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A question of where to drop bricks

The development of the University, both in an academic and a physical sense, has reached a water-shed. The period of rapid growth over the past eight years now has slowed. Planning for the next quinquennium has begun. Meanwhile there is a breathing space; a useful pause to identify and assess our problems, to discuss how they may best be tackled, and to evolve policies for the years ahead that undoubtedly will bring further expansion.

Much of this issue of Focus is concerned with our physical environment. The new Park Village, the opening of the Gardner Centre for the Arts Building, car-parking - these are developments we look at this month.

The need to closely co-ordinate the way we work with the way we live is obvious enough. To a certain extent the kind of buildings we put up and their location dictates the social fabric of the University; that, in turn, demonstrated by the increasing role of the Schools as social units, is a potent influence in academic matters.

Sussex can never be a truly residential University. But if, ultimately, only a third of its students live on the campus, the effects would be far-reaching.

Flexible

The flexible building policy of the past has served the University well. There may well be less room for flexibility in the future. We will need more banks, shops, social centres and common room accommodation. We will need more car parks. Just where will we decide to put them? Should we think in terms of social 'complexes,' of multi-storey car parks, of working and recreational 'areas' in the way we already think of academic areas?

Do we wish to open our facilities such as bars and restaurants to those outside the University? These are among the long-term questions that will be occupying the attention of the Social Policy Committee throughout this year. Its Chairman, Professor Rivett, will be delighted to hear from any member of the University who cares to contact him.

Certainly the University's physical development needs to be discussed as widely and thoroughly as its academic future.
The picture above was taken by Bryan Kragey, one of the ten members of the University of Sussex expedition to the North Sahara made last summer. Travelling in a three ton army lorry bought for £150, the party were carrying out research projects into various aspects of life in the desert. In spite of minor mishaps such as a burst tyre in the middle of the desert, the expedition was a great success. So much so that several of its members are hoping to make a similar trip next year.

PLANNING: THE NEXT STEPS

This year's annual cycle of the Planning Process got underway when the Planning Committee and the Senate approved in October the University Planning Assumptions 1969-70. These assumptions contain the provisional allocations of monies to areas for 1970–71, the distribution of logistic student numbers and intakes 1970–71 etc. The University Assumptions are general in nature. The next step is for the Chairman of Arts, Science and Social Policy to add more detailed suggestions for the allocation of resources within their areas for 1970-71. The proposals will be discussed by all units in the period November 1969 to February 1970 before final recommendations are put to the Planning Committee. The University Planning Assumptions flow directly from the agreements reached after last year's lengthy and comprehensive discussions. No new major factors have emerged since that time. It is therefore hoped by the Senate that the recommendations in regard to the logistics and finances for 1970-72 will in the main be re-approved this year without extensive effort and time going into their reappraisal.

GOING UP....

Several new University buildings are under construction on the campus. Inevitably the work is causing some inconvenience to the users of adjacent buildings. Beside the Library, the new building to house the Institute of Development Studies is nearing completion. The Institute will continue to be based at Stammer House until the new building is ready. Next to this is the site for the Centre for Educational Technology building on which work has just started.

On the East side of the campus, behind the Boiler House, work has started on the new Research Centre building which will contain offices for Centres and Institutes attached to the University.

CALIFORNIA HERE WE COME?

The University has concluded arrangements with the University of California for an exchange of up to ten students in 1970/71. Students eligible for the scheme are those in their final year of a B.A. or B.Sc. Course or engaged in Graduate work. The places at the University of California are available for Graduate work only. Financial assistance will be available for some of those selected for the exchange programme. Anyone interested can obtain full details from Miss J. F. Clayton, Room 46, Essex House. The closing date for applications is 12th November, 1969.
THE QUALITY OF TEACHING: POSITION OF JUNIOR STAFF: STUDENT GRANTS: STUDENT UNREST AND THE MASS MEDIA—THE REPORT OF THE SELECT COMMITTEE ON STUDENT RELATIONS HAD COMMENTS ON A WIDE RANGING ARRAY OF UNIVERSITY AFFAIRS. BELOW WE PRINT EXTRACTS FROM THE REPORT:

We noted that in the Department of Education and Science itself there exists no service analogous to Her Majesty's Inspectorate to advise universities or to collect and transmit information on best current practice. No such service has arisen under the auspices of the Committee of Vice-Chancellors and Principals, nor under the University Grants Committee, although the former admitted to us that such a service would be useful (Q. 337) and the latter sponsored the Hale Committee. There is, it appears, no agreed basis on which good teaching is assessed (Q. 339) and no evidence was submitted to us to suggest that this matter has been given careful review at a national level. We were therefore somewhat surprised to receive submissions from both the Committee of Vice-Chancellors and Principals and the UGC virtually asserting that student complaints on the quality of teaching had no foundation (Q. 330 et seq.; Q 367; Q. 293) and that future expansion would not lead to any decline in teaching standards. The evidence we have received does not encourage us to believe that the maximum is being done to make teaching by lectures as effective as it could be (Q. 339-42). We have already referred to the recommendations in the Robbins Report that new university teachers should receive training in teaching methods and we note with regret that more has not been done to put that recommendation into practice. The Committee of Vice-Chancellors and Principals had no figures of the number of lecturers who currently undergo training; staff evidence, moreover, endorsed the view of the Robbins Report that many university staff would themselves welcome some training. At some universities brief courses are run for lecturers (Q. 345; Q. 328; Q. 384) but these are all very short and we received no evidence to suggest that they were mandatory, or that failure to benefit from them prejudiced a probationary lecturer's chances of having his appointment confirmed. We noted, furthermore that university departments of education do not normally regard the training of university teachers as part of their responsibility (Q. 121), although some departments are now taking a more active part in these matters. We received little evidence concerning novel teaching methods, but that which we did receive suggested that such methods, as at present employed, gain little approval from students (Q. 617; Q. 623). We received no evidence to suggest that the effectiveness of these methods had been widely studied, nor that general efforts had been made to take student views on them.

INFORMATION

We received much evidence to suggest that, as an inevitable consequence of expansion, the position of all staff in universities has radically changed. For senior staff, those holding university administrative as well as teaching posts, the increase in the volume of work has clearly affected not only teaching time but also the time available for those informal contacts with other staff upon which the efficiency of the smaller pre-Robbins universities was implicitly based (QA. 691). It would seem that, through their general responsibilities and the relationships they inevitably maintain with other senior staff, through Senate and otherwise, senior staff on the whole are still relatively well-informed of the overall activities of their university (QC. 977), but we received evidence that most junior staff are, or feel that they are, very ill-informed. In the larger universities, it was freely admitted that junior staff in a large department will often not be as well known to the head of the department as they used to be (QB. 471; QS. 394).

JUNIOR STAFF

The position of junior staff is made more uncertain by concern about their careers, over which we received evidence that there was a conflict, in many cases, between the demands of teaching and the requirements of research; on the latter they commonly believed their future career prospects depended. The Committee of Vice-Chancellors and Principals, however, rejected the view that junior staff were in a situation of particular tension over career prospects (Q. 363; Q. 386). We are certain, from the demeanour of the many witnesses from whom we took evidence, that staff in universities are distinguished as a group by their sincerity, loyalty, devotion to their profession and concern for students. We have, nevertheless, been forcefully made aware of great individual differences in ability to understand or handle managerial and human problems. We are aware that scholarship and teaching ability must inevitably remain the main qualifications for university appointments. The size and complexity of most universities, however, is now such that informality and ad hoc arrangements no longer suffice to maintain efficiency, effective communication and satisfactory human relations; our evidence supports this view (QA. 542; QA. 527; QA. 691; QB. 471). University teachers, with rare exceptions, have no experience of managerial functions outside universities; they have equally few opportunities to gain experience in university managerial affairs before they assume positions in which their conduct and decisions have an immediate and sometimes irreversible effect on a university or its students. Moreover, selection for university posts, being entirely in the hands of senior members of the university, is made by boards whose members are themselves not necessarily conversant with the managerial qualifications needed effectively to discharge the obligations of the posts in the new situation. Some posts, with considerable administrative responsibilities, will be seen as necessary stages in careers and will be filled by the candidate due for legitimate promotion, whose scholastic abilities, however, will not necessarily qualify him for the administrative duties involved. The appointment of university staff takes little account
of managerial ability. As an institution increases in size and complexity, this deficiency becomes of greater significance. It is true that university staff, in the discharge of some of their administrative functions, have the support of the professional administrators who serve as registrars, accountants and supporting staff. Universities, however, as institutions, must provide the whole range of administrative services for themselves, and in large universities many administrative functions are so closely allied to the essential teaching functions of staff that they cannot be discharged by non-academic administrators. We received evidence to suggest that the introduction of professional university administrators, on the American pattern, would be neither desirable nor welcome. It seems an inevitable consequence, if efficiency is to improve, that efforts should be made to increase the managerial effectiveness of senior university staff but we received no evidence from the University Grants Committee or the Committee of Vice-Chancellors and Principals to suggest that this was a matter which had received attention nationally.

