FOCUS

15

the magazine of the university of sussex
The Student’s Union, over the past months, has consistently and firmly denounced, in a number of motions, the South African government and companies such as Barclays Bank, which have business interests in southern Africa. The Union also has demanded that such companies be barred from conducting recruiting activities on the campus.

It could be argued that there may be some students in this University who want to work for Barclays, that the Appointments Service has a responsibility to all students, and that it should, as is its present policy, open its doors to any employer who wants to come to Sussex and interview applicants.

However in this institution the organ for voicing student opinion is the Union. It is through the Union that the views of the student body are expressed, and it has been saying for some time that it wants the Appointments Service to alter its policy. If there are students who feel the Union does not represent their views the onus is upon them to exert their influence in Union General Meetings. In the absence of any such influence the Union, and for that matter the University, is right to conclude that decisions taken in Union meetings represent the democratic voice of the student body.

The question, therefore, is one of procedure. How should the Union Executive, mandated by its members to bring about a change in University policy - and it should be made clear that the kind of major policy change demanded of the Appointments Service would require the approval of the Senate to whom the Appointments Officer is responsible - go about it?

In this issue of Focus, Ian Kerr, the Appointments Officer, gives his account of the negotiations over the last 18 months, which he has had with the Union. What emerges from this account is that, at no time in that period has any attempt been made to set in motion the processes available for changing University policy. It has been raised neither in Social Policy, Planning or the Senate, a fact confirmed in the UGM of January 21st when recruiting by companies supporting South Africa was again condemned by a resounding majority.

The reason, or at least one reason, is not hard to find. As one speaker at that meeting put it: Participation is a fraud. It doesn’t work. Committees are a waste of time. We should withdraw from these committees.

We would agree that the presence of students on committees is in itself no guarantee that student opinion can be a decisive factor when decisions are made and policy formulated. However we think it fair to point out that students often can exert an influence on a committee out of all proportion to their numbers. On the issue of whether Essex House should revert to teaching or residential use when the administration moves out next year, it was the Union Executive present who convinced Planning Committee that Essex House should and could revert to accommodation.

It now seems certain that the next meeting of Senate, as a result of recommendations made by the Appointments Service Consultative Group, will be asked to consider what changes in policy, if any, should be made on recruiting. It has, in our view, taken a long time, a needlessly long time, for that to happen.
NEWS

EXAMS

A Working Party has been set-up by the Arts and Social Studies Committee to examine the effects of the new system of B.A. Final examining. The Working Party, which is quite independent of the Examination Board, will be conducting a number of surveys among undergraduates and tutors, the success of which will naturally depend upon the co-operation of those concerned. In addition, the Group would appreciate hearing from anyone with strong views or relevant experience. If a balanced and accurate picture is to be obtained, it will be necessary for us to hear all sides of the unfolding story.

The members of the Group are the following:-

H.J. Butcher (Arts B.310)
David Hallam (Union Representative)
Peter McKean (Arts C.320) convenor
Jennifer Platt (Arts B.229)
John Sants (Arts B.338)
Neal Warren (Arts C.257)

Non-Professorial Appointment Committees.
The Science Committee has approved the following memberships:

CHEMISTRY

Dr. A.D. Jenkins (Chairman)
Chairman of Science
Dr. E.A.R. Peeling
Professor J.N. Murrell
Dr. C.N. Banwell

EXPERIMENTAL PSYCHOLOGY

Professor N.S. Sutherland (Chrmn)
Chairman of Science
Dr. K.G. Oatley
Professor J.N. Murrell
Dr. C.N. Banwell

PHYSICS

Professor J.P. Elliott (Chairman)
Chairman of Science
Dr. G. Barton
Professor K.F. Smith
Dr. R.E. Turner

The membership of the Non-Professorial Appointment Committee for the vacancy in Physics is as follows:

Professor J.P. Elliott (Chairman)
Chairman of Science
Professor K.F. Smith
Dr. L. Allen
Dr. G. Martelli

D-Day

The University is ready for decimalisation - are you?

From the 15th February the University will be trading in decimal currency. For most people the most immediate and noticeable effect will be that the Refectory, Bookshop, coffee services and similar areas will be pricing in new pence. These new prices will be fixed by reference to the government approved conversion tables which ensure no price increases overall. Even though you may not have any new decimal bronze coins in your pocket it is still possible to pay the required amount. This is because ten shillings exactly equals 50p, 2s. exactly equals 10p, 1s. exactly equals 5p, and the six pence exactly equals 2½p. The 2p, 1p and ½p have no exact equal in £ s d. But because 6d. = 2½p you can use old pennies and threepenny bits in a ½p shop provided that they add up to 6d. Unless you use the small coins in this way the cashier cannot give you the right change.

For example:-

Price of article
Four new pence (4p)
Offer to cashier
either (a) Four pence in new currency
or (b) One shilling (five new pence) in old currency

Change
(a) Nil
(b) One new penny

As alternatives to (b) one could, of course, offer a 2/6d. piece (10p) a 10/6d. piece (50p) or a £ note (100p) and still receive the correct change.

An offer of 9 old pence or 10 old pence is not acceptable. The cashiers have been trained to work in this way, please help them to keep queues to a minimum.

Wanted - a Guest Editor for Focus. The idea is that at least one or two issues of Focus a year should be edited by someone other than Fred Newman, the Information Officer. The offer is open to any member of the University, or even a 'consortium' of individuals, who would like to take advantage of this sensational and unrepeateable offer. Say what you like, get who you like to contribute; we guarantee you will have complete editorial freedom - up to but not including the libellous.

The vast services of the Information Office will be at your disposal absolutely free of charge; if you want it, help with typing, design and of course production. If you think Focus is feeble, fraudy, dull, trivial, biased, or even if you are one of those who believes it's brilliant (why haven't we heard from you?), this is your chance to show how it should be done. All you have to do - unless you want to do more of course - is get the copy together. Anyone interested should contact the Information Officer.

PLUS!

Is there a Scarfe at Sussex? We would like to run a series of caricatures of members of the University - photographic likenesses of some of the more prominent supplied by us. A sum of £10 will be paid for what, in the opinion of a panel of experts, is the best entry received. In addition payment will be made for all other drawings published. Entries should be sent to The Editor, Focus, Essex House, by March 20th.
I was interested in the question raised in issues 13 and 14: 'Should students run the University?' If we restate the question as should the whole membership of the place run it, I would say yes. However, we know that the University, as pointed out in the last issue, is not a thing in isolation. It is part and parcel of the world outside. Indeed its own democratic structure to some extent duplicates that of the outside world. So in a sense it is impossible to answer or solve the question without taking into account democratic practices as a whole. What sort of democracy have we? I term it Wig Wag democracy. It's a limited breed that consists of a delegation of power to an elected elite. These are our chiefs who meet in council for pow wow and then tell us what they have decided. At no stage except at election time can the ordinary person make an actual decision about society.

It's very much like an old cowboy movie with the goodies and baddies varying according to the times. This type of democracy in which the leadership issue is paramount leads us into some funny old war dances. One of these is the search for the great war chief to lead us all to the happy hunting grounds. With incantations we hear of the merits of this or that individual. He's brave, incorruptable, far-seeing, able to weigh up all sides of every question, off he trots to Parliament. Once there his mien changes from the election cowardly lion candidate to the haughty lord and master of the jungle. Now to get this beast to regard us with anything but contempt we have to approach him, begging bowl in hand, and ask him humbly to consider our plight. Our animal will howl about the nation and opposing the narrow view and shunt us off a bit lively while he creeps round the Chief Whip's lair. Up to now they have been able to get away with all this because the loony tunes of the Left have helped them stay the course. They tell us that what is wrong is the leadership. Elect us, imbued with the moo of Mao, the blood of Stalin, some precious hairs from the beard of the blessed Trotsky and all will be well. Violence, they say, class violence will do the trick. But look at Russia, a product of a leadership putsch based on genuine violence. Kruschev says for twenty years we lived under the dictatorship of Stalin who was, according to his report at the 20th congress, a cross between Al Capone and Ghengis Khan. Only fear for their own heads made people like Kruschev reveal all, not concern for the ordinary mortal. They are state capitalists and in the search for a new leadership we
throw up the old rubbish dressed up as state managers. To equate capitalism with private enterprise is laughable naiveté.

