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The kite-flying season

Six thousand students by 1976-7. That is the bid, provisionally agreed by Planning Committee, which the University will be putting forward to the University Grants Committee as part of the next quinquennial submission. If that figure is finally approved it would give the University the opportunity not only to strengthen and expand on existing academic lines but to introduce altogether new Schools.

Not since the University was founded have so many kites been in the air. This issue of Focus flies a few of them. Planning Committee already has received several proposals for new Schools and three possible outlines for new academic areas are discussed in the following pages.

At this stage, and through until the end of the summer term, all discussions are informal. There will be no great grinding of Committees until next year and the next few months should be regarded as a time for the inter-change of ideas and a gradual sifting process; above all it is a time for the views of any member of the University to be aired as widely and publicly as possible.

Discussions for the development of the University in the Seventies are not going to take place in secret. We hope this will not distress anyone. But it seems to us vital that when the final totting-up has to be done, and when one proposal has to be balanced against another, then it should be known and understood that all the various and competing projects have been exposed to University-wide argument and debate.

The next issue of Focus is available to any individual or group to either comment on existing proposals made in this issue, or make alternative proposals of their own. We would draw the attention of readers to the planning processes on Page two, and particularly to the suggestion that proposals for new Schools should, in the first instance, be submitted to the Vice-Chancellor. Inevitably some kites will flutter gracelessly to the ground for reasons of national policy or economics. But others, having been granted a preliminary certificate of airworthiness, will deserve to fly high before as wide an audience as possible.

Next year Schools, Committees, Units and Subject Groups will have ample opportunity for the formal discussion of all suggestions. Meanwhile the kite-season is open.

With hardly a string attached.
1 V.C.'s role
The Vice-Chancellor is now preparing a skeleton quinquennial planning document. It will be distributed to all groups and units in 1970-71 for discussion and comment. Now is the time for those interested to bring forward proposals for academic developments.

2 Don't waste your time
Proposals for new schools or major developments should be submitted in the first instance to the Vice-Chancellor. He will comment on their viability. Some proposals may have to be ruled out immediately because they conflict with national policy.

3 If your proposal is considered viable....
Any proposal should be debated by its authors as widely as possible. They are asked to prepare an outline document of what they have in mind for publication in the next issue of Focus. Articles should reach the editor by February 20th.

4 Already on the books
Proposals have already been received by the Planning Committee for five new Schools. Three are discussed in this issue of Focus:
(a) Cognitive Studies  Page 10
(b) Organisational Studies  Page 9
(c) Educational Studies  Page 3
The others are Environmental Studies (d) and Communication Studies (e).

5 More information
(a) from Professor Sutherland
(b) from Professor Rivett
(c) from the Vice-Chancellor
(d) from Professors Elkins and Ford
(e) no working group at the moment. A non-starter?

6 Other proposals
Proposals for developments within existing Schools should be submitted in the first instance to either Chairman of Arts or Science. They will decide on the best way of organising discussions.

7 New research areas
Not on the agenda at this time.

8 University discussion
There will be a University Discussion late this term or early next when everyone will have the opportunity of discussing the range of proposals made.

9 Planning committee
Meets to review all proposals and comments on them. Individuals or groups with viable plans will be asked to provide fuller reports to V.C. by July.

10 1970-71
Draft Submissions circulated to Schools, Arts and Science Committees, Subjects etc., prior to final approval of Senate and Planning Committee, Summer 1971.
The Vice-Chancellor, Professor Asa Briggs suggests some guidelines for the debate on the University's academic development and proposes a new School of Educational Studies.

The most interesting academic discussions in this University took place during our very early years when the different Schools were created and the balance between major subjects and contextual or supporting subjects was determined. The Sussex pattern of Schools is unique; it may be said to be the main hallmark of the University. During the next bout of expansion during the 1970s, Sussex will have the opportunity of creating further new Schools. In the light of experience, several criteria for new initiative should be singled out. First, Schools must be able to attract undergraduates as well as postgraduates and to attract faculty prepared to teach as well as to carry out research. The proportion of undergraduates to postgraduates will have to be of the order of 5 to 1 unless substantial non-UGC funds are secured. Second, Schools will have to be above a minimum size if they are to be viable, and they will have to involve several disciplines. The minimum size would probably be not less than 100, and there would have to be scope for related majors, common courses and access through Preliminary work. Third, new Schools will have to win UGC approval. Some new Schools (e.g., a Medical School) would not win such approval. They would not be 'starters'. Others would be thought particularly desirable on grounds of national need. Four-year undergraduate courses are not feasible in terms of current UGC policy. Fourth, given the pressures to gain admission to Sussex, the University would not wish to set up new Schools on the basis of an entry less qualified academically than that applying for existing Schools. Yet there is scope for relating new developments, particularly in straddling Schools between the arts, social sciences and sciences, to changes in sixth-form curricula. Although there should be scope for admission to new Schools by transfer, it would be unwise to allow any new School to become a depository for those who had failed to make the grade in existing Schools.

There has been a considerable amount of talk in Sussex, not least in the Liberal Studies in Science Working Party, about the problems and opportunities of new schools. The Working Party concluded, however - and in my view rightly - that the discussion should be opened up as widely as possible in the University as a whole. It also emphasised that the creation of any new Schools was not a substitute for new development in existing Schools - the creation of new majors, new cross-linkages between Schools, particularly those involving arts and sciences, and further broadening of the curriculum. Discussions about plans concerning new major subjects and new curricular organisation within existing Schools will take place during the academic year 1970-71, when the main quinquennial plan for submission to the UGC will be completed. In these discussions attention will have to be paid not only to new development but to strengthening existing subjects and filling in gaps. It would be unfortunate, nonetheless, if we did not think boldly about new Schools as well. We remain an innovating university, and our curricular pattern has always been of national as well as of local interest. New Schools would mobilise energies and capture attention during what is bound to be a difficult and testing period of university expansion. Moreover there is a very strong case for reviewing the University 'mix' if we grow in size to say 6000.

Elements of 'leaven' and 'balance' need to be taken into account. Planning Committee has already considered very briefly some of these issues. It is not in a position, of course, to consider fully some of the quantitative aspects of expansion or to make the necessary calculations in detail about claims on resources (from faculty manpower to calls on space, equipment, library facilities etc.). Before it makes a further review, it would be helpful if any individual or group within the University interested in outlining the case for a new School would let me know briefly of what is in mind. I would then be able in most cases to say whether or not the proposal constituted a 'starter' in terms of national policy. I hope that individuals or groups with 'starters' would follow through their approach to me by writing a note in Focus about what they are seeking to achieve. We would hold a University Discussion towards the end of this term or very early next term to clear the ground and exchange ideas before Planning Committee takes stock of the position. It would then be possible to incorporate particular proposals in the draft of the
THE LANGUAGE
OF REVOLUTION
&
THE REVOLUTION
IN LANGUAGE
looking at
some of this term's lectures