MASS MEDIA

Certainly the mass media, especially television with its immediate visual impact, provide a common means of exploitation. Indeed, the time given on television and the space given in the press to student unrest has led some to attribute incidents, or at least their exacerbation, to the influence of the press and television. For instance, the Secretary of the Association of Education Committees deplored 'the irresponsibility of those in charge of mass communication.... They are merely contributing to the disruptive elements.' The Treasurer of the Manchester University Student Union complained that 'Reporters, the Press, BBC and television are all waiting for trouble and really causing trouble' and a former Pro-Vice-Chancellor of Aston University strongly criticised the mass media for misleading students into thinking that excesses represented the norms of student behaviour. The Federation of Conservative Students told us that they were 'very worried' about the mass media, the effect of which was to cause a 'backlash' among people who knew little about universities. One witness said he had personal knowledge that television producers had deliberately encouraged students to go to 'further excesses.'

Mr. Brian Connell, who had produced a television programme on student unrest, gave evidence to us. He rejected any suggestion that television deliberately encouraged student unrest, or aggravated disturbances, except in so far as television, like newsreel cameras in the past, 'may well lead to people putting on slightly more of a performance than they would if they were not there.' He admitted that only dramatic issues became news but although this might, on any particular day, seem to introduce bias, over-all the whole issue was presented. He rejected the view that some demonstrations only took place if television cameras were present and asserted that no entry was made onto university premises without permission of the authorities, or to a Student Union without that of the union officials. The Vice-Chancellor of Cambridge University thought that mass media affected the conduct of junior members 'a good deal' but that the attribution to them of causing student unrest would be a 'great over-simplification;' the Proctors paid tribute to press reporting of the Cambridge incidents. One of them, however, made the point that the demand for immediate decisions on discipline made considered justice for students more difficult.

Our attention was drawn to the disparity between what happened at Bristol and what was reported to have happened. We noted inaccuracies in some newspaper reporting of incidents at which we were present, but we consider that the press generally has taken a proper and serious interest in a matter of national concern. It is not against the public interest that reporters and television cameras should be present when there are expressions of disquiet and we have no evidence to suggest that the mass media have generated student unrest. Nevertheless, the very presence of television cameras tends to dramatise and prolong it. It appears from our evidence that there may have been some isolated incidents in which individuals have deliberately sought this effect, but it would be most regrettable if such occurrences were to call in question the integrity of the large majority of journalists and television producers.

STUDENT GRANTS

We were concerned about the threat of the withdrawal of students' grants as a means of enforcing discipline. In the House of Commons, the Secretary of State for Education and Science said: 'I agree that local authorities, in consultation with the universities, can wield considerable influence. They have a major deterrent in their hands.' In the same debate, the Minister of State added: 'My right hon. friend, and I have been asked to clarify this, made it very clear that local authorities should not act, except in consultation with academic authority, in a case of misconduct or in any case of student discipline.'

In evidence, the Secretary of the Association of Education Committees said 'we have told our members in the strongest possible terms that we would be widely opposed to the use of grants as an instrument of discipline.' He added 'we have pleaded.... with the Vice-Chancellors that this is a responsibility they must take and we have told our people not to act.' The local authority Associations took the same view. In any institution of Higher Education, if there were a question of unsatisfactory behaviour or progress a local authority should not withdraw or suspend a grant except on the advice of that institution and, if it was a matter of discipline, not until any disciplinary proceedings had been completed. Even then the authority would consider the interest of the student. The Scottish Education Department said that 'in practice we are guided entirely by the attitude of the institution of higher education concerned.' When he gave evidence, the Secretary of State for Education and Science said that he did not think a local authority should use the threat of withdrawal of grant to discipline students but students should be aware of the regulation which provides that if a student is sent down he loses his grant. 'A local authority cannot withdraw the grant unilaterally, it has got to be done after consultation with the university authority,' but 'I think it is perfectly valid for a local authority to make its views known to universities generally.'
STUDENT CASUALTIES

by DR ANTHONY RYLE Director, University Health Service

Are students more prone to psychiatric illness than young people in a similar age-group outside Universities? What should be a University's attitude to drug-taking? These are some of the questions dealt with in extracts reproduced below from "Student Casualties" (Allen Lane 30s.) by Dr. Anthony Ryle.

The modern student is not to be regarded any more simply as enjoying a privileged retreat from the harsh reality of the world; he is developing, through his education, society's most precious asset. Older generations may look upon his activities with incomprehension, disapproval or envy but the student himself cannot escape an awareness of his value and he is increasingly insistent upon appropriate recognition and rights.

Our society has recognized its need for more graduates by enlarging, over the past decade, our higher educational facilities, particularly in the field of science and technology; ironically, this rather belated move has been paralleled by a trend among young people away from natural science (despite the security of career which is offered) towards the human sciences and the arts. This trend, I believe, can be seen as part of a larger movement - a movement expressed in new attitudes to politics and to personal relationships, to new forms of sexual behaviour and, less hopefully, to the cults of drug-taking and dropping-out. The apparent certainties of science and the control over nature that these give are seen as less satisfying than the attempt to understand human problems and to explore experience and feeling; an attitude summarized in 1968 by the French students with slogans such as 'l'imagination au pouvoir.'

The instability of the modern world, and a felt revulsion against its violence and injustices, make it difficult for many contemporary students to identify with any stable system of belief; at a time when the demands made by society are more and more complicated, the relation of the individual to society is becoming more cautious and less committed. These factors form a backcloth to the smaller stage upon which the student's personal themes of growing and learning are played out. It is a backdrop above all of uncertainty, and it is not surprising that this uncertainty is reflected especially clearly in the thoughts, feelings and actions of an age-group primarily concerned with the search for personal identity.

One or two percent

Over a three- to four-year undergraduate course between one and two per cent of students will experience severe psychiatric illness of a type requiring hospital admission. The majority of this group will be suffering from psychotic illness, some with schizophrenia, some with affective psychoses (manic-depression), and some with schizophrenia-like illnesses labelled schizo-affective disorders which, though florid, carry a better chance for full recovery than does schizophrenia itself.

A further ten to twenty per cent of the student population will present, at some stage, with an emotional or psychological problem sufficient to need some treatment. Of this group about one-third suffer from relatively serious neurotic and personality disorders, typically related to late adolescent identity crises. This group may well need relatively prolonged psychotherapy. The remainder are milder cases, perhaps needing support over crises or brief psychotherapy or counselling.

Approximately a further twenty per cent of the student body will report transient psychological or psychosomatic
symptoms, representing reactions to the normal stresses of their age and environment and requiring no more than reassurance and perhaps brief medication. This group will include many of the well-known pre-examination stress reactions.

