Faculty Editor: Desmond Cohen
Student Editor: Caroline Rycroft

CONTENTS

Colloquia and Seminars .................................................. Page 2
Lectures ....................................................................... Page 3
Society Notices ................................................................. Page 4
University News:
  General ................................................................... Page 8
  Union ....................................................................... Page 11
The Idea of a New University ........................................... Page 14
Michelson Stellar Interferometer Project ......................... Page 16
Terrapin Psychiatry ......................................................... Page 17
Postgraduate Diploma in Educational Technology .......... Page 18
The University of Sussex School of Education ............... Page 20
Visitors ....................................................................... Page 22
STOP PRESS: Arts/Science Scheme Lectures .................... Page 23

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Extracts from it should not be published without the Editors' permission.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
Desmond Cohen, Arts Building, Falmer.


Copy date: 19th May, 1965
The following seminars will take place in the Library Seminar Room on Mondays from 5.00 – 6.30 p.m.

May 3rd  Miss Beryl J. Williams: 'The Peasantry and the Problem of Order in Tsarist Russia, 1900-1917'
May 10th Mr. Ranajit Guha: 'The Romantic View of the Indian Economy under early British Rule'
May 17th Dr. G. G. C. Routh: 'The Economics of Apartheid'
May 24th Dr. J. Sarma (School of Oriental and African Studies, London): 'Adaptation of Caste to Modern Conditions'
May 31st Mr. David Morrison: 'Foreign Policy Issues in the Politics of Tanzania'
June 7th Dr. S. J. Wells: 'The Indian Balance of Payments Problem'
June 14th Miss Dorothy Woodman: 'The Sino-Indian Border Dispute'

CHEMISTRY COLLOQUIA

The following colloquia will take place in PB 103 on Mondays at 5.15 p.m. Third year undergraduates are invited to attend.

May 3rd  Professor P. von R. Schleyer (Princeton University): 'Carbonium ions: classical and non-classical'
May 10th Professor E. Leete (University of Minneapolis): 'Recent work on the biosynthesis of secondary plant products - alkaloids and steroids'
May 17th Professor H. Nöth (University of Munich): 'Recent aspects of amino- and hydrazino-borane chemistry'
May 24th Dr. C. W. Rees (King's College, London; Professor elect, University of Leicester): 'Some aspects of benzene chemistry'
May 31st Professor D. D. Eley, F.R.S. (University of Nottingham): 'Organic semi-conductors'
June 14th Mr. G. J. F. Chittenden: 'Arylazo-sugars and some related compounds'
June 28th Dr. G. L. Pratt: 'Inhibition'

ECONOMICS COLLOQUIA

The following colloquia will take place in the Arts Building Common Room on Tuesdays from 5.15 p.m. to approximately 7.00 p.m. The colloquia are recommended for students majoring in economics but other members of the University are also invited to attend.

May 11th  Professor R. D. Tousley, (Professor of Marketing, Washington State University): 'The American Marketing Concept'
May 18th Mr. Dudley Seers, (Director General, Ministry of Overseas Development): Title to be announced
May 25th Professor J. S. G. Wilson, (University of Hull): 'The Problems of Economic Development with Special Reference to India'
PHYSICS COLLOQUIA

The following colloquia will take place in PB 103 on Thursdays at 2.15 p.m.

May 13th  Professor J. C. West (Dean of Applied Sciences, University of Sussex): 'Engineering Application of Non-linear Electrical Resonance'

May 27th  Professor Sir Nevill Mott, F.R.S. (The Cavendish Laboratory, Cambridge): 'Conduction in Liquid Mercury'

June 10th Professor O. R. Frisch, F.R.S. (Trinity College, Cambridge): 'Observations and Quanta'

LECTURES

SCHOOL OF AFRICAN AND ASIAN STUDIES

An Introduction to the Study of Africa and India
(a series of one-hour lectures)

The following lectures will be held on Wednesdays and Thursdays.

May 6th  Professor D. A. Low: 'The Pasts of India'
  2.15 p.m.
  AB 059

May 12th  Professor F. G. Bailey: 'Caste in Traditional India'
  10.10 a.m.
  AB 168

May 13th  Professor F. G. Bailey: 'Caste in Modern India'
  2.15 p.m.
  AB 059

May 19th  Dr. A. Young: 'The Tropical Environment'
  10.10 a.m.
  AB 168

May 20th  Dr. A. Young: 'Man and the Land'
  2.15 p.m.
  AB 059

May 26th  Mr. C. D. Cohen: 'Economic Backwardness and Economic Growth'
  10.10 a.m.
  AB 168

May 27th  Dr. S. J. Wells: Trade Problems of Development'
  2.15 p.m.
  AB 059

June 9th  Mr. C. D. Cohen: 'The Dynamics of Population Change'
  10.10 a.m.
  AB 168

June 10th  Dr. D. P. J. Wood: 'The End of Empire'
  2.15 p.m.
  AB 059

June 16th  Dr. B. D. Graham: 'The Transferred State'
  10.10 a.m.
  AB 168
AMERICAN SOCIETY

The following lectures will take place in AB 130 on Thursdays at 10.10 a.m.

May 6th  'Social Character versus Institutions'
May 13th  'Slavery and Race'
May 20th  'Community Studies in the United States'
May 27th  'Political Authoritarianism and the Radical Right'

INTERNATIONAL RELATIONS

A course of five Lectures has been arranged entitled 'Trends in World Communism'. The Lectures will be given in Room AB 174 starting on Tuesday, 11th May. Subject to the approval of each visiting lecturer, a question period will follow each Lecture.

May 11th  Isaac Deutscher: 'Introductory Lecture'
May 18th  Professor A. Nove (Glasgow): 'Internal Developments in the Soviet Union'
May 25th  Professor Max Beloff (Oxford): 'External Relations of the Soviet Union'
June 1st  Richard Wilson (until recently, Editor of the 'Far Eastern Economic Review'): 'Internal Developments in Communist China'
June 8th  G. F. Hudson (St. Antony's College, Oxford): 'External Relations of Communist China'

SOCIETY NOTICES

ARCHAEOLOGICAL SOCIETY

On Monday, May 31st, Miss Kathleen Kenyon, C.B.E., D. Lit., F.B.A., F.S.A. will give an illustrated talk on 'Excavations in Jerusalem.' Miss Kenyon is director of the British School of Archaeology in Jerusalem.

Digging will be resumed next term - details to be announced on J.C.R. notice board as soon as available. We also hope to arrange expeditions to places of archaeological interest in and around Sussex - suggestions very welcome.

CHEMICAL SOCIETY

The following events have been arranged for the Summer Term.

May 21st  Wine and Cheese Party at 7.30 p.m.  
(This will include a short talk and film from one of Edlins Representatives and will be held in the Physics Building)
May 26th  A visit to the Radiochemical Centre at Amersham, Bucks.

Tickets for both events can be obtained from Mr. Jensen or Mr. Golborn.

