FOCUS
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What goes on in the University of Sussex? More, we suspect, than Horatio ever dreamed about in his bit of philosophy. But the enlightened few, those who know how the place works, who does what and where, what horses are running what courses, what plans are being discussed or decisions taken, could be neatly packed into one of those Falmer House pigeon-holes. Yet any community that believes in democratic participation, as Sussex does, needs to be aware. Its members, if they are to be given that opportunity of participation, must be informed.

Our job, as the news magazine of the University, is to tell as many as possible as much as we can about everything. Focus magazine - a development of the Bulletin - has, we believe, a useful role to play in the life of this particular society.

We hope to provide both news and views; to be a platform for opinion as well as a vehicle of information. We are not here to sell anything. It is not our function to attempt to influence; to sway issues; to take sides. That aspect of University activity already seems well catered for.

What we will attempt is to provide a service that will fill in the background and enable minds to be made up. But while we intend to remain detached, we want our readers to become involved. If controversy exists, we will ask you to fan the flames a little. Our space - and right now there seems an awful lot of it - is your space.

We welcome your letters. Unsolicited contributions will be received most tenderly. As yet we have had no time to print rejection slips. As yet the Editor does not regret....

Our problem, common enough, is uncommonly troublesome. Before we can tell you what goes on in Sussex we have to find out for ourselves. We can report readily enough on the activities of Council, Senate, and Planning Committee. We can read minutes of meetings until minutes turn into hours. But trends, shifts of opinion, subtle undercurrents, novel researches and slight but significant departures in the activities of, say a particular School, tend to elude documentation.

To reverse a well-worn phrase - if we don't ring you, ring us. We may sound serious but we trust you will not be misled. The first purpose of any publication must be that it should be read. We hope to entertain as well as to inform; to get the University into Focus in a readable way. This issue, of necessity, is a first tentative step in that direction.

We hope you will like it and contribute to it. We hope it will tell you something that you want to know; that it will appeal to as wide a cross-section of this community as possible; to faculty, staff, students and all those who work on the campus.

It is in those terms that we shall be measuring our usefulness and success as a University publication.

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.
Joe Clinch quits for Open University job

Joe Clinch, Secretary of Arts and Social Studies, is leaving Sussex to take up the post of Deputy Secretary of the Open University. After more than five years at Sussex Mr. Clinch starts his new job on April 1st. Now 31, he came to the University in September, 1963 as Administrative Assistant in the Registrar’s Office. In May 1964 he became responsible primarily for admissions and in October 1966, for the Academic Office.

Last March, when the Academic Office was re-organised, Mr. Clinch moved to the Arts and Social Studies Office. As Deputy Secretary of the Open University he will run the Secretariat for all its committees and assist the Secretary in his relationships with outside bodies. “I shall be very sorry to leave Sussex,” he says “And I would think of few other universities that I would have moved to. But it seems to me that the Open University offers both innovation and a structure in which administrators would play an important role.”

Complex

He believes that over the last five years administration at Sussex has become more complex but “no less challenging.” “One of the most satisfying aspects of my job has been that concerning the relationships between administrators, academics and students,” says Mr. Clinch. And he adds: “On the whole these are rather good at Sussex.”

The Open University plans to accept its first students sometime between October 1970 and January 1971. At present its administrative offices are in temporary quarters at Belgrave Square in London. “To begin with I shall be commuting up there from my home in Lewes,” says Mr. Clinch. “Once the permanent headquarters are established - and these are expected to be to the North-West of London - we shall move up there.”

NewsFocus

Over a 1000 members of local Women’s Institutes will be among visitors to the University on the three Open Days this year. Most will be coming on the first of the three Open Days - Thursday, April 17th. The remainder will be seeing the University on either Thursday, 17th July or Thursday, 21st August. Parties will be taken round by post-graduate students who already have been briefed by the Registrar at a guides’ teach-in held at the end of last term. The third Open Day in August represents a departure from previous years when it has been held in September. This is because a large number of requests has been received from foreign students visiting Brighton in August and who want to look round the University. Three Open Days last year drew a total of 39 parties involving 1134 individuals from local organisations. There was a slight drop in the number of organisations wishing to send parties and as a result individual local residents were invited to tour the University. 620 took advantage of this opportunity.

From Victoriana to Problem Children

From Victoriana to the problem of disturbed children, the Continuing Education Programme is already spreading its wings, though formal take-off is not due until the autumn of this year.

Last term, in conjunction with the Standing Conference of Social Workers, over 200 people, including Sussex students, attended a meeting at which the film "Warrendale" was shown. The film, which dealt with an unusual and controversial method of treating disturbed children, was followed by a discussion conducted by Professor E. M. Eppel, Director of the Continuing Education Programme. Also, last term, some 70 B. Ed. students attended a one-day school at the Isle of Thorns on the subject of adolescence, in which both Professor Eppel and his wife, Dr. May Eppel, lecturer in Social Studies, took part.

Venture

Another event, on March 22nd, is something of a pilot venture for bringing local groups into the University. Throughout the winter a number of groups in West Sussex have been studying aspects of Victorian life and Society in conjunction with the Southampton Extra-Mural Department. On March 22nd, these groups will come together for an intensive one-day school in the University. Present will be the Vice-Chancellor, Professor Asa Briggs, Professor Quentin Bell, Dr. Hennock, Dr. Rossell and Dr. Angus Ross, some of whose work the students have been studying during the course. Professor Eppel believes that the idea of rounding off a course in this way may well be applied to other subject areas in future.

The charge of £1 for graduating in absentia has been abolished. This follows a request to the Ceremonials Consultative Committee by Mr. Tez Quirk, President of the Union as a result of student criticism that such a charge was unjustifiable. The Group’s recommendation to abolish the charge was accepted by December’s Senate meeting.

"Conn and the Conquerors of Space" a new children’s play by Bill Morrison specially commissioned by the Arts Centre, will tour local schools in Brighton and East Sussex starting 3rd March.
The debate on discipline continues. This is a round-by-round briefing on the discussion to date.

The attempt to revise the University's non-academic discipline procedures was announced by the Vice-Chancellor at a special meeting of Senate held on Wednesday, March 6th 1968. At that meeting concern was expressed over the lack of rigidly-defined disciplinary procedures in dealing with major breaches of discipline.

The Vice-Chancellor made it clear that he would welcome a clarification of his role and function in such cases. His position, as it stood and still now stands, is that he has, in terms of the Charter and Statutes of the University, absolute authority to refuse to admit applicants and to suspend or exclude students.

It was this absolute authority, as far as alleged serious breaches of discipline was concerned, that was now causing some disquiet. Specifically and resulting in considerable part from the rustication of Mr. M. Klein and Mr. S. D. Linehan over the paint-throwing incident the previous month, there seemed to be a need for some sort of clearly established procedure for both hearings and appeals.