It is impossible to say whether these rates for students are different from the rates in the age-group as a whole, because the provision of psychiatric facilities for adolescents outside universities is lamentably sparse, and hence comparable opportunities to record such rates are lacking. Students might tend to have lower rates, as emotional disturbance is associated with poor school achievement, or a higher rate due to the stresses of the university. In the general population just over two per cent of this age-group are hospitalized each year for psychiatric illness, so the student rate, of one or two per cent over three years, is lower. Apart from the effect of pre-selection, social class factors and better out-patient or on-campus facilities for the early treatment of students may account for this. The proportion of the population in the student age-range consulting each year with neurosis, as recorded in general practice studies, runs at between five and fifteen per cent, the rates for women being one-and-a-half times to twice the rates for men.

Consultation

On balance, therefore, it looks as if students are more likely to consult than others, even though they are less likely to end up in hospital. One can postulate three possible explanations for this. Firstly, the late adolescent may be suspicious of the family general practitioner, his attitudes being derived from childhood, in which the doctor was seen as being allied to the parents. The mode of operation and reputation of a university health service, on the other hand, is likely to encourage consultation, for in this setting the doctor is often seen as the ally of the student, as opposed to the quasi-parental role of the tutor. Secondly, while minor impairment of functioning due to emotional problems may be borne in many routine jobs without difficulty, it may be critical in the student who has major intellectual tasks to complete. Consultation, either at the student's or his tutor's request, is hence more likely to occur. Thirdly, rates of consultation for neurosis rise steeply with age in the general population in the late twenties and thirties. It seems possible that many of these cases have experienced difficulties to some degree earlier in their lives but have not sought treatment due to the inaccessibility or absence of facilities. Students, on the other hand, will often have such facilities available.

Drugs

Drug taking, if discovered, as a matter for university or for civil action. In my view, the police should be called in if the evidence is good enough for the police and it should be left for the police to act. If the evidence is not good enough for the police then there is no justification for the university to mete out punishments. Where there has been conviction of a student for possession, the university must decide whether any further action should be taken against him. Here there are two considerations: the individual and the community. In any particular case the needs of both must be considered.

Treatment

Where a student is failing academically and is receiving treatment in the health service for problems which include drug taking, the medical recommendation will depend upon the use the student is able to make of treatment. In cases where heavy consumption of drugs is a feature, neither teaching nor psychotherapy are likely to get very far, and the student may be best advised to withdraw.

It would be a mistake, however, to regard the treatment of cases or the punishment of transgressors as the only problems which should concern universities. The existence of an oppositional underground culture, however personally disturbed the individuals who are attracted by it, points to a malaise in society. In the world as a whole, and in the university in particular, the philosophy and the existence of the deliberate 'drop-out' is a symptom that should not be ignored. It may be true that the individuals involved have particular problems to do with power and authority or particular incapacities in trusting others, and it may be true they are seeking a magical solution to these problems. But it can also be true that the official values of a world preoccupied with production and achievement, and characterized by massive injustices and violence, are ignoring whole dimensions of human need and experience. If the inhabitants of the drug world are often projecting onto the world a split which arises within them, the world outside may, in its turn, be tending to deny or destroy important aspects of human reality. Unless there is clear evidence that the student has been supplying others and proselytizing, it is my view that the university should leave punishment to the courts and should allow the student to continue with his career, provided he meets normal academic and disciplinary requirements, and possibly provided he accepts additional forms of supervision.
Focus takes a look at the Centre for Social Research

WHERE FACULTY CAN GET SOMETHING FOR NOTHING

The Centre for Social Research provides a free service to members of faculty engaged in unfunded research. It offers help ranging from the provision of assistance in bibliographic enquiry to data processing.

In the past year the Centre's Director, Dr. Peter McEwan, has three research assistants and two programmers have undertaken a variety of tasks for faculty engaged in Social Science work, the area in which the service operates.

"And we define Social Science in the broadest possible way," says Dr. McEwan. "So that if someone comes in for French social history we've never yet had to say no." The Centre's facilities are of course also available to faculty and postgraduates doing funded research but in this case a charge is made at rates recommended by the McKinsey survey.

Historians, economists and sociologists have received assistance with bibliographic research undertaken in University Libraries throughout the country for source material and factual data. The Centre has machines for collating data which is then sent to the Computing Centre. It also possesses a machine of various sizes and degrees of complexity up to desk computer size. These machines are available for faculty - and graduate students by arrangement - who may either come and use the machines themselves or ask an assistant for help. Thus the Centre is able to offer a 'while-you-wait' service for processing numerical data.

In addition advice may be obtained on budgeting for research applications. "For instance if someone comes to us proposing to do a particular piece of research we try to give them an estimate of reasonable costs so that when more than one person goes to an agency from this University there is a corresponding basic budget," says Dr. McEwan.

"This has not been the case in the past. SSRC said to me before I came here that one of the problems with Sussex seemed to be a lack of communication between people engaged in similar areas of research, and that A and B's research was budgeted very differently; that A and B each applied to the SSRC and neither knew what the other was doing."

Now the Centre maintains a central register of research work being carried out in the social sciences by faculty and doctoral students. This information is published annually and is available not only to faculty at Sussex who may wish to know what work is being done in their field, but also to those outside the University.

The Centre also keeps a register of student research undertaken either as part of B.A. degree work or for an M.A. Where this work is being done under the direct supervision of a tutor or course instructor the Centre's function is simply to record the research for informational purposes.

However where research is undertaken at the student's initiative, or as part of a large course where the tutor cannot possibly supervise all cases, the Centre's approval is required.

"This is important," says Dr. McEwan. "In the past there have been cases where the University's name has been taken, perhaps not in vain, but with rather poorly designed work.

"Not only that, but sometimes people are wanting to study identical areas. For example just recently two lots of students were working on State Schools. And then there is funded research about to start and they're hoping to go to the same schools. When they started they found that teachers in these schools were rather upset by what they thought to be poorly designed questionaires coming from students in their schools and which we at the Centre had not been told about. This is the kind of situation we hope to avoid."

Another service that the Centre offers to faculty is assistance in resolving the kind of problem caused when a research grant provides for half a secretary or half a research assistant for a year. It is often difficult for faculty to engage staff of high quality on a part-time basis so the Centre will try and balance two projects so that one person may be shared between the two on a full-time basis or will itself provide the additional half or fraction.

Of course, in addition to providing all these services, the Centre for Social Research generates its own research projects from outside money. One such study, being carried out at the request of the Social Science Research Council, is concerned with an investigation into degree classifications in social sciences in Britain.

"The reason why this research was originally requested was because there were strong reasons for believing that in English Universities the number of psychologists getting either Firsts or Upper Seconds is double the proportion in Geography, Economics, Sociology and other Social Sciences," says Dr. McEwan.

The first phase of the project, gathering data from the Universities, is almost completed, and Dr. McEwan now hopes to be able to embark on the second phase which will be to seek reasons for these discrepancies, and also to compare the career opportunities available to graduates in the Social Sciences.

Such questions as the notion of hard and soft options at certain Universities which may act as implicit screening devices will be investigated. For example in many Universities psychology is regarded as 'hard' and sociology as 'soft.' Does this mean that bright students go for psychology while the less bright opt for sociology? Perhaps more important still, what are the attitudes and ideologies within University departments as to what degrees are for? And how do such attitudes affect the number of classifications awarded?

'In some departments a degree is thought of as indicating that a student has a fairly broad knowledge of the subject' Dr. McEwan points out, "and not really intensive knowledge of any particular area. Yet in other subjects a degree is thought to indicate that a student has a really good working knowledge in one area. So they say 'We'll give him a good degree.'" While there has

There is a great deal of useful and interesting information in what must seem at first sight even to the specialist reader to be yet another new book on the new universities. The author has assembled a vast store of relevant documentary material. has travelled widely from campus to campus interviewing and evaluating, and, above all, has made the most of his own personal experience as an academic who moved from a large, established civic university to one of the newest of the new. Most of his judgements, therefore, are firmly based, and all of them are happily free from the gossipy aura which has surrounded earlier attempts to generalise about new universities as a whole and to particularise about each of them - structures and images - individually.

