence and Creativity
The Sociology of the Curriculum
Selection and Examination

Through these it would hope to make its distinctive contribution; and it would be from these programmes of advanced study that its own undergraduate and graduate studies would derive a good deal of their stimulation and vitality.

(d) Socio-educational research and 'self evaluation' within the University.

The School of Educational Studies will be responsible for the conduct of research into the problems and processes of the University's own educational and social life; this research may also extend to the neighbouring Institutions of Higher Education.

Though the School may have its own specialist research and teaching staff, who may include the socio-educational research team, the programmes of University self-study must essentially be a responsibility of the Faculty as a whole; to this extent, the School should become the laboratory in which members of Faculty engage in the study, analysis and discussion of the University's academic and also social/cultural life. It is here that the study and evaluation of teaching programmes and methods, methods of selection and evaluation, methods of examining and so on, would be carried on; and thus all members of Faculty might, in this sense, be brought into the ambit of the School of Educational Studies. In addition, in co-operation with the School of Social Studies, the School will promote the study of the basic disciplines underlying the social professions.

(e) Relationships with other educational institutions in the area of the University

In this respect the School will undertake the functions carried out elsewhere by Institutes of Education. In this area, this is likely to include responsibility for the work of five neighbouring training colleges. The exact nature and extent of these relationships has to be determined by the Government and by the University in the light of the Robbins Report.
Extra-Mural education generally, including training and refresher courses for professional groups. Here the School will provide a fairly wide range of Conferences, Courses, and in-service training for teachers, as provided elsewhere by Institutes of Education. This will be in addition to courses comparable to those provided elsewhere by the Extra-Mural Department.

Thus the School of Educational Studies will be of a large and comprehensive character, and its success will really depend on the degree to which its separate activities are closely integrated with each other. Perhaps its most important single contribution to the life of the University will be that it might draw its students from the other Schools of the University, and this means that a large part of many of its seminars and projects will, of their nature, be inter-disciplinary.

(Third year students are being invited to meet the Dean in order to discuss the possibility of entering the School for the post-graduate year).

R.B.F.

---

ACCOMMODATION IN THE PARK

At the present moment it is not possible for the University to start making detailed plans for living accommodation in the Park. Under the impact of the Robbins Report the rate of the University's development is again under discussion; and it is, in any case, impossible for any detailed work to be done until we are much clearer than we are now about the financing of the work. However, there is every likelihood that these matters will be cleared up over the next year or so and that, when they are, it will be necessary for decisions to be taken quickly about the kind of building that we want to do.

The broad questions of principle involved here were discussed at great length last year in the Accommodation Committee. As a result, a report was prepared whose general upshot has now been accepted by the University.

Putting aside all the details, this upshot was that after the first two halls of residence have been completed, the University should not simply repeat that formula, but should experiment with looser and more informal groupings of rooms. The hall of residence seems to have been adopted as an ideal in imitation of the Oxford or Cambridge College. The ideal is that a hundred or two students should live together in a single community, with its own warden, common room, and eating facilities; in a building of this kind, it was thought, students would be able to construct a coherent social life of their own.

The trouble with this ideal seems to be that no modern university has been able to make the hall of residence what the college also is, a centre of research and teaching. Without that the hall is simply reduced to a social role, and for this social role it is by no means clear that groups as large as a hundred or two are the right size. Indeed, if one strips away from an Oxford or Cambridge College its academic functions, one finds that the significant groupings that remain are very small. As in other environments, members of those colleges tend to live in clusters of a dozen or so friends; it is often the staircase or the landing, rather than the college, which really gives shape to the undergraduates' life.

The suggestion is therefore obvious: given that this University, like other modern universities, cannot give halls of residence an academic function, should it not cease to think in terms of such large groupings? Should we not think instead in terms of smaller clusters of rooms grouped together in a more informal way, aiming to produce something more like a town than a collection of colleges?

In this connection the phrase 'student village' has often been used by those who have been thinking about the problem; but one should not conclude from that
phrase that the buildings must necessarily be small and scattered. It might certainly be pleasant to have some small and scattered buildings, but the suggestion is that even if the buildings have to be large, for reasons of economy in space and money, they should be divided internally into relatively small units where half a dozen undergraduates, more or less, could live together and frame their own pattern of life.

Much the most interesting thing about the work of the Accommodation Committee was indeed the way that this general suggestion commended itself immediately to all those who took part in the discussion. The experience of those of us who have worked in other universities and the immediate feelings and demands of undergraduates here both pointed in the same direction. Everyone felt that when the time comes to build we should not proceed on any existing formulae but should experiment freely under the single guiding principle of so arranging our buildings that effective small groups can be formed. The mixing up of people according to their diverse tastes and interests can be left to Falmer House and the teaching buildings; what individuals need from their accommodation, especially as the University gets large, is somewhere where they can feel at home.

