FOCUS on Community Services
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This issue of Focus has been produced by the Office of Community Services.

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Community Services was created by Senate in the summer of 1970 as one of the main planning and budgeting areas within the University. The event marked the end of the original Senior Tutor and Social Policy Committee regime, and came about largely because the University had grown too large for the informal procedures associated with the social area, so successful in early days, still to work. Starting in October 1971, the functions and responsibilities of the offices of Senior Tutor and Chairman of Social Policy were divided between two new organizations - Community Services and Counselling Services.

The Community Services Area consists of Residential Accommodation, Catering, Sport, the Gardner Arts Centre and a wide range of site amenities including shops and car parking. The Community Services Committee has as its terms of reference - "to be responsible to the Planning Committee for the resources, policies and development of the activities of the Community Services area, within the framework set by the University; to discuss and advise on any matters of policy regarding the social life of the University". To implement these policies, an office of Community Services has been established.

In This Issue of Focus we examine a range of current issues of immediate relevance to the campus community. The present time is a crucial period in the evolution of the University. During the next few months decisions will be made concerning site development and social priorities that will determine the pattern for the foreseeable future. The fullest possible information concerning choices must be available to all sections of the community so that informed discussion may take place. The creation of Community Services at this time is a recognition by the University that the social framework and environment in which University members live and work is relevant to the effectiveness of the Academic Enterprise.
Community Se
da Unique Expe

called an "absence of shared assumptions". Many of the operational difficulties encountered by technically excellent administrations, for example that of the University of Chicago, may be attributed to what Professor Wayne Booth, Dean of the Undergraduate College there, categorizes as "breakdowns in rhetoric": social conflict arising when groups spend too much effort in rationalizing their own viewpoint and too little in trying to understand the position of others. It is often claimed that the University is a microcosm of society. This is not true in a number of important respects. For example, the worker/employer model does not properly describe the relationship between student and staff. Nor can it truly be said that the University represents all sections of society. When considering aspects of the University as a community one has to bear in mind the special characteristics and needs of the component groups.

What are the difficulties associated with developing a University community? Some result from the diversity between the groups - students, staff and faculty, which make up the University; others arise because of the homogeneity within each group. In the former case there are fundamental differences in perception of the institution, not to mention preferred life style; and in the latter, there is too much uniformity of age and experience. It is difficult to produce a plan for the development of the coherent community in the absence of shared views as to the nature of the University; it is equally hard to maintain a happy and stable residential element when many students are inexperienced at living away from home and few residents occupy rooms for more than a year.

The majority of residents on campus fall within a very narrow band of age, experience and social background. Students as a group are intelligent, vocal, idealistic and easily influenced. They are unmoderated by family commitments, short of money and highly mobile. Most come from a family in which they have lived with other

Social Core
The Office of Community Services is presently located in the annexe attached to Essex House, but will move into an extension at present being constructed to the North of the Refectory. There it will form part of the growing social core at the centre of the residential complex, close to the shops, launderette and other facilities. Although tempted to be bureaucratic because of the large scale of many of the business operations which come within the Community Services ambit, we nevertheless aim to continue with the informal consultations and joint projects with consumers that have proved so useful during the past year. The encouragement of consumer groups to form, meet and articulate their requirements may at first sight appear to lie outside our brief, but we have found that interaction with such groups is the most effective way of developing, and also the most successful method of monitoring, a variety of community services.

The details of administrative structure of an organization such as Community Services is only of secondary importance. A more relevant factor is whether the individual officers are prepared to devote time to creating a large number of good working relationships within the University. This aspect increases in importance as the institution increases in size. It is all too easy for a large, successful and efficient organization to become bureaucratic and inhuman (e.g. Berkeley). Such attention to multi-relationships is also vital in an age characterized by what Dr. Benson Snyder of M.I.T. has
people, some older, and some younger than themselves. Many are used to a highly structured existence in which their activities, mode of dress and general life-style are strongly influenced by the requirements of parents and school. Some find it difficult to adapt to the largely unstructured situation in which they find themselves at University. Nearly all change accommodation each year. How does one encourage such a transient group to generate a stable and cooperative social organization, without imposing it from outside? In the past, the necessary catalyst was provided in the Park Houses at least by the Park House Chairman. However, this office was eliminated last year on the grounds that a "father figure" or "middle man" was anachronism in this day and age and that neither the student nor the University was best represented by such an intermediary. In the new organization this role is shared by the Residential Services Officer, and by the Residential Advisors. Within their own frameworks of reference they act as watch-men, anticipate student feeling, and help to create and channel constructive exchanges of ideas between all sections of the residential community.

Folklore
Community development is assisted when residents stay longer than one year because this allows a community memory and folklore to develop. Staff and families with children living on site also exert a leavening influence. But by accepting such families we acquire a new responsibility - that of providing certain basic facilities for children. The costs of such facilities are small, however, and the benefit to the community of introducing such an age mix are considerable.
It may be that there are academic diehards who are still sceptical about the need to create a University Community. In the bad old days when University attendance was the privilege of the minority elite, education used to be thought of as providing more than a vocational training and the educative experience was considered to extend considerably beyond the formal lecture or tutorial. Somehow, during recent efforts to produce a much larger output of people with university degrees, this aspect has become blurred. We have become blinded by statistics and projections. What must not be forgotten is that as the fraction of the population that receives higher education increases, it is likely that the proportion of those who receive academic training directly related to their subsequent occupation will diminish. For these people, the worth of their university experience will probably depend more on the extent to which they have been able to develop as mature individuals than on any element of their formal degree programme. We may need to return to something akin to the old concept of the "whole man".

Taken seriously
This is one of the reasons why the notion of the University as a community should be taken seriously, and that a moderate portion of its energies and resources should be devoted to encouraging activities other than the traditional academic occupations of teaching and research. The academic and social aspects of lives of most people do interact. A student may perhaps spend eight hours each day following more or less academic pursuits, but this still leaves him living for sixteen hours per day in the social context. Clearly, his housing, social environment, feeding habits and activity pattern must contribute directly and indirectly to his total educative experience.
The aim in the University should be towards a "community in which the many features of the institution, administrative, social and personal, are designed to combine to provide the total impact of the academic experience" (G.S. Stern; "Student Ecology and the College", 1965). We are not the first University to take these aspects seriously; since 1969 Dr. Benson Snyder has been "Dean of Institute Relations" at M.I.T., with the specific brief to investigate all features of the institution, academic and social, in so far as they affect the quality of life there. In the past, Sussex has taken social/academic relations seriously. But present day needs are different. Clark Kerr, formerly the president of the University of California and currently the director of the Carnegie Corporation's study of American higher education, noting the swelling enrollment, changing academic emphasis, and involvement in the life of society evident in higher education, recently wrote in "Campus 1980" - "If new and imaginative solutions are devised, they are most likely to come on the campuses of those old, private universities which have prided themselves on control of their own destiny, and on the totally new campuses of the state universities in America and the new public universities in Britain. The university for the twenty-first century is more likely to emerge from these environments than from any others. Out of the pride of the old and the vacuum of the new may come the means to make undergraduate life more exciting, intellectual discourse more meaningful, administration more human".
We now stand in an excellent position to give a lead to the rest of the country in this important area.

