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# FEBRUARY/MARCH
FOCUS/FALMER/BRIGHTON/SUSSEX
TELEPHONE BRIGHTON 66755

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 Extracts from it should not be published without the editor’s permission.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.
Asking the consumers

Discussion is at the moment going on as to how the social fabric of the University may best be strengthened in order that it might keep pace with the expanding community it is designed to serve. The principle that emerges from the report of the Working Party on Counseling, namely that the Schools should be called upon to play a greater role in co-ordinating and buttressing the work of the Admissions, Health, Accommodation and Personal Tutoring Services, seems to us a logical suggestion. If Schools are the academic units of the University, then there is every reason why they should be regarded also as social units. As John Simmonds, the Acting Senior Tutor, points out in this issue of Focus, evidence suggests that a link exists between academic performance and social well-being. The two are not necessarily divisible.

However, the mere existence of adequate machinery is in itself no guarantee that it will be adequately used. One of the problems facing any advisory service - and particularly one where the "customer" may for a variety of reasons feel inhibited - is that it relies on those needing help to come and ask for it. If a student has academic problems, they soon become apparent. But what of other problems? A good many students turn to the Health Service. But are there others equally in need of help, who prefer to study on alone?

No evidence

A good many turn to their Personal Tutor for advice. But how many feel unable to confide in him? How many rarely see him? And how effective is the advice given?

What is the standing of the Personal Tutoring system with the average undergraduate. A joke? A help? Nobody really knows.

Most people would say that, on the whole, our counselling services work well. Certainly, we see no evidence to disprove this. On the other hand, it seems to us that a little more market research, aimed at throwing a light into these uncertain areas might serve as a useful signpost for our social architects.

Undergraduates should be given an opportunity of recording their experiences of the social service.

Even a relatively un sophisticated survey among third-year undergraduates might underline both the strengths and shortcomings of the present counselling system. One would hope that the results would encourage us in the belief that our social services are being run along the right lines. But as things stand, no-one knows.
Counselling: new role for schools?

Steps have now been taken to implement a major recommendation of the Working Party on Counselling - that Schools should accept greater responsibility in co-ordinating the work of both course tutors and personal tutors. Deans are examining ways and means in which counselling services within their Schools could develop in the light of the 'decentralisation' policy suggested by the Working Party. The possibility of setting up a committee consisting of the Senior Tutor and one representative from each School who would have specific responsibilities for counselling is being discussed. This follows the Working Party's recommendation that "each Dean should scrutinise the way in which his School is fulfilling its responsibilities and (in consultation with the School Joint Committee and the Senior Tutor's Office), where necessary, take steps to improve its performance."

Devolution

With the increasing devolution of counselling responsibilities to the Schools, it is hoped that Schools eventually will be able to forge their own links with the University's Counselling Services, such as the Admissions Office and the Health Service.

The Working Party re-affirmed the important role of the Personal Tutorship scheme and recommended that Personal Tutors see their students more frequently in the first two terms and that, particularly in the first term, they should arrange group meetings of their students.

On Page 15 John Simmonds, the Acting Senior Tutor, discusses, in a question-and-answer session with Focus, the Personal Tutoring system against the background of the Working Party's Report.

More tickets for degrees ceremony

The decision to hold the Summer Graduation Ceremony in two parts, as reported in last month's issue of Focus, now means that it will be possible for each graduand to have four guest tickets for the ceremony in which he will obtain his degree. The ceremony for Arts graduands will be held in the morning of Tuesday, 8th July, at 10.30.

The ceremony for Science graduands will be held in the afternoon, at either 2.30 or 3.00 p.m.

The usual Schools' buffet lunches will be held at the university between 12.00 noon and 2.15. The tickets for these will cost 8s. 6d. each.

Full information will be sent to each finalist early in the summer term, explaining the procedure for obtaining guest tickets for the ceremony, and for buying lunch tickets, and giving details about academic dress.

Further enquiries can be made to Miss P. M. Philips, in Room 4 in Essex House, but no applications for guest tickets or lunch tickets should be made until full information has been circulated to all finalists.

Staff ballot query

The first meeting took place last month of a new consultative committee set up to serve the interests of 350 Catering and Estate staff within the University. The membership of the General Staff Consultative Committee consists of the Registrar, Bursar, Surveyor and Engineer, Deputy Bursar and six elected representatives from porters, cleaning, grounds staff, craftsmen and boiler-house staff.

At the meeting, the first item concerned the validity of the ballot, and Mr. D. A. Carter, a fitter, complained in a letter to the Registrar that the ballot had not been carried out in a proper manner.

After some discussion, in which it was noted that there had been a 74% poll, the Committee concluded that the election in fact had been conducted "in a fair manner!

There followed a discussion on "Safety at Work" during which the problems were raised of electricians working in radioactive areas, and equipment used by women cleaners becoming electrically unsafe through wear and tear.
PRELIMS

The report of the B.A. Prelim Working Party has been circulated for discussion, prior to its consideration next term by the Arts and Social Studies Committee. Below is a summary of some of the major recommendations contained in the report . . . .

OBJECTIVES

The Working Party considered the objectives of a 'Preliminary Course'. It underlined the value of a Preliminary Course for introducing students to intellectual disciplines involving fundamental reconsideration of familiar ways of tackling "subjects".

Another function of the course was to introduce the student to the subjects or modes of thought which give a particular School of Studies its distinguishing character, while taking account of the extent to which the Arts Schools are related by a number of cross-School Majors. There is a problem here, says the report, in that the more effectively geared to the areas and interests of a particular School a School Preliminary Course is, the greater will be the loss to a student who changes his School after the Preliminary Course. This problem, comments the report, would just have to be faced by anybody who changed his School at the end of his second term.

STRUCTURE

The Working Party examined possibilities of altering the length and structure of the Course; for example, whether Major courses should start earlier. Here, the Working Party was divided, some arguing strongly that one term is enough for students to settle down and that the major courses cannot go deep enough in the time available.

The question of whether students should take one or two "Common" courses in addition to the School prelim. also was debated. Here the Working Party concluded that the course should consist of three elements: a two-semester School course and two "common" courses each taught over one term, together with a foreign language course in the School of European Studies.

It favoured a two-term rather than a one or one-and-a-half term Preliminary course "because on balance it feels that two terms are needed if the functions of the course are to be adequately fulfilled."

COURSES

The Working Party considered proposals for extending the range of the "common" courses. It examined in detail proposals for courses in Linguistics, Mathematics and Social Science. It was unanimous in its view that the first two courses could meet the criterion of providing "the fundamental means by which man pursues knowledge and understanding." The Working Party disagreed on the proposed Social Science course and felt it did not fulfill the stipulated objectives of common courses. It noted that there would be a "significant social science element" in the proposed Linguistics course.

It recommended, therefore, that there should be for the present, four "common" courses with a possible eventual maximum of five or six, each lasting a term, and with students being allowed, in principle, to choose any two of these, regardless of their School or intended major subject. These four courses would be: Introduction to History; Language and Values (discussions on modifying this course are being held by the Philosophy group); Linguistics and Mathematics.

The aims of the Linguistics course would include teaching "the background of ideas" to contemporary studies of language, embracing a critical examination of grammatical theories and the history of modern structural linguistics. In addition, it would describe and give practice in some of the basic techniques of language description, including mechanism of speech and hearing, phonetics and language typology.

Endorsing the proposed course, for which it suggests a study group should be set up by the Arts and Social Studies Committee in order to investigate the role to be played by linguistics in the B.A. curriculum, the Working Party comments: "Language . . . turns out to be one of the systematic, structured forms of human behaviour. Language orders every aspect of our thoughts, our communication with others, and our culture, in the widest sense."