What is missing from the book is a systematic analysis of the nature of innovation in universities old and new (with a comparative view of innovation in other areas of social action) and a pulling together of the different bits and pieces which have to be related to each other if we wish to consider the role and impact of new universities in what is still a changing and far from settled university "system." Inevitably also, because of lags in book production, part of the material is already out-of-date. Certain sections, particularly those concerned with university planning, are more valuable as history than as a contribution to current debate. The most complete historical evidence presented related to Keele, which is rightly given the significant place it merits in the story. The difference between Keele and the later batch of new universities were more than differences of historical period; they were differences of personnel. No later university had its Lindsay. It is a mistake to think that any new university starts with a tabula rasa. Its founders carry with them their previous experience. Much depends on the initial mix. A leading theme in the subsequent early history of new universities is the effect of recruitment of new intakes of academic faculty, many of them with highly specific qualifications, on the development of the initial guiding ideas, often very general ideas, about what the new university should be. A university which has proclaimed and achieved innovation need not continue to be an innovating university. The conditions of continuing innovation - through community relations and organisation - need more attention then Perkins gives them.

Not all the new universities would claim that innovation has been one of their main objectives, although it was certainly one of the main objectives of the University Grants Committee when it set them up. Nor is it certain that in any further period of sizeable university expansion during the 1970's those new universities which wish to continue to innovate will have adequate resources to do so effectively. There are as many difficulties in relating micro-planning to macro-planning in higher education as there are within the economic system. The distinctive feature of the unplanned British university "system" of the past was the opening it allowed for diversity, even if until the new universities come into existence few universities took full advantage of it. The more that the UGC turns from gentle dirigeisme to sophisticated national planning the more important it will be to allow for creative innovation from below within the units, old or new, of the system. Yet to state the problem is not to solve it. What will be the attitude of the subject committees of the UGC towards innovation? What will be the consequences at the beginning of the next quinquennium of "specific guidance" to individual universities from the UGC? Should there be a major re-structuring of university finance, involving new approaches to capital and recurrent income, in order to allow for greater freedom?

The context within such questions must be answered is not entirely favourable to innovation. As the "system" has developed, it is not clear whether British universities regard themselves as partners or competitors. Recently there has been more talk of the need to keep in step than about the need to experiment, and organised students, who rightly figure far more prominently in the picture than they did when the new universities were founded, are more interested at present in generalising conditions in all universities than in the possibilities of reaching different answers to the same fundamental questions. In this situation the danger is that Oxford and Cambridge will continue to occupy a privileged position within the system whether they innovate or not. In turning from the recent past, which is what this book essentially is about, to the not distant future it is necessary to supplement it with a closer analysis of system dynamics, of the relationship between innovation, enterprise and risk and of the implications, some of them curious, of the fascinating facts set out in a brief but enlightening chapter on "equality of opportunity."

**CENTRE FOR SOCIAL RESEARCH**

been a massive amount of research undertaken into degrees and student performance this particular area remains relatively under-explored. Clearly one application of the work being done by the Centre would be its relevance in any attempt to introduce standardisation of degree classifications.

"This kind of thing is certainly in the air," says Dr McEwan "but all we are doing is gathering the data. It is up to the SSRC and others to make what use of it they want."

Dr. McEwan came to Sussex in September 1968 after working abroad for a considerable time. Before returning to Britain he was at Harvard Medical School. He has taught at New York University and in Africa.

Medicine is one of his major interests and he is editor of 'Social Science and Medicine.' He also is a member of a group composed of local doctors and members of faculty with medical interests which is concerned with increasing informal contacts between hospitals, general practitioners and doctors engaged in research and the University.

Dr. McEwan feels that perhaps at present the Centre is not used or is under-used by many members of faculty through their being unaware of the kind of help they can get from it. Certainly a service that offers something for nothing ought never to be short of customers.
an introduction

After three years of making use of makeshift premises and borrowing vacant rooms in different parts of the University campus, the Arts Centre now at last has its own building. Ideas for the establishment of an Arts Centre at Sussex had been put forward since the University started, in 1961, but it was only with the receipt of a generous grant from the Gulbenkian Foundation for the purpose of encouraging the fine arts in the University and the appointment of Dr. Walter Eysselinck as Director of the Centre in 1965, that these ideas could be developed and become a reality. Now Dr. Eysselinck and his colleagues are moving out of their cramped, temporary quarters and into the new building. The Arts Centre, named the Gardner Centre for the Arts, after the later Dr. Lyndon Gardner, generous benefactor to the Centre - has been running a full programme of events for the last four years. Now that the Centre has its own building some might assume that Walter Eysselinck and his colleagues would settle down into a routine of arranging concerts, exhibitions and plays, secure in the knowledge that they have a permanent base. On the contrary, this is only the start of the realisation of the plans and ambitions of those who originated the idea of an Arts Centre at Sussex. So what exactly is the Arts Centre trying to achieve? It is, above all, an Arts Centre for the whole region - where any member of the local community will feel, it is hoped, at home. Dr. Eysselinck believes wholeheartedly that universities must drop their ivory tower image and become part of their local communities. The old 'town and gown' split is irrelevant and unnecessary and it is up to the universities to bridge the gap. The ideal way to do this is through the arts because the arts are not just for the benefit of an intellectual or social elite but can be enjoyed by everyone. As Dr. Eysselinck says, "We want to reach the heart of the local community, to try and get whole new audiences into our Centre - we can only succeed if we manage to attract new audiences - people who might never before have realised that the arts have something for them."

The Gardner Centre is trying to demonstrate the essential unity of the arts, an idea fundamental in the entire Sussex approach. The scheme for having artists in residence has worked well in the past and it is hoped to expand this much more in the future. Walter Eysselinck envisages having not only professional musicians, painters and sculptors in residence as in the past but hopes to be able to invite writers and film-makers to live and work in the Centre. Actors too, should be involved in the residence programme rather than only come for the limited rehearsal periods for specific plays. Art on a professional level is being brought to the University but the purpose of the Centre is not just as a showplace where one can watch the professionals at work, but it is also an environment where professional artists and students can produce their work side by side and sometimes together. During term time students and professionals will share the facilities of the building. The presence of young professionals should encourage members of amateur societies to set high standards for themselves, just as the students' response would be a challenge for the artists. Links with the outside world are vitally important for any centre for the arts. These links should not only be with the local community, the schools (Dr. Eysselinck hopes to expand the schools programme on a much more ambitious level in the future) and other arts centres all over the country, but also with similar institutions abroad. National and language barriers are or should be irrelevant in art and insularity can only hinder expansion and progression. Some may be wondering if it was really necessary to spend so much money on a new building if the arts centre has managed to expand successfully without it for three years.

"The delays and the years it has taken to get the building completed have if anything convinced me even more that the building is essential for our future," says Dr. Eysselinck. "Now that the building has become a reality this is the ideal opportunity for us to re-examine the relationship between the public and the arts, the actor and his audience, the creative artists working here and the public using the building as a social environment. The one thing we do not want is for the building to become a monument to culture."

So what are the plans for the future of the Gardner Centre for the Arts, now that it has its own home? "One of our first tasks will be to raise more funds, as we are starting with the bare minimum of equipment. We want to expand the artists in residence programme and make full use of the technical possibilities of the theatre. We need support from private sources if we are to come up with productions of the standard as exacting as we want. The people we are trying to reach should be given better than second best. "We are trying to pile a lot into a building which, however complex and flexible, remains small", says Dr. Eysselinck. "But then we could hardly afford to be unambitious for the Centre and for the region. This is just the beginning."
This is the theatre. It is what Sean Kenny calls 'a room for the Arts.' This is the heart of the £250,000 Arts Centre, designed by Sir Basil Spence and associates, with Sean Kenny as theatre consultant. Circular in shape with side walls in slats of Douglas fir, it covers an area of 6,882 square feet, and...
and can seat an audience of up to 500. It is flexible.

A proscenium arch-stage, arena stage circling the-round, 
roof spans not one but many.