3
A Campus fit for...

What sort of Campus do we want? During the last year the Site Development Project Team was formed to produce a development plan which will look ahead into the 1980s, taking into account the academic, social, financial, physical and architectural factors involved and the relationships between them. What are the priorities? Academic cohesion? Efficient use of land resources? An attractive environment? Convenience for pedestrians and vehicles? In particular what are the needs of the University as a community?

The University site occupies about 235 acres of the Sussex Downs in an area designated as of outstanding natural beauty. However, the development of a large part of the land (110 acres) is clearly restricted because of the need to preserve the environment. At present no building is allowed above the 300 ft. contour or in locations where the view from Stanmer Park or the surrounding Downs would be spoilt. This leaves a balance of about 125 acres, half of which has already been built upon or used for car parks (see figure 1 below). Taking these factors into account and applying UGC norms, it has been estimated that the site could hold a student population of 8,500 – just over double the present figure!

The fundamental question from the viewpoint of the University as a community is the location of social facilities. Should these be concentrated or dispersed? And if concentrated, where should the focus be? In the early days, Falmer House provided a social centre, and people who were here when the University was smaller speak of the much livelier social life and easier mixing between different groups at that time. Falmer House really was the "father and mother building for students and staff alike" as envisaged by Basil Spence. As the University grew, however, the need was felt for more decentralised social facilities to which an individual could relate. The development of School common rooms was a response to this need, as was the evolution of a number of smaller-scale catering services – such as appeared in the Sports Pavilion and Arts Centre – each appealing to its own particular clientele. But dispersal can result in too great a dilution of resources, and there are at least two areas – the development of shopping facilities and encouragement of after-six activities – where concentration helps to generate activity. People frequently comment on the lifelessness of the University in the evening after six o'clock. It seems likely that this lifelessness will continue while there is no centre around which life can develop; a centre where there is sufficient variety of activity, particularly during the evening, to attract students and others to it.

Where should such a centre be? Several features emerge from a study of the way in which the University has grown over the past ten years. The first is that the centre of gravity is moving north from the Brighton–Lewes Road, away from the original main social building, Falmer House. At present the social focus of the University is poised uneasily between two groups of buildings; one consisting of Falmer House, the Arts Centre, Sportcentre and Meeting House; the other including the Refectory, shops and general residential area. However, when the Brighton to Lewes dual carriageway is completed in 1975, entrance to the University will be via a flyover network from Falmer Village. This will be linked to the existing road system at a point near the Boilerhouse Road and will ultimately lead to a ring-road. Thus the part of the University that will be most easily accessible by road in the future will be the Refectory area, and this is where the main social focus for the residential area will undoubtedly develop.

The second feature that emerges from a study of recent University development is that existing residential accommodation is totally isolated from the academic building complex. We have a block of "day" buildings at the front (south) of the site and a residential area pushed to the back. Few of the "day trippers" have ever visited the Park Village. Have you? Meanwhile residents tend to feel isolated – a feeling accentuated by night when they are separated from the social buildings at the front, the Brighton–Lewes Road and public transport system by a silent, deserted academic zone. There is a need to group housing round a social core, so that residents feel...
related to the amenities. Thus an activity pattern is created which makes viable facilities that also may serve the community as a whole. This is not a new idea in the University. There was an early plan, which did not receive Planning Approval, to build residential accommodation in the area of the Sportcentre. Think what a difference this would have made to life in Falmer House and the Arts Centre! Now that the next residential development will be on the hillside to the east of the Refectory by 1975, a residential area grouped round a social core based on the Refectory and subsidiary buildings is formed. The formation of this community heart would not negate the need for decentralised facilities in other locations, such as the Sports areas, Arts Centre, Park Village Social Centre, and Falmer House. Falmer House, for example, is one of our main social buildings and we are unlikely to obtain finance to replace it at any foreseeable stage in the future. Also it has some special advantages: it is close to public transport; its position makes it easily identifiable for visitors; and its location near Sussex House and a number of academic buildings makes it a convenient social amenity for a number of people on Campus. Plans are consequently being drawn up to adapt it for current needs and these should be implemented by the end of 1974.

Yet one of the thorniest problems still remains. What can we do with the cars? The University is located between 4 and 5 miles from the two nearest towns where most people live, and for many by far the easiest way of reaching it is by car. Even if the frequency of existing public transport services is greatly improved and additional bus routes are provided, there will still be a large proportion of people who will wish to commute by car. Should we therefore continue to allow uncontrolled access to the site to anyone who is prepared to pay car parking dues? If so, the forecast is horrific. Assuming an 8,500 student total by 1985 it has been estimated that 4,200 car parking places will be needed. If these are provided in the form of surface car parking it will mean 21 acres of car parks. Is this a right use of land considered to be of outstanding natural beauty? Will we have the space? What are the alternatives? We could limit access to the site to different categories of users - for instance, based on need (priority for handicapped persons) and status. Other universities do this. We could refuse access to vehicles owned by people living near to public transport routes. Would people accept these limitations? It seems unlikely, though once again it happens at other universities. We could limit by supply - i.e. not build any more car parks. But the congestion on the roads would soon bring all traffic to a halt, and prevent fire and ambulance services answering an emergency call. But where could we put 21 acres of car parks? How far are car drivers prepared to walk? Should we preserve and develop the present concept of a central area of the campus preserved from vehicle traffic? In built up areas it is now generally accepted that segregation of vehicles and pedestrians is a necessary safety measure; and the plan for a ring road round the campus supports this idea. In theory there could be a series of carparks along this road, but all the front and centre of the site is fiercely sought after by competing academic, social and residential groups. One fact clearly emerges - the only way of providing parking space for 4,200 cars that is not an eyesore, does not waste a valuable land resource, and can be located in places convenient for drivers, is multi-storey or underground parking. The snag is equally clear. Multi-storey parks cost 3 to 5 times (and underground parks up to ten times) the price of surface parks. The UGC is not prepared to support such schemes and has indicated that it expects universities to provide car parking facilities through loan-financed schemes based on parking charges. We must face up to this problem - time is running out. The Site Development Team will be producing a green paper in the Spring Term taking most of these points into consideration and setting out the various priorities and options open to the University. Over the next year decisions will be made that will determine the development of the campus for the foreseeable future. We have a beautiful site - but we could ruin it. Alternatively, we could create a site that is attractive but lifeless. The choice will be ours - are we prepared to fight for a Campus that is fit for work and play?
"A great deal of waffle", is the conclusion reached by Michael Beloff in his book on the Plateglass Universities, when considering the pious statements made in the name of public relations concerning the ways in which Town and Gown enrich each other. He illustrates this "non-relationship" by citing a student newspaper survey held at East Anglia in 1966, which found that 30% of the inhabitants of Norwich had not noticed students in the city, 34% did not know where the University was sited, and only 25% had actually visited it.