The outcome of the Senate meeting was a decision to refer the matter to the Joint Committee, which is the proper forum of discussion between students and faculty for such issues.

Finally on October 9th, the Interim Report of the Working Party went back to the Social Policy and Senate Disciplinary Committees and on October 16th it came before the Senate. In the meantime, however, on October 13th an Extraordinary Union General Meeting considered the Preamble to the report and rejected it.

Briefly the Preamble affirmed the need for rules and the power to enforce them; that the police were not expected to play a preventative role on the campus; that there was no need for the University to act in a parental role; that acts cognisable by law were to be dealt with, if at all, by the law; that it was neither practicable nor desirable for the courts to deal with everything and therefore the University must have certain regulations and procedures for dealing with breaches of them; that if a student were charged in the courts with an offence and found guilty, the University would not propose to punish him further but would reserve the right to exclude him if his offence was serious enough to make it likely that the offender’s presence would harm the academic integrity of the University or the safety and comfort of its members on University property; and it ended by suggesting a new form of the basic regulation.'

The Preamble itself raised various issues. From some quarters there were fears over the risk of 'double-jeopardy' - that a student might be punished twice for the same offence: once by the courts and again by the University. Again some voiced an opinion that the proposed 'basic regulation' was too vague. It stated: "Students are required to co-operate in ensuring the academic integrity of the University, in particular the unimpeded pursuit of research, teaching, study and discussion. They are also expected to ensure the safety and comfort of its members, employees and guests on University property."

The debate on these and other points continues. Most were aired at a University Discussion held on October 31st. But what of the actual proposals by the
Working Party on Disciplinary Procedures? How would an Appeals system work? How would both minor and major breaches of discipline be dealt with? Here, in shortened form, are the basic recommendations:

For minor offences one or more of the Student Disciplinary Officer or Proctors would carry out an enquiry into the alleged breach of discipline, after which the student would appear at a hearing conducted before officers other than the enquiring officer. The enquiring officer would present his information but take no part in reaching a verdict. If a student pleaded guilty he could be cautioned or fined a total sum not exceeding £10. He could appeal against the penalty to an Appeals Committee. If he pleaded not guilty but was nevertheless, after a full hearing, found guilty, he could appeal against both the findings and the penalty.

**WHAT IF A STUDENT DOES NOT ADMIT THE ALLEGED BREACH, OR REFUSE TO ACCEPT THE PENALTIES?**

In this case, and also if the Vice-Chancellor chooses not to deal with the matter personally, it would be referred to a Disciplinary Panel. The Panel would consist of the Deputy Vice-Chancellor as Chairman and with a casting vote only, plus two members of Faculty and two students. The students would be nominated by the President of the Union from a panel of four elected by the Union, the Faculty members by the Vice-Chancellor from a panel of four appointed by Senate. The student would have a right to object to one faculty and one student member of the panel. He may also bring an advisor with him to the hearing. In the event of his advisor being a solicitor or counsel the Panel could invite a similar person to assist them.

Should the Panel decide there has been a major breach of discipline it could recommend that the student either be cautioned; fined up to £50; suspended for a specified period from all or part of the premises, activities and facilities of the University; expelled from the University; made to pay the whole or part of the assessed cost of any damage which may have been done. If the Panel decides there has been no breach of discipline no further action would be taken. If it finds the student guilty it will draw up a report which will be sent both to the student and the Vice-Chancellor. The Vice-Chancellor will then impose such a penalty as he deems appropriate but one not in excess of that recommended by the Panel.

**HOW WOULD THE APPEALS COMMITTEE BE CONSTITUTE?**

There would be a chairman who would be a member of faculty appointed by Senate. He would have a casting vote only. The other members of the Appeals Committee would be one member of faculty and three students elected by the Union, one of whom would be a former S.D.O. The appellant would be permitted to bring a student or member of faculty to help him put his case to the Appeals Committee, could, if he wished object to one member of the Committee, who would then stand down.

**WHAT ABOUT MAJOR BREACHES OF DISCIPLINE?**

If the enquiring Disciplinary Officer considers there has been a major breach of discipline he may decide to report it directly to the Vice-Chancellor. The Vice-Chancellor may either reject the report and ask for it to be dealt with as a major breach or ask the student to appear before him. Again, the student, if he wished, could bring another student or member of Faculty with him and assist him in the hearing. If the student admitted the offence the Vice-Chancellor would state what conditions or penalties he considered appropriate. If the student accepted them the Vice-Chancellor would formally confirm the penalty.

**CAN THE STUDENT APPEAL AGAINST THE FINDINGS OR PENALTIES OR BOTH OF THE DISCIPLINARY PANEL?**

Yes. Such an appeal would be heard by an Appeals Board. It would have as chairman a member of Senate with casting vote only, and three other members: the immediate Post-Resident of the Union; a lay member of the University Council and a member of another University.

The Board could either uphold the appeal or vary, reduce or increase the penalty, without exceeding the limits of the Disciplinary Panel's sanctions. If the Board does not uphold the appeal the Vice-Chancellor will ultimately impose what he considers to be an appropriate penalty, but not one exceeding that recommended by the Board.

**DO YOU HAVE A VIEW? GET IT IN FOCUS!**
Last year CET distributed 700 films as aids to learning reports Bob Holt

LECTURES 'IN COLD BLOOD'

Although they themselves only have a film library of four films, the Centre for Educational Technology acted as the distributor for over seven hundred films during the last academic year. "Of these, over six hundred went out to schools in the University and the remainder were booked for vacation courses." I was told by Jan Collings who is the film distribution assistant at the Centre. "I get asked every possible question that can be asked on film" she went on "and spend hours researching for the most remote and unusual sequences; even down to paleo-pathology which I spent three days on."

Most of the CET's film work however is not remote and unusual and consists of aspiring films as an aid to teaching. At the moment, the Russian specialists are preparing a course on the Russian novel from 1917 to 1950 and have asked CET to help them with the visual side. As a consequence, much of Miss Colling's time is spent finding appropriate films and previewing them with the University's Russian specialists prior to the final planning of the course.

EMOTIVE

Another member of faculty who is currently preparing a lecture course with the aid of CET is Rupert Wilkinson, lecturer in American Studies. "I intend to illustrate the course on 'Violence and Authority in America' by means of film" he said. "It is not primarily to give information but to focus on some of the emotions involved."

The films he has arranged with CET to show include "Dr. Strangelove", "On the Waterfront" and "In Cold Blood". "One is handicapped by not being in America," Mr. Wilkinson said, "but through films such as these, we can supply some of the emotive sense of immediacy involved."

Using audio-visual aids such as these are the speciality of CET but there are problems as Rupert Wilkinson pointed out. "In a previous attempt, we struck the problem of films made for propaganda purposes as well as the difficulty of actually integrating the films and the seminars."