Threeaccades, one large and two smaller, variation in dimension.

Each can be closed off, or used singly or together. Here is a theatre 
whose contours may be tailored to suit a production.
The seats, not yet installed in the picture above, 
are mounted on removable wedge-shaped blocks and can be placed anywhere in the theatre.

photo: John Carter
SEAN KENNY
on 'making
art a part
of people's lives......'

The three plays to be presented during the first season of the Arts Centre will be produced in the Centre’s theatre, but
according to the theatre’s designer, Sean Kenny, it is not a
theatre, but a room. "This is a room which can be used
for the arts. It can be adapted as necessary for drama,
music, opera, ballet, painting, sculpture or anything else.
The way the room is used will depend on the ideas and needs
of the people using it." Everything is adaptable, even the
seats. "There are no seats unless you want them; and if
you want them you can have them, and put them anywhere
on any or all of the stages, in the auditorium, or anywhere
else you like. It's up to you."

Sean Kenny needs no introduction to anyone interested in
the theatre and in theatrical design in particular. It is about
four years since Dr. Eysselinck first approached him asking
him to design the theatre for the Arts Centre, and it is
only now that he can begin to see his ideas put into practice.
He does not consider that he has produced something parti-
cular revolutionary - he has just designed a room to enable
people to practise the arts. He is theatre consultant to the
Arts Centre and is involved in the three plays being pro-
duced during the opening season of the Centre. About his
future contacts with the Centre he says "I would like to
direct a play there - but perhaps direct is the wrong word
- arrange a production. This would probably have to be
during the second season."

What does he think about the concept of the Arts Centre at
the University? "Arts centres shouldn't be necessary any
more than churches. Art should be part of peoples' lives
and they should not have to come to a special building to
practise them. Ideally an arts centre should have an area
of three hundred acres."

His ideas about art are very straightforward. Art is part
of life and its purpose is to enjoy oneself. The theatre
will be a place for entertainments, productions, diversions,
or anything else people want. It is a place where people
can experiment and try out new ideas. He does not see any
problems arising from the fact that sometimes amateurs
and professionals will be working together, as he does not
recognise any formal distinction. "You get a group of
people together and some may be so-called professionals
and some so-called amateurs. For myself I would be
unable to define a 'professional' or an 'amateur'. People
work together and as long as they get along happily it
will be fun. If out of life the experiment is successful. Definitions
are irrelevant."

Many people, when seeing the theatre for the first time,
would call it contemporary, or even revolutionary, but for
its designer, as he keeps repeating, it is just a room, and
its only extraordinary factor would be its adaptability. "In
art", says Sean Kenny, "there are no rules unless you want
them. The only important thing is to be free and happy."
And this is surely an apt philosophy for any arts centre.

Attenborough
Chairman of the Arts Centre Board

Richard Attenborough, actor and director of 'Oh What a
Lovely War' is Chairman of the Arts Centre Board. In
addition to his general involvement in the future develop-
ment of the Centre Mr. Attenborough will be planning a
'film-makers in residence' programme on the pattern
that already exists for artists and musicians.

Eysselinck
Director of the Arts Centre

Dr. Walter Eysselinck, Director of the Gardner Centre
for the Arts, was born in Belgium. A playwright, he has
also directed plays for the Belgian National Theatre and
for Belgian Television. Before coming to Sussex he was
at the Yale School of Drama and then at New York State
University.

Many generous benefactions have contributed towards the
building of the Gardner Centre for the Arts. These
include donations from the Gulbenkian Foundation; from
the late Dr. Lynddon Gardner, a former chairman of
Yardley's after whom the Centre is named; from the
Arts Council, the University Appeals Fund, the
University Grants Committee and gifts from private
benefactors.

In addition to the theatre, the building contains an art
gallery, semi-circular in shape, with its vast window
looking towards the trees lining the Lewes Road.
Other facilities for the use of students and for profes-
sional artists in residence include studios for painting
and sculpture which can also be used for film-making,
sound-proofed practice rooms for singers and musicians,
a theatre workshop, dressing rooms and, of course, a
bar.
The PARK VILLAGE

A new style of living that could become the blueprint for future residential accommodation on the campus

Twelve rooms to a block, but too few mirrors

The first students moved into the Park Village at the beginning of term. Two weeks after term started the area was still reminiscent of a bomb site with piles of bricks and rubble lying scattered at various points and half erected buildings still held up by scaffolding, standing beside those which are finished and inhabited. Gradually, over the next two months, the Village will be completed and the facilities will include a social centre with a common room, television room and a bar, for the use of the residents as well as the three hundred single rooms and twenty four married flats, each with two rooms and a kitchen and bathroom. The single rooms are contained in three storey blocks with twelve rooms in each block. The rooms are small but compact and to some extent adaptable. They are furnished with the basic essentials for a study-bedroom - bed, desk, chest of drawers, reading lamp, wardrobe, two chairs, wash basin and an electric fire set into the wall. The decor is modern and attractive and the rooms and landings are fully carpeted. In each block there are two kitchens, on the ground and second floors, one kitchen being for the use of six tenants. These are equipped with lockers, a stainless steel sink, a fridge and a small electric stove. On the first floor there is a bathroom and a separate shower, shared by all twelve tenants, and two lavatories.

When they first moved in some of the students had to put up with minor annoyances such as dripping taps and defective electric plugs but the majority accept these as 'teething troubles' which will soon be sorted out. As one girl, a second year Geography student, says, 'We are pioneers in a new venture so we must accept a few hardships and setbacks at the beginning.' On the whole she is satisfied with life in the Village, with one or two small reservations. The fact that the electric stove is so small, not allowing the use of both hotplates and the grill together (when six people want to cook an evening meal at the same time this can lead to problems) and a general lack of storage space both in the kitchens and in the bedrooms, although there is more than in the Park Houses. Another perhaps typically feminine complaint is the lack of iron or long mirrors in any of the buildings, but it is hoped to correct this in the near future.

DIFFICULTIES

These difficulties do not bother the male residents so much probably because they are less interested in cooking and do not need so much storage space for clothes. The third year students particularly appreciate having somewhere quiet to work undisturbed and all the residents are glad to be living on the campus which means that they do not miss the evening functions at the University. They also like the fact that they are in the position of tenants with the University as landlord. They sign an agreement to live in the Village either for a term at £3. 10s. a week or they can pay an annual sum of £160, which includes rent during the vacations. The married students sign a lease for a year and pay £320 annually. There are no petty regulations and no supervision. There are some rules but only those that most landlords would maintain, to do with excessive noise and damage to property.

The University hopes eventually to have one third of the student population living on the campus. The Park Houses and the Park Village are the beginnings to the realisation of this ambition. In the past university halls of residence have been financed by gifts or by grants.
THE PARK VILLAGE  cont.

from the University Grant Committee.
The U.G.C. are not anxious to give money to the new universities for building student accommodation. Sussex managed to raise the money to build the Park Village through loans and because the loan and the interest have to be paid back the Village had to be built as economically as possible. The rents had to be kept at a level which undergraduates could afford but out of the money received as rent the University has to make the repayments and cover the running and maintenance costs of the buildings. Because of this running costs must be kept to an absolute minimum, such luxuries as central heating and constant hot water in the bedrooms being out of the question. The residents have their own electric meters in their rooms and each pays a twelfth of the bill arising from the use of the bathroom and kitchens in their block.

NEWS
in brief....

Plans to open a travel agency catering for all members of the University are being discussed by the Bursar’s department and the Union. Proposals were made at the last meeting of the Social Policy Committee for the opening of an agency to be sited in the foyer area of the New Refectory. An offer to run a travel service has been made by a local agency. Meanwhile a suggestion that the N.U.S. service might be extended to Associate Members of the Union is being investigated.

Open.... the Library Common Room complete with four vending machines.... the extension to the Boiler House Car Park.... the all-weather playing pitch at the Park Village. Closed.... Brighton Planning Committee has turned down an application by the University to enlarge the Sportcentre car-park.

