No. 21

University of Sussex
Bulletin

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Student Editor: Debbie Epstein

Contents

Colloquia and Seminars .................................................. Page 2
Lectures .................................................................. Page 4
Society Notices ................................................................. Page 6
University News:
  General .................................................................. Page 10
  Union .................................................................. Page 11
Impressions of the University of Sussex ....................... Page 12
Physicists and Interviewing ............................................ Page 13
Note from the proceedings of the University Health Service Committee ............................................. Page 15
Appointments Advisory Service ....................................... Page 16
New Universities Festival 1965 ......................................... Page 18
Six advantages of becoming a Soccer Referee ................. Page 19
Visitors .................................................................. Page 20

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Extracts from it should not be published without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
J. Lively, Arts Building, Falmer.


Copy date: 1st March
COLLOQUIA AND SEMINARS

CHEMISTRY COLLOQUIA

Monday, 1st March

'Polar Effects in Reactions of Polymer Radicals'
By Dr. A. D. Jenkins

Monday, 15th March

'Direct Investigation of the Elementary Steps in the Hydrogen-Oxygen Reaction'
By Dr. B. A. Thrush, (University of Cambridge)

Monday, 29th March

'Sulphodesilylation'
By Mr. J. F. R. Jaggard

All colloquia will be held in PB 103 and will start at 4.45 p.m. Third year undergraduates are invited to attend.

ECONOMICS COLLOQUIA

These will take place on Tuesdays from 5.15 p.m. to approximately 7.00 p.m. in the Arts Building Common Room. (Please not change of time). The colloquia are recommended for students majoring in economics but other members of the University are also admitted.

23rd February

'Transport and Economic Planning'
By Mr. B. T. Bayliss

9th March

Title to be announced
By Mr. E. O. Herzfeld, (Director, Elliott-Automation Ltd.)

23rd March

Title to be announced
By Dr. A. T. M. Wilson (Personnel Division, Unilever Ltd.)

MATHEMATICS SEMINARS AND POSTGRADUATE COURSES

There will be an additional lecture in the series 'Cohomology of Fibre Spaces' by Professor Hirsch on Thursday, 11th February. During Professor Hirsch's visit there will be no Tuesday seminars (Tuesdays February 9th and 16th), and the following postgraduate lectures are cancelled:

12th February  Non-Linear Differential Equations
15th February  Homology of H-spaces
SEMINARS (4.45 p.m. in Room PB 237)

Tuesday, 23rd February
'Cancellation in free groups and free products'
By Professor R. Lyndon (Michigan)

Tuesday, 2nd March
'Varieties of groups'
By Dr. M. J. Dunwoody

Tuesday, 9th March
'The L-membrane problem'
By Mr. J. K. Reid

POST-GRADUATE PHILOSOPHY DISCUSSION GROUP

Members of faculty and graduate students are invited to join a discussion group meeting each Monday at 8 p.m. in the Arts Common Room to discuss philosophical papers read by members of the group. It is hoped that the main participants will all have done some philosophy as part of an undergraduate course, but already some without this qualification appear to have found the group worth joining.

Topics vary from week to week and are announced on the philosophy notice-board in the Arts Building. Members of the group wishing to follow up a particular discussion by reading a paper within a week or fortnight are given precedence over previous arrangements, and it is hoped that this will encourage lively discussion. Enquiries about the group will be answered by Bill Robinson (M.A. Student) or Aaron Sloman (philosophy tutor) with whom anyone who would like to read a paper should get in touch.

PHYSICS COLLOQUIA

The following colloquium will be held on Thursdays at 4.45 p.m in Room 103

25th February
'Empirical Evidence Concerning the Origin of the Elements'
By Dr. B. Pagel (Royal Greenwich Observatory, Herstmonceux)

11th March
'Low Temperature Properties of the Actinide Metals'
By Dr. K. Mendelssohn, (University of Oxford)

POLITICS SEMINAR: "ROLES IN POLITICS"

From Friday February 12th until Friday March 19th, a politics seminar will meet every Friday afternoon at 3.00 p.m. in Room AB 168. Undergraduates majoring in Politics and Sociology will be expected to attend; and the seminar will also be open to
postgraduate Politics students. Apart from the first meeting, the speakers will not be academics but people professionally involved in the political process, dealing with topics with which they are, or have been, professionally concerned. The programme will be as follows:

**Friday, 12th February**

'Party Activities'
By Professor Jean Blondel (University of Essex)

**Friday, 19th February**

'The Regional Organiser'
By Ron Hayward (Southern Regional Organiser of the Labour Party)

**Friday, 26th February**

'The N.U.T. as a pressure group'
Fred Jarvis (Publicity Officer of the N.U.T.)

**Friday, 5th March**

'The Campaign for Democratic Socialism'
By W. T. Rodgers, M. P. (Under-Secretary, Dept. of Economic Affairs)

**Friday, 12th March**

'The Lobby Correspondent and Politics'
By Anthony Howard (formerly Political Correspondent, the New Statesman)

**Friday, 19th March**

'Research and Policy-making'
By Peter Shore, M. P. (Formerly head of Labour Party Research Dept.)

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**LECTURES**

**UNIVERSITY LECTURES**

**26th February**

'Literature and the modern University'
By Professor L. Trilling

**5th March**

'Trades Unions'
By Dr. George Woodcock

**30th April**

'The Industrial History of Culture'
By Dr. E. J. Hobsbaum

**28th May**

'Architecture'
By Sir Basil Spence
CONTEMPORARY AMERICA

A course of eight lectures has been arranged. These lectures are intended for undergraduates taking the Contemporary America course, but they are on subjects which may be of general interest and open to all. The speakers will be available after the talk for discussion over coffee in Falmer House.

The lectures will take place on Mondays, 2.15-3.15 p.m. in Room AB 157.