PACKED

Certainly the films are popular as was shown by last year's Contemporary Britain series when such classics as "The Entertainer", "Saturday Night and Sunday Morning" played to capacity audiences in lecture room A2. The University Film Society also testifies to the interest of Sussex students in film, "When we showed Fellini's 8½, the hall was packed to bursting!" Ruth Walton one of the organisers told me, "we get our film direct from the BFI without using CET, but we are interested in some of their ideas."

CET today faces two problems both of a mundane nature first there is the limitation as to the size of film. "We can only show 16mm material at the moment" Jan Collings told me, "and this somewhat limits us to what we can show since not many modern films have 16mm versions." The second problem was mentioned by Norman Mackenzie, the Director of CET, "we face a sheer lack of projector operators. Bob Morris does a magnificent job but his time is very fully occupied. I would like to see a group of trained students capable of operating the equipment, probably on a payed basis."
Summer Graduation gets double billing

In future the summer Graduation Ceremony is to be held in two parts. This step was agreed at December’s Senate meeting following a recommendation from the Ceremonials Consultative Group.

It has been made necessary due to the insufficient space available for the large numbers of candidates now attending this ceremony along with their parents and guests.

There will now be one ceremony in the morning and another in the afternoon with a common lunch party for all graduates, their guests and members of faculty. Both ceremonies will have equal status and if there are speeches and honorary degrees, they will be given in the morning and afternoon.

The two ceremonies will be divided between Arts and Science. The Consultative Group had also considered a proposal that the wearing of academic dress should be optional at all times. Present regulations require that academic dress must be worn at graduation ceremonies and on such other occasions as the Senate may prescribe, that at present being the University church services held at the beginning of the academic year.

The Group, having taken into account that the Charter and Statutes prescribe that degrees must be conferred at a formal graduation ceremony, considered that as long as this remains the statutory position there are strong arguments for making this ceremony as public and formal as possible. It could therefore not recommend that the wearing of academic address should be optional. This view was upheld by the Senate meeting.

However, the Group saw no reason why the wearing of academic dress should continue to be compulsory at the University service, and suggested it should be optional on this occasion. This was agreed by the Senate.

YOU TOO CAN FIND A PLACE IN THE SUN...

A glimpse of how the other half lives is provided above by courtesy of the news department of Florida Presbyterian College.

Seen enjoying a walk in the sun are apparently the surroundings equally agreeable - is Sussex exchange student Tony Cook from the School of English and American Studies.

Tony Cook is one of seven Sussex students at present on a year’s study in North America. It is expected that for the academic year 1969-70 Sussex will be able to offer up to ten places at North American universities.

Most, though not all, carry scholarships covering both fees and travel. Preference for exchange arrangements is given to second year undergraduates who must have the approval of their Dean for the course at the American institution which they intend to follow. Normally this must be related to the applicant’s current course of study.

School Offices have full details of the exchanges being offered for the next year and the closing date for all applications, which should be sent in the form of a letter to the Admissions Officer, Room 45, Essex House, is January 31st, 1969.

Prices up!

Charges for meals in the Private Dining Rooms have been increased. The 6s. 8d. meal has gone up to 9s. 0d., and the 11s. 0d. meal to 13s. 6d.

The prices in the Private Dining Rooms have been fixed since August 1967. Since then the cost of food, according to the Retail Price Index, has risen by 6.6%, and there have been additional increases in the cost of both salaries for staff, and overheads, such as gas and electricity.
WHY STUDENTS BREAK DOWN

by Dr Anthony Ryle - Director of the University of Sussex Health Service

One to 2% of students will be admitted to a mental hospital within the course of their three years studying. This figure is a bit lower than the rate for their contemporaries in the population at large. This can probably be explained by the fact that psychiatric and emotional disorders in school children often lead to underachievement, so in this respect students are positively selected for mental health. It is also possible that the better medical facilities available to students reduce the number requiring hospitalisation.

Something like 20% of students will consult, but a little under half this number will need treatment, for emotional or psychiatric problems over a three-year university course. As psychiatric facilities for this age group outside university are lamentably sparse, no comparative figures can be obtained, but the evidence of general practice surveys suggests that comparable consultation rates are found in the population at large. Rather more students get treatment, of course, both because of the availability of services and also because intellectual impairment due to emotional problems is more critical for the student attempting to learn than it is for those in most other occupations.

ELITE

University entrants in Britain today represent 8% of their age group, an elite selected for intelligence and achievement. Virtually none of this group will fail at university due to lack of adequate intellectual capacity. The problems of those who fail are those of motivation, personality and mental health. The dropping out or falling and under-achieving students are a mixed group in whom two main sub-sections can be recognised.

One group consists of undermotivated, stable extroverts. These students may lack that degree of anxiety which mobilises effort, or they may lack motivation and be prone to be distracted by other activities. The other group consists of the psychiatrically disturbed. This category has two sub-groups; (a) the obviously ill, for example those with delusions due to schizophrenia, slowing of thinking and poor concentration due to depression or confusion and disorganisation due to anxiety; (b) students who are not obviously ill but who have a neurotic conflict interfering with their relationship to tutors or their commitment to university.

In the case of the seriously ill student, time away from university is often indicated, and not all of them will be capable of returning. In the case of the neurotically involved student, psychotherapy and assisting tutors to understand what is going on offer the best chance of overcoming the neurotic work block.

DISTURBED

Nearly all psychiatrically disturbed individuals come from homes marked by emotional stress. Human resilience is remarkable, but the experience in childhood of major parental discord or deviance (and possibly the inheritance of a vulnerable temperament) underlies the great majority of cases of serious psychiatric disorder. In such cases it is not the university they come to, but the family they come from, that explains why certain individuals break down. In the milder cases this is less definitely so, and here institutional factors can be of importance.

Transition from adolescent into adult is the last of the crises of development and, to the extent that earlier, infantile conflicts were incompletely resolved, this is likely to be a stormy one. Some conflict and stress is normal at this age.

Going to university presents a particularly abrupt challenge, pitching the individual into a competitive society in which recognition of his personal, sexual and academic achievements can only be won by his own endeavours.

Moreover, the role of student is a vague, transitional one, less capable of providing a framework for individual identity than that of most occupations. For this reason, the identity crisis (in Erikson’s terms) is the classic disorder of the age group. The American student who consulted his university health service because he was worried ‘because he had not yet had his identity crisis and wondered if he was normal’ may not be an apocryphal case.

CONFLICTS

Many of the minor emotional disorders of students including the important neurotic work block group are the result of an interaction between factors in the institution and problems in the Individual.
In the course of normal personality development through infancy and childhood, conflicts occur around three main areas: (a) dependency v. independence; (b) compliance/defiance v. co-operation; (c) competition, exposure and measurement.

In analytical terms these stages represent the oral, anal and genital phases of development. Universitites vary in how much dependence and how much independence they foster or permit, they vary in the extent to which they exert pressure and impose obligations and they vary in how far they probe, expose and measure their students.