Professor E. Goldstucker, who spent last year at Sussex as a visiting Professor has been appointed Visiting Professor of Comparative Literature for a further year. Professor Goldstucker, Chairman of the Czechoslovak Writers Union, has obtained a prolongation of his leave of absence from Charles University, Prague.

A bonanza grant from the Science Research Council for Professors Chatt, Eaborn, Johnson and Lappert. They head a team of nine postgrads, five research assistants and nine technicians who will spread a grant of £125,000 over three years to investigate improved methods for manufacturing plastics from petroleum.

The Senate, at its meeting on October 15th, agreed to allow Schools to hold elections for the School Speakership separately from the elections for the School Joint Committee if they so wished.

Complaints have been received by the Technical Staff Consultative Committee of delays in cashing cheques at Barclays Bank on the site. The Committee discussed the possibility of having more than one bank on the site. The Registrar has been asked to convey the strong feelings of the Committee to Barclays Bank and to ask whether an improvement could be made in their service.

FOCUS
welcomes contributions from all members of the University.
The next issue will be published in DECEMBER
Jill Clements and staff: 2000 calls a day

The other day Jill Clements lost her voice. It is one of the occupational hazards of her job, which she carries out in the relative obscurity of a room tucked away inside the Physics building. "We laugh a lot here," she says, "if we didn't we'd have to cry."

Miss Clements, a diminutive attractive figure, is the supervisor of the University switchboard. She sits at a desk in a room which has more in common with a contemporary-styled office than the traditional bleak, draughty hole in the corner where so many telephone operators work. In front of her four operators are plugged into a switchboard stretching the length of the room. These are the girls who receive more winks in one day than Miss World gets in a year.

Whenever somebody inside the University picks up his external phone a light flashes above a number on the panel. The would-be caller then has to wait until one of the operators is free to deal with his call.

Inevitably there is often a delay. Miss Clements and her staff take around 2,000 calls a day which is why 'Hello Girls' sometimes bid a temporary goodbye to their voices. "Flashing does no-one any good," says Miss Clements, "it's not as though we're sitting around here waiting for calls. You just can't imagine the rush of mad activity that we have all day."

What makes the job even more difficult is the startling innocence of some users as to what the black telephone can and cannot do. Apparently it is not unknown for some to attempt to dial calls direct, which can be one of Sussex's more frustrating pastimes.

However, the biggest problem facing Miss Clements and her staff is dealing with incoming calls of a hopeful and essentially vague nature. Somebody once rang and asked to be put through to "Marie." Others are unwilling to accept that a member of faculty is 'unavailable' or at lunch and ask for him to be traced. This is often an impossible task, which Miss Clements likens to catching butterflies. Who knows in what sweet corner of the campus Dr. Bloggs has chosen to settle for the afternoon? And of course, while an operator is tied up coping with this kind of inquiry the lights on the panels are flashing as internal callers wait for the switchboard to answer up.

Then, again, members of the University do change their rooms - "musical chairs" says Miss Clements - and she stresses the importance of School Offices providing her with the latest information on such movements. One of the girls is trying to explain to a caller that there are two people with the name he is asking for. The caller is outraged by this piece of information. By the time he has cooled down yet another queue is building up.

Hints

The University's 'Hello Girls' are expected to have an encyclopaedic knowledge extending far beyond the manipulation of sundry plugs and wires. It is surprising how much they do know. It is hardly surprising that they do not know everything.

Steps have been taken by Mr. J. A. Thomas, the University Surveyor and Engineer, to lighten the information net and ensure the switchboard receives up-to-date briefings on movements and arrivals of faculty. Amendments to the telephone directory are published whenever practicable but as Mr. Thomas points out it is impossible to keep up-to-the-minute records for every single person on a telephone extension. There are, therefore, several hints which, if observed, will make life easier both for telephone users and the hard-pressed switchboard operators.

1. If you have an internal telephone in your room and your name is not in the directory, tell the switchboard.
2. If your internal extension number is incorrectly quoted, tell the switchboard.
3. If you are leaving your office for any length of time tell the switchboard where you can be contacted.
4. Tell your external contacts your G.P.O. (P.B.X.) extension number.
5. If the switchboard does not answer up immediately do not flash. They will answer as soon as they are free to deal with your call.

As Jill Clements says: "We do our best. All we ask is that people realise we too are human and have our own difficulties and frustrations."
I have been asked to write about car parking, otherwise I should not do so. There are more interesting subjects. Of course, this is a large part of the trouble: car parks are a blot on the landscape and as unexciting as the drainage system. So, after cursing their deficiencies, even users forget about them and non-users never think about them at all. Problems tend to be solved only when they become critical, and then at the lowest cost. But car parks are an essential part of University facilities; and one has only to look around to see that some long-term planning is now needed, as the Social Policy Committee pointed out last term, if the proper development of the site is not to be prejudiced. This means planning for perhaps double the present population: for 3,000 or more car users. Quite a problem. Before you can know where to put cars you must have a road system to get them there. We have no road system which allows proper traffic circulation. This deficiency was brought home to me when I visited Stony Brook University, on Long Island. There, a 3-lane circulation road was built around the site before the buildings were put up, and they were served from it as they grew - no 5.30 p.m. queue of cars, or difficulties with supply trucks, or pedestrians jumping aside to save their lives, or problems of entrances and exits, although the University was larger than Sussex. New American Universities assume that cars are part of 20th century life, at least sometimes, and plan accordingly. The second requirement for organizing the siting of car parks is to save the statistics of where car-users work. This we do not know! Instead, we seem to operate on the principle that all sites are reasonably near to all work places, if everyone is sensible and accepts a health-giving 3-6 minute walk as part of their daily routine. This ignores how people really behave, but it gives employment to committees discussing possible systems fining transgressors who park in forbidden places. The car driver comes to the University hoping to park in a particular convenient place. If he cannot, he usually tries the next nearest car park, often at the risk of life and car when turning on a narrow road against the stream of traffic. A second frustration sometimes means that he curses, and parks where he can. Some people learn from this experience and go first to the inconvenient, but likely to be empty, place: others, similarly learning, just park where they can. Misparking can be taken to prove that car parks are not organised for users, as well as that all car drivers are anti-social! Since we have only about six places for every 10 cars we should expect the smaller car-parks to be inadequate to service their local areas, at least periodically. Allocated parking is a solution to this problem, but it is rejected by students who like to park one place one day, another the next. However, allocated parking works at other Universities, and we may have to think about it again. As ever, the main problem is money. Initially, the U.G.C. provided car parks for faculty and staff, but not for students. As students were permitted to park, the inevitable crisis arose and money had to be found for extra parking space, essentially for student's cars. Senate, contrary to the expressed wishes of faculty and on the basis of incorrect information about the terms of the U.G.C. 's contributions, decided to build the car park behind Mol. Sci., and charge the cost to all car users. This was to be a "once and for all" operation, and the sum involved was to be paid off in five years. Most contributors believed this, but the fund has been used for other developments and is now probably more in debt than initially. Surprisingly, car users have had no control over their money and no report about its uses. The situation is different today. The U.G.C., says it will not now give funds for car parks (except for a few places for visitors and senior professors). The V.C.'s Committee has accepted this extraordinary decision, so if they now have problems, they know who is to blame! We have argued above that car parks are a necessary part of the campus and that they must be planned for in advance. This can be done only if the funds are available in line with building programmes, and it is the U.G.C.'s business to cover the total programme. A 1930's attitude will not match the greater use of cars inevitable in the 1970's. The argument against this proposition is that allocation of money for car parks will reduce the sum available for educational buildings etc. This non sequitur certainly appeals to our desire to have more, and better, educational facilities and, of course, to pedestrians and all who think car parks are a blight. It also fits in with the current pressure to economise in educational expenditure. However, it is not V.C.'s Committee's job (or the U.G.C.'s for that matter) to do the Government's cutting for it. Both these parties assume that this gesture will gain them something more important (but how do they prove that?), and that car users will foot the bill, as usual. Some Universities are already finding that this assumption is wrong: imposition of parking fees is being successfully opposed by student, faculty and staff ("Guardian", 4.10. 89). Parking fees are likely to go up if there is no U.G.C. contribution, but what they will be is a guess. On an optimistic assessment, students may have to pay £20 or so during their three years at University and faculty may spend about ten times this amount, for this necessary facility, during their whole career. This constitutes a worsening of staff conditions, which the A.U.T. should not readily accept. A once and for all "gift" to the University is one thing, a change of conditions of employment is another. But here we have an anomaly: staff have never paid for parking since they made it clear that they could easily get employment elsewhere, with free parking. No one would want to alter that arrangement, but it is hard to see why the Universities should not be a "model employer" for all.
behind a Sussex breakthrough: an idea that was really child's play

Research now being carried out in the School of Applied Sciences may lead to far reaching developments in high
speed transport and the manufacture of frictionless
bearings.