Of the Mathematics Course, the Working Party endorsed as a basic objective "that the course be intended to present Mathematics in its wider perspective to humanities and social science students, and to provide some of the sort of mathematics that they may need for their other courses."

TEACHING

While the Working Party did not feel itself competent to discuss teaching methods most appropriate to a particular course, it did reiterate some basic principles concerning teaching methods as they relate to the B.A. Preliminary Course. These were:

Individual attention is essential. Students should receive regular advice, criticism and encouragement from their tutor, on a personal basis.

Students should be given some opportunity of meeting in teaching groups larger than the tutorial. This would have valuable social as well as academic benefits. The larger group was thought to be of special value early in a particular course.

As a supplement to group teaching, lectures or duplicated notes should be used where appropriate to the subject matter of the course.

Regular written work (not necessarily essays) commented on by the tutor, is essential.

Regardless of the methods of teaching, each student should receive a minimum equivalent of half an hour's weekly
tution from the tutor of the course. Course conveners should ensure that duplicated reading lists were available to students before the beginning of the course.

**Assessment**

The Working Party was sympathetic to the need for simplifying the examining process. The results were noted of a survey carried out among students of the School of Social Studies in the summer term of 1968 under the auspices of the School Joint Committee, which indicated "that much dissatisfaction was expressed about the method of examining the Economic and Social Framework (44%) as compared with the other two courses (both 14%)." (Economic and Social Framework was examined by three-hour unseen set paper; the two common courses by extended essay).

The Working Party concluded that, given a primarily diagnostic role for the Preliminary course, the method of assessment for the present common courses was generally acceptable, but that procedures were not. The Working Party recommends, therefore, a simplification of procedures, and a strengthening of the part played by the assessment in the learning process on the following lines:

Assessment should be based on a culminating exercise, which would be issued to students in about the fourth week of term. The exercise would be set by the teachers of the course acting collectively (or by a group of teachers of the course designated for this purpose). The form of exercise would be for the teachers of the course to recommend to the Schools and Arts and Social Studies Committee for inclusion in the B.A. Syllabus document.

The exercise would be assessed by course tutors in the first instance. It would be handed to the course tutor by Monday of the penultimate week of term. It would be returned to students in the last week of term with comments and grade. Discussion of the work would form the basis of the final tutorial of the term.

The Working Party specifically recommends a reversal of the present practice whereby scripts are destroyed. Assessment would be on the basis of the existing six-point scale. Those awarded 1, 5 or 6 should be referred to another teacher of the course for a second assessment. The agreed mark (or split mark if no agreement is reached) would be reported to the Dean by Friday of the penultimate week of term.

The Working Party agreed to recommend that the mode of assessment of the School Courses should be left, initially, to individual Schools, provided that there is a feedback into the teaching process, and provided it does not interfere with the regular eight-week teaching term.

For the majority of students, assessment would end with the completion of the culminating exercise. The Working Party recognised, however, that the assessment of students performing inadequately should not rest wholly with course tutors, nor, indeed, should the grade in the culminating exercise be the only evidence of satisfactory performance.

The Working Party agreed that a residual diagnostic function of the Prelim. was to see that clearly inadequate students should not be allowed to proceed to finals, and that the procedures for determining this should be seen to be as fair and objective as possible.

**Grading**

The Working Party recommends, therefore, that:

All students graded 5 or 6 should be referred by the Dean to the Students' Progress Committee with a recommendation as to whether a further assessment was necessary. The Dean, in formulating this recommendation, would take into account all available evidence. The Students' Progress Committee would decide, in the light of the evidence, whether the student should be allowed to proceed, or whether a further exercise was necessary.

Those required to take a further exercise would sit a formal examination at the beginning of the summer term, under the auspices of an examination board. The marks of those graded 6 in the examination would be reported to the Students' Progress Committee which would decide, again, in the light of all available information, whether the student should be allowed to proceed (with or without further conditions), or whether the student should be asked to withdraw.

**Revisits**

In recommending that the 'resits' should take place at the commencement of the Summer term, the Working Party is concerned to put right the unsatisfactory existing procedure whereby undergraduates required to resit a preliminary course examination have to carry a double load during the Summer term.

In practice, this procedure places the weakest students under the greatest pressure, often with inadequate remedial teaching. 'Resits' taken at the beginning of the Summer term will necessitate revision during the Easter vacation, and it is suggested that if the proposal is adopted, further consideration be given to some kind of vacation revision course.

Any comments on the proposals should be forwarded to the Secretary of Arts and Social Studies (D.J. Clinch, Arts B), before the end of term.
Dead-End Degrees?

Mike Hall, Director of the new Institute of Manpower Studies at Sussex, discusses the implications of planning for both students and teachers. Is enough attention paid, he asks, to what sort of jobs are available for a particular qualification?

Will there be a job waiting for you once you have taken your degree? And if there is, will it be one that will cease to be of interest after the first five years?

The freedom of choice to be educated in a particular discipline leading to specific qualifications is a right whose abrogation, one suspects, would be fiercely resisted. Yet is it always in the best interests of the student to be allowed to select his area of study without reference to the opportunities - or lack of them - that will be met in the post-university world? And are those who decide how many shall be taught what subject always guided by a regard for what their students ultimately will be able to do with the degrees acquired?

These are questions that for many years now have engaged the mind of Michael Hall, who in April arrives at Sussex as Director of the new Institute of Manpower Studies.

Manpower Planning, which involves not only a prediction of demand but also implies a careful control of supply - that is, ensuring the right numbers of men and women are trained to fill the jobs available - will form one aspect of the Institute's work; and the one of greatest significance in the long-term for both faculty and students.

Michael Hall, who comes to Sussex from the London School of Economics, where he has been director of the Industrial Manpower Project, strongly opposes the argument that 'planning what to do with people is inhuman'.

"On the contrary," he says, "the real horror arises from a lack of planning. In industry you are always meeting the chap who says 'I'm just a pawn in the game - a cog.' Everybody knows that there are powerful determinisms around. Our only hope in the future is to be able to understand these forces, analyse them, and acquire the ability to predict what the demands will be."

Drain-Pipe

As Mike Hall sees it, too many graduates either find themselves in dead-end jobs or worse still, discover that their qualifications fit them for one job only; that they go through their working life in a drain-pipe from which there is no escape.

"Arts graduates find it particularly tough," he says. "If they go into industry they have to compete with the scientists. And in my experience" - he was with Esso for ten years before joining LSE - "the top jobs in say a chemical business always go to the man who has a chemistry background."

For this reason he has some startling and controversial proposals that would involve a comprehensive re-orientation of teaching approach in schools as well as universities.

"To my mind every Arts undergraduate should be armed with a knowledge of mathematics," he says. "It would make him more viable, more equipped to deal with the rules of the game, to defend himself against the jargon of the scientists. The Arts graduate is at his weakest when it comes to hard skills. Mind you, because he is inevitably on the defensive this makes him a formidable character. He may be a bit frightened by bogus symbols but he learns how to survive in his own way. But his life would be made very much easier by at least giving him a smattering of maths - that's the science of the future."

At Esso in his early days he was appalled by the arbitrary manner in which all sorts of decisions on what to do with staff were taken on far too short-term a basis to be acceptable. He was told that long-term manpower demands were quite impossible to predict.

Challenge

"But being a cussed sort of bloke I just couldn't resist the challenge of trying," he explains. His efforts to come to terms with the problem led him to fathering the manpower planning game in industry.