To some degree, however, the university is bound to take up a position capable of kindling conflict related to all three of these areas and to this degree may cause a recrudescence of neurotic conflicts in the student.

PROBLEMS

Because no two students are alike, there is no simple solution which a university can adopt to avoid the provocation of working problems of this sort, for even problems which appear identical in academic terms may require quite different sorts of response from the tutor if the student is to be helped. To promote mental health one cannot rely upon any simple recipe; the university must show both concern and sophisticated understanding if the problems of individual students are to be prevented or detected and remedied early.

The doctor working in this context has a double responsibility and opportunity. On the one hand to help the individual student who is suffering or failing, on the other hand to help make the institution sensitive, tolerant and supportive to vulnerable individuals. In this sense, University Health Services are a model for an occupational mental health service which one may hope other institutions will copy.

This article is an extract from a publication in 'Mental Health Magazine' and is reproduced by kind permission of the editor.
sessions are aimed at casual usage of the facilities by any individuals. The facilities available will follow a layout pattern enabling a number of complementary activities to take place (see time-table footnote). The establishment of the Sportcentre is a logical and welcome development of the large and growing interest in sport and physical recreation throughout the University, particularly with regard to these activities of a 'recreational' rather than a 'competitive' nature.

It is accepted that a modern University should cater for this interest as part of its concern for the health and integration of the individual - the whole man.

In the past the administration and organisation of all sporting recreation in the University has been in the hands of the Student Union's Sports Federation, latterly in conjunction with the Sports Manager. However, the Federation has been unable to meet increasing demands for a non-specialist range of activities and opportunities. As a result a Sport and Physical Recreation Service has been established to provide opportunities and facilities for all members of the University to enjoy sport and physical recreation at varying levels of ability and commitment.

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**Open Sessions** - These sessions are available for all to use the facilities. Two apparatus layouts will be available. Open Session (1) including badminton, volleyball, trampoline, basketball/netball 2nd table tennis facilities; while Open Session (2) will include Cricket nets, golf driving, trampoline and table tennis facilities.

**Individual bookings** - Individuals may make an advanced booking of any facility within the layout (1) 2nd (2) see above), at Reception during the same week, during the scheduled individual bookings sessions.
THE ART OF BEING

The Natural History Museum in London is hardly a conventional point of departure for an artistic career. It has nevertheless provided much of the inspiration for Tessa Christie whose sombre, almost sinister work had its first public exhibition here at Sussex last term. In retrospect it was as successful a showing as any young unknown artist could expect. The customers came and gaped, and some even bought.

The world of Tessa Christie is an animal kingdom; a tortured glimpse of prehistoric shapes, ominous reptilian figures, all manner of beasts and insects seen through her glass darkly. There is a compelling greyness in her art, though she does not scorn a splash of colour here and there. To say it is unusual would be an understatement. Her paintings are dramatically original and moving.

Whether they move the viewer to disgust or fascination or perhaps even both, is a matter of subjective taste. It is certainly impossible to gaze upon those weirdly composed canvases without experiencing a very positive emotion.

"I always liked painting," she says. "As a child I loved making a mess and my parents encouraged me." Her father was a naval man and the family moved around in his wake. By the time Tessa Christie was eleven she had passed through more than ten schools. A convent in France, New Hall school in Essex, finally to Art School in Farnham where she was firmly dunked into the traditional mainstream of art.

"Then I won a scholarship to The Slade," she says. "I really found it terribly bewildering. It really was the hub of modern art and I didn't like it at all. What I wanted to do was draw in three dimensions. Then I started drifting down to the Natural History Museum. "There they were, all these marvellous shapes, mammoths, sponges, fish, suddenly I wanted to start drawing them all."

Hardly the sort of thing they went in for at The Slade, but for Tessa Christie, it was an escape into a world that made artistic sense. Not exactly everybody's cup of tea, but it provided her with new exciting forms which she could mould and recreate; a few strokes with a pencil encompassed a million years of evolution; she could mutate, embroider and re-order; this was how the world might have been or even should be.

Four years ago she left The Slade and moved back to Farnham, where she took digs. She came to an amiable barter-kind of arrangement with her landlady, who agreed to accept housework in exchange for rent.

"There was," recalls Tessa Christie "A certain amount of tension due to spilt paint" but by and large the system worked. Now she has arrived at a similar deal with Moor Park, a residential college for Adult Education in Farnham.

When required she slaps a bit of paint on the walls, cleans, does the washing up. In return there is a room in the house and parking for Tessa Christie's own caravan in the grounds. This is her studio, where she burns the midnight oil-paints as she goes to work on a dinosaur.

Lately she has taken to peering through a microscope
at exotic bugs in her continuing search for more new shapes. At present life is something of a struggle.
Tessa Christie will wash down your ceiling or paint your walls - conventionally, of course - for a reason-
able sum.
Still, there are signs that her fortunes may soon improve. As a result of her exhibition in the School
of European Studies she sold half a dozen paintings.
And the chairman of Moor Park Council, Sir Ambrose
Keevil, recently bought a couple because he reckons
they are a good investment.
He could well be right.

‘As a child I loved making a mess’
Sussex stationery goes ‘International’

Stationery and paper used in the University is being standardised on international sizes. This move follows a recommendation by the Working Party on Reprographic Services whose interim report was accepted by the Senate last term. As a result, savings are expected to be made in costs and in reducing the amount of waste. By using standard sizes of paper and envelopes - the two common sizes are in the G.P.O. preferred range - envelopes are designed to take paper in a sensible way. Also, a smaller range can be kept in bulk stock.

In addition, since the proportions are always the same, reproduction of documents on different scales is simplified, and filing problems are reduced.

The Working Party’s proposals were put before fifty-six major users of stationery in the University, including School Secretaries and Secretaries of Centres and Units. The response was strong in favour of standardisation, provided adequate arrangements are made for phasing out the old sizes and for introducing re-designed letterheads appropriate to the new sizes.

Vacation Grants

Undergraduates are reminded that they should consult School Office notice-boards about procedures for obtaining vacation grants and details about the conditions of eligibility.

Jobs for the boys...

The University has approved in principle to a proposal by the Committee of Vice-Chancellor’s and Principals for setting up a services unit which would provide a register of employment vacancies for graduates. The Central Services Unit would operate on behalf of all Universities who would contribute towards its running costs - estimated at £13,000 a year - on the basis of a levy of 1/6d. per head of student population. In addition to collecting and distributing information about employment vacancies the Unit would concern itself with the study of particular employment problems, the distribution of careers material, refresher courses for Appointments Officers and for exchange of information between appointments boards.

A successful series of lectures on “Problems of Violence” at the College of Technology has just been completed. Held in association with the local branch of the British Association under the auspices of the Continuing Education Programme, the average attendance was over 100.

Included in the audience were doctors, psychiatrists, social workers, teachers and a number of students. It is intended to hold future collaborative ventures of this kind between the Continuing Education Programme and the British Association.

