However much Sussex may differ from other Universities it has this much in common: this University like the others, is a predominantly middle-class institution and the majority of its undergraduates are of middle-class origin. Indeed, compared with a national average of 28% 'working-class' students, only 22% of undergraduates here come from working-class backgrounds.

The University recognises the need and desirability for broadening its social base, and ways and means of doing, and of making available more places for students from less privileged sections of the community, are currently being explored.

Meanwhile were it not for the admission of Mature Students, some of whom are receiving a University education after many years at work, and were it not for a special entrance scheme for the educationally 'unqualified' student which Sussex has pioneered, the imbalance would be more severe still.

A report on Mature Students at Sussex, which has just been completed by Dr. E.R. Tapper, Lecturer in Politics, and Mr. A.R. Chamberlain, himself a mature student, emphasises that 45% of mature students here are 'working-class'. However while paying tribute to the scheme, the report stresses that mature students have more problems of adjustment, and are prone to more 'crises of identity' than the average undergraduate.

Dr. Tapper and Mr. Chamberlain base their findings on information collected from a sample of 85 mature students who were at the University last summer. This group was itself a socially-diverse one, ranging from the ex-public school boy who was 'a bouncer at an ice-rink' to the working-class grammar school boy 'constantly in conflict with the school authorities'.

The report's authors divide their sample into seven different categories. For instance there is the 'Traditional Working Class' mature student, who, in order to adapt to his new environment 'tries to form a meaningful role within its confines by participating in various campus activities; for example assuming a leading position in the Students' Union.' This group, says the report represents a special problem for the University counselling services, as it has needs which have not yet been recognised or met.

Then, again, there is the 'Working Class Grammar Schoolboy' who, having some knowledge of the middle class educational environment 'adjusts more easily to the strains and stresses of University life' than his working-class counterpart from a Secondary Modern school. But he seems to lack 'a group or class identity'.

Many mature students are married. Many of them, according to the report, have particularly serious financial and accommodation problems, and the report urges the University to examine these difficulties as a matter of urgency. 'It is,' say the authors 'In the University's own interest to protect its ambitious investment.'

The University already attaches the greatest importance to its Counselling Services. However, in the light of this report, it may well wish to consider what extra help it could offer to a category of student evidently more 'at risk' than the rest of the undergraduate population.
CLOSURES

The University offices and teaching buildings and the Library will be closed on the following days in 1971:-

*Thursday, 8th April
*Friday, 9th April (Good Friday)
Saturday, 10th April
*Monday, 12th April (Easter Monday)
*Tuesday, 13th April
*Wednesday, 14th April
*Monday, 21st April
*Tuesday, 22nd April
Wednesday, 23rd April
Thursday, 24th April
Friday, 25th April
*Saturday, 26th April
Sunday, 27th April
Monday, 28th April

MEASLES

A vaccine is now available which gives immunity against German Measles, writes Dr. A. Ryle, Director of the Health Service. Girls who have not had German Measles would be well advised to seek this protection, as infection during the early months of pregnancy is a well known cause of the abnormal development of babies.

You should first consult your Doctor, who will then provide the prescription for the vaccine. The vaccine will be available in the Health Centre and administered in the normal injection clinics at the following times:-

Tuesdays & Thursdays 10.15 a.m. to 11.45 a.m.

A prescription charge of 12½p will be made for each immunisation. It is very important not to be vaccinated if there is a possibility of pregnancy.

Aims & principles

At its next meeting on March 17th, the Senate will be considering a paper, prepared by the Deputy Vice-Chancellor, which sets out some of the principles and aims of the review of the Administration which has been taking place during this academic year. This Senate paper indicates the main organisational principles to be followed in any redistribution of roles and responsibilities within the Administration. The detailed changes proposed will be submitted to the Senate in the Summer Term, together with all other proposals for changes to the Organisation of the University document.

Research

The Social Science Research Council has awarded a grant of £75,000 over a period of five years to the Science Policy Research Unit, for a research programme in forecasting studies. The research will concentrate on three kinds of studies - 'hindsight' evaluation of Research and Development forecasts, 'technology assessment', and the future interaction between social attitudes and technological advances. The emphasis will be on a multi-disciplinary approach, and work will be carried out by a mixed team of social scientists and natural scientists. 'Hindsight' studies already carried out on defence and civil projects' development in the aircraft, chemical and electronic industries have shown that R & D costs are typically underestimated by a factor of 2 or 3 - but the true reasons for this are not known. The research group hopes, in particular, to discover whether development costs are normally underestimated, consciously or unconsciously, by engineers in order to involve management (or government) in new projects, or whether it is the forecasting techniques which are at fault.

Recent events such as the Rolls Royce collapse have underlined the vital importance of discovering the answers to these questions.
The reader who thinks that the question implicit in my title should be answered by an unqualified "Yes" on the grounds that the social sciences are strongly represented in our University and are expected to expand over the next five years will not, I suspect, like the kind of answer that I propose to sketch out. I argue that even if there were not one single social science taught here a preliminary course on the social sciences would be fundamentally educative in the sense in which, I take it, the founders of our University intended the preliminary courses to be. Such a preliminary course would not, then, be a course devoted to the study of those disciplines which collectively have come to be known as the social sciences. It certainly could not be preliminary to specialised work in any of those disciplines, or could not be in the sense that it did not equally benefit a student of the humanities. A preliminary course on the social sciences would, to my mind, draw the student's attention to a current in our European intellectual history of such force that, whether we like it or not, there is a sense in which we can say that we are all sociologists. What is this intellectual history for which I make such a claim? It is, quite simply, the growth of the idea, springing from a greater appreciation of man's essential sociability, that human society itself constitutes an object for study. I won't rehearse the old argument that sociology is as old as Aristotle. This essentially grandiose proposition dilutes the specificity of the tradition that I have in mind and robs it of its peculiar moral quality. I would point rather to the intellectual disturbance and ferment of the seventeenth century when totally opposed views of the universe and man's place in it came to be formulated and clashed. The battle was not so much between rival schools and factions as within the minds of individual men - Donne's "round earth's imagined corners" perfectly images the intellectual tensions of the period. As the century proceeds and as God and the bible increasingly become matters for individual interpretation and individual conscience, so increasingly they cede their authority over questions about the social order and man's place in it. Man could no longer look for redemption to his society as part of a divinely ordered scheme and turned to establish his security in nature. If only society could be understood to be at one with nature and governed by natural laws, then the study and knowledge of these laws would restore to man that kind of control of his intellectual universe which, even today, is enjoyed in contemporary pre-literate or so-called primitive societies. It is in this origin in a century of profound perplexity that establishes the specificity of the social scientific tradition and sets it a universe apart from the authoritative security of Aristotle.

There are, I don't doubt, many social scientists who believe that man's sociability can be studied and should be studied with the objectivity and accuracy with which they credit the natural sciences. There are others who ridicule such a pretension or, at best, regard it as a premature simplification. Here I am not concerned with a debate which has gone on for more than two centuries but rather with the immense impact, by action and reaction, which the claim that society could be the object of science had upon western society itself. Among the effects was not only the proliferation, which still continues, of particular disciplines but also a more pervasive shift as western man began to spell out the implications of his imputed place in the universe: no longer half angel and half beast but perhaps pure beast, or, to take a recent and popular development, impure beast. Or was he, on the contrary, disembodied intelligence of the angelic order - pure idea? By a strange twist the very naturalisation of the social order from which so much was expected became in its turn, for some, repulsive as there emerged the concept of the alienated individual no less social than the ant or the baboon in fact but at war with his own nature and deprived of any theologically sanctioned alternative. Such changes could not but be reflected ultimately
throughout the intellectual and, more precisely, the academic world. It does not need to be argued, surely, that "we are all sociologists" in the sense that whether we study literature, history, philosophy or art we are aware and more aware even than our predecessors in this century of a dimension, a context or aspect of our object which we call social and which must be understood if our desire to understand is to be satisfied. Nor, as I have suggested, is it possible to escape this consiousness as one leaves the study. Any profession or belief, commitment to any intellectual, political or religious order or the destruction of such an order involves a confrontation with the idea that man is a social animal.