To some extent the problem exists because of the isolated position of many campuses. In the early 1960s, when the New Universities were founded, it was recognized that an area of at least 200 acres was required for each to allow for future expansion. Once the general regions had been chosen, cost considerations dictated a site positioned on the edge of a town rather than an urban setting. The resulting isolation is probably no greater than that experienced by a University placed at the centre of an industrial conurbation where, according to Templeman, Vice-Chancellor of Kent, "the mere size of the large industrial communities tend to make them aggregations of individuals rather than a community of people".

It is difficult to assess the impact that the University of Sussex has made on Brighton and the surrounding area during the past decade. Certainly it has made a financial contribution to local trade, with landladies, shops and places of entertainment all benefitting. It is estimated that members of the University spend about four million pounds per year in the neighbourhood, and the University itself spends about another million pounds. There are various ways in which the University contributes to the life of the community in which it finds itself. In 1969 the Centre for Continuing Education was established. This has as its objectives the provision of courses, weekend and day schools, special lectures, conferences and other activities for members of the local community who are not full-time registered students of the University. The Centre is responsible for arranging and conducting these educational activities in East Sussex, Brighton, Eastbourne and Hastings. It has recently extended its responsibility to Crawley and Horsham, together with the remainder of West Sussex (in collaboration with Southampton University for some courses). Although the Centre has been in operation for a relatively short time, its activities are well supported and already it has been the means of introducing many people from the outside community to the University.

On a more informal level, a Town/Gown Club was formed in 1970 to assist in promoting understanding between University staff and local residents. This informal club, organized by the Registrar, has met roughly once per term since its inception for dinner followed by informal discussion. The occasions are generally agreed to be extremely useful and have been well attended. An example of a typical evening was the discussion on Law and Order that followed a buffet supper at the University last March. Five-minute introductory statements were made by the late Chief Constable of Sussex, Mr. Christopher Willams, the Chairman of the Brighton Magistrates Bench, Mr. G.H. Parks, and the local Secretary of the National Council for Civil Liberties, Mr. R. Moseley. There then followed a most stimulating hour and a half of debate, in which it became clear that any divisions of opinion on the subject did not in the least correspond to town/gown boundaries.

From the outset, the Students Union and its various societies and organizations have energetically involved themselves in local affairs, including aiding old people, helping various charitable causes and supporting various local community groups. Their assistance in organizing the Moulsecoomb Adventure Playground, for example, has provided an object lesson in the sort of constructive contribution students can make to a local community. A more recent example of student concern has been the dinner given for Ugandan Asians at the University on a Saturday in November. This venture was jointly sponsored with the Brighton Polytechnic Union and
involved a group of about 500 Asians, temporarily housed at Maresfield Camp at Uckfield. Following a much appreciated meal of curry and salad, a variety of entertainment was provided by folk singers. Many local residents are convinced that contemporary students are selfish, ill-mannered and a burden to the ratepayers; most of the publicity concerning students in the local media comments adversely on the behaviour of a minority of individuals. It is a pity that the public is generally unaware of the concern, hard work and constructive effort put into social ventures such as these.

The Gardner Arts Centre was conceived of as a place at which town and gown would meet to enjoy the various art forms. The Friends of the Arts Centre have provided loyal and active support for the activities and the majority of the audiences come from the local community rather than the University itself. Although the Gardner Centre has been somewhat disappointing in certain respects, there have been a large number of concerts, exhibitions and plays which have been highly successful, and in which the concept of the Centre as a meeting place for town and gown has proved to be generally true.

At present the University is re-examining the organization of the Arts Centre with a view to involving more people from within the University and the local community in the detailed programmes and activities. Whatever the pattern of administration that will emerge, one aspect is clear - the Gardner Centre will continue to recognize its commitment to members of the local community and its need for their support.

One of the principal aims of the Sport Service too has been to develop relationships with the local community, and dual use of the sports facilities on campus and at the Isle of Thorns has been encouraged as a matter of deliberate policy. In the past year alone well over 6,000 sportsmen and women had access to the facilities and programmes - either independently or by playing sport against University teams and clubs. By virtue of membership of the four neighbouring local Sports Advisory Councils, the Sport Service has become involved directly in the problems of the local area, and has given a great deal of assistance in the form of small research projects, lectures and addresses to various meetings. Future plans include short instruction classes, involving such subjects as Sports Club Administration, Playing Field Maintenance and Care and Maintenance of Sports Equipment, together with an Associate Membership Scheme that allows a number of local sportswomen and women to become members of the Service. The Sport Service is highly regarded as one of the most effective links with the local community.

The Community Services Committee has, as part of its membership, several representatives of the local community. Dame Flora Robson is a well known Brighton resident who is able to contribute to the Community Services area by her wealth of knowledge and experience of the entertainment world. Mr. David Bunker is currently Chairman of the Sussex Association of Youth Clubs and we hope that the connection between Community Services and this organization will be mutually beneficial. Mr. Gordon Stearns is Youth Tutor at the new Portslade Comprehensive School. Apart from the contribution that he is able to make to the area because of his experience and background of community work, it is hoped that the University via Community Services will be able to provide assistance at Portslade School in a variety of academic and social projects linked with the Portslade community. This will be particularly appropriate for at least two reasons - firstly, we tend to think of the local community as consisting of Brighton and Hove and forget that there are many other areas such as Saltdean and Portslade which equally deserve our interest and concern. Secondly, the Portslade School project, which attempts to integrate the School into the life of the community, is a unique and important educational and social experiment in this area. With the enormous resources available to the University we have a responsibility to encourage and support projects such as these.

This article has considered some, if not all, of the formal links between the University and the local community. In spite of the cynical viewpoint expressed by Michael Beloff, town and gown have much to contribute to each others' lives. As the Community Services area develops, we hope that it will continue to co-ordinate some of the existing links and to create new ones. However, the greatest contribution that the University can make is probably the one that is hardest to assess, and that is the many contributions that individual members of the University make to the local communities in which they live.

THE ISLE OF THORNS

Situated near Chelwood Gate on the A275, the Isle of Thorns must rank as one of the University's more desirable assets. Members of the University who know of its existence - and surprisingly enough, many seem not to - use it like a country club. With an open-air swimming pool, paddling pool, sports pitches, tennis courts and nine-hole golf course, it provides ideal relaxation facilities for those who wish to get away from it all and put some twenty miles between themselves and the campus.

