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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Extracts from it should not be published without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.

The twenty-third issue of the Bulletin will appear on Tuesday, April 23rd, 1965

Copy date: 22nd April, 1965.
COLLOQUIA AND SEMINARS

CHEMISTRY COLLOQUIA

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 note change of time). The colloquia are recommended for students majoring in economics but other members of the University are also admitted.

9th March

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

16th March

'The Politics of National Insolvency'
By Mr. M. H. Fisher (Foreign Editor, Financial Times)

23rd March

'The Recruitment and Development of Managers'
By Dr. A. T. M. Wilson (Advisor on the use of Social Sciences, Unilever Ltd.)

NEXT TERM

27th April

'Some of Today's Industrial Economic Problems'
By Mr. J. G. Woodruff (Chairman, St. Pancras Engineering Works, Chichester)

11th May

'The American Marketing Concept'
By Professor R. D. Tousley, (Professor of Marketing, Washington State University)

18th May

Title to be announced
By Mr. Dudley Seers, (Director General, Ministry of Overseas Development)

MATHEMATICS SEMINARS

The following seminar will be held in Room PB 237 at 4.45 p.m.

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 Thursday at 4.45 p.m. in Room 103

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:

12th March

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

19th March

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

SCHOOL OF AFRICAN AND ASIAN STUDIES

The following seminar will be held on Monday in Room AB 131 at 5.00 - 6.30 p.m.

15th March

'African Diaspora: the Hausa of Nigeria'
By Dr. Abner Cohen (School of Oriental and African Studies, London)
LECTURES

UNIVERSITY LECTURES

30th April
'The Industrial History of Culture'
By Dr. E. J. Hobsbaum

28th May
'Architecture'
By Sir Basil Spence

CONTEMPORARY AMERICA

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. The times, subjects and places are given below with each week's films.

15th March at 4.30 p.m. in Room PB 102
A Roof Over Our Heads  The Contemporary Town

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

SOCIAL ANTHROPOLOGY

Professor Evans-Pritchard of the University of Oxford will give a series of 9 one-hour lectures on 'The development of Social Anthropology' in Room AB 157, at 11.30 a.m. on Tuesday, Wednesday, Thursday and Friday, 9th, 10th, 11th and 12th March, and on Monday, Tuesday, Wednesday, Thursday and Friday, 15th, 16th, 17th, 18th and 19th March, 1965.
18th March

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

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

'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.

CHRISTIAN UNION

Bible Studies  Arts Building 7.30 p.m.
March 12th  Capt. J. Bainbridge  Abraham
March 19th  Mr. K. A. Hardy, M.A.  Moses

C.N.D.

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

Friday, 12th March

The Rt. Hon. Enoch Powell, M.P.

All members of the University will be very welcome at this meeting.

FILM SOCIETY

12th March

BIRD MAN OF ALCATRAZ

Love me, Love me, Love me. Morse Cody 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

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.

JEWISH SOCIETY

Tuesday, 9th March
'Jewish Revolutionary Movements' Dr. F. M. Friedmann

LITERARY SOCIETY

15th March
Poetry Reading by Peter Redgrave

22nd March
'The Fable begins to break down - the recent work of Angus Wilson, Saul Bellow and Others' by James Gindin

Summer Term
William Golding
Rodney Hillman
L. C. Knights
Jon Silkin
Rachel Trickett
POST ELECTION BRITAIN a discussion of the current political situation and the issues making the headlines.

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.

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UNIVERSITY NEWS

GENERAL

APPOINTMENTS

The University announces the following appointments to Chairs from 1st April, 1965:

Professor of Economic and Social History

B. E. Supple, B.Sc. (Econ) (London), Ph.D. (Cantab.), at present Reader in Economic History at the University of Sussex.

Professor of Mathematics

W. Ledermann, Ph.D. (St. Andrews), D.Sc. (Edinburgh), F.R.S.E., at present Reader in Mathematics at the University of Sussex.

Dr. J. H. Sang, B.Sc. (Aberdeen), Ph.D. (Cantab.), a member of the staff of the Agricultural Research Council, at present Assistant Director of the Poultry Research Centre in Edinburgh, is being transferred to the University of Sussex in October, 1965. He will have the status and title of Professor.

Dr. P. J. Bushell, Lecturer in Mathematics, has been appointed as Warden of the Isle of Thorns.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Appointment</th>
<th>Building</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss C. W. Godwin</td>
<td>Secretary in the School of Education and Social Work</td>
<td>Arts</td>
<td>1.3.65.</td>
</tr>
<tr>
<td>Miss P. Horscroft</td>
<td>Library Assistant</td>
<td>Library</td>
<td>1.3.65.</td>
</tr>
<tr>
<td>Miss A. A. Jenner</td>
<td>Library Assistant</td>
<td>Library</td>
<td>1.3.65.</td>
</tr>
<tr>
<td>Miss J. Kirk</td>
<td>Secretary in the School of Applied Sciences</td>
<td>Terrapin B (Physics)</td>
<td>22.3.65.</td>
</tr>
</tbody>
</table>
UNIVERSITY DIARY

Next academic year, a University Diary is to be produced. It will be sold in the Bookshop and will probably cost around five shillings.

THE SCHOOL OF EDUCATION AND SOCIAL WORK

The title of the School of Education and Social Work is to change to the School of Educational Studies.

