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Comment

This issue of Focus, like previous October issues, is primarily intended for first year undergraduates and new members of the University. Most of the issue contains information about the various areas of the University, its committees and its schools. It also introduces members of the University whom first years are likely to meet and may need to know.

The issue is not an attempt to give a comprehensive survey of the University's committee structure or its officers and any commissions which might be considered important, for example, the Schools' admin. secretaries, have been a question of space and not of policy.
The Council is the Governing Body of the University and is responsible for the management and administration of the whole of the revenue and property of the University — in other words, it is the 'owner' of the University, and the employer of all its staff. One of its most important functions is to provide a link between the general public and the University, and a means by which the University can obtain the advice and support of the world outside. It has 39 members, of whom about one-third are members of the academic staff, one-third are appointed by the five local authorities in the County of Sussex, and one-third are members of the public elected by the Court or co-opted by the Council itself. Its Chairman is elected annually; the present Chairman is Sir Sydney Caffyn, of Eastbourne, who has held this office since the University was founded. It usually meets four or five times a year and receives a report from the Vice-Chancellor, and detailed recommendations from the Planning Committee on matters concerning the finance, buildings and staff of the University. Although not members of the Council, the President and one other member of the Students' Union are invited to attend all its meetings.

The Senate is, subject to the general control of the Council, the governing body of the University in respect of all academic matters. It is responsible for supervising and controlling the academic work of the University, including teaching, research and examinations, and for regulating the discipline of students. Its Chairman is the Vice-Chancellor, and it meets two or three times every