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 Extracts from it should not be published without the editor’s permission.

While every effort is made to ensure the accuracy of the information which is passed on, readers will appreciate that this is a news magazine and not an official publication.

Correspondence relating to Focus Magazine should be addressed to the editor: Essex House.
Images against reality

A great deal of public misunderstanding exists as to the nature of what is currently termed "student unrest", and the role and purpose of the Universities themselves. Exhortions to students to "stick to studying" are heard often enough, and certainly few would disagree that a University is first and foremost a place for teaching, learning and research. Even so, why should Universities be expected to be particularly "restful" when the world outside is anything but? And why cannot many of the public understand that some students are genuinely concerned about their roles in their own institutions and in society? The implication is that students should be occupying themselves only with the task of getting a degree; of spending three or four years in an academic vacuum unaffected and uninfluenced by wider considerations.

The problems

Universities are not, and should not be expected to be, immune from the problems and pressures of the larger society. At the same time, the University community is fundamentally different. Greater opportunities exist within Universities for continuous change and they are changing. Structures are less rigid; the status quo less clearly defined, and the system of government imposes fewer limitations on the role of the individual. Seen from the outside, we appear to enjoy certain privileges. The taxpayer certainly thinks so. Perhaps he harbours still the image of a monastic institution; of an academic ideal divorced from conflict and therefore reality. He is alarmed to find his expectation of what Universities should be so far removed from what apparently they have become.

The Press

Any generalisation on students and Universities is dubious at the very least. But the present emotional climate is one that fosters prejudice rather than valid judgements. We would not agree with the widely-held view that newspapers and television are altogether to blame for the low standing of higher education in the eyes of many citizens. Universities are "in the news." The greater responsibility for conveying accurately the nature of "student unrest" and the changing face of the Universities must lie surely not with the Press, but with the Universities themselves.

We must recognise fully the value of communication in breaking down the old images that lead only to false expectation and resentment. We are accountable. It is we who must come forward and explain our activities - academic, social and political. For, all other considerations apart, the taxpayers have a right to know what the Universities are doing with their progeny and their money.
SELF-SERVICE SHOP PLANNED FOR NEW REFECTORY

Social Policy Committee is to be asked to approve proposals for a University Shop which will be sited in the cloakroom area of the New Refectory. The Deputy Bursar, in conjunction with a Working Group, has reached agreement over the siting, although the question of who should run the shop is still under discussion. It may either be let on lease, or run by the University. It is expected that the shop will open in October, and that it will operate on self-service lines.

SURVEY

A survey among Park House residents is now being conducted in order to determine what kind of commodities are most likely to be in demand. Apart from any specific stock for which there might be a demand, the shop will stock groceries, confectionery, chemist sundries, and some fruit and vegetables. Initially, there may not be more in the way of fresh meat than bacon, ham, and perhaps frozen chops, due to difficulties of anticipating demand, and the high prices that would result from wastage.

TURNOVER

With the completion of the Kler housing scheme, it is estimated that the shop could achieve a weekly turnover of £400. More than three times the turnover of the Falmer House shop which will be closed once the self-service store opens in the New Refectory. The shop's main financial problem will be that, like other aspects of University catering, it operates for only part of the year - in this case 40 weeks - but that overheads must be met for 52 weeks. Nevertheless the Bursar's Department is optimistic that with suitable promotion - eye-catching bargain offers, for example - the shop will pay its way.

LIBRARY FACES GROWING PAINS

Work is expected to start in May on the Library extension. The building of the extension, which is to take between 15-18 months, will increase the capacity of the Library considerably.

Once the scheme is completed, the Library will gain an additional area of 40,000 square feet, with room for another four hundred readers and 200,000 books.

However, the building operation itself inevitably will bring inconvenience to Library users. Part of the building will be opened up, and some of the windows on the west wall will have to be removed and replaced with temporary partitions. "I am afraid there will be a good deal of noise and dust," says Dr. Enright, the Librarian. "But we will do what we can to minimise disruption." Books are to be moved around so that the quieter areas will be available for readers. Even so, it seems that the noise made by pneumatic drills cannot be completely shut out, although work will be phased as much as possible to coincide with the vacations.

IMPROVEMENTS

Apart from the building of the extension, there will be a substantial re-arrangement of existing services, providing that finance is available. The issue desk - "hopelessly overcrowded already," says Dr. Enright - is to be reorganised. It is hoped that it will be possible to extend basement facilities and to improve accommodation for Library staff. "Ultimately, we hope to have a larger, more flexible, library, with facilities for using typewriters, micro-text readers and audio-visual aids," says Dr. Enright. Meanwhile the Library, which issues, on an average, 1,000 books a day, faces a period of dislocation as part of the price of expansion.

IN BRIEF...

Senate has approved a proposal from the School of Educational Studies to change the name of the School, as from October 1969, to the School of Cultural and Community Studies.

Another name change: also from October 1969 the School of Social Studies will be known as the School of Social Sciences.

The Dean of European Studies, Professor M. Wight, is to appoint a Working Party of equal student/faculty representation to examine the School Preliminary Course in the light of the nature and needs of the European School.

Nicholas Deakin, Research Fellow at the Centre for Multi-Racial Studies, has been appointed Director of a new unit to study race relations in Britain. The unit, funded by a three-year 50,000 dollar grant from the Ford Foundation initially will concentrate on social policy issues and their implications for race relations.

A recommendation from the Staff Association that a Woman Personnel Officer be appointed has been turned down because of the financial situation. Meanwhile the Arts and Science areas propose to improve their procedures in this sphere.
WHAT SUSSEX TOLD
THE SELECT COMMITTEE

On the morning of Monday, March 20th, the whistle-stop tour of Britain's Colleges and Universities by assorted members of Parliament puffed into Arts Lecture Theatre A2.

It was the turn of Sussex to give evidence before a sub-committee of the Select Committee for Education and Science, which had undertaken the task of enquiring into student unrest. As the four M.P.s took their seats - Chairman Fred Willey, Ronald Bell, Kenneth Marks and Arnold Shaw - there was little visible evidence of either unrest or, for that matter, of students. A dozen figures sat disinterestedly on the lecture benches. It did not have the makings of the greatest show on earth.

The first session was devoted to taking evidence from students. These were Tez Quirke, Barry Jackson, David Hallam, John Oswin Smith, G.S. Comer and Mary McMurray.

MEMORANDUM

David Hallam, no slouch when it comes to committees, had submitted a memorandum in advance saying that students had no time really to participate. Ronald Bell, who was to show some curious views, asked Mr. Hallam to develop this theme.

"We have got a large membership on various committees, but if we want to see a policy through from the beginning to end, it is necessary to be on a number of Committees in order to get the background information and such like. In theory it is very good, this sort of student representation on all the Committees. In fact, it means one does not really have time to devote to both at once. What generally happens is you need to work hard for a term and then represent on a Committee for a term. But all the term you are on the Committee you are being really active on the Committee and you have to be prepared to give up quite a lot of your spare time. This is a problem to be dealt with in some way. Also, I think that I go on to say about the permanent officials. Here, I think the relationship is very similar to the local council, town clerk relationship, in that he is there all the time and he will get his own way in the end. One would like to try and effect a policy over a long period of time. For example, we have unit plans coming to the Social Policy Committee, some of which, quite frankly, I think were absolutely appalling; were wrong. But what is the alternative? Do I write another unit plan? I tried in one case, but obviously it could not compete with the unit plan of the man who is there all the time and knows all the answers."

PARTICIPATION

Tez Quirke put forward the view that student participation — and he thought it should not be equated with representation — was most effective off Committees.

"Representation is not participation" he said. "It concerns at the most fifty or sixty people directly, and then the others indirectly by representatives. But what is important about participation at Universities and at Sussex, is the relationship that builds up academically and socially between tutors and students. People on the whole are more interested in their work than they are in sitting on Committees."

After some discussion about social relationships, David Hallam remarked: "I think you have to be honest; I think one of the depressing things about Sussex — it is time somebody said it — is that in theory, in the prospectus — it is a nice friendly place. In fact, it is a cold, fragmented place. We do not seem to see tutors. It is a superficial relationship we have, even with other students."

Mr. Bell wondered how representative were the views held by Mr. Hallam. What, for instance, did Mr. Quirke think? Mr. Quirke said he didn't know how Mr. Hallam got on with his tutors, but he himself got on well. Said Mr. Quirke: "The University is building in ways whereby the students are allowed, permitted, or whatever the right word to use is; where it happens that the University is building a node of social services for the students if they require them, and the personal tutor is an important part. It is up to people as individuals not as students or members of faculty or members of "sides" how they behave."

Then there was some talk about cogs. David Hallam thought the reason he was being educated was that he was going to be a cog in a governmental machine. Mr. Comer said that students come voluntarily to be educated, because they wanted to be part of the cogs. Mr. Bell, perhaps understandably, missed the point; that a great many questions were being asked by students about what they were being educated for.

"Are not these interesting subjects — why you are being educated, and to what end is all this advancement of learning, not the appropriate discussions for coffee parties? he enquired.