The first of this term's University Lectures is to be
given by Professor Wayne Booth, Professor of
English at Chicago University. The lecture is
titled 'The Hideous Posture of Studying a Problem
Before Acting: The Rhetoric of University Conflict,'
and will take place on February 12th.
Professor Booth has chosen a subject of interest to
anyone concerned with the contemporary problem of
students versus authority at Universities both in this
country and in the United States.
In his lecture Professor Booth will be talking about the
revival of interest in the United States and on the
continent in the study of "rhetoric" as a route to
clarifying issues and making controversy more
worthwhile. In a summary of his lecture Professor
Booth says that he will be "looking at the rhetoric of
university conflict to see what can be learned about some
of its dominant modes - particularly about what we
find when we penetrate to the basic assumptions, open
or hidden, on which our various 'proofs' and
'demonstrations' depend."

changes

The second lecture this term will be given by
Professor A.C. Gimson, Professor of Phonetics at
University College, London, on February 26th. The
subject is 'The Changing Sound Pattern of English.'
Professor Gimson will be talking about the seemingly
inevitable evolution which takes place in all languages.
"If we listen to a reading of a translation of the Bible
made a thousand years ago, the text is almost totally
unintelligible. A translation made 500 years ago will
also present moments of difficulty if it is read with the
contemporary pronunciation. Today we, we are all
conscious that, in addition to regional and social variants
of pronunciation, there are clear differences of speech
between different generations."
The kinds of changes that take place in languages and
the factors which affect the stability of a sound system
will be discussed in the lecture. Professor Gimson is
also concerned with the importance of the influences
of the properties of the system itself and of social and
regional pressure and finally, how far it is possible to
predict the future pronunciation of English.
Both lectures will take place in the Chemistry lecture
theatre at 5.45 p.m.
Professor Cahn, who is arranging the University
Lectures would be pleased to receive suggestions for
possible speakers for future lectures.
The new Dean of AFRAS: a FOCUS profile

DAVID POCOCK

'No intention of being overtaken by events...'

The job of the Founding Fathers of Sussex was to get the University going and set its courses. The main task of the new generation is to prepare for the seventies, a decade which might well see the size of the University doubling. David Pocock, the new Dean of AFRAS is one of the new men. In his own words: "I don't want to be overtaken by events. Expanding numbers is a near-central pre-occupation of mine."

When Dr. David Pocock came to Sussex from Oxford three and a half years ago the prospect of being a Dean was as distant as it was preposterous but as he says, "It grew like Topsy and I have gradually accustomed myself to the idea." He is looking forward to the job, "only a liar would say otherwise," but insists that without the consultations along the corridor and the consensus approval of his colleagues he would have been unwilling to take on the job.

David Pocock read English at Cambridge under Dr. F.R. Levis. "It was a fantastic training," he recalls, "it was a question of looking at the whole social and moral ambience in which a person wrote or created." Transferring to Social Anthropology in his third year, he was able to continue this line of enquiry, only this time with regard to social groups.

Shock

After Cambridge, Oxford was to be his home for the next fifteen years. Initially a research student under Professor Evans-Pritchard he was sent to what was then, Tanganyika to study Asian communities. "The cultural shock for me, like many anthropologists was immense, you can't go in and out of the field as to an office. I lived with an Asian family. One inevitably became aware of areas of the self that one didn't know before, for example there was no privacy at all and I hadn't realized before how dependent a European can be on areas of solitude."

After he had been there for a short time, he was about to cable his professor saying he was quitting but at this point he had a change of heart. "I was at the bottom, things could only get better, and I learned to live with the situation", he recalls.

Dr. Pocock was elected Lecturer in Indian Sociology at Oxford in 1954 and remained there until 1966 when he was appointed Reader in Social Anthropology at Sussex. "I had been supervising post-graduate work at Oxford and wanted to teach undergraduates."

On anthropology, he hopes that his students will start to look at themselves in an anthropological sort of way. "As late as the third year, some students experience the break through. They develop a social perception, they think about what they are wearing, how they walk and how other people behave. Only one in twenty of my students will become professional anthropologists, my satisfaction is in seeing students develop an anthropological consciousness."

There are few at Sussex who now do not accept, at least notionally, the idea of student participation but David Pocock actually praises it in practice. "There was a case at Senate, recently," he said. "A proposal to operate the discipline system with faculty in the face of the Union boycott was defeated by the case put by a girl in the Union. She made a well measured speech pointing out that a matter of political principle was involved and a proposal that might have been passed on the nod was referred back."

When David Pocock arrived in Brighton he was surprised that there were no student pubs in the town - "The 'Harvey' finally emerged in Kemp Town, but it took a long time," he said. One of his major concerns is the social implications of the distance between the campus and Brighton.
Having worked at the University for over two months and still being in the position whereby if asked by some visitor the location of the language laboratory, I would have undoubtedly directed him to the Unit of Nitrogen Fixation, I jumped at the chance of attending an induction course for new members of staff held just before the beginning of this term.

These courses, lasting a morning, with an optional tour of the University site in the afternoon, are held three times a year at the end of each vacation, and cater for new members of secretarial and technical staff. We all assembled at 9.00 a.m. on a bitterly cold Thursday morning, in the Staff Association and Technical Staff Common Room, in the Refectory. When we had all settled down, cigarettes lit and minds alert, we were welcomed by the Registrar and Secretary, who talked about the organisation of the University in its various sections and with particular reference to the numerous committees and their functions. Aided by a leaflet, termed as a 'Simplified Schema', prepared by Mr. John Davies, Establishment Officer, Mr. Shields made it clear, while emphasising the importance of the various committees, for the smooth-running of the University, that it was in no way comparable to a competitive business firm, with an unapproachable hierarchy at its head.

Most, if not all new members of staff would have found this a valuable half-hour, in which a good deal of information, such as the function of The Court, Council and Senate was discussed, together with a simplification of the areas into which the different academic and administrative sections fell. Mr. R.S. Howard, Finance Officer, then took the chair, having circulated a leaflet showing an amazingly uncomplicated table of recurrent and non-recurrent income and expenditure, although the mind boggles at the though of the work behind the production of such a 'simple' statement. I, personally, was very glad the figures shown were percentages, had they been actual amounts. I'm sure no-one would have been any the wiser after only thirty minutes. The colour returned to our cheeks, however, when Mr. Davies announced that if we braved the elements, coffee would be waiting for us in the AFRAS common room.

Twenty-five minutes and several cups of coffee later, we were ready to be bombed by more facts, this time by the Secretary of Arts and Social Studies, Mr. Mel Griffith. Partly on account of his sore throat and his appreciation of the fact that our minds were rapidly becoming like pieces of blotting paper, Mr. Griffith had decided to conduct his part of the course as a kind of 'question and answer' session. He had prepared a brief note on the administrative structure in Arts, again in a 'simplified' form, and when we...
The very considerable increases in the speed of reading were so great that it was not necessary to apply significance tests. The increases were so large that they were obviously significant without testing. It can also be said that the increases in the speed of reading did not appear to be at the expense of comprehension. The comprehension measures were so near the ceiling of the scale that it was not possible to interpret their significance. There were one or two drops in the comprehension scores which were mostly small and with no statistical interpretation apparent.

It must of course be remembered that any increase in reading skills is not an end in itself, but must be considered in relation to the facilitation of learning generally. There is little doubt that there was considerable benefit gained by the students who undertook the course provided by the Dynamic Reading Institute. Such a course if it became part of the University structure, would also help other students to increase their reading skills.