Mr. Golborn is organising a 7-a-side Football Knock-Out Competition for teams from the University. Closing date for entries is April 30th and the competition will start on May 4th and matches will be played mainly in the evenings on the pitch by Russells Clump. All entries for this competition should be sent to P. Golborn. Up to date eleven teams have entered from various Guest Houses and University Rugby and Hockey Teams.
CHORAL SOCIETY

The Choral Society will be singing in two concerts this term, namely:-

N. U. F. concert at which a combined choir of all the new universities will be singing the specially commissioned work by Rubbra and Dvořák's 'Te Deum' Opus No. 103. Also the University choir will sing in a concert at the end of term at which the work will be J. S. Bach's Motet - 'Jesu, Joy and Treasure'.

The choir to sing in the N. U. F. concert with the other university choirs will be selected from the present choir and the N. U. F. choir should number 70. However, the whole of the choral society will perform the Bach Motet.

Rehearsals will probably be at 6.30 p.m. every Tuesday, Wednesday and Thursday in the music room.

CONSERVATIVE ASSOCIATION

The first meeting of the summer term will be addressed by the Rt. Hon. Enoch Powell, M. P. on Friday, May 7th at 4.45 p.m.

C. N. D.

CND Bookstall
This will be held every Tuesday in the coffee lounge.

During first two weeks of term
Selling of 'Easter Forum' which will consist of articles about the Easter March.

May 13th
A well-known speaker on a general topic (this has to be finally determined)

June 5th, 6th and 7th
CND Annual Conference

June 14th
Annual Conference report. Elections of officers for next year. Discussion on Vacation activities.

ENCOUNTER

Church and State

May 12th
Bishop of S. W. Tanganyika: 'The Church after Independence'

May 26th
Mr. Sergei Hackel: 'The Church and State in Russia - The Orthodox Position'

Meetings are held at the Anglican Chaplaincy Centre, 12, Hanover Crescent, Brighton. at 8 p.m.

May 14th
Attendance at Roman Catholic Mass with the Howard Society
Room 112
5.15 p.m.

May 16th
Howard Society will be attending Eucharist at Anglican Chaplaincy Centre followed by discussion
9 a.m.

June 10th
Sherry party at Haywards Heath by invitation of Archdeacon of Lewes.
FILM SOCIETY

May 7th
VIVRE SA VIE - Godard
Renaissance. Spike Milligan on Treasure Island W.C. 2.

May 14th
THE TRIAL - Weller.
Glass

May 21st
ANATOMY OF A MURDER - Preminger
A Dream of Wild Horses

May 29th
NUF MIDNIGHT MATINEE DR. NO
Joseph Losey has expressed his willingness to conduct a seminar during the weekend, but cannot commit himself definitely until a nearer date.

Meetings will take place every Friday night at 7.30 p.m. and Saturday afternoons at 2.30 p.m. in the Physics lecture theatre unless otherwise stated. Membership for the rest of the year is 10/- if you join at the first meeting of term.

FOLK FORUM

May 4th
The North West Three - accomplished Folk Group residents: Mark, Susan, Pete, Richard and guests

May 11th
Colin and Shirley - who have been making records and are now established as popular artists on the British Folk Scene residents: Mark, Susan, Pete, Richard and guests

May 18th
Tom Paxton - young American singer and songwriter - over here on tour - soon to have a collection of his songs published and
Deroll Adams - a wandering American bohemian of the old school - has travelled the world singing, telling stories and playing five string banjo - way-out and moving artist - recently recorded with DECCA residents: Mark, Susan, Pete, Richard and guests

May 25th
Bert Jansch - blues guitarist and singer, whose strange individual technique has been causing quite a stir on the folk scene - recorded with 'Transatlantic' and
Les Bridger - singer of timeless cockney songs - amusing and talented residents: Mark, Susan, Pete, Richard and guests

June 1st
Alex Campbell - Scottish big daddy of the Folk Scene - recently published a book about his life; loads of records - sings of love, hate, war, peace in a way that makes you begin to understand what life is about and
Sidney Carter - traditional singer and songwriter - wrote 'Good Literature' recorded 'Putting out the Dustbins' Transatlantic - appears on Television residents: Mark, Susan, Pete, Richard and guests

June 8th
Joanne Hindley-Smith - from Canada - an accomplished guitarist and fine, moving singer, with a wealth of musical material and
Davy Graham - blues guitarist, singer and composer, highly experimental, wonderful technique. Recently recorded an exciting L.P. solo residents: Mark, Susan, Pete, Richard and guests

All the events will take place in the Music Room at 7.30 p.m.

In view of the current 'Folk Boom' said to be taking place in Tin Pan Alley, we feel we should show people what 'Folk' songs really are, since 'Folk Boom' is a some-what misleading appendage. We have tried to provide a varied programme this term, and consider most of our guests to be experts in their field. They sing and play as they feel, lending their deepest feelings and experiences to their interpretation of folk songs, and to their own compositions. We hope you will come along and 'experience' their songs, rather than simply tap your feet to the 'Folk Boom.'
HOWARD SOCIETY

May 7th
5.15 p.m.
Room 112

Holy Mass celebrated by Fr. Couve de Murville

May 9th

Pilgrimage over the Downs to Storrington

May 14th
5.15 p.m.
Room 112

Holy Mass attended by Encounter and followed by a discussion over coffee

May 16th
9.00 a.m.

Anglican Service followed by breakfast and a discussion with Encounter

May 18th
7.30 p.m.
PB 102

Mrs. Mary Craig will talk on 'The Work of the Forgotten Allies Trust' and show a film

May 30th
10.00 a.m.

Holy Mass for the NUF visitors

June 4th
5.15 p.m.
Room 112

Holy Mass celebrated by Fr. Couve de Murville

June 5th

All day Conference on 'Belief and Knowledge' with the local Newman Society

June 12th

Chaplaincy Garden Party at which the Raffle will be drawn

INTERNATIONAL FOLK DANCE SOCIETY

May 6th

Austrian Party

All sessions are open to beginners, who are encouraged to attend. No dance experience of any kind is required.

Meetings held every Thursday evening, Refectory Balcony, 8 p.m. Admission 9d, (Austrian party 1/-), includes refreshments.

LIBERAL AND RADICAL SOCIETY

There will be a Liberal and Radical Society meeting on May 25th when the Rev. Timothy Beaumont, Vice-Chairman of the Liberal Party will speak on 'The Political Situation to-day.'

LITERARY SOCIETY

May 4th
1.30 p.m.

A.G.M.

May 10th

R. M. Hillman  Patrick White

May 31st

Rachael Trickett  Dickens: Sentiment and Humour

William Golding has been postponed until next term.
SCIENCE SOCIETY

All the films have been chosen to be of interest to both Science and Arts students. The programmes are shown in conjunction with the Arts-Science scheme.

Meetings are held on Thursdays at 7.30 in the large Physics lecture theatre, PB 102. Admission is 1/- to non-members of the Science Society.

May 20th
Films on Modern Science
'Einstein's Relativity' U.S.A. 30 minutes
This silent film, made in 1925, explains the basic principle of relativity in cartoon manner. Animation is by Max Fleischer, creator of Popeye, who worked with a team of Einstein's associates.