Ah well. It was almost time for the coffee break, and then it was the turn of faculty. Those giving evidence were Miss V. Cromwell, Lecturer in History, Mr. C. D. Cohen, Lecturer in Economics, Mr. R. P. C. Mutter, Dean of English and American Studies, Dr. R. E. Turner, Reader in Theoretical Physics, Professor J. H. Sang, Dr. J. G. Stamper, Lecturer in Chemistry.

Chairman Fred Willey asked Dr. Sang how far he thought student dissatisfaction was concerned with academic matters, or how far it reflected unease about society.
Professor Sang replied: "I think the thing that impresses me most in talking to students in general is their view of society; certainly a large proportion of them have no strong feeling of commitment to our particular kind of society at all. They are not committed to any other particular kind of society either, as far as I can make out. But they have certainly been confronted in the last two years with a great many important questions, and they are rightly asking themselves what the answers are.

Sometimes, they ask people like myself, and usually you cannot answer. When they do this, it seems to me in general terms - let us say they are dealing with the overall things going around, like cuts in student grants, or imposition of extra charges on foreign students - they then start asking questions about the set-up they can deal with around them; this particular university, and this is obvious and natural.

I think one of the things that should be said, and right at the beginning, about this, is that, at the moment, there is a sort of strong campaign against students in the Press, and I think the people who are running that campaign should realise that the responsibility for the mess lies with my generation and not the students' generation.

Mr. Bell: "What mess?"

Professor Sang: "The general mess our society is in."

Mr. Bell: "More especially in these 60's than in the 1660's, 1760's or 1860's?"

Professor Sang: "The students are concerned with the world they live in."

Mr. Bell: "Do you not think students, like politicians, always think the world is in a mess?"

POWER

Mr. Willey was interested to know where power lay in the University. Mr. Cohen thought sources of power were hard to identify. "The Vice-Chancellor had limited power. The Planning Committee took a lot of decisions."

"Not the R.S.S.F.?" asked Mr. Bell.

"Not yet." said Mr. Mutter.

There was no discernable thread to the questioning. One or two members of the audience walked out. One or two newcomers drifted in. A representative of the local press asked what it was all about, Alfie? Someone told him. Suddenly Mr. Bell raised the subject of exercise. Only Mr. Bell seems to realise its relevance to student unrest. Mr. Bell: "To what extent do undergraduates take exercise and make use of the facilities available for exercise here?"

Professor Sang: "There are figures, but I regret to say that I have forgotten them. The Sports Centre; it is almost impossible to get in there sometimes."

Mr. Mutter: "It is about average for a community of this kind."

Mr. Bell: "Do the men play something every day?"

Mr. Mutter: "Well, it is not a hearty place where they dash off and play rugger."

Dr. Stamper: "Probably less than Oxford and Cambridge."

Mr. Bell: "Basically, the men do not play a team game every day?"

Dr. Stamper: "Certainly not; once a week perhaps."

Mr. Mutter: "Twice."

Mr. Bell: "This has a lot to do with strain syndromes."

Mr. Cohen: "Are you suggesting if you play lots of games you are more likely to have psychiatric trouble?"

Mr. Bell: "The opposite. On the whole, when people get unduly fussed about where the world is going they are not taking enough exercise."

The afternoon session, at which the University "authorities" gave evidence, drew the largest crowd of the day. There were, perhaps sixty or seventy in the audience as the Vice-Chancellor, the Registrar, Dr. S. M. Caffyn, Chairman of Council, Professor B. Supple, Professor J. C. West, Professor K. F. Smith, Mr. John Simmonds, Acting Senior Tutor, Dr. B. L. Smith, Senior Proctor, took their seats facing the M.P.'s. Most of the questions were directed at the Vice-Chancellor. He supplied most of the answers. Did he believe that student unrest was related to University expansion? No, he did not. His reply: "I would say that there would be a great deal more unrest in this society at the present time if there had not been the amount of sudden expansion which there has been. I do not see any evidence to support the view put forward in some universities that a new kind of student has emerged from a different kind of social class, who is not used to working quietly on his own, but his family background is uncommercial and he is coming into university and creating a disruptive element in the university. I see little or no evidence for this."

DISCUSSION

What had been done at Sussex to meet student dissatisfaction on the relevance of subject matter and curricular content? His reply: "If I think if we had been talking to students seven or eight years ago, we would have had a less radical curriculum than the one we got, given the attitudes of students at that time and certainly given the attitudes of most members of faculty at that time. But I think the question this raises - and it is a difficult question - is the extent to which students should be involved in changes in the curriculum. My own view is there should be the maximum kind of discussion about the curriculum. There should be a willingness to talk about changes in teaching methods and the handling of particular subjects, but in the last resort, academics who are employed for this purpose and who have some kind of experience must have the last say in relation to the curriculum that is being taught.

I believe this to be a very important point, whatever the pressures may be to changes. I think that if you were to follow any other system, you would have a shifting curriculum from year to year, which would not meet anybody's demands very satisfactorily. But I think there should be interchange between students and faculty about the shape and relationships in it, but I think the decision taken about how you implement it, teach it, go forward with it, are matters which are essentially for the faculty.

CURRICULUM

Mr. Marks: "Are not some of these issues of curriculum merely issues raised by a particular group of people to seek to get mass support for a struggle against authority?"

Vice-Chancellor: "The interest in the curriculum is widespread amongst a large number of students. My only hope is - and I believe this is essential to the nature of the university - that discussions about the curriculum are genuine, free discussions, in which it is recognised that there are difficult issues, and nothing in which it is oversimplified. I do believe this to be important. The means are important and as important as the object to be achieved."
How does the Appointments Service work? When is the right time to start thinking about jobs? In question and answer session with Focus, Director Ian Kerr explains the policies and philosophy of the Appointment Service.

**CAREERS: HOW TO FIND OUT ABOUT YOURSELF**

photo: Derek Goodall

Do you think that students worry too much or too little about what they are going to do after they leave University?

**A** It's difficult to generalise. Some students worry about jobs from the very day they set foot in the University, and I have had students who have come in the first week or so, and they continue to come in every month or so throughout their stay here. Others worry a great deal but, as it were, suppress their worries. They would benefit a great deal by talking to somebody. They are the sort of people we could help, simply by clarifying their fears and worries.

How do you interpret the role of the Appointments Service?

**A** I would see the first priority as providing a counselling service that helps to orientate students in their problems about career development. The logical culmination of this service is finding jobs for people, but it is not primarily an employment service.

So how does this service work?

**A** Many University Appointments Boards ask students to come and register in the first week of their university career. We feel this is too formal and cut-and-dried, and in any case, the last thing most students are thinking about at this stage, is of their final career. We prefer to approach students over their first two years, mainly through their personal tutors, who we regard as our primary link with students. If personal tutors have not in the past been sufficiently active in referring students to us, it is perhaps because so far, we have not been active enough in our relations with personal tutors. But this system requires a certain degree of support within the schools and personal tutors need to have some kind of backing-up support from Deans or Sub-Deans.

What happens in the case of a student who comes to you with little idea of what he or she wants to do?

**A** I think initially quite a high proportion, perhaps 50%, don't know what they want to do when they come and see us. Many of these, after one consultation, will go away with a knowledge of a wider range of careers to look into, and they may not, in fact, need our help beyond this point. But for a proportion, it is not simply a matter of telling them "Oh well, haven't you tried actuarial work?" This is the stage at which a certain amount of professional skill is necessary. I would never attempt to impose on a student my idea of what he or she should do. What I do attempt is to find out as much as possible about the student. When a student first comes to see us, he completes a form, and I would then take him through a full-scale biographical interview. I would want to find out as much information as possible about the student as a person.

So in giving advice, you are taking into account temperament, background and personality, as much as pure academic qualification?

**A** Well, pure academic qualifications matter relatively little, I would say. It's difficult to say how much they matter, but this depends really on what they want to do. If a person wanted to do a Ph.D., obviously academic considerations do matter. If, on the other hand, he is, shall we say, an economist, who finally decides that he would like to go into a merchant bank, or into insurance, the class of degree, in fact the type of degree, matters hardly at all. Now, in the case of most Arts degrees, there is no obvious connection between the degree and the work they are going to do. However, the big international companies can afford to take only the very best, and these sort of companies want a combination of academic excellence with other personality qualities, so I think that the degree would matter with these people.
What about the vast majority of average students? What prospects can you hold out for them - what sort of advice, by and large, do you give them?

We don’t want to be seen to be an agency that tells students what we think they should do. The process is more a process of exploration with the student, as to what his strong points and his weak points are. Having gone through a biographical interview with the person, that is to say, having discussed his schooling, his ‘O’ and ‘A’-levels, as well as a fairly detailed report of how he has done at the University, and his outside interests, as well as academic interests, we would also discuss the family background, in so far as this has a bearing on careers, and it very often does have, and such things as the person’s ambition, and finally, we would begin to discuss with him the extent of knowledge he has about careers in general. Now, at no stage up to this point, have I put into the person’s head the idea that he should do accountancy or anything else - this is a basic principle.

When does that stage arrive, then - when you actually get down to discussing definite prospects?