Someone with either a neutral or favourable attitude at the beginning of the course might have reckoned to see only the benefits of the course. Starting with a highly critical point of view, the attitude change of the investigator gives an even more favourable weighting to the effectiveness of the techniques employed.

Many university authorities already regard Jack Straw as a potential trouble maker - it is at any rate certain that he is going to add fuel to the already blazing fire of student demands. In his Endleigh Street office Mr. Straw spoke to Focus about the problems facing universities in general and about the particular issues which concern Sussex. He makes it quite clear that he has no intention of spending his time carrying out routine administration work. Even before he officially began his term of office as president of the National Union of Students his views had been widely reported in the national press, following his Granada Guildhall lecture and his comments on the Select Committee Report.

Jack Straw graduated in law from Leeds University in 1967 and from 1967 until 1968 was President of Leeds Students' Union. Last year he was Deputy President of the N.U.S. - so he is certainly well experienced in student politics.

Student representation is a phrase on everyone's lips these days, but exactly what degree of representation do the students want? "Students", says Jack Straw, "should definitely have a say in the setting up of courses. As far as the appointment of staff is concerned - they should have a minority say, but not a controlling influence. Far too often a future lecturer's teaching ability is never considered when he is offered an appointment. Ideally students should comprise one third of all governing bodies which will give them a minority say in the running of the university or college."

Students seem to make a lot of fuss about their democratic rights and wanting representation but all too often, once they have achieved their aims, they don't seem to be prepared to make the effort to see that the system works. Here at Sussex the Union has great difficulty in finding students willing to sit on the various committees which have student representation. Commenting on this point, Jack Straw feels that in their fervent desire to get away from bureaucracy, students often go too much the other way and become apathetic. Of course this apathy is by no means necessarily permanent and a students' union which hasn't had a quorate meeting for months can suddenly explode with activity due to a particular event or series of events taking place - he gives the example of L.S.E. in 1967. The root of the 'committee problem' is that neither students nor faculty are used to being involved in a participatory system and it takes time for them to adjust.

"Students serving on committees could function as individuals, representatives or as mandated delegates from the Union. There is a great deal of confusion among both authorities and students as to the exact nature of student representation. The answer is simple enough. The students should not act as individuals nor should they have a direct mandate but they will be generally mandated by the nature of their representation - as with trades unions."

Jack Straw is a firm believer in democracy and believes that some kind of democratic or representative model can be applied to the workings of a university or college. His critics argue that no model of representative government can be applied to an institution. Mr. Straw concedes that the democratic model cannot be applied without amendment as this would mean one man, one vote, which is obviously impracticable within an academic system, but because the exact democratic model cannot be applied it is a non sequitur for his critics to argue that accordingly any system based on the democratic model must also be inapplicable.

Jack Straw is worried about the image of the N.U.S. for the average student. He suspects that far too many of them consider it as a means for gaining cheap travel concessions and little else. A new scheme which the N.U.S. announced recently is a Community Action Programme - to get students involved in activities as diverse as rents projects and painting old people's houses. This is all part of the plan to turn the N.U.S. into a Union in the established sense. "This scheme", says Jack Straw, "Could be one of the most significant results of the protest movement - only this is a positive protest."

"But it would be over optimistic to say that violent protest is a passing phase. There is still far too much wrong with our academic institutions even if we are better off than many of our European contemporaries."

The N.U.S. also plan to start a legal aid scheme for appealing against dismissal in the courts.

What does he think about the town and gown problem, something which particularly involves Sussex and the other new universities? "The only way to overcome this is through increasing contact of students with the public. Schemes like the Community Action Project should help; if the public met students more instead of just reading exaggerated press reports they would be more sympathetic."

Sussex, he feels, has managed to achieve something within the University which other Universities, for example, East Anglia, have tried and failed. "They have managed to establish social relationships between students and authority as well as academic ones. This is something difficult to achieve but which all universities must aim for. The Select Committee Report has shown the way to a return to rationality rather than rationalisation. Let us hope that its effects become felt."
a School of Organisational Studies?

by PROF. PAT RIVETT

All schools have a consistency and a coherence within them. Sometimes this is a coherence of methodology, and the different subjects within the school correspond with different areas of study. For example, in the Science schools the coherence of methodology is that of the scientific method. In other schools the methodologies are different, and there is instead a closer coherence and uniformity of subject matter. Hence in the development of new schools we shall inevitably be faced with at least two alternatives. There are first of all developments of schools which will stem from our existing activities, and such schools will either bridge gaps, both in methodology and in topic, which already exist between the schools we have, or may be extrapolations of existing activities. But, coherence as such must not be the only test and we should not deny ourselves the excitement of creating schools which involve a leap from the existing fabric into areas which are quite fresh and novel.

One of the topics which is at present studied, by implication, in a number of areas of University activity, and in particular in the research units, is that of estimating and forecasting the consequences of decisions in complex organisational contexts. These develop the disciplines which seek to establish those mechanisms and phenomena that are intrinsic to a goal seeking activity, while relying critically on mathematics to provide a formal structure and language. In some cases mathematical models are already used to provide a means of determining the relationship between alternative policies (in government, industry, commerce or social groupings) and the degree to which sets of different goals will be achieved. Other disciplines deal with specialised aspects of the total problem; the use of economic models in national planning is one example as are the development of formal techniques to deal with human problems, purchasing strategy, allocation of effort in R and D and in problems of competition. Many such problems are already approached within the Science Policy Research Unit, which operates on the macro or national scale, in the Institute of Manpower Studies and in the Operational Research Institute, within the School of Applied Sciences. In addition, in other schools of the University, in particular in Mathematics and Physics, and in Social Studies, complementary and relevant research and teaching are already deployed.

efficiency

One of the ideas which is at present being explored is the possibility of creating a new school which would bring together a variety of methodological approaches to the problem of examining critically the efficiency and effectiveness of organisations with particular reference to government, the public and private sectors of industry and of commerce and business generally. Such a school could draw on the resources of the three units mentioned above and hence would from its beginning have an extensive network of graduate studies in progress and of research already completed. But the school could also have a well developed undergraduate programme which would have as its objective the provision of a sound basic education and training in the sciences which are concerned with the quantitative examination of organisational performance. Graduates from such a school could find ample opportunities of employment in management service departments in government and industry, could move into training for management and, equally importantly, could proceed to specialised research at postgraduate level.

The mathematical content of the courses would be the subject of detailed discussion. Although at present thinking is along the lines of entry through the science stream there is no reason why good quality students could not enter through the Arts Prelim. course if provision could be made for a concentrated course on mathematics. One exciting possibility would be that such a school could attract students with mixed A-levels straddling arts and science. After taking the appropriate Prelim. course, undergraduates could then be introduced to a variety of methodological approaches to a common subject matter. These would include mathematical methods for optimisation, a firm understanding of the statistical and probability implications of hypothesis testing, an introduction to basic economics and accounting, an understanding of the principles of behavioural science, with particular reference to why it is executives take the decisions they do, and finally a coverage of computer science which would go rather beyond teaching programming languages. Clearly however computer science would be a topic of importance in a number of schools and there would be no exclusive right to it in such a new school.