'Nuclear Power Reactors' U.K. 36 minutes
A historical description, and an explanation, of the major types of nuclear power reactors.

'Research and Development' U.K. 26 minutes
R. and D. work carried out by the Atomic Energy Authority

'The Electronic Computer in Commerce' U.K. 26 minutes
A film on Uniliver's attempts to use a computer in management

June 10th
History of Science Films
'Rivers of Time' 25 minutes
Describing the scientific and cultural achievements of the Sumerian and Muslim civilizations

'Pre-History of Man' U.S.S.R. 56 minutes
The evolution of man as he reaches the threshold of consciousness

'Perception of Life' U.K. 20 minutes
The evolution of biological theory related to the scientific equipment at man's disposal

SOCIALIST CLUB

May 5th
John Gollan: 'A Communist View of the Labour Government.'

May 21st
Michael Foot, M.P.: Topic to be announced

June 2nd
Neville Brown: 'The East-West Strategic Balance.'

SPORTS FEDERATION

The Sports Federation is arranging a weekend conference at the Isle of Thorns on May 7th-9th. The theme will be 'The future of sport in the University' and it is hoped that representatives from all sports clubs will attend. Further details from Paul Jervis or John Evans.

UNIVERSITY NEWS

GENERAL

ACCOMMODATION IN THE UNIVERSITY AREA

Members of faculty may like to be reminded that the Assistant Registrar (Establishment) at Stanmer House is occasionally informed of property to let or for sale and keeps a list of these in the categories (a) houses and flats for sale, (b) unfurnished
houses and flats for letting (c) furnished or unfurnished accommodation in flats or houses where the owner has asked for University tenants. The list is not of great value but contains details of some temporary accommodation that may be useful to those who want time to look around.

The Secretary of the Senior Common Room is also sometimes informed of property to let or for sale. Details are displayed on the S.C.R. notice board and then retained in a box file there.

A document on house-hunting, prepared in order to assist new members of faculty find suitable accommodation in the University area, is available on request from the Assistant Registrar (Establishment).

BLOOD DONATION SCHEME

A blood transfusion unit will be visiting the University on the 9th June. Students and members of faculty and staff are requested to help by donating one pint of blood. There is absolutely no risk involved as blood tests are made before any transfusion takes place; the blood is very quickly replaced. Tea and rest will be provided. Considering that the unit is coming all the way from London, and that it is the first time such a thing has taken place in the University, we hope to make a success of it, and to encourage the unit to come again.

THE CHAPLAINCY

There will be a Sunday morning service, led by the Chaplain, at 11.30 on May 2nd in Falmer House.

On Wednesday, May 5th, Bishop Anthony Bloom and Mr. Hackel will speak about the Eastern Orthodox Churches at an evening meeting organised by the Christian Council at the Anglican Chaplaincy Centre, 12, Hanover Crescent.

On Sunday, May 9th at 5.30, Mr. Aubrey Jones (formerly Minister of Supply and now Chairman of the new Prices and Incomes Board) will speak in Falmer House on 'The Future of British Politics.'

There will be a Sunday morning service, led by the Chaplain, at 11.30 on May 23rd in Falmer House.

DIRECTOR OF THE ARTS CENTRE

The University of Sussex has appointed Mr. Walter Eysselinck as Director of its Arts Centre with effect from 1st September, 1965. Mr. Eysselinck is a native of Belgium, well-known in that country as a playwright and as a producer and director for the theatre and for television. He studied at the Ghent State University and obtained diplomas as actor and director at the Royal Theatre School, Ghent. Thereafter he went to the United States of America where he studied at Yale University, and was subsequently Assistant to the Director of the Yale School of Drama. Later he was Instructor in Theatre at Harpur College, New York State University. He has written several plays in Flemish and English and has translated many plays from English into Flemish. He has also been awarded prizes for drama and for play-writing both in Belgium and in America. It is expected that Mr. Eysselinck's Belgian and American experience will be extremely valuable to the University, particularly in view of the establishment of the Schools of English and American Studies, and of European Studies.

The Arts Centre is being set up in the University of Sussex as a result of a generous grant of £50,000 offered by the Gulbenkian Foundation for the purpose of encouraging the fine arts in the University. It is intended to use this money partly to
provide (with the help of additional money from the University's Appeal Fund) a building which will be known as the Arts Centre, and partly to staff the Centre. The object of the Centre is to encourage the creative arts - music, painting, sculpture, poetry, drama etc. - in the University and the neighbouring region. It is hoped that the building will contain studios, music rooms, a fine arts library, an exhibition gallery and a small theatre, and steps will now be taken to design this building in consultation with Mr. Eysselinck. Until it is ready, temporary premises will be made available for the Arts Centre.

In due course it is intended to offer a number of studentships or fellowships to promising young practitioners in the fine arts to enable them to spend short periods in the University. During these periods, they will be able to pursue their own interests and techniques in a university atmosphere, and at the same time members of the University will be able to profit by seeing them at work, and obtaining from them some idea of the place of the fine arts in the contemporary world.

---

ART EXHIBITIONS

April 26th - May 8th
Brighton College of Art Exhibition in the Junior Common Room and Room 112

May 10th - May 21st
Courtauld Gallery Exhibition in Room 112

May 8th - May 30th
Arts Council Sculpture Exhibition Falmer House Courtyard

May 22nd - June 12th
Arts Council Exhibition, 'British Painting 1940-1949' in Room 112

---

UNIVERSITY HOLIDAYS

The University will not be closed on Whit Monday, 7th June, 1965, which will be a normal working day. Instead, Tuesday, 31st August, 1965 will be taken as a University holiday.

The University Offices, the Park Houses, the Library and the Refectory will therefore be officially closed on Monday, 30th August (Bank Holiday) and on Tuesday, 31st August, 1965.

---

PARKING

The administration and supervision of parking in the University Park has now been taken over by the Bursar's Office (Maintenance Department). All enquiries concerning parking and applications for parking discs should accordingly now be sent to the Maintenance Officer (Mr. J. A. Thomas, Terrapin I) and not to the Proctors' Office as previously.
APPENDITIONS

The following persons are taking up their appointments with the University during the month of April, 1965:

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment</th>
<th>Building</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor A. I. Scott, Ph.D., D.Sc.</td>
<td>Professor of Chemistry</td>
<td>Terrapin B</td>
<td>1.4.65</td>
</tr>
<tr>
<td>Professor J. F. Sutcliffe, Ph.D., D.Sc.</td>
<td>Professor of Plant Physiology</td>
<td>Arts Terrapin</td>
<td>1.4.65</td>
</tr>
<tr>
<td>Professor G. N. Ward, M.A.</td>
<td>Professor of Mathematics</td>
<td>Arts Terrapin</td>
<td>1.4.65</td>
</tr>
<tr>
<td>Professor J. C. West, Ph.D., D.Sc., M.I.E.E., M.I.E.E.</td>
<td>Dean of the School of Applied Sciences and Professor of Engineering</td>
<td>Physics</td>
<td>1.4.65</td>
</tr>
<tr>
<td>Mr. J. F. C. Kingman, M.A.</td>
<td>Reader in Mathematics and Statistics</td>
<td>Physics</td>
<td>1.4.65</td>
</tr>
<tr>
<td>Professor C. T. Leys, M.A.</td>
<td>Professor of Politics</td>
<td>Arts Terrapin</td>
<td>16.4.65</td>
</tr>
</tbody>
</table>

UNION

RAG MATERIAL

Permission has been received from the Brighton Watch Committee for us to hold our Rag from the 23rd October until the following Saturday. We were also given permission this week to collect in Seaford. So now we have a Rag what are we doing about it?