Another important factor points the same way. It will not be many years before Falmer House becomes too small for it to serve both as a social centre for the University and as a catering building, and it is now fairly plain that in order to keep it as a social centre we shall have to take out of it the serving of set meals. Snacks and drinks will naturally be available in Falmer House but substantial cooking and eating will have to take place elsewhere. The only solution is to have a building designed just for this purpose; and such a building can be sited in such a way as to serve both those who are living on the site and those who come up for the day from Brighton. This arrangement will make it unnecessary for us to provide anything but facilities for light meals in our living quarters, and thus will make them easier to design.

It may seem that the Accommodation Committee laboured hard to produce a trifling result, since all that it is saying is: do not take the old formulae for granted; experiment! But this is not as trifling as it sounds. The idea of the hall of residence has widely been taken for granted as the only solution to the problem of accommodating undergraduates; to put it on one side is, therefore, a real step forward. At the same time it is really not possible for the layman to do anything more, in our situation, than to tell an architect that we want small groups, put together in every sort of way and inter-dispersed with a wide variety of places for meeting, eating and relaxation, and to leave it to him to devise a plan.

But even this stage has not yet been reached and members of the Accommodation Committee will be grateful to receive criticisms and suggestions from anybody who is interested in the question.

J.P.C.

The following has been received from the Assistant Registrar of the University of East Anglia

THE UNIVERSITY OF EAST ANGLIA

In the middle of December 1962 a firm of architects in Norwich was asked by the University to design, within the limits imposed by prefabrication, a "village" in a twelve acre field on the west side of Norwich near to the site of the University's future permanent buildings; a "village" to provide all the accommodation needed by the University in its first three years of operation. Despite the worst winter weather in living memory, the Village was completed by the end of August. On 28th September of this year the Village was formally declared open by the (then) Chairman of the University Grants Committee. One week later the first graduate and undergraduate students of the University
registered and began work. The Village comprises all the accommodation for three Arts and three Science Schools of Studies, lecture theatres, seminar rooms, laboratories, common rooms, dining hall and assembly hall, for up to 800 students. To have provided all this in new buildings, in little more than eight months from design to completion, is a record of which the University is justifiably proud. The buildings of the Village are spacious, comfortable, well lit and excellently laid out on a sloping site which extends to the river Yare. For those to whom the word prefabrication means something nasty still to be seen perhaps in south London and elsewhere, architects now offer the phrase 'dry building process'; and if the reader still doubts our pleasure in living in such accommodation, let him come and see for himself.

Lying between the Village and the site for the permanent buildings is Earlham Hall, a fine seventeenth century house leased to the University by the City of Norwich. In this building, surrounded by parkland, are the library and administrative offices of the University.

The site for the University's future buildings is within a few minutes' walk of the buildings already described, on south-sloping land bounded on two sides by the river. It is part of an area scheduled as of outstanding landscape value and its beauty will afford great opportunities for architectural design. The first stage of the University's development plan permits of growth to provide for 3,000 students by 1972, sooner if we realise the recommendations of the Robbins Committee. Further growth thereafter will be possible such as at least to double the size.

The first permanent buildings are expected to be completed in 1966. This means that the first students to graduate in the University will have known only the Village as their home for three years, and none will have resided in the University. Thereafter it is hoped to provide residence in University Plain (the word is well know to East Anglians and provides a palatable alternative to 'campus') for two-thirds of all the students, and the architects of the Development Plan (Denys Lasdun and Partners) have so ingeniously contrived matters that all study bedrooms will see the sun and, mostly, something of the splendid view across the river valley. Behind the residences, which are across the southerly slope, will be the intensive core of buildings comprising Senate House, Library, schools and laboratories, and University House in which will be found all the common rooms and catering facilities for students and staff. All this accommodation will be of flexible design so that varying proportions of men and women, of undergraduate and graduate students, and of students and resident staff, can be housed without difficulty. Initially it is hoped to see one member of staff in residence to every twenty-four students; there will be no halls of residence of the traditional pattern, however.

Into these buildings have gone or will go the University's Schools of Studies and the full range of discipline. However, in its early stages the University must concentrate on the study of those basic subjects which are central to the work of a modern university, and from the beginning a balance will be kept between the resources devoted to the arts and to the sciences. In the humanities these subjects will be history, modern languages and literature, and philosophy; in social studies, economics, and sociology; and in the sciences, mathematics, physics, chemistry, and biology.

If the planning of a new university places limits to the range of disciplines in the early years, it also affords an opportunity to think out afresh both the relations between the disciplines and the methods of instruction. At the University of East Anglia, the disciplines will be related to each other in new ways in the expectation that their significance will be enhanced thereby for both scholars and students alike. Thus on the arts side studies will be grouped not by individual faculties but in mixed schools of cognate subjects. In the humanities two Schools of English Studies and European Studies will provide a mixture of history, language and literature. In the School of Social Studies the object will be to concentrate upon the fields of economics and sociology in such a way as to draw these subjects together into a coherent discipline in the study of modern society. It is hoped eventually to create a School which will deal with cultures other than those of Europe, such as those of the United States, Africa, and India. The same principle, where appropriate, will govern the arrangement of studies in the sciences.
for example, will be established as a single unified School embracing such subjects as experimental botany, experimental zoology, biophysics, genetics, and microbiology and concentrating upon the study of all living things. It is hoped to extend this principle at a later stage to other groupings in the physical sciences; for example a group of 'environmental sciences' which would include geophysics, geology, oceanography and meteorology.