Specialising

In the final year of the course students could have the opportunity of specialising in rather more depth on one of the above topics, as well as other aspects of management science and organisational studies - historical or psychological in character. One would hope that students taking courses in such a school would be able to move freely, at appropriate points, into other schools and vice versa. However, the emphasis on basic mathematical methodology would mean that such a school could not become a dumping ground for those who were experiencing difficulty with their courses in other schools.

An important consequence of the course would be to produce potential managers, administrators and management scientists. These graduates would have a basic understanding of the consequences of management decisions on the organisation itself, and also would have a critical approach and sympathy to studies of the relationships between organisations and their environment. It is perhaps one of the gravest shortcomings of present day teaching and training in the management and administrative sciences that the training concentrates almost exclusively on the introvert nature of the organisation as being something sufficient unto itself. We would hope that our graduates would also understand the wider social and moral relationships of the organisation with community and national needs and objectives.
Prof. S. Sutherland puts forward proposals for a School of Cognitive Studies.

Amongst other proposals for new Schools to be established during the next quinquennium is one for a School of Cognitive Studies. The following subjects would be represented in such a School:
- Artificial Intelligence and Computer Science,
- English Language and Literature,
- Experimental Psychology,
- Linguistics,
- Logic and Philosophy.

The intellectual focus of the School would be upon the problem of knowledge and understanding. Recent advances in artificial intelligence and linguistics have dramatically changed the approach to this problem. They suggest in particular that it may be possible to set up formal systems for representing our every-day knowledge. Such systems will increase our own understanding of what it is we know and will make it possible to build machines capable of carrying out "intelligent" tasks: only when knowledge can be represented in a formal system, is it possible to instantiate knowledge in a machine. For example, the development of generative grammars in linguistics has not only increased our understanding of the syntactic knowledge that all speakers of a natural language must have, it has also led to machines with which we can converse in a natural language.

**Facts**

Experimental psychology has uncovered many facts about the ways in which we ourselves process information, but because of the lack of a suitable formal system in which to represent and test ideas about human thinking, theorising about cognitive processes in man has until recently been in rather vague terms. The situation in experimental psychology is being rapidly altered by the development of formal systems for representing and manipulating knowledge. Just as work in artificial intelligence and linguistics is fertilising psychology, so the experimental psychologist's insights into perceptual processes and cognition are in turn fed back into artificial intelligence. All three of the above subjects have been greatly assisted by the work of formal logicians.

It is likely that as our capacity to formalise knowledge increases over the next half century, both every-day life and intellectual life will be transformed. Linguistics and artificial intelligence suggest ways of understanding style in literature by providing formal descriptions or generative grammars for a given style. Developments in experimental psychology are also likely vastly to increase our understanding of what is involved in aesthetic experience and of the more subtle ways in which literature can communicate.
Until the present century, the study of knowledge was exclusively the concern of the philosopher. Epistemologists have largely limited themselves to a consideration of how statements embodied in a natural language relate to the world, and it is clear that the development of formal systems for representing knowledge is of critical importance to epistemology. Moreover, the existence of "intelligent" machines will pose increasing problems of a philosophical and ethical nature. In order to meet the likely changes in their own subjects over the next twenty years, some philosophers and some students of literature should now be receiving a training in the more formal information processing sciences.

In summary, it is clear that artificial intelligence, linguistics, logic and experimental psychology already have very close intellectual connections. These disciplines are also of direct relevance to certain philosophical problems. The connections between these subjects and literature are more tenuous, but nonetheless real. The inclusion of English Language and Literature in the School should be regarded as experimental and much of the training in literature would have to be along fairly conventional lines though there is an increasing output of useful work on formal stylistics.

The School would fulfil a real need since at the moment there is no University in Britain where the above subjects are gathered together under one roof, although the interrelations between them are becoming recognised. For example, Edinburgh is in the process of establishing a centre for epistemics which will form a focal point for graduate workers in these disciplines who wish to meet one another.

**Curriculum**

Undergraduates would be able to major in any of the five disciplines, and would take two of the remaining subjects as contextuels. Four of the subjects are already widely taught at undergraduate level and there is no question but that they form suitable disciplines for undergraduates. The emphasis in these subjects might differ from that at other universities as far as it would be determined by the overall intellectual atmosphere of the School, but this is all to the good since it increases undergraduates' freedom of choice.

The fifth subject (artificial intelligence and computing science) is not at present offered in many universities at undergraduate level. There is, however, a well established and rapidly growing corpus of knowledge in this area which makes it an excellent undergraduate discipline.

It is a little early to formulate plans for what sort of preliminary examination should be taken within the new School. I would hope that all undergraduates within the School would take computer science as a preliminary subject and that this option might be made available to students from other Schools. It would be possible to design other preliminary courses from within subjects offered by the School or alternatively
students could take preliminary courses already offered by other Schools. Since the School would probably attract transfer candidates from other Schools, it would be important to ensure that the preliminary examination was not too specialised.

Arguments for the School

Having sketched the general nature of the School, we should now examine some of the detailed arguments for it. There are four criteria which any new Arts/Science School should meet.

(1) The disciplines within a new Arts/Science School should support one another in such a way that undergraduates are genuinely helped to think about their major subject in new ways through studying contextual subjects. It should be clear that the disciplines chosen amply satisfy this requirement.

(2) The combination of subjects should be such that they will be mutually supporting from the standpoint of research. One of the virtues of the School system is that grouping different subjects within one building can facilitate interdisciplinary research. Many existing workers in the fields of education need for closer collaboration across the subject boundaries. The existence of the different disciplines selected within one School should make it possible to attract staff of the highest academic excellence. It is true that many scholars in English literature might not be interested in the type of environment provided by the School, but there are a sufficient number who would be interested to attract good staff in this field with a novel approach to their subject.

appeal

(3) Any new Arts/Science School should attract both Arts and Science students. A School of Cognitive Studies would appeal to students with a wide variety of backgrounds. Its attraction for Science students is obvious enough, particularly in view of the movement of university entrants away from some of the older established scientific disciplines. It is, however, increasingly common for some Arts candidates to have a good mathematical background and many of them feel they would like to make use of it. Arts students have frequently been found to have an aptitude for non-numerical aspects of computing science, and for linguistics and experimental psychology. The School would, therefore, prove attractive to students who wanted to get to grips with new ways of thinking, regardless of their background.

(4) The composition of any new School should take into account national needs for trained manpower, and the proposed School meets this criterion admirably. There is a desperate shortage of personnel with some understanding of computers. This shortage extends far beyond the shortage of programmers. As the use of computers expands and grows more sophisticated in business, education, the law, medicine and government, it will be increasingly important for professional people to have an understanding of their potentialities. In addition, basing decisions on scientifically collected data, using various mathematical and computer aids, is likely to become more and more important throughout business and the professions.

There are some subsidiary arguments in favour of the proposed School.

(5) The existence of computer science as a subject at Sussex would greatly strengthen the University's case for an upgraded computer: this would of course benefit all users.

(6) In a situation where universities are coming to look more and more similar in the courses they offer, there is some virtue in innovation and experiment for its own sake. A School of Cognitive Studies of the type envisaged would be unique.