I have been to Russia and China. The elite are living the life of Reilly. I should know. I was one. On the lakes at Hanchow I was being pulled along with ten other lazy bastards. The boatman poor fellow, was trying to grin and bear it. When I proposed taking a turn at the pulling I was told by a snotty-nosed young brat that 'I shouldn't, after all it's his job.' I pushed him out of the way and pulled, more through shame than anything else. The leadership cult leads some of our Indians into laughable positions. They run round proclaiming their true Popery while denouncing all other sectors with the venom of a cobra. Simply mention to a mad Maudat that you think an International Socialist might have real blood in his body and watch for the explosion.

But they will all unite in their role of political sheep herders trying to stampede the flock into action round their nonsensical slogans. Violence suits the CIA, the Heaths and the Nixons. It strengthens them in a situation that they find difficulty in controlling. The shape of the world, in a sense, is going against the power centrisists. Certain objective factors make it possible for the Radicals to unite and secure changes that up to now would be difficult. These are first the absence of a third world war. Since such a war would involve the destruction of the power seekers themselves, it's extremely unlikely that there will be one. Secondly the difficulty for the Capitalists in creating slump conditions. The combination of the two, the absence of war and slump, create conditions very favourable for long term change. For any change to be made it must in my opinion, preclude the violence that will divide one section from another and allow the introduction of reactionary legislation. It must proceed from the majority of the population otherwise we simply get a change of masters perhaps worse than the last lot. It must involve the exercise from below of power. It must involve decentralisation of power.

To my mind a possible solution is referendum on the major issues that confront us. The objections to referendum come from both Left and Right, the Right in the shape of the 'Tories want referenda in Trade Unions but not on the Common Market, The Left shy away, whispering about the tyranny of the masses'. They hope to be the new elite but its as futile to expect them to be any better than it would be to expect a tiger to turn vegetarian. Granted there are dangers in the introduction of an extension of power. Of course people will make mistakes, what else can you expect from people who have never had the experience of direct power. However the history of referenda seems a progressive one. In France De Gaulle used it to block the Right and end the Algerian war. In Ireland it was De Valera's barrier when he wanted to introduce a two party system instead of proportional representation. The alternative is to drift along with a Right back lash building up to the detriment of us all. In such a situation of referendum, M.P.'s would be more accountable to the public. The arguments would be real ones. The issues could become what we want to discuss and settle. We have a chance here in Sussex to implement such a change. Why not have ballots on the issues that affect us. Then we would have an end to the carping about small meetings etc.

Would the editor allow me a small box in this article where people could indicate whether or not they are in favour of referenda as a means of decision-making?

This gives rise to the question of rewards in a free for all society in which what you can grab is very much dictated by your place on the tree of elitism. For example, Mr. Heath and Wilson think it very natural that Judges and Admirals of a largely non-existent fleet should receive an increase of three thousand pounds a year. Yes, your eyes deceive you not, dear reader, three thousand green ones per annum. At the same time, those at the bottom are reviled for greed if they dare ask for a substantial increment.

This in turn gives rise to endless wasteful struggle in which the bottom gallops round and round like the hobby horse at the fair and ends up pretty well in the same place. We pay a heavy price to be led by the nose. Of course arguments in favour of elites are also based on the stupidity of the bottoms. This reasoning is very hardy if you are to be one of the elite but in practice it seems that whenever mankind is threatened with disaster the elite turn out to be complete fools and it is the ordinary person who comes galloping to the rescue. Referenda would have the added advantage of bringing the skill and knowledge of the greatest number to our problems and for one would be content to accept their verdict.

How could we be sure that the issues that people wanted to vote on would ever be raised? Alongside of the referendum principle I would advocate a system of polling for support so that a certain number of signatures would be necessary before an issue went to ballot. Before voting any individual would have the right as they have now to organise public meetings in support of their ideas. The question of expense can be dimissed at once. Set against it the appalling waste on rockets that just rise two feet in the air thus giving us a clear view of our ankles. Add to this the daily waste by a gang of nits on the army etc., and we can easily foot the bill. Most M.P.'s and place hunters will oppose referenda since they would be the first victims of leadership redundancy. Well, Sussex, do you want to rule yourselves or just mumble and moan about your particular good badges?

# We would be happy to hear from members of the University on the question of referenda. However, it is not our policy to organise ballots, or collect votes for and against any particular issue.
The long courtship between a succession of publishers and the University has culminated at last in a marriage with Chatto & Windus and the birth of a Sussex University Press. The idea that there should be a Sussex University Press is not a new one. For more than four years a number of publishers has been approaching the University, and they have put forward a variety of proposals for the setting up of a Press. However all the suggestions would have involved Sussex in a certain amount of capital expenditure, and were turned down on the grounds that there was no money available.

‘Even four years ago the financial squeeze wasn’t as tight as it is now,’ says Professor A.K. Thoriby, who has done much of the groundwork in the negotiations with Chatto. ‘All the same the ideas were turned down pretty quickly. We said we’d look at it again at the time of the Quinquennial Planning, which is now.’

Mr. Ian Parsons of Chatto was the man who pushed ahead with new proposals. He knew the University – he lives in Sussex – and he knew, too, the potentialities of a Sussex University Press. Under his belt already was the agreement Chatto had reached with two Scottish universities, St. Andrews and Dundee, to form the Scottish Academic Press, and he was convinced that from his own company’s point of view a Press at Sussex was a viable proposition. So much so that he suggested it could be got off the ground without any financial commitment by the University. ‘An extraordinary suggestion and a generous one,’ is Professor Thoriby’s comment. Under the agreement now approved by the Senate and Council of the University, Chatto & Windus are to bear the entire cost of books published over the first three years.

Benefits

Setting up the Press in such a way that it both benefits from tax concessions and can make no call on University resources has provided the lawyers with an opportunity to evolve one of their more intricate structures. Legally the Press is a Partnership between two companies, one formed by the University and the other by Chatto. The management of the Partnership is in the hands of a group of representatives appointed by the two companies. The Vice-Chancellor, Professor Asa Briggs, is chairman of the group, and the other two University members are the Deputy Vice-Chancellor, Professor Roger Blin-Stoyle and Professor Anthony Thoriby. There are also two representatives appointed by Chatto and Windus.

Authors will be paid royalties in the normal way and any net profit – it seems unlikely there will be any for some years – will be shared on a 50/50 basis. Under the agreement these arrangements will be reviewed after three years.

Policy

So much for the mechanics. But what kind of books will the Press publish? What is to be its policy, for example, on pricing? And what will be its value to the University? Broadly the Press will publish 'books and journals emanating from members of the University and of other research centres and academic bodies. Its policy will be to produce a balanced list of publications, which will include works of a specialised nature, as well as works of wider saleability.'

In practice the day-to-day running of the Press, and decisions relating to publications, will be in the hands of a Publication Committee, whose members are Professors Blin-Stoyle, Thoriby and Low from the University and two representatives from Chatto. It is expected that a larger consultative committee will be formed to represent all sections of the University. Professor Thoriby believes that there is no shortage of publishable material within the University - although of course the Press will also publish works by authors from other Universities, and has already received some manuscripts.

Most immediately he sees the Press publishing a first list that would include works by a number of Centre attached to the University such as the Institute of Development Studies, the Columbus Centre and the Centre for Contemporary European Studies. 'At the moment works by research centres attached to Sussex tend to appear in a very scattered way,' says Professor Thoriby. 'It seems to me that a first advantage of publication under a University publishing house would be to increase the impact made by our research as a University.'