ADMISSIONS TO THE UNIVERSITY

By the end of January, 6,922 applications for Arts and Social Studies places in October, 1965 had been received by the University. By the same date, 2,843 applications had been received for Science places.

BOOKSHOP

The Bookshop Manager would welcome any suggestions from students or faculty for books or any improvement in the Bookshop service.

EASTER HOLIDAY

The University Offices, the Park Houses and the Refectory will be officially closed from Thursday, April 15th p.m. to Wednesday, April 21st a.m.

THE CHAPLAINCY

Professor I. T. Ramsey, Professor of the Philosophy of Religion in the University of Oxford, will speak in the Debating Chamber at 4.30 on Sunday, March 14th on 'Language and Belief'. Professor Ramsey is well-known as the author of several books on the relation between Theology and Philosophy, with special reference to linguistic analysis.
There will be a service, led by the Chaplain, at Falmer House at 11.30 on Sunday, March 21st. The first service of the Summer term will be held at 11.30 on Sunday, May 2nd.

On Sunday, May 9th, Mr. Aubrey Jones, M.P., formerly Minister of Supply, will speak at Falmer House on 'The Future of British Politics'.

UNION

Unfortunately, due to personal reasons, Trilly Taylor has resigned as Vice-president of the Union, and Debby Epstein has resigned as Secretary. Margaret Brooke has been returned unopposed as the new Vice-president and Caroline Rycroft has been appointed Acting Secretary. Elections for Secretary will take place at the same time as those for next year's President on March 15th and 16th.

At the moment there is a Commission set up by the Union looking into the Constitutional Structure of the Union. This has divided roughly into two parts. Firstly, the Commission is looking at changes that can be recommended in the Union constitution to make it work when the University has expanded. They will present an interim report to the Union Committee by the end of this term and a fuller report next term. Secondly, they are looking at the social aspects of the Union and the fuller integration of students into University life. This is a far wider subject and will take much longer to look into. So far the Commission has had two meetings with Professor Corbett and one with Mr. Brian Smith at Stanmer. At their own request, so that they can submit their interim report earlier, the original three members, Roger Daw, Joe Durant, and Geoff Woods, have been joined by Debby Epstein, Tony Hall, John Lambert and June Taylor. They would be grateful if any interested first or second year girl would contact them.

THE NEW UNIVERSITES FESTIVAL REPORTS . . . .

It seems that the New Universities Festival has been received outside the Universities with much enthusiasm. Anthony Crosland, Minister of Education and Science, has very kindly agreed to act as the Festival's patron. His patronage, despite the fact he is unable to attend the Forum, is a great honour and stimulus to the Festival because of the interest he has shown in the project and his experience in higher education.

We are fortunate to encounter the same attitude and great interest in the activities and problems of the New Universities from many other experts in educational and cultural fields. Lord Holford, the architect of the new University of Kent at Canterbury, is joining the seminar entitled "The Integration of Contemporary Architecture into existing rural and urban surroundings". The architect of Bristol University Union and the architect of Churchill College, Cambridge, Richard Sheppard, are also attending.

Among the other ten seminars on Integration, is one on the Integration of Women into High Education, which Katherine Whitehorn of The Observer is joining; W. J. Slater, ex. Wolves and England soccer teams and Head of Physical Education
Department at Liverpool University is speaking on "The Integration of physical resources for sport into a developing University". The question of the Impact of Mass Culture on Society is being looked into by Malcolm Hughes, Michael Croft of the National Youth Theatre and, we hope, Robert Mayer and Bamber Gascoigne.

Whether or not the New Universities have confidence in Her Majesty's Government will be established at the Political Debate, to be proposed and opposed by Christopher Chataway M.P. and Dick Marsh M.P. of the Ministry of Labour respectively. Sir Basil Spence will be lecturing on architecture and Edward Lucy Smith and Ted Hughes are participating in the poetry session.

The professional response to the Festival so far, therefore, has been very encouraging and should give the New Universities an opportunity of meeting some expert and controversial personalities.

Helen Jay, Priscilla Noad - Joint N.U.F. Chairmen

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THE SCHOOL OF BIOLOGICAL SCIENCES

This school will admit its first 60 undergraduates in October, 1965. It is planned that this number will go up to 120 a year by 1967; of these, 20 will major in experimental psychology. The first stage of the building will be completed by the end of this year (it is not known what the hexagonal shape of the lecture theatre is intended to symbolise), and a field station at the Isle of Thorns will be ready by the spring of 1966.

It has been apparent for some time that the development both of teaching and research in biology in this country has been hindered by the traditional division into departments of botany and zoology. This division was appropriate enough so long as the main task of biologists was the anatomical description and classification of animals and plants. But today the main problems of biology are in the fields of genetics, biochemistry and cell biology; these problems are common to animals and plants, and usually require for their study a better grounding in mathematics and the physical sciences than is usually given to students of biology.

These difficulties are being met in the older universities by the establishment of departments of genetics and biochemistry. But there are already signs that the new departmental barriers may become as artificial as the old ones. There seems little doubt that the right solution is the establishment of a single school covering the whole of biology, and providing undergraduates both with a common background and with a wide choice of advanced courses. This solution fits in admirably with the general academic policy of the University.