Conclusion

I believe that the proposed School would be intellectually very exciting. There is no greater challenge to the human intellect than the understanding of the nature of knowledge itself. The area of inquiry is attracting some of the best brains in the country despite the fact that it is difficult to obtain a formal training in the subject at undergraduate level. The area is also of the utmost practical importance since an increased understanding of how our own brains function and of how to construct intelligent automata is likely to bring about a transformation in the conditions of human existence that will make the industrial revolution seem trivial. The School is innovatory in the best way - not for the sake of innovation, but because there is a real need for the type of innovation proposed. Because of their deparmental structure other universities might find it difficult to develop the kind of education envisaged. The flexibility of the School system at Sussex makes it an ideal university in which to develop the study of cognitive processes.
WHERE WILL THEY GO WHEN THEY LEAVE SCHOOL?

Nicholas Deakin, of the Centre for Multi-Racial Studies, investigates

In the near future the first generation of immigrant children in Britain will be leaving school and hoping to take their full place in society. These young people will have had the same education and worked for the same qualifications as their white contemporaries. It remains to be seen whether or not they will automatically be given equal opportunities when they look for employment.

Research into this major issue is one of the projects being started by a new unit directly connected with the Centre for Multi-Racial Studies at Sussex. Nicholas Deakin, Research Fellow at the Centre for Multi-Racial Studies, is Director of this new research unit set up by the Centre in conjunction with the Institute of Race Relations to investigate social policy issues arising out of immigration into the United Kingdom.

The opportunities for research in this field are extensive but the financial position has enabled Mr. Deakin and his colleagues to embark on only two of the many research projects they would like to carry out.

Financed by charitable trusts, these two projects are on immigrant housing in the Notting Hill area of London and the problems of coloured school leavers. For the first project Mr. Deakin is using material obtained from an investigation organised in 1967, although previously unused, and extracting the information he needs from this material. The purpose of the original investigation was to link the information obtained to an action programme to improve housing conditions and the rents system in the area. Much of the material unused for this investigation is still extremely relevant to the particular problems which interest Mr. Deakin and his colleagues and when the study of this information has been completed they hope to do a follow up into how the situation has changed since 1967. If they can raise more funds.

For the research project into the problems of coloured school leavers the unit has been given £1,500 a year for three years. It is hoped that more money can be raised so that this problem can be investigated in depth and over a longer period of time, as the money already given to the unit enables only a superficial study.

Youth employment officers feel that the Race Relations Act has been effective in preventing discrimination among employers; but Mr. Deakin, although in favour of the Act in principle, feels that there are still too many loopholes - and red herrings - in the legislation as it stands. The Act's practical application to problems existing in Britain still remains to be demonstrated. As he points out, the real test is still to come - when these young school leavers go out into the world looking for jobs to suit their qualifications. Other problems which are badly in need of investigation include those of immigrants working in particular fields of employment, such as the transport industry. The difficulty here is that so far statistics have only rarely been kept on the numbers of coloured workers employed and details of their work, pay, promotion etc. - because the keeping of records has in the past been regarded as a form of discrimination.

But although the lack of information means that the picture of the situation is not as clear as it should be, it is obvious that there are problems which need investigation. London Transport, for example, has had a large proportion of coloured staff for ten years or more and it is clear that they are not getting enough promotion opportunities - so far they employ only one coloured inspector.

As far as general attitudes of people in Britain are concerned, Mr. Deakin feels that on rational grounds there is good evidence that problems of integration and discrimination can be resolved. The problem is that
Dr AARON SLOMAN reviews the progress on the proposals for
A COMMON MATHS PRELIM

At present every student in Arts and Social Studies takes, besides his school preliminary course, two common preliminary courses, History and Philosophy. The B.A.Prelim working party last year recommended that additional common courses be made available, so that students could choose two from a list of options. One of the suggested additions accepted by the working party was mathematics. I was asked by the Arts and Social Studies Committee to co-ordinate discussions, and a provisional syllabus has now been worked out, in consultation with social scientists and members of the mathematics division. An attempt has been made to select topics which are likely to prove intellectually stimulating to students, which can be taught in such a way as to ensure a thorough understanding, and which have some chance of being relevant to subsequent courses. (No attempt will be made to train students to apply mathematical tools whose justification they do not understand, as is sometimes necessary in 'service' courses.)

**Syllabus**

The proposed syllabus contains four parts: Part 1 Sets, relations, the concept of a function, numbers, probability. Part 2 Elementary calculus: ideas of continuity and discontinuity, differentiation, maxima and minima, areas & integration. Part 3 Linear algebra: vectors, matrices, linear operators. Part 4 Discussion of examples of applications of mathematics, for example in logic and the social sciences. About a third of the time will be spent on Part 1, after which Parts 2 and 3 will be taught concurrently, over the rest of the time. Part 4 will be interleaved with Parts 1 - 3 and will raise methodological issues where relevant. The course will be open to all students, no matter what their previous mathematical qualifications (though this may have to be reconsidered in the light of experience).

The best way to examine the course has not yet been discussed, though one proposal is that students should take a two or three-hour paper and also write an essay in their own time.

Clearly the proposals are still vague in a number of respects: to some extent the teachers will have to be free to modify plans in the light of teaching experience. There are many possible schemes that might be devised for teaching mathematics to arts students. The scheme here described attempts to balance ideals against the limitations of faculty resources.

If this scheme is accepted, it will be possible to start teaching the course to about 30 students in October 1970. The organisation of the course will be in the hands of the Social Statistics group, which consists of social scientists and members of the Mathematics division. It is proposed that such a course should not be taught within one term, like the present common courses, but should extend over two terms, in which case students taking the mathematics prelim would have to be taught their other common course simultaneously over two terms, less intensively than at present. (The philosophy tutors have already agreed to co-operate in this way.) Teaching methods are still under discussion, but provisionally it is proposed that Parts 1 - 3 should be taught by means of two lectures a week, with weekly tutorials, though some additional lectures may be offered. It is hoped that in addition to problems and exercises, students will write essays. (E.g. a student might be asked to examine different proofs of the same thing and discuss their differences, for instance in respect of rigour.)

The teachers of the course (one or two mathematicians, and two social scientists, in the first instance) will meet again in the summer term if this proposal is accepted, in order to draw up detailed plans for the lectures and tutorials, select suitable text-books and exercises of applications of mathematics and decide on the most suitable form of examination.

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IMMIGRANTS cont from p13

the irrational often predominates – an example of this is the effect of Enoch Powell’s speeches on the climate of opinion. Political developments can have a decisive effect on the situation and undo any progress that has been made.

Mr. Deakin points out that compared to the United States, Britain is a remarkably well integrated country. Immigrants are already beginning to move out of the areas of first settlement and into districts where no immigrant families have lived previously. The problem now is to overcome the hostility of members of the white majority who have sometimes banded together to prevent coloured families from buying property in white suburban areas. One loophole in the Race Relations Act is that private transactions in house buying and selling are not subject to the provision of the law, so that a man can avoid selling his house to a coloured man, simply because he is coloured, by refraining from using the services of an estate agent.

These are all issues which urgently need investigation and Mr. Deakin feels very strongly that not nearly enough money is being spent on research into these problems. He hopes that the unit can manage to attract enough interest for them to obtain the financial aid they need to enable intricate studies of some of these issues in depth.
TRAVEL AGENCY OPENS

The University's first travel agency was due to open on February 2nd, sandwiched between the bookshop and the supermarket in the Refectory block. Mr. H. P. Powell, Manager of the Lewes Travel Agency, first suggested establishing a travel agency on the campus several years ago when the University first started. The agency was to have taken the form of a mobile office but conditions did not allow the scheme to come to fruition at that time.