It is of course now accepted that adequate manpower planning is crucial to productivity and it is with productivity and efficiency that the Institute will be concerned.
Safety reseach rates high interest

Considerable interest has been aroused by a research programme into industrial safety which is being undertaken by the Science Policy Research Unit at Sussex. The aim of the three-year programme, sponsored by a £24,000 grant from the Social Science Research Council, is to find out how one industry compares with another from the safety point of view, and whether particular industries should be spending more on safety design.

Lecture

The programme, headed by Craig Sinclair, was reported in the Sunday Times and the Brighton Evening Argus. Mr. Sinclair also appeared on Southern Television in a "confrontation" with Mr. James Tye of the British Safety Council, and an official of another safety organisation. Mr. Sinclair has also been asked to give a lecture on industrial safety by a private company. He is himself inclined to believe that industry does not spend enough on accident prevention. "There is, of course, risk with every activity," he says. "You can be virtually completely safe only by never doing anything. But the fact is that certain industries spend proportionally less than others."

From Samovar to Seminar

Maria Shecheglova and Natalya Karmanova, two editors of the Progress Publishing House in Moscow are spending six months in the School of European Studies where they are both teaching Russian and learning English. The Russians, facing the cameras above, have arrived as the result of a reciprocal agreement by which two Russian-learning students from the School spend a year at the publishing House, working as translators. So while Sandra Judson and Moira Cunynghame live in a Moscow apartment Madame Shecheglova and Karmanova are settling down in a Regency flat in Brighton. They are enjoying their stay, reading the Times, the Morning Star and the Financial Times - "for the political news" - over traditional eggs and bacon breakfast. They say that long hair styles among male students are unknown in Moscow but that the Kremlin-like familiarity of the Pavilion makes them feel quite at home.

Dead-End Degrees?

The Institute, operating from rooms in Essex House - they had their eyes on Stammer but who hasn't? - will have close links with trades unions, Government, and with the universities, but will place particular emphasis on its working links with firms. At the same time it will be an independent body, owing allegiance to neither university, industry or government. This Mike Hall considers essential, and one of the attractions that Sussex had to offer the Institute of Manpower Studies was that this independence was guaranteed. "The intention of the Institute is that it should stand cold-bloodedly between industry and the University," affirms Mike Hall. "The value of intellectual criticism from people who are independent of application and of responsibility for action cannot be over-stressed."

More than in any other field of research, the Institute is likely to be judged by the results it can produce and the efficacy of those results once put into practice. On this score Mike Hall appears unworried by what he agrees is a certain prejudice by 'died-in-the-wool' elements against university-orientated research. "At LSE I used to give talks to small firms. Well, some of them said: a man from LSE, not on your nelly. But mostly they would come up with something like 'Oh, well, I suppose we might as well see him.' What happens is that they take an individual, evaluate him, and if he seems to know what he's talking about, they listen." And he adds darkly: "The firms that say 'We have nothing to learn' are the ones that go to the wall." Mike Hall talks with infectious optimism about a planned future in a planned world full of planned people. If it can be made to work then certainly, as far as education is concerned, it will do much to reduce the random factors of chance and luck which at present over-influence both the demand and availability of jobs for graduates.
The Case against Exams

Are exams really necessary? Roger Fry, of the School of Educational Studies, argues that the process of assessment by examination is unfair, and fails to achieve any useful purpose in determining the qualities of the candidate.

For years now there has been a strong body of opinion which has advocated the total abolition of examinations. Now it would seem that there is some serious questioning going on in this subject. A University Working Party on R.A. finals is currently meeting, and changes of some sort are almost certain to occur. The following are my views as to what should happen.

My approach, which, no doubt, will be attacked as Utopian, but which I regard as essential if we are to come to agreement, is to take the basic teaching situation and examine the case for introducing what is not in it already. First, let me say that assessment in one sense is part of the tutorial system. In a teaching relationship, both parties inevitably form opinions of each other. That a teacher forms an opinion of his pupil is not only inevitable, but highly desirable. Learning would be impossible without the guidance and incentive that arises from another person's criticisms. If, in this sense, it is true that incentive is inevitable, and, furthermore, desirable, it certainly does not follow that exams and classified degrees are. What is the difference?

Assessment by tutorial

To answer this, one must differentiate between different contents of assessment, different modes of assessment, and different purposes of assessment. In fact, they all link up; the content and the mode are determined by the purpose. If the purpose is to aid the student in his studies by helping him about himself, then assessment is invaluable. But if it is for this purpose alone, it can surely be based, as it is now, on the student's work in the tutorial, what he says, and writes. Nor is this to be denounced as "continuous assessment", for that is only harmful when something external to the education process depends upon the result of assessment - for instance a degree - the passport to advantages in life. It is surely not claimed that an examination can supply more useful information?

Selecting the lucky ones

But when the purpose of assessment is to decide who is the best, we run into trouble. Over three years, a student is taught, and thus assessed, by perhaps 14 different tutors. Now surely one can determine from what each says about the student, what his qualities are, especially if they assess with that end particularly in mind. The overall profile produced would certainly indicate whether, for instance, a student had the qualities necessary to be able to benefit from taking a higher degree, or a research post. It would probably even indicate what sort of job would be most suitable, given that we know what qualities a job demanded. But what a tutor cannot be asked to decide, is who, out of so many equally suitable candidates for a Ph.D., or a well-paid job, should be the successful one. Money is not made available for all to enjoy educational opportunities. All jobs are not equally paid. And to make up for these failings on the part of society, the University is charged with the dirty business of selecting the lucky ones. And it is for this purpose that the so-called objective procedures of an examination of some kind are demanded. And if the University accepts this role of selector then Education will suffer. For whilst its purpose is perhaps to aid students to develop intellectually, as fully as possible, the fulfillment of which is almost impossible to measure in simple terms, the qualities which it is being asked to assess may well be quite foreign to this latter process. Friction will then develop between the teacher and the examiner, especially if one person fulfils both roles.

A profile for jobs

One solution is to try to separate as much as possible the two roles, to preserve the values of the teaching relationship. But this can only be done to a certain extent, for unless a University refuses to sit exams and award degrees, a teacher cannot ignore these. Thus, examinations tend to dominate education by insidiously governing what is taught, the way it is taught and the student's reaction to it. No, the University must make a stand. If society's demands interfere with education, then they cannot be complied with. It is disgraceful that all who want to continue their education, and who are deemed capable of profiting from it, are prevented from doing so by lack of money. The solution is to press for more money to be made available. Until this happens, the University will be partially failing in its educative role. In the meantime, let us at least select students on the basis of research potential rather than by the grade of their degree.

As for jobs, I believe that a reasonably objective profile might be written on the basis of three years' work, which will aid the employer in finding the right employee. Beyond that, perhaps it is the employers' task to select the best, rather than placing the onus for this on the University. Of course, there are other reasons commonly advanced for the retention of exams. But claims like "exams are necessary for the incentive that they provide" are really not worth answering.

Unclassified degrees

So, in short, I would like to see the University awarding an unclassified degree, not on the basis of exam results, but to everyone who had completed the course to the satisfaction of his tutors, that is, to all except those who had refused to take advantage of the educational opportunities offered. Then prospective employers would be sent detailed profiles on demand, profiles which would be seen only by employers and the student himself. Only in this way will we terminate the domination of education by examinations.
Sussex aid for Open University

The Vice-Chancellor, Professor Asa Briggs, was one of three Sussex members of the Planning Committee responsible for the Open University project, whose report was published at the end of January. The other two members were the former Vice-Chancellor, Lord Fulton, and Mr Norman MacKenzie, Director of the Centre for Educational Technology. Professor Briggs was Chairman of the committee which worked out the broad pattern of the syllabus, and the plan for broadly-based interdisciplinary courses is very similar to the Sussex pattern. Students of the Open University will take two of four Foundation courses, rather like our own Arts and Science Prelims, and will then be expected to build up their degree course by combining 'majors' and 'minors' to total six or eight credits. This system of accumulating course credits is, of course, closer to the American than the British system.