Max Handley and his Federation committee are well under way with the Rag Magazine but still need ideas and contributions from you all. Next term various students will be visiting guest houses and joining you at your tables in the University to extract jokes and amusing stories from you, I hope you will co-operate with them.

The Arts Festival too is taking shape. Colin Hastings and his committee have composed a provisional programme for the week and will know which play they are going to produce by the beginning of next term. I hope that anyone with any ability in the arts will either join the cast of the play or revue or will contribute to the photographic, art and sculpture exhibition. The summer term and vacation will give everyone ample opportunity to produce something.

We still need your ideas for stunts, if you would like to give one please contact Ian Court or myself; we will consider it and give you advice how, where and when to put it on. Syndicates producing rafts and pedal-cars should also be starting to design and collect material for their craft. I have several copies of the specifications for anybody interested. Floats too need planning and groups interested in building one should see William Callaway now.

Instead of the two raffles which were held last year, next Rag we are holding a Car Competition, various offers for cars at a reduced price are being considered. It is hoped that every student will sell ten books over the summer vacation. If this is done the competition will yield a large revenue to Rag. If anyone's parents are willing to donate a prize to the competition, no matter how large or small, it would be a great help. If you could let me know of any offers as you get them I would be extremely grateful. In order to save even more money we have decided to collect Trading Stamps again this year. Last year thirty pounds worth of prizes were bought with them, if everyone co-operates and shops in shops that give them this year a considerably larger saving can be made.
At one of the dances this term the Rag Queen will be chosen. She is being chosen in the summer term so that we can print her photograph in the Rag Mag and instead of being just a Rag Week personality she can feature in advance press and social functions. By doing it in this way we are losing the chance of a beautiful fresher standing but it has been found in previous years that few freshers stand, they are still trying to find their feet at their college. The dress grants have not yet been settled but will of course be generous. I am looking forward to seeing any young ladies wishing to enter as soon as possible.

The police are being very helpful and the Chief Constable has appointed a Liaison Officer for Rag from whom we can seek advice as it is needed. The Watch Committee too are being very considerate. We hope that you too will give us your full support.

The University Rag Committee is:-

Chairman
Arts Festival
Rag Magazine
Stunts
Floats
House -to-House
Publicity
Car Competition
Raft Race

Howard Miners
Colin Hastings
Max Handley
Ian Court
William Callaway
Phil Gregory
Tim Shaw
Roger Jesse
Nick Bott

I would also appeal to everyone to make no statements to the Press at all concerning Rag. This is most important as leaks of stunts etc. can cause us a lot of trouble. If you are asked about Rag by a reporter please send him to me.

Howard Miners

THE SINGLE TRANSFERABLE VOTE

At the last Committee Meeting it was agreed that Standing Orders should be amended with regard to the method of voting in Union Elections. This amendment must be approved by a Union General Meeting. At present, the question of which voting system should be used is not explicitly dealt with in Standing Orders, though it is implied that the method should be a straightforward one-man one-vote system.

However, there are a number of objections to this system. Principle among these is the danger that a relatively unpopular candidate may be elected simply because of a split in the votes recorded against him. Therefore, in principle, the ideal system is the Transferable Vote System. Under this system, each voter places all the candidates in order of preference. When counting, the votes are sorted into piles according to first choice votes. The votes of the candidate with the least number of first choice votes are redistributed according to second choice votes, and the process is continued until the number of candidates left equals the number of places to be filled. These candidates are declared elected.

In practice, unfortunately, there are two difficulties. Firstly, many voters are unlikely to be really interested in filling up their ballot slips, and may either fail to use all of their votes or use their votes carelessly and without due consideration. Also, there are difficulties in counting when there are several places to be filled. Imagine what a recount would mean in an election for fifteen Committee Members out of twenty-five candidates.

Therefore, the most sensible compromise that I can see is the Single Transferable Vote System. While retaining the advantages of the Transferable Vote, the two difficulties mentioned above are minimised if not altogether removed. For under this system, each voter has only one alternative vote. It is likely that voters will think before using this second vote, and also, there is little extra burden upon these running the election, especially if this system is restricted to those elections in which there is only one place vacant.
The practical result of this proposed change in Standing Orders is not likely to be great. However, the more candidates that are standing, the more likely it is that a different and fairer result will ensue from the adoption of the Single Transferable Vote System.

David Bale.

A SOCIAL SUMMER AT SUSSEX

The Entertainments Committee is attempting to provide dances and hops with as much variety as possible this term. These will range from the Summer Dance on June 15th which has tickets costing 2½ gns., to Sunday Hops which are free and will be held in the open air. At the Summer Dance there will be a midnight supper and breakfast, and the bands will be Kenny Ball and Georgie Fame.

On May 1st we are holding a Federation May Pole Dance with tickets at 5/- and four groups (these will include 'The Sole Agents') folk-singing and a May Pole. On May 29th there will be the N.U. Fling with Memphis Slim - this will be for all delegates to the Festival and for members of the Federation.

We are also holding a Barbecue on June 13th. This is the Sunday in Arts Festival Week and it will be held to conclude the Summer Sports Field Day. The Socialist May Queen Dance was on the first Saturday of term and was organised jointly by the Socialist Club and the Entertainments Committee and it is hoped that any Society and Club wishing to hold a dance or hop of this kind will enlist the help of this Committee.

All in all, this Summer at Sussex should be great fun, and we hope it will provide something for everybody.

Catherine Jay
Entertainments Secretary

THE NEW UNIVERSITIES FESTIVAL

Friday, May 28th

5.45 Lecture on Architecture by Sir Basil Spence
6.00 Orchestral and Choral Rehearsal
7.00 Amateur Film Unit Session
7.00-9.00 Political Debate 'This House has no confidence in Her Majesty's Government'
7.30-10.00 Plays
9.30 Hop
10.00 Folk Singing
12.00 Film

Saturday, May 29th

10.30-12.30 INTEGRATION SEMINARS: Communities; Women; Sport; Politics; Disciplines; Religion; The Individual; International Co-operation; Creative Arts; Architecture; Mass Communications
12.30-2.45 University Jazz Groups
3.00-5.00 Education Forum: 'The Place of Higher Education in Mass Education'
5.00-7.00 Jazz Concert
6.30-8.00 Plays
9.00-2.00 Dance

Sunday, May 30th

10.00 Service
10.30-1.00 Films Seminar
11.00-1.00 Christian and Humanist Debate
11.00-1.00 Orchestral and Choral Rehearsal
1.00-3.00 Jazz and Poetry
1.00-3.00 Outdoor Plays
3.00-5.00 Orchestral and Choral Concert

5.30-6.30 FINALE
THE IDEA OF A NEW UNIVERSITY

A shortened version of an original article appearing in the Universities Quarterly, March 1965, by permission of the Editor.