22nd February
'Contemporary United States Foreign Policy'
By Professor C. O. Lerche, (American University; Washington)

1st March
'Pop Art in America'
By Alan Gowans, (University of Edinburgh)

8th March
'The American Theatre'
By Mr. M. S. Jamieson

On 15th March at 2.15 p.m., place to be arranged, a closed seminar of twenty-five members of faculty and undergraduates will be held on 'The murder of President Kennedy and the Warren Commission Report'. Members of the University who wish to attend this seminar should apply to Professor Cunliffe. Professor D. J. Boorstin of Chicago University and Professor David Riesman will attend.

Professor David Riesman will be giving a lecture series during the Summer Term on Thursdays at 10.10 a.m. followed by a period of discussion. The series will begin on April 29th and continue to May 27th. They will be concerned with aspects of Contemporary America Society and how it is to be understood; with its regional, ethnic and religious fissures; with the Radical Right; with changes in the universities; with the impact of psychoanalysis.

CONTEMPORARY BRITAIN

A special series of documentary films will be run in association with this course on Mondays beginning on Monday, 15th February. The times, subjects and places are given below with each week's films.

Monday, 15th February at 4.30 p.m. in Room PB 102
Dim Little Island  Diary for Timothy

Monday, 22nd February at 4.30 p.m. in Room AB 174
Josef Herman  Blackhill Campaign

Monday, 1st March at 4.30 p.m. in Room AB 174
Nine to Four  School Spirit  In and About Ellerby Lane  Strike Action  Today's Tomorrow

Monday, 8th March at 4.30 p.m. in Room AB 174
Graham Sutherland  L. S. Lowry  Henry Moore
Monday, 15th March at 4.30 p.m. in Room PB 102
A Roof Over Our Heads The Contemporary Town

Monday, 22nd March at 4.30 p.m. in Room PB 102
Queenie Living Jazz

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**SOCIETY NOTICES**

**ARTS-SCIENCE FILMS**

25th February History of Science

'The God Within' Nuffield Foundation
A Study of the environment of pre-Socratic philosophers 23 minutes

'Cosmos' German Democratic Republic
A biography of Humboldt, an 18th century scientist 35 minutes

'Introduction to Feedback' Rank
9 minutes

'Ariel - The First International Satellite'
Central Office of Information and U.S.A. 13 minutes

18th March

'Wave Behaviours' U.S.A.
Bell Laboratories showing similarities in many aspects of physics 27 minutes

'The Revealing Eye' Shell Ltd.
Showing the capabilities of photography 19 minutes

'Semiconductors' Czechoslovakia
20 minutes

'Viva La Difference' Ford 15 minutes

The summer term's programme includes a silent film made in 1925 which attempts to demonstrate, in cartoon fashion, the principles of relativity, a Russian film on illusions seen during space-flights, and two of series by McGraw-Hill Inc. on psychology.

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**CHRISTIAN UNION**

Bible Studies Arts Building 7.30 p.m

February 19th Rev. F. H. C. Gray, M.A. Gideon
February 26th Mr. C. G. Martin, B.Sc., B.D. David
March 12th Capt. J. Bainbridge Abraham
March 19th Mr. K. A. Hardy, M.A. Moses
March 5th Missionary Meeting Arts Building 7.30 p.m.

'The Sovereignty of God and Missions'
Rev. F. R. Entwhistle (Bible Churchmen's Missionary Society)
Revived C.N.D. in the University Committee:

Chairman                            Philip Ralph
Secretary                           Bryan Beckingham
Treasurer                           Margaret Mason
Publicity                           Barbara Cavender
Literature                          Mike Carr
Regional Representative            Anne Barlowe

This term's programme and important dates

11th February
'C.N.D. under the Labour Government'
By Walter Walfgary (Visiting Speaker)

20th February
March in Brighton: 'Level 2.30' against ANF; with YCND, CND, YCL, YS.

4th March
Speaker on the Easter March (provisional) - Henry Miller

5th March
FOLK EVENING HOVE TOWN HALL
National C.N.D. - Alex Cambell, Tony McCarthy and famous American Blues - Jesse Fuller

EASTER

3 DAY MARCH
START HIGH WYCOMBE
- Britain's Bomber Command H.Q.
- past Ruislip (H.Q. American 3rd Air Force)
  to H.Q. British Government
- Whitehall and Trafalgar Square
- more details from the Secretary

In the University there is also a C.N.D. Bookstall every FRIDAY. FRIDAY - C.N.D. DAY

CONSERVATIVE ASSOCIATION

The term's programme will include the following meetings:

Tuesday, 16th February
Timothy Raison (editor of 'New Society')

Friday, 12th March
The Rt. Hon. Enoch Powell, M.P.

All members of the University will be very welcome at these meetings.
FILM SOCIETY

Spring Term
February 19th   CITIZEN KANE
Muscle Beach. Happy Anniversary.
February 26th   THE KILLING
Everyday except Christmas. Rupture.
March 5th-7th   RENOIR FILM WEEKEND (Speaker: Peter Harcourt)
March 12th      BIRD MAN OF ALCATRAZ
Love me, Love me, Love me. Morse code melody. The Substitute.

Meetings 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 12/6. If you wish to join please approach either myself, a member of the committee or ask to join at a society meeting.

Tony Hilton
Hon. Secretary

HOWARD SOCIETY

Friday, 19th February
112. 5.15 p.m. Holy Mass celebrated by Fr. Couve de Murville.

Monday, 22nd February
AB 168. 7.30 p.m. Ken Onion will open a discussion.

Wednesday, 24th February
8.00 p.m. Host to the Christian Council.

Friday, 5th March
112. 5.15 p.m. Holy Mass celebrated by Fr. Couve de Murville.

Monday, 8th March
7.30 p.m. Joint meeting with the Humanists on 'Religious Education in Schools' with Margaret Knight and Monica Lawlor as speakers.

Wednesday, 10th March
7.30 p.m. Discussion with the Humanists.

Tuesday, 16th March
7.30 p.m. PB 102. With the Philosophical Society: Fr. F. C. Copleston S.J. on 'The Scandal of Philosophy: The Conflict of Systems'.