In other words, 'prestige'. However there are, and there will continue to be, differences of opinion within the University as to the 'prestige value' of a Press. Less arguably the Sussex University Press should, if it works well, provide a service for members of the University. As Professor Thoriby points out, not necessarily a service for what he calls 'its loiter members' who already have agreements with other publishers, but for would-be and less experienced academic authors. They may require advice on whether their research is
suitable for commercial publication, on how best to prepare manuscripts and so forth. This kind of advice will be readily to hand.

Two publishing managers, Mr. Shaw and Mr. Maclean have been appointed, and they will be spending at least two days a week in the University in an activity that might be described crudely as 'talent-spotting'. 'Their job will be to find out what is going on in the field of research, to talk to members of faculty and become familiar with their work, so that they would be in a position both to advise faculty and the Press about the possibility of publishing,' says Professor Thorlby. 'Much time can also be saved in the later stages of preparing a manuscript for the Press by having an experienced house-editor on the spot.'

Obviously from the point of view of Chatto and Windus one of the attractions of a link with Sussex is that it opens out a new source of material, and that it will help expand the educational side of their publishing business. Professor Thorlby believes that in the long term eventual profits made on academic publications will give the University a chance to subsidise books that are of academic value though may not be commercially viable; or alternatively to price a book of interest to students below its normal market value.

When proposals for the Press were discussed at a meeting of Planning Committee last term it became clear that initially the Press will take a cautious attitude. With its future at stake it cannot afford to take too many risks, and for the first three years the risks are being carried by Chatto. But the more money the Press earns, the more it will become available for the publication of books that are considered worth publishing but which may nonetheless make a loss.

'Given adequate turnover, and that we can publish a list of say 40-50 books over the first three years, I see no reason why we should not take advantage of the 'service' element - and it is a service and not profits that the University is concerned with - to for instance publish cheap text-books for students', says Professor Thorlby. These are questions of policy - and not only of policy but of resources - which the management of the Press will be considering. Meanwhile Professor Thorlby, who is already on the receiving end of a steady trickle of manuscripts would be grateful if members of the University would in future contact the Publishing Managers who are in room

The Press, like any other publishing house, will employ outside referees with regard to manuscripts by Sussex faculty, so there will be no question of one member of the University sitting in judgement on the literary work of another.

complexity and confusion

by Dr B.L. Smith

Dr. B.L. Smith, Lecturer in Experimental Physics, argues that the present course system has become "virtually unworkable" and puts the case for reform.

Some eight years ago Sussex was an innovator in this country with the School and Major approach to subjects. Since then the different Schools in the University have evolved in their separate ways. My overall impression is that the developments have resulted in the creation of a maze of incredibly confusing and intricate systems designed, albeit unwittingly, to baffle students. (I don't remember when I last met a member of Faculty who understood the system).

My major objection to the present scheme is simply
that at the undergraduate level it has become so complex as to be virtually unworkable. What I suggest is that we seriously consider changing to a Unit Course Structure similar in many ways to the American pattern. This is not a completely new innovation in this country: the Open University bases its course structure on the modular approach, and even the University of London, which is usually regarded as old-fashioned and fuddy-duddy in the extreme, has adopted a Unit Course Structure for its B.Sc. degree.

Changes
What I recommend is not so much a revolution in the course content, but rather, changes in the ways in which courses are listed, taken and examined. For example, I propose that courses should be listed in the appropriate hand-books as Unit Courses, together with details of prerequisites and assessment procedures. As a guide, the hand-books should also include clear outlines of the recommended course sequences for students who wish to end up in particular lines of research or in given occupations. The preface should contain a clear description of the number of courses that a student is required to take during the three years, together with an indication of the procedures concerning grading and degree awarding. Each undergraduate student should plan his programme of study in consultation with his personal tutor, selecting courses from the available lists to form a coherent pattern of study which meets his developing needs and interests. Honours degrees in the new degree structure need not necessarily be classified according to particular subjects. Each course of lectures and/or laboratory work is counted in terms of course units, and to be awarded a degree a student must complete a certain number of courses and to have satisfied the examiners in a certain percentage of these. For example, it may be reasonable for a student to complete at least twelve course units during three years and to have performed satisfactorily in at least ten of these.

Assessment
It is possible therefore, for a student to follow courses of study which stay mainly within a single special subject and so end up as a conventional physicist, philosopher or sociologist; or alternatively, to change the emphasis in his studies towards another subject should his interest develop in a different way. Assessment should be linked with each unit and if in the form of an examination, examinations, if any, should be held at the end of each course. An Honours classification can be awarded by the appropriate board of study on the basis of the overall results of a student's development and performance, normally after three years if study.

The method of assessment for a particular course can be decided by consultation between the lecturer or course organiser concerned, and the board of study. Conventional closed-book examination need no longer be the norm, but quiz, dissertation, project or open-book work used whenever appropriate. To avoid the strain of total continuous assessment it is suggested that as an integral part of the scheme it should be possible for some of the course performances to be neglected in the degree assessment, e.g. only the best ten grades are taken into account. A student who takes the bare minimum number of course units will be at a slight disadvantage here, compared with the student who takes more course units, because he will have fewer course examination results to submit for his final grading. The examiners on the board of study will, of course, take into account all aspects of a student's performance in the same way as has been the case in the past, for example, possible improvement during the three years, or his performance in the more difficult courses.

I believe that this scheme has advantages from a student's viewpoint because he would be able to make progress in terms of academic credit during the entire three years spent at the University. No longer would the student have the trauma of a finals examination to contend with, and therefore he should be able to work, learn and develop at a more even pace throughout his time here. Because a student has a continuous knowledge of his grading in courses, he will have an indication of his prospects in a given academic field at an earlier time in his career, and will be able to change his pattern of development accordingly, in response to this information.

Modular
In addition, a modular approach to courses should simplify examination procedures and increase the range of viable methods of assessment. Opponents of the scheme will no doubt argue that new concepts need time to sink in and that because a students' grasp of a subject develops during the three years it is unfair to link assessment with earlier work. This is a valid view point. However, one would hope that just as the courses taken by a student follow a logical sequence of development so also do the methods used to assess his performance. Thus whereas it is reasonable to ask a first-year undergraduate questions of the 'what is the specific heat of sponge-cake' variety, in the third year he should be able to cope with "discuss the significance of sponge-cake".

My contention is that questions in the first category could well be asked at the completion of a formal course on the subject, and that a student who can cope with them is already assured of some type of degree. A student's ultimate intellectual maturity and genuine grasp of an academic area is probably best tested without the restrictions of a Finals examination. "Take this piece of sponge-cake. Use whatever resources you have at your disposal. Come back in two weeks, present a short report, and be prepared to discuss it". Surely this challenge, translated into the appropriate language of a student's subject, would provide a much more realistic test of a student's ultimate ability than any Finals examination and incidentally, would pose a problem that corresponds closely to the situation that a graduate could face in the big wide world. (There is a brave but complicated attempt to introduce adventurous assessment on the Arts side this year - there are now 408 ways in which one can take the Arts Final examination.)

Advantages
In addition to the advantages discussed above, I believe that a unit course structure would be administratively more convenient, would allow the possibility of students with different abilities to proceed at different paces and to different levels of attainment within the same structure, and would permit easier handling of 'difficult cases', for example, students who for one reason or another lose time during a course, or leave the University for a temporary period. Within the limits of coherence, it should be possible for a student to decide for himself not only which courses,
complexity and confusion cont

but also how many courses he will take. Looking towards the future it should be possible to increase the range of courses without straining the system further. It may well be possible to add a number of languages, or arts courses to the science programmes and to devise conversion programmes for sixth-formers who have taken mainly arts subjects but who wish to become scientists. My hope is that such a scheme would also ease transfer between this University and institutions such as the Open University or Brighton Polytechnic. To summarize, I believe that the present pattern of courses and examination procedures is antiquated (Science) or over-complicated (Arts). Rationalisation of the system to a Unit Course Structure could help to solve the problem. In addition, it would introduce greater flexibility in the rate and direction of student progress. Imaginative use of assessment methods linked with courses and the abandonment of the old style examination, should produce steadier and more confident academic advancement.