Experiment

The Open University, which will be using media extensively - about 30 hours each of television and radio every week - will be a major experiment in the application of educational technology to higher education, and Mr MacKenzie has been closely involved in this aspect of the planning. He told Focus this week that the Open University will be the first agency in this country to engage in the large-scale and systematic production of courses designed primarily for self-instruction. "If the project succeeds", he said, "it is bound to have a major effect on the way other universities teach and the kind of learning materials they provide for their students". The first students will be enrolled in the Open University in 1970, and teaching begins in January 1971. It plans to give course credits for qualifications already secured, such as the Teacher's Certificate, enabling such students to secure degrees more quickly.

NewsFocusNewsFocus

A proposal for a Music Major at Sussex has been approved by the School of Educational Studies. At a meeting of the Arts and Social Studies Committee earlier this term, further information on the proposed Major was asked for. It is now expected that Professor Boris Ford, who is supporting the course, will give the Committee further details at a meeting either later this month or in March.

Press Studies

It is hoped that a postgraduate course in Press Studies, approved in principle by the Arts and Social Studies Committee last year, will now commence in October this year. The course will be for a full year, and is self-financing. Supported by the newspaper industry, it includes on its Committee the Director of the National Council for the Training of Journalists, Mr. Grant, Assistant Editor of The Times, and the Education Officer for the National Union of Journalists.

Vocational

The course, which already has aroused considerable interest, is being launched in the light of the University Grants Committee's encouragement to Universities to develop courses with a professional/vocational content. The final curriculum is still to be decided, but it will be based upon two related approaches which will be studied concurrently.

These will deal with the basic techniques of Press work, including the production of news stories, interviewing and the organisation of newspapers, and a general approach to modern society and the role of media. This would involve a study of the role of the Press in relation to political, economic and social institutions.

The course will be directed by Tom Hopkinson, Senior Fellow in Press Studies at Sussex.

Agreement has been reached on the siting of major University and School Examinations for the remainder of session 1968/69, as follows:

- March 10th - B.A. Prelims. - Sportcentre;
- April 21st-25th - B.Sc. Prelims. - Sportcentre;
- M.A.-Old Refectory Palmer House;
- May 19th-June 6th - B.A. & B.Sc. Finals - Sportcentre;
- June 9th-13th - B.A. & B.Sc. Prelim. Resits - Seminar Rooms;
- M.Sc. - Park House Common Rooms if necessary and available

If these arrangements prove satisfactory this year, it is hoped to retain this pattern in subsequent years, with the possible exception of School Examinations in January, which will be held on the University campus if possible.

Focus welcomes news items for inclusion on these pages
Tutors with too much to do...

Dr Aaron Sloman, lecturer in Philosophy, says that something must be done to reduce the teaching load on Sussex Dons

Tutors at Sussex are overburdened and if we continue the way we are going at present it seems to me that we shall end up in a few years time with a collection of out-of-date over-tired academics.

The demands upon those who attempt to work conscientiously within the existing system are so numerous - they range from teaching and research to personal tutoring and administration - that I have calculated that the Sussex tutor who endeavours to fulfil all his responsibilities must work between 50 and 60 hours a week.

My own experience and that of other tutors in Arts and Social Studies with whom I have discussed the problem convinces me that there are certain basic points needing attention.

I would suggest that students, especially in their first year, need larger work-based social units than the tutorial pair. This would have both social and academic advantages. At the moment an additional tutor-hour has to be found for every two extra students taking a particular course and this exerts too inelastic a pull on our teaching resources. It not only forces tutors into teaching too wide a spread of subjects but also causes too many last-minute headaches for conveners and makes yearly planning of teaching impossible.

Inadequate

Fluctuations of demand for a particular course cannot be predicted, given the present freedom of choice open to students.

Many tutors feel that one hour per week is inadequate for most courses. Hence attempts are made to supplement tutorials with lectures. But we do not have time to prepare lectures properly. Also the 'lectures are voluntary' image encourages students not to take them seriously.

In any case there is little reason to believe that lectures are an efficient means of teaching, so it seems that we should try to find alternative ways of increasing teacher-student contact time where one hour is not enough, this implies teaching larger groups than two students.

There is a need to assess non-teaching loads and adopt a flexible system which allows 'trade-off' between teaching, non-teaching duties and research, permitting tutors to vary from term to term the proportions of their time spent on each, and to compensate for additional loads in some terms by reductions in others.

The present system relies too heavily on the conscientiousness of a proportion of tutors (how small a proportion?) and at least some are now becoming disillusioned.

Allowances ought to be made for the special needs of the younger members of faculty who have to do much more preparation for teaching. The nervous strain of an unaccustomed job is greater for them, they find it more difficult to combine teaching burdens with research, and they need time to attend seminars and lectures by older colleagues.

It is extraordinarily difficult to prepare courses adequately at Sussex. What we are teaching constantly changes, so every term a lot of time has to be spent on 'memory-refreshing' reading.

Proposals

These are the major points which, in my view, require attention. I have drawn up proposals for dealing with them, including particular figures for teaching times which are provisional and would need further discussion.

I propose that in future we should regard each student as being entitled to a minimum of 20 minutes per week per course teaching time instead of the present 30 minutes. In addition 30 minutes per fortnight per course of tutor's time should be spent reading and writing comments on essays and other exercises.

Although the above is a minimum, tutors should try where this is practicable, e.g. in courses for which there is a small demand, to allocate 30 minutes per student, and in any case should ensure that each student gets at least 60 minutes teaching in tutorials or seminars.

Where possible, students should be taught in larger groups than two so that they can get 1½ or 2 hours a week in the presence of tutors, which would make effective the minimum proposals on tutorial time as above.

If tutors rooms are used rather than seminar rooms the normal upper limit will be about five students. (A pool of stacking chairs, which could easily be cheaper and more comfortable than the present variety, would be required). Where students are taught in groups of more than four, they should if possible be given two or three individual tutorials per term in addition; these could last between 20 and 60 minutes.

Essays

Students should, where possible, be set some sort of weekly written exercise (occasionally fortnightly) for each...
Focus Profile

Laszlo Heltay has charm. When he smiles, the friendliness in his eyes is unmistakable. When he talks that mid-European Oxford English accent of his in no way detracts from the impression that if charm alone could achieve results, Laszlo Heltay would be irresistible.

As it happens, Mr. Heltay, the Director of Music at Sussex, needs all the persuasive powers he can muster; and even then, the past few months have demonstrated that in his task of building up a tradition of amateur music within the University, sheer charm is not enough.

Certainly, his efforts to date indicate that he is, on the whole, undeterred by what can be described only as the labour of Hercules which he has undertaken. When he came to Sussex in October, he launched the University choir with 17 members. Today, it has 110. On his arrival, he noted that "there was very little music going on; there were no adequate facilities for music, and no suitable organisation behind it."

Nevertheless today he has powerful allies, pressing for a Music Major at Sussex, and he hopes this will add enormously to the growing interest at Sussex in amateur music.