The British Academy

Research awards

Grants for research in the humanities are awarded annually by the British Academy. Amongst the headings under which application may be made are study leave, vacation work, aid to the publication of research, the provision of mechanical aids, and specific research projects. The closing date for submissions is 1st February, and final decisions are announced in May. The awards are generally restricted to members of the British Commonwealth and are not available for research connected with a higher degree.

Further details may be obtained from the Secretary, The British Academy, Burlington House, Piccadilly, London, W.1.

Czech crisis examined

The Institute for the Study of International Organisations, which was set up at the University last September, is preparing a 40,000-word study of the Russian/Czechoslovakian crisis.

Under the directorship of Mr. Robert Rhodes-James, it will take the form of an analytical study, and will be the first thorough appraisal of the event. The study, which is being undertaken by Mr. Rhodes-James and four of his colleagues at the Institute, will be published by Weidenfeld in March. Among the points covered in the study will be the legal implications of the invasion, and the roles played by such bodies as the Warsaw Pact, NATO and the U.N.

Listen and learn

By Easter, listeners to Radio Brighton will have been given a series of talks by members of the University, designed to explain how Sussex works, what it stands for, its history, its research activities, in fact, all aspects of the University’s life.

The talks, which go out at 16.45 on Sundays, began last term with an introduction by the Vice-Chancellor, Professor Asa Briggs. To date, 12 of the series of 22 have been given. Next Sunday, 19th January, Mr. T. Quirke, President of the Union, will be talking about student affairs. For the following Sundays the series continues with broadcasts by:

Mr. J. Simmonds, Acting Senior Tutor

Mr. N. Mackenzie, Centre for Educational Technology

Dr. W. Eysselinck, Arts Centre

Professor D.G. Seers, Institute of Development Studies

Professor L.F. Henriques, Centre for Multi-Racial Studies

Dr. R. Pryce, Centre for Contemporary European Studies

Dr. A. Kirk, Computing Centre

Dr. C.H.G. Oldham, Science Policy Research Unit

Professor E.M. Eppel, Continuing Education
Dr. Brian Enright tells you half-jokingly that one of the attractions of libraries is that they appear - superficially at least - to be sedate havens of cloistered calm. That, at least, was one consideration which, in 1949, drew him to the Bodleian Library at Oxford as a graduate trainee.

But if pressed further he admits that the most significant and compelling appeal for him was for the opportunity to perform a service within an academic environment.

What struck Dr. Enright about the Bodleian - and it was an impression of which he did not altogether approve - was that it seemed, in its 500 years, to have acquired the wrong order of priorities; that it was not geared entirely to the needs of the user. He spent eight years there, broken by two years National Service, during which he tried, in a quiet way, to play his personal part in shifting the emphasis.

Dr. Enright, a brisk, dapper figure, enjoys helping people. He believes that if someone goes into a Library not knowing exactly what they want, he should not be shushed away on the grounds that he is wasting the Librarian’s valuable time.

He sees a Library as neutral ground, as a joint venture between the assistant and the student, as a live centre in the communication network of a University where the user is encouraged to question, search and ferret rather than be spoon-fed with packaged information.

Then, in 1957, Dr. Enright made a move that for a man who initially was attracted by Bodleian calm, scarcely could have proved a greater contrast. He compares the pressures of the House of Commons Library, which he joined as Library Clerk and then became Senior Library Clerk, with working in Fleet Street.

Here there was a demand for instant information. Members of the House would come in and say: 'The Minister’s on his feet speaking now, and challenging figures I have quoted. I’m sure I’m right. Can you check? I have three minutes.' Underlying the demand was the knowledge that if the library failed to meet its deadlines or produce the information required, it would probably be reported in Hansard the next day. Any number of times a day the Library’s reputation was at stake.

To meet this need for speed and comprehensive information, Dr. Enright reorganised the reference sections. He instituted a selective press cuttings service - something he believes any computer-age library ought to provide. His experience at the House of Commons, where the library functioned almost as a defence for the back-bencher against the executive, emphasised the library’s changing role, the need for flexibility and the necessity of taking advantage of the most up-to-date audio-visual aids.

Dr. Enright was at the House of Commons Library for five years, finding time amid the pressures, to write a thesis on ‘Public Petitions to the House of Commons’ which is now deposited in the House of Lords Records Office.

From there, moving yet further from the atmosphere and traditions of the Bodleian, he joined the BBC to take charge of the BBC Television Film Library. It was not, he tells you wryly, merely a question of storing films on racks and sticking labels on them.
Apart from expanding the service and recruiting and controlling a staff of 60 he had to introduce modern procedures in classification, cataloguing and information retrieval.

Running the BBC Film Library proved a complex challenge. When BBC 2 opened they dumped 2 million feet of film on his doorstep every couple of months. Upon examination the film posed its own maze-like problems. They do not treat film the way they treat books. For example, a film may follow no detectable sequence. As if a Shakespeare folio appeared with Romeo and Juliet ripped out altogether; King Lear before Hamlet; all the sonnets transferred; the binding torn up and replaced with a new binding and label. That, as Dr. Enright discovered, is what the film world does with its film.

He recalls that the processes of cataloguing were sprung with traps for the unwary. He remembers one piece of film that seemed to have been adequately classified. It was a shot of Wilson and Heath skating hands in Trafalgar Square. They catalogued it under Heath, Wilson, the National Gallery, the fact that it was raining, right down to the Routemaster bus in the background. A character from the West of England Natural History Museum happened to look over someone's shoulder as they pored over it. 'I say,' he said, 'That's the first time I've seen that kind of pigeon in London.'

**SIXTH SENSE**

By the time he emerged from the intricacies of the BBC Film Library Dr. Enright had acquired not only a sixth sense in relation to film cataloguing, but a grounding in the technological side of the business. For a man with an Honours Degree in Modern History he had made considerable inroads into the Other Culture. He found it not uncivilised as he had perhaps imagined. Therefore when the opportunity came in 1965 to join The City University as Librarian Dr. Enright had no misgivings about accepting the offer. At The City University he organised the Library's Information Service, photocopying and micro-film services and linked up with the University's Computer Unit.

He established a research unit that was geared to answer queries in depth above the normal university library pattern. But because he was at the same time anxious to encourage the user to think for himself, to learn how to learn as he puts it, the enquirer after the first time round was shown how to undertake the research process. On the third occasion it was suggested he might like to have a shot at handling the problem himself.

**TECHNOLOGY**

He is convinced that a modern library cannot be run without some kind of computer access; for the housekeeping side of the business, as he puts it. At City University he has published five successful library programmes and clearly he will be thinking along the lines of computer-programming, video-tape, microfilm, the entire armament of technology once he arrives to take up his post at Sussex. However, Dr. Enright is a cautious innovator. He would be alarmed to have himself greeted - or worse suspected - as some kind of tearaway revolutionary.