I do not believe that the adoption of such a scheme would seriously threaten the existing school structure, which to a large extent exists for administrative convention and for cooperation at the research level rather than for undergraduate teaching. These recommendations are also in line with the spirit of the Robbins report. Colleagues at the University of London are enthusiastic advocates of a similar scheme. My fear is that by obstinately clinging to our present procedures, we will find ourselves continually patching a scheme that has now become unwieldy and may soon become unworkable.

POT
Why 1000 students at Sussex are being asked to help

The first major attempt in this country to evaluate the prevalence of cannabis smoking among the student population is being made by a research team from the Addiction Research Unit of the Institute of Psychiatry. Dr. David Hawks, Senior Lecturer at the Institute in London, explains that the aim of the survey, in which he hopes that students from six Universities including Sussex will co-operate, is not merely to establish the extent of cannabis smoking, but to collect data on the motivation, characteristics, social and political interests, and career aspirations of those who answer a 37-page questionnaire.

At Sussex it is intended to take a one-in-three sample of undergraduates who will be asked to spend between 45 minutes to an hour on filling in the questionnaire which seeks answers from those who use or have used cannabis and those who do not. "The use of cannabis is a public and controversial subject," says Dr. Hawks. "However very few facts are known about the extent of its use, and whether or not there is any difference in the characteristics of pot-smokers and those who do not smoke. It is important to know whether there is a difference or
whether there is no difference. At present we just
don't know. We can't anticipate the answers. But it
has for example been suggested - not by us but by
students to whom we talked during a pilot survey -
that people who smoke pot were more likely to hold
certain views. About society; about their institution
and so on. That is one reason why questions about
personal attitudes and views are included in the
questionnaire."
Pilot surveys were carried out by the Unit in 1969 in
London among students and those in a comparable age
group. Last year an initial prevalence survey was
undertaken in several universities and a one-page
questionnaire distributed.
"Since we began the study we have been in touch with
a number of colleges and universities," says Dr.
Hawks. "In all cases we have approached the Vice-
 Chancellor or Principal in the first instance, to see
whether the administration would agree to a survey
taking place. Some have said no. If they have agreed
we have then contacted the Students Union to ask for
their co-operation.

Approach
Dr. Hawks made his first approach to Sussex over a
year ago. "I was told that several other surveys were
taking place in the University at the time, and to re-
approach the University in 12 months time, which I did,"
Last term he began discussions with Union President,
Tom Forester, and members of the Executive. The
opinion of the Union Executive, after considering the
questionnaire, was that it included questions which were
outside the scope of such an enquiry. Union Secretary
Martin Ransom says: "We are unable to see what
relevance there is in a student's political views,
whether he has taken part in demonstrations, or helped
to organise them. And we were not convinced, despite
assurances from Dr. Hawks whose good faith we do
not doubt, that there is no possibility of this information
falling into the hands of, say, MI5."
Nevertheless despite these reservations the Union has
told Dr. Hawks to go ahead with the survey at Sussex,
although emphasising that it cannot give him its 'whole-
hearted support'. "The decision to participate in the
questionnaire rests entirely with the individual," says
the Union's official statement. As a result of these
misgivings, Dr. Hawks has decided not to attempt a
100% sample at Sussex, but to send a questionnaire to
one in three undergraduates. He points out, on the
subject of confidentiality, that the survey is anonymous.
Students are not asked to give their names, and he says
that there is no way a completed questionnaire can be
traced back to an individual student.

No risk
"I can assure you there are no secret codes on the forms,
and I have offered to take questionnaires out of
envelopes - which have already been addressed - and put them in
different ones," he says. "We would be crazy to risk
a breach of confidentiality. If that happened we could
never again get the co-operation for this kind of
research. In the present climate it is understandable
that there should be student objections. There have
been instances of confidentiality being breached. It
makes it difficult for us to convince people that in this
case we have absolutely no obligations to anyone."
Although the Union is making no firm recommendation of
support to its members the Executive has agreed to
allow Falmer House to be used as a 'post-box' for the
return of completed questionnaires.
"When these questionnaires are returned," says Dr.
Hawks, "we ourselves will have absolutely no idea as
to the identity of individuals who have completed them.
We are not keeping any lists, and if we have to send
out reminders they will be of the 'blanket' variety -
posters and so on.
"Should we be asked by the authorities at Sussex for
details of numbers of students at the University who
admit to smoking cannabis we shall refuse such a request.

No information
It is clearly understood that we have absolutely no
obligation to give that kind of information about any
individual institution which co-operates in the survey.
"All we have agreed to do is show Universities a draft
of the final report so they can approve its form. They
are as anxious as we are - or for that matter - as
students not to have made public statistics
concerning cannabis smoking related to individual
Universities."
"In fact, when we come to write our report none of the
six institutions in our survey will be mentioned by
name. Facts about the institutions will be confined to
details such as male-female ratios, proportions of
students in residence, and so on. Group statistics only
will be published. For example we would take the
total numbers of Arts and Science students, and show
the prevalence of smoking in those groups."
Dr. Hawks readily concedes that the Inter-University
Cannabis Survey will not give a representative picture of
cannabis-smoking in universities. His selection of
universities is an arbitrary one, and for physical
reasons is confined to universities in the South of
England.

Why students?
Why pick the student section of the population at all?
"Of course we recognise that cannabis smoking is not
confined to students," says Dr. Hawks, "although there
is a suggestion that it is more prevalent among students
than other sections of the population. But the fact is
that for the purposes of a survey students are accessible
through their organisations, and they are also articulate."
What Dr. Hawks and his researchers are asking for is
in fact information about an illegal activity. Suppose
the Chief Constable of Sussex demanded to know what was
the extent of cannabis smoking here at the University?
"Well, first of all we don't and wouldn't know any
names," replies Dr. Hawks. "And this will not be the
first time that we have collected information that is
technically illegal. We have done a good deal of
research into heroin addiction and it is my experience
that the police have always regarded our work, and our
right to have access to this kind of information, in the
same way that they regard it as a doctor's right. We
have never been asked by the police for information.
And in any case, as I have said, details will be
coded on computer cards for groups and not for
individual Universities."
Dr. Hawks is anxious to obtain at least an 80% response
to the Sussex sample, and hopes that questionnaires will
be distributed within the next few days, and returned
within ten days to Falmer House.
Dr. Ryle, Director of the University Health Service,
says he is entirely in favour of the survey and hopes
that students will co-operate.
How much do people in Brighton know about the University? What do they think has been its impact, if any, on the life of the town?

Sally Cline spent a morning on safari, hunting down a random selection of views from among the local population.

Below, some selected samples of opinion from those she talked to.

We wouldn't like to draw any conclusions from so unscientific a survey, or speculate on how far the views expressed are representative of a much larger public. But we are fairly sure of at least two points: the University is much further from Brighton than the three or four miles shown on the map; and that the Arts Centre could help to bridge the gap.

But how much does it all matter, anyway? Perhaps that is a topic about which we could hear your views?

NATIONAL CAR PARK
ATTENDANT: MR. W. HAWKES
"Oh I know where the University is. It's up there, a long way up there. But I don't have anything to do with it. Being on this park means you generally don't come into contact with young people. It's all the old ones park their cars here. So I've not had much to do with students. Well, that's not quite true. There was one student. HE'LL live in my memory a long time. That one... he parked his car here, but he thought it was going to be free. So he didn't park here anymore. I don't have children of student age, but if I did, I might think of sending them to the University, if it were possible of course, but generally I don't hear of anyone of our character applying to go up there, more likely they'd apply to go to the Polytechnic. Now I think the University's probably a nice place but I've only seen it by passing by it. I've never gone through it. I don't know many people who have. Its real problem is that its too far away. Its too cut off. It ought to be in the town, I mean if it was, the local people would know more about it. I mean even if its a big building, even if there were a thousand there a local person could get to know them more, get to know their differences and their views, and the students could then get to know the town's views, and maybe by weighing up their differences a better relationship could be reached."