However, last August the University wrote to Mr. Powell asking if he was still interested in starting a travel agency on the Falmer campus. Mr. Powell was still most enthusiastic about the idea and was delighted to give his go-ahead to the proposals. Although the new agency is small in terms of square feet it will offer the same services as any de-luxe establishment ten times its size. You will be able to book a ticket for a Greyhound bus as easily as a Channel crossing. The agency will also sell foreign currency, travellers' cheques, London Theatre Tickets and tickets for Glyndebourne.

Although most of the agency's clients will be University staff and faculty they expect to be catering also to students, at least to some extent. There are, of course, cheap travel concessions for students available through the N.U.S. but the N.U.S. charter flights may not always be available at a time when a student wishes to travel. For example, an overseas student wishing to return home at the end of term may find that the N.U.S. have not organised a flight suitable for him. Being able to book his flight home through a travel agency on the campus will obviously be a great convenience. Students enquiring about charter flights will, of course, be referred to the N.U.S. just as the N.U.S. can refer those who cannot make use of their travel facilities to the agency. 'There is no question', says Mr. Powell, 'of our being in competition with the N.U.S. travel service. We both serve different needs in travel and should be of mutual benefit to each other.'

Mr. Powell has been supervising the establishment of the agency since the building first started but will not be managing it himself. He has appointed a manager, Mr. Maciver, and he hopes that eventually the agency will be able to expand into larger premises.

The agency will be open from 9.00 a.m. to 5.30 p.m. on Monday to Friday and from 9.00 a.m. until 1.00 p.m. on Saturdays.

Inducted cont from p6

had read this we were supposed to have a string of questions to put to him. Unfortunately these were not as forthcoming as they might have been, this was probably due to a certain feeling of embarrassment as it may have been some time since many of us had had the experience of asking questions as students do every day, or perhaps the combination of the warm room and the amount of information we had already absorbed had a soporific effect on us.

After Mr. Griffith's talk, there followed a half-hour session, conducted by Mr. M. W. R. Symes, dealing with the various facilities of the University, welfare and establishment matters, all of which are contained in our Staff Record Form, Conditions of Service, and notes to new members of staff, which we received before starting work at the University.

Cold

We then braved the cold once more and groped our way to the Applied Sciences Building, where we congregated in a lecture theatre to be informed on the "Science Area" by the Secretary of Science, Mr. R. A. Nind. We arrived here a little late and found that Mr. Nind had already prepared a chart on the blackboard, showing the growth since 1962 of the Science Area and majors available under the different schools. He also talked to us about the academic and administrative roles of the officers under the Chairman of Science, and then followed about ten minutes when questions could be asked, but here, again, they were not forthcoming.

By this time, some chief officers, including the Registrar, the Bursar, Dr. Brian Enright, the Librarian and Mr. Cyril Trubridge, Chief Technician in the Physics workshop, had gathered at the front of the lecture theatre. A general 'question time' was called for, during which the Registrar bravely asked for criticism and suggestions about the induction course itself. Several good ideas were heard, such as extending the course to a whole day, as was the case at one time, and I think many of us would have agreed that we might have obtained more benefit from longer discussions which could be held, perhaps, over two half-days, so as not to disrupt the normal duties of the officers concerned to so great an extent.

The course came to an end after these questions, only a quarter of an hour after the specified finishing time, which, considering the vast area of information covered was surprising. Mr. Davies reminded us that, for those who wished, a tour of the University site would be starting after lunch.

Personal

On the whole I felt that the tour could have been a little more personal. One felt more like someone from a visiting organisation rather than a member of the University staff and perhaps if we had been able to even glimpse at the 'backroom work' of the University the depth of the morning's discussions might have been more easily grasped.

However, I returned to my office, wiser even if a little confused, but certainly with the knowledge that everyone concerned had genuinely made us welcome and seen that our 'induction' was made as painless as possible.
Apart from the Science area vacancies are in general filled relatively easily and very much more easily than other employers in the Brighton area. Salary scales and rates of pay were compared with those of local government in Brighton and Eastbourne, with the South Eastern Electricity Board and with the Alliance Building Society. In all cases the University rates of pay have a slight edge over the others, varying between £30 and £90 per annum. Rates here for those between the ages of 19-22 were previously rather low but this has to a large extent been rectified in the recent salary award when this age group obtained salary increases of up to £75 per annum (11%). Young, highly qualified staff can probably earn more with employers outside the University, but only marginally so, and there have been two cases of well qualified girls who left to go to

Brighton Corporation at higher salaries but returned to the University within six months. Of course in London staff can earn up to £300 per annum more than in Brighton but living expenses and the cost of accommodation are much higher in London. The frequent criticism that those working at the University have to spend a lot of money travelling to and from work is justified but this is perhaps offset at least to some extent by pleasant surroundings in which to work and a week's holiday at Christmas and Easter. The presence of students is an added attraction to many of the staff as are the Students' Union clubs and activities. It is interesting to note that Brighton Corporation have found that their lowest rate of turnover is in their departments at Palmer - the College of Education and the Waterworks.

Another point often raised is that the University, unlike many employers, does not give luncheon vouchers or have subsidized canteens. It is true that although University catering services are subsidized, some employers' canteens provide cheaper meals. Unfortunately, it would be difficult for the University to subsidize one category of staff and not other categories or students, and the subsidy would have to be increased considerably to reduce the cost of so many meals even by a few pence. Brighton Corporation find that only about 20% of their staff who could use their subsidized canteens do in fact use them regularly. It would seem from the survey's findings that the University, like most employers, has both attractions and disadvantages as far as its secretarial staff is concerned.
breathing in air near St Peter's Church leads to 'surprising' results

It is of course well-known that air pollution from factory smoke is harmful to health and can, in the long-term, cause disease of the lungs. But much less well-documented is our knowledge of the effects upon our every-day activities of breathing-in polluted air. The object of an experiment carried out by Dr. Alan Baddeley and colleagues of the University's Experimental Psychology unit was to establish what effects, if any, could be detected from a group of volunteers who breathed in both 'roadside' air and 'clean' air supplied from a compressed air cylinder. The experiment involved the co-operation of the College of Technology, the College of Art and the local police. The idea for the test came from Mr. John Lewis of the College of Technology, who had a grant from the Consumer's Association - the publishers of 'Which' - to investigate levels of pollution in Brighton. Dr. Baddeley and two research assistants, Keith Bonham and David Lovett, then devised a method for the investigation. They built equipment consisting of a manifold with two inlets, through one of which ordinary roadside air could be sucked, and the other connected to a supply of dried and filtered air from a cylinder.

A mask similar to the kind used by skin-divers was attached by tubes to the manifold and both kinds of air could be fed through it by adjusting taps. The equipment was installed in a car park near St. Peters Church in Brighton, and sixteen volunteers were asked to breathe in, through the mask, both kinds of air. Both while breathing the 'clean' air and the air drawn in from outside each of the volunteers was put through a series of tests designed to assess their performance. After breathing in each type of air for one and a half hours volunteers were played a series of long and short bleeps through earphones and were asked to detect the occasional short bleeps, a well-known vigilance test. Next they had to add up columns of figures, then complete a series of sentences and finally complete a hand-writing test. It is possible to measure, by a before and after test of handwriting, the degree of impairment. For example someone who is drunk tends to write larger than when he is sober. The results of all these tests were then compared, and the findings were surprising.