**CHANGES**

Certainly he believes that no library can afford to be a museum; that it must move with the times and wed old knowledge to new techniques. But he still believes - despite the mechanistic wizardry of the BBC Film Library and the computerised consciousness of The City University - that the book remains a very-well engineered document. If the arrival of Dr. Enright were greeted by the traditionalists with the horror expressed by the Monastic Libraries on hearing that Caxton had invented the Printing Press - it would be a reaction justified neither by his past record nor on his plans for the future. There will be changes. New processes will be evolved. But it seems unlikely they will add up to a palace revolution.

**ALL WORK AND NO PLAY/CONT**

The Service will offer specialist opportunities, by virtue of the Sports Federation and its numerous affiliated clubs; an intra-mural sport programme for teams and groups from the various schools of study, faculty and staff will cater for those of average ability; and casual sport activities - recognising the concept of Sport as "desirable in itself, for its own sake" - will be arranged, along with Sport/Leisure skill classes, lectures, films and an equipment ordering agency.

In the words of the Wolfenden Committee: Man needs play. In the form of a game, a sport or any outdoor activity of some kind it is desirable in itself, for its own sake, as a valuable element in a full and rounded life. The individual feels this when he regards his recreation as something which is enjoyable and worthwhile for its own sake.
How admissions cope with the demand for places

The University of Sussex is unusual, though not unique, amongst British Universities in that the admission of students to first degree courses is organised and controlled centrally. The desirability of such a degree of centralisation flowed in the main from the structure of the curriculum at the university, with its liberal transfer policy, both of which tended to render a subject-based admissions system inappropriate and unduly rigid. The advent in 1962 of the U.C.C.A. as a central Clearing House for undergraduate admissions not only relieved universities of a large clerical burden (at a cost to this university of some £5,000 per year), but also made a central office necessary rather than merely desirable. The specific role of the Admissions Office, operating as the executive of the Admissions Committee (and for some specific purposes, of the Planning Committee), consists in dealing with enquiries from potential students, receiving and processing applications, organising, controlling and, together with assessors and selectors, carrying out the university's admissions procedures, carrying out the procedures laid down by the U.C.C.A., providing information for new undergraduates and undertaking the registration formalities in connection with new undergraduate students. In addition to these formal tasks, the Admissions Officers are playing an increasing role in educational counselling at the pre-university level, and are concerned to represent the university's views on educational issues affecting university entrance to those in the schools and elsewhere outside the university. In addition they see a valid function in representing the problems and opinions of schools and applicants to the university as a whole, and are concerned to provide for the university relatively complex analyses of the effect of admissions policies.

Applications for Admission

In 1967–68, the university received 13,632 applications for the 908 places which were available in terms of the logistic development of the university. The year was characterised by large increases in the number of applications for both B.A. and B.Sc. courses. The B.Sc. increase of 11.9% (from 4,675 in 1967 to 5,221 in 1968) should be set against a national increase in the subject areas offered by the university of 6.9% nationally. These figures confirm the trend of previous years, in all but one of which the university has increased its share of the applicant market in Arts, and in all of which that share has been increased for Science courses. The applications: places ratio of 21:1 in Arts and Social Studies is, in a national context, probably less remarkable than the Science ratio of 5½:1. There is, in the country as a whole, a growing shortage of qualified Science applicants and it is now a normal characteristic of the situation that university places in Science and Technology remain unfilled each year. There are no reliable figures as to the precise extent of this underachievement, but the evidence suggests that
there are several hundred each year, and perhaps more. It has been suggested that the "swing" away from Science in the VI form, a swing which has been the subject of much discussion in the last few years, and also the subject of the Report of the Dainton Committee, has been halted, and even reversed. It would appear to be true that the absolute number of science candidates at 'A' level has recently increased, and the proportionate increase (although measured against a lower base-point) has just kept pace with the increase in Arts. Whether the number of science candidates who qualified for universities entrance has increased remains to be seen, but if it has, it will be important to note the various differences within the science group. Present trends appear to show a move towards interdisciplinary study (e.g. Biochemistry, some Engineering courses), and a trend away from the traditional specialisations such as Chemistry or Mathematics.

In the Arts and Social Studies field the whole area is characterised by very heavy demand for places at all institutions, and by particularly heavy application ratios in Social Studies. Nationally there were over 198,000 separate applications in those areas offered by Sussex in 1968. Sussex itself received 3,721 applications for about 155 Social Studies places, a ratio of 20:1 excluding Law. It should be remembered that these subjects are not taught in all schools, and that the majority of such cases are therefore a conscious decision to break away from the 'A' level syllabus. As far as Sussex is concerned, the characteristics of the field of applicants are much the same as in previous years. It was observed as long ago as 1964 that there were three important abnormal tendencies, all to some extent mutually supporting, which were determining factors in this connection.

The first was the marked tendency for Sussex to figure as a very strong alternative institution for those who were unable to secure places at Oxford or Cambridge; the second a higher than normal proportion of applicants from independent and direct grant schools; the third a preponderance of applicants from candidates resident in the South-East of England, the London area and East Anglia.

To some extent dependent on these factors, one would expect a relatively high proportion of applicants to be from middle-class professional families, a small proportion of first-generation university applicants and a high ratio of applicants remaining in the sixth form for a third year, having already taken and passed 'A' level subjects.

Unfortunately, efforts to establish the first of these have not yielded results which can be regarded as really trustworthy, no data at all are available on the second, and no comparative statistics from other institutions are available on the third. There is, however, no reason to doubt that they are accurate assumptions.

The Selection Process

The selection process in 1968 followed the same pattern as in previous years, being divided chronologically into three parts. The preliminary assessment stage consists of a paper assessment to decide basically which applicants should be called for interview, the interview being regarded as a necessary part of the selection process.

No applicant was rejected without having been considered by two assessors, acting independently, to be incapable of resisting the competition for places. Some applications were placed on a reserve list at this stage and were reconsidered for a third time in January and February. Of these only a small number in Arts and Social Studies were invited for interview, but a much larger number in Science were interviewed towards the end of February.

Interviews were carried out weekly in Arts and Social Studies by a restricted number of interviewers. In Science almost all interviews were concentrated into four Group Interview Days when a full programme of talks and tours was arranged, and a large number of Science members of faculty were involved in interviewing.

We would wish to acknowledge in this connection the considerable assistance given by the Students' Union, through its two Vice-Presidents, Miss Hermione Lovell and Miss Mary McMurray, in arranging tours of the University site and in maintaining information points for both Arts and Science interviewees.

The above is an extract from the 1968 Annual Report of the Admissions Office. Copies of the report are available from the Admissions Officer Mr E H Cox.
FOCUS ON THE FACULTY HOUSING SCHEME
HOMES FIT FOR ACADEMIC HEROES?