The University's link with the Isle of Thorns began in 1964 when we took a five-year lease of the White House for use as a conference and field centre. Two years ago, the lease was renewed for a further 21 years, and extended to cover all the grounds, as a result of which members of the University are free to visit the Isle of Thorns at any time to use the facilities. Sport and recreation are good reasons for a visit, but the Isle of Thorns, in its magnificent Ashdown Forest setting, is more than just a retreat for sun-worshippers. During the past two years the White House has increasingly been used for academic purposes, for conferences, and as a residential social centre where faculty and students can meet and get to know each other in informal surroundings.
In 1961 the University of Sussex consisted of two Victorian houses on the London-Brighton road, 52 students and a handful of staff. By 1968/69 the student population had passed 3,000 mark. This speed of growth was made possible by what Lord Fulton has described as the "rediscovery of nineteenth-century boarding houses of Brighton" coupled with a few Park Houses on site.

Yet the expected growth of the total student population in Brighton, caused not only by University expansion, but also by the establishment of a Polytechnic and a College of Education, has added to the increasingly acute problems of the lower-paid in finding homes in Brighton. They can afford by encouraging a competitive increase in rent levels. At the same time the Guest House Scheme has declined because of the preference by students to live independently in flats. As a result there is an urgent need for a complete re-appraisal of the residential accommodation situation both at the present time and before the envisaged expansion of student numbers to 5,400 by 1976 becomes a reality.

There is little doubt that alternative accommodation in Brighton is becoming critically scarce. The number of approved Guest Houses willing to take students has dropped from 51 (827 places) in 1967-68 to 19 (264 places) in 1971-72, whilst the number of approved flats registered by the Accommodation Office, which in 1964 corresponded to about 74% of the undergraduate numbers, has declined to 44%. Even without the quinquennial expansion there is a need for provision of at least 100 places of accommodation for students per year to take account of the deteriorating situation in Brighton. In addition Brighton Council has expressed considerable concern at the increasing effect that students have on the housing situation in Brighton. They feel that other members of the public seeking accommodation (particularly young married couples) are severely disadvantaged. They are therefore pressing for at least 40% of students to be accommodated in residential units produced by the University either on campus or in Brighton.

There are two possible ways in which off-site accommodation can be provided - either by buying large properties (e.g. hotels such as Holland House) and converting them for student use, or buying land and building new accommodation. Yet, owing to the soaring costs of property (and subsequent conversion) in the Brighton area, and the difficulty of finding large areas of land at a price we can afford, both these methods are liable to be more costly than accommodation provided on campus.

In addition to these economic arguments there are considerable social advantages to be gained by residential expansion on campus. A residential community of over 2,000 people (within this quinquennium) will be able to support a wide range of social facilities, so that at the centre of the residential area a truly comprehensive community area could be developed - one that would be
alive in the evenings would attract use by both residents and commuters.
In considering what type of residential accommodation is most desirable, there seems to be little guidance material on which to base plans. All that seems certain is that with building costs rising at 1-2% per month and the only means of development loan-financed schemes, there is a danger that the search will no longer be for the right quality but for the cheapest. For the only means of financing student accommodation at present is by a loan-finance scheme. The University borrows money in the form of a mortgage and for approved schemes the UGC provides a capital grant of up to 25% of the total cost, including furniture. To obtain approval, the University has to demonstrate to the UGC that the project is financially viable, i.e. that the total rents cover the cost of running expenses and mortgage repayments. Because it is desirable to keep rents as low as possible, and certainly not higher than a given proportion of a student's grant, this puts an upper limit to the amount that can be spent per unit of accommodation. Whilst a good deal of work has been done by social scientists on the basic unit of accommodation - the student room - less attention has been paid to the building form in which they exist. For example, evidence supports the current view that the kitchen/dining area, rather than the common room, is the centre of casual social encounters and of conversation and friendship. What is more natural than to talk to someone else while making breakfast or just a cup of coffee - some groups have organised their communal life to a high degree, particularly by cooking and eating together. The tendency certainly seems to be for many students to form what are essentially household groups and there is a demand on their part for a form of residence which is planned in such a way to facilitate group living. Sociologically there would appear to be good reasons why this new form of group accommodation should be developed in addition to our range of provision. For whilst there are many who prefer to lead their own lives as individuals, an increasing number find it very difficult to lead a satisfying existence in comparative isolation.
Following this analogy of a household, the principle of grouping student rooms is being developed in the new-style single-storey residence by the architects Maguire and Murray, in consultation with the University, Community Services and the Tenants Association. By using the architects' working method of design, that is, based on frequent discussions with the client and the building users, allowing interaction and feedback at all stages, cost related choices can be made about the various design options. The building of these 300 units is planned to commence by summer 1973 on the hillside east of the Refectory. Financial constraint, like the prospect of being hanged, concentrates the mind wonderfully, and there is much to be said for enforcing it on architects and planners. The economic stringency of this particular time may well lead us to conclude that by clinging to the traditional patterns of student accommodation (e.g. collegiate style or Park House) we are perhaps on the wrong path. We may well find more economic and sociologically suitable forms of accommodation by studying the needs of small communities generally, and the particular needs of individuals who are young, mobile and relatively poor.
Sport: Something for Everyone

"I don't dig Mudville . . . Then try Badminton, Volleyball or a Sauna Bath"

Sport at Sussex covers a broad spectrum of activities ranging from Archery to Modern Dance and Aikido to Volleyball, and caters for enthusiasts of all standards from the dedicated sportsman to the occasional player. In a community of over 5,000 people the range of activities is understandably widespread and over the past few years the University has developed a number of facilities in an attempt to meet this large and growing interest in sport and physical recreation.

In addition to the 'bricks and mortar' of facilities, a University Sport and Physical Recreation Service was established in recognition of this interest and its value as an essential part of a balanced community — both productive and supportive of the University's aims and functions.

The Service Aims

- To provide opportunities and facilities for all members of the University to enjoy sport and physical recreation at varying levels of ability and commitment.

- To encourage the development of informal social relationships throughout the University by means of intra-mural sport and physical recreation activities.

- To help play a leading part in developing Community/University relationships by making aspects of the Service available to local schools, colleges and sports clubs.

Threefold Direction

The Sport Service programme follows a threefold direction In its attempt to provide and support a fairly comprehensive range of activities for differing abilities and interests — assisting the Sports Federation and staff clubs with their activities; developing a wider intra-mural programme and the provision of opportunities for more informal and casual use of facilities.

1

For those wishing to take part in sport and physical recreation of high standard the University sports-clubs within Sports Federation provide opportunities for coaching, training and match play in University representative sides — both at first and lower team level. There are some forty clubs within the Federation, and its combined membership has now reached the 1,600 mark. Within this aspect of the programme the Service is concerned with the improvement of existing match, coaching and training facilities — in terms of quality and the amount of time available for use by the clubs.