The success of a new university is in large part dependent on its success in creating an image of distinctiveness and experimentation which captures the imagination of teachers, prospective students, and the whole educated community to which it looks for men and resources. For in a system in which material differences among universities are slight, it is the promise of contributing to bold and creative innovations in higher education, and of sharing in the intellectual excitement of such a venture, that attracts talented people. In established universities the attraction is to a department where new and important work is being done. In new universities, the academic plan itself, and the opportunities it offers for new approaches to education and learning, is the magnet which draws able men. They in turn attract other able men; in academic life as in economic development, success breeds success, 'them that has, gits.' The University of Sussex has been perhaps the most successful of the new British universities in creating a distinctive and innovative image. This volume of essays* reports the academic substance behind that claim, and itself helps foster the image. It is thus not only an important contribution to the public literature on undergraduate education, but is also an advertisement for the University of Sussex.

The essays by Professors Corbett, Briggs, Daiches, Ford, Wight, and Blin-Stoyle are persuasive and in places eloquent accounts of the plans for their respective Schools. Criticism of the detailed plans by an outsider is for the most part both irrelevant and incompetent; the syllabuses necessarily reflect the special talents and interests of the men who designed them. And only a leader writer for the Times Literary Supplement is likely to have the breadth of knowledge required to be able to say with assurance what are inherently 'incompatible' subjects. The Sussex plan will be known by its fruits; as yet it is all hope and promise. Moreover, undergraduate education of very high quality can take very different forms, so long as the men who provide it believe in what they are doing, and work at giving their own plans substance and coherence. Perhaps the most important thing about the Sussex plan (though this may not sit well with its creators) is that it is a plan, which provides a focus for criticism and a touchstone for decisions about the relevance of new subjects and approaches. The alternative to a plan is education on the model of the supermarket, with the student a consumer choosing among an array of academic goods (and bads). Whatever the gains of such a system (chief among them is the saving in staff time devoted to curriculum planning), it is not likely to provide the setting for an academic or intellectual community. And it is precisely such a community that the Sussex plan for Schools of Studies is aimed at creating, though the justifications are largely in terms of the individual student's educational experience in university.

If the Schools of Studies are the major academic innovation of Sussex, the commitment to the tutorial as the chief mode of instruction represents not an innovation, but an effort, in Professor Corbett's words, 'to adapt the principle of the tutorial system, as developed in Oxford and Cambridge, to the conditions of a modern university.' The tutorials, as described in these essays, will vary in size from two to five students meeting regularly with a tutor. Seminars and lectures are seen as distinctly ancillary to the tutorials, with the lectures playing a larger role in the Science school, and the seminars and lectures important in the later stages of the Arts courses.

The tutorial is seen by various of the professors as 'obliging the student to adopt an active rather than a passive attitude to learning;' as enabling the teacher to 'adjust the pace of learning to individual need;' as avoiding the waste of talent that results from the teacher's ignorance of the student's difficulties with the subject; as enabling teachers to learn about students' personal problems that may require the help of psychiatrist or physician; as allowing teachers to spend more time in actual teaching with less in the preparation of lectures and in the marking of papers; as

* The Idea of a New University, an Experiment in Sussex. Edited by David Daiches. (Andre Deutsch, 1964.)
providing more independence for junior staff; as helping the new student not 'feel utterly isolated by his strange new environment;' as encouraging the student to identify himself with the rest of the university community; as providing 'the chief means of throwing undergraduates and their seniors together in semi-formal ways,' and as cushioning the shock on students of new ideas and ways of thinking that characterize university level science.

It remains to be seen whether the tutorial, at Brighton, can perform the varied functions asked of it. But the open and experimental tone of the essays is encouraging – the last paragraph of the essay by the Senior Tutor, Professor Corbett, is particularly refreshing in this regard. Moreover, the provision for seminars and lectures should create a natural and continuing competition among forms of instruction within the university that may work against the mechanical and unreflective adoption of the tutorial to kinds of teaching for which it is inappropriate – the study of methods of research in the social sciences comes to mind. A more important source of competition may be provided by other universities teaching comparable subjects which choose to allocate their resources of staff time differently. It may be useful to try to devise ways of comparing modes of instruction empirically as well as rhetorically.

For an American, the most impressive thing about the book, and about Sussex, is the quality of thought that goes into the effort to link subjects together through the Schools of Studies and throughout the student's stay in the university. American colleges and universities require students to take a large part of their course work outside their major subject, but it is only in the interdisciplinary courses of 'general education' that we find a comparable concern with the mutual illumination of different perspectives on a common set of problems. (And these courses are commonly confined to the first year or two of the four.) Ironically, these courses are under attack and receding in the face of imperious demands from the separate disciplines for early preparatory courses under their own direction. Harvard, which produced the influential General Education in a Free Society in 1945, has just seen another committee recommend a distinct watering down of the original concept.

The decision at Sussex for a core of special studies set in a frame or context of supporting and complementary studies, as over against the specialist honors degree, is the kind of decision that reflects notions of what university education should be about, what modes of thought and qualities of mind it ought to encourage. I don't see how one can argue the wisdom of that decision except by reference to its congruence with other values one holds regarding the nature of the good society, the rôle of the university in such a society, and the nature of the educated man. The authors do in fact justify their plan in just such terms, and I find their arguments persuasive. But the success of their efforts will be determined not only by their own energies and commitment, but by the evolving characteristics of their university, and by the development of higher education throughout Great Britain.

But what comes as a salutary corrective to the predominantly graduate and research-orientations of big American universities such as my own, may seem a regressive development to a university system poised on the brink of expansion. I am aware that some English observers are highly critical of Sussex: of its rural location, of its commitment to tutoring, of its intense concern with the undergraduate curriculum and the undergraduate community, of all that is summed up in the pejorative label 'Balliol-by-the-sea.' If these critics are in error, it is the error of confusing the plan for a university with a plan for a university system. I see nothing incompatible in applauding Sussex while believing (with Robbins) that Britain's future development in higher education will be toward larger universities set in urban areas, and oriented heavily toward research, technology, and the social services. My guess is that in England the pressures of the future, both political and academic, will be sharply away from undergraduate instruction of the kind being planned for Sussex, toward the mass processing of students, the triumph of the single subject department, and more highly organized postgraduate training. The twin explosions of student numbers and knowledge currently under way will make another Sussex in the future extremely difficult to justify politically, economically, or intellectually. But that is all the more reason to be grateful for the conditions that created Sussex and the other new universities in the thin sliver of time between the revival of interest in
higher education in Britain in the late '50's and the post-Robbins large urban universities of the '60's and '70's. Undergraduate instruction of the very highest order is rare any time, and likely to be rarer in the future; the institutions that supply it are likely to be precious (as they have become in the United States) both for their own sakes, and for the models they supply for institution which are allocating their resources rather differently.