Issues
But what precisely would one offer by way of a preliminary university course which would enable the student to think through a few at least of the issues from this fact? It seems to me that two interwoven strands are essential. Firstly one would need to demonstrate-the growth of the idea that man as a social being is, or might be, the object of scientific investigation and the effects which this idea had on western thought and art. Secondly one would be concerned with the history of the social sciences themselves from a loose consensus of interests in the eighteenth century, to attempted unifications in the nineteenth century and the growing diversification in our own time.

I cannot think that many would not be able to see the moral and education value of such a course, many more would be concerned with its intellectual structure. I suppose that my initial reaction to such a question would be historical in that I would think immediately of Auguste Comte. There was a man who, more effectively than the prophets of our time, seduced the imagination of a century. He effected a synthesis, in many ways outrageous, out of eighteenth century thought and provided the perspective in which Spencer and Marx were to react in their different ways, in which the theories of Darwin were to receive their philosophical elaboration and in which British socialism was to be founded. However, if Sussex University can claim that it has among its faculty one man who has read through the six volumes of Comte's Cours de Philosophie Positive I doubt that there are half a dozen such in the country. One must look elsewhere for a body of work which could enable us to scan the Comtian tradition and also provide a basis for the discussion of twentieth century developments. The mind then turns to Emile Durkheim who presided over a Comtian revival of French sociology in the last decades of the nineteenth and early decades of the twentieth centuries. To examine his theories, the problems with which he was concerned and the very nature of his arguments is to realise that here we have not a substitute but an ideal base for our course. Durkheim's work constitutes a watershed between the social philosophers who preceded him and the scientific specialisms which have proliferated since his time. He himself is motivated both by a moral passion for the betterment of the human condition and a passion for scientific rigour. Critical analysis of his arguments reveals bow, probably for the last time, it was possible to discuss "modern" functionalist preoccupations in the language of social evolutionism. I doubt whether there is anyone professing and calling himself a social scientist today who does not count Durkheim somewhere in his intellectual genealogy, whether by direct or collateral line, dexter or sinister side. In addition to his centrality it is precisely the conflict of moral commitment with scientific pretension that makes a discussion of Durkheim's work the basis of a course which encourages students to face the paradox that man finds his own nature problematic.

Provocative
There is no room in a sketch of this kind, intended to be provocative, for a bibliography let alone a syllabus. If, however, any reader is stimulated to look at Durkheim's work in the perspective in which I have placed it, he might look at the opening chapter of his Rules of Sociological Method - "What is a social fact?" or Chapter 2 of his Sociology and Philosophy - "The definition of moral facts." A glance at his Division of Labour would be enough to demonstrate its value for a discussion not only of the Industrial Society but also of some of the received ideas concerning it. With the Division of Labour, goes his later work Suicide, which is also a demonstration of his method and usefully raises the question of the relation between the sociological and the psychological. Finally, for this present, his Education and Sociology relates the sociological understanding to the society itself and points to the reflexive nature of the sociological consciousness.

Dr. Pocock is Dean of the School of African and Asian Studies
WOMEN'S LIB

Well no! Not quite but we had to get your attention 'focussed' on our group somehow. Of course, if there are any militant female emancipationists out there, you are welcome to start converting Sussex University Women. Who? Sussex University Women! We are often referred to as the Women's Group but we don't really care as long as people hear about us, our evening meetings, our coffee mornings our group activities and come along to them. We exist to introduce all women connected with this University to each other. Have you made use of us? Have you been to a meeting lately?
On March 16th at 1.00 p.m. in York House Common Room we are eating sensibly and quite well at £1 a time and the profit is going towards a new building for the Moulsocombe Adventure Playground. There will be a creche in Lancaster House Common Room (just behind York) so there will be no need to distract your husband from his work to babysit, but you could take him along with you and make sure that he gets a calorie-controlled lunch for once and hear from his secretary. Get your ticket before March 12th from Rosemary Lewis (Lewes 5708) or Alison Chapman (Brighton 65524).

Once again we are joining forces with the SCR to hold a Spring Ball on April 16th. There will be two bands and, rumour has it, an exotic cabaret. There will be two buffet sittings and the rave will start at 9.00 p.m. and go on through to 2.00 a.m. with a bar extension. Book your babysitter now and start saving £3, if you are a member of either group, or £3.50 if you are not, for a double ticket and programme. Order early from Leslie Ricketts in Essex House as numbers are limited.

Off campus there will be coffee mornings at members' homes. You are certainly invited to go along.
March 9th at 10.30 - M. Weir, 15 Surrenden Park, Brighton, (Brighton 551454)
March 16th at 10.30 - A. Sants, The Grange, Barcombe, (Barcombe 469)
March 11th at 10.30 - E. Thomas, 50 Hamilton Road, Brighton, (Brighton 58887)
March 24th at 10.30 - J. Bather, 92 Lustreels Crescent, Saltdean, (Brighton 34963)

If you have any queries about joining our group please contact either Rosemary Lewes (Membership Secretary) at Lewes 5708 or Alison Chapman (Programme Secretary) at Brighton 65524.

Alison Chapman

WHY ARE YOU AN ASTRONOMER?

Quivering ganglia and membranes wrap in piano wire twitch galvanically under searing arc lamps as the grey twilight skies scud past in unearthly haste behind convoluted trees spreadeagled darkly overhead. Doom laden depths toss leaden crested in flocculent manes, spray driven frigid thrashes sibilantly at tattered rock. Promontories above stangely still valleys of layered air thrust forth rough timber crosses at angles to the rising hurricanes: the primal forces begin to stir from forgotten slumber once more, darkling cave mouths yaw again as skulls from the past recall the twin world planets before the death of the Anti-Sun of Sirius.

The Professor slams the lid of the cabinet, the crystals grow dim. Beardedly he draws upon his pipe (its mercury vapour-pressure excessive) as your eyes follow oak panels and vellum bindings to a mound of blueprints. A terra ad æternam his voice speaks sadly, the metallic dish craft in the courtyard below pathetically small as it defies the glowering horizon, its swooping shadow lengthening across the circumscribed pentacles to touch mossy cornices and ivied eills crumbling in antiquity.

Infinitely slowly you draw yourselves to your feet, the sun an ember illumining ruddily a home no more for man, never another to be so beauteous. Silence (save for an owl) surrounds the small gathering as they step from the firm flagstones into the cool dark interior, their eyes softly lingering. The Professor follows you with papers and matrices, the door isolates you from the Earth for ever.

Through hard panels: the orb of the moon hangs from a roof of streaky clouds like an eye. The craft tilts, gables and chimneys slant away below... The sky blakens gently, then brilliant vortices of colour mark the outline of the eclipsed sun.....panels grow opaque across it as swords of light strike through the strange interior, pretty women weeping gently, hirsute men of genius with eyes averted, countless coloured spots and shapes changing in banks of symbols within - and without, the breathless tractless void, scintillating gems scattered away to for ever in stark splendour beyond imagination.