Friday, 19th March
5.15 p.m. 112. Holy Mass celebrated by Fr. Couve de Murville.
INTERNATIONAL SOCIETY

Monday, February 22nd at 7.45 p.m. in Room AB 059

'What is happening in Vietnam'

By P. J. Honey (Lecturer in Vietnamese at London University)

Monday, March 1st at 7.45 p.m. in Room AB 059

'The obstacles to co-operation between Communist and Western-democratic societies; are they mythical or insuperable?'

A forum will be held on this subject.

Speakers:
Mr. Y. Crestincie of the Yugoslav newspaper 'Politika'
Mr. Berezowski of the Polish newspaper 'Tribuna Ludu'
Mr. L. Lederer of 'The Observer'

INTER-UNIVERSITY JAZZ FEDERATION

The Jazz Club is organising the Southern Regional heat for the U.U.J.F. annual competition. This will be held on Saturday 27th February in the refectory at approximately 6.00 p.m. The competition is run every year and most universities enter groups. Last year we entered two groups which both got into the final at the Fairfield Halls in Croydon. We are the current holders of the small group award. It is hoped that many will take the opportunity of coming to listen to jazz groups from other universities. This includes our own two groups who will appreciate the support. Tickets are on sale at the Porter's desk.

JEWISH SOCIETY

Sunday, 28th February

Interfunction with other University Jewish Societies

Tuesday, 9th March

'Jewish Revolutionary Movements' Dr. F. M. Friedmann

LITERARY SOCIETY

The Literary Society will meet in AB 157 at 7.30 p.m.

15th February

'The thirties'

By John Gross

26th February

Poetry Reading

By Tony Connor
8th March
David Daiches
Wallace Stevens

15th March
Poetry Reading
By Peter Redgrave

Summer Term
L. C. Knights
R. M. Hillman
William Golding
Jon Silkin
Rachel Trickett

S. C. M.

POST ELECTION BRITAIN  a discussion of the current political situation and the issues making the headlines.

Thursday, 11th February
BY-ELECTIONS - has Wilson lost his mandate?

Thursday, 18th February
COMPREHENSIVES - education for all?

Thursday, 25th February
THE CIVIL SERVICE - servile or in control?

Thursday, 4th March
TRIPE - Transport problems; Regional planning; Industrial relations; Property speculation; Etc.

Thursday, 11th March
THE LIBERAL PARTY - and the balance of power

Thursday, 18th March
THE 15% - policy or panic?

Tuesday, 23rd March
FINALLY - and in conclusion ......

Meetings held at 1B, Bartholomews (above S. P. C. K. bookshop) at 8.00 p.m. Coffee will be served.

UNIVERSITY NEWS

GENERAL

Opening of the Library on Saturdays and Sundays

From 30th January, 1965 and until the end of the Spring term, that is until 25th March, 1965, the Library will be additionally open at the following times:
SATURDAY 12.30 p.m. to 5.00 p.m.
SUNDAY 2.00 p.m. to 7.00 p.m.

During these periods there will be no issue of books for use outside the Library.

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**APPOINTMENTS**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment</th>
<th>Building</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>P. R. Adby, B.Sc.</td>
<td>Experimental Officer</td>
<td>Physics</td>
<td>1.2.65.</td>
</tr>
<tr>
<td>Professor M. Trow</td>
<td>Visiting Professor of Sociology (from University of California)</td>
<td>Arts Terrapin</td>
<td>5.2.65. to 31.3.65.</td>
</tr>
<tr>
<td>Mrs. K. J. Hoar</td>
<td>Senior Library Assistant</td>
<td>Library</td>
<td>22.2.65.</td>
</tr>
</tbody>
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**CHAPLAINCY ACTIVITIES**

On February 18th, Professor W. R. Niblett, Dean of the Institute of Education in the University of London, will address an open meeting in Falmer House on 'Religious Education in Schools - time for a change?'

On February 21st, there will be Sunday morning worship at Falmer House at 11.30 a.m., conducted by the Chaplain, at which the Reverend John Cotton will preach. In the afternoon, from 2.00 to 6.00 p.m., there will be a short conference for undergraduates on 'How shall a man live? Is there a crisis in personal morality?'

There will be a service for Ash Wednesday, March 3rd, in the Music Room from 1.30 to 1.55 p.m.

A short week-end study conference, open to any members of the University, will take place at the Isle of Thorns over the first week-end of Lent, March 6th-7th.

On March 14th, Professor I. T. Ramsey, Professor of the Philosophy of Religion at Oxford will speak in Falmer House at 4.30 on 'Language and Belief'.

An end of term service will be held at Falmer House at 11.30 on March 21st.

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**UNION**

**UNION COMMITTEE ELECTION RESULTS**

To serve on the present committee to the end of the term:

Brian Davis
Paul Jervis
Mike Prior
Ian Riley
Tim Shaw
Peter Wickens
To form the 1965-6 committee to take office from April 1965:

Margaret Brooke
Bridie Davis
Leona Gould
Julian Le Grand
Edward Hurst
Helen Jay
Paul Jervis
Margaret Mason
Luke Mulenga
Mike Prior
Ian Riley
Pauline Seers
Tim Shaw
Peter Wickens
Mary Wilsey

The Returning Officer, Pete Taylor, has resigned to serve his nation at sea. We would like to thank him for a year's excellent and conscientious service.

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IMPRESSIONS OF THE UNIVERSITY OF SUSSEX

Mr. Jack Lively has asked me to comment, before the novelty wears off, on some of my impressions of the University of Sussex. This is naturally easier to do when I have been here long enough to be bewildered and not long enough to think I know anything. Perhaps regrettably, I could not come wholly without preconceptions, since I had read in New Society, The Listener, and elsewhere about the new universities, and met a few of the ubiquitous British students who, on Commonwealth fellowships or in other ways always seemed to me to manage to get around the United States with a zest and thoroughness few of the natives achieve.