STAR AND GARTER PUB:
BARMAN - MIKE SEAN COTTER
"I know where the University is. I've been up to Falmer. I went
to a couple of plays at the Gardner Arts Centre. Very well performed, I thought. Trouble is I don't remember what they were. But I think the theatre is one of the good things they've done for the town. And I'm sure there are others, We get a lot of students coming into this pub. Also quite a few professors. I've always found all of them quite courteous, though I know a lot of people reckon there's a bit of a rumpus going on up there at Falmer. I've worked at other pubs in Brighton. For instance part-time at the Norfolk Arms. Now there I got quite a different impression of students, but honestly I think that was because they were art college and technical students. I think I would definitely make a distinction between University students and other students in the town. I find generally University students are that bit older and have that bit better training. If I had kids of student age I certainly wouldn't stop them from going to Sussex if they wanted to, but I should prefer them to make up their own minds about what they want to do. Has the University done anything for the town? I'm not sure if it has made any real impact in the town, though obviously its brought money into it. But its brought a few bad impressions too. You get a few of the old brigade moaning about how the town is being invaded with these youngsters, but on the whole in a pub where after all you hear a lot of discussion on a lot of subjects, the University is often noticeable by its absence in discussion."

JIGSAW - Teenage boutique in Duke Street - filled with young people - Shop Assistant : ANNETTE HALLAM-SMITH "Yes I know the University and I know where it is. I can't tell which of my customers come from Sussex, all I can tell is that they're students because they get a student discount. I used to be a student myself, though not at Sussex worse luck, so I've got nothing to say against students. Students are people the same as everybody else. Lots of people don't seem to realise that. Lots of people have got very strong views about disliking certain sects of people. Well I don't hold such views. I've been up to the University myself. Not recently but I used to go up there for dances. Some of my best friends are students. The told me to go to the Gardner Arts Centre, but I'm not quite sure what it is. Obviously the University's made an impression on the town as far as shopping is concerned. The shops have done very well out of it. Not least of all ours. Because students buy a lot of clothes and our particular kind of boutique is more geared toward their tastes than straight coffee skirt shops are. Probably fifty per cent of our customers are students...it just seems natural to see them wandering in here."

IN CHURCHILL SQUARE (people stopped at random)

WENDY GARDNER "Yes, I know about the University. Its that place up the Lewes Road. I don't live all that far away, at Moulsecombe, but I've never been round it, just passed by. But I think there's going to be some festival of music and drama soon up there at that arts centre place and as our drama set-up might be putting on something there it would give me a chance to see it. I don't know any of the students or staff personally. I don't have a special impression of students at Sussex University, but I know students at Hull University and my impression is that they're all the same, I quite like students and I don't think they vary much no matter what college they're at. Students are more well-behaved here so you hear less about them. The only impact Sussex seems to have made on this town is burning the flag that time but since then its been very quiet, you'd hardly know the University was here. Perhaps that's a bad thing. They don't seem to be part of the town of Brighton."

SANDRA CHILTON "I've been to the University because my badminton club plays Sussex University so that has given me a personal connection with the place which most people don't have. I only moved down to Brighton a year ago so my impressions are not very longstanding ones but they are quite definite. I feel strongly that Sussex has made incredibly little impression on the town. You never hear people talk about it. Possibly its because its so far away. Certainly you wouldn't call this a University town like Oxford or indeed like many of the towns that have new Universities. Students don't do things here that you hear of. Nor does the University as a whole. It doesn't seem to have any real contact with the town. Possibly the students are too well behaved and the staff too diffident and the whole place too cut off. We know there's a theatre up there, its the Gardner isn't it? but we've never been there. I believe it IS a good university but its difficult to convince people if they know so little about it. I think the University should try and improve its relationship with the town at least over communication. One way might be to organise tours round or visits to the University."

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you don't hear much about it anywhere. The only place you do hear about it is in The Argus. But I'm getting too old to worry about the kind of stuff they put out about it. I used to have something to do with students. I used to work with young people so I know something about their little problems. But now I don't come into contact with youngsters and I'm not interested in those things anymore. I'm afraid I'm not even interested in going over the University or seeing what's happening there."

WESTERN ROAD (Stopping people)
MR. PIKE (Elderly and retired)
"Do I know Sussex University?, well only just about. Maybe its because we've only been living in Sussex for a year or so or maybe its because the University's so far away. I'm retired here now and I spend most of my time on the golf course and you don't hear much about that place there. Mind

RICHARD TROTT - LOCAL
GOVERNMENT EMPLOYEE (in reception desk at the Town Hall).
"Obviously I'm speaking unofficially as an ordinary person and as such I can say I've never been to the University. I suppose I've heard of it but I don't want to go there. No I don't know any students or staff or anyone from there. I don't have any contact with them. I don't think I want any. I don't have an impression really about the University. I don't think it's made any impact on the town. I don't think its any use at all. I've got no views at all about it. Of course I don't live in Brighton. I live in Hove, but I don't think many people in Hove have got any views about it either. Would it be a good idea if the University had a closer relationship with the town? I've no idea, I don't care either way, I'm just not interested in the subject."

£OANS
Edwin Cox discusses the evidence in the debate over grants v. loans

In 1968, the National Union of Students presented The Case against Loans, at a time when fears were being expressed in governmental circles that the actual cost of higher education was too high (£73 millions in 1961, £254 m. in 1968), and that the imminent expansion of this sector would well-nigh bankrupt the nation unless new ways of financing it were to be found. In 1969, rather over 9 million people in the U.K. were undergoing full-time education. By 1975 the figure would be expected to be about 10 million. All receive some kind of indirect subsidy - free primary or secondary schooling, maintenance grants, free milk, subsidised transport, uneconomic and heavily subsidised university
fees, family allowances or income tax allowances for their parents, and so on. Of the total amount, the grants for maintenance and fees which are paid to students in the Higher Education sector are a small proportion. On the other hand, to abolish or reduce them is easier than to interfere with most other aspects of educational expenditure - it is administratively simple; it would command a good deal of public support at the present time; the rationale in support of such a measure can be more convincingly stated than would be the case with most proposals to reduce educational subsidies; and it is easily identifiable as an educational subsidy, rather than anything else.

Difficulty
Where the difficulty lies at this stage in the debate, is in lack of evidence. Even the N.U.S.'s Case Against Loans is more a collection of dogmatic assertions than a well-researched piece of evidence. This situation has now, however, been to some extent remedied by the publication of Maureen Woodhall's excellent study.* Not that Miss Woodhall solves the argument - far from it - but she does at least throw real light on some of the wilder assertions which have been made both by the reformers who wish to see loans substituted for grants, and the conservatives dedicated to the retention of the status quo, or even to an extension of the current system. And her evidence seems on the whole to be cheerful enough for those who advocate an end to grants, and must encourage the opponents of loans now to start dredging up some real evidence.

Objections
Let us therefore look at the objections which are made to the loans system, in relation to the evidence from Scandinavia. It is said that grants ensure full-time study, thus enabling the universities to produce acceptable graduates in three years, whereas with loans there would be incentives not to study full-time, the time taken to graduate and the drop-out rate would tend to increase, and the higher education system would be less efficient. Not necessarily so, says Miss Woodhall's evidence. Certainly part-time work appears to be prevalent in Scandinavia, and whilst the proportion of students taking paid employment may not be higher than in the U.K., the average amount of such work would certainly seem to be greater. But there have been large increases in study aid, in Sweden in particular, in recent years, and this expansion has had no apparent effect on the level of paid employment, which has risen steadily.