Unholy

However, his initial incursion into the musically unholy campus of Sussex, has underlined the difficulties that face him. "In the past, I have had to recruit by going into dining halls and distributing posters myself because initially students gave little help" he says, "and as far as faculty are concerned, some have, on occasion, actually been obstructive."

Although he has allowed himself three years to get music off the ground at Sussex, he confesses that his patience has already been sorely tried. Problems of finance he finds particularly irksome, and lack of money compelled him to scrap plans in this academic year for an Opera Society.

That he should find himself frustrated by lack of money, facilities and general enthusiasm, is understandable. He came to Sussex after a long and varied career in music all over the world. He studied under Kodaly at the Franz Liszt Academy of Music in Budapest, where he obtained a degree in conducting and teaching music.

Revolution

In 1952, he started work at Budapest Radio. Four years later, at the time of the Hungarian Revolution, he was head of the music section. He prefers not to go into detail about events during this critical period, except to say that at the time, radio was the only means of communication, and that, for a Hungarian, it was very important.

He was at his post for twelve hectic days during the Russian invasion, and then escaped via Vienna to England. He went to Leeds to learn English. Then, after a brief spell cleaning floors in London and Paris, Laszlo Heltay was

Heltay and the University choir

'discovered' by Frank Howes, then music critic of The Times, who saw him conduct a small concert in a London music club.

Armed with a reference from Mr. Howes, he applied to, and was accepted by Merton College, Oxford, where he founded a series of choirs and orchestras.

Oblivious to the fact that comparisons are odious, Laszlo Heltay happily recalls his music-making days at Oxford in the manner of a man who now finds himself a castaway on a desert island without even the comfort of having Roy Plumley allow him his favourite discs.

At Oxford, he conducted the University Orchestra and Opera Club, launched the Kodaly Choir and Orchestra, following it by Collegium Musicum Oxoniense, destined to
because he was working then among musicians of high accomplishment. On the contrary, he is more the enthusiast rather than the perfectionist. Certainly, he admits on occasion to becoming upset, and to shouting at rehearsals and after-concert post-mortems. But what irritates him, he says, is not the performance that falls short of perfection, but one which is below the standard of which the particular orchestra or choir is capable.

"As long as they have done their best, I am happy" he says. In approach, he is a cajoler rather than a musical dictator, conceding, unlike some conductors, that musicians these days are "intelligent human-beings". He believes in participation rather than instruction, seeing music-making as a two-way process between an orchestra or choir and the conductor.

**Concert**

Certainly the University Choir, now rehearsing for a concert in the Meeting House on 26th February, has quickly discovered the meaning of the Heltay brand of participation. The atmosphere is fragile and tense, with a high-voltage link between singers and conductor, fractured occasionally by one of Laszlo Heltay's anecdotes. "He's brought the whole thing to life," acknowledged one electrified member of the Choir.

How far Laszlo Heltay can succeed in switching-on the rest of the University remains to be seen. He is a formidable one-man pressure group with apparently inexhaustible energy, if not patience. He is taking the Choir to Germany for a festival at Bremen, and in May will combine the University Choir with the Brighton Festival Chorus who, with the Czech Philharmonia Orchestra, will give the major musical event at the Brighton Festival. But it is the infertile - even, he suggests, philistine - campus of this University that constitutes the major challenge of his career. Not surprisingly at times he feels both unloved and forgotten, lost somewhere between his three masters - the Union, the Arts Centre and the University.

More money would solve problems. Better facilities - and here he hopes the Arts Centre theatre, when completed will be suitable for music - will solve others. What distresses him most, however, seems to be the general apathy surrounding his efforts, not least, among members of faculty.

"If they really are so keen on music," he says, "the first thing they should do is come and listen to some."
Tutors with too much to do...

cont

course, but these need not all be essays. No tutor should teach more than two courses per term, unless he wants to, and subject to the above constraints, tutors may adjust their teaching arrangements to suit themselves and their students, so as to keep maximum teaching hours per week at 8 hours for assistant lecturers, and 10 hours for everyone else. No tutor should teach more than 24 students in tutorials and seminars at any one time, counting students shared with another tutor as ½. Measures should be devised to lay down how many hours per week lecturers, readers and professors will be asked to spend on non-teaching duties. Even a rough attempt to work out some sort of scale would be better than nothing. Trade-offs between teaching and non-teaching duties should be permitted for those with unusual administrative burdens or those who prefer to avoid administration. Further, excesses in one term should be compensated for in another. We should try to ensure that every tutor gets at least one term off in every seven for research or further study.

Unrealistic

The suggestion that vacations are free for research is completely unrealistic, given the number of courses Sussex tutors have to prepare. If those not doing research accepted 50% more work one third of all faculty could do 50% less teaching. Of course this sort of thing is possible only in subject groups well above the minimum of four tutors hitherto regarded as adequate. It seems to me that the problems raised by the over-burdening of tutors - and in the fact that these burdens are not fairly or systematically distributed - are crucial to the discussion on teaching methods in Arts and Social Studies, and I hope that the proposals made here will serve as a contribution to that discussion.

Some kind of action to ease present pressures on tutors is necessary; for as an unmarried colleague once said to me: "Anyone married to a Sussex tutor must be a saint."

A first attempt to list faculty duties, apart from official teaching hours.

Duties shared among all or nearly all tutors

Marking essays and other weekly exercises. Setting and marking of vacation essays, school examinations and university examinations. Attending examiners' meetings, subject group meetings, school meetings, and probably joint faculty/student subject meetings in future. Supervising course and general dissertations. Negotiating with bookshop and library (usually for next term's courses). Writing termly reports. Talking to and about problem students. Seeing personal tutes socially and 'on business'. Writing testimonials. Seeing students to arrange teaching times. Reading new research literature to keep up to date. Reading (or re-reading) books and articles to select suitable teaching material and prepare for classes. Writing out structured reading lists and preparing suitable exercises for students. Planning new courses, new syllabuses for old courses, new ways of teaching old courses. Attending seminars or lectures in one's own and other subjects. Reading administrative documents. Reading and commenting on research papers by colleagues.

Duties carried out by a relatively small proportion of tutors (in any one term)

Subject convening. Course convening. Organising research seminars. Interviewing and selection of graduate and undergraduate students. Sitting on appointing committees, University committees and consultative groups. Ad hoc subject, school or university working parties. Supervising and examining Arts/Science dissertations. Representing the University on other governing bodies, etc, Attending and/or organising subject or school conferences (at Isle of Thorns). Entertaining visiting lecturers and seeing or entertaining other visitors to the University. Preparing papers or submissions for committees or working parties. Assisting student organisations or societies. Assisting new faculty socially.

Work done outside the University

In a healthy university a fair number of tutors should be doing consulting work, giving talks and lectures to other universities, schools, societies, etc., running adult education courses, editing journals, writing reviews - and no doubt more besides.
increase in the price of had to come

Ever since the University was established, its catering services have been losing money. In the early years of operation, it was obvious that there would be a deficit. With no students living on the campus, the service was obliged to cope with an uneven and relatively small demand, well below what would have been economic capacity. However, the fact that last year - seven years on - the catering services faced an overall operating loss of £16,800, clearly is the cause of concern and considerable discussion.

Every penny that is lost on catering is a penny less to spend in other areas of the University's activities, both social and academic. During 1968 this situation led to a review of the various issues raised by the continuing failure of the catering services to make ends meet.

It was felt then that a stable pricing system was to be preferred, and that there should be no general price increases of an across-the-board nature during the course of the academic year. Again, the importance of the fullest consultation was recognised, and only after such processes of consultation had taken place, should there be any alteration in either prices or in the availability of services. These broad policy decisions, while socially desirable, did in fact add to the difficulties of making catering pay.