The orientation of the teaching in any science school is bound to depend in large measure on its research interests. For the first few years the main research interests of the school will be as follows: genetics, both of bacteria and their viruses, and of higher organisms, the main interest in the latter field being the role of genes during development and in ageing; biochemistry, in particular the structure and function of large molecules: plant physiology, and cell differentiation in plants: animal physiology, in particular neurophysiology and the behaviour of vertebrate and invertebrate animals; ecology, the study of natural communities of plants and animals: experimental psychology, both of man and other animals.

Undergraduates majoring in biology will follow a common course for the first two years; this will range from cell biology and biochemistry to ecology and animal behaviour. In their third year they will choose two from a number of courses in the fields listed in the previous paragraph; a proportion of them will stay on for a fourth year to take a M.Sc., and the school will have space and facilities for a large number of graduate students to work for a Ph.D. It will be open to some undergraduates to major in biochemistry, experimental psychology or geography; they will take some of the courses in their own special fields.
Some of the links between the School of Biology and other Schools can already be foreseen. The experimental psychologists will have to collaborate with psychologists in the School of Social Sciences, and the teaching of a major in biochemistry will require collaboration with the School of Molecular Sciences. Genetics, in particular human genetics, may be relevant in the social sciences, and ecology to the School of African and Asian Studies. At the research level, the presence of the new school may interest people in the other sciences in the mathematical, chemical and physical problems which arise in Biology. The staff of the School of Biological Sciences will include people with degrees in mathematics, physics, chemistry and engineering as well as in biological subjects, and it will be their aim to convert others from the physical sciences to a study of biological problems.

J. M-S.

FACULTY DISCUSSION ON THE LIBRARY

The faculty discussion on the Library held in the Senior Common Room on Friday, 12th February, 1965 embraced many topics but related especially to the policies underlying the provision of books and periodicals.

All members of the University are aware of the difficulties inherent in the supply of books to undergraduates when the same titles are often wanted by many at the same time. It was recognized that undergraduates and faculty as well as the Library have their own contributions to make in overcoming these difficulties. Each student in receipt of a full grant gets an annual allowance of £30 for the purchase of books and stationery. This figure also includes a small sum for instruments. The total amount of money available to students in this way is usually greater in universities than that available to the Library. When grants are made to libraries it is presumed that students will buy some books for themselves. To facilitate such purchase the University Bookshop was established. It was felt that in addition the existence of an active secondhand bookshop or book exchange, probably run by the Union, would prove valuable. Tutors for their part recognized the need to provide students with booklists and to warn the Library and Bookshop well in advance which books would be needed for planned courses. The Librarian pointed out that the Library bought more than one copy of undergraduate titles and, in fact, provided more duplicates than most universities. The confinement of some copies to the Library and the availability of others in the Delta collection on forty-eight hour loan were attempts to enable as many readers as possible to get hold of the books they wanted.

Closely related to the heavy demand for certain books was the fact that many undergraduates seemed unable to make the best use of the Library. They did not, for example, look for alternative titles. Various suggestions were made to make better use probable. A Library brochure would be published and more adequate signs and directions put up. It was further suggested that groups of students should be taken round the Library, probably in the first few weeks of the first term, by tutors or by a member of the Library staff.

In respect of the provision of books and periodicals for research students and faculty it was recognized that Sussex would need to build up rapidly substantial collections. It was further recognized that only an absence of funds could prevent this. Certainly no new library is likely to acquire as fine collections of mediaeval manuscripts or early printed books as libraries founded decades or centuries ago since too many of these items have passed into the permanent keeping of institutions. Given the money, however, as good collections of modern material can be assembled as anywhere, possibly better. The Americans have shown clearly what can be done with enough money. It was felt particularly important to provide material for research students. The Librarian reminded those present that British university libraries had always been poor. In 1963, the latest year for which figures are available, only three (London, Cambridge, Oxford) had more than one million books: six (three English, three Scottish)
had more than half a million; nine had less than a quarter of a million. By comparison Harvard is adding 200,000 items annually. The provision of adequate finance for British libraries is thus a national as well as a local problem. It becomes yearly more pressing as the numbers of books and periodicals published grow.

No library can be self-sufficient however large it becomes, and there was discussion about inter-library loans. The time taken to get a book from another library sometimes seems long to the person waiting for it but delay is often unavoidable. The library applying for the loan is dependent on the goodwill of others and on the efficiency of the Post Office. It was agreed that direct lending between libraries, wherever this was possible, was most likely to reduce delay.

Two suggestions will be considered at the next meeting of the Library Committee. The first is that a list of recent accessions should be issued. The Librarian pointed out that this had not yet been done because of the pressure of other work. The second is that new periodicals should be shelved separately for the first week after arrival so that readers may have a chance of seeing what has come in.

The melancholy but recurring subjects of sanctions for regulations broken and of security were raised. Unfortunately a minority of readers break rules made for the general good. Particularly disturbing is the illicit removal of books from the Library, including those "Not to be borrowed". One selfish reader can prevent his fellow students from having a chance to look at the material they need. The Librarian pointed out that a check at the exit, however regrettable, was necessary and that the installation of the wickets would enable it to be more efficient. Although readers should be encouraged, not discouraged, it was the general feeling that stronger penalties should be imposed on those who deliberately flout Library regulations.