Well, this depends on the student. If I see the student in the first term of his final year, it may be that in the first interview we will not discuss jobs in detail at all, in fact as far as possible, I would like to defer this, because we might not come to any specific discussion at the end of the first interview. On the other hand, what one can do is to gauge the extent to which the person knows about himself - what he wants to do, and the kind of - sometimes one uses this expression "life style" - the kind of life style he would lead. Sometimes I ask students 'what kind of clothes would you see yourself wearing in the job?' This can produce some fairly interesting answers, and one can also ask 'what kind of satisfactions would you expect in the job?' In fact we have already invited all second-year students to come and take an interest questionnaire, which will determine some of these factors, and we hope that it will help students to crystallise their preferences.

Is the beginning of the third year early enough for a student to start thinking what he is going to do, bearing in mind the relationships that there may be between his course of study and his ultimate career?

I don’t think that the final year is early enough. It may be so with some people who have already made up their minds, and know what they want to do, but I think with the majority of students, the latest that they should start is in the final term of their second year, and preferably they should come in before that, when they are considering changing a major, shall we say, or the relationship of the course to the work they propose to do.

Ideally, when would you like students to come and see you?

Well, I would simply like it to be known by the University in general that this service exists, and that it exists for first-year students as well as for second-year students, and for it to be known by first-year students that they can come along to discuss career decisions, and that this will help them in some way. I would not like it to be more rigid than this; just simply to be known, by varying degrees of publicity, that we are here.

We have talked about your own role, and the role of the Appointments Service as such to undergraduates and faculty. People might say "well what do you or anybody here really know about the big wide world outside?"

Can you draw on expertise from outside in order to give a student who wishes it specific advice about, say, a career in journalism or advertising, or something of this kind?

Well, I think this is an important question. Again, this comes back to the question of giving people advice. I don’t hold myself out to be an expert in all the jobs that there are. There are areas about which I know a fair amount, and clearly I know because it is my profession a good deal about careers in general. But I am the last person to say that I am the only one who knows about it. Now, if a student wants to discover what it’s like to be a journalist, shall we say, what I would do is to put him in touch with someone friends I have in Fleet Street, for example, who are friends of the University as well, who would be only too glad to go and talk to them, and they would, in fact, go and take them for a drink at - what is that bar - El Vino’s in Fleet Street. This is why I feel that people should start earlier than in the final year, because the second year is a very good time to explore certain kinds of careers without any form of commitment. Supposing a student, for instance, wants to do child care work, or has thought about it, as many students do think about social work, then I would say to him "Look, I know the Child Care Officer in Brighton. Why don’t you go and see him, spend a day with him? Or with the Probation Service?" We have contacts with almost every major career of this kind, and we are only too happy to facilitate this kind of approach.

The Appointments Service has obligations and duties as a service to students and faculty. What obligations does it have to employers?

Well, this question has come into prominence recently. Unfortunately, so far, Appointments Boards throughout the country have had no explicit, very closely-argued policy with regard to employers. Employers’ recruitment visits to universities grew like topsy. They have continued to expand, because increasing numbers of employers who, let’s face it, can no longer find people at the ‘A’-level stage, have to take them as they come out of the universities. Now, the number of employers who visit the universities has expanded greatly, and this expansion has not been regulated in any particular way; in other words, there has been no principle by which they were either included or excluded. Most Appointments Boards adopt the open university policy, which means to say that they leave the door open to any bona fide employer to visit the University between the months of January and March.

Is this your policy here?

This is our policy here, yes.

There has, as you say, been some criticism in some quarters of the way in which a University Appointments Service does, in fact, open its doors to companies like Shell and I.C.I., Decca, the Army Recruiting Officers, and so forth. What are your own views about this?

Well, my own views are that it is up to the student to make up his or her mind whether he or she wants to visit these employers; the value judgements are for them to make, not for us to make. The criteria we use are rather different; that is, we cannot afford to use political criteria - they are rather on the basis of "how good are they as employers?"

continued on p.16
The environment was suitably monastic. Forty-eight members of the University, students and faculty, had escaped temporarily from the prestressed concrete arches of the campus into the cloistered calm of the Diocesan Conference and Retreat House at Haywards Heath. There, for some 24 hours, a great deal of academic soul-searching was undertaken by those who teach and learn at Sussex.

What that introspective assembly wanted to know was: How well do we teach? Can teaching methods be improved? Just what is "good" teaching and "bad" teaching?

In this way, midway through last term, Professors R.B. Ford and G.N. Ward convened a teach-in on teaching, conceived on behalf of Planning Committee, to which each School was invited to dispatch four or five representatives, including at least one undergraduate. They came willingly, even, it could be said, eagerly, itching to produce from under their hair-shirts all those ticklish questions of academic life which seldom receive more than a passing scratch in the everyday pressures of Sussex existence.

DISCUSSION

The discussion was launched by four students, who delivered themselves of their views on aspects of teaching, ranging from tutorials to laboratory work.

Mr. Michael Clare, of the School of Educational Studies, stressed the importance of good tutorial teaching for developing a student's contact with the University, and for countering what he called the "nine-to-five mentality." In his experience, which includes some teaching, it was clear from the first tutorial whether a course was likely to be well taught. The good tutor circulated a description of the aims and scope of the course or discussed them with his students and incorporated their suggestions.

He thought it important that one member of a tutorial pair should not spend unnecessary time merely listening to his colleague reading out an essay, but that really useful tutorials would be based on the assumption that those taking part were already aware of the content of the essay or essays to be discussed.

On the subject of seminars, Mr. Peter Bennett, School of Social Studies, felt they should be used for the airing of opinions rather than for the transfer of facts. Normally, each seminar tended to be confined to a different topic, whereas much might be gained from devoting a series of seminars to one important question; if too much ground was covered, a lack of continuity would result. "What about students acting as Chairmen of seminars?" he asked.

Then it was the turn of the scientists. Mr. Peter Flick, from Molecular Sciences, was concerned that six or seven hours a week spent on laboratory work might lack intellectual stimulus and that, by slavishly following a set of detailed instructions, experiments might be reduced to a sort of "cookery."

Lastly, Mr. Oliver London, of the Science Policy Research Unit, kept things boiling nicely with his own preferred recipe for lectures. They should, he said, be such that students would positively wish to attend them, particularly in the case of the Preliminary Course. The presentation should be clear and audible, with a proper introduction emphasising the salient features of the whole course, and the lecturer should assume that the relevant books had been, or might be read rather than quote from them at length during
Improving the tutor's performance

The points made by the above speakers were then discussed, and what emerged from this process of mutual analysis was, inevitably, more points and counter-points. There was a will, but as some speakers pointed out, not always a way. Nobody present was like Pangloss, convinced that all was for the best in the best of all possible worlds, but in certain areas, it was necessity that determined the organisation of teaching and hampered innovation.

For example, courses were often so broad, that only by a seminar Chairman giving an account of a subject could the ground be covered. As a result, some students felt the seminar was an inferior kind of tutorial.

The conference heard pleas that more emphasis should be placed upon co-operation between tutor and students, and that any conception of the former as omnipotent should be dispelled from the outset. It was said that frequently students could learn as much from each other as from the tutor.

Relentlessly, the fabric of the teaching relationship was prodded about. Not surprisingly, everybody had their own views. Skeletons, familiar and otherwise, had been rattled happily, and having resurrected a great many bones, the conference broke up into groups, in order to vest them with the flesh and blood of more specific debate.

Professor Ford suggested that each of the three groups should concern itself with one of the following questions: How can the tutor's performance be improved? How can the student's contribution be improved? How can the University's methods or priorities be rearranged to assist this improvement?

The report of the group on the tutor's contribution, presented to the conference at its third Joint Session by Professor E.M. Eppel, suggested certain minimum improvements that could be achieved. For instance, the potential conflict between the claims of teaching and research, even if it could not be simply resolved, ought to be recognised as a source of difficulty, especially for new faculty unsure of what the University expected of them in each sphere. Any discussion on this aspect, thought the group, would involve detailed consideration of teaching and non-teaching loads.

A lively end

At the end of the formal session the Committee was due to adjourn for tea. However, at the request of the audience, there followed an informal discussion at which students in the audience, many of them holding left-wing views, had their say. It was certainly the liveliest moment of the day.

Mike Robinson, who had been due to give evidence in the morning, but said he had not been informed in time, pointed out that students were involved in discussions, but not in decision-making. "Even a unanimously-expressed opinion at a Union General Meeting is subsequently modified," he said. "Until students are involved substantially in the decision-making process, it is easy to bypass them."

"We are aware that as Marxists we are in a minority," said Nick Berry. "But we are not in a minority in expressing grievances." He pointed out the difficulty of finding representatives for School Joint Committees, and said they must be seen to be relevant.

Some students expressed their concern at the heavy investment of private capital in Universities and at the cut-back in vacation grants by L.E.A.s. Mr. Willey promised to bring these views before the authorities concerned and with that, the whistle-stop tour moved on.

The publication of the evidence taken at Sussex is expected to be available shortly from H.M. Stationery Office.
The annual review of the University's organisation is now under way. This year, for the first time, the procedures follow the post-McKinsey pattern. How does the new system work? And how does the individual participate? Focus gives the answers below.