Ways and means of financing a proposed housing scheme on the campus for members of faculty are now being investigated. At this stage the venture is still very much in the planning stage but it is hoped that within the next few weeks answers to most of the financial questions will have been resolved. The Omnium Housing Association is being approached for advice on how the University might set up a Housing Society and what would be the best method of raising the money required.

Foundations for staff and faculty housing were laid some two years ago when a Social Policy Committee Working Party suggested that a survey should be carried out to ascertain the likely demand for residential accommodation on the campus.

In February last year a questionnaire was circulated to a random sample of 100 people. Among the questions asked were: Would you be interested in such accommodation?; What kind of accommodation would you prefer?; Flat or house? Garage? Semi-detached or terraced?; and so on.

The results were encouraging. The survey indicated that about 30 faculty members might be interested in

This is one of the proposed design schemes for faculty housing. Suggested by Hughes, Lomax and Adutt, it is for a group of three-bedroomed terraced houses. Small windows at the front raised above pavement level guarantee privacy. At the rear, where there is complete seclusion, large picture windows would look down the valley towards the University buildings. Downstairs accommodation comprises entrance porch, kitchen, living room and cloakroom. Upstairs there are three bedrooms, a bathroom and an airing cupboard.
three or four-bedroomed houses and 15-20 other staff in two-bedroomed houses.
However, in the colder light of day a project sub-committee of the Buildings Committee, on which sat nominees of the Social Policy Committee, concluded that these statistics should be treated with some caution. It was decided that the number of houses to be provided should be only about 6 in the first instance with the possibility of a later development up to 12. Of the six, four would be three-bedroomed and two four-bedroomed houses.

SITING

The sitting of the houses was also discussed and it was felt that the development should be related to the Kier scheme for 300 study-bedrooms and 24 one-bedroom married quarters to the North and West of Norwich House on which work has now begun.

A number of designs for faculty houses have already been received and contractors' quotations submitted. One such design - and it should be stressed that no final decision on the various proposals received has yet been reached - is reproduced above.

If the development is to be financed through a Housing Society - cheaper than by a Building Society loan because advantage may be taken of the option mortgage scheme and tax concessions passed on to occupants in the form of reduced rents - the design must be approved as 'economic' by the Housing Corporation.

Some general guide to the building costs and rents was obtained from quotations for a group of houses designed by Sir Basil Spence. A contractor already working on the site tendered as follows:

Four-bedroomed house: £4,560
Three-bedroomed house: £4,130

RENTS

For the four-bedroomed house the economic rent is estimated at £406 p.a. and £375 p.a. for the three-bedroomed house. The rents would be for the house unfurnished and include maintenance and redecoration, both internal and external. In addition rates are estimated at £80-£100 p.a. and long-term tenants (over three years) would participate on a sliding scale in any capital appreciation of the properties.

The Housing Society would be the legal owner of the houses, which it would rent to the occupants, who themselves would collectively constitute the Society. Each would be required to pay a deposit of £105 plus non-returnable costs of £5.

Naturally the success of the scheme and its eventual fruition would depend largely on the willingness of faculty members and staff to pay economic rents. In addition there are two other crucial factors. One is the ability of the Housing Association to raise a 331/3% loan from the Housing Corporation. The other - whether it can raise the remainder of the capital required through a building society mortgage.

Both these last questions should be answered within the next few weeks.

ANALYSIS OF QUESTIONNAIRE SENT TO FACULTY
AND STAFF RE ACCOMMODATION IN THE UNIVERSITY PARK

Out of 100 questionnaires sent, 81 replies were received.

<table>
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<th>Response</th>
<th>Count</th>
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<tr>
<td>Interested</td>
<td>22</td>
</tr>
<tr>
<td>Would have been Interested</td>
<td>4</td>
</tr>
<tr>
<td>Not Interested</td>
<td>48</td>
</tr>
<tr>
<td>Left University</td>
<td>7</td>
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Accommodation preferred

(a) Single room, sharing kitchen and bathroom 1
(b) Single room with own kitchen and bathroom 5
(c) Double room " " " " " 2
(d) 1 bedroom, living room," " " " 8
(e) 2 bedrooms, living room," " " " 2
(f) 3 bedrooms, living room," " " " 3
(g) 4 bedrooms, living room," " " 2
2 suggested that accommodation should be unfurnished.

Type of accommodation preferred

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<td>Flat</td>
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</tr>
<tr>
<td>House</td>
<td>3</td>
</tr>
<tr>
<td>Did not state</td>
<td>2</td>
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Positioning of accommodation

Prepared to live near undergraduates and graduates | 19 |
Prepared to live near graduates only | 3 |
Prefer to live in separate group of houses/flats | 18 |
Prepared to live in group for families as opposed to unmarried persons regardless of their status | 15 |

Garage facilities

Garage essential | 4 |
Car port essential | 10 |
Garage adjacent to accommodation | 3 |

Road access to within 50 yds. of accommodation essential | 16 |

Prepared to undertake supervisor/disciplinary duties | 11 |

Would apply for accommodation

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<td>Yes</td>
<td>15</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
<tr>
<td>Depending on circumstances</td>
<td>5</td>
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Still interested if rentals were increased by 15-20%?

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<th>Count</th>
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<tbody>
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<td>Yes</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
</tr>
</tbody>
</table>

Would consider permanent occupancy during employment at University

<table>
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<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
</tr>
<tr>
<td>Few months</td>
<td>2</td>
</tr>
<tr>
<td>1 year</td>
<td>3</td>
</tr>
<tr>
<td>2 - 3 years</td>
<td>3</td>
</tr>
<tr>
<td>Did not state</td>
<td>1</td>
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Included in a lively Arts Centre programme this term is a visit - the first ever to this country - of the Groupe de Recherches Musicales of the French Radio and Television Service. The Groupe, who will be performing the works of composers like Pierre Schaeffer, the inventor of Musique Concrete, will discuss the works before the concert. This will take place at 8 p.m. on 10 March in the New Refectory, and tickets are available at the Arts Centre or from the Post Office, Essex House. In addition, there is an extensive programme of concerts. The complete programme is given below:

### January 28 at 8 p.m.
**Chemistry**
**Lecture Theatre**
- **NINA MILKINA piano**
  - Haydn - Sonata No. 34 in E minor
  - Haydn - Twelve Pieces for a Musical Clock
  - Mozart - Sonata in A minor K. 310
  - Chopin - 24 Preludes Opus 28

### February 13 at 8 p.m.
**Meeting House**
- **CAMERATA STRING ORCHESTRA**
  - Handel - Concerto Grosso Op. 6 No. 1 G minor
  - Boccherini - Serenata Notturno di Madrid
  - Schoenberg - Verklaerte Nacht
  - Mozart - Divertimento K. 136 in D major
  - Bartok - Divertimento for Strings

### February 19 at 8 p.m.
**Chemistry**
**Lecture Theatre**
- **ALLEGRI STRING QUARTET**
  - Mozart - No. 21 in D K. 575
  - Bartok - No. 6 in D
  - Beethoven - No. 16 in F Opus 135