On a more pleasant note it was recognized that the new building plays an important part in the pattern of daily life within the University. There were requests that a coffee-bar and common-rooms should be provided in addition to the other accommodation. The Librarian pointed out that, when the Library was planned, it was felt that a coffee-bar or common-rooms were of high priority in view of the proximity of Palmer House. It was hoped to include some rooms of this sort in Stage III.

D.C.

Gifts Received

Mr. R. Beamant


Dr. S. M. Caffyn

A collection of works by Shelley and of books about him (forty-five volumes including first editions). Together with photographic facsimiles of a notebook and letters of Shelley and various items relating to material about him in the Bodleian Library.

Mr. F. J. Cann

Twenty volumes being publications of the Oxford University Press.

Mr. R. S. W. Clarke

Brontë Society Transactions. Vols. 5 - 14 (1919-1964)

Mr. G. V. Cockburn

Hemingway, E., A moveable feast; For whom the bell tolls; and twelve other volumes of literature.

Professor David Daiches

Daiches, D., The King James version of the English Bible, 1941; and six other items by the donor.

Mrs. D. Fitzgerald

Seventy volumes on art, history and literature.

Lady Loraine

Borrow, G., Works. 14 volumes; The indictment .... of the murtherers of .... King Charles the 1st, 1725; and twenty other volumes.

(Lthrough the kindness of Lady Reading)

Dr. M. Tylecote

A collection of Fabian Society publications.

Professor Martin Wight

Further issues of The Ecumenical review and of the Mariner's mirror, with five other volumes.
Earl Baldwin of Bewdley
(through the kind offices of
Lady Reading)

Two hundred volumes, mostly literature.

Professor R. W. Cahn


Mr. C. E. Charman

Journal of the Institution of Electrical Engineers, 1921-63; and runs of three other journals.

Professor J. P. Corbett

Analysis, 1948-1962

Miss Gertrude Cowan
(through the kind offices of
Sir James Duff)

One hundred and eighty volumes on Spain or in Spanish.

Professor Marcus Cunliffe

Twelve further items on American history.

Professor David Daiches

Daiches, D., English literature (Humanistic scholarship in America) 1964; and Paradox of Scottish culture. 1964.

Mr. D. A. Davies

Six guineas for the purchase of books. This is a further gift from Mr. Davies.

Mrs. D. Fitzgerald (through the kindness of Lady Reading)

Three hundred volumes on various subjects. They include twelve volumes in the Phaidon Press series of Drawings at Windsor Castle, all presentation copies signed by the late Queen Mary.

Professor P. Gurney

Transactions of the Philological Society, 1957-63; with three other publications of the Society.

Professor L. F. Henriques


Dr. F. D. C. Henry

Fifteen volumes on education.

Professor M. J. C. Hodgart

Hodgart, M. J. C., Horace Walpole: memoirs and portraits. (1963)

India Office Library (through the kind offices of Professor D. A. Low)

Seventy items being catalogues and other publications of the India Office Library.

Mr. M. S. Jamieson

Duthie, G. I., Papers, mainly Shakespearian. (1964)

Mr. Norman Mackenzie


Manchester University Library


Lady Reading

Roosevelt, F. D., His personal letters. 2 vols., 1960; with thirty other volumes.

Rhodes House Library

A collection of bluebooks, pamphlets etc. on East Africa (mainly Kenya).

Miss H. N. Stephen

Miss Stephen has arranged for the Library to receive forty volumes, chiefly on Napoleon, from the library of the late Dr. F. W. Linton-Bogle.

Professor Martin Wight

Carr, E. H., The twenty years' crisis, 1940 and three other items.
NOTES FROM THE NOTEBOOK OF
AN EDUCATIONAL ANTHROPOLOGIST

I have been asked to write a note on my impressions of the University of Sussex. The fact that I have been here only three weeks permits me to do this; on one hand, nobody in his right mind will take seriously what I have to say about Brighton, and on the other, I still have the courage of ignorance. Another few days and I would seek safety in silence.

The business of getting an impression of a University in a short visit is itself peculiar; it involves a perspective that lies somewhere between those of the sight-seeing tourist and the professional anthropologist. I have been attending seminars, lectures, committee meetings, admissions interviews, accosting staff and students alike at odd moments with odd questions, quite shamelessly exploiting my American accent and your (almost) unfailing courtesy. I have been asking people what they had for dinner, what the first year Science lectures are about, and how they feel about Contemporary Britain. If you should find an American breaking in on your steak pie with questions like (or unlike) these during the next month, it may be me (if it is not David Riesman).

One of the important by-products (perhaps, indeed, the chief gain) of a visit to another country is a fresh perspective on one's own. And similarly with universities. Brighton is in many respects enormously different from my own, the University of California at Berkeley. And yet, though they differ in so many respects, Brighton and Berkeley have quite similar ends and purposes: the provision of liberal education, professional training, scholarship and scientific discovery through research. It is in a way peculiar that these common aims can be pursued through such dissimilar institutions. Perhaps, therefore, I can convey one or two of my impressions of Brighton in the same context out of which they arise - that is, in the context of comparison with Berkeley and American higher education generally.