During my undergraduate days and since I have been passionately interested in the formative importance of architecture in a university. I see the buildings, their decor, their arrangement as so many statements by the university concerning the visual life, the nature of human relations, the relevance for the life of the mind generally of imagination and daring. All too many American universities say, in effect, by their fake Gothic or fake Georgian buildings that the life of the mind consists of pastiche, of the most boring imitation. Sir Basil Spence's University of Sussex is even more spectacular than photographs had led me to suppose; it is an emphatic rhetoric about the vitality, the energy, the monumentality, and the vista appropriate to the university. In a country suffering from economic anemia, there is something almost mischievous and certainly playful about this luxury, this spaciousness, this inventiveness, which is carried into the attractive furniture, the colorful draperies, not to speak of the colorful paintings which give visual (if not always calorific) warmth to buildings.

Nevertheless, in the thoughtful debate between Boris Ford of Sussex and Donald Davie of Essex (New Statesman, December 11th, 1964), my intelligence inclines towards Mr. Davie although my emotions are drawn by Sussex and Mr. Ford. For it does seem to me that Sussex, for its present and immediately forseeable population, may be a bit too spread out; and on a cold, damp afternoon there can be a loneliness about its handful of stalking grey figures (with everyone else holed up in Brighton), which might not be so oppressive in a more gathered milieu. University planners cannot escape the fact that the greatest architects are often the more tyrannical ones, and there is always the danger that they will be influenced by their sense of a place in architectural history. However, most of us as faculty members know even less about what architectural and social arrangements are most conducive to achieving our purposes. It will be some time before social scientists know enough to contribute to architectural planning on the basis of their understanding of the groupings and ambiances which, with
different mixes of student subcultures, might serve long-range educational ends. At any rate co-operation between architects and faculty is at present embryonic, and social scientists who fortunately do not know enough to be dictatorial, hardly know enough to assist a Vice-Chancellor's dreams.

Turning now to another kind of visual scheme, the students strike me as an especially attractive group. There appears to be an easy co-educational camaraderie, which helps counteract the impression of loneliness and emptiness of the place. The girls have the fashionable casualness of dress and grooming that of course is not so casual - including the blue jeans.

The beards worn by some of the young men seem to me to have quite a different significance from those worn by the beards and angry bearded ones in American universities. For the latter, the beard is a protest: against parents, against being thought unmasculine, against the established order of things; they go together with being unwashed, unmannerly, and with folk-singing, and perhaps with political radicalism. British hirsuteness occasionally may have similar roots, but on the whole the Sussex beards are just that: beards. I have sensed in the Sussex students, in the briefest contacts, rather little of the kind of alienated and resentful hostility toward adult authority, characteristic of some of the more talented and troubled American students. I was told at a party in London just before coming to Sussex that there were more suicides among the Sussex undergraduates than in general, and if this is the case I venture the explanation: that it is like San Francisco in the United States: people who are in search of something go to San Francisco, and then, having come to the end of perhaps the most attractive city in the States, they realize that they have carried their difficulties with them. The suicide rate is extremely high. However, I have been more struck by the cheerfulness of the British in general and the students in particular, a cheerfulness apparently undaunted by the economic and educational time of troubles through which the country is passing.

Deference to adults does not seem to be surly, as it so often is in the United States, just as social class deference to one's supposed betters appears to hang on in the face of greater egalitarianism and even the labor shortage. One architectural aspect of that deference which strikes the American visitor is the considerable space devoted to faculty common rooms and dining facilities at the University; some of the older American universities might match this, but not newer ones just in the midst of being built in time of great shortage of space and other facilities. I realize, of course, that the numbers of Sussex faculty members will grow along with the students, and that the rooms are put to functional use for seminars and meetings of all sorts; but a certain amenity prevails still in Britain, a certain ease and spaciousness, which may actually be more efficient, even in the most mundane terms, than more apparently functional distribution of scarce resources.

However that may be, the faculty seem to me to more than earn their 'fringe benefits' by their devotion to undergraduate education, a devotion for which the major American universities are seldom marked. The British sense for justice, for disinterestedness, taken for granted here remains for the outsider an impressive model. I have been much interested, in this connection, in the procedure at Sussex and elsewhere for granting personal interviews to those students who, being above a certain minimum of acceptability, are likely entrants into the university. Interviews conducted at Sussex by pairs of faculty members would in equally selective American universities be delegated to more or less professionalized admissions staffs, vaguely supervised by a small committee of faculty and administration. The interviews maintain a personal, even club-like quality, in the face of meritocratic pressures; and, beyond their relevance as part of a general effort both to be and to seem fair, they inform faculty members about the temper and preparation of contemporary students, while giving some of those who will enter Sussex some little appreciation of what they may expect.

The desire of so many - faculty as well as students - to enter Sussex seems to have made 'Oxbridge' less of a monopoly to be feared, resented, and imitated. And paradoxically, though few will manage to enter, the availability of Sussex and its new counterparts would seem part of the greater openness of British life which strikes the visitor.
Interviewing consumes about one man-year of physics manpower per year, partly because physicists interview along with both mathematicians and chemists. If continued on the present scale it is likely to be raised annually for discussion, thereby consuming still more man hours. A number of possibilities are being discussed among physicists at the present time to try to arrive at some compromise between the obvious public relations value of interviewing and the loss of physics manpower. It is not disputed that the interview followed by a letter to the headmaster helps considerably in promoting good-will towards the University among the schools. The recent poll also indicates that it may have a greater effect on student choice than many of us realized. The question reduces to how to keep on good terms with the schools and ensure an adequate supply of good students for the least expenditure of physicists.