Living-standard
Evidence from both Sweden and Denmark supports the view that the amount of paid work undertaken by students depends much more on the student's desired standard of living, and on his social background, than on the amount or kind of financial assistance available to him. The attitudes of universities towards paid employment are not clear: many students who undertake such work, are in much the same position as sandwich course students here - they take work to gain relevant experience, commonly as teachers or as temporary doctors in rural areas, or as clerical workers in Government ministries. Whilst it is true that the time taken to graduate in Scandinavia is generally very much longer than in Britain - 8 years to a first degree is not uncommon - there is no evidence to support the thesis that this is due to the methods of financing a student's maintenance. There are substantial, though by no means huge, differences in length of study according to the amount of paid employment undertaken, typically about 10% less than average for those undertaking no work, 10% above average time for those whose main source of income is from employment; but a comparison of scholarship holders with loan-financed students provides no evidence for the assertion that grants lead to shorter courses, even when such things as matriculation results are held constant in making the comparison.

Method
Whether or not wastage rates are affected by the method of financing a student's studies, is very difficult to establish. The problem of defining 'wastage' is pretty well insurmountable in a country where there is no set period for completing degree study, and where an incomplete degree course may well be an acceptable qualification for an employer, so that many students enter university with the intention of obtaining so many 'credits' and then leave. As distinct from the situation in the British Isles, the Scandinavian system does not equate 'wastage' with 'failure to graduate.' The only help we have is a very small survey in Sweden which suggests a drop-out rate of about 30%, but finds that only 3% of those who drop out give financial difficulties as the main reason, whereas 25% give academic reasons, and 14% give 'got a good job," thus supporting the thesis that a significant number of apparent drop-outs, in fact leave because they have achieved their education aims without graduating. A further 10% in fact stated this as the reason for leaving. Indeed an analysis of these findings suggests that on the criteria normally used in Britain, the true 'wastage' rate is about 17% in the first four years of the course, which scarcely differs from the England and Wales figure of 14% in mostly 3-year courses. The opponents of loans do not, however limit their attack to educational and economic questions. It is also said that the loans system produces undesirable social effects, by discouraging working-class students from entering higher education, and by discouraging girls, who are afraid that the necessity for repaying loans - a 'negative dowry' - will reduce their chances of marriage. Despite the National Union of Students' insistence on this second point, it is surely not worth taking seriously. The vision of a British student sitting down on Graduation Day with a list of eligible splinters in front of him, working out the interest repayments on the loans of each, in order to decide whom to marry, is more reminiscent of Harpagon than of Lucky Jim. Nor is there anything in the Scandinavian figures to
suggest that such a reaction is false. In Britain, with its system of grants, women account for about 27% of the university population. In Scandinavia, women are better represented - in Norway 25%, in Denmark 35%, in Sweden 36%, in Finland 51%. Two points should be made: first, such wide variations in four countries with similar methods of financing the studies of their students, should suggest that the hypothetical connection does not in fact exist. But if one wishes to suggest that there is a connection, as the N.U.S. does, then we must conclude either that women are more readily attracted into higher education by loans, than they are by grants, which implies that the opponents of loans are wrong; or that Scandinavian men differ from their English counterparts in that they are financial masochists, which seems unlikely; or that Scandinavian girls are man-haters which, whilst perhaps understandable, would nonetheless cause eyebrows to be raised.

Class

Again, Miss Woodhall can find little evidence to support the assertion that the loans system does less to encourage working-class access to Higher Education, than a grants system would. It is pretty well impossible to compare the proportion of working-class students in higher education in different countries because of the different methods of classification used. But the evidence from Scandinavia, as from Britain, suggests strongly that in the reasons for the underrepresentation of working-class students in universities, lack of progress in primary and secondary education is a much more powerful factor than any difficulty in access to higher education, and the damage is done long before the question of grant or loan ever arises. It is at least possible that this situation does arise because of financial barriers, but these barriers, if they exist, are nothing to do with the grants v. loans controversy, but rather an argument for increased tax-differentials - perhaps a negative income-tax - for families whose children are in full-time education beyond the statutory school-leaving age. Higher Education has a low proportion of students of working-class origin - possibly lower in Scandinavia than in Britain, though this is far from certain - but the evidence points to this being a cultural and organisational question rather than a financial one, and the answer to it is much more likely to be found in extending comprehensive education than in increasing students' grants.

What Miss Woodhall's study implies is that on the evidence from Scandinavia, there is no reason to suppose that anyone would suffer from replacing the present system of grants with one of loans, many of which contain a non-repayable element; with repayments spread over 10 to 20 years, at low or nil rates of interest; and with built-in safeguards against illness, unemployment, low earnings, bankruptcy, etc., in which case the outstanding sum is very often written off under a Government guarantee scheme, or repayments at least postponed. In Norway, Denmark, Sweden and Finland, as well as in other European countries and increasingly in the United States, loan schemes have been seen to work effectively, and efficiently, re-collection expenses typically being between 1% and 1½% of the total repayments by graduates.

Maintenance

In favour of loans, let it be said that the average aid in grants and loans provided for a Swedish student is over £600 p.a. for maintenance - universities charge no fees - and that students receive much more broadly-based concessions in terms of cheap travel, subsidised books, etc., than do their British counterparts. The maximum standard maintenance grant in Britain is now £380 p.a.

In short, under a loans system, a student is given the opportunity to choose a higher standard of living than his British counterpart - to mortgage his future earnings against present comforts - but no-one compels him to.

If he wants to live on £380 p.a., he may. His British counterpart appears to pay highly for the privilege of an outright grant. The argument does not, however, have to be one of loans or grants. Loans on the Scandinavian pattern, which include a means-tested non-repayable element in some countries, could supplement a student's income in Britain relatively painlessly, if the student felt such a supplement to be necessary. Certainly such a system would increase a student's ability to achieve the aim of independence and responsibility and, by reducing the non-repayable element of support, in exchange perhaps for the abolition of fees, would discriminate less against those groups who at present fall outside the grants system and therefore have an insuperable barrier to higher education. It would, further, transfer some of the burden from ratetpayer to tax-payer, something which might well reduce antagonism towards students. Such a system would be far from perfect - but so is the current system of grants. It would render the means test much less important, since the means test need not affect a student's total income - merely the relative proportions of repayable and non-repayable loan. And the system of built-in "insurance" against future misfortune, ensures that no student finds himself with an intolerable burden of debt well on into middle age.

Miss Woodhall's study has seriously dented the case against loans. Given the runaway increase in education expenditure, and the public clamour against even the current amount of financial support for students, the N.U.S. needs to produce some facts to support its case very quickly indeed. At the moment students get £7.10s. a week, if they receive a full grant. The N.U.S. might reasonably ask that grants rise to £450 - £8.10s. a week, and the means test should be abolished. On the other hand, if they could swallow their pride, a loans system might be introduced allowing student incomes, part repayable, of up to £650 p.a., which approaches what most Trade Unions call "a living wage."

RECRUITING

by Ian Kerr, Appointments Officer

The following is my account of attempts on the part of the Appointments Service to reach agreement with the Students Union over a workable policy towards employers visiting the campus on recruitment visits. During the Spring Term 1969, two demonstrations took place over employers visiting the Campus. The first occurred on the day of Plesey's visit; the second involved the entry of some 30 students into the Appointments Service office and a confrontation with the Shell representative conducting an interview, on the subject of Biafra.

As a result of these demonstrations, I outlined Appointments Service policy on recruitment in an Appointments Service Consultative Group meeting on 7th May 1969 as follows:

"Mr. Kerr stated that his policy to date has been that anybody who comes to the University as a bona fide employer of labour at graduate level should be allowed to make use of University facilities in recruiting this labour. The question raised was whether this was the right policy.

It was agreed that Linda Richardson should raise the matter with the student body but at the same time draw to their attention the very serious problems involved in the implementation of any restrictive policy. General criteria for restriction would not be sufficient and it was suggested that students would have to establish a small committee which would examine the credentials of each individual employer. The Appointments Service would welcome student opinion in this matter provided it was sufficiently specific to make it workable. It was decided that the Group should look at the situation again after it has been put to students. In the meantime it was agreed that the Appointments Officer should accept applications from all employers to recruit on the campus."