Dr. Baddeley reports that in all cases, except the handwriting, the performance of volunteers after breathing the roadside air showed a marked impairment compared with their performance after breathing the clean air.

CAUTIOUS

Dr. Baddeley is cautious about these results, which are based only on one experiment. However it does suggest that even in the relatively mildly polluted air of Brighton substances exist that reduce efficiency. This, in itself, is a quite new aspect of the air pollution problem, and one that clearly merits further investigation.

According to 'expert opinion' there is no known substance to explain the effects produced by the Brighton experiment. In the past levels of pollution have been measured often enough. Now there may be a need to attempt to discover what constituent in car exhausts is responsible for the fall-off in efficiency revealed by Dr. Baddeley and his team. This is a matter not just of scientific curiosity, but of safety. For example volunteers' impairment in the bleep test was equivalent to the loss of most of a night's sleep.

What does that mean in terms of a driver's alertness? Or, for that matter, of a pedestrian's? The possibility emerges that pollution is not only a hazard to health, but that it poses a more immediate problem and has a more immediate influence than hitherto supposed. The College of Art has made a film of the experiment for the Consumer's Association, and experts from the Ministry of Transport have been analysing the results of the tests. So far, even though this was just one experiment, they have found no grounds for thinking the results invalid.
Dear Sir,

Considering the amount of discussion about teaching methods in the science schools (I am thinking about maths in particular), I cannot understand why a system which has so many obvious deficiencies is never altered in any way.

The teaching method is the lecture (tutorials are almost irrelevant for a mathematician). The lecturer turns his back on his 'audience' to scribble words on the blackboard which are faithfully copied word for word. This is presumably designed to communicate detailed, unquestionable information to the student. These aims, I think, could be achieved more efficiently cheaply and quickly by the 'lecturer,' duplicating either detailed references in a textbook, or in his lecture notes, or both. Then, instead of the present choice between understanding, taking notes and sleep (it is generally acknowledged to be impossible to do more than one of these, if that), the student could work at his own pace. In his own time, asking questions where necessary. He could understand more and have a better set of notes. And the lecturer (teacher) would have more free time to pursue his other activities. (It is perhaps true that more tutorials would be required, but this is equally true under the present system - lectures are in no way at all a substitute for tutorials since there is no feedback from student to teacher.) It is totally ridiculous to expect to understand a complicated argument and copy it out word for word at the same time. I can see no virtue in 50 individuals simultaneously copying (which does not encourage thinking) the same mistakes off the same blackboardprinting and duplicating have been invented - why not use them ?)

There are many objections to this point of view. Oral communication is said to be better than written. Myself I have found the opposite. The advantage of oral communication is the feedback from student to teacher, almost totally absent in lectures. 'Nobody would work if there were no lectures.' But attendance at a lecture does not in any sense imply any useful work. Duplicating is apparently expensive. I would have thought that lecturers and lecture theatres were much more so. To be fair, however, there are some points (such as jokes) which are more suited to the lectures. And of course fac to face confrontation is necessary for question and argument. But surely these only justify a few lectures a term - not twelve a week.

Perhaps the real objection is that abolition of the present lecture system would leave very little, and make it blatantly obvious what a maths course actually is - six problem sheets and twenty sides of notes. Apart from this (and

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**Appointments**

**Non-professorial Appointment Committees**

The Science Committee has approved the following memberships:

**APPLIED SCIENCES**

Mechanical Engineering

Professor F. J. Bayley (Chairman)
Chairman of Science

Dean of Applied Sciences
Professor R. L. Grimsdale
Dr. R. Holmes
Dr. B. V. Jayawant

**BIOLOGICAL SCIENCES**

Biochemistry

Professor A. Korner (Chairman)
Chairman of Science

Professor J. Maynard Smith
Professor J. F. Sutcliffe
Dr. R. J. Cole
Dr. K. A. Stacey
Dr. K. W. Taylor

Experimental Psychology

Professor N. S. Sutherland (Chairman of Science)

Professor J. Maynard Smith
Professor M. Jahoda
Dr. A. D. Baddeley

Neuroanatomy

Professor R. J. Andrew (Chairman)
Chairman of Science

Professor J. Maynard Smith
Professor N. S. Sutherland
Mr. F. A. Miles
Dr. K. G. Oakley

Microbial Genetics

Professor N. Symonds (Chairman)
Chairman of Science

Professor J. Maynard Smith
Dr. S. Shail
Dr. B. C. Goodwin

**LOGIC, HISTORY AND POLICY OF SCIENCE**

Vice-Chancellor
Professor J. P. Corbett
Dr. C. Freeman
Professor R. J. Bliu-Stoyle
Professor J. F. Scott
Professor D. F. Brewer
Professor K. F. Smith
Chairman of Arts
Chairman of Science

**PHYSICS**

Astronomy

Professor R. J. Taylor (Chairman)
Chairman of Science

Professor K. F. Smith
The Astronomer Royal
Professor W. H. McCrea
Dr. F. E. Clifford

**NUMERICAL ANALYSIS AND STATISTICS**

Professor J. F. Scott (Chairman)
Chairman of Science

Professor K. F. Smith
Professor G. N. Ward
Professor W. Ledermann
Professor J. C. West
the problem of the redundant lecturer) I can see no valid reason why 95% of maths (and probably most other science subjects) lectures aren't scrapped now.

Michael Wood
(3rd year Maths undergraduate)

Dear Sir,

As a clinical psychologist actively involved in treating by hypno-
relaxation college students referred on psychiatric grounds, I was
naturally interested in George Leith's comments on relaxation
for Sussex students. These methods owe their effectiveness to
the ability of the student to continue the relaxation exercises
in their own rooms, and in practice this proves impossible
because of the high ambient of other distractions which cannot
easily be circumvented. The value of "a specially designed,
relaxed environment away from the tensions of academic
requirements" is obvious, and one hopes that a special therapeutic
milieu, divorced equally from the medical and the academic centres,
will one day figure in University building plans.

Yours faithfully,
(Dr.) L.R.C. Haward
School of Educational Studies

Dear Sir,

On Wednesday, 17th December 1969 my wife left her Fiat 500,
registration No. LPN 531E, in the car park to the north of
Barclays Bank. When she returned in the evening, she
found that a considerable amount of
damage, costing perhaps £20
to repair, had been caused to the
car by a person who was
apparently unable to avoid driving into a stationary vehicle. The
person responsible for causing this damage did not see fit to
leave any note of apology or admission, although they must be
well aware of what they have
done because the damage could
only have been inflicted by a
noticeable collision. I am
naturally rather anxious to trace
the so-called responsible adult
who caused this damage. If it
was a member of the University
I hope he will have the common
courtesy to contact me.

I regret having to write a letter like this. I would have hoped
in a community such as ours it
would not be necessary.