Dr. R.V. Jayawant, Reader in Electrical Engineering
leads a research team which has made a major break-
through in the field of magnetic suspension, enabling
objects to be suspended in space beneath a magnet.
The inspiration for this research came from watching a
small child playing. Five years ago Dr. Jayawant's
son, then aged two, was playing with a scientific journal
containing an article on oscillating linear motors written
by his father. The child was 'reading' the journal
upside down and Dr. Jayawant, seeing his graph the
wrong way up suddenly saw the possibility of magnetic
levitation.

Together with Professor John West, Dean of the School
of Applied Sciences, Dr. Jayawant started his research.
Learning that an Israeli scientist, Ben Kaplan, was
working on the same idea, Dr. Jayawant invited him to
join the research team. The real breakthrough was
achieved only within the last year and the research has
now reached the stage where a 1lb. weight can be sus-
pended in mid air by means of magnetic levitation.
The results have already aroused interest in industry
both here and in the United States,
A company in Guildford which manufactures buckles has
to suspend them from a clip during the baking process.
As a result a mark is left which subsequently has to be
removed. Now Dr. Jayawant intends to develop a proto-
type oven in which the buckles could be suspended
magnetically, thus leaving no mark in the process.
I.C.I. are interested in high-speed magnetic bearing
spindles for spinning yarn, and the United States Bureau
of Mines in the production of a magnetic levitation
anemometer - a device for measuring wind force - that
can register air currents between 0 - 2 m.p.h. No
conventional bearing-mounted anemometer is sensitive
enough to detect wind forces of so low a speed because
of the inherent resistance of the bearings.
And it all began with one man watching his child at
play.
IN FOCUS

WINE PRESS

Dear Sir,

The criticisms levelled at Wine Press by Tom Forester in the last edition of Focus all suffer from the same fault - they are not severe enough. As someone who was a member of both the editorial and management board of Wine Press for most of last year, I would condemn even more strongly than Mr. Forester has done the cost of the paper to the Union, its contents, management and political stance. In doing this, I criticise myself as much as the others who had a say in the running of the paper, whether belonging to Wine Press or the Union. I accept the charges and my share of the responsibility. Wine Press was a bad paper.

Sadly, it was good compared with other student newspapers, as its record at the annual N.U.S./I.P.C. conference shows (award winner, 1968; runner-up 1969). This does not obviate the paper’s faults, but it does put them in their context. If we examine the causes of those shortcomings, it will provide an understanding of Wine Press’s weaknesses, perhaps the kind of understanding which Mr. Forester misses so much.

Wine Press was wrongly conceived. It emulated a national paper when it should have been confining itself to an intelligent analysis of its own environment. The result would have been a more readable, a more useful and a more relevant production.

This faulty concept was due in part to the system of termly editors, and in part to the way in which they were appointed. No one editor, even if his formula for the paper attracted a readership of thousands, could hope to carry through his plans within a term; and since the post of editor was largely a reward for long service, the chances of him having that formula were exceedingly slim. But it would have been unfair to any individual’s academic commitments to ask him to be editor for more than a term, and this voluntary aspect of student journalism also helps to explain why Wine Press needed such a heavy subsidy. No one had the time to think through and follow through a reasonable budget. It is possible for a student newspaper to break even and still be a competent production. A university must not be without an independent student newspaper which can speak out clearly on the decisions of elected Union Officers and of the University hierarchy, as well as providing information and serving student interests generally. If not, misinformation and confusion ensue.

Sussex Press, a new paper formed partly as a successor to Wine Press, partly as a totally different venture, will attempt to fulfills this role and remedy the faults of its predecessor. But this situation is perhaps more unsatisfactory than before. The Union has no control over Sussex Press, and the paper for its part lacks the facilities which Wine Press had. The solution to the whole problem is simple. There should be called into existence a new Union electoral post - Editor of the official newspaper. The position would carry with it a sabbatical year, so that the job could be properly carried out in regard to concept, content and budgeting. The Editor would be responsible to Union Council. The Union, for its part, would oversee costing and provide adequate facilities. In this way, students would have a say in who ran their newspaper, the worst aspects of student journalism could be avoided, the Union would have led the way in a national sense towards improving the quality of student newspapers, and the Tom Forester of this world would be placated.

Yours sincerely,

Peter Brown
The Editor,
Sussex Press.

Dear Sir,

Your October 1969 issue carried an article headed "Why Wine Press had to go". Mr. Forester, the author of the article, may be surprised to learn that I would agree with much that he said. It was however, a pity that he had to spoil a fairly sound factual account by adding to it his pseudo psycho-analytical interpretation of the final issue.

More importantly however he concluded that "a sacred cow had been slaughtered" and asked if the whole herd (of what?) had been contamin-
ated. Perhaps, since he had already mentioned the Mole in a favourable light, he would suggest that it, now well established as a bastion of the revolutionary movement, is better.

I bought a copy of Mole dated September 25th 1969, and what did I find squeezed in between the columns of protest about the Mayor's grant and the enthusiasm for the Rente Project, but Grapevine, that wicked "ill-informed gossip column" to which Mr. Forester is presumably referring in his comments about Wine Press. It wasn't called such by name of course, but the item called "Queen's Rain" about Her Majesty's Umbrellas could have come straight from Grapevine, as could the item "Uos hide vital details" which contains a typically Grapevinesque remark about George Kiloh. Indeed most of pages 2 and 3 could have gone into Grapevine. Why weren't Mole's snoopers working for Wine Press?

Now Tom Forester might deny having anything to do with the production of Mole (not an occupation for an erstwhile trendy leftie), but if he wants to be consistent, and he considers that social degeneracy was a crime of Wine Press, then he should whisper in the ear of the editorial commune of Mole the following advice - The revolution is not yet over, someone might think that Mole is falling prey to the petty (petty) bourgeois careerist system, be careful!

It would be a pity to see a headline "Why the Mole had to go."

Yours sincerely,

Stephen Clark

Dear Sir,

Mr. Tom Forester is to be congratulated for attempting to explain the forced closure of Wine Press in June by Union Council, but I can muster little praise for his reasoning.

I fear Mr. Forester would not make a very good capitalist. Even if all copies of the paper had been unsold, an annual subsidy of £1,650 for 23 issues of 3,000 copies means a subsidy per copy of sixpence, and not 1s. 10d. The relevance of this point is that a newspaper requires time to establish itself and become economically viable. The Morning Star is still trying and, in the process, is being subsidised heavily by readers and advertisers (through its inflated selling price and advertising rates) and by
donations currently running at £4,000 per month. Few people, I feel, would want the Morning Star to be closed down.

Mr. Forester says he has "never seen any discussion on the functions of higher education in our society." Evidently, he has not read the 19,000-word Critique published in Wine Press eighteen months ago. This four-page supplement was written by students with predominantly Socialist views and it attempted to discuss that very problem after months of careful research. It probably laid the foundations for the 'Participation in Education' for which Mr. Forester is now commendably fighting.