For the present 250 places in Molecular Sciences and Mathematical and Physical Sciences, a reasonable compromise might be to interview about 400–500 of the best applicants, and to make fairly demanding conditional offers without interview to a further number, the size of which would be estimated so as to ensure filling the available places. With present applications to the physical sciences running about about 7 per place, having risen 100% over the number a year ago, the latter category might not be necessary for long, perhaps not even for next year. Anyway, we should not be unhappy having students who meet the conditions of this 'standard offer'. This rather mild proposal would save approximately half a physicist per year. A further factor of 2 could be gained by interviewing singly rather than in pairs, mathematicians, physicists and chemists interviewing prospective majors in their own subjects. As long as it is agreed that for applications to the physical sciences the interview's value lies in public relations with the schools and influencing students to come here, this saving is likely to be acceptable since these two aims can be accomplished almost as well by one person as by two. Apart from exceptional cases, candidates would receive a standard conditional offer so that 'selection' would rest on A-level performance, as it does at the present time.

Quite apart from the question of saving physics manpower, there is considerable discussion going on about the deployment of physicists for interviewing. On one hand there is support for reducing the number to two or three people who would be relieved of teaching duties during the spring term in order to concentrate on admissions. This has the advantage that it might be possible to persuade people who make a good impression with students to interview for a few years in a row, forming with the Admissions Section at Stammer a fairly professional group. On the other hand there is a scheme in which all physicists (and possibly all scientists) would take part, nick-named Instant Interview. Since about 65% of all science applications have been received by the second week of December and 95% by the second week of January, it would be feasible to set aside a day in December and one in January on each of which up to about 300 applicants could be interviewed. There would be talks arranged about the science courses, research activities and student affairs, followed by tours of the laboratories and other buildings. The practical details have not yet been completely worked out, but the scheme seems feasible and it is clear that it has many advantages. First, on average the students would visit the university earlier than at present, giving the possibility of attracting some students before they have accepted offers elsewhere. Secondly, the students would learn much more about the university than they do at present, and, furthermore, time would not need to be spent during the interview describing the science courses, lodgings, sports facilities and other things. Finally, from the point of view of the faculty, it would have the great advantage of getting most of the interviewing done before the spring term begins. In these reasons 9 out of 10 physicists currently prefer Instant Interview to the Regular Grind.

D.G.
NOTE FROM THE PROCEEDINGS OF THE

UNIVERSITY HEALTH SERVICE COMMITTEE

There is evidence of misinformation among members of the University about the physiology of conception and facts of contraception; and there are contraceptive drugs on the market which are potentially dangerous except under proper medical advice and control. These drugs should therefore never be used without medical advice, and we urge members of the University, most seriously, not to do so. Members of the University are informed that if they wish for medical advice in this matter, the University's doctors will provide it.

FACULTY DISCUSSION ON 'THE ROLE OF THE SCHOOLS WITHIN THE UNIVERSITY OVER THE NEXT FEW YEARS'

A discussion on this subject was held on 27th January, 1965 at the request of the Committee of the Senior Common Room. The principal speakers were Dr. Hugh Kearney and Professor Asa Briggs.

Dr. Hugh Kearney argued that, in the absence of any clear view of their place within the university, the Schools were tending to become super-departments and their Deans 'super heads of departments'. There was some danger of Sussex becoming the most centralised university in these islands. In particular, the constitutional position of the Deans seemed remarkably ill-defined. He suggested that a choice still existed between the two broad structural possibilities of the British university system - the departmental and the collegiate - and thought that a modified version of the collegiate system might be better suited to Sussex. If the College/School basis were accepted, he felt, the social needs of both Faculty and students would be fostered, communication would be improved, there would be a greater sense of academic equality and involvement in the affairs of the university for faculty, and a greater sense of identity with the university, through the Schools, for students. He sketched at some length the manner in which elected Deans and elected School Boards might fit into the general pattern of university government.

Professor Asa Briggs argued that, since we are at present only in the middle of the very considerable task of establishing at a rapid rate a new university, it was as yet too early for elaborate constitution-making and too early to sacrifice continuity in policy and planning. He felt that, while it was necessary to have some concentration of executive power at this stage, there was greater freedom of discussion and a greater opportunity for participation than in most other universities. He stressed his belief in the open university as against a collegiate view and argued that U.G.C. requirements rendered certain of Dr. Kearney's suggestions impracticable. Disagreeing with the suggestion that the Schools were turning into super-departments, he pointed to the existence of such courses as the Modern European Mind and Contemporary Britain and argued that the core/context principle in itself inhibited departmentalism. He recognised, however, that a need for some intermediate institutions had now shown itself and he suggested the following as ways of achieving greater cohesion both in the Schools and in the university and of meeting the problems of identification of both faculty and students: a visible focal community-point in the Schools such as a common-room or reading-room for undergraduates, postgraduates and members of faculty; a better-organised School Office; a fuller School social life to assist in the integration of new members of faculty and new students; more academic contact (e.g. faculty seminars within a School); more effective School meetings.
In the general discussion which followed, many, and diverse, points were raised. Although two speakers argued that the standpoints of Dr. Kearney and Professor Briggs were not in practice irreconcilable, the balance of opinion seemed to favour the open university as opposed to the collegiate conception – the 'big city' as against the 'village'. There also, however, appeared to be a widespread feeling that the open university called for better communications and a firmer infrastructure than at present if it was to retain its coherence as a community and – particularly as far as the students were concerned – foster a sense of 'belonging'.

C.J.

APPOINTMENTS ADVISORY
SERVICE

The Appointments Advisory Service has now collected together a number of opportunities for working during the vacation, which first and second year undergraduates might like to consider. Lists of organisations offering such work are displayed on Appointments Service notice boards throughout the University and are reproduced below. This employment is usually designed to give some kind of insight into the nature of possible careers and is not as a rule merely a way of earning money. Undergraduates thinking of taking such vacation employment should consult their tutors about this, in case they have other plans for individual students.

In addition to employment, a number of employers, usually in the public services, offer facilities for vacation visits. One of the more significant of these is the visit by second year students to the various government departments. These visits are designed to give potential candidates for the Administrative Class or the Diplomatic Service, who are still undecided about their future career, a chance to get a first hand impression of life and work in these services by seeing what goes on in a department. In addition to the Christmas and Easter vacation visits a third visit is being held this year from Monday, 27th September to Friday, 1st October, 1965. Some of the other organisations offering courses or visits are also listed below, but where a field of employment is not covered, the Appointments Service will do its best to make arrangements for students to make visits on an individual basis.