Jon Godwin
Link-Up, like virtually every group in the University with any pretensions to ideology, aims to change society. The society envisaged, I think, is far more considerate of people as people than is the industrial society today. This society is based on people realising each other's existence, on their respecting and caring for one another, and sharing the sort of love that perhaps survives in today's unneighbourly society only in close family ties. A lot of pleasant-sounding intellectual things could be said about "Man Come of Age", or the Judæo-Christian Ethic, or building Socialism from the ground up, but Link-Up is essentially concerned with bringing together the University community and the other 92% of the population for whom intellectual niceties and universities mean very little.

And this sort of bringing together, to be real, must be done by individual person-to-person contacts that recognise the humanity, fallibility and needs of both sides, and can therefore build something constructive in human terms. You cannot build a society on ideas like "from each according to his ability, to each according to his need," unless this attitude has become an integral part in the everyday life of the great majority of people. Members of Link-Up seek to use what ability they have to provide services where needed in Brighton and its surrounding areas. They are involved in all sorts of human situations, such as: combating loneliness, boredom and insecurity among the elderly through regular visiting in their own homes or in institutions; creating more cheerful environments by decorating for the elderly, disabled and for families with special problems; broadening the horizons of the mentally and physically handicapped through visits, conversations and activities undertaken with them; organising creative activity among the young by running children's playgroups; helping to construct and run an adventure playground for older children; providing teenagers with recreational facilities where they can mix socially and relax in youth clubs; taking part in the life of Brighton Hostel; supplying the crowds of youngsters invading Brighton at Bank Holidays with a coffee bar, somewhere to shelter and sleep, and all with "no questions asked"; helping mothers to set up pre-school playgroups; taking part in vacation projects which further one's community experience. Link-Up recognise that a patching up operation by a few part-timers is not enough. Injustice is clearly being done where complex procedures, red-tape and form-filling prevent people from getting the benefits which they need and to which they are entitled under the welfare state. The individual can often be forgotten or ignored in bureaucracy at all levels. Where the law fails to protect the exploited, or where it is not understood, or not attended to, needless conflicts, sufferings and anxieties can enter people's lives. Link-Up realises the responsibility of students to examine critically the structures set-up to care for some of society's special needs and to cast the same critical eye on the pattern of our own lives. So Link-Up members also take part in various counselling services, support the housing action group, and look into the causes of poverty.

Information and details of Link-Up's activities and projects is available from project leaders or from the person manning the desk each weekday in the office (between 12 - 2 p.m.) above the union offices in St Lawrence House, shared with Martlet and ITVS. (Internal telephone 09-172; external 696653).

Link-Up also publishes a newsletter 'Praxis', approximately fortnightly, with details of work in hand plus articles and discussion about social welfare and society and experiences of students working on various projects. One of our projects this term is to draw attention to the inadequate facilities provided for paraplegics on campus and in Brighton.

Most Link-Up work is done by undergraduates, but the work they do is fairly limited, because they can only do it in term time for the three years that they are there. Almost all work with people requires that a steady personal contact be maintained over a period of time to be really helpful. Link-Up would welcome a much larger number of postgraduates, members of staff and members of faculty, who are more settled in Brighton, joining and extending our activities. We would be glad to hear from anyone who is involved in other fields of voluntary social work, so that everyone can gain from shared experiences.
It was 'D' Day and however you interpreted it and no matter how hard you tried £1 just didn't equal 20/- any longer. Tills here there and everywhere were clocking up New Pence and the time had obviously come for the real test of all that training and indoctrination shop assistants and cashiers had endured to ensure that decimation on the campus ran smoothly. And it did, 'D' day was as calm as it was expected to be chaotic. Assistants throughout the University shops, bank and eating places were coping bravely, helping students to sort out their change and checking their own calculations very carefully. And perhaps the most remarkable aspect of the whole day was that everybody was smiling as if the whole thing were some private joke that had just leaked out. Or as if the whole country had decided to use foreign currency for the day.

We set off round the campus to see how things were working out and to examine the reactions of the first customers in the shops and bars. As it was reading week business tended to be rather slow. Nevertheless, there were the expected, puzzled faces and the inevitable scrutinizing of those shiny, new but minute itp.

Bookshop - Mr. J.T. Holder, Bookshop assistant;
'We're coping reasonably well. Everyone seems to know something about it all and we've helped those who don't know how to make out cheques. Business is very quiet and we thought people might have been keeping away because of the changeover but reading week would account for it. The main difficulty is that you have a tendency to think of the old 2/- as 20 new pence instead of 10 new pence but all the books have been priced by the staff here in new pennies. Things such as pens and stationery which involve the payment of smaller amounts are more tricky than the books. We started training for this on January 1st by splitting into groups here and using the new money. There is in fact a decimal price list up for the convenience of the customers on the side of the stationery stand.'

Barclays Bank Assistant;
'We have no complaints so far. In fact it's easier than I thought it would be. I've shown some people how to write their cheques but no-one has been really lost so far.

We trained on Saturday mornings in the main branch down North Street in Brighton using the new money. When they trained us they gave us cheques and credit slips with deliberate errors just to see if we knew what we were doing.'

University (V.G.) Shop - Mr. M.F. Noble, Proprietor;
'I'm finding it pretty easy. We're a little bit slower on the tills but people are coping very well indeed. It's a big joke at the moment but everybody's smiling and there hasn't been that usual Monday morning feeling - it's more like the Battle of Britain. People aren't too sure about the system of paying with sixpences or in units of six, but we've been open two hours now and had no real problems. The shop belongs to the VG group and we've been having training sessions since last September in Brighton and have practised on the second till here which converts on quiet afternoons. We worked during this weekend changing the prices and were a bit nervous at first but not now.'

Snack Bar - Falmer House. Cashier, Mrs. Celia Sheppard;
'We're not very busy today, I think it's reading week or something. I personally am slower on the till but it's best to wait for it to come naturally. Some of the students are reacting to the new system quite easily although some of the older ones said they were lost and relied on me. I find I need to actually count the change out into their hands.'

Tom Forester, President of the Students' Union was the first customer we spotted. He suggested that 'D' day might be interpreted as decimal diddle day but said that it was all very easy and that he had no problems at all.

Hills Newsagents - Mrs. B. Fogarty, assistant;
'It hasn't been too bad so far but it's the odd penny which confuse customers. They want to give us the odd old penny and of course we can't take them like that. They can't get used to paying in multiples of six. We're moving a bit slower until we get the hang of it but some customers are actually telling us how to do it. Strange as it may seem we're quite happy with it and check with each other if we're not too sure. Some people look a bit puzzled and the awkward one wants to convert the whole thing back into the old money but it's easier for us. We've been doing it for a month on converted tills.'

Scramble - Refectory;
The Scramble at lunchtime (top floor of the Refectory) is usually quite chaotic at the best of times, and, it seems seemed, the effect of decimalisation would be seen best up there. But in fact Reading Week saved the day and cashiers were handling the situation very well although more slowly and with more caution than usual. We went up there to investigate at the lunchtime peak period.

Miss Baynham, the Catering Manageress, said: 'It's definitely slower today but the students are generally quite slow anyway and don't have their money out. They are all being very good natured about it. The cashiers were really floundering at first. They've practised of course but actually facing the customers is different. It's much quieter because of Reading Week. On an ordinary day we can get 300 through here in a quarter of an hour and if it had been like that today it could have been murderous.'
In Bernard Chilnall's review of the M.S.U. in last month's Focus, one could not fail to be impressed by the achievements of the Unit. His remarks were almost Wilsonian; hot and enthusiastic with the promise of the white heat of technology. But as some of us know the promise remains somewhere beyond. The technocrat may be enshrined by the Basil Spencers of this world, but those of us who have to scrub around in the backwaters of Basil's dream have different ideas. You are probably wondering where's the bitch? What's wrong with Sussex? The University is undoubtedly one of the best equipped in the land and with Captain Briggs at the helm we can fight off the poachers from D.E.S. and screw a few more million which should be spent on the Polytechnic. Observers may have been surprised to see that Mr. Chilnall only gave a few lines to television in the University. They may be even more surprised when they learn that the new Arts C extension is not going to mean more teaching space but a splendid new TV studio fully equipped to furnish Professor Briggs' private dream of regional television (all things are possible when you are tipped as Director General of the BBC). Think of it, BBC 2 intellectual extravaganzas for the masses in Moulescombe. So why so little mention of TV? With a studio which is to be superior to some of the independent companies and the Open University dawning on the screen, (where else do you go after Essex House?) Why isn't the M.S.U. raising the clarion call about television?