One strong impression is that the faculty at Brighton spend a quite prodigious amount of time meeting with one another on academic business. Besides the many regular committees and conferences, the staff seems always to meeting about some question or other. Academic men everywhere complain of the load of administrative work they carry; at Brighton they seem to carry more, and complain less about it, than anywhere I know. I think this is largely because so little administrative business is yet "routine": decisions are really about something, and are likely to set precedents and have long-range consequences, rather than being merely the necessary house-keeping of a functioning institution. Moreover, a fair amount of "conferring" is probably built into the "Schools of Study" plan. Any collaborative work, especially across disciplinary lines, is bound to involve more discussion than is the work of a specialized department, where the co-ordination of the work of the individual members and of their lectures and seminars has, in a sense, been achieved in the course of the development of the discipline itself. Paradoxically, one of the appeals of disciplinary specialization, and a source of the power of the departments which are the real units of American universities (and of many British universities as well) is that by giving the curriculum over to them, a great deal of fresh co-ordination is precluded. This is very attractive to academic men; the curriculum is implicit in the structure of discipline, and with a bit of discussion internally about proper course sequences and the relative importance of different aspects of the subject, and a bit more negotiation across disciplinary lines concerning the allocation of students' time among subjects, the curriculum emerges. This exaggerates matters, of course, but the reality at places like Berkeley approximates that parody. The "Schools of Study" idea in a sense creates new academic disciplines, and that is a very time-consuming business indeed, as compared with operating a university built on existing disciplinary units. Only a powerful conviction that liberal education does not necessarily arise out of the aggregate offerings of the traditional departments (whatever may be said for them as the locus for scholarship and research) could persuade so many distinguished men to spend so much time away from their desks talking to one another.
I have thus far only very hazy impressions of student life at Brighton. (Perhaps I share the tendency of anthropologists to spend much of their time with chiefs, headmen, and knowledgeable informants.) But as I watch and listen to students at Brighton, I have in mind the patterns of student life as I know them in America. The commonest patterns of undergraduate life in American colleges and universities - or to borrow the anthropologists' term, the dominant student sub-cultures - are the "academic", the "vocational", the "collegiate" and the "nonconformist". Students in "academic" subculture are oriented primarily to learning, and to learning as the university and their teachers conceive of learning. They are interested in "doing well", but beyond that, of doing more than is required of them. Their models are often the academic men whose ranks many of them aspire to join. "Vocationally" oriented students are interested not primarily in learning or in the intrinsic rewards of their studies, but in their extrinsic rewards, in acquiring the skills and certificates and degrees that will enable them to get and hold good jobs after graduation; university for them is chiefly "off-the-job training". The "collegiate" culture centering on late adolescent fun games, dates and drink is something of an anachronism today, and while still strong and widely visible in many American universities, it is I think declining everywhere, a victim of the new tone of moral seriousness, of what has been called "creeping asceticism", on many university campuses. Social idealism (e.g. the Civil Rights movement) and practical calculations arising out of the growing importance of university marks for acceptance to graduate and professional schools both work against the old fraternity weekend of Hollywood stereotype. This sub-culture is weakest where idealism, moral seriousness, and academic aspirations are highest - and that tends to be in our best and most selective colleges and universities, as in the high selective British universities.

The "non-conformist" culture (no relation to your Non-conformist churches) is relatively small in numbers, but important where it exists far out of proportion to its numerical strength. It brings together students who are in rebellion, sometimes against authority, sometimes against the evils of society, sometimes against conventional patterns of dress and deportment. This is not one sub-culture so much as a cluster of sub-cultures, each oriented around a set of strongly held values. What these sub-cultures have in common is that characteristically their members define themselves over against the dominant patterns of society, rather than, as with members of the academic sub-culture, by way of identification with the world of the university and its representative figures on the faculty. Among these "non-conformists" are many who are passionately involved with ideas, but these are often ideas drawn from the world of politics, avant-garde art, and from styles of life and attitude and relationship that have developed outside rather than within the academy. Incidentally, the leaders of the "Free Speech Movement" at Berkeley were drawn chiefly from non-conformist groups whose primary identifications lay in militant civil rights groups and radical left-wing politics. But it was not until events on campus had led large numbers of academically oriented students to join them in demonstrations, etc., that the movement could have the impact on the University that it finally did.

My impression at Brighton is that the collegiate and narrowly vocational sub-cultures are very weak among the students; the academic culture predominates, with non-conformist groups and tendencies well represented. This indeed is the characteristic portrait of student sub-cultures at the best and most selective American colleges and universities. But I am not so sure how adequate these categories are for describing British university students, and I expect to have to modify and refine these notions considerably if they are to be of any help to me in understanding British universities. I suspect, for example, that a tradition of non-conformism among students is stronger in this country than in America, and that the "academic" and "non-conformist" attitudes and values are held by many of the same students more commonly. Perhaps what we see in British universities are typically academic students with non-conformist overtones. British students, as we know, are typically more severely selected over a longer period of time than are Americans; they are, of course, also selected and strenuously socialized for academic characteristics. By contrast, it is still possible (and quite common) for bright but basically quite rebellious American students to pass through the much looser screenings of our educational system, and end up in a
first rate college or university where their non-conformist inclinations can flourish among like-minded groups. If all this has an anthropological, and thus mildly exotic flavour, I might note that the character of student life (and of their dominant sub-cultures) has in every country a distinct bearing on student political organization and action, and that, in turn a considerable influence on events in Madrid, Saigon, Khartoum, and Berkeley.