Commercial caterers can always counteract increases in food, wages and overheads, by simply passing on increases to their customers.

With minor exceptions, present food prices within the University have remained unchanged since August 1967, despite the fact that since then there have been wage awards to staff, totalling 7.5%, increases in taxation, and a 6% rise in the cost of food.

Against this background, the low level of demand that was responsible for early financial troubles still exists. There are still too few students living on the campus. As a result, the catering turnover for the year is not high enough to cover the costs of providing a service that at peak hours has to be geared to provide some 2,900 meals in the Refectory and Palmer House Snack Bar.

There were suggestions that efficiency and turn-over might be increased; that more publicity might be given to 'dishes of the day', and that these might be advertised around the campus; that more staff might be laid-off during vacations; that there should be more identification of profit and loss areas in the catering service and that, if necessary, certain services should be curtailed.

The Bursar pointed out that as many staff as possible were already laid-off on a one-third retainer basis during vacations, but that in his opinion, the commercial practice of dismissing staff at off-peak periods was neither socially desirable, nor practicable, due to the difficulties of re-engaging staff in competition with the local catering industry.

Efficiency

As far as efficiency was concerned, improvements already had been achieved in accounting methods, and in converting the Level I cafeteria to the 'scramble' system this term, following the successful conversion of Level 2 last term.

The Social Policy Committee unanimously agreed that there should be the equivalent of a 5% overall increase in prices, and asked the Business Manager to consult the Consultative Group as to how and when the increase should be implemented. Finally, the Social Policy Committee agreed that the Business Manager should continue fuller discussions with the Catering Consultative Group, and that, in conjunction with the Group, should be empowered to take whatever further steps might be necessary to reduce the deficit of the catering service next year.

Although there was a natural reluctance to take the step of raising prices, it was acknowledged that this was inevitable, due to the recent increases in the cost of food, and wages.

The University, as an institution, has a duty towards its members. It maintains that the essence of this relationship lies in the processes of consultation. But, looking to the future, how far can or should these consultative processes be maintained within the day-to-day business of catering? In a commercial organisation they would be regarded as unnecessarily cumbersome. In a participative community they are essential.

These are real difficulties facing the catering service, and so far, they remain unreconciled. They are matters not only of supply and demand; of cost and price. A full catering service needs to take into account also questions of quality and taste. The University as a whole, undoubtedly would prefer to see the development of a service giving due attention to all these factors.

Whether anything approaching such a catering Utopia can be achieved, remains to be seen. It is certain, however, that as pressures on the University Budget grow, the demand to reduce the indigestible catering deficit will increase proportionally.
Breaking through the language barrier

A secretary, two postgraduates and a member of staff, are among a small group of beginners being taught Italian by Giovanni Carsaniga, Lecturer in the School of European Studies. The group meets twice weekly, in a lecture room, on Mondays, and in the Language Laboratory for a lunch-time session on Fridays. The course, which is for a full year, started in October, and Mr. Carsaniga, encouraged by its success so far, hopes to repeat the experiment for the next academic year. It is still possible to join the course now, but some "smattering" of Italian would be needed. Meanwhile, Mr. Carsaniga has just completed a series of broadcasts on Radio 3 and 4 for the B. B. C., which consisted of 15 lessons in Italian for listeners with some basic knowledge of the language. In a pilot scheme, these broadcasts were repeated by Radio Brighton, and local listeners were encouraged to telephone with queries or comments either while Mr. Carsaniga was on the air, or to be recorded. "The response varied," says Mr. Carsaniga. "Some nights the switchboard was jammed. On other occasions there were no calls at all." A research programme to determine what kind of people listen to language programmes, what the major difficulties are, and how far local radio could be used for educational purposes, is now under way. Mr. Carsaniga is hopeful that the results will encourage the B. B. C. to think of language programmes that could be networked throughout the national chain of local radio stations.

Interests in fields of research of this kind, Professor E.M. Eppel, Director of the Continuing Education Programme, reports that the response to the proposed meetings has been excellent and that seminars will be filled without difficulty. This is a pilot scheme, prior to the Programme's official commencement later this year, and it is hoped that the first of the seminars will be held next month at the University. The convenor for these meetings is Mr. George Reinh, Lecturer in Sociology at Sussex.

Race relations

A circular underscoring the implications of the Race Relations Act has been issued by the Establishment Officer, Mr. J. G. Davies, to various employers within the University. It ensures that those hiring staff are aware of the provisions of the Act, which defines "discrimination" as "treating a person less favourably than another person on grounds of colour, race or ethnic or national origins in the provision to the public of goods, facilities and services, and in employment and housing." In fact the University already employs a considerable number of overseas staff, and the issue of the circular has no purpose other than to inform employers of the Act's specific implications.

The search by the School of Educational Studies for a new name continues. The most recent ballot among the School's forty voting members failed to produce an absolute majority. The result was 16 votes for Cultural and . . . School of Studies and 15 votes for School of Human Studies. There have been two earlier ballots, in one of which all members of the School voted. Most favoured in this ballot was School of Human Relations. In a first ballot, which again failed to produce a clear-cut vote, 15 opted for retaining the present title, 17 fancied Human Relations and 3 voted for School of Cultural and Development Studies.
The Working Party on Counselling reaffirmed the vital role of the Personal Tutor. But how effective is the system? Is it geared to meet the social needs of students in an expanding University? Below, John Simmonds, the Acting Senior Tutor, discusses, in a question-and-answer session, the Personal Tutoring role in the light of the Working Party's Report ....

John Simmonds: All for group discussion

Coping with student problems

Q What did the Working Party on Counselling have to say about Personal Tutors?

A We have re-affirmed that the Personal Tutor is a key person in the organisation of the University as an academic institution and that it is through him that the potential of the University is mediated. It is the Personal Tutor, one hopes, to whom the student comes expecting to get information about the nature of the University, about how to use the library, for informal clues about reading, about the life of the institution as such. This sort of material we think is fundamental to the induction of the student into undergraduate life.

But apart from the possibilities of the institution his task is to explore with the student the potential of his wider environment - the town of Brighton. For example I think there are personal tutors who think that they ought to talk to students about the existence of concerts, theatres and cinemas. So it is important that the personal tutor also says something about the type of life chances which are now offered to someone in this particular place for three years.

Q At present personal tutoring is conducted on a one-to-one basis. How do you feel about students meeting their personal tutor in larger groups?

A I think this would be a valuable experiment, particularly in a student's first two terms. There are common problems which could be usefully discussed in a group, for example how students away from home for the first time attempt to change their learning methods from the sixth form to a university mode of learning. Then there are common problems associated with living in a guest house or Park house.

Q But what of a student's personal problems?

A There are necessary occasions when generalisation is not satisfactory where someone really wants to say 'It's not a general problem about a guest house, It's the fact that I haven't got a girl friend, or I feel shy, or I feel myself to have quirks which other people haven't got.' These are personality problems and terribly important and they are not things you can talk about unless you have a supportive friendship group which can talk about these things with you.

Q Are you saying it is in fact easier for a student to discuss these problems in a group rather than individually with his tutor?

A It would be helpful to discuss them in a group although initially it might be necessary for the tutor to enable the student to discuss such problems within the compass of a one-to-one relationship. A student, unless he feels
fairly sure of it, will not say within a group that he or she is a shy person who sits at home far too much without going out because they don’t like going to the pictures on their own.

Q By and large tutors, unless they happen to be professionally qualified, have no psychiatric training. How can they hope to deal with a problem case?