The truth is that educational television is the part of the technological revolution that has gone stone cold. The truth is that in Sussex television is a virtual non-existent. What have you got for your money? One visual radio programme produced by students and televised lectures where the camera flicks off the board just when you are writing down the formula.

You have got all that plus an imposing beuacrocacy of too many chiefs and not enough Indians. That of course is inherited along with equipment from the BBC. In an angerer moment I might shout sincere but I shall bow respectfully and watch a new generation of student televisions swing into action with ideas and enthusiasm that could make television work. For television to achieve its McLuhan power it must be full of imagination. It must be prepared to take failure and forge on; for there is one thing more certain than any other in television, and that is the certain knowledge that it will all be forgotten a week after broadcast. Ask any past editor of Newsline and he will tell you that he started full of hope only to be exhausted by the obstacle race of can'ts and don'ts all the way from the refeictory studio up the steps and into Essex House. It is not simply a question of students interfering where they don't really belong, it is the fact that students are providing virtually all the television at the moment. Of course the studio and M.S.U. will provide pat answers. Their timetable is full of course; the general term, maintenance, provides an umbrella for any activity from tea drinking to moving equipment to the new studio. Oh yes and of course eighteen months to meet a student request to rig up some equipment. I would argue that capital, equipment, time, expertise and money is going to waste and students who wish to do something about it are continually frustrated not to mention downright insulted over their efforts. Despite the fact that I am angry, I can see the University's point of view. No one on the TV staff wants more work for no more remuneration but when as was the case last term we had more 'leaders' in Essex House than technicians in the studio, one must ask the question: what is it all worth?

Perhaps that is why Mr. Chilnall is keeping quiet. As long as he can maintain the golden vision of what might come to pass in television then the money for the new studio may be forthcoming but if the past record is examined there might be second thoughts.

I personally believe that a flexible, adaptable television service is worth the money. What's more, it can have real meaningful impact on educational technology. That's why this article is a plea to M.S.U. to give ITVS a break, give students a chance to prove that they can produce good television with the right co-operation. It is not the purpose of this article to castigate personalities or catalogue the instances of uncooperativeness or bad faith but I know this article will have unfortunate consequences for the present members of ITVS.

I have not written this article without the certain knowledge that student television will suffer, but what have we got to lose? M.S.U. have just informed us that due to the moving operation to the new studio, ITVS will probably have no studio for Newsline next term. But who am I to ask what M.S.U. does in the vacation, who am I to mourn the passing of student television?

*It is the policy of this magazine not to publish articles submitted anonymously. In this case the editor is aware of the author's identity but has been expressly asked not to publish his name.*

Mr. Bernard Chilnall, Head of MSU comments:

There are so many misconceptions and factual errors in this letter that it is difficult for me to comment. May I just refer to two inaccuracies. Firstly the Educational Development Building (not an extension to Arts C) contains a lecture theatre, six rooms for seminars and six laboratory areas, all available for teaching purposes. Secondly ITVS have been allocated studio space during the summer term not only for Newsline but also to record Registration Week programmes.
Universities are places where one expects to be able to eat cheaply, and, if you've ever sat in the Snack Bar and watched hungry youth devour its meals, then the operative word seems to be quickly. There is certainly a variety of places where one can eat around the campus but although many of them serve similar meals and snacks they wouldn't all meet the gourmet guide's three star approval.

The Refectory eating areas resemble any large superior hospital or factory canteen and if you're the hearty helpings type you can watch hundreds of others queue for bangers and mash or tug at the same roast beef you're still trying to digest. For all those who are still in the habit of propping up the bar there is a wide choice. From the much battered, much used Union Bar still selling the grub which keeps the Rugby Club hearties on their feet to the more sophisticated setting of the Arts Centre Bar still trying to cultivate that non-existent atmosphere. And then of course there are the backwater places all hidden from view...... (Yes, the Crypt is still going strong).

In an attempt to find out just where one gets value for money and exactly what kind of food one can eat on the campus I spent a week making my gourmandising way around the various eating places chewing over the nutritional value of a sandwich here and a pork pie there. I started at the Refectory block and from there had either a meal or snack in ten different places. In fact if you count all the Common Rooms which do lunches it's possible to eat in at least a dozen places. I attempted to eat approximately the same-size meal in each bar or dining area and so the comparisons are quite fair as in all cases it's possible to pick and choose and not necessarily eat a full meal.

Refectory: Scramble
There is definitely something Joe Lyonish about the Scramble although the service is certainly not slapdash and the food rather better. Here I had vegetable soup (10d), and then a main dish which was Kingsteak, onions and chips (2/1d), followed by apricots and custard (1/1d). Helpings certainly are hearty and for 4/- you get ample for your money. There's an adequate choice although I couldn't face it every day and sitting opposite someone plodding through the same three courses doesn't make it any more appetising. Ever had that mass-produced feeling? As far as the Gourmet's Guide is concerned - only one star for the Scramble,
Salad Bowl:
The salad bowl which is on the first floor of the Refectory block underneath the Scramble is perhaps the healthier alternative of the two. There I managed to get through a Hot Savoury Flan salad (3/6d) although I could have chosen one of the cheaper versions, i.e. egg or cheese salad, as like the Scramble some of the dishes are cheaper than others. I finished up with a large apple (6d), a total of 4/-.

The salad was O.K. but not very exciting, only having got past the lettuce and tomato stage by the after thought that grated carrot and cabbage might vary it. There ought to be salad dressing other than in those giant jars which give you that transport cafe feeling. I emerged slimmer than when I exited from the Scramble and minus the lead weight feeling, but salads need to be more adventurous to tempt me. Only one star.

Refectory Bar - First Floor:
This is a good place to eat lunch in. The atmosphere is congenial and it has the added advantage of having lots of seating, so even when it’s full, and it does get very crowded, you can always find somewhere to sit. There is a small selection of food, mainly sandwiches and pies but it’s all fresh and it’s quick to serve yourself. I had an egg sandwich (10d), a piece of delicious cheese pie (11d), a tomato (7d) and a strawberry yoghourt (1/2d).

Another advantage is that you can either get a drink from the bar or coffee from the other side of the room. I had a coffee (8d) and for a total of 4/2d you get very good value. Admittedly the selection is fairly limited but the food is appetising and the service quick. I couldn’t decide whether it deserved two or three stars but let’s say it falls somewhere between the two.

Refectory Lounge Bar - Second Floor,
This only needs a mention as it serves exactly the same selection as the first floor bar and deserves the same rating. The only slight difference is that it doesn’t do toasted sandwiches but coffees can be bought at the bar itself.