Finally, Brighton is for me not merely the source of impressions but also of instruction. Coming from a university where for many the only legitimate forms of academic work are research and graduate instruction, my first thought at Brighton was "My God, how does the faculty manage to get any work done?" I have been reminded here that teaching is part of the proper work of teachers. I have learned in addition that creating a university is also proper work for academic men, and worthy of our best time and energies.

Martin Trow

THE CREATION OF THE SCHOOL OF EDUCATION

After a great deal of discussion, with the Department of Education and Science, with the Principals of most of the training colleges located in Sussex, and within the University itself, it looks as if the School of Education (in the Robbins sense of the term) is now almost a reality.

The University's plans assumed from the first that the School of Educational Studies (as it is now to be called) would include the responsibilities of an Institute of Education, and that it would have close academic links with the neighbouring training colleges (to be re-christened Colleges of Education, as proposed by the Robbins Report). This partly reflects a fairly general interest, within the University, in professional studies and in the academic disciplines underlying them. But it is, obviously, a natural extension of the concept of the School of Educational Studies itself. And the present Government's intention to extend very considerably the arrangements for training teachers adds a certain urgency to our own discussions and plans.

The Robbins Proposals and the Government's Response

It will be remembered that, in broad terms, the Robbins Committee proposed:

(a) The Training College, renamed Colleges of Education, should cease to be L. E. A. colleges and should, together with the University's Institute and Department of Education, be formed into Schools of Education.

(b) The Colleges should continue to provide a three-year concurrent course leading to a professional qualification; in addition, four-year courses leading also to a B. Ed. degree should be provided for suitable students.

(c) The Colleges should have independent governing bodies and should be financed by ear-marked grants made by the Grants Commission (at present the U.G.C.) through universities to the Schools of Education.

(d) The voluntary Colleges should be included in the Schools of Education, subject to some modification of the general financial arrangements.

(e) On the academic side, each School should be responsible to the Senate for the degrees awarded to students in the Colleges of Education. For this and other academic purposes, each School of Education should have its own Academic Board and Boards of Studies.

(f) The average size of Training Colleges should be increased so that, in the long run, a College with less than 750 students should be the exception; by the 1970's there should be a big increase in the number of students taking four-year courses.
Eventually, after much temporising by the former Government, Mr. Stewart, then the Secretary of State for Education, spoke, on December 11th, 1964, about the present Government's attitude towards these proposals. The gist of this statement was that the Government accepted the proposals for closer academic links between the Training Colleges and the universities, including wider opportunities for suitable Training College students obtaining a degree, together with their professional training qualification. To this end, the Government recommended that the present Institutes of Education be developed, and they hoped that the universities would now proceed to work out with the Colleges the nature of this degree, the B.Ed. On the other hand, the Government, 'after considering the advice given them by the U.G.C.', concluded that the academic and administrative and financial aspects of the training of teachers are separable and that the Colleges should continue, particularly at a time when they are engaged in a very large and rapid expansion, to be administered by the existing maintaining bodies. Mr. Stewart's statement concluded by accepting the need for an immediate review of the present arrangements for the internal government of the Colleges: this has been one of the most contentious issues throughout, for many Training Colleges (though not, as it happens, the ones in this area) have been governed most illiberally. This statement, which carefully avoided any indication of the future set-up of the Colleges in relation to I.e.a.'s or universities, was singularly unhelpful as a guide to planning, especially when the planning is to be carried out ab initio as at Sussex. And the universities' suspicions have been much deepened by the exclusion of the universities from membership of the Working Party set up to review the Colleges' governing bodies. Indeed, this is an astonishing and, one can only suppose, calculated affront which may well jeopardize the universities' willingness to proceed with the B.Ed. I gather that fairly blunt representations have been made on this matter by the Committee of Vice-Chancellors and Principals.

Plans for Sussex

It is against this background that our own discussions have gone ahead with the Local Authorities and the Colleges, and it should be said that they have been most friendly and co-operative throughout. The Colleges proposed for association with the University are:

- Brighton Training College (a large mixed College)
- Eastbourne Training College (for women)
- Chelsea College of Physical Education (for women)
- Seaford Training College of Housecraft (for women)
- Brighton College of Arts and Crafts (a mixed course for teachers of Art)

All of these Colleges are at present in the London Institute of Education.

Bishop Otter Memorial College at Chichester (an Anglican mixed college at present in the Southampton University Institute of Education.)

A detailed constitution has been worked out and agreed, and it was modelled fairly closely on the constitutions of the recently formed Institute of Education at Keele and the School of Education at Leicester (which in many ways seems the best model to be followed in our case). The functions of the School of Education, according to this constitution shall be:

(a) to promote and co-ordinate the education and training of teachers and others engaged, or intending to engage, in educational work;

(b) to administer a scheme of examination or assessment of, and with the approval of the University to award a Certificate to, registered students of the School, and to make recommendations to the Department of Education and Science (hereinafter referred to as 'the Department') for the award of Qualified Teacher status to the holders of this Certificate;

(c) to approve and supervise courses of study leading to Diplomas and other qualifications of the School and, subject to the University's Regulations, the Bachelor of Education degree of the University;
(d) to provide a centre for professional activity;

(e) to promote, within the School, the interchange of teachers and co-operation among the students in various activities;

(f) to assist, by promoting and publishing research and in other ways, the advancement of the knowledge and practice of education.