But these essays do not tackle the issues raised in Vice-Chancellor Sloman's lectures on Essex, which assert a close connection between the size of the university, the size of departments, and the facilities for research. The optimum condition for scientific and scholarly research vary from subject to subject, and in some respects are not known. But the size of a university and of its departments have considerable bearing on the resources available and how they are concentrated. My impression is that Essex begins with this problem of research and the condition necessary to further it, and works from there toward the design of undergraduate education. These essays from Sussex certainly start with teaching, and imply that the planning of postgraduate instruction and the balance of effort between teaching and research is yet to be worked out. But the decisions already made and the image already projected cannot help but condition the nature of that balance. For the kinds of men attracted to Sussex now and in the next few years will have more influence on its programmes of research and postgraduate training than will the hopes and plans of its founders. What kinds of men will they be? My guess is they will be primarily teachers with research interests, rather than researchers who enjoy a bit of teaching. That is certainly the image of the university that comes through these pages; and if the staff recruitment has been consonant with the image, then it defines the character of the University at least for the next several decades.

Another important source of innovation in academic life is the junior staff. These are the men whose postgraduate training, just behind them, has been at the cutting edge of their subjects, and who are most often keenest about advancing it. A question that comes to mind, though it is not answered in these essays, is what role these young men will play in making the curriculum, and what say they will have in allocating their own time between teaching and research. The essays say a good deal about the academic programme, but very little about academic power. There is a passing observation in one essay regarding early discussions of the form of academic government, with a note that it was agreed by the initial planning committee that the Academic Senate should include 'a fair number of non-professorial staff.' But the present form of academic government is not described, nor do any of the authors deal with the role of junior staff in shaping the curriculum or in other academic decisions. This omission would be more defensible if the issue of academic authority were not a matter of some complaint among English academics, at least in the older provincial universities, with their professorial Heads of Departments and professorial oligarchies. The success of Sussex in creating regular machinery for reform and innovation which will survive beyond the initial years will in considerable degree depend on how it deals with this problem of academic government, and what it does with the energies and ideas of its youngest staff members. If it deals with that problem with the intelligence and moral seriousness reflected in these essays, Sussex will have more to teach us in the future than it has already. And that is a great deal.

Martin Trow
Professor of Sociology, the University of California, at Berkeley

MICHELSON STELLAR INTERFEROMETER PROJECT

The Science Research Council has made a grant of £81,000 to the University of Sussex for the period 1st February, 1965 to 31st July, 1967 for the purpose of investigating the astronomical applications of a Michelson Stellar Interferometer. This is an instrument for measuring the diameters of stars and the purpose of the project is to design and construct a prototype Interferometer in a laboratory and, if the working is satisfactory, to transfer the instrument to the Royal Observatory at Herstmonceux for subsequent
use there. The work on the Interferometer is to be carried out in close co-operation with the National Physical Laboratory by Dr. R. Q. Twiss who has been appointed to a temporary post of the status of Reader in the University for the duration of the grant. Dr. Twiss is a graduate of Cambridge University and of Massachusetts Institute of Technology and has been Senior Research Fellow in Radio-Astronomy and Senior Lecturer in Physics in the University of Sydney, Australia.

TERRAPIN PSYCHIATRY

A large part of the work of our University Health Service, as of all student health services, consists of psychiatric treatment. University students are physically among the fittest groups, and apart from athletic injuries and minor infections they have few complaints. But three to four per cent. of them undergo serious mental breakdown, at least fifteen per cent. of them consult during their university careers with psychiatric problems, and they exceed all other groups in the population in their suicide rate. These figures provide a direct medical justification for the particular attention paid to mental health. In Sussex we have a more generous provision for psychiatric services than in most other universities (a sign of greater enlightenment rather than of greater need, I hasten to add,) with psychiatric treatment being provided at a rate of over 20 hours per week per 1,000 students.

The student rate of psychiatric illness, though high, is not in reality very different from the rate in other age groups, as recent surveys in general practice populations have shown. However, the form of illness, the individual situation of the student, and the social system he is in, all conspire to make it more likely that neurotic illness, if present, will manifest itself. The form of illness, and the individual situation of the student, are a function of the age group. Poised between adolescence and adult life, the 18-to-21-year-old has a more fluid identity than any other age, being able to re-examine the assumptions and values of his family of origin while still not enmeshed in the new external moulds imposed by careers and adult family relationships. For the student, this phase of maturation takes place within a society which is exposing, evaluating, and demanding, offering daily opportunities to prove or fail to prove one's capacities and value.

This situation is stimulating and often frightening. To different people it can be a tempering furnace towards maturity, a stage on which to rehearse false roles, or a disrupting and disintegrating experience. Which of these meaning the University has depends upon many factors in the individual and in the community. While for most people the journey through university will be taken without the need or benefit of psychiatry, it is our belief that for a considerable number of students psychiatric treatment can make the difference between moving towards maturity on the one hand, or towards false solutions or disintegration on the other. For this reason we encourage individual students to consult without hesitation, and tutors to refer students showing evidence of possible psychiatric problems. Academic difficulty and failure is, in my view, a sign rather than a cause of psychiatric disorder. When it occurs, and in some other case, consultation between the doctor and tutor is often useful; this of course takes place only with the knowledge and permission of the student concerned.

What form of treatment we give depends of course on the individual, but the majority of patients we see are suffering from distress rooted in their identity and personality problems derived from childhood. The neurotic has been described as someone who has 'learned not to learn.' He is someone whose perceptions, assumptions and expectations of himself and others are so distorted that normal development and normal relationships are unattainable. The way to modify these patterns is through psychotherapy, that is to say through a relationship with a therapist which is at once personal and close and structured towards insight and re-evaluation. The process of psychotherapy is complex, uncertain and often painful. One should not confuse psychotherapy with sympathy, nor should one underestimate the courage required in a patient to deal with his neurosis. In students, however, the very conditions which encourage the manifestation
of instability also favour recovery. The fluid identity, and the absence of those binding relationships with others which, in older patients, often provide an external structure perpetuating the neurosis, are factors favourable to relatively major and rapid change under treatment. How often such change is achieved, who benefits from psychotherapy and in what ways, and the correct place of psychiatry in the University community, are all questions to which we have no firm answers at present. One further function of the University Health Service is to carry out research in this field, and into the general problems of the relationship of an individual's history and personality to his university career. I hope this article may serve both to define the type of service we are trying to provide and to breed tolerance of the research enquiries we may conduct.

A. Ryle

POSTGRADUATE DIPLOMA IN EDUCATIONAL TECHNOLOGY

School of Educational Studies in collaboration with Brighton College of Technology

Introduction

The Academic Board has approved in principle a proposal by a committee consisting of members of the School of Educational Studies and the College of Technology to institute a joint postgraduate diploma in Educational Technology in session 1966/7. Although a number of administrative and other details remain to be worked out the general shape of this new diploma is likely to follow the pattern outlined below in the main recommendations of the committee.