NOW IS THE TIME TO HAVE YOUR SAY IN HOW SUSSEX IS TO BE RUN NEXT YEAR

This is the term in which the University undertakes an annual review of its organisation, and proposals for changes in the structure of the University will be put forward by various units, to be discussed by the Planning Committee on June 11th, and the Senate on June 18th. The decision to review the structure of the University each year is one as old as Sussex itself. It was taken in 1961 - when the University opened - in the knowledge that the organisation must change as the size and nature of the institution changed. This concept of flexibility and adaptation is fundamental both to the philosophy of Sussex, and to the perspective of what promises to be a major topic of this term's review - that of student representation. The history of student participation, like the annual review, dates back to the foundation of Sussex. It is not, as in many other institutions, a relatively new limb of government suddenly grafted onto the body politic. In 1961, students sat on committees concerned with the social services. Over the last eight years this involvement has developed pragmatically by regular marginal changes, and in the light of experience. The areas in which students participate have been extended gradually. It has been, in a sense, a growth of confidence by all members of the University in the principal of participation; in its value and necessity.

DEVOULATION

Today, seven students sit on the Senate, four on Planning Committee, and students form about half of the membership of the Social Policy Committee. With the devolution of organisation toward the School level, and with the Schools having increasing freedom in their own government, participation within the Schools is now more significant than ever. The School Joint Committees, half faculty and half students, are able to make recommendations on any matters relating to the Schools. Flexibility exists within the structure of the individual School itself. There is, as one School is showing now, room for informal manoeuvre on the internal representational structures. Again informally, students are called upon increasingly to sit on Working Parties and Consultative Groups. Thus, in its organisation, and particularly in its fabric of faculty-student relationships, Sussex has never stood still. The process of change, fed by the dynamic of a year's experience, is under way once again, though with the difference that this year for the first time the procedures take place within the post-McKinsey structure. The McKinsey review resulted in an exception to the history of gradual change at Sussex, and radical alterations in procedures were instituted. These were fundamental changes, looking forward to the 70s, and our experience of them is as yet limited. The timetable for this year's review - agreed in December 1968 by the Planning Committee and the Senate - began with the updating by Senior and Academic Officers of the existing document for the Organisation of Business - the bible according to which the University is at present running its affairs. The officers were concerned only with minor modifications in the description of roles and responsibilities. Once these amendments had been made, a draft document for 1969/70, substantially the same as that for 1968/69, was circulated to all members of the Senate Committee who were asked, as individuals, to suggest any changes and to submit their comments by April 15th.

COMMENT

The draft 1969/70 document, with their comments, now has been sent to the Chairmen of Arts, Science, Social Policy and the President of the Union, and also to individual units such as the Library and C.E.T. The individual Chairmen and the President of the Union have the task of organising and co-ordinating discussions of the documents within their areas. Between now and June 6th, when proposals from all areas should reach the Assistant Secretary, the opportunity exists for every member of the University, faculty, student and staff, to take part in the formulation of recommendations suggesting changes in the University's structures. In the Schools of European and Social Studies, meetings have already taken place. In the Science Schools, discussions will be held in School and Subject Meetings, and as in the Arts areas, it is open to any individual to approach his committee representative on matters concerning School and Subject affairs. All proposals from the Schools will then by considered by the Arts and Science Committees respectively, who will, in turn, put forward their recommendations to the Planning Committee. While individual students have the opportunity to make suggestions on the organisation of business within their Schools through the machinery of the School, it is the Union that will put forward to the Planning Committee the recommendations of the student body as a whole on matters not related to specific Schools. These would include such items as proposals for changes in the composition of Council, Senate, and other University committees. So, in 1969, the University continues, albeit on a larger and more complex scale, the participatory processes first initiated in 1961. Once again, Sussex is being asked to confirm its flexibility and to underwrite its readiness to relate the University's social and academic growth with the need for continuous yet gradual change.
THE HEALTH SERVICE ON
an examination
of some of the myths
and anxieties
by Dr ANTHONY RYLE
Director of the University Health Service

The University of Sussex from its earliest days regarded the Health Service as an integral part of the institution, recognizing the importance of providing students with comprehensive medical care which gave special emphasis to emotional and psychiatric problems, and envisaging a developing co-operation between tutors and doctors over student problems. In this respect, the University anticipated the recommendations of the World Health Organisation (1966) and of the Royal College of Physicians (1966), and as a result, our Service has attracted a lot of interest from doctors and from student organisations in other universities.

I was appointed in 1964 to run a service along these lines, and in the years since, with the support of my colleagues, and with the continuing advice of both faculty and students, have developed a medical service and a system of doctor/tutor liaison which I believe to be satisfactory in most respects, both to the individual students who are cared for in the Service, and to the university community.

This is not to say that we feel any great complacency. We work under pressure, and are imperfect human beings, and we are often made aware of shortcomings. To heighten this awareness, we go out of our way to be available for discussion and criticism, and are planning to increase opportunities for such interchange.

School doctors
In the present academic year, for example, I have answered questions about the work of the Health Service at a meeting of Union representatives at a Senior Tutor's lunch, at a meeting of the University Women's Group and at a meeting of Guest House proprietors, and we have had two meetings of our Advisory Committee, which consists of Faculty Liaison Officers from each School. In addition, each School now has a doctor attached to it, whose function, apart from arranging discussions about individual student problems, is to be available to take up any issues relating to the Health Service and its place in the University, and in relation to the School. During the Summer Term, at the suggestion of the Union Vice-President, we plan to arrange meetings for the students in each School at which any points may be raised. This article will serve, I hope, as a basis for discussion at these meetings.

On the basis of our contacts, we are confident that there is no major discontent with the University Health Service, and the minute proportion of students withdrawing their N.H.S.

Dr Ryle: Discussion is on the agenda
registration (under 0.1% per year) would also argue against any serious dissatisfaction.

However, I am not unaware of the way in which myths and anxieties can be engendered by any service which includes psychiatric treatment - the complaint "that you go to the Health Service with a broken leg and get psycho-analysed!" is one joke I always quote in my address to Freshers. We also appreciate that, especially in a closed community, the way we work is bound to be of concern to others. For this reason, we are keen to participate in a continuing public discussion about what we are doing.

In the rest of this paper, I will consider some of the questions which I believe are of concern to some people, perhaps particularly to those who have not themselves had experience of the service. These and other points can be further discussed at the School meetings planned for the Summer Term. I will do this in the form of questions and answers.

Question 1. Do the doctors pay enough attention to physical disease?

Three out of four consultations in clinics are for straightforward physical disorders, mostly of a minor type. The remaining quarter consists of counselling or advice, for example on contraception or on work problems, and of emotional and psychological problems. Very few students with emotional problems present with primarily somatic symptoms; far fewer, in fact, than in general practice in the population as a whole. The image of fervent psychiatric doctors forcing reluctant, physically undiagnosed students onto compulsory analytic couches, is a laughable one. If
there exist any students who are seriously worried that their physical disorders will be neglected, or their psyches compulsorily investigated, I hope they will pluck up courage to consult so that their fears may be allayed. Question 2. Will the doctors visit you in your flat or lodgings if you are ill?

We have a statutory duty to visit registered patients who are not fit enough to attend the clinics. If somebody rings up at 5.00 p.m. with a three-day history of a painful toe, we may be reluctant to call, while if someone rings up at 5.00 a.m. with acute abdominal pain, you can rely upon us to come quickly. In conditions of intermediate severity, we may discuss alternatives such as finding a friend with a car to bring you in, or waiting a few more hours to see how things develop. Compared with traditional, but I think not current British patterns, we tend to query requests for home visits, although compared with American practice we are, of course, fantastically available. It is highly uneconomic to pay doctors to drive cars for 40 minutes for a 10-minute consultation, but it may be that in the past we have been too resistant to requests for visits in some cases.

May I therefore (a) remind you that if you insist we will come, and (b) request you to be as considerate as possible by coming in whenever you can, and by calling early in the day if you need a visit.

Question 3. How many students get psychiatric treatment? For operational convenience we call any student who needs hospital treatment, or who is seen for four or more long appointments in the Health Service, a psychiatric patient. About 10% of all students will meet this criterion during their three-year undergraduate course, a rate very similar to comparable British and American experience. Only about 1% of the whole population will suffer from really serious mental illness. The remainder have problems of personality development and adjustment, ranging from severe neurotic illness at one extreme, to the common transient crises of late adolescence at the other.

Psychotherapy

About two thirds of these are self-referred, and are working satisfactorily; the remainder are in academic difficulty, and many of these consult at a tutor's suggestion. These 10% whom we call psychiatric patients, represent under half of all those who consult us with a psychological or emotional problem. Most of them are treated by psychotherapy, the aim of which is to give to the patient a chance to review and make less restricting, the way in which he views himself and others. In deciding who to offer it to, we try to select out those who are too ill to help, or too well to need help. In the milder cases, counselling is given in the form of advice or explanation, perhaps with medication, and with the opportunity to return if things do not improve. In the severe cases, support or medication may help tide things over, but sometimes treatment elsewhere is required.