### February 26 at 8 p.m.
**Meeting House**
- **UNIVERSITY CHOIR AND ORCHESTRA**
  - Beethoven - Symphony No. 2 in D Opus 36
  - Shostakovich - Piano Concerto No. 2 Op. 101
  - Mozart - Vesperae solennes de confessore, K. 339

### February 27 at 8 p.m.
**Chemistry**
**Lecture Theatre**
- **EARLY MUSIC CONSORT**
  - Popular Music in Europe 1625-1300
  - Music of English Kings & Queens 1400-1625

### March 6 at 8 p.m.
**University Lounge**
**Falmer House**
- **KEN COLYER’S JAZZMEN**

### March 10 at 8 p.m.
**New Refectory**
- **GROUPE DE RECHERCHES MUSICALES**
  - Pierre Schaeffer, Francois Bayle, Ivo Malec, Luc Ferrari,

### March 13 at 8 p.m.
**Chemistry**
**Lecture Theatre**
- **DELME STRING QUARTET**
  - Haydn - C major
  - Schubert - B flat
  - Verdi

The following exhibitions will take place at the Arts Centre:

### Jan. 24 - Feb. 16
**Lancaster House**
- Paintings by Adrian Heath
- Adrian Heath will be in residence at the Arts Centre from the middle of January until the end of March.

### Jan. 31 - Feb. 21
**Room 112, Falmer House**
- Paintings by Tom Cross

### Feb. 4 - Mar. 4
**AFRAS Common Room**
- Five Papuan Artists: Screen Prints

### Feb. 14 - Mar. 9
**J. C. R. Falmer House**
- Paintings by Chelsea Postgraduates

### Feb. 21 - Mar. 16
**Lancaster House**
- Euan Uglow: Drawings
- Euan Uglow will be in residence at the Arts Centre from the middle of February till the end of March and like Adrian Heath, is one of this country’s more established artists. His work represents some of the most remarkable developments of figurative painting in contemporary art.

### Feb. 28 - Mar. 23
**Room 112, Falmer House**
- Paintings by Jean Spencer

### POETRY, PUBLIC LECTURES

### January 23 at 8 p.m.
**Lancaster House**
- Following the preview for Adrian Heath’s exhibition in Lancaster House, a Symposium will informally discuss the role of the artist within a University community and also the part the Universities can and should play in the patronage of the creative artist.

### January 30 at 8 p.m.
**Falmer House**
- Poetry Reading Bill Butler following Tom Cross’ Preview in Room 112, Falmer House

### February 20 at 1.15 p.m.
**Symposium with Postgraduates Debating Chamber Falmer House**

### March 3 at 8 p.m.
The following new appointments are announced:-

T.C. Sinclair - Senior Research Fellow, Science Policy Research Unit

Miss C.A. Hicks - Statistical Clerk, Registrar's Office

Mrs. S.J. Durr - Secretarial Assistant, A.F.R. A.S.

W.S.G. Mitchell - Research Assistant in Experimental Psychology

W.J. Spillane - I.C.I. Research Fellow in Chemistry

Prof. E. Goldstrucke, B.Litt., Ph.D. - Visiting Professor of Comparative Literature

T.A. Doyle, B.A., Cert. Ed. - Research Assistant, Centre for Educational Technology

D. Gaston-Parry - Technician, Biology

J.G. Little - Research Fellow in Biological Sciences

J.C. Edwards - Research Assistant in Biological Sciences

M.D. Sayers - Research Fellow in Physics

A.W. Palmer, B.Sc., Ph.D. - Research Fellow, Centre for Operational Research

O. Gish, B.A., M.S.S. - Research Fellow, Science Policy Research Unit

L.C. Braithwaite, B.Sc. - Frederick Soddy Research Arts Fellow

H.R. Bentley - Technician

Mrs. C.M. Peele - Bookshop Assistant

Mrs. E.J. Paterson - Audio Typist

R. Stojak - Junior Technician

Miss S. Evans - Secretarial Assistant

The Rev. M.D. Jacobs, M.A. (Oxon) - Chaplain

D.G.H. Harman, A.I.M.T.A. - Data Processing Officer

Miss S.A.L. Wingrove - Secretarial Assistant

Miss E.J. MacLeod - Secretarial Assistant

Miss C.S.J. Devey - Secretarial Assistant

Miss C.A. Tasker - Typist

Miss B.L. Howsego - Typist

C.G. Harvey - Technician

Miss P.A. Ware - Secretarial Assistant

Visiting and Associated Staff

Miss M. O'Hara - Secretary, Institute of Development Studies

J.R. Seagrave, M.A. - Assistant, Institute of Development Studies

The following have left the University:

K.G. Pike - Chief Technician

Mrs. A. Webster - Secretary (Social Research Unit)

A.B. Jolly, D.Phil. - Research Fellow in Physics

Miss S.M. Betts - Typist

Miss S. Fitzgerald - Secretarial Assistant (Part-Time) A.F.R.A.S.

Mrs. L. Blomfield - Clerk

The University offices and teaching buildings will be closed on the following days over Easter:- Thursday, 3rd April Friday, 4th April (Good Friday) Saturday, 5th April Monday, 7th April (Easter Monday) Tuesday, 8th April Wednesday, 9th April. The Library will be closed on the following days:- Friday, 4th April - Tuesday, 8th April, inclusive. The Park Houses will be closed on the following days:- Friday, 4th April - Tuesday, 8th April, inclusive. The Refectory will be closed on the following days:- Friday, 4th April - Tuesday, 8th April, inclusive. The White House at the Isle of Thorns will be closed on the following days:- Friday, 4th April - Tuesday, 8th April, inclusive. The Spring Bank Holiday on Monday, 26th May, 1969, will be treated as an ordinary working day. and all buildings will be open.
Since Focus went to press, there have been further developments on the question of discipline discussions within the University.

An informal working group, whose members are Professor Ken Smith, Dr. J. Rosselli, Mr. T. Quirke, the Registrar and Mr. M. J. Batchelor (Secretary), has been taking a new look at the possible changes in the disciplinary structure in the light of the recommendations of last term's Union General Meeting.

A substantially revised scheme, which differs considerably from the original proposals outlined in the Interim Report of the Working Party on Discipline - reported in this issue of Focus - has been drafted by the Registrar. The new scheme will be described at the University discussion to be held on Thursday, 23rd January at 12.45 p.m. in the Old Refectory

This will be followed by a programme of discussion, and meetings of the Senate Discipline Committee.

Later in the term, the working group will draft a final version of the proposals in the light of these various discussions. These will then be put forward in documentary form to a Union General Meeting, the Social Policy Committee, Senate Discipline Committee and, ultimately, to Senate, for approval, on March 19th.
FOCUS STOP PRESS

New Moves on Discipline

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