1. There was agreement that a course of this kind is worth developing, both because it would meet an important need in the current educational scene, and because it would provide the opportunity for fruitful collaboration between the University and the College of Technology.

2. It was felt that the diploma would be likely to interest many teachers, including a number from the developing countries where the need for the efficient use of scarce teaching resources is urgent.

3. The committee regarded it as important that the course should not be too narrowly conceived, but that the individual and social implications of 'educational technology' and its place within the context of education generally should be emphasised and explored. This should be effected both through the subject matter of the common or contextual courses and by the way in which the more technical subjects should be taught.

Background to the Proposal

Some time ago the Department of Computing, Cybernetics and Management of the Brighton College of Technology suggested to a number of educationists and industrial concerns that in order to improve the efficiency of instruction and teaching and to meet, in part, the probably long-term teacher shortage, both at home and overseas, it is essential to provide teachers in educational institutions and training officers in industry with the opportunity to become acquainted with, and appreciate the possibilities of, modern methods and techniques of communication now available and to investigate the problems of the integrated employment of new systems and media.

Among the consequences of this suggestion have been the establishment of the magazine 'New Education,' concerned mainly with disseminating the idea of a modern technology for education, and the current proposal for a one year postgraduate Diploma in Educational Technology. It is perhaps worth mentioning that support for and collaboration with the running of this course has been promised by manufacturers and some television authorities.

Aims

The Diploma would aim to provide an opportunity for detailed and practical exploration of the systematic use of modern media of communication (television, film, programmed learning and teaching machines, language laboratories and simulation) in support of the work of the human teacher.
It would throughout emphasize the need for clear, operational statement of teaching objectives and for the use of scientific and systematic validation of new methods and techniques to achieve such objectives.

It would also investigate the implication of the wide use of these media and systems for the design, organization and administration of schools, colleges and universities with, possibly, special emphasis on the needs of the developing countries.

Curriculum

The main courses are likely to be:

(a) **Compulsory:**
   (i) Television, closed circuit television and film
   (ii) Programmed learning and teaching machines

(b) **Optional:**
   One of the following:
   - The use of language laboratories
   - The use of simulation (computerised gaming), role playing, group dynamics (techniques of special interest to industrial training officers).
   - A more intensive study of (i) or (ii) related to the students' special subject, e.g. Mathematics, History, etc.

(c) Certain basic practical studies to be included where appropriate, e.g. photography, film, audio-tapes, etc.

(d) **Contextual Courses**
   (i) A comparative study of social contexts in relation to educational technology
   (ii) A discussion of theories of learning and perception
   (iii) The design and conduct of educational experiments (statistics, etc.)

(e) **Project**

   It is proposed that each main area of study should occupy approximately one term's work and that the period of the long vacation should be devoted to the preparation of a scheme of instruction which would require the integrated use of the media and techniques studies; specify objectives, context, systems required; design the course in outline and in detail; prepare specimens of the material required; and devise appropriate validation procedures.

**Condition of Entry etc.**

A student applying for admission to this course would normally be expected to be 23 years of age on 1st October of his year of entry and to possess a recognised, certificate, diploma or degree in education or to possess a degree of an approved University with a minimum of two years teaching experience.

It is expected that the initial entry would be one of about twelve students, and that all students on acceptance would become members of the student bodies of both the University and the College of Technology.

**Administration and Supervision**

As was indicated at the beginning of this paper some of the details remain to be elaborated, but it is likely that a joint steering committee may be responsible for overall supervision of the course. Practical work will be conducted in the College of Technology, and tuition divided between the faculties of the two institutions, with the University teaching concentrated mainly on the contextual courses. Students would have two supervisors, one from the University and one from the College.

**Assessment**

Students would be required to sit an examination on a contextual subject at the end of each term. The final assessment would, however, give considerable weight to the quality of the student's project and to the supervisors' reports over the three terms.

E. M. Eppel - University of Sussex
R. Goodman - College of Technology
There is, within the University of Sussex, a School of Educational Studies, with its own undergraduate population and, in this, it follows precisely the pattern of the other Schools of the University. It has, however, in this academic year, been distinguished from them by the fact that it has nearly forty graduate students in the course for the Certificate in Education. In the last few months, the School of Educational Studies and the former Training Colleges in the area have come together for the purpose of setting up a 'School of Education' in some ways similar to the 'Institutes' of other Universities. This school is on the point of being recognised as the Area Training Organization which will recommend students to the Departments of Education and Science for qualified teacher status. This is, understandably, somewhat confusing to anyone not directly concerned with the teacher-training world. We have, in a sense, three persons of a trinity * a mystery which it is heretical to disbelieve but presumptuous to claim to understand.

A glance at the history of the last twenty years, helps to unravel some of the confusion. The McNair Report in 1944, having recommended the association of Training Colleges with University Departments of Education, left the door open to two schemes, one, adopted by Cambridge, set up a joint board of the authorities connected with teacher-training in the area; the other provided for Institutes of Universities of which the Training Colleges and Departments of Education would be members. This second scheme, in practice, meant close co-operation with the University and a leading role for the Department, but neither achieved the McNair conception of these federations as genuine 'Schools of the University.' Both were designated by the Ministry of Education 'Area Training Organisations.' Since those days, the College course has been lengthened from two to three years (1960) and the quality of recruits has risen until 40% of entrants satisfy minimum University entry requirements (Robbins Report 1963). The work done by many students in their main subjects already 'comes close to the level expected for these subjects in a university course leading to a pass or ordinary degree.' (Robbins Report)

Robbins recognised the feeling in the Colleges that they wished to be even more closely 'in the university orbit.' The plan to achieve this stood in two propositions. The first was that some students who entered Training Colleges should be able to follow a route leading, in four years, to a degree (already possible in four London Colleges); the second, implied by the first, was that the Colleges should cease to be controlled by Local Authorities and Voluntary Bodies and thus should become genuinely national institutions drawing their students from far beyond their localities and sending them out to serve anywhere in the country.' Not satisfied with some proposals which would merely strengthen the administrative links between University and Colleges, or with others which would group the Colleges under a central degree giving body comparable to the National Council for Technological Awards, the Report recommended the setting up of 'Schools of Education' in the fullest sense of the term when used by McNair. Academically, 'the School' would be responsible to the Senate of the University for both degree and certificate work in the Colleges (now renamed 'Colleges of Education'). Administratively, the colleges would have independent governing bodies related federally to the School of Education and, through it, to the University. Financially, this implied a system of earmarked grants made by the Grants Commission, through the universities to the Schools of Education.

On December 11th, 1964 the Secretary of State accepted the Robbins proposal for 'closer academic links between the training colleges and the universities, including the grant of degrees' but 'concluded that the academic and the administrative and financial aspects are separable and that fundamental changes should not be made in the administrative and financial structure of the teacher-training systems.'