I.A.E.S.T.E. is an organisation which takes second year undergraduates who have had some practical experience of industry and who preferably have a working knowledge of the language of the country to which they intend going, to work for a period of eight to twelve weeks in an industrial company overseas. Applicants for I.A.E.S.T.E. may be either men or women scientists, engineers or economists, though applicants from other disciplines may be considered if they have enough practical experience. The closing date for applications was really the middle of December, but a special extension has been granted this year so that candidates may be considered up to the end of March.

Further details of all these courses are available from the Appointments Advisory Service in Terrapin 1, west of Falmer House.

VACATION EMPLOYMENT (paid)

<table>
<thead>
<tr>
<th>Firm</th>
<th>When/how long</th>
<th>Closing date for applications</th>
<th>Other details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive products Ltd.</td>
<td>Summer 8 wks.</td>
<td>Feb. 20th</td>
<td>2nd yr. men. science</td>
</tr>
<tr>
<td>B.A.C.</td>
<td>Summer 6-8 wks.</td>
<td>Early in yr.</td>
<td>1st and 2nd yr. science students.</td>
</tr>
<tr>
<td>Firm</td>
<td>When/how long</td>
<td>Closing date for applications</td>
<td>Other details</td>
</tr>
<tr>
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<td>----------------------------------------------------</td>
</tr>
<tr>
<td>B.B.C. Engineering Divn.</td>
<td>5th July 6 wks. 16th Aug 6 wks.</td>
<td>March</td>
<td>U.K. men, physics</td>
</tr>
<tr>
<td>British Nylon Spinners</td>
<td>Summer</td>
<td>March 1st</td>
<td>2nd yr. men &amp; women, phys. &amp; chem.</td>
</tr>
<tr>
<td>British Petroleum</td>
<td>Summer 6-8 wks.</td>
<td>March 15th</td>
<td>Chemistry students</td>
</tr>
<tr>
<td>British Timken</td>
<td>Summer</td>
<td>Early in year</td>
<td>Science</td>
</tr>
<tr>
<td>Cape Asbestos Co. Ltd.</td>
<td>Summer</td>
<td>Early in year</td>
<td>Phys. &amp; Chem students</td>
</tr>
<tr>
<td>C.E.R.N.</td>
<td>Summer 2-4 mths.</td>
<td>Early in year</td>
<td>2nd yr. science students</td>
</tr>
<tr>
<td>C.E.G.B.</td>
<td>Summer 6-8 wks.</td>
<td>March 1st</td>
<td>Science. Opportunity to do research</td>
</tr>
<tr>
<td>Decca Radar</td>
<td>Summer 8 wks.</td>
<td>Early in year</td>
<td>2nd yr. science students</td>
</tr>
<tr>
<td>Distillers Co. Ltd.</td>
<td>Summer</td>
<td>Early in year</td>
<td>2nd yr. science students</td>
</tr>
<tr>
<td>Edwards High Vacuum</td>
<td>Summer</td>
<td>May 1st</td>
<td>Science student</td>
</tr>
<tr>
<td>Elliott Bros.</td>
<td>Summer 6-8 wks.</td>
<td>Early in yr.</td>
<td>1st and 2nd yr. students</td>
</tr>
<tr>
<td>Ford Motor Co.</td>
<td>Summer</td>
<td>Early in yr.</td>
<td>Science students</td>
</tr>
<tr>
<td>Geigy Co. Ltd.</td>
<td>Summer</td>
<td>Early in yr.</td>
<td>Chemists</td>
</tr>
<tr>
<td>G.E.C.</td>
<td>Summer</td>
<td>May 1st</td>
<td>Science students 1st, 2nd, 3rd yr.</td>
</tr>
<tr>
<td>I.B.M.</td>
<td>2 courses July and August</td>
<td>Early in yr.</td>
<td>Programming, Men and women, all faculties.</td>
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<tr>
<td>I.C.I.</td>
<td>Summer</td>
<td>Early in yr.</td>
<td>Physics &amp; Chemistry students</td>
</tr>
<tr>
<td>I.C.T.</td>
<td>Summer</td>
<td>Early in yr</td>
<td>Programming. 2nd &amp; 3rd yr. Men and women all faculties</td>
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<tr>
<td>London Transport</td>
<td>Summer 8 wks.</td>
<td>February</td>
<td>Science students. Also overseas students</td>
</tr>
<tr>
<td>Meteorological Office (most research labs.)</td>
<td>Summer</td>
<td>February 1st</td>
<td>1st, 2nd yr. men &amp; women</td>
</tr>
<tr>
<td>Perkins Group</td>
<td>Summer 8 wks. in July and August</td>
<td>Early in yr.</td>
<td>Programming. Men mathematicians</td>
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<tr>
<td>Plessey</td>
<td>Summer 6-8 wks.</td>
<td>April 20th</td>
<td>Science students</td>
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<tr>
<td>R.A.E. Farnborough</td>
<td>Summer</td>
<td>Early in yr.</td>
<td>3rd yr. &amp; p.g. students, science</td>
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<tr>
<td>Royal Naval Scientific Service</td>
<td>6-8 wks Summer</td>
<td>15th April</td>
<td>Science students</td>
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<tr>
<td>Royal Radar Establishment</td>
<td>July 12th - August 20th</td>
<td>February 15th</td>
<td>2nd yr. men &amp; women Lectures included</td>
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<tr>
<td>Safety in Mines Research</td>
<td>Summer 8 wks.</td>
<td>February 1st</td>
<td>2nd, 3rd yr. students Research</td>
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<tr>
<td>Shell Co. Ltd.</td>
<td>Summer 8 wks.</td>
<td>April</td>
<td>Chemists, physicists</td>
</tr>
<tr>
<td>S.T.C.</td>
<td>Summer</td>
<td>Early in yr.</td>
<td>Science</td>
</tr>
</tbody>
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VACATION COURSES