Undergraduate studies in arts will be arranged so that they gradually substitute the study of one discipline in depth for the broader study of related disciplines. Thus in his first year an undergraduate will take general courses; in his second and third years he will be given an opportunity to study subjects of his choice in greater depth. The same principle will govern the arrangement of studies in the sciences.

A fourth year will be available to provide more specialized graduate work for those students who have shown particular promise and have obtained good degrees.

So far as teaching methods are concerned, while provision will be made for lecture courses of the traditional type, the emphasis will be upon teaching in small groups, from the individual tutorial on the one hand to the seminar for more senior students on the other.

Individual Schools will be introduced in successive years. Thus the University has admitted undergraduates for the academic year 1963-4 in two Schools only, English Studies and Biological Sciences. In October 1964, to these two Schools providing undergraduate instruction will be added the Schools of Chemical Sciences, European Studies, Mathematical and Physical Sciences, and Social Studies.

In conclusion there are three points of general interest about which the reader may wish to know. First, the academic year in this University will consist of three terms each of eleven weeks' in duration, and within each eleven week period nine weeks only will be devoted to formal teaching and the remaining two weeks will be devoted either to reading and private study under tutorial supervision or to examinations, as may be appropriate. Secondly, undergraduate students take their midday and evening meals in the University on seven days a week, and in these and other ways we are very glad to be avoiding the "9 to 5" atmosphere which prevails at a number of other universities; indeed, the University Village is alive, either at work or at play, continuously from 9 a.m. to 10.30 p.m. or later, and this in a University in which all students are resident in lodgings. Thirdly, it is certainly worth mentioning the fact that course work is taken into account in the University's examinations; a student's performance is recorded from time to time throughout the course of study and accounts for a significant proportion of the marks when the University examination comes along; in this way the examination becomes very much more than just a test of the candidate's abilities on a mere three days out of three years spent at the University.

STOP PRESS

PARKING FACILITIES

As a temporary measure, motorcycles and power-driven bicycles may be parked on the gravel-covered area of the undercroft at the end of the Physics Building. Because of possible danger to pedestrians and disturbance by noise, owners of such motorcycles using this parking area are requested to push their machines to and from the car park and the undercroft. Failure to comply with this request may result in this parking facility being withdrawn.
VISITORS

Visitors to the University have included:

Dr. Frank Smithies (St. John's College, Cambridge);
Mr. G. Wilmot (British Council Representative for Canada);
Professor J. Durbin (Professor of Statistics, University of London
London School of Economics and Political Science);
Mr. S.J. Fulton (Foreign Office);
Professor T.G. Cowling (Professor of Applied Mathematics, University
of Leeds);
Professor Herman Bondi, F.R.S. (University of London King's College)
and Mrs. Bondi;
Dr. P.J. Fenaham (University of Adelaide);
Professor Martin Trow (Professor of Sociology, University of California);
Dr. D.M. Sullivan (Lecturer in Asian Art, School of Oriental and African
Studies) and Mrs. Sullivan;
Professor W.P. Johnson (Director of Graduate Student Affairs, State
University of Michigan);
Mr. Robert Birley (formerly Headmaster of Eton College);
Mr. G. d'A Taylor (Regional Information Officer for the C.R.O. at Lahore);
Professor R. Hofstadter (Department of History, Columbia University,
New York);
Mr. G. Dowson (Rank Organisation's Director of Marketing), Mr. J.P.
Collis (Managing Director of the Rank Audio Visual Aid Division),
and Sir William Teeling, M.P.;
Dr. J.W. McAlmon (Assistant Director of the Nuffield Foundation);
Mr. P. Ogiers (Under-Secretary, Ministry of Education);
Mr. Ngini (Graduate of the University of East Africa);
Miss Taya Zinkin (of The Guardian Educational Correspondent).

Groups of Visitors have included:

A Party of Students from Turin University;
Members of Canterbury School of Architecture.

Future Visitors:

Dr. N.S. Junankar (Education Adviser to the High Commissioner for
India) on Tuesday, 3rd December;
The Hon. Harry M. Mkwumbila (Minister of Education for Northern
Rhodesia) on Friday, 6th December;
Mr. B. Thirunararanan (Registrar, University of Madras) on Tuesday,
17th December;
Mr. Bertram Nelson (Chairman of the Education Committee of the
Institute of Chartered Accountants) on Thursday, 16th January.