This not altogether satisfying situation confronted the University of Sussex when the time came to set up some form of Area Training Organisation. The reluctance of the Department of Education and Science and of the Local Authorities to relinquish control of the Colleges of Education was, it must be said, more than regret at the dismemberment of an empire. They were understandably, reluctant to take their hands from the controls at a time when the supply of teachers to schools, both nationally and locally, was critical. In the past, for example, the Department, while in general
pursuing a policy of non-intervention, almost of abdication, in relations with Institutes of Education, had been able to influence the flow of teachers to primary schools when most needed. The decision to preserve something like an administrative 'status quo' was disappointing but it did not upset the good relations between Sussex University, the Authorities and the Colleges, who were all eager to press forward with plans for the School of Education.

The point has now been reached where the constitution has been agreed with the six Colleges*, four authorities** and, except for one or two details, with the Department of Education and Science. This provides for visitation of the Colleges by the University and for representation of the University on the Governing Body of each College. Government, subject to the authority of the Council and Senate of the University, is in the hands of a Delegacy (with powers, e.g. to recommend, to Senate and Council, the institution of diplomas, certificates and other qualifications and, specifically, the award of the Bachelor of Education degree) and of an Academic Committee (to make reports and recommendations to the Delegacy on any matter concerning the academic work of the School). Regular co-ordination of the work of the Colleges and the School of Educational Studies will be achieved in a Committee of Principals reporting to the Academic Committee or the Delegacy. A Board of Study for each subject (composed of specialist teachers of the subject in the University and Colleges) will consider syllabuses, examinations and any other aspect of the teaching of the subject and will make recommendations to the Academic Committee. Fairly detailed discussions have already taken place on the work of the Boards of Study and several alternative schemes for a four year course leading to a B.Ed. have been examined.

So great is the need for teachers, to reduce the size of classes and to raise the school leaving age, so urgent may be the demand in a few years time for training, if a professional qualification then becomes essential, that there is a danger of thinking only of numbers and of students working for a certificate or first degree in Education. The purpose of the School is much more than this. The vigour of its new life should make itself felt not only in the School of Educational Studies and the colleges, but in the schools of the area. It should create informed opinion about national and local problems and should stimulate, and participate in, the discussion of important issues. Among its professed aims are the refreshment of practising teachers by courses of study and training, the provision of a centre for professional activity and the promotion and publication of research. None of this implies criticism of work formerly done in the area by the Institutes of London, Reading and Southampton, but it happens that the conjuncture of circumstances is auspicious for a new beginning. The six Colleges concerned feel themselves closer and more easily knit to Sussex than they could ever have been to more distant Institutes. Teachers in the far North of the county found themselves remote from courses provided by Southampton and the very size of the London Institute increased, for some Colleges, the feeling of peripheral isolation. Geographical factors, plus the national-wide feeling of a new era in teacher-training, plus the excitement created by the birth of a new 'School' at Sussex, encourage sanguine hopes.

In the plans for a B.Ed. and in the discussions on Boards of Study, which have already looked forward to Schools of Study, to be concerned with patterns and areas of studies and with teaching designed to strengthen the links between subjects, there is evidence of 'Sussex thinking.' It is to be hoped that the University, which has made so radical an approach to undergraduate studies, will help to imprint a specifically Sussex hallmark on the work of the new School of Education.

E. C. Read
Secretary to the School of Educational Studies

---


** East Sussex, West Sussex, Brighton, Eastbourne.
Past visitors to the University have included:-

Mr. J. C. Mukherjee from India, the Leverhulme Trust Bursar
Madame E. Krassowska-Jodlowska, Vice-Minister of Higher Education for Poland
Mr. K. S. Kolge, Deputy Registrar of the University of Bombay
Mr. Jacob Amit, Editor of the Israeli newspaper 'Al Hamishmar'
Mr. L. C. H. Johnstone, Senior Editor of the 'Advertiser,' Adelaide, South Australia
Professor A. G. McKay, Professor of Classics, McMaster University, Ontario, Canada
Dr. A. C. Joshi, Vice-Chancellor of the Panjab University, Chandigarh, India
Professor M. H. Brennan, Professor of Physics, University of Adelaide, S. Australia
Professor N. Le Blanc, Dean of the School of Social Sciences, University of Laval, Canada
Professor E. E. Evans-Pritchard, Institute of Social Anthropology, University of Oxford
Dr. H. Zilcher, an Austrian Foreign Editor
Senorita M. P. Varas, Free-lance journalist, 'El Ilustrado,' Chile
Professor J. A. Richardson, Professor of Education, University of New England, Australia
Mr. Mauric Macmillan, M. P., Director of Macmillan and Company Limited

Groups of visitors to the University have included:-

Group of student Teachers from Berlin
A party of journalists from India
A group of girls from Queen Elizabeth's Grammar School, Barnet Herts.
A party of delegates attending the Anglo-German Young Men's Conference at Wiston House
A group of visitors from the Lebanon
Members of the Society of Analytical Chemistry (Microchemical Methods Group)
A party of delegates attending the Royal Society of Health Congress
A party of German Footballers
A party from the National Society for Art Education
Members of the Society of Chemical Industry, Heavy Organic Chemicals Group
Members of the British Sub-Aqua Club and members of the British Epilepsy Association
Members of the Worthing Public Libraries Committee
Members of the Lewes Chamber of Commerce
A television, radio and press party from Australia
Members of the Building Societies Institute
Members of the Eastbourne and Professional Women's Club

Conferences held at the University have included:-

An Estate Management Course run by the Ministry of Agriculture, Fisheries and Food
An Economic History Society Conference
A conference held by the Mental Health Film Council

Future visitors to the University will include:-

Mr. R. W. H. Meinander, Government Counsellor at the Finnish Ministry of Education
Future groups of visitors to the University will include:-

A party of overseas students
A party of students from the College of Europe
A group of Argentine students of architecture
A party of the Berkshire Society of Architects

STOP PRESS:

ARTS/SCIENCE LECTURES

The following lectures will take place in the large Arts lecture theatre AB174, on Wednesdays starting at 11.30 a.m.

May 5th  Professor R. Cahn, Professor Materials Science, Sussex University: ‘Metals and Man's History’

May 12th  Sir Gavin de Beer, F.R.S.: ‘Other Men's Shoulders - An Examination of the Scientist’s Intellectual Debt to Society’

May 19th  Professor Colin Cherry, Professor of Telecommunication, Imperial College, London: ‘Communication, Politics and People’

May 26th  Professor Garnet Rees, Head of Department of Romance Languages, Hull University: ‘Science and the Novelist in France’

June 2nd  Professor J. D. Bernal, F.R.S., Head of Department of Crystallography, Birkbeck College, London: ‘Science and its Context in Society’

June 9th  Professor Sir Willis Jackson, F.R.S., Professor of Electrical Engineering, Imperial College, London: ‘Electrical Engineering and its Social Consequences’

June 16th  Professor J. Rothlat, Physics Department, Medical College of St. Bartholomews' Hospital, London: ‘The Scientist in International Affairs’