<table>
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<tr>
<th>Organisation</th>
<th>Dates</th>
<th>Closing date for applications</th>
<th>Organisation</th>
<th>Dates</th>
<th>Closing date for applications</th>
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<tbody>
<tr>
<td>British Leather Manufacturers' Research Assoc.</td>
<td>May 4th</td>
<td>This month</td>
<td>Particulars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Service Govt. Departments</td>
<td>5th-9th April 27th Sept -1st Oct.</td>
<td>February 15th June</td>
<td>Chem. &amp; Phys. (not more than six)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ford Motor Co.</td>
<td>Summer 4 days</td>
<td>May 20th</td>
<td>Potential candidates for Admin. Class or Dip. Service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperial Tobacco Co. 4th-10th April</td>
<td>26th February 1st March</td>
<td></td>
<td>2nd year students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R.A.F. Technical College, Henlow</td>
<td>1st-2nd April 7th-8th April</td>
<td>22nd February 1st March</td>
<td>2nd or 3rd years (20 places)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.R.A.F.</td>
<td>Easter or Summer vac. for 3 days</td>
<td>-</td>
<td>Visit of general interest Visit of technical interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unilever Ltd.</td>
<td>2 wks. in summer vac.</td>
<td>Early in yr.</td>
<td>Visit to station 2nd or 3rd year women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unilever Research</td>
<td>Summer 6-8 wks.</td>
<td>Early in year</td>
<td>Arts men interested in management and marketing in particular. (Interviews on 25th Feb. at Appts. Service)</td>
<td></td>
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</tbody>
</table>

NEW UNIVERSITIES FESTIVAL 1965

The New Universities Festival was held last year at the University of Keele and was almost universally considered a great success, so much so that a second Festival will be held at Sussex on May 28th, 29th and 30th this year .... and even plans for a NUF. at York in 1966 are already on foot.

One of the main problems this year has been to make sure that this Festival will have identity of its own, and not merely be a pale shadow of the first Keele Festival. To achieve this, it was decided that seminars should be grouped around a single general theme; and this theme will be the integration of new universities into the existing surroundings, in various aspects. These seminars will be held on the Saturday morning and topics will include 'The Impact of Youth Movements on Local and National Politics,' 'International Co-operation between Students,' 'The Integration of the Individual into the University Community,' 'New Architecture in Existing Rural and Urban Surroundings,' 'The Integration of the Disciplines' and several others. Guest speakers invited include Lord Caradon, Michael Croft of the National Youth Theatre, Dr. Nuttens, Director of the Institute of Advanced Architectural Studies, University of York, the Bishop of Chichester, Raymond Williams, Katherine Whitehorn, and many other eminent figures. We hope that students will find a topic in which they are interested and come with lively contributions and ideas on the Saturday morning. To make sure that seminars are not entirely dominated by guest speakers, a student chairman from one of the new Universities
has been appointed for each seminar: he will meet the speakers beforehand, and canvass adequate student support for his seminar. In the afternoon a forum on education will be held at which Sir John Fulton, Mr. Anthony Crosland, Hugh Cudlipp of The Sun and Professor David Riesman have been asked to speak, but we have yet to have definite replies from all those invited wither for seminars or forum.

One of the most exciting parts of the Festival should be the choral and orchestral concert at which the best musical talent of the new Universities will be playing or singing. Edmund Rubbra has been commissioned to write a work for this. There will also be a professional jazz concert, though players are not yet confirmed; student jazz groups and a jazz and poetry session in which Ted Hughes's name is perhaps the most well known.

A political debate on Friday night will discuss the ability of 'the present government' to run the country (thus avoiding any difficulties with the subject should the government change between now and then?) for which Edward Du Cann and Dick Marsh have been invited to oppose one another, and we await their replies.

A debate between the humanists and religious groups will be a feature of Sunday morning, along with a discussion on films, for which the names Joseph Losey and Dirk Bogarde have been whispered, but again not confirmed since film directors and actors are exclusive personalities who cannot be sure when they will be in the country.

These are only a few of the highlights of the weekend: there will of course be a Festival ball and a few informal raves as part of the opportunity which the NUF offers to get to know the others. Full delegations will be coming from East Anglia, Essex, Lancaster, Keele and York; a few graduates from Warwick and Canterbury (since they have no undergraduates yet); and we are also inviting as guests and observers the Presidents of the Unions of the Colleges of Advanced Technology which are to become Universities. We felt that these are, or will represent, a significant line of new thinking about education, and one of the things we can do is to welcome and make friends with these other newcomers into the University world.

The Festival is this year, as last year, being sponsored by 'The Sun' to whom we are very grateful for their help and support.

Priscilla A. Noad
Helen Jay
Joint Chairmen, NUF Committee

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SIX ADVANTAGES OF BECOMING A SOCCER REFEREE

1 - It helps that secret sense of inferiority
2 - It provides healthy and vigorous relaxation once a week
3 - It gives you contacts with real life outside the university
4 - It represents an income of 10-15/- a time
5 - It is an asset to prospective teachers
6 - It allows rotten players to take a part in really big matches

The Sussex referees association is willing to provide an intensive training course followed by unlimited opportunities to practise under the personal supervision of an experienced referee. Anyone interested should contact me soon.

C. L. Campos
Arts Terrapin.

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Judging by the prospectus and initial conversations, Sussex has taken advantage of openness to attempt some very demanding and intricate curricular experiments in the organization of the Schools and perhaps especially in the contextual courses and in the nearly intractable effort to bridge the 'two cultures'. English literature does not appear to be taught in isolation from its social context or from world literature; sociology is linked to the humanities; an attempt is made to combat disciplinary as well as geographic nationalisms. I can well imagine the almost overwhelming difficulties here, arising in part from faculty trained in sharp delineations of field and method and, perhaps especially on the British scene, where there's deadly fear of amateurism due to its past role in British life. And students are likely to seek easier, more closed identities, and to fear the amorphous and ambiguity of the Sussex non-pattern, even while they profit from experiments in education which, almost per se, tend to develop. Beyond that, the intellectual tasks themselves demand both great learning and, rarer, willingness to appear foolish and unlearned in fields not one's own.