On 3rd June, 30th September and 2nd October I wrote further letters enquiring about the progress of work, enclosing information about employers and offering assistance in developing criteria for choosing employers. On 2nd October I suggested that the Union should categorise employers into three classes, those formally regarded, those to which they were neutral and those which they wished to ban from the Campus. In regard to the last category I added: "You would, however, need to spell out the reasons and you would have to think about the possible undesirable consequences of banning. The interests of smallish minorities, i.e., chemists, applied scientists might be considered and opportunities given to them to express opinions on the matter."

On 7th October, Colin Sparks replied: "We have insufficient information to reach a decision on the criteria of eligibility for firms wishing to recruit on the campus". He asked me for further information and I sent it to him. No further reply was received on this subject.

On 24th November, the Appointments Service Consultative Group discussed inter alia, the issue of employers' visits. The Union motion of 20th November was read out by Roger Fry. He also reported that Linda Richardson had undertaken to work on criteria on which to invite (or exclude) firms from the campus had failed to do so. After some discussion I told the meeting that the Union resolutions were ill-defined and inapplicable in their present form and that the Appointments Service could not undertake to implement Union policy by writing to employers.

On 2nd December I wrote to the President of the Students Union deploring the blanket condemnation expressed in the Union's motion of 20th November, and urging the Union not to write to the firms concerned. I offered to meet Union officers to discuss the matter. I enclosed an Appointments Service policy statement in my letter.

In the event, the letters were never sent out by the Union; nor, however, did the Union accept my proposal to discuss the matter. During the 1970 recruitment period there were no demonstrations. At the end of November a list containing the names of employers visiting the campus (including Barclay's Bank) was put out and circulated among final year students and postgraduates. About 15th January, 1971, I received a telephone call from Martin Ransom, the Union Secretary, enquiring about whether it was true that Barclay's Bank were recruiting at Sussex. In my letter of reply of 15th January I replied that this was so, that the Appointments Service had never made a secret of this visit and had in fact given it wide publicity in the employers' requirements circulated in November. I said I hoped that employment would not be an issue in the 1971 recruitment season because of the somewhat depressing national recruitment picture which would tend to make organisations only too ready to seize upon excuses to reduce the number of universities they visit.

Conclusion

It is intolerable for the staff of the Appointments Service to work in a situation where there is a conflict over policy with the Students Union. The Appointments Service has followed a policy towards recruitment which is approved by the University; nevertheless there are constitutional means for changing the policy which the Appointments Service is willing to follow. It is not, however, prepared to accept from the Students Union a policy which is neither rational nor capable of implementation.
by Bernard Chibnall

Bernard Chibnall, head of the Media Service Unit, describes its activities.

The function of the Media Service Unit is to facilitate the use of different forms of communication in the University. Its pattern of work follows broadly that of the University as a whole with most emphasis on undergraduate studies but with some involvement with almost every other university activity, particularly research. The function of the Unit is implemented in two main activities. First in its process of development was the provision of the necessary technical facilities to enable various forms of communication to be utilised: still and film projectors, tape recorders and players, television equipment, public address systems and so on. Second in development were the organisation of services to produce materials. At present these include units for graphics, television, photography and sound. There are also limited facilities for film production but the University's main use of film is through borrowing from outside libraries.

In order to give some idea of the scope of the Unit it may be worth recording its pattern of activity over the year 1969/70. In its service role it provided 1,000 projectors and presented 500 films (this excludes the majority of showings in science schools who organise their own facilities); it lent 250 tape recorders, often for extended periods of time, it copied 1,500 tapes in the Language Laboratory and 5,000 slides in the Photographic Unit as well as providing 10,000 photographic prints. It also relayed an average of 7 hours of television each week. In its production role it borrowed about 200 films a term, produced 35 posters related to University activities of all kinds, designed 4 pamphlets and 4 exhibitions, and prepared 60 hours of video tape. There is hardly a School, subject or unit within the University which has not at some time or another used the Media Service Unit and as far as can be seen the demands on its services are increasing steadily. This will involve the Unit and the University in an important problem of how to determine the criteria on which the Unit will accept
certain tasks and reject others. In order to ameliorate the affect of rejecting certain work a very important principle underlies all the activities of MSU which is that we aim to help members of faculty help themselves. It is not our intention that they should become wholly dependent on our expertise and facilities. In this way we hope that the benefits of using different media will be spread more widely, but there is also a second and perhaps more important reason. When a teacher uses any form of presentation, whether it be in a lecture, seminar, tutorial, or in preparing a self instruction kit or laboratory experiment, it represents an extension of his own personality, his manner and his style. It is vital that the final result should be integrated with his own style and not be in conflict. For this reason therefore the Unit is anxious that members of faculty should use equipment and prepare materials themselves so that they are better able to comprehend how they can use these resources in their work. If this philosophy suggests that there is a potential conflict in using media there is some truth in the idea.

Presentation
Any teacher who decides to use a film, television, slides or tape recordings to communicate with his students will have to accept some change in his style of presentation. If he resists this the change is unlikely to be a fruitful one and it would be better for him not to pursue the idea. However, if he can maintain an open mind the changes which will be unavoidable (and one of the functions of MSU is to help make them as constructive as possible) can bring in their train more profound changes in the whole structure of the communication as well as in its presentation. This process represents the third stage of the development of MSU and is one to which we attach the greatest importance. A number of examples can now be cited in which this development is taking place in the University.

Film
The booking of individual films led very rapidly to the idea of building up a series of film programmes designed to encourage the study of different topics. Teachers in many subjects as diverse as Applied Sciences and American Studies used such programmes. The most significant development so far is perhaps the course of ten programmes on Film Iconography and History, organised by Mr. R. Kedward. Here the films were the subject of the course and their nature and content determined the design of the course. The procedure followed in preparing the course was that Mr. Kedward and his colleagues determined the broad approach of the course. The Film Librarian in MSU then searched for relevant films which were available. Many more were found than could be used but preview sessions enabled a final choice to be made. Some modifications were made to the design of the course in the light of the films chosen and the series was presented in the Spring and Summer terms. A new series is planned for the current session, called Iconography of Peace, and it is hoped to develop a scheduled option on the basis of these experiments.

Television
In 1969 Dr. Jacobson, a consultant psychiatrist who lectures in Clinical Psychiatry, sought the help of the television unit in recording psychiatric interviews. This arose from a demonstration of the very compact Sony television unit which had been acquired in 1969 and which seemed likely to be of particular value for this type of work. This has proved to be the case and some dozen interviews have been recorded in local hospitals and used in seminars. It is intended to edit these so that the most important sections will be retained for use in subsequent years. The student reaction is that these recordings have transformed the nature of their course and Dr. Jacobson himself is anxious to extend the use of television to record other forms of therapy.

Conferences
Exhibitions
MSU first mounted exhibitions as an ancillary to conferences and this has continued to be their main application. However an exhibition is a particular kind of learning environment. It creates a situation which promotes discussion often in very relaxed conditions. On the other hand the design of an exhibition imposes many very rigid constraints which forces the designer, if he is to be successful, to be very clear on his objectives, to define his target audience and hence to analyse his presentation very clearly. MSU is itself considering the use of exhibitions within the University to promote discussion and understanding of its work and it is encouraged in this idea by the requests it has received from members of faculty in different schools to design displays for them. As with all media presentations there will be a double benefit if these displays are mounted in collaboration between MSU and the Schools. Members of the School will hopefully learn something from display but MSU and the members of the School cooperating in the design will learn as much themselves as to how the Unit can relate to the problems of the School. The problems of presentation will in effect emphasise the true nature of some aspects of the subject matter.

Multi-media
So far we have considered single media, solo instruments, so to speak but as in music there is a whole repertoire for combinations of instruments so in presentation there is sometimes a case for many different styles. It is immediately obvious that such presentations have a dramatic function to involve the student emotionally and stimulate his imagination. These are surely essential prerequisites to the detailed intellectual study of a university course. But can media be used in that detailed study also?