2

The intra-mural programme, seeking to provide for those with only average ability or those unwilling to devote the time necessary to play sport at a representative level, has been expanded regularly so that larger numbers are given the opportunity of participating. It is significant that this expansion includes an increasing number of teams and groups from the various schools of study and residential areas — as they continue to become important centres of social life.

3

In spite of the pressure that the sports club and intra-mural programme puts on all facilities, the large-scale informal and casual team and usage is not neglected. In many cases it is this informal physical activity which meets fundamental needs of interests. The provision of recreational facilities within easy reach of academic and residential areas on campus encourages use and saves valuable leisure time.

For a number of people new interests have been developed since their arrival at the University as the result of instruction classes for beginners and improver coaching courses in such activities as squash, tennis, badminton, basketball, soccer, golf, trampolining, yoga and ladies keep-fit. These coaching courses have been supplemented by the staging of a number of major sports events, which have provided the opportunity of seeing sporting excellence of the highest calibre at first-hand. These events have included:

- British Olympic Athletics Squad Training
- International Basketball Match
- All-England National Badminton Championships
- Professional Tennis Exhibition
- League Soccer Clubs' Training Sessions
- County Championship Rugby Match

Facilities

The nucleus of the Service is the Sportcentre building to the west of Falmer House, with its administrative offices and a wide range of indoor activity facilities.
facilities include a full-size Basketball, Tennis and Volleyball court or four Badminton courts in the Main Hall. There is a small hall (gymnasium) with facilities for circuit and weight training, Table Tennis and Judo. The Centre is also adaptable for numerous other uses, including Five-a-side Soccer, Indoor Hockey and Cricket net practice. In addition to the usual changing and showering facilities, a Sauna Bath is available in this area.

Facilities for outdoor activities are provided at the Falmer Sportsground where there are fourteen acres of playing fields, a floodlit all-weather playing surface, tennis courts and cricket nets. The Sports Pavilion provides full changing and showering facilities, together with four squash courts and a large clubroom (with a full lunchtime meal service) and bar. There is an additional soccer pitch and a golf driving range by the clump of trees - Russell’s Clump, to the west of Falmer House near the Sportcentre.

The acquisition of the range of sporting and other facilities at the Isle of Thorns, Chelwood Gate, under the terms of the current lease, has added a new dimension to the facilities and opportunities offered by the Service. The playing fields, cricket square, recreational facilities, including an open-air swimming pool, nine hole pitch and putt course, tennis courts and a camping/picnic area are available for use by members of the University.

Usage Statistics

Following the establishment of the Service there has been a tremendous increase in the numbers regularly using the facilities and taking part in different activities, and the extent of this demand is best reflected in the usage figures, which currently average about 3,000 attendances per week.

Such a demand is rewarding and effectively demonstrates the value of the Service in providing a recreational outlet and developing social relationships both within and outside the University community. However, the increase in student numbers over the quinquennium and the University's commitment to create a larger residential community in the University Park will place considerable responsibility on all Community Services and units to provide a wide range of amenities and activities as part of an integrated community. To meet this increase in demand extensions to facilities - including an air-hall structure providing extra indoor sports space, an additional all-weather playing-surface area and extensions to the Sports Pavilion, all at the Falmer sportsground - are at the planning stage.

Clearly, prior to this expansion a period of consolidation is necessary to allow all aspects of the Service to be critically reviewed. Yet in all this, what use is made of the opportunities and facilities depends entirely on the individual; what enjoyment and success is derived from the activities depends on the interest and enthusiasm of those who participate in them. The individual has much to gain; equally he can contribute much to the development and growth of sport at the University.

No article can deal adequately with all the queries that might arise, nor can it supply all the necessary information. There are two ways in which this can be supplemented, Every week during term time a news magazine, SPORT, is published. This contains articles, reports, results and information and is available from porters' desks, commonrooms and the Sportcentre. Better still is personal contact with the officers and staff of the Sports Service in the Sportcentre and Sports Federation and its clubs in the first floor office, Falmer House.
TWELFTH NIGHT
Evening Argus
"Shakespeare himself... would have approved"

THE DARK RIVER
Guardian
"A worth-while and valuable revival...."

FALLEN ANGELS
Mid-Sussex Times
"Playgoers have until September 9th not to miss enjoyment of a delightful theatrical experience of Coward at his best".

There has been so much discussion in recent months concerning the role of the Gardner Arts Centre, that it is difficult to remember that the building itself has been open for only three years. The setting-up of an Arts Centre at the University was made possible by the offer of a grant of £46,500 from the Gulbenkian Foundation in 1962. The purposes of the Centre were agreed to be to encourage the creative arts in the University and in the neighbouring region, and to make it possible for promising young practitioners of the fine arts to spend short periods working in the University in an academic atmosphere. The Gulbenkian grant was intended partly to provide a building in which the various Arts could be studied and partly to meet the running expenses for the first few years. The University undertook to provide from its Appeal Fund a further contribution towards the cost of the building and also to meet some of the basic running expenses. The Arts programme was started in a modest way in 1963 and the Gardner Arts Centre building, financed mainly from a benefaction of £175,000 from the late Dr. Lyddon Gardner, was opened in November, 1963. Since its opening, the Gardner Centre has put on a wide variety of amateur and professional theatrical productions. Some of these have been warmly received and others have been sharply criticized. On the whole, however, audiences attendances have been poor, and this has been one of the most disappointing features of the venture. Musical events have been better supported and the majority of concerts have played to full houses. Professional performers, such as the Allegri quartet, have acquired a loyal group of followers, and the University Orchestra and Choir have continued to present an enjoyable and well-received series of concert programmes. The Visual Arts group have arranged a number of interesting exhibitions and the Art Loan Scheme. The objectives of the Centre have been as follows:

★ To present a programme of professional artistic work in the widest possible range of disciplines, for the benefit of the University and the local community.

★ To stimulate and actively help the pursuit of artistic activities by members of the University, in collaboration with, and with the advice of, the professional staff of the Centre.

★ To provide facilities for creative and interpretive work in all the arts by students and faculty, individually and in groups, and by local community organisations.

★ To enable students and faculty, through the musicians and artists in residence scheme, to gain a first-hand appreciation of the creative process.

★ To provide support programmes for certain academic courses and to participate where appropriate in teaching.