Senior Common Room:
Of course you do have to be a member of the S.C.R. to eat there, on the first floor. But it’s worth a mention just to see how the other half lives. The atmosphere is rather grey and sober and there’s a lot of shop talk but the food is rather different and the selection good. I ate French bread with butter and a piece of Camembert (2/1d and scarcely worth it), a rolled herring (1/4d), a slice of blackcurrant pie and fresh cream (1/9d) with a glass of pure pineapple juice (9d). The food isn’t synthetic and although perhaps superior to other campus catering, also has a superior price - I spent 5/11d. There are two hot meals offered every day and the salad stuff certainly sets an example to the Salad Bowl which would do well to copy it even at the risk of higher prices. It’s first come first served in the SCR; if you arrive late there’s quite likely nothing left or the sandwiches are dry. Comparatively its expensive and the atmosphere is overpoweringly sane. Two stars.

Falmer House Snack Bar:
Despite being reminiscent of a British Rail buffet with its flapping perspex covers and tea and coffee urns the Snack Bar is quite a pleasant place to eat. If you’ve a strong voice and go up there to do an equal amount of eating and talking then it’s your scene. I managed to consume a pork pie (1/10d), half a Scotch egg (11d), a small apple pie (7d), and a banana (6d) with a good cup of tea (60). For 4/4 you get a filling snack. Two stars for the Snack Bar, the turnover is so rapid that the food is nearly always fresh.

Falmer House: Union Bar.
The students’ bar isn’t exactly flash but it’s certainly cheerful and as far as value for money is concerned it’s probably as cheap as anywhere on the campus. If you don’t mind almost drowning in your own bitter in its push and grab atmosphere then it’s obviously the place for you. The peak period at lunch time is murder but I eventually managed to buy half a pint of Watney’s Special (1/3d), a round of ham sandwiches (2/-), and a packet of crisps (7d), (there wasn’t time or room for more). Good value for 3/10d. There are also pies and pasties and there’s food in the evenings too. It certainly rates two stars. Unlike some of the places it never seems to run out of supplies.
gourmets guide cont

Arts Centre Bar:
The catering here is on a very small scale but as far as it's limited range goes, (there are no puddings) its food is probably the best value for money on the campus, and as nutritional if not more than any other. There is a definite lack of seating but if you can bear that there's not much of a crush, I started with soup which is of the home-made variety and very good and was chicken and leek (1/-), (at other times kidney and mushroom, minestrone etc), then a Turkey salad roll (1/9d) and a mini sausage roll (6d) and coffee (1/-). There is a good selection of rolls (salmon and cucumber, liver sausage) and sandwiches from 2/- and the fillings are bigger and better than anywhere else. For 4/6d this was a good and adequate lunch. If you don't want coffee you can get a drink at the bar opposite. This is the gourmets choice - three stars......the rolls are fresh, filling and original. The atmosphere is distant but perhaps it may improve.

School of Cultural and Community Studies Common Room: This is just one of the school common rooms which do lunches about twice a week. It's a Ploughman's Lunch and if you can get your teeth around a huge chunk of bread and cheese then you'll find it cheap and convenient. I settled for bread and cheese (9d) with chutney (1d), a pickled onion (2d) and a tomato (5d) followed by an apple (5d), a Mars Bar (9d) and a coffee (5d). For 3/- it was a very cheap snack but of course the range of food is very limited (occasionally doughnuts or other cakes) and therefore it only really rated one star.

Crypt - The Macrobiotic Eating Place.
If you're a would-be health addict, fond of eating in a Yoga position or just like the idea of vegetarian organically grown food then go and do your own thing in the Macrobiotic Eating Place in the Crypt. One room is devoted to floor level eating but if you'd rather eat at a normal table there are those too. I had wheat berries and vegetables (2/9d) which looked rather grey and brown, and, even more disturbingly, not very different from my neighbour's oats and beans. I followed this with muesli, a generous helping (1/9d). I can't say that I really enjoyed either as the drinks looked less exotic than they sounded (Dandelion Coffee and Green Twig Tea) I didn't bother. The food not only looked very similar it had the same grey taste. One star - and it's luck to get that. (But if you don't like to see your food being cooked, and in less than immaculate conditions at that, then don't try it). For 4/6d, one can eat better elsewhere.

The main conclusion drawn from a week of campus food was the relief felt to get away from the set types of food that seem to be sold in each and every place......the unavoidable sandwiches (unless you can face the Scramble every day) and the inevitable pies and yoghurts. As far as the quality of the food is concerned it is only fair to compare it with cafe and restaurant snacks in town and in that case it stands up well. Campus catering may not be very exciting but it's adequate and in some cases extremely good value, both in quality and quantity, for your money.

VAC GRANTS

George Craig, Lecturer in Education and French, and Sub-Dean of the School of European Studies is a member of the working Party set up by Senate to look into the question of vacation grants, following the DES decision to transfer responsibility for payments from Local Authorities to Universities. The Working Party, which is receiving reports from Schools, Subject groups and the Union, will report back to Senate shortly.