I reject Mr. Forester's tenet that a student newspaper should represent "every shade of opinion on campus." Such would be an impossible feat for one newspaper. Any newspaper should report and comment on events fairly and accurately but the job of deciding the space and prominence which a particular story merits must rest with the Editor or his nominee. "Democratisation" of a newspaper is an unworkable concept.

Yours faithfully,
ANDREW LOUDON
Yorkshire Post

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RACIALISM & FREE SPEECH

Dear Sir,

Peter Brimelow believes that freedom of speech is 'an absolute and indivisible right.' Yet he must be aware that there is no such thing as freedom of speech. In fact he even refers to the limits set by the law of the land! Apart from the fact that most people do not have the money or the influence to make their views known there are in this country a series of laws designed to prevent complete freedom of speech in the supposed interests of public morals. It is our belief that morality extends into the domain of politics and that political immorality can be very clearly judged in terms of the suffering it causes. It is essentially to prevent and remove this suffering that we believe freedom of speech should be limited, although only when the rights and wroges of a particular issue are completely clear. It is our belief that with the issue of racism the rights and wrongs are completely clear. It was not because we thought that our own views were in jeopardy that we marched Sir Archibald James off the campus; the mass of students here have no illusions about Rhodesia: We marched him off because we believe in and acted in accordance with the principle that no racists should be allowed to use the University as a platform for their evil and immoral views. If someone were to attempt to defend sexual assaults on children he would probably receive very similar treatment.

Brimelow, while shedding crocodile tears over the limitation of free speech seems to have little respect for other freedoms. Democracy is to him 'mouhtocracy' a term which betrays his contempt for popular participation. Perhaps this contempt is not altogether unconnected with the dismal failure of the Tories at Union General Meetings. But, most important, this whole issue cannot be divorced from realities in Rhodesia. We note with interest that Brimelow makes no reference to Rhodesia nor the suppression of free speech there. It would have been damaging for his argument if he had, to regard politics as a good natured boxing match where fair play and sportsmanship prevail is to turn a blind eye on the ugly realities in Rhodesia where a white minority regime holds down the black majority, with what Wilson has called 'the sickening apparatus of a police state.' So much for Brimelow's ideals. Or is it only in Britain that the right of free speech is 'absolute and indivisible'?

Rod Robertoa,
Palmer House.

Dear Sir,

Brian Leahy's forthright and courageous comments on the subject of racialism in his article "The State of the Union," is weakened to a small but important extent by the assumption that racialists can be included in the generic term "politicians." This unconscious concession to racialism strengthens the case put by those who defend free speech for racialists.

Racialism, racial discrimination, and racial persecution are not politics. Nor are they economics. They are used by certain politicians, and they almost invariably reflect an economic base. But they are in no way comparable with political or economic categories. They are anti-human, anti-life attitudes. They cannot be excused, defended, or tolerated by any human being who belongs to a "race" - and who doesn't - if only because that race may be next on the list.

If you take a man or woman into a closed room and inflict upon him or her any method of physical or psychological torture that seems to be required to achieve your aim, you can cause almost any Conservative, Socialist, Liberal, Communist, Catholic, Moslem, Atheist or Flat Earther to renounce his or her beliefs. Your action will be insupportable, fascist, or anything you like to call it synonymically - but it does give the victim a chance. As Galileo had a chance. It leaves an option open to anyone who can face no more physical or mental violence. But take someone into a closed room and beat them to bloody pulp and at no time can they cry out: 'I've had enough! O.K., I'll stop being white, black, brown, German, English, Eskimo, if you'll only put down that barred wire whip.' There is no chance, no option, no escape, however dubious, or - those who aren't facing the tormentors - cowardly.

To extend free speech to racialism is to extend it to an irrational and therefore unanswerable demand for genocide - not to one of Peter Brimelow's 'deviant' political groups, nor even to one of Brian's "politicians," with or without the tag "myopic."

Yours sincerely,

Ken Geering

School of Social Studies.

Letters should be addressed to the Editor, Focus, Essex House
The following have taken up appointments at the University:

Mrs. C. F. Adams - Secretary, (Appointments Advisory Service).
D. Obst., R. C. O. G., D. P. M. - Medical Officer in the University Health Service.
R. J. Billing, B.Sc., Ph.D. - Research Fellow in Biochemistry.
Mrs. H. O. Birch - Telephone Switchboard Operator.
P. Bonner - Technician.
Mrs. V. J. Bowden - Telephone Switchboard Operator.
Mrs. M. E. Brown - Post Office Assistant.
J. W. Burrow, M.A., Ph.D. - Reader in History.
Miss M. Canfield - Secretary.
Miss J. Court - Clerk (Science Office).
Miss A. C. Foster - Secretary (Vice-Chancellor's Office).
G. Gidley, M.A. - Research Fellow, Centre for Educational Technology.
E. J. de Kadt - Part-time Fellow, Institute of Development Studies.
Miss M. H. Kaldor, B.A. - Research Fellow in the Institute for the Study of International Organisation.
Mrs. C. T. Lushington, B.A., Ph.D. - Lecturer in American Studies.
N. Mann, B.Sc., Ph.D. - Research Fellow in Biological Sciences.
R. J. Martin, B.A., M. Phil. - Lecturer in Social Anthropology.
M. A. Mavromatis, B. Sc., M.A. Ph.D. - Research Fellow in Physics.
P. J. Mawle, B.Sc. - Theatre Technician, Arts Centre.
J. S. Maxwell, B.A., M.Sc. - Lecturer in International Relations.
Mrs. C. A. Moore - Secretary, (Arts Centre).
Miss S. J. Morris - Secretary (Conferences Office).
Miss S. B. Nutley - Clerk/Typist, Science Office.
Miss S. M. Nye - Clerk (Science Office).
D. J. Oldman, M.A. - Lecturer in Sociology.
Mrs. J. C. Ollason, B.Sc. - Research Assistant in Biological Sciences.
J. G. Ollason, B.Sc. - Research Fellow in Social Psychology.
J. M. Owen, B.Sc., D. Phil. - Research Fellow in Applied Sciences.
C. J. Paul - Technician.
Mrs. A. E. Pead - Part-time Secretary, (School of Social Studies).
R. J. Potten, B.Sc. - Research Fellow in Physics.
C. Raphael, M.A. - Research Fellow in Jewish Social History.
Mrs. J. M. Ray - Clerk (Admissions Office).
Miss C. Robb, B.A. - Appointments Assistant.
E. N. Roseberry, B.A., B. Mus. - Lecturer in Music.
Miss M. S. Rowlands - Secretary to Information Officer.
Mrs. R. Sherwood, M.A. - Senior Research Fellow, Centre for Research in Collective Psychopathology.
D. J. Severn, B.A., M.S., Ph.D. - Research Fellow in Chemistry.
P. J. Simpson, B.Sc. - Research Fellow in Experimental Psychology.
Miss G. B. Smith - Clerk (Science Office).
Miss C. Stevens - Secretary, (Institute of Manpower Studies).
M. J. Sys - Lecturer in French.

The following took up appointments with the University in September:

Miss C. A. Bardsley - Domestic Bursar.
Mrs. P. H. Bennett - Secretary (School of Social Studies).
Miss S. L. Brock - Student Assistant.
E. A. Catherall, B.Sc. - Lecturer in Science Education.
Miss B. J. Channon - Chief Clerk (Conferences).
Miss B. M. Chittenden - Secretary (School of Social Studies).
R. Figgins B.Sc., Ph.D. - Research Fellow (M. A. P. S.)
Mrs. R. E. Harris - Secretary (English & American Studies).
G. O. M. Leith, M. A. - Director, Reginald M. Phillips Research Unit & Senior Fellow, C. E. T.
Miss E. J. Oswald - Assistant Domestic Bursar.
G. Squires, M.A. - Research Fellow, Centre for Educational Technology.
A. J. Williams, M.A. - Senior Research Fellow in Operational Research.

We regret that due to the large number of new appointments it has not been possible to include all new arrivals in the above lists.