In 1971, following the resignation of the Director and Deputy Director of the Gardner Centre, the University decided to re-examine the role and management pattern of the Centre. Apart from artistic considerations, three pressing problems needed resolving. Firstly, because of financial difficulties, new sources of revenue had to be found or else the existing activities had to be pruned. Secondly, a new management pattern was required which allowed better communication with supporters of the Arts Centre and more opportunity of involvement by interested individuals. Thirdly, the role of the Centre within the University and the local community needed redefining after the initial experimental period of operation. Discussion has taken place at many different levels within the University during recent months to consider answers to these questions. Although there are several aspects still to be decided, considerable progress has been made towards resolving the future of the Gardner Centre. For example, it is agreed that the Gardner Centre should continue to serve both the University and the local community; that there should be a programme of professional and artistic work together with the encouragement of amateur activities; and that the Centre should develop stronger links with the academic areas whilst at the same time retaining its separate identity. It is proposed that
责任的总体政策应由重组的加德纳中心委员会保留，该委员会应包括大学成员，代表当地的社区和有创意的艺术家。具体活动应由三个部门——音乐、戏剧和视觉艺术——共同决定。考虑到该计划不应局限于加德纳中心，而应渗透到整个校园，音乐部门在过去的四年里有了显著的发展，据估计，目前至少有700人参与音乐制作。这包括成员、团体和小组，以及来自其他学院和社区的人士。为了组织的需要，不仅需要有大量的音乐家，还需要有音乐总监、行政助理、海伦娜·西蒙和音乐学院、音乐联邦和其他团体的代表。该部门应确保刺激和促进非学术的音乐活动，以在大学中、在组织公开活动和提供设施中实现各种音乐活动。计划应鼓励和赞助当地社区，组织训练，每周发布一份简报和运行一个商店。

视觉艺术部门也应提供丰富多样和专业的展览，并促进业余活动。与其他领域一样，也希望在未来能够与艺术部门、学生和学术部门建立更紧密的合作，包括与艺术史和艺术有关的学校。
EATING: Dispersal and Snacks

When the Refectory was originally planned in 1964 it was assumed that catering should be centralized in a single building, for both social and economic reasons. A few shops were envisaged but nobody at that time would have predicted the expansion and diversification that has taken place since. Now we have fourteen different places on campus where a person can buy lunch, and are already on the way to creating a small but comprehensive shopping centre. What are the reasons for this change in emphasis and what further plans exist for the future? In fact, many of the arguments that dictated thinking in 1964 are even more relevant now. For example, economic reasoning still favours centralization, and financial considerations have become increasingly important since the University Grants Committee announced their decision that as from 1971/72 universities must operate their catering services without subsidy from recurrent funds. The problems of a dispersed service were highlighted last term by the disclosure that the University of Kent had suffered a catering deficit of £103,000 and were urgently considering ways and means of rationalizing their resources.

In spite of arguments in favour of centralization, Sussex appears to be moving steadily in the direction of diversification and dispersal. At least four contributory causes can be identified to account for this trend. Firstly, a number of social arguments support dispersal of facilities and the creation of a variety of catering services of distinctive character, each appealing to its own particular clientele. Provided that these are of appropriate scale (usually small), suitably specialized and with appropriate facilities, they can be run as economically viable ventures. Secondly, one effect of inflation on the value of student grants has meant that students economize on food. Thirdly, and closely linked, there has been a change in the pattern of eating and living. An increasing number of students are now cooking their own meals, which in turn has stimulated the demand for additional shopping facilities. Fourthly, the effects of this last aspect have been accentuated by the increasing proportion of students resident on the site. The tendency towards dispersal has been accompanied by an increased demand for snacks. This in turn has facilitated further dispersal, because snack preparation requires less equipment. The trend is illustrated by comparing the recorded drop of 3% per year in the number of main meals served by the University Catering Service during 1970/71 and 1971/72 with increases in the
In March 1971, Gaynor Crawford trudged her way around the University (she said it took a week) compiling the first Campus Gourmets Guide. Since then there have been a number of changes, and a revised edition - Gourmet's Lunchtime Guide for 1972 appears below. All opinions are entirely subjective.

**THE SCRAMBLE** (Refectory)*

**THE MARBLE BAR** (Refectory)**
Predominantly snack foods. Toasted sandwiches highly recommended (cost from 6p-13p according to filling). Service quick. Seating more varied in that you have a choice of hard or soft chairs or benches (should you so desire). Crowded.

**REFECTORY LEVEL-TWO BAR***
Similar to the Marble Bar but no toasted sandwiches. A little more stress on the alcoholic side amongst the clientele.

**SALAD BOWL** (Refectory)*
A variety of vegetarian and meat salads available from 14-20p. A healthier version of The Scramble. Recommended for slimmers.

**FALMER HOUSE BAR***
Hot pies, sausage rolls, sandwiches and drink. Bar staff friendly. Atmosphere cheerful but very crowded. You need to be strong to survive.

**SNACKBAR** (Falmer House)*
Quite a pleasant place to eat and talk, despite being reminiscent of a British Rail buffet. Food nearly always fresh as turnover is rapid.

**THE OPEN CRYPT** (Falmer House)**
Macrobiotic food, under new management, a decided improvement on last year's. Brown rice, stew, and fresh fruit salad. Prices generally slightly cheaper than elsewhere.

**THE SENIOR COMMON ROOM** (Falmer House)**
Hot meals (one course 25p) and snacks. Variety of cheeses and salads but you have to get there in time. Comparatively expensive. Surroundings pleasant but atmosphere overpoweringly sober. For sane members only.

**THE ARTS CENTRE**
Catering on a small scale and food always fresh. Good soup and the rolls have bigger fillings than elsewhere. Shortage of seating but atmosphere very pleasant. Last year rated the Gourmet's choice and still deserves this label.

**THE SPORTS PAVILION**
Hot meals, toasted sandwiches, snacks and marvellous views. Food cooked to order. Good value for money and a chance to get away from the campus atmosphere. Ideal for those who like walking.

**I.D.S. BAR***
Fresh sandwiches. No coffee. A pleasant size room.

**SCHOOL COMMON ROOMS**
It's a bit difficult for the outsider to keep up with these, but several school common rooms, including Cultural and Community Studies, Social Sciences and Biology, serve sandwiches, rolls and yoghurt during lunchtimes. Some excellent value for money, e.g. ham rolls for 5p in Social Sciences.

sale of snacks of 13% and 18% during the same periods. Indeed, taking the campus as a whole and including decentralized services, approximately 65% of the meals now consumed at lunchtime fall into the broad category of "light meals or snacks". Looking to the future, it is likely that there will be a continuing need for large-scale public catering, particularly at lunchtimes, but the nature of the demand will continue to change. Most people will want a cheap, enjoyable and nutritious snack. However, there will always be minority categories who have a legitimate claim for catering services. These include staff and students who work late, visitors and those who just cannot cook or do not wish to cook for themselves. How do we provide for these? Egg-and-chip bars? Take-away food shops - chicken, fish and chips etc? Coin-operated machines using pre-packaged frozen foods? All these ideas are currently being investigated. So far as campus residents are concerned, replies to the survey conducted last year made one aspect clear: the majority of people would like to see more combined social/self-catering areas developed where it is possible to make and to meet friends.
A remarkable feature of the past three years has been the rate of growth of the number of shops at the University. Up to October 1969 there were only about 350 students accommodated on campus, and two shops in the Refectory area - the Bookshop and Post Office. During the next three years the number of residents increased from 350 to over 1,100, and the following shops have come into existence:

- October 1969: VG Store
- January 1970: Laundrette
- November 1970: Hill's Newsagent
- April 1971: McDavitt's Farm Shop
- " Fresh Fish Van (3-month experiment - did not wish to continue)
- Summer 1971: Fish-and-chip Van (individual student's experiment - did not wish to continue)

How were the shops selected? The pattern has varied. In the case of the VG Shop, what was then Social Policy Committee decided that the University should lease the business to an outside firm rather than attempt to operate it itself. Letters were therefore sent to the headquarters offices of all supermarkets, wholesale grocery groups (e.g. Spar, Wavy Line, VG, Blue Riband) and grocery shops retailing from more than one outlet in the South-East, inviting applications. In fact none of the supermarkets responded. The decision to offer the lease to VG was made after a series of interviews and discussions by a panel which included faculty, staff and Union representatives. In contrast, the negotiations between Mr. McDavitt and the University were much more informal. For some years staff and students had been calling at his market garden shop near Palmerston on their way to and from work, and the news that he would be interested in leasing a shop on campus was generally welcomed.

All shops on campus - whether University-owned or leased to outside firms - pay rent for their premises. The University Grants Committee is not prepared to finance the building of commercial premises, so these have to be constructed on a loan-finance basis, with the capital and interest repaid from rent income. Most of the ground floor of the Refectory was financed by this method.

Do we get value for money? The VG Shop has often been criticized because of its allegedly high prices. In 1970 the Union Chairman of Welfare organized a shop prices survey to ascertain the facts. The total cost of the same bag of groceries turned out to be 308 np at Tesco, 310 np at Woolworths and 315 np at the VG Shop. The difference between the first and last would not have met the return bus fare into Brighton.

The feeling that prices were higher on campus still lingered, however, and in March 1972 the Site Amenities Advisory Group decided to carry out a more comprehensive survey. This time the shops chosen for comparison included two supermarkets, a co-op, a village shop which belonged to the Centra wholesale group and because of its location enjoyed a monopoly position similar to the campus VG, and two other VG shops.

The shopping list was based on that used in the "Which" shopping survey of November 1971. Two sets of prices were used, those based on branded goods and a second set which included any "own brand" cheaper equivalents that were available. In both cases the totals have been adjusted to take account of trading stamp discounts when these were given. The results are shown below.

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<table>
<thead>
<tr>
<th>SHOP PRICES SURVEY MARCH 1972</th>
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<tbody>
<tr>
<td>Total prices by shops in pence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>CENTRA</th>
<th>CO-OP</th>
<th>TESCO</th>
<th>WAITROSE</th>
<th>VG CAMPUS</th>
<th>VG LEWES</th>
<th>VG HOVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Total for specified list of items</td>
<td>245.5</td>
<td>248</td>
<td>235.5</td>
<td>234.5</td>
<td>239</td>
<td>234</td>
<td>248</td>
</tr>
<tr>
<td>(b) Total for same list but with cheaper own brand equivalents where available</td>
<td>243</td>
<td>215</td>
<td>206.5</td>
<td>212</td>
<td>226</td>
<td>220</td>
<td>231.5</td>
</tr>
</tbody>
</table>

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18
Once again the campus VG Shop appears to be marginally more expensive than the supermarkets, but not exhorbitantly so. To be fair to the campus VG Shop, the proprietor stated at the time of the appointment that he thought that it was unlikely that he could keep prices as low as in the supermarkets, though he undertook to keep them to the minimum. In addition, neither of the supermarkets quoted in comparison were interested in establishing a branch on the University site, although both were approached. Supermarkets achieve their low prices through bulk trading and rapid turnover and only by operating very large units can they reduce labour and overheads to an appropriately low level.

One final word on value for money: nothing can beat the U.S.T.A. Co-op. Opening for restricted hours only in York House common-room and manned by voluntary assistants, the whole benefit of bulk purchasing is passed on to the customer.

Finally, what are the prospects for further shopping facilities? Where should these be, and what type should come next? A Butcher? Chemist? Baker? Fish and Chips? Fresh Fish? Hairdresser? Of course, not all ideas are viable – no shopkeeper is going to come here unless he can make a living. But with further plans for residential expansion the outlook for extra shopping facilities is optimistic. An earlier plan for Kent House, which had to be abandoned, included shops and a pub on the ground floor, and these ideas are once again being discussed as part of the building developments in the York House/Refectory area in 1973/74. In the meantime, the Site Amenities Advisory Group is organising a survey for the beginning of next term to gauge consumer demand. So if you turn out to be one of the 1 in 10 people who receive a questionnaire, don’t forget to fill it in and return it.

THE CRECHE

For at least four years there has been a demand for a creche in the University. This term it actually opened. With places for twenty children under the age of five the Creche operates both during term-time and vacations for ten half-day periods each week.

So far, more than thirty different children use the Creche for some part of the week, most attending for between two and four half-day sessions. They are looked after by two qualified nursery nurses, Mrs. Adele Hemsley and Gill Bennett. An essential part of the scheme is that of voluntary help; because of regulations it is necessary to have one adult for every four children. Most of the parents whose children attend the Creche give some voluntary help, but additional volunteers, experienced or inexperienced, are always welcome. Anyone in the University who would like to use the Creche or could offer assistance should contact Mrs. Hemsley, the Supervisor, in the Creche terrapin, opposite the Refectory, internal phone 04-757.
START HERE!

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98

- The Park Village
- Lancaster House Car Park
- Norwich House
- Education Development Bldg.
- Institute of Development Studies
- Arts C
- Arts B
- Arts A
- Biology
- Chemistry
- Physics
- Library
- Meeting House
- Gardner Centre for the Arts
- Falmer House
- Car Park
- Refectory
- Health Centre
- Boiler House Car Park
- Applied Sciences
- Fulton Court
- Administration
- Sport Centre
PLAY THE COMMUNITY GAME

As a community service, we have devised a game, which we offer as a challenge to members of the University. At first sight it may appear to be somewhat lighthearted, even facetious, but in fairness, players should be warned that the layout was devised by the Socio-Educational Testing Unit, and in the event of an excessively high or low performance, the candidate should seek advice from Dean or Personal Tutor.

HOW TO START

Any number of players can play the game, using dice. To start, an Arts undergraduate must throw a one and two twos, a Science undergraduate two twos and a three. Members of faculty and staff start by being invited to join by four existing players.

RULES

Each player throws the dice in sequence and proceeds along the path indicated. Pro-Vice-Chancellors are automatically allowed two turns. The Vice-Chancellor and Student President take their turns together. If a six is thrown, then a second attempt is allowed (staff may consider the second throw as an additional increment).

Faculty who reach fifty without penalty traditionally receive a cheer. Students who reach 99 and throw a one or two may start again.

From time to time players reach the end of the game. The winner is the one who survives longest, without actually finishing.