Question 4. Who gives psychotherapy? Psychotherapy is given by all the doctors in the Health Service, and also by our consultant psychiatrist Dr. Shadforth, and our part-time psychotherapist, Mrs. Wittenberg. Psychotherapy is a skill still in very short supply nationally, and is still all too rare even among psychiatrists, as Professor Hill of the Maudsley Hospital has recently pointed out. Increasingly, nationally, psychotherapy is given by people who are not psychiatrists, and this trend is bound to continue.

Training for psychotherapy is a continuing process to which all medical officers in the University Health Services are exposed. All have, in addition, some past or present experience or training from outside the Service. Dr. Shadforth is always available for a second opinion to any doctor who is worried about a case.

Question 5. What about students with work problems? We like to see students with serious work problems in the
Senate approves Science Prelim changes

A new Common Course for Scientists and an experiment to hold 1970 Science Prelims in the last week of the Spring Term are among recommendations of the Science Prelim Working Party that have been accepted by Senate. All the Schools, with the exception of Biological Sciences, are satisfied, says the report, with the present arrangements for the Preliminary Course. The School of Biological Sciences proposes some changes, including an increase in the amount of time for teaching biology, and abandonment of the SPM course for Biologists. The Planning Committee, in accepting the proposals from Schools, which include changes in the SPM syllabus, "regretted that the School of Biological Sciences would move out of line with other Schools" and hoped that the School would move back in the future. In an attempt to obtain a greater breadth of approach, the Working Party proposed the introduction of a Common Course called "Principles and Perspectives of Science", on an experimental basis for 1969/70. The Course will not be examined, and will be voluntary for most undergraduates. It will be reviewed the following year.

Retained

The Working Party reported that it had studied the possibility of abolishing the Prelim exam. It decided that the exam served a number of useful purposes, and should be retained. As an experiment, the exam will be held in the last week of the Spring term in 1970, and will be reviewed the following year. On tutorials, the report says they are an important form of teaching, and should remain compulsory. It considered that the amount of time spent by undergraduates in the laboratory doing practical work "seems about right."

JUNE FOCUS ON RESEARCH

HEALTH SERVICE (continued)

University Health Service, because we have found that, in a significant proportion, there are emotional or psychological problems behind their difficulty. Such students, of course, are only seen if they want to come, for there is never any point in seeing a reluctant patient. We find (to oversimplify) that there are three main groups of students with work problems.

1. Those unable to work because of illness such as severe anxiety or depression or schizophrenia. These are a relatively small number of the total. Most of this group need time away from the University, but over half can return and eventually graduate.

2. Those who are unable to work because of a neurotic problem related to work. This is a fairly large group of students. Some of them need treatment, but in others, counselling to the student and consultation with tutors (always provided that the student consents) often combined with the application of normal sanctions such as the Vice-Chancellor's list, is all that is required. Most of this group of students graduate, but with somewhat lower classes of degree.

3. Non-neurotic, often extraverted, students with too little anxiety or motivation to mobilise their intellectual resources. This group has a tendency to drop out, and many fail or under-achieve at Finals.

Assessment in the Health Service of students in serious academic difficulty ensures that those in Group 1 are recognised and given appropriate grace, and that those in Groups 2 and 3 are distinguished and given appropriate supports and pressures from tutors, and treatment if necessary. There is, incidentally, no evidence in Sussex that students fail due to low intelligence.

Question 6. How do students with work problems get to the Health Service?

Any student with a work problem is welcome to consult and may do so. Others come on the suggestion of tutors. I think it is reasonable for a tutor to suggest such a consultation for any student who continues to work seriously below capacity, or who is working poorly and has obvious emotional problems, provided that the ordinary tutorial counselling, supports, encouragements and pressures do not produce any improvement. This proviso is important. The University Health Service is a backing to, not a replacement of, the tutorial system. If a tutor is uncertain as to whether to advise a student to consult or not, the appropriate course is for him to discuss the case with the medical liaison officer to the School, perhaps in conjunction with the Sub-Dean.

Question 7. Are patients in the University Health Service research guinea pigs?

No, but they are subjects for research. We are particularly concerned to investigate what individual and institutional factors are of importance in determining the student's personal health and academic success, and in developing means of assessing the effects of psychotherapy. Some of the facts presented above are based upon this research, which has been carried out with Medical Research Council support. We hope students will continue to co-operate with us on future projects.

Conclusion

In this article, I have tried to outline some of the features of the University Health Service, and have hoped to clarify some of the issues about which there is doubt or confusion. But it is obvious that there are many other points about which people are uncertain or unhappy. I hope any member of the University will feel free to raise such points, either at the School meetings next term, or by making a direct approach to me or to my colleagues.

Two views on Gradual Assessment

The B.A. Degree Assessment Working Party may produce an Interim Report this term. Changes in both modes and timing of assessment seem likely to be recommended. Deans and Subject Chairmen are now being asked for their advice on the feasibility of different modes of assessment in the light of their particular academic needs.

Members of the University are still invited to submit evidence on any aspect of the question of assessment. Below, Eugene Schulkind, Lecturer in French, in a paper to the Working Party, argues the case for gradual assessment. Larry Lerner, Reader in English Literature who is at present teaching in Munich, makes a plea for keeping examining out of the tutorial relationship.

by EUGENE SCHULKIND

I should like to ask the committee to consider a radical change in the timing of assessment for our Arts and Social Studies B.A. Degree: we propose that we substitute for the prolonged revision and examination activities that completely occupy a student's final year, some form of gradual assessment procedure spread over at least two years.

"We must forego the present advantages of Finals timing and substitute a system of gradual assessment...."

The Sussex curriculum is designed "to provide undergraduates with the combined benefits of specialised and general education." However, many faculty members realise that in the case of almost all subject areas, we are failing to fulfill this objective with even a minimum degree of satisfaction: whatever the gains from the interdisciplinary dimension, it is obvious that the student generally fails to acquire the minimum methodological and informational background that a B.A. degree programme should provide in his speciality.

Financial and other factors preclude an additional year of undergraduate instruction. The situation might not be so serious if most of our students went on to pursue postgraduate degrees, but this is not the case, and is not likely in the near future.

Undoubtedly, the recognition of the above inadequacy is responsible at least in part for the growing desire to eliminate the Arts-Science scheme and to reduce the Prelims component of the B.A. degree. However, the time gained from the former would be negligible, and would represent a noticeable departure from the basic conception of the university.

As for the latter, the time gained from a modified Prelims program would still not be appreciable, and would be paid for with very serious sacrifices, in the development of analytical and critical faculties.

Under the present system, most students tend to pay far too little attention to their studies after Prelims, while in the Finals year they suddenly become preoccupied with concrete examination preparation.

Instead of the mature integration of all the specialised and contextual courses that have preceded, there is usually a hasty cramming of informational gobbets, and a cultivation of the ability to make meretricious generalisations.

by LARRY LERNER

I enjoy teaching at Sussex. I don't happen to be doing it this year, but I hope to enjoy it once again when I come back. When I describe our teaching methods to colleagues or students in European universities, they are amazed, or sceptical, or - most often - envious. An hour alone with two students, who have spent three days preparing themselves for the tutorial, seems to them to be unimaginably luxurious.

Of course, we pay a price for it, as for all luxuries: restricted entry to universities, and a heavy teaching load for the faculty. But if the tutorials and the small seminars are a success, then the price seems to me worth paying; and (though this is perhaps for students rather than faculty members to say), I think they usually are a success - that is, a genuine teaching situation and an atmosphere of intellectual inquiry is found in them.

Now that examination methods, like so much else, are under review in our universities, I can see that some of what I value in our system is connected with the fact that it is kept free of examining.

Is the relationship between student and tutor one between equals?

There has been a lot of argument about this lately, and I find that militant students who insist that the answer is Yes are oversimplifying as much as authoritarian tutors who insist that it is No. We should ask in what respects it is an equal relationship, and in what respects not.

If we leave out the official aspect of a tutorial - forget that it is part of the university structure, and consider it as a dialogue between two people, then surely it is obvious that they are not equals. The tutor has spent years studying his subject, and has read and pondered books that the student is coming to for the first time; he is able to advise the student.

"My task as a tutor is to help my students to understand the subject, not to examine how well they have done so...."

which novel of Dickens to read next, simply because he has read Dickens' novels, and is able to say "Don't waste time on that critic, he is a pedant - or a fanatic, or a bourgeois reactionary, or a religious maniac." Unless the tutor is a fake, or the student a paranoid, the one has much to teach the other.

But not, of course, always. You do get the extremely well-read student, or the brilliant one; and all tutors have gaps. If they are honest men, they will recognise this situation when it comes: the tutor should feel modest, but not humiliated; the student may be pleased, but will not (one hopes) be scornful.
not building a case for the elimination of examinations, and I do not think that the basic situation would be altered appreciably if the examinations ceased to be prepared under the traditional examination conditions. This is a separate question. The point is that our present system is undoubtedly a contributing factor to the widespread number of final examination answers that reflect the inability of many students to develop considered evidence and arguments into viable conclusions.