A We leave it very much to the social skills and perception of the individual tutor. I think we are probably improving in being able to isolate what looks like a very ordinary though maybe painful common experience to one that has a psychiatric or psychological companion to it. I think in these cases we are getting better at referring to the University Health Service and they are helping us sort out where, for example, shyness is not just ordinary shyness but has an uncomfortable ring to it. This is the area in which a big organisation - whether it is a university or a hospital or whatever - there ought to be the possibility for the student to feel that he is recognised as a person in his own right with his own particular quirks, potentials and problems. It is up to the personal tutor to confirm this and say: I recognise you as a person, not only a first year undergraduate or indeed a first year undergraduate who has just come from the sixth form but as Mary Smith. I think Mary Smith is important and let’s talk together how Mary Smith is settling down.’

Q Did the Working Party think it desirable that a student’s personal tutor should be also his Course tutor?

A We approve of the idea that the personal tutor at some stage in the undergraduate’s career teaches him as a Course tutor. This raises a number of issues and problems to which I don’t think we have any answer – I don’t think anyone’s got an answer – as to the nature of the connection between a student’s social and academic life. I would suggest that at least low level evidence exists to suggest that you can’t divorce the individual as an individual from the individual as a student. But that there is a connection between the two is certainly evidenced by, say, what the University Health Service do - that if people sit easily with themselves as people, they appear to perform more easily as students to the extent that people who are uneasy about bits of themselves and bits of their experience may demonstrate the same uneasiness in their academic performance. Which, when you come to think of it, sounds like common sense.

Q Given the importance of personal tutoring, do you think tutors with heavy teaching loads can devote sufficient time to this aspect of their work?

A This is a problem. I think looking at the tasks of one’s job personal tutoring may go by default. A personal tutor may have to decide to see his students at the beginning and end of term. Undoubtedly some people are carrying a very considerable teaching load in the University and there’s precious little indication that this is going to lessen. My concern would be that as the load on tutors increases the time allocated to a fairly leisurely and relaxed discussion with one’s students across a whole range of issues and subjects would be given less prominence in the tutor time than for my money I think it should have.

Q Do you see this problem growing as the University continues to grow?

A I don’t know. My opinion is that we ought to take this opportunity when we are more or less standing still to overhaul how we are going about certain functions. We need a personal tutoring system that is capable of expansion and I think this is particularly true of the Senior Tutor’s Office. At the moment it could not effectively handle a greater expansion of student numbers on its present organisation. We might be fast approaching the time when the question of social relations in the University more and more ought to devolve upon the Schools; that while the Dean of a School continues to have overall responsibility for individual students and for the fabric of the School there should be a person under him, who, as it were, takes on the responsibility of looking after in a special way the individual needs of the students. He could be a Senior Tutor in a particular School or a Sub-Dean or as someone has said the most senior of personal tutors; that he would perhaps have a special responsibility again to the Dean and to the School Meeting and to his colleagues in a more general way for the quality of the social fabric of the School; that he should pay attention to devising ways and means of improving the quality of the personal tutors’ work and of stimulating social activity within the School.

Q With this proposed development upon the Schools, will the structure of the Senior Tutor’s Office change at all?

A No. But the Senior Tutor’s Office, for example, administers the Vice-Chancellor’s Fund for students with particular financial needs. Now there seems to be no reason why a group of say, sub-deans in the Schools should not meet themselves more formally or informally as a group and individual sub-deans might also take on accommodation as one of their, as it were cross-university, responsibilities.

Q As a final question, to return to the subject of personal tutoring, is the system working satisfactorily?

A If we are talking about informed hunches I think most of the Working Party on Counselling would feel that the personal tutor system operates reasonably effectively in the majority of cases. But we don’t know. We don’t know what the average undergraduate thinks about the system. This is one of the big knowledge gaps.
Discipline: The revised scheme

Below is a summary of the revised Disciplinary Scheme which was put to a University discussion earlier this term. A U.G.M. to debate the new Scheme was being arranged as Focus went to press. It is hoped that a final version of the Scheme will go to Senate for approval on March 19th.

A. Legislative Structure
The Senate Discipline Committee
This Committee will be appointed before the beginning of each academic year. Membership: the Chairman will be a faculty member of the Senate; all the Disciplinary Officers and such other members of faculty as may be necessary to equate the number of faculty members with student members. The Committee will receive reports of all action taken by Disciplinary Officers, and make recommendations to Senate for amending the Disciplinary Scheme.

B. Enforcement
The Senate Disciplinary Officers (i.e. Senior Proctor, Proctors, Student Disciplinary Officers) shall enforce the regulations set out in Section C in accordance with the procedure in Section D. They will also take such action as may be necessary (e.g. by giving information and advice or by bringing about conciliation) to settle disputes involving students, and also maintain records of all disciplinary action taken.

Administrative regulations set out in the Disciplinary Scheme shall be enforced by the Registrar or Librarian, as the case may be.

C. Regulations
Breaches of the following disciplinary regulations are dealt with under the disciplinary procedures set out in Section D:
(i) All Teaching and Research Buildings
The main function of these buildings is to provide facilities for the pursuit of teaching and research.
(a) Any act of commission or omission which:
   (a) impedes teaching or research activities in these buildings;
   (b) interferes with the safety of any person in these buildings;
   (c) causes loss of or damage to University property in these buildings; or
   (d) restricts the legal rights of any individual to freedom of speech and expression in these buildings;
   constitutes a breach of University discipline.
(ii) The Chairman of Arts (for the Arts Building) and the Deans of the Science Schools (for the respective Science Buildings) are empowered, in consultation with the users of the respective buildings, to draw up local rules applicable to each building and, where appropriate, to submit them to the Discipline Committee and Senate for approval. A breach of any such local rule which has been approved by the Senate and given appropriate publication in the Building constitutes a breach of University discipline.

Similar provisions as in (i) and (ii) above are made for the Library, Administration buildings, Social Buildings, Residential Buildings and other areas (i.e. the open areas of the University Park and the Isle of Thorns).

D. Disciplinary Procedures
Whenever a breach of University discipline is alleged to have occurred, one or more of the Disciplinary Officers will carry out an enquiry. On the basis of the facts ascertained in this enquiry, the Disciplinary Officer or Officers concerned may either take no action, or refer the matter to the Police through the Senior Proctor (in which case no further University action will be taken) or proceed with the matter internally. The matter may be handled as a minor case or as a major case. Whichever procedure is used affords the student concerned an opportunity to state his case. Appeals procedures at both levels have been included in the detailed proposals.

(A copy of the detailed proposals can be obtained from Mr. M. Batchelor, Essex House, tel: Essex House 156 or 165)

SIR ERNEST CASSEL EDUCATIONAL TRUST
Annual announcement of grants available for research abroad - January 1969

Grants towards the expenses of approved research abroad are made annually by the Cassel Trustees on the advice of their Academic Committee. They are intended to assist the more junior teaching members of Faculties.

For purposes of these grants a research programme is deemed to be one undertaken abroad in the Language, Literature, or Civilisation of any country.

Forms of application can be obtained from the Secretary of the Trust. A letter of support from a senior colleague associated with the applicant's field of teaching and research should accompany the completed form. The closing date is March 15th, 1969, but earlier application will be appreciated in case the need for further correspondence arises.

Acknowledgement of applications will be sent immediately on receipt. Results, whether a grant is awarded or not, will be made known in the month of May, and cheques will be posted to successful applicants in the first week of June.