The School will be governed by a Delegacy, of which the Vice-Chancellor will be Chairman, and composed of representatives of the University, the Local Education Authorities, the Governing Bodies and Principals and teaching staff of the Colleges, and a number of other persons, including teachers. The Delegacy will report to Senate and Council. Then there is to be an Academic Committee, composed essentially of the academic representatives from the University and the Colleges, and with the Dean of the School of Educational Studies as Chairman. This Academic Committee will make reports and recommendations to the Delegacy on any matter concerning the academic work of the School, and in particular will make recommendations in regard to the B. Ed. degree, though these shall be subject to regulations approved by Senate. Finally, there are two key bodies – the Committee of Principals and the Boards of Studies, which are to be set up, in each subject within the School, and which will make recommendations to the Academic Committee on the teaching of these subjects.

This is as far as the plans have gone, except that first discussions are now being held about the shape of the B. Ed. It is hoped that this degree, which involves staying on at the Colleges for a fourth year, might perhaps be introduced in time for the students who are now in their second year. This will mean moving fast and, in particular, establishing the Boards of Studies during next term. The academic standard and standing of the B. Ed., as well as the general courses of the Colleges are bound to depend greatly on the work of these Boards of Studies, and it is through these that the University will be able to take a major part in the work of the School of Education.

The University is proposing to make a number of appointments to posts of Lecturer in Education combined with the following subjects:

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<th>English Literature</th>
<th>Mathematics</th>
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<td>History</td>
<td>Physics</td>
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<td>French</td>
<td>Chemistry</td>
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These lecturers will, in the first instance, teach their own academic subjects within the various Schools of Studies of the University at both undergraduate and postgraduate level. In addition, however, they will be responsible for developing the educational application of their particular subjects within the School of Educational Studies: for instance, in the professional courses for teachers and social workers (this work will be undertaken in conjunction with the subject specialists in the training colleges), through research on the curriculum, through courses of in-service training and through other extra-mural courses, and very importantly, on Boards of Studies in conjunction with the staffs of the neighbouring training colleges. It is envisaged that, ultimately, the time of these lecturers may be fairly equally divided between the two halves of their work, perhaps in the end concentrating rather more within the School of Educational Studies.

R. B. F.

HONORARY DEGREES

The Senate and Council of the University have approved the conferment of the following honorary degrees at a Graduation Ceremony to be held on 12 June, 1965:

**Doctor of Letters:**

Professor Gilberto Freyre, Director of the Institute of Social Studies, University of Recife, Brazil

Mr. Henry Moore, sculptor

Mr. L. F. Salzman, author and former President of the Sussex Archaeological Society
Doctor of Science:

Mrs. Dorothy Hodgkin, F.R.S., Wolfson Research Professor of the Royal Society

At the same Ceremony, Mr. Albert Finney and Dr. V. F. Weisskopf will respectively receive the honorary degrees of Doctor of Letters and Doctor of Science which they were unable to receive at the Graduation in 1964.

The Senate and Council have also approved the conferment of honorary degrees of Doctor of Laws at a special Graduation Ceremony to be held during the forthcoming Commonwealth Prime Ministers' Conference on

Dr. Kenneth Kaunda, President of Zambia, and
Mr. Lal Bahadur Shastri, Prime Minister of India.

VISITORS

Visitors to the University have included:

Professor C. A. Hristov, Director of the Institute for History at the Bulgarian Academy of Sciences
Professor F. P. Fuchs, Professor of Modern History at the University of Erlangepe, Germany
Mr. J. B. Butterworth, Vice-Chancellor of the University of Warwick, and Mrs. Butterworth
Dr. Frank Bowles, Program Director of the Education Division of the Ford Foundation
Sir Harry Melville, K.C.B., F.R.S., Secretary of the D.S.I.R.
Mr. Stephen Stackpole, Executive Associate of the Commonwealth Program of the Carnegie Corporation of New York
Professor Daniel J. Boorstin, University of Chicago, and Mrs. Boorstin
Professor Guillen Preckler, Assistant Professor of Elasticity and Resistance Materials
Professor J. F. D. Wood, Professor of General Education and Head of the Department of General Studies at the University of New South Wales

Future visitors to the University will include:

Dr. A. C. Joshi, Vice-Chancellor of the Panjab University, Chandigarh, India
Mme. E. Krassowska-Jodlowska, Under-Secretary of State for Higher Education, Poland
Professor A. G. McKay, Professor of Classics, McMaster University, Ontario, Canada

Future groups of visitors to the University will include:

A group of student teachers from Berlin

GRADUATE STUDIES IN ARTS AND SOCIAL STUDIES

IN THE UNIVERSITY OF SUSSEX

During its first three or four years the University of Sussex gave its mind to the fashioning of its undergraduate education. A distinctive pattern has emerged, and by next October all nine of its projected Schools of Study will be in operation.