Research
From 1968 to 1970 the Centre for Educational Technology financed a research project on this in Russian Studies. A single topic was selected and a search was made for as much material of different kinds as could be found. Eventually the collection included film, video tape, sound tapes, posters, slides, microfilm, photocopies and photographs. Meanwhile, the members of faculty concerned have been experimenting with the use of this material in seminars and as a source of reference for students. The whole collection has now been transferred
to the Library, which also has incidentally a 2-3 year research project, funded by OHTI, just starting on the problems of integrating the different media into a normal library collection so that they can be most effectively used in the teaching and learning process. It will be seen from the outline already given that MSU covers a wide range of activities. On the one hand it is encouraging a member of faculty in his first tentative use of simple equipment and materials; on the other, in collaboration with the Library, CET and, most important of all, the academic units of the University it is exploring much more sophisticated applications of the media. The recording process now available to us for speech, moving and still visuals and any combination of these we care to adopt offer a challenge to everyone in education. The producers, designers and technicians of the Media Service Unit are anxious to play their part in helping members of faculty meet that challenge.

"Immigrants at School" by Jhoti Bhatnagar

(Cornmarket Press 42s.)

The education of immigrant children: a subject (you might be forgiven for supposing) on which there cannot be anything new to say. But the curious thing - as Dr. Jhoti Bhatnagar demonstrates in his new study "Immigrants at School" - is that there has in fact been precious little worthwhile writing on this particular topic. Like many pioneers, Dr. Bhatnagar is a little inclined to lay undue stress on the barren nature of the landscape before he arrived to tell it; but the picture he presents is essentially accurate - previous cultivation was certainly exceedingly sparse.

So Dr. Bhatnagar's study fills a gap, and very adequately too. The first part is devoted to a general review of the topic and although there is (as in all thesis-based works) a certain amount of redundant matter, his analysis does help to explain why such a curious void should have existed for so long. In particular, Dr. Bhatnagar deals trenchantly with the omissions of local education authorities. Some carried cultivation of the Nelson tactic to hitherto undreamt of lengths. Collection of statistics was anathema. And as late as 1965 a senior official in London was claiming that "there was no immigrant problem in the city's schools. The immigrant problem was,.........very largely the creation of journalists on the lookout for sensational copy". Even this willful use of the blind-eye technique was preferable in many ways to the hardboiled complacency of West Midlands education officers, with their blithe talk of "chocolate coloured C streams". But to attach local authorities is (as Nye Bevan would have put it) a little like blaming the monkey when the organ-grinder plays the wrong tune. The Ministry of Education (as it then was) acted too late and indecisively; and when it did eventually move, the Department of Education and Science (as it had become) committed itself in its circular 7/65 to a policy - to a dispersal of immigrant children by rigid formula - which was neither practical nor in the children's best interests. Deprived of guidance from either national or local sources, groups of teachers worked out their own ad hoc solutions - and it is very much to their credit that they did so. But their improvisations, however ingenious, were less to the credit of colleges and institutions of education, for years blithely engaged in teaching English as a second language for consumption overseas, without troubling to acquaint themselves with the difficulties children were experiencing on their doorsteps.

In the second half of his study, Dr. Bhatnagar goes on to deal with some of these difficulties. His findings are based on a survey conducted in a London secondary school, and his results confirm the by now familiar picture of West Indian children falling behind their white English contemporaries, both in academic achievement and in measured intelligence. But there are two particular virtues in Dr. Bhatnagar's presentation. First, by employing a Cypriot immigrant control group, he is able to go some way at least towards controlling for the effect of immigration as such - an essential preliminary to rational analysis. Second, and more significant, Dr. Bhatnagar refuses to be panicked by his findings on Intelligence, holding (quite correctly) that a culture-free intelligence test has yet to be devised, and that his findings must be taken, as he says, "as a firm indication of the racial differences in intelligence". It is disappointing that he does not spend a little more time discussing the important findings of the large scale study by the Inner London Education Authority, which
shows that the performance of immigrant children improves steadily with the length of time spent in school in Britain - particularly since his own results tend to contradict them. But in most other respects, the presentation of results from the research is helpfully done. The story ends with the now familiar conclusion to any research report: the plea for more research. Fair enough: but one wishes Dr. Bhattacharjee could have found a little more space for a rather more urgent priority - the extension of the Plowden policy of positive discrimination in favour of under-privileged areas. Developments in this field since 1967 and in particular the action research programme in the Educational Priority Areas that Dr. Halsey is directing, are among the few positive features of the current situation.

Dr. Bhattacharjee's failure to discuss them is a notable omission. He has clearly demonstrated that an integrated classroom is not in itself an answer, merely a state of affairs. However, his remedy, equipping the teacher to act as a more effective socialising agent is only half the battle, without a determined effort to change the material circumstances. Indeed, in some respects the kind of approach he proposes, in which the teacher urges coloured kids to take the world as it is instead of the world as it might be and tailoring their ambitions to "reality", may even do positive damage. But these are minor blemishes: Dr. Bhattacharjee has performed a valuable service and his book is essential reading for all those who concern themselves, in whatever capacity, with these knotty but still essentially soluble problems.

Nicholas Deakin

"Bird" by Thomas Hinde
(Hodder & Stoughton, 30s.)

Mention Bird to the criminal fraternity and it can mean only one of two things: a two legged dolly or a sentence of imprisonment. The feathered type are never included in the definition.

Thomas Hinde's latest novel, "Bird", the story of a masochistic middle-class bird, Delta, who prefers to be called Lil because it sounds more tarty, clearly shows that the author researched far more diligently into the underworld that forms his material than any other writer on the same subject that I have read... except the few Literary Ex-Criminals whose knowledge of the inside naturally gives them an advantage.

The author, by the use of one phrase, soon convinced me he knew the people he was writing about.

Delia-Call-Me-Lil, sitting in a sleazy night club with her criminal of the moment, suddenly says to herself, "I am one of the chaps now". In other words she has arrived, she is now accepted by the criminal fraternity as one of their own. This phrase to me is a more perceptive use of prison jargon than his casual throwaways like 'screw' or 'on the firm'. It was an absolute pleasure to see this phrase in use in the precise context that criminals use it, in their world if you are not one of the chaps, you're no-one.

The story's style, half in the present and half flashbacks, is acceptable at the start as it helps the reader to understand exactly what is bugging Delia-Call-Me-Lil; however the incessant repetition of flashback becomes extremely irritating by page 220.

The central character Delia-Call-Me-Lil is vividly brought to life. So be warned, all you middle-class birds, of the fascination that criminals and villains can have for you.

I found it much harder to identify with the other main character, gang boss, Sam Carpenter, who Delta-Call-Me-Lil tells us is built like a 'concrete fort' which is why she fancies him. This may well explain why Delia-Call-Me-Lil is such a mixed-up, frustrated bird.

How many men do you know who are built like concrete forts?

Sam spends the first two thirds of the book leaning against walls and bars mumbling phrases like 'you've had too much to drink'. Sam does not emerge as a real person until the end of the book, which is unfortunate, but doesn't spoil the story too much, as it is Delta-Call-Me-Lil's story.

The sickest humour in the book, which oftentimes comes over as healthily funny, usually comes out of the mouth of Delia-Call-Me-Lil: "It's about as jolly as a city morgue on a wet afternoon in February when the caretaker thinks he has cancer of the anus."

Equally funny is Smithie saying to the law "Here, what have you got on me? You can't do this", and simultaneously holding out his hands to be handcuffed.

The description of some of the London Club clientele is superb. There are slightly seedy majors who haven't had a major's thought in years, slightly shabby public school business men with astrakhan collars, rubbing shoulders with Big Sam and his mob, all of them startlingly accurate portraits of the men who frequent London's lesser-known after-hours drinking clubs.

Reviewing the book subjectively as someone who knows Mr. Hinde's scene rather better (or worse!) than Mr. Hinde does, I feel that he has written an extremely readable book containing some insight and much knowledge about a group of people who are extremely difficult to get to know. Moreover, to write any book in the first person isn't simple, but to write it as Mr. Hinde did as first person Female, is a major contribution to the book's success.

Brian Stratton