The question of grants for study in the vacation has been thrust in front of us rather brutally as a result of two related decisions taken elsewhere: that from 1st May 1971 the responsibilities for these grants will lie within the University and not within the L.E.A.; and that the maximum sum theoretically available (we are in fact for a variety of reasons unlikely to attain this maximum) will be, for the period 1st May 1971 - 31st July 1972, £40,000 (which represents a rate of between £10 and £15 per undergraduate). We are being asked, obviously
enough, to agree on criteria for distribution, priorities and so on; but while these essential short-term arrangements go ahead it seems appropriate also to look at the context in which the need for vacation support arises. It is a surprising one, and an analysis of it might run as follows: (1) In line with a very ancient, not to say gentlemanly, tradition, the University officially sees the connection between a student and his work as an essentially intellectual even disembodied one ("the vacations are an integral part of the academic year, and are intended for private study and more extensive reading than is possible during term. The courses of the University are planned on the assumption that the vacations will be used primarily for academic purposes..."); — General Academic Regulations, para 13). In order, in other words, to avoid the tangle with particulars and individuals, it is driven to invent a simplification: Academic Man. (2) Once Academic Man is loose, it makes very good sense to talk of a year-round involvement with his work: indeed it would be very odd not to. (3) In certain important respects such an attitude is wholly justifiable; we are, I think, perfectly right to hope for a continuing preoccupation with the work and its extensions. However, (4) It is perhaps only literally achievable by an unmarried Fellow of a College (someone wholly, permanently and automatically maintained); and, of course, Academic Man is the invention of just such a person. (5) The grant system is an attempt to extend this support to undergraduates; but because it neither includes free board and lodging, nor is adjusted with each change in the cost of living, it may very well not do so on a year-round basis, especially in expensive areas. (6) As if in recognition of this, the grant-giving bodies then take advantage of the division into terms and vacations to shift the burden of support for the vacation on to parents or guardians. And in order to avoid close scrutiny of the acceptability/feasibility of this in given cases, a new category is invented: Grant-Receiving Man (who, of course, doesn't have moral qualms, a difficult home, a shortage of academic facilities or whatever). Now Grant-Receiving Man can support his alter ego, Academic Man. (7) But since this doesn't in a number of cases work, some students are driven to taking paid employment and/or to applying for vacation grants. Whether or not the University has, or ought to have, a view on this depends on the answers to a number of questions: (a) How much reading (etc.) are tutors really asking students to do for clearly definable purposes (preparation of courses, prospective essays etc)? (b) How much reading (etc.) are tutors advising students to do, or assuming that they will see as desirable to do (it being permanently the case that the reading etc. done for and in tutorials only goes a small way into the area with which any course is concerned)? It should be noted that tutors generally assume - and make clear - that without such extended reading and reflection the course itself is bound to be more than a little marginal. (c) How much reading (etc.) will prospective finalists have to do to equip themselves to meet the demands of the University's new B.A. assessment pattern? (d) Can the average student meet the combined demands of (a) and (b), or of (a), (b) and (c) if, for whatever reasons, he has to take paid employment? (e) If not should the University consider pressing for a proportionate raising of the over-all grant, or the availability of more generous vacation grants? (f) Or should it consider cutting back on its demands? (If this was the case it might well involve either a re-casting of the teaching and examining arrangements so as to exclude vacation work, or the dropping of the kind of reading (etc.) mentioned in question (b)). (g) If reading of the (b) kind is in one sense the one most easily sacrificed, must we not first know how that reading is conceived by tutors? (Some tutors, realising that there may be difficulty over obtaining specialised books in vacations but unwilling to support widespread demands for vacation grants to be used for that purpose, only, recommend the kind of fundamental reading which can be done through any public library. This may well be more an Arts than a science possibility, but it is relevant to the exact definition of need.) Now we are in a position to subdivide the issues within the basic division academic/financial-personal. A - Academic What we need to know is what the real expectations of tutors are in respect of vacation work, and with reference both to the kind of reading (etc.) and the amount of reading (etc.). If we maintain a system which includes vacation work, and if we have only a very limited sum available for vacation grants, we may have to ask tutors to work out reading suggestions as a function of a particular student's personal situation. Will tutors be prepared to do this? Unless there was a high probability that the resultant reading would be done (and I suspect there isn't) it is much more likely that they would restrict themselves to general suggestions. We need also to know how far tutors are for academic purposes thinking it necessary or desirable that students should spend part of the vacation at the University. If, as I suspect, the answer is "little, if at all" that needs to be reflected in the kinds of reading (etc.) prescribed. If that were taken care of, the demand for vacation grants would come for reasons that belong to the second category, (financial-personal) - except for the incidence of assessment exercises and vacation courses. B - Financial-personal Here we need to know rather more (though how is not easy to see) about the number of students who for most or all of the vacation cannot live at home at their parents' expense. Where it is a question of straight financial hardship, the matter goes out of our hands, since here there is public provision. It is the other cases which are of interest. By and large they would be of two kinds: those who do not, for private reasons, want, or will not, for reasons of conscience, allow themselves to be supported by parents; and those whose home circumstances are such that study is impossible. We need also to know what the real estimation of time to be spent on academic work during vacations is. Academic Man can reappear on this side of the discussion too. If there is competition for limited funds - and from May on, all students, including those on minimum grants, will be eligible - it would be unfair if those who found it nicer to be working (in whatever sense) in Brighton reduced the chances of those who couldn't work (in the academic sense) anywhere else. Up till now many tutors have signed grant forms without hesitation and without reflection. I can't seriously imagine a situation where, at the other end of the line, they grilled each student carefully as to his particular position before signing. That would do great damage to tutorial relations. We would, then, need a fairly clearly laid-out procedure for establishing categories of need. Such a procedure would depend for its validity on honesty; but then so do and should most of our arrangements. C - Assessment exercises These, for a certain number of students, cut across the A/B distinction. If the bulk of the sum
allocated went in fact on supporting students working at these, we are forced either to admit no other categories of need or to turn to the UGC with a firm and reasoned request for a substantial proportionate increase, whether or not we are an "expensive"

university already. But that is part of a long-term discussion, unlikely to be helpful now.

D - Vacation courses
These also may cut across A/B lines. With these too we must ask for a re-appraisal; a request, as a minimum that no-one should ever set up a course without reference to those administering whatever funds we are finally given. In fact, tutors and students alike must be told what freedom of financial manoeuvre they have; or, putting it the opposite way round, the full range of things which may pre-empt part of the total sum available.

This is why I think there must be full discussion at all the academic levels and among the student body. Only when everyone knows what freedom of manoeuvre we all have will it be possible to reply comprehensively to the UGC demand. What reply we actually give will be partly determined by the answers to the points I've been trying to raise here. There are certainly others, these are a first inescapable bunch. A little frankness wouldn't do any harm.

FOCUS ON THE WARDENS

Not everyone hates traffic wardens. They come to be tolerated, like airports and electric pylons, as a necessary environmental evil. But few people come to cherish them with tender affection.

The University does not have traffic wardens. George Thew, who looks like one of those distinguished gentlemen one finds hailing taxis for members outside London clubs, and George Saunders, who is short and round but pretty nippy at leaping for his life - which he's had to do once or twice - are the University's Traffic Controllers. The real difference between them and more conventional wardens is that there's not very much they
can do to members of the University who persistently park their cars in places the University persistently asks them not to. They can't make people stop, or make them show their discs, or even make them produce their names on request. (Here they're in good company as the Proctors labour under a similar difficulty). What they largely rely on is the goodwill of the 1800 drivers who bring their cars onto the campus.

"Now there's this bloke, an habitual offender," says George Saunders, "Who comes in with no road tax, or anything, and he's still getting by and we can't find out who he is. He's a student and when we ask him his name he says 'Trotsky'. Once I followed him to the Health Centre but lost track of him. Then we've got another one who calls himself Graham Church. Well, maybe that's a bit more likely, but there's nobody by that name registered. I know. I've made enquiries. So what are you supposed to do?"

Sanctions

Lack of sufficient sanctions is only one of the problems when they begin their daily routine at 8.00 a.m. until it ends at 6.00 p.m. with two tea-breaks and an hour's lunch. In the case of students, parking offences are reported to the Proctor's Office, but Messers Thew and Saunders fret a bit because they never hear what, if anything, has been done. In fact five students were fined and another hundred students warned by the Proctors Office last term in connection with parking offences. As for faculty and staff the situation, from the Traffic Controllers' point of view, is more depressing still. Their instructions are to show no fear or favour to anyone from the Vice-Chancellor downwards. As it happens the Vice-Chancellor does not drive, but if he did the two Georges would have no hesitation, they say, in taking what action they could in the light of any offences committed by Aaa Briggs. In practice the course of action open against faculty and staff is so limited as to be almost worthless.

Offenders

Several members of faculty refuse, on principle, to pay for parking, although one of said he would be quite happy to send his contribution to the Red Cross instead. They, along with other offenders, cannot be fined however many labels may be attached to their vehicles. Members of faculty can be reported by the Traffic Controllers to the Bursar's Office. The worst that can happen after that is that a letter gets sent to the offender and hopefully make him alter the error of his ways. In fairness it does sometimes work, and George Saunders once received a fulsome letter of apology from somebody who had nearly run him down. However despite their relative impotence both George Saunders and George Thew reckon that the overwhelming majority of University motorists co-operate with reasonable good grace and even friendliness. It is to deal with the small but bothersome minority that they would like to have additional powers. They are becoming increasingly concerned, as is the Sussex branch of the National Union of Public Employees, which includes cleaners and porters, over the safety hazards arising from roadside parking.

The other day a Brighton taxi-driver, bringing a fare to York House on a Saturday night, found the access road completely blocked. He wrote to the Evening Argus, asking what would happen in the event of a fire? Would appliances be able to get through?

Vehicles could be removed, of course, but the delay caused would seriously hamper attempts to deal with a fire outbreak on the campus. The University has its own emergency rescue squad, but NUPE points out that its members are in buildings after working hours when the rescue squad is not around but when roadside parking is often at its height.

On many days in the year, however, roadside parking becomes unavoidable. Despite extensions to existing car parks the overall number of parking spaces available has fallen by about one hundred in the past year, due to the loss of the site on which the new administration building is now being constructed.