**Inadequate**

This inadequate preparation for final examinations does not have to be the price that we must pay—so some faculty have alleged—for the effort to do ‘too much’, viz., to provide a curriculum that is both generalised and specialised. But it is very likely to be such a price if we do not find some substantial instruction time.

The additional time is available during the Finals year. I am suggesting that the situation is so serious that we must forego whatever advantages may be contained in the present timing of final examinations and introduce a system of gradual assessment, beginning with Prelims or the term following them.

This is not a suggestion that students be examined in every course every term. The proposal calls for the present examinations of the final year to be given immediately following or shortly after completion of each course that is normally examined. The specific arrangements would vary somewhat according to the needs of each subject and School, but within the framework of the overall uniformity that we decide to retain.

**Two-part Finals?**

While a two-part finals plan might be a significant step in the right direction, I fear that it could have the effect of merely creating still one more examination-orientated term without effectively making the last year one of full-scale instruction.

Obviously, there are many problems that have to be solved in implementing a gradual assessment programme that would be at least as well respected as are the present examination results. It should be remembered that gradual assessment does not have to be any more subjective than are present examinations: provision could be made for double reading of papers, and for external examiners.

**Fundamental**

Moreover, the present examination administration could organise the preparation, distribution and control of examination papers. Provision could be made for examinations of graduating students to be given early enough to allow for the oral examinations that now decide borderline classifications.

The issue here is not implementation; indeed the details mentioned may very well have to be reconsidered. The fundamental point is whether we will agree to gradual assessment in principle as a major means for solving the question of insufficient and unbalanced instruction time. Although I have not referred to psychological considerations, I believe that reasons are not wanting from this point of view as well. The committee might wish to raise the question with mental health experts.

It has happened to me most often when teaching contextuals: sometimes I have had students who had read more Jung than I had, or more Marx, or read Thomas Mann in the original, or (in Contemporary Britain), had seen films that I had not. This can be a very rewarding situation; other students present then have two teachers, probably with different points of view, the student himself can sharpen his ideas by defending his case to me with more than usual competence, and I too will learn something. I wish it happened more often.

As I have described this situation, it should be clear that I have, in a way, been describing a relationship between equals after all. Tutor and students must themselves decide what are the things the student needs to know, and what are the things the tutor most usefully has to say. The special position of the tutor must, that is, be earned. The student listens to him because he can demonstrate that he has something to teach him.

If a student told me that he wanted to do this topic rather than that because he felt my views on the latter were less helpful to him than on the former, I would not be offended—indeed, I would be flattered that he had listened so carefully.

**Wild Ideas**

More important, the student should be able to produce all the wild ideas that come into his head. We learn by making mistakes: and a friend has described to me how valuable he found it as an undergraduate to try out some of his far-fetched opinions in tutorials, knowing that although the tutor might tear them to pieces, he could not be penalised for them.

I have tried to describe the tutorial relationship at such length to show the advantages of teaching that is freed from examining. I consider that my sole task as a tutor is to help my students to understand the subject—not to examine how well they have done so. Although I annotate essays copiously, I do not attach marks to them. No doubt a few tutors do, but this should only, I think, be with the students' consent—perhaps only at his request.

I ought to say that my dislike of continuous assessment is not just theoretical. I have taught in American universities, where continuous assessment is almost universal, and I think it often has unfortunate results. Students are tempted to choose not the courses they are most interested in, but those run by 'easy graders'.

Fierce resentments are sometimes built up against a tutor who is marking them down, as they think, unfairly. Of course, that can happen under any system, but my point is that under this system, it then poisons the teaching relationship, and thus does double harm. And, of course, the practical problems of guarding against plagiarism are formidable.

**Anonymous**

For this reason, I like anonymous examining. It protects the student. Continuous assessment comes too close to saying not X is a good literary scholar, but X is a fine human being. It is the most paternalistic system imaginable. If a tutor hates a student's guts by the end of the term, that tutor should not be able to influence his degree result. He should have his chance to hand in an examination on the same subject, perhaps even to the same tutor acting as examiner, who will read it without knowing the author and, perhaps, pronounce it excellent.

This might be very good for the tutor.
DIABETES: What goes wrong?

There are more than 200,000 sufferers from diabetes in Britain today, many of whom require regular injections of insulin in order to control the level of sugar in their bloodstream. In an ordinary, healthy person, the chemical insulin is manufactured by the pancreas and released into the blood in such quantities, and at such times as to stabilise the sugar glucose level. This process is delicately balanced, and clearly, treatment by injecting insulin, while quite satisfactory in the majority of cases, is something of a blunderbuss method compared with nature’s way.

Therefore, research is going on in the University in an attempt to discover the root causes of the disease. How is insulin produced by the body? And why is it not produced by diabetes sufferers?

In the School of Biological Sciences, Dr. Keith Taylor and a team of four researchers are engaged in the task of winking out the particular tissue in the pancreas that manufactures insulin. First, tissue material is taken from the sweetbread of animals. After adding an enzyme that dissolves away the rest of the material, there is left a tiny cell the size of half a pin-head.

**ISLET CELL**

By studying this islet cell, as it is known, under an electron microscope, it can be clearly identified as the secreting agent of insulin, and that from time to time the cells “pop!” so releasing their cargo into the bloodstream.

Thus, Dr. Taylor and his team are acquiring a better understanding of what goes wrong in human diabetes, by this detective work on animal islet cells.

Once they can establish how the insulin-producing process works – and so see where it has failed in the case of diabetics – they will be able to examine ways and means of putting right defective islet cells.

Ultimately, all these investigations could provide diabetics with an alternative to insulin treatment, which occasionally can cause serious complications.

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**THE TROUBLE WITH SPACE**

One of the many research projects being worked on in the School of Mathematical and Physical Sciences concerns the development of a solar battery - a unit which converts the sun’s energy into electrical energy that could enable Britain to launch her own communication satellite. At present we have no third-stage booster that can shoot a satellite far and high enough out into space to be effective for long periods. But it might be possible to produce a satellite climbing into orbit under its own power, using an electric propulsion unit, instead of an expensive third-stage rocket.

However, the problem facing the scientists is that high-energy radiation in space, and particularly in the Van Allen Belt, through which the self-propelled British satellite would have to climb, causes damage and ultimate failure of the solar batteries.

**Radiation**

Therefore, research is concentrated upon finding out how radiation in space will affect the batteries, which are made of silicon crystals. In addition to sunlight, which makes the batteries work, the space radiation contains fast-moving atomic particles, and the scientists know that they are responsible for some of the damage sustained by the solar batteries. But how exactly is this damage caused? In order to find out, silicon crystals are being bombarded with atomic particles, artificially accelerated, in a laboratory in the School. Behind a one-foot concrete wall, a particle-accelerator generating 300,000 volts, shoots atomic particles through a 30ft. vacuum tube at 1 million m.p.h. In the tube, slap in the line of fire, is the silicon crystal. As it is battered by the atomic “bullets”, effects of the bombardment on the crystal’s structure are carefully studied by a new technique known as ‘channelling’.

**Lead**

These experiments were devised by Professor Michael Thompson and Dr. Derek Palmer, of the School of Mathematical and Physical Sciences, and it is a field of research in which Britain leads the world.

In this way, researchers are discovering what radiation in space will do to the silicon crystals of solar batteries, and whether any steps can be taken to reduce the damage. Ultimately, they hope that the knowledge gained will enable Britain to build her own self-propelled satellites, that can be launched with our existing rocket capability, and which will be able to resist the destructive forces of the Van Allen Belt as they climb into space.
Getting wise to 'Foolish Seedlings'

In the School of Molecular Sciences, a team of scientists and research students, headed by Dr. Jim Hanson, is engaged on work aimed at increasing our knowledge about one of the chemical substances that controls the growth of plants.

This particular group of compounds, which are called gibberellins, is being produced in the laboratory from a fungus, in the same way that penicillin is made.

What Dr. Hanson and his researchers want to know is how nature builds up a supply of gibberellins in plants, and what the relationship is between the chemical structure and its biological activity on the plant.

It is the gibberellins which give a plant 'the message' that the time has arrived to get weaving and get growing.

Now if the scientists can actually come to understand how nature does the job and eventually learn to control the plant growth hormones involved, all sorts of possibilities are opened up.

Gibberellins are already being used as a growth stimulant for selected crops, and to assist the malting nonsense of nature's existing timetable.

Incidentally, the mould from which the gibberellins are isolated causes a serious disease in the Far East, known as "the disease of the foolish seedlings."

But, as it happens, the scientists are still a long way from making fools of any seeds of plants. The fact that no self-respecting plant is going to be given the run-around that easily was brought home to Dr. Hanson himself not so long ago, when, in an effort to impress his gardening neighbours, he cautiously sprinkled gibberellins on the beans in his garden.

The beans grew very rapidly to about 3 ft., but then, sad to say, they stopped growing up, wilted and died.

APPOINTMENTS: Industry, Politics & Students

Q How do you react to the pressures of some students, who would say that an Appointments Service should not be used as an agency for industrial companies?