Already, I have heard it said that the Sussex curriculum is an imitation of American models. I wish I could say this was so. No doubt, among the 1800 American institutions of (more or less) higher learning, some must exist which do certain things Sussex also attempts, but the noble experiments in 'general education' in the United States, such as those at Columbia and Chicago, are now in retreat under the full impact of proto-graduate undergraduate specialization. That this is so in part reflects the fact that students in the more selective and demanding American colleges and universities are in overwhelming proportions going on to further graduate and professional study. At Harvard College this proportion has risen to nearly 90% in the last years, of whom the largest fraction will pursue the Ph.D., and perhaps a quarter, medicine (now often followed by the Ph.D.). Yet this very trajectory, though it casts a kind of sixth form shadow over our undergraduate years, allows a certain leeway to the students in those fields where, unlike physics and mathematics, one is not required to demonstrate high competence by the age of 21 if one is to have any hope of preference. For the others, the major one pursues as an undergraduate becomes somewhat less important. Undergraduates can shift their majors with comparative ease in most of our institutions, and there is a tendency for them to discover new areas during their undergraduate careers. Furthermore, seeing themselves as going on for further study after the University, a fifth of the Harvard students drop out of course sometime during their undergraduate years to get a job, or join the Army or the Peace Corps, eventually returning in good standing to take their A.B. degree. Though they need a good undergraduate degree to enter the graduate school or medical school they would like to be in, it is the latter institutions which will put them on the path of occupational success, mediocrity, or failure. Here at Sussex, it appears to me, and in the United Kingdom generally, the undergraduate degree matters a great deal more, even if there has also been postgraduate work. One hears of a Sussex colleague, "Of course, he's a Cambridge man", with the assumption that in a particular field of work this will mark his style as a scholar. Harvard, the University of Chicago, Antioch College, and a few other institutions may have a comparable impact in the United States, but as I have said, the far greater emphasis is on one's graduate degree for professional as opposed to social or fraternal purposes. And this in turn makes it appear that the sixth form is of far greater importance in British careers than the last several years of high school are with us; America is still second-chance country by comparison.

And perhaps in part because the British university student is not permitted or encouraged to drop out of his course (which is a year shorter anyway) and is less likely than his American counterpart to have worked on a job during term time there is perhaps in the leading universities here a somewhat greater focus on ideas about society than on the perhaps romantic effort to encounter society first-hand as many of our students do. There is something in the British students that is at once sophisticated but unworldly, at least in the young people I have seen here so far. It may be that this is another consequence of sixth form cramming, as well as reflecting a delight in words and display of verbal virtuosity. And conceivably it also reflects a society so relatively centralized, with its national press and national media, that no one feels remote at least geographically, from central occurrences in politics, the arts and movements of ideas.
Yet I must say that one of the surprises of the first days at Sussex has been the discovery of the by no means vanished importance of regional differences. To be Scottish or Welsh is not simply a pleasant anachronism, and to come from the North of England is to feel, perhaps, a bit like someone from Texas or Montana in the States: a certain cocky, yet defensive, assurance against the softer and more subtle elite of the South and Southeast. Despite relative centralization, so that the government cannot get itself or anyone else out of London, the students at Sussex strike me not only as individuated as persons, but also in terms of locale, although as yet the connotations or overtones of all this escape me.

Our older son taught anthropology at San Fernando Valley State College in Southern California for the last several years. This College had its origins about the same time as the University of Sussex, but it now has some eight thousand students, and so many new faculty arrive every year that it is impossible to induct them into any kind of community or sense of responsibility toward their students or each other. Nevertheless, there is some dedicated teaching, and even some research done there. In comparison, Sussex is more like some of the new American private colleges, where the bulldozers are also at work, but where growth has been on a more human scale in space and time. Hence it is possible for the visitor to Sussex to hope that in the course of an all too short stay, he can come to know at least a few of the faculty on the Arts side, and hopefully on the Science side, and some of the students. Whatever may be said in Bias or the Wine Press as a backlash of expansive hopes and expectations, Palmer House can be one of the more pleasant air terminals.

David Riesman

PHYSICISTS AND INTERVIEWING

'How do you know that it isn't an electrical force rather than a gravitational one that holds the moon in its orbit?'

'A man has some rocks in a boat on a pond. If he throws the rocks overboard, will the level of the water in the pond rise or fall?'

In the silence that usually follows, broken only by the sound of blood rushing to the head, many of us must wonder why we are asking these questions. There would seem to be four people in Physical Sciences who believe that the candidate's answers (even to more reasonable questions than those above) tell us very much about his intelligence or scientific ability. Yet once a week, throughout what is probably the busiest term of the year, we spend half a day or more asking our questions, weighing the answers which follow, and in the end playing our hunches or conscientiously compensating for our prejudices.

One reason for interviewing emerged unexpectedly about a week ago as the result of an informal poll taken by physicists who tutor first year students. In an attempt to find out how often the interview causes candidates to alter the order of preference of universities on their lists, we asked our students, 'Do you think you were influenced by the interview itself (rather than the buildings and site, for example) to come to Sussex rather than some other University?' In considering their answers, they were asked to answer no if they thought a group visit or tour of the university would have had about the same effect. Nevertheless, about one third, of a hundred students asked, felt that the interview had influenced them to pick Sussex. (Unfortunately, we cannot poll so easily those whom it drove away. Also, it has been pointed out to me that the question may have encouraged 'yes' answers, because 'no' implies an obliquely rejection of the tutor-interviewer.) Whatever doubts the interviewers may have about the interview as a selection mechanism, there is no doubt that many of the students like to feel 'selected'. Some seem to have valued being asked fairly tough questions about maths and science, and one commented on the absence of 'cultural questions' of a sort which he found objectionable in interviews elsewhere.