David Hardman, Secretary;
21 Hassocks Road,
Hurstpierpoint, Sussex.
Dear Sir,
I have been, for a good many years, a Governor of L.S.E., and for not so many years a member of the Council of the University of Sussex. I have not been a member of the active executive bodies of these two university institutions, which are so different in character, though now so nearly identical in numbers. But on my occasional visits a few times each year to their proceedings, I have always thought of myself, even though increasingly elderly, as being a liberal, progressive, even radical, voice in all the discussions. At L.S.E. not so long ago, I was strongly and vocally in favour of the most rapid, reasonable advance in the participation of both staff and students in the democratic determination of the School's affairs, whether administrative, disciplinary or academic. At Sussex, I have all the time thought that this new university had made a good start in providing the right kind of collaboration in all these regards. At both, I believed that it was both desirable and necessary for a more fruitful collaboration to be achieved by the ordinary processes of free and frank discussion among all the component parts of the university community. I was, and was much criticised for being, what was called a dove.

I believe now that, although I was certainly right in principle, I am just as certainly wrong in fact. That is, those students who have been allowed to take charge of the students' case at L.S.E. do not believe, and will not accept, what I have called "the ordinary processes of free and frank discussion."

They are not concerned in reaching "a more fruitful collaboration" by argument and agreement. Indeed, their prime purpose is to prevent such a collaboration from becoming possible. Because, as they see it, a liberal university of the sort that I have envisaged is merely the smoke-screen - or the opium, the terms vary - of an unjust, bourgeois society; it is their main aim to wreck its working. They are, quite avowedly, deliberate saboteurs of the kind of free university society which I have passionately hoped to see at London and in Sussex. They cannot, yet, wreck our society, flawed though no doubt it is; they can try, meanwhile, to wreck our universities, flawed though no doubt they are, too.

Discussion with them is ruled out by them, because all of the rest of us are, by definition, baddies. Sussex did not have the disadvantage of an out-dated constitution, like L.S.E., invented by such authoritarians as the Webs, and accentuated by that other authoritarian, Beveridge. But, even with this headstart to freedom in running a proper university, they are now having to take up their rules for discipline and the rest - which have worked outstandingly well - to see if they fit some new test.

If it is a liberal test, as I understand it, well and good. If it is simply to expose the present good rules, procedures and conventions to the totally wrecking tests of Mr. Jackson's Socialist revolutionaries, then I'm a hawk at Sussex as well as, so unhappily, at L.S.E.

I said at the start, in effect, that proper universities should be run, freely and co-operatively, by staff and students, with others helping where they can. What bewilders me, and angers me, is the spectacle of university staff members only refusing to help in this, which is the greatest defence of academic freedom, but insisting on helping Mr. Jackson's students' sabotage, which is the surest destruction, first and last, of academic freedom as I simply understand it.

Yours

Donald Tyerman,
41 Buckingham Mansions, West End Lane, LONDON, N.W. 6.

The right to protest

Dear Sir,
I have read a lot of guff about student protest. As a resident of Brighton, I am not very interested in what goes on at the London School of Economics. But I would like just to say a word about the "militants" at Sussex.

I was one of the people approached in the street by a group of them, who were distributing pamphlets. Surely this is a very proper way of taking action on something they obviously are very sincere about. As I understand it, they went to Brighton after a meeting at the University which had turned down the idea of a sit-in.

For a change, I think we should give them full praise, for behaving not only sensibly, but constructively. Not all students are revolutionaries, everybody agrees about that. But, by the same token, a student who is a revolutionary is not necessarily a "violent wrecker". It would be a sad state for our so-called democracy, when anybody who protested about anything were to be given an anti-social label. I am not for violence. But I support the right of protest. If there are students at Sussex who do not like some things in the University, and want to try and change them, they are entitled to do so.

Or am I just an old-fashioned liberal?

Yours sincerely,


Obscene

Dear Sir,
We are two reasonably broad-minded secretaries. But even so, do we have to put up with the obscene pamphlet that has been recently scattered around the University and even pinned on Common Room notice boards? As it was placed on all the tables in the Refectory cafeterias, we could hardly avoid seeing it. Is there not some way in which the University authorities could find out who is responsible, and take steps to ensure that it does not happen again?

Miss E.C.
Miss A.W.
Paying Guests

Dear Sir,

I am arranging a "study holiday" in Brighton for Scandinavian and West German school and college students during the summer, and at present I am seeking suitable accommodation for them. I wondered whether you would be able to have such a "paying guest" during July?

The students, of minimum age 17, and able to speak English, will begin their course on July 4th and finish on August 1st. Payment will be 24/- per day (£8.8s.9d. per week) for full board.

The students will be fully occupied with tutorial periods, visits and "work observation" periods, with local companies and organisations, every morning, and some afternoons during the month.

If you are interested, or you know of a friend or neighbour who might be, full details are available from:

Miss Jennifer Mackintosh,

161 Ditchling Rise,

BRIGHTON.

Telephone Brighton 63811(evenings).

Yours sincerely,

Dr. Malcolm G. Cornwall,

Senior Lecturer,

College of Technology, Brighton.

Another Sussex Beast?

Dear Sir,

This campus already has two white elephants in Falmer House and the New Refectory. I trust that it has not now acquired a third in the shape of the new Sportcentre building?

Yours sincerely,

J. Brixto, Hon. Member,
Sussex White Elephant Society.

Mr. Brixto can relax. Focus has looked into the first few weeks of Sportcentre usage, and concludes that it is by no means a beast of architectural burden.

In the opening week, 576 members of the University took part in some activity there. By week 4 this had climbed to 947. Director of Sport, Mike Banks, tells us that at one time there were fifty users in the Main Hall having a go at eight different sports.

However, he assures us that apart from a couple of minor cuts and one case of severe blisters, no-one has actually been killed in the rush.

Letters to FOCUS should be sent to

The Information Officer

Essex House

SURREALISM IS ALIVE AND WELL - DAVID PRINGLE

It is said that the Surrealist Movement is dead. Perhaps it is with the disintegration of the most divine group of people who have ever come together behind a cause. But Surrealism is not a form of art; it is a state of mind, and, what is more, the ultimate state of mind. It has the same basic premises as the so-called hippy philosophy, yet such people and certain artists today would not classify themselves as Surrealists, although this element may be found in their work. In these days of individualism, I think it is a pity that people will not acknowledge Surrealism in any way,
The following have left the University:
D. G. Pike - Senior Technician, Chemistry
(Not K. G. Pike, Chief Technician, Chemistry, as stated in January Issue)
Miss P. M. Adams - Technician, Chemistry
Miss L. Z. Razzell - Clerk, Essex House
Miss S. M. Waters - Computer Programmer, Data Processing Office
Mrs. L. Norton - Technician, Biology
Mrs. J. Y. Wheeler - Secretary, School of Education
Miss M. A. Fisher - Technician, Biology
M. Randic, Ph. D. - Research Fellow in Chemistry
Miss L. Birkett - Secretarial Assistant, School of Social Studies

Mrs. D. Housego - Secretarial Assistant, School of European Studies
Miss M. Elphick - Copy Typist, Physics
Miss M. J. Heywood - Secretarial Assistant, Afras.
Miss M. A. Pountney - Secretary, Computing Centre
Miss G. A. E. Gay - Computer Operator/Receptionist, Computing Centre
Miss J. R. Butler - Library Assistant

The following, as stated in the Notice in the December 1968 issue of the University Newsletter, have taken up their appointments in December 1968 or earlier, but have not yet been announced:
Mrs. A. B. Berridge - Research Assistant/Secretary, Science Policy Research Unit
N. R. Fromm - Senior Accounts Clerk, Essex House

Don't mutter under your breath — get it into FOCUS