A Well, I think the point that I would make is that we are not an agency for industrial companies. We are in no way paid by them; we are not obliged to invite them here; in practice, they ask if they can come to the campus, and we permit them to come.

Q But some people say that permission should not be given.

A Well, as far as this is concerned, I feel myself to be a servant of the University, and if a policy were decided which excluded certain employers, by a responsible body in the University, and which represented a majority of student opinion, I would stand by this. But any policy which excluded certain employers would need to be very carefully considered, and not only in the light of pressures from one particular group. In fact, the proportion who actually get jobs with the large companies is not large at all. For instance, some will offer jobs to probably four or five people out of sixty who apply, and others even less. For this technical reason I am not as enthusiastic about the large international companies as I might be about a smaller company who were prepared to employ larger numbers of our graduates, and ironically there are probably more jobs available to students in some notionally unpopular employment like the armed services, than there are in the big international companies.

Q If a student wants to come and see you, what does he have to do?

A He simply makes an appointment, or if he can simply come in through the door and see somebody and ask them if he can see us, and we normally do not keep him waiting more than three or four days. I would like to stress the open-door policy of the Appointments Service to students and to employers. We open the door to anybody — I think this symbolises our attitude to both students and employers.

Q Having said that you are not, in fact, an agency, nevertheless, when it comes to the crunch, when an undergraduate says "Well, I know what I want to do, but what jobs are there available for me?" what happens then?

A Well, at the right time of the year, which is just about now, we issue vacancy lists every week to undergraduates who wish to be placed on the mailing list.

Q Lastly, there is a great deal of discussion going on at the moment on what the function and purpose of a university is. Do you agree with some people who say that universities shouldn't be just sweat-shops for degrees, and that the job element should not intrude too greatly into what a student does, or what he reads or learns at a university?

A I don't think that the job element should intrude too greatly into what a student does at a university; but I do feel that more consideration should be given to the relationship between the studies of a student at a university and to subsequent employment. I think that there should be a better balance between people who are studying for any one particular university discipline, and the sort of jobs available to people outside.
HOW MAPS MADE THE GENERAL ASSEMBLY IDEA WORK

Last year the Schools of Study began to realise their potential as social units. The introduction of Joint Committees in all Schools led to the formation of coffee and catering services, and the increasing use of School Common Rooms as social centres.

But Schools are academic units within the University, as well as being the natural social units, so the growth of student involvement in the social organisation of the Schools led to an expectation of involvement in their academic organisation.

School Joint Committees were, however, unable to fulfil these expectations, for they were something of an ad hoc addition to the University committee structure. Thus, while they had wide-ranging terms of reference, the only formal channel through which they could implement their decisions was the School Meeting - some of the S.J.C.'s members being members of it.

More importantly, the students on the S.J.C. acted in isolation from the rest of the students, for though they were elected by the students, no procedures were laid down to enable the student body to brief them. In practice, academic matters, if they came at all, came to the S.J.C. from the faculty subject groups, rarely from the students.

UNPREPARED

The Students' Union was equally unprepared to deal with academic matters; partly because it had never before taken an interest in academic affairs, (true, it had just set up an Academic Affairs Committee, but this ad hoc addition suffered from the S.J.C.'s problem of having no formal channels through which to send recommendations), and partly because the rise of the Schools had led to the demise of the central Unio, and so the only forum suitable for discussing academic matters at School level - the School Students' Meeting - had fallen into disuse.

It was in this context of an awakening at School level of the students' awareness of their role in determining the form of their education, and the total unpreparedness of both the University and the Union to cope with this awakening, that last November, members of the Social Studies School Joint Committee called a general meeting and issued a statement stating that:

"A demand for genuine student control is the basis on which the discussion of the future of the Joint Committee should now proceed."

DEBATE

They thus initiated one of the most important developments this University has seen - the Assembly movement.

Within a few weeks, Assemblies had been called in most other Schools, and a fierce but confused debate raged through the University.

The debate was confused, since its initiators had no preconceived ideas which they wished to foist on their School. The precise structure and function of any Assembly would emerge from the debate.

At first glance, the proposal that an Assembly of the whole School should replace the Faculty School Meeting and run the School, which emerged in Social Studies, seemed to give absolute power to the students, since they had a numerical superiority. This may explain, but does not excuse, the vehement reaction of some members of faculty to it.

PARTICIPATION

A closer examination of the arguments of those students advocating Assemblies, shows that at no time was there any suggestion of "student control" being opposed to faculty control. From the first statement of the Social Studies S.J.C., the demand was for "genuine participation" - that all those involved in the educational process - students, staff and faculty - should together decide the form and content of the education.

Despite this genuine desire for greater involvement, and the categorical statement by the proposers of the Assembly that "No militant minority of students could ever sway the majority to a purely student-power programme," the initial proposals in Social Studies were rejected in a referendum, following a vigorous faculty-led campaign against the Assembly, partly on "student-power" grounds, and partly on constitutional details.

The success of this campaign, which received substantial student support, did, however, demonstrate the truth of the assertion that a numerical student majority did not constitute a basis for a "student-power" structure.

REJECTED

The success of other Schools in taking up the Social Studies' debate depended largely on their ability to relate it to their own School. Thus Assemblies were rejected outright in Biological Studies, where the Social Studies proposals were presented in complete isolation from the needs of the School. In MAPS, on the other hand, we had been following the Social Studies developments closely, and so realised that the spectre of "student-power" would be raised.

From the start, we thus worked through a student-faculty committee, and took care to explain the precise nature of the participation we asked for. We also avoided getting bogged down in constitutional details at the Assembly, by discussing only principles, and allowing a working party to draw up the details in accordance with the agreed principles.
MAPS Assembly cont.

Some care was also taken in the modification of the Social Studies proposals to make them appropriate to MAPS. The collapse of the original Assembly movement in Social Studies, caused the MAPS working party on the Assembly constitution to be perhaps over-cautious, and it produced as an interim proposal for a period of not more than a year, an Assembly structure working in parallel with the present School structure. The Assembly is conceived as a forum for discussion and initiation of new ideas, the implementation of its decisions being entrusted to an executive, the School Committee, over which the Assembly has direct powers of recall and censure. The School Committee will function like a subject group, its elected members being on the School Meeting and, it is hoped, participating in subject meetings.

"Well, it's not exactly a revolutionary council of students, peasants and workers, you know."

The advance this represents is firstly, that students and faculty no longer meet together as representatives of their own interest groups as they did in the old S.J.C., thus perpetuating the myth that student and faculty interests are opposed. They are not; student and faculty interests are largely united in opposition to external constraints which are placed on the educational process. Instead, the Assembly is a meeting of the whole School, and so the School Committee is representative of the School, and it is to be hoped that the School Committee will become the most influential body in the School. Secondly, the Assembly is designed so that it can initiate changes at this fundamental level, instead of their being imposed from above.

SUCESS

Of course the MAPS proposals are a long way from the original Assembly ideal that the Assembly should run the School, but they do represent the first proposals in this direction to be successfully implemented in the University. As it is now constituted, the Assembly has no formal power only influence, even within the School. Whether it can work in this informal sense, or whether the formal structure of the University, both within the School and at higher levels, needs to be changed, remains to be seen. MAPS may yet discover that it has instituted an Assembly at the cost of compromising the Assembly principle.

IN YOUR VIEW

READING LIST?

Dear Sir,

Whilst expecting a reading list from the University, I received, earlier this week, a letter post-marked "Brighton and Hove." The letter was bulky. I assumed it to be the reading list.

I opened it eagerly - and can you imagine which books you had recommended? "Flagellation and Sex", "The A. B. Z. of Love", "Hong Kong After Dark", "Torture Through the Ages", "Summer with Andrea" (a photographic study), and "Ladies of Vice." The contrast between hope and reality was hilarious.

This enlightening literature was sent by a certain Brighton company, whom I have never heard of before. And strangely enough, in the same letter was included a leaflet enquiring as to whether I needed any contraceptives. Now the opening phrase on this particular leaflet was "In reply to your enquiry...," when no such enquiry had ever been made.

Quite obviously, much unnecessary harm could be done if some unsuspecting mother found such literature lying around, and assumed that her son was a perverted sex-maniac.

The only contact that I have had with Brighton is through the University. Therefore it must be through this source that this company found my address. Might I suggest that, if at all possible, the leak might be stopped?

Yours faithfully,

(name and address withheld)

ALL SOULS COLLEGE VISITING FELLOWSHIPS

The College proposes to elect not less than twelve Visiting Fellows for the academic year 1970-71 of whom, it is hoped, five or six will be scholars from British Universities. The Fellowships will be of varying duration from one term to a complete academic year. The Fellowships are particularly designed for men on leave from their own institutions, and are intended primarily to enable their holders to carry out study and research in Oxford, and to afford them the opportunity of furthering higher studies in the University. Preference will normally be given to candidates in disciplines already represented in the College, and in associated fields of study. In appropriate circumstances, the College will make subventions to Visiting Fellows; financial arrangements will be settled separately in each individual case. Work-rooms will be available in the College, and residential accommodation in Iffley, including some accommodation for families of married Fellows.