Yours faithfully,
Paul Jervis

Dear Editor,

Peter Brimelow evades the issue
rather clumsily. My point was:
racism is not "politics" because
race is not an opinion it leaves its
victims no choice. (I am glad
that he is, at least, "against
physical and psychological torture
without reserve." That brings us
closer. I am against it with or
without reserve.)

He says "you can't change the chaos
you grew up in", If he means
that "you" can't influence its
attitude to other classes, I
disagree. If he means that "you"
can't move from one class to
another "ideologically" my reply is
"you" can. He could. I did.

Anyway, leaving aside just for the
moment Truman's crime at
Hiroshima, Churchill's at Dresden,
Mussolini's in Abyssinia, Tojo's
in China, Stalin's in Siberia, and
the crime of Trigon in the 4th
galaxy on the right as you plough
through Ursa Major, each or all
of which could be dragged into the
argument to cloud the issue, I
invite Peter Brimelow to join with
me - just for a start - in a call
for equal economic, political, and
social rights for all citizens of the
Commonwealth, regardless of
race, and regardless of which area
they happen to be living in
at the moment. (I even include
Enoch Powell.) If he will not
agree, perhaps he will begin by
suggesting that students from this
or that Commonwealth country be
denied equal rights whilst they are
at Sussex University? (After all,
the University is where he is,
and he's got to start somewhere.)

In which case, he could tell us
roughly which of his fellow students are
to become second class
citizens. which wash-rooms they
should frequent, which tables they
should eat at, and whether they
can pass them among the swing
doors without a boot up the
bracelet. If he's so keen on Ian
Smith, and wants to set up as
some sort of cut-it-yourself-kit
Sahib, Sussex is a good place to
start.

Sincerely,
Ken Geering

obituary

Dr. HENRY COLLINS

The Centre for Continuing
Education and the University
experienced a great loss by the
death of Dr. Henry Collins on
December 6, 1969. He was 52
years of age.

Dr. Collins, who had been for many
years Senior Lecturer for the
Extra-Mural Department of Oxford
University, was eagerly looking
forward to a new phase of his
career with the Centre. He joined
us with two other Oxford
colleagues in August and fell ill
just a few days before he was due
to begin his teaching at this
University. In the event, he was
never able to start his work with
the Centre, although he continued
to maintain a keen interest in what
was going on throughout the
trying circumstances of his illness.
Henry Collins was an economic
historian with a wide range of
interests in social and political
matters. For some years, he was
a member of the editorial board
of Tribune and was responsible
for the economic side of the paper.
He was the author of a number of
historical studies of the labour
movement. His books included
'Trade Unions Today' and (as co-
author) 'Karl Marx and the
English Labour Movement' and
'The Foundry Workers'. A week
or two before his death, Penguin
books published a selection of the
writings of Thomas Paine edited
by him.

In a busy and productive life, he
had done research on the economics
of Nigeria and Malta, and, as a
Labour candidate, he was
narrowly defeated at Lewisham
North in the election of 1964.
There are many students in adult
classes in Sussex and elsewhere
who will remember him with
affection and gratitude, as will his
many friends in the trade unions.
He was a gifted tutor, dedicated to
adult education, and with wide
humanitarian interests. In the
Centre, in addition to his teaching,
he would have been responsible
for developing work with industrial
and trade union groups, a job for
which he was eminently suited by
conviction and experience.

We extend our deepest sympathy to
his widow, Mrs. Edith Collins

Professor E.M. Eppel
We regret that due to the large number of new appointments it has not been possible to include all new arrivals.

The following have taken up appointments at the University:

Mrs. J. Allen - Secretary (School of Education).


D.R. Bowman, B.Sc., C.Eng., M.I.E.R.E. - Administrative Officer, Operational Research Unit.

D.J. Burrell, B.A. - Staff Tutor, School of Education.

G.P. Carpenter, B.Sc. - Research Assistant in Social Psychology.

C. Cellucci, Ph.D. - Tutorial Fellow in Logic, History and Policy of Science.

Miss E.C. Corney, M.A., A.L.A. - Information Officer in University Library.

C.D. Collier - Technician.

E.J. de Kadt, B.Sc., M.A., Ph.D. - Fellow, Institute of Development Studies.

T.P. Ewins - Technician.

Mrs. G. Garland - Secretary (R.M. Phillips Research Unit).

Miss J.R. Harley, B.Sc. - Research Assistant in Biochemistry.


Mrs. L.L. Hill - Research Assistant, Science Policy Research Unit.

P. Lindon, B.Sc. (Eng.), Ph.D. - Lecturer in Electrical Engineering.

Miss J.J. Lovick - Secretary (School of Education).

A. McLeod - Project Leader, Institute of Manpower Studies.

A.J. Marcel, B.A. - Lecturer in Experimental Psychology.


Miss P.M. Newick, B.Sc. - Research Fellow, Science Policy Research Unit.

Miss J. O'Brien - Secretary (Physics).


Mrs. J.J. Peace - Research Assistant in Institute of Manpower Studies.


Mrs. P.K. Robinson, B.Sc. - Research Fellow, Science Policy Research Unit.

B. Rushby, B.Sc. - Research Fellow in Science Policy Research Unit.

Miss C.Squire - Secretary (Centre for Social Research).

R.B. Stanton, B.E. - Research Fellow in Experimental Psychology.

R.J. Tant - Senior Technician.

Miss M.A.B. Warden, M.A. - Administrative Assistant.

J.A. White, B.A. - Fellow, Institute of Development Studies.

Miss F.A. Woodhead - Secretary (A.F.R.A.S.)

Mrs. S.J. Durr - Secretary (A.F.R.A.S.)

Miss M.N. Home - Clerk Typist, (Educational Studies)

M.D. Hoskins, M.Sc.,(Econ.) - Research Assistant, Institute of Development Studies.

B.D. Howlett - Technician.

Miss E.A.H. Jones - Secretary (I.S.I.O)

Mrs. E.M. Kendall - Nursery Assistant.

Mrs. D. Martin - Assistant Catering Manager.

Miss S.L. Minden, B.A. - Research Assistant, Science Policy Research Unit.

A.de V. Phillips, M.A. - Research Fellow, Centre for Multi-Racial Studies.

L. Poliakov, D.U. - Research Fellow, Centre for Research in Collective Psychopathology.

Miss R.B. Rees - Secretary (I.S.I.O.)

Mrs. F. Spencer - Copy Typist, Institute of Development Studies.


Miss S. Thompson - Library Assistant.

Mrs. L.K. Tyler, B.A. - Research Assistant in Biology.

Mrs. C.P. Way - Junior Technician.

Miss J. Wescott, B.A. - Senior Research Fellow, Centre for Research in Collective Psychopathology.

P.M. Williams, B.A. - Research Assistant, Logic, History and Theory of Science.

The following have left the University:

Miss P.M. Adams, B.Sc. - Technician.

J.S. Bailey, B.A. - Research Assistant in Experimental Psychology.

Mrs. A. Berridge, B.A. - Research Assistant/Secretary, Science Policy Research Unit.

F.G. Bloss - Chief Technician.

J.R. Blunden, B.A., Ph.D. - Lecturer in Geography.


H.J. Collins, M.A., D.Phil. - Staff Tutor, Centre for Continuing Education.

FOCUS welcomes contributions from all members of the University.