Sanctions apply to all who break the rules, but these are never applied.

In the case of a dispute then the matter may be resolved by a committee of enquiry. Only the Vice-Chancellor and Student President are allowed to invent new rules.

Directions

6. Attend induction course - lose turn
9. Attend inquestate U.G.M. - lose two turns
12. Ladies' day at Sauna - two places forward or backward as appropriate
14. Attend Rapid Reading Course - move forward four spaces
19. Attend Arts Centre performance - seats too hard so take an extra turn
21. Miss two turns to read graffiti on Library toilet walls
24. Receive support from Union President - move forward four spaces
29. Disagree with Pro-VC-Arts - return to E.D. Building (27)
33. Ask Community Services for help - their immediate, constructive and useful response allows you to move forward six spaces
38. Boycott prelims - faculty and students proceed as normal
48. Mixed accommodation in Park House - proceed directly to Creche (64)
51. Mildew on wall - proceed to Estates & Maintenance (79)
53. Another Park Village puddle - miss one turn to dry off
56. Shop at Co-op - use savings and proceed to buy Refectory meal (64)
59. If at this stage you have suffered more than 3 penalties - transfer to another game
63. Receive third parking ticket - ignore and proceed as usual
66. Go to Health Centre with cut finger - miss three turns for psychiatric treatment
70. Receive support from Union President - move back four spaces
79. Estates & Maintenance promise to eliminate mildew - return to (51)
80. Abandon Chemistry and decide to become a trappist monk - go to Meeting House (88)
85. Visit Prof. Thompson - accelerate to Sussex House (87)
86. Visit Sussex House - abandon game
88. No service in Meeting House - go to Gardner Centre (18)
90. Meet Vice-Chancellor at a party - have another go
91. Looking for Midland caravan, walked into Barclays by mistake - miss one turn.
EATING PLACES

THE SCRAMBLE
2nd FLOOR, REFECTORY
Hot and cold meals and snacks. Open 12.00 noon - 2.00 p.m. every day and 5.15 p.m. - 7.00 p.m. Monday - Friday.

THE SNACK BAR
2nd FLOOR, FALMER HOUSE
Hot and cold snacks. Open 9.00 a.m. - 2.15 p.m. and 3.15 p.m. - 6.15 p.m. Monday - Friday.

THE 'OPEN' CRYPT
GROUND FLOOR,
FALMER HOUSE
Open 11.00 a.m. - 7.00 p.m. Monday - Friday. Hot and cold meals and snacks. Whole foods cooked with experienced imagination.

THE SPORTS PAVILION
Hot and cold meals. Open lunchtimes all week except Sunday.
Bar open 12.00 - 2.30 p.m. Monday - Saturday

COFFEE BARS AND BARS

REFECTORY BARS
1st & 2nd FLOORS, REFECTORY
Cold and hot snacks, toasted sandwiches, coffee.
Open from 12.00 noon - 2.30 p.m. Monday - Friday.

THE FALMER BAR
GROUND FLOOR,
FALMER HOUSE
Hot pies, cold snacks and beverages.
Open from 11.30 a.m. - 2.30 p.m., and 6.00 p.m. - 10.30 p.m. Monday - Saturday, and on Sundays from 7.30 p.m. - 9.30 p.m.

THE LIBRARY
COMMON ROOM
LIBRARY BASEMENT
Hot drinks and chocolate machines. Open 10.00 a.m. - 9.30 p.m. Monday - Friday, 10.00 a.m. - 4.30 p.m. Saturdays, and 2.00 p.m. - 6.30 p.m. Sundays.

THE ARTS CENTRE
Bar 12.00 - 2.30 p.m. Monday - Friday
6.00 - 11.00 p.m.* Monday - Saturday.
Snack 12.00 - 2.30 p.m.
Counter Monday - Friday
7.00 - 10.00 p.m.* Monday - Saturday.
* Performance nights.

SHOPS, LAUNDRETTE AND TRAVEL AGENT

THE BOOKSHOP
GROUND FLOOR, REFECTORY
Textbooks, paperbacks, records, stationary, greetings cards.
Open 9.00 a.m. - 5.30 p.m. Monday - Friday, and 9.00 a.m. - 12.00 noon Saturdays.

THE VG SHOP
GROUND FLOOR, REFECTORY
Groceries, greengroceries, meat, toiletries, confectionary, tobacco and other items.
Open 9.00 a.m. - 6.30 p.m. Monday - Friday and Saturday mornings.

McDAVITT'S FARM SHOP
YORK HOUSE UNDERCROFT
Fresh fruit, vegetables and eggs.
Open 9.00 a.m. - 5.00 p.m. Monday - Friday and Saturday mornings.

HILLS NEWSAGENTS
GROUND FLOOR, REFECTORY
Newspapers, periodicals, confectionary and tobacco.
Open 8.00 a.m. - 8.00 p.m. Monday - Friday and Saturday mornings. Also opening on Sundays.

LEWES TRAVEL
GROUND FLOOR, REFECTORY
Open 9.30 a.m. - 5.00 p.m. Monday - Friday and Saturday mornings.

SHOPS, LAUNDRETTE AND TRAVEL AGENT

THE LAUNDRETTE
GROUND FLOOR, REFECTORY
Open 8.00 a.m. - 10.00 p.m. weekdays, and 9.00 a.m. - 10.00 p.m. Sundays.

BANKS AND POST OFFICE

BARCLAYS BANK
GROUND FLOOR,
SUSSEX HOUSE
Open 9.30 a.m. - 3.30 p.m. Monday - Friday.

MIDLAND BANK
GROUND FLOOR, REFECTORY
Open 9.30 a.m. - 3.30 p.m. Monday - Friday.

POST OFFICE
GROUND FLOOR,
SUSSEX HOUSE
Open 10.00 a.m. - 5.30 p.m. Monday - Friday.

PUBLIC TELEPHONES
In the main entrance foyer of Sussex House, Falmer House and the Refectory, on the right side of Falmer House, and in the Park Houses and Park Village.

CRECHE AND NURSERY GROUP

THE CREECHE
TERRAPIN BEHIND REFECTORY
Open from 9.00 a.m. - 1.00 p.m. and 2.00 p.m. - 6.30 p.m. Monday - Friday, for babies and children up to 5 years old. Places can be booked for half a day or more. As the number of places is limited, those interested should apply as soon as possible to the Supervisor, the Crecche, Refectory Terrapin. The Crecche will open in term time and vacations.

The details above refer to term time only. Opening times may vary in vacations.

THE NURSERY GROUP
EDUCATION DEVELOPMENT BUILDING
Open for morning and afternoon sessions from Monday - Friday, term time only, for children between 3 and 5 years. Hours are 9.00 a.m. - 12.00 noon and 1.30 p.m. - 4.30 p.m. Those interested should apply as soon as possible to the Nursery Group Supervisor, Educational Development Building.