Applications for Fellowships for the 1970-71 academic year should be received by 1st September, 1969.

Further particulars and application forms may be obtained from the Vice-Chairman, Visiting Fellowships Committee, All Souls College, Oxford.
NO CENSORSHIP

Dear Sir,
In your last issue, two secretaries complain about an un-named "obscene" pamphlet. I feel confident that I have the support of the overwhelming majority of members of the University, when I say that the existence of censorship in an allegedly free country is obnoxious - and, sir, the suggestion that censorship should be imposed on an institution dedicated to the free communication of ideas is doubly so.

Yours sincerely,
Albert Beale,
14 Chatley Avenue,
Rottingdean, Brighton.

CHARTER FLIGHTS

Dear Sir,
AUT Charter Flights 1969
As in the previous two years, the Association of University Teachers has arranged charter flights between Britain and North America during the summer vacation, to assist academic staff on educational visits and exchanges.
We are still having some difficulty in contacting all those who could make use of this scheme, and it would help us greatly if you could inform members of your University known to be travelling to or from America this summer of the facilities available. These are open to American and Canadian teachers if they are members of AUT.

Yours sincerely,
AUT Charter Flights Organiser,
Association of University Teachers,
The University,
Sheffield 10.

FIGHTING FUND

Dear Sir,
There is a campaign at present being conducted on the University campus and in the Brighton area, to collect money for the African National Congress of South Africa (ANC), and the Zimbabwe African People's Union (ZAPU). The money will be used to buy a Landrover and medical supplies for use in Africa by the guerrillas who are at present fighting the combined forces of the (White) South African and Rhodesian troops.
Why support such a campaign?
There have been innumerable attempts for more than fifty years by various political parties in South Africa and Rhodesia to get the respective governments to change their repressive policies, whereby all the benefits of the economies accrue to the Whites, with the non-Whites obtaining next to nothing for their labour. These parties acted within the framework that was presented to them, even though this was very small.
But they got nowhere. The 180-day law, the Terrorist Act, torture in the goal, widespread starvation - these are commonplace in Southern Africa now.
Southern Africa (and I include Mozambique, South-West Africa, Angola) is, as I have tried to outline, the stronghold of racialism in Southern Africa. The repressive Laws mentioned above are there for a purpose - to keep the White people rich and the non-Whites poor, essentially. It is only by maintaining the large wage difference that exists, by means of repressive laws, that the Whites can enjoy the fruits of the economy.

And it is only because the Imperialist powers, like the United States, Great Britain, West Germany, and France, can profit from this situation, that they do nothing about it.
The whole situation can be likened to the U.S. war in Vietnam. If the Vietnamese can hold out against the U.S., then the rest of South-East Asia has an equally good chance of doing so. In the same way, if South Africa can be liberated, then the problem of other nations in Africa is a big step nearer to solution.
Without South Africa, the Portuguese and the Rhodesians do not have a hope of maintaining themselves in their respective colonies/countries. But the problem goes even further than this. South Africa is a much-used storage-house for capital from the Imperialist Powers of the West. From there, money is sent into various other African countries, like Malawi, SWA, Rhodesia, the former Protectorates, and so on. Once South Africa falls, the Imperialists will lose a valuable source of capital.
This is why supporting this campaign is so important.
The ANC, ZAPU, FRELIMO, MPLA are the movements which will, and are doing so, bring about any substantial change in Southern Africa. These Movements, with the support of the African peoples they represent, have taken it upon themselves to bring about change - and, after due consideration, have decided on guerilla warfare as the means for bringing it about.

If people are really concerned with finding a realistic solution to the problem in Southern Africa, then I would urge them to contribute to the campaign and to help carry it out on the campus if possible.

Yours,
Peter Bunting, Secretary for SUAAAC, Norwich House.

Appointment Committees

Non-Professorial Appointments Committees in Science
The Appointments Committees normally consist of:-
the Subject Chairman (Chairman),
the Chairman of Science, the Dean of the School on which the vacancy exists, together with three others selected according to Subject interest.
The memberships of Appointments Committees which have been established to date are:-

Biochemistry
Professor A. Korner
Chairman of Science
Professor J. Maynard-Smith
Professor J. F. Sutcliffe
Dr. R. J. Cole
Dr. K. A. Stacey
Dr. K. W. Taylor

Control Engineering
Professor J. C. West
Professor J. F. Scott
Dr. N. G. Meadows
Professor R. L. Grimsdale
Chairman of Science

Experimental Psychology
Professor N. S. Sutherland
Chairman of Science
Professor J. Maynard-Smith
Professor M. Jahoda
Dr. A. D. Baddeley

Neuroanatomy
Professor R. J. Andrew
Chairman of Science
Professor J. Maynard-Smith
Professor N. S. Sutherland
Mr. F. A. Miles
Dr. K. G. Oakley

Numerical Analysis and Statistics
Professor J. F. Scott
Chairman of Science
Professor K. F. Smith
Professor G. N. Ward
Dr. J. K. Reid
Professor J. C. West
The following are taking up their appointments with the University during the month of April, 1969:-


Miss H. M. Jones, Senior Clerk, Conference Office, Essex House.

Professor T. D. Kinman, B.Sc., D.Phil., Visiting Professor of Astronomy, Physics.

B. J. Pearce, Accountancy Assistant, Science Office.

Professor R. J. Weyman, B.Sc., Visiting Professor of Astronomy, Physics.

The following took up their appointments in March or earlier, but have not previously been announced:-

Miss M. A. Ball, Clerk Typist, Establishment Office, Essex House.

V. F. Baringer, Technician, Biology.

B. Barnett, Sportcentre Superintendent.

Mrs. A. Bellier, B.A., Technician, Biology.

Miss H. M. Blaggan, Bookshop Assistant.

Miss C. Brown, Accounts Clerk, Essex House.

W. A. Bullough, M.Sc., Research Assistant in Biochemistry, Biology.

Mrs. K. A. Calway, Laboratory Attendant, Biology.

Miss A. G. Carder, Junior Technician, Biology.

R. Clark, Junior Technician, Chemistry.

Miss G. Dean, A.B., M.A., Research Fellow, Science Policy Research Unit, Medical Terrapin.

Mrs. S. R. Dodson, B.A., Secretarial Assistant, Chemistry.

V. Dvorak, B.Sc. (Eng.), Research Fellow, Applied Sciences.

Miss J. J. Eastall, Senior Technician, Biology.

Miss M. E. Elms, Junior Technician, Biology.


Mrs. R. Feldman, B.A., Research Officer, Institute of Development Studies, Stammer House.

Miss N. K. Fortescue, B.A., Les L. Assistant Librarian, Library.

Miss J. Hamilton, B.Sc., Research Assistant, Chemistry.

Miss Z. C. Holloway, Secretarial Assistant, Library.

Miss D. Humphrey, Secretarial Assistant, Physics.

Miss S. C. L. Jones, Research Assistant, Social Research Unit, Arts.

Mrs. P. E. Keithly, Secretary, Chemistry.

Mrs. E. M. Kendall, Nursery Assistant, Medical Terrapin.

Miss J. K. Langley, Research Assistant, Social Psychology, Arts.

Miss M. W. Marshall, M.A., Research Assistant, Centre for Contemporary European Studies, Arts.

A. G. Maughan, Temporary Library Assistant, Library.

Miss L. Robinson, Library Assistant, Library.


J. Stehlieck, Research Fellow, Chemistry.

Mrs. S. Stemming, Machine Operator, Institute of Development Studies, Stammer House.

P. T. Stone, B.A., Assistant Librarian, The Library.

A. Stuart, Junior Technician, Biology.


Miss J. S. Williams, B.Soc. Sc., Research Assistant (with Dr. D. N. Winch), Arts.

Miss J. Williamson, Secretary, Continuing Education Programme, Arts.

Y. T. Yong, B.Sc., Research Fellow in Chemistry.

The following have left the University:


A. C. Austin, Technician, Applied Sciences.

Mrs. D. B. Austin, Secretary, Centre for Educational Technology, Essex House.

J. Byth, Technician, Chemistry.

D. J. Clinch, B.A., M.B.A., Secretary of Arts and Social Studies, Arts.

A. Cobley, Technician, Applied Sciences.


J. Harkevij, Technician, Biology.

P. S. Lawry, B.Sc., Ph.D., Research Fellow in Chemistry.

N. P. Mann, Junior Technician, Chemistry.

Mrs. A. Millard, Secretarial Assistant, Physics.

Mrs. J. Newton, Library Assistant, Library.

R. H. Savill, Technician, Chemistry.

Miss J. Saunders, Secretarial Assistant, Afras., Arts.

Mrs. J. Walder, Copy Typist, Institute of Development Studies, Stammer House.

R. V. Walters, Technician, Physics.


Mrs. N. L. Warren, Secretary, Centre for Educational Technology, Essex House.

Miss M. Wilkinson, B.Sc., Research Assistant, Centre for Operational Research, Applied Sciences.

Miss B. Wilson, Library Assistant, Library.

I. H. Wilson, B.Sc., Ph.D., Research Fellow in Experimental Physics.