From the start, however, the University has attracted postgraduate students as well, in larger numbers than many people outside the University had anticipated. This year they comprise 14% of the total of 1490 students, 95 of these are in Science, and 110 are in Arts.
In recent months much thought has been given to the development of graduate studies in Arts and Social Sciences in the University, and a clear pattern has now emerged. From the start the hope has been that 30% of the University's own Arts graduates would stay on for a fourth year, during which they would read for a one-year M.A. It is now planned to accept for entry into these M.A. courses graduates of other Universities who are of a requisite standard. The numbers of M.A. students may therefore be expected to build-up quite appreciably. The one-year M.A. will serve several purposes. It will provide some people with the opportunity to pursue their previous major subject at a more advanced level; others with the chance to extend their range beyond the bounds of their previous specialism; and others again with the chance to switch into an entirely new field altogether. For some the M.A. will be their final degree - an advanced topping off of their undergraduate studies; while for others it will form a bridge into work for a research degree. In every instance courses will be pursued, and examinations will be set, in two (occasionally three) subjects; and for most candidates a dissertation of about 20,000 words will be required.

It will be possible to take the M.A. in a wide range of subjects - in most of the established disciplines, such as philosophy, French, German, history, economics, politics, etc; in area studies - American, Russian, Contemporary Europe, Africa, South Asia; and in a selection of interdisciplinary subjects like a history of ideas, and the comparative study of revolution. Each of these M.A. subjects will have a Director of Studies - a member of the University's Faculty who will be responsible for the selection of M.A. candidates in his field, and the allocation to them of tutors and supervisors. Each course will be taught either in a series of seminars, or, more usually, in tutorials - generally individual tutorials - and a supervisor will be appointed to oversee the preparation of the dissertation. Entry will be in October; course examinations will be held in June; and the dissertation will be submitted by the end of August.

When a M.A. student is enrolled he will be required to name the School of Study to which he wishes to be attached, and thereafter will be encouraged to participate fully in its activities. Graduate students may make full use (along with every other member of the University) of the University's social centre, Falmer House. Domestic accommodation is available in Brighton. The University Library is well provided with working space; and, in the Arts Building, the Faculty and graduate students share a single common room.

From next October the number of fields in which a M.A. may be taken (and the range of options within them) will be very considerable. The standard of the degree will be high. Within the fairly extensive teaching resources available every effort will be made to meet the particular educational requirements of each individual student and care will be taken that the degree represents a sustained intellectual endeavour. High standards, purposeful flexibility, and an enriching experience will be the guiding lights.

Beyond the one-year M.A. Sussex is offering two further degrees, the M.Phil. and the D.Phil., both of them primarily for research. In Arts it is assuming that research students - and particularly doctoral students - will be among the University lecturers of the next decade, and, if all goes well, the distinguished scholars of twenty and thirty years hence. They are, in other words, very important people. They need to be transformed into professional scholars, equipped, stimulated and tested in every direction which is relevant, so that their work will be marked, not just by its conscientious assiduity, but by the depth of its intellectual penetration.

Much consideration has been given to the kind of teaching and support Arts research students require. It is not thought that they will be helped by the establishment of a distinct Graduate School; nor that they should be examined in any course work which they may do; nor that their chief need is domestic accommodation - this, in any event, is fairly readily available in Brighton. Instead the main emphasis will be placed upon meaningful integration into a creative intellectual discourse; upon proper individual supervision; upon regular postgraduate seminars (of two or three different kinds),
and upon the provision of adequate places in which they may work. This last is not easily come by. But the University is now seized of the problem: ways and means are being explored; and, for the moment, there is ample space for graduate students in the Library.

There is a double key to the other requirements. First, although the University will take on a fair number of research students, it will only take on an average of about one research student to each member of Faculty. Extensive use will be made of joint supervision by two members of Faculty, and, wherever appropriate, of temporary supplementary supervision by other members of Faculty. No one member of Faculty will have sole responsibility for more than three or four research students at any one time. Regular periods of supervision, at intervals of about two to three weeks, will be provided, and special emphasis will be placed upon the completion of theses written within an allotted time-span. The University will not accept research students in every field in which they may be offering—only in those fields in which it can provide satisfactory supervision—and the aim will be to form groups of Faculty and associated research students large enough to establish a continuing intellectual discourse.

To foster and oversee all of this (and much else besides) the University proposes to appoint a Director of Graduates in Arts and Social Studies. He will rank as a full Professor and will probably be one of the occupants of the University's established Chairs. He will liaise very closely with the Deans of the University's Schools of Study (to one of which every research student will, at his own choice, be attached). He will, at the same time, maintain close contact with each individual student—although much of the initiative in the development of postgraduate seminars may be expected to come from supervisors and other members of Faculty, it will be the Director's responsibility to see that these are in existence and working effectively, and wherever necessary he will be free to take a direct initiative himself.

There would seem to be three kinds of seminars which should be provided. First, interdisciplinary seminars of as high a standard as possible which research students from various fields would attend. Secondly, seminars within one field of study at which papers would be presented, mainly by Faculty and visitors. And then thirdly, work-in-progress seminars at which each research student would present a paper, directly connected with his own research, which had been typed and circulated in advance. This would provide the basis for a mass supervision of him and his work, not only by his supervisors, but by his contemporaries and by all the Faculty who have interests in his field as well.

Prima facie, one of the difficulties of research in a new university lies in the smallness of the Library collection. But the Sussex Library is building up rapidly; there is a wide-ranging inter-Library loan Service in operation; and the London libraries—many of whom are being most generous in their assistance—are only an hour's train journey away.

Experience, of course, will show whether and how all this works out in practice. But the élan which has been behind the University's development of undergraduate studies is now pushing on into its postgraduate studies, and there is every reason to believe that these will be no less dynamic and fruitful.

The Registrar will be glad to give any details to enquirers.