Horse-back

More car parks are planned, but George Thew says he reckons Basil Spence thought people would come to the University on horse-back when he initiated his Grand Design. He thinks that underground car parks beneath the buildings would have helped to avoid present problems. On the other hand it would have been a different kind of campus; and not one where cars and people are kept apart as much as possible. This has meant separating car parks and buildings as well as motorists and pedestrians. "But some of them can't be bothered to walk even a few yards, although there's often spaces in a car park," says George Saunders. "The other day I was taking down some numbers when an American student came up to me and said 'You haven't got the right idea here. In the States at universities if a car's parked where it shouldn't be they come along and grab the front up and get it out - and never mind if they damage it not not'"

Mr. Saunders doesn't advocate anything that drastic, although he can see its attractions. But he wonders whether something more dramatic than labels could be tried 'like sticking a notice on with Evo-stick so they'd have to scrape it off the windscreen before they can get moving again'.

The University Safety Office, Mr. Hugh Church, feels that "tick-on labels might render the University liable to a charge of causing 'wilful damage to property'; and anyway when a similar suggestion was mooted in the Social Policy Committee some months ago it was
mooned out again fairly sharply. "Well, what do you expect," asks George Saunders, "They're all motorists, all those committees, Senate and all."

There may be no more chance of motoring 'lobbies' voting for having further sanctions imposed upon them than of the union voting for a disciplinary scheme, but it does seem to have happened elsewhere. At Leeds, for example, an on-the-spot fines system has been introduced, and for the first three months the University made quite a bit of money. After that offences dropped, and now the average is one a week.

**Damage**

True, on the back of the application form for a disc, it states that the University reserves the right to tow vehicles away. At present the University has neither a towing vehicle or any place to tow vehicles to.

So there is no immediate prospect for the Traffic Controllers' jobs becoming any easier; nor is there any reduction in sight of the considerable amount of clerical work they have to undertake like pouring through long lists of disc numbers to trace names of owners. George Saunders started work with the University as a Traffic Controller in 1965, and says he knows most of the cars in the University and the people who drive them. He is married, has three children, and drives a car himself.

**Instructor**

Before joining the University eighteen months ago, George Thew worked for the British Radio Corporation. If anybody is poacher turned gamekeeper its Mr. Thew, who has been driving for forty years and sat behind a wheel for London Transport. He has also worked as a driving instructor.

"I always park my car in the right place," he says. "I just feel that. But some people, they're positively homicidal in their attitude. They park down that road by the Nuffield Building and for one thing a blind student has to walk down that road. Mind you, if I see him, I nip up to him and walk him down, but it's very dangerous. He only has a little stick which isn't very noticeable."

Obviously in the opinion of the Traffic Controllers, careless parking could cost lives. Careless driving, on the other hand, could cost them theirs. George Saunders once received an unexpected and unwelcome lift on the bonnet of a vehicle whose driver was determined that nothing should stop him on his way out of the Lewes Road exit.

**Black-spot**

That junction has become a notorious accident black-spot. However at long last the Ministry of Transport has given its approval to the installation of traffic lights, and the Highways Committee of Brighton Corporation now has also given the go-ahead for the lights.

Nevertheless it will be several months before the lights are operational - there is apparently a long waiting list and the manufacturers are unable to keep pace with orders.

**Flow**

Once the lights are installed they should help the flow of traffic entering and leaving the University, but the Traffic Controllers will still have to direct the various streams of vehicles from the ring road and Falmer house roads.

Despite all the problems and frustrations of their job neither George Thew nor George Saunders feel they would like to be 'real' traffic wardens in Brighton. "Down in Brighton they get called all the names under the sun, says Mr. Thew. "Up here you only get the odd one or two, which you'd get anywhere. Most people are helpful, and try and park in the car parks. Of course it's frustrating sometimes. But the University is a nice place to work in."

"You've got to be polite but firm," says George Saunders. "In this sort of job you don't expect to be popular with everybody. And if you ask a chap for his name he may turn round and say 'Why should I give it to you, you silly old so and so....' But I think people respect us. I think they realise we're doing our job, the way it has to be done.......

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A recent accident at the University entrance
Representing the Technicians

The undergraduate world is not the only sphere where political opinions are strongly voiced. Tucked away in the basement of the library, working in the photographic section of the Media Service Unit is David Rumsey, recently appointed Chairman of the University branch of the Association of Scientific, Technical and Managerial Staff, who has his own definite political views.

Mr. Rumsey, who might easily be taken for a rather earnest undergraduate is in fact 33 and has two children, aged 10 and 7. He lives in Brighton and has been at Sussex now for 4½ years. As well as working in the photographic section, where he is a senior technician, he helps in designing Focus. He disclaims commitment to any particular political grouping but is obviously very committed to his Union and its position in relation to the University Authorities.

Before coming to Sussex he did a wide variety of jobs starting as an entomologist at the Natural History Museum and finally training as a photographer in the Civil Service. During the Suez Crisis in 1956 he was doing his National Service with the Parachute Regiment and says at this period in his life his whole political outlook changed. He stopped being apathetic.

Between 1963-6 he was a member of the Labour Party and was in fact a Labour Councillor in Buckinghamshire. After three years he was disillusioned. His views today display a concern for his union's participation in the future planning of the University.

"I have always been a strong believer in workers' control in its true sense. The outlook of workers has changed over the past few years, people now really want to be involved in their work."

He feels that the most important issue at the moment is the Union's representation on the University Planning Committee.

**Representation**

"The majority of this branch want representation on these committees and feel that they have a right to be included. People tend not to consider the technical staff as part of the University in the same way that faculty and students are, when in fact many of us have been here even longer than either". He also went on to mention the intellectual arrogance he had found among students who thought they were the only ones qualified to express opinions. Faculty members and especially those scientists who come into daily contact with the technicians do not suffer under the same illusion.

Mr. Rumsey is gratified that he has been appointed Chairman of his Union and says that it was the idea of serving on consultative committees with other University bodies which appealed to him. Of his broader political views he says: "It used to be true to say that politics could be divided into left and right but now the two extremes have joined together making a complete circle. If you consider the set-up in that way then I stand outside the circle."

**Militant**

The Union which Mr. Rumsey will chair, the Association of Scientific, Technical and Managerial Staff comprises about 200 members who are mainly technicians but also members of faculty and administrative staff chiefly on the science side. The London office of the Union negotiates the salaries of the technical staff of the University although there have been murmurings of an amalgamation of the University teachers' union, the A.U.T., and the A.S.T.M.S. The latter has become increasingly militant, members going on strike in 1969 for better pay, which resulted in a 21½% pay award. This was slow in reaching pay-packets however and Sussex technicians went on their own campus march in May of last year demanding that the DES pay up. So far the University branch has had no representation on the University Planning Committee, being represented only by the Technical Staff Consultative Committee and by a member on the Social Policy Committee. Technicians play a vital role. In the Science areas for example, much depends on the technical service. Without it there could be no laboratory research programmes. It is hardly surprising that David Rumsey feels his Union deserves full representation on University Committees.
The new system of B.A. Final examining has met with a mixed response from students. The Working Party set up by the Arts and Social Studies Committee to examine the effects of the new system will be reporting to the Committee on its findings. Questionnaires have been sent out to members of Faculty and numbers of finalists are being interviewed to ascertain just how the system is taking effect. The Working Party will submit its report to the Committee at the end of this term but further studies will be continued during next term. The Group still wants to hear from those who wish to voice their own views as to how things are working. Meanwhile we interviewed a random sample of finalists around the University and asked them for their views.

Peter Holman, Economics Major, School of Social Sciences: 'I now have seven unseen and four dissertations, one an Economics dissertation which I would have had under the old system, and two of my options have two-hour unseen and extended essays. The fourth dissertation is for the Contemporary Britain course and that was really confused. We had to write a long essay at the end of the course, that was at Easter last year and then we were suddenly told in

the summer that this essay would be the sole unit of the assessment for the course and we were given the opportunity to revise it. I took the summer vacation to rewrite the whole thing and it was unfair that I had in fact to do it twice. This term I still have two courses even though I have a dissertation to write and so I can't do any revision until Easter. I'm not too unhappy about it, it's making a virtue of necessity I suppose. Fortunately the Economics faculty have been fairly backward about changing the system and it's been to good effect. If I'd had any more dissertations I'd have been in trouble. I would have preferred the seven unseen to have been phased but on the whole I like the new system. The Statistics exam is at the beginning of next term and under the new system I should have just taken the course this term, which is a good idea. But because I've hit the transitional period I in fact took the course this time last year. It would have been better to have the exam straight after the course, the new system is better in that way. The Innovations are an Improvement.'

Mary Smith, Sociology Major, School of Social Sciences: 'I have three unseen exams and six dissertations now all of differing word lengths. Then there are four take away essays to be done in 3 weeks (that's a double unit exam covering two courses) and three take away
essays which we had three days for. They're already done. If the whole procedure was systematic it would be a great improvement but it's not. Most of us did courses without knowing what kind of exams we'd be doing for them. And of course that changes the whole way you approach things and whether you look at a subject from one particular angle or cover it thoroughly and comprehensively. People in Afras knew that they'd be writing dissertations, and so their course work and their dissertations are integrated. Mine haven't been at all. Afras people also get supervision on their dissertations. This system doesn't test ability just nervous strain. It's better I suppose than 12 three-hour exams but why do they have to have this kind of assessment anyway? This was the initial assumption of the B.A. Working Party. They didn't ask why exams in the first place. The main criticism is that there has been no re-organisation of the work loads in different subjects and schools in relation to the exams. I have this term and the vacation to write my dissertations and I still have two courses going. The dissertations were approved by Senate too late. We have merely been given deadlines for handing them in and still have to do two courses at the same time - it's impossible. School politics and subject pressure groups play too important a part in the whole thing. Exams are still based on courses and are a test of your fragmentary knowledge of things you can remember, not on your synthesised knowledge of three years interdisciplinary work. There should be fewer dissertations but of a more interdisciplinary nature. Faculty concerned with contextuals want those assessed in the same way as major subjects are, other pressure groups feel that their subject should only be examined by unseen. The way the system works now it's the system itself which is in fact being assessed, not the person.'

Derek Richards; History Major, Afras:
'I have two unseen, one take away unseen from which we are given four days and eight dissertations. I prefer dissertations to exams, of course you can produce a better piece of work which is thought out and not just remembered. My dissertations are fairly well phased. Two were for last term, two have to be handed in this term and three next. The other one was given in last summer. One criticism I have is that I'm tending to do courses which require a decision on your dissertation topic either before or during the very early stages of the course concerned. The dissertations have to be handed in the vacation after the course but it doesn't give you much time to think over what you want to write on. You don't know the ground the course will be covering and often discover during the last week or the course something you're more interested in, but by then it's too late. It's the timing of the dissertations which needs to be altered. I think Economics Majors have fewer dissertations and they're better off. The History faculty seems to be fairly progressive in its attitude towards the exam system. The other criticism about the dissertations is that word limits are arbitrary and I don't think you ought to be penalized for stepping over the limits as I've heard you are to be. Another thing I can't understand is that I've heard other people complaining that tutors are very reluctant to give supervision of dissertations and won't read prepared drafts, I can't see why this is. Apart from this I'm generally satisfied with things as they are.'

Lee Taylor; American Studies Major, English and American Studies:
'I think the new system is far better as it gives you a chance to go into depths. You must have a broad grasp of your disciplines and of particular aspects or you can neither answer general questions or make a choice of a specific topic for a dissertation. I have one three hour unseen, four take away essays and three dissertations. I think our year is finding it hard as we were only told about the new system in June. For instance I might have worked differently on courses, concentrating on topics, writing longer essays, instead of working on the small weekly essay system. I was in the States last year and got experience of writing long dissertations there as they were part of course requirements otherwise perhaps I might have found it difficult to write a lot on one particular aspect. But this system does put the responsibility on the individual to organise his time and work which is a good thing. If you work steadily you can get subjects gradually out of the way over the three years. Individual planning is important and I've spend some time over the administration of my work and I don't think the University should phase it for you. The deadlines for the handing in of dissertations are quite well spaced although the preponderance of handing in and assessment is at the beginning of the summer term which I don't think is a bad thing. I think it's poor if you can't organise your time. I disagree with those who advocate writing dissertations immediately after the courses. They are better done in the second half of the last year and don't interfere with course work. One of the aspects I like most here is the freedom given over course work unlike the American system where you are continually pressured to do well at course work as great importance is attached to the final grade at the'
end of each course. Writing dissertations simultaneously also has the advantage of your being able to see links between different topics and find different perspectives on them. The Library, of course, hasn't helped the system by extending the time for the loan of ordinary books to six weeks. It means during the crucial Spring Term when many people need the same books some people are able to keep them all term and even longer. The new system also winds up with many people just wondering what to write about. In the end they often do things which they know they can write about instead of doing things which they find intrinsically more interesting but which might lead to blind alleys.
This is probably because as we were told about the alterations at such short notice there's little real time to do a proper research job on the dissertations. The possibility of cheating is a load of rubbish. People who are going to cheat would have done it anyway. The system might at least break down a tendency, common here, to keep you work to yourself and might lead to a freer exchange of ideas which I think would be a good thing. In general I welcome the new system.'

The unknown Mayhew edited and introduced by E.P. Thompson and Eileen Yeo.

Henry Mayhew's London Labour and the London Poor (1861-62) has in recent years become quite well known to social historians of the Victorian period and to connoisseurs of London low life. The four volumes describing the lives of "those who will work, those who cannot work and those who will not work" provide a vivid picture of the labouring poor in early and mid-Victorian times - so vivid indeed that they have been quarried many times for entertaining and out-of-the-way characters like sewer hunters, bird catchers and fraudulent beggars. With the result that Mayhew (and his brothers) are thought of chiefly as chroniclers of the picturesque poor, amusing illustrators of the increasingly fashionable Victorian "period". But this distorts and seriously underestimates the real work of Mayhew as a pioneer social investigator. And in The Unknown Mayhew, Edward Thompson (author of the best-selling Making of the English Working Class) and Eileen Yeo (a lecturer in social history at Sussex) seek to rescue Mayhew from the quaint and curious, and restore him to his rightful place as a forerunner of Charles Booth and Sebohm Rowntree.
This they do by reprinting selections from Mayhew's articles in the Morning Chronicle in 1849-50, which formed the original nucleus of London Labour. These articles provide much more material than appeared in book form and also reveal Mayhew's methods of economic and social analysis. As with Mayhew's other works, the articles are immensely readable, and full of fascinating detail about the work and home life of ordinary people. Here are accounts of interviews with Spitalfields silk-weavers in their homes, the views of a Chartist tailor, statistics of slopeworkers and needlewomen, reminiscences of old woodworkers about the effects of steam saw-mills, examination of the "honourable" (trade unionised) and "dishonourable" (non-unionised) sections of various trades, and random observations on literacy, drinking habits and sexual mores. Altogether, as Thompson says, the articles are "the most impressive survey of labour and of poverty at the mid-century which exists." An excellent introductory chapter by Thompson examines the scanty biographical material on Mayhew, and unravels the tangled skein of his journalistic relationships. An equally valuable chapter by Eileen Yeo breaks new ground in assessing Mayhew as a social investigator. There are also two useful appendices on the bibliographical history of London Labour and the cost of living. In fact, The Unknown Mayhew is a "must" for social historians of the nineteenth century and for all who are interested in the English working classes.

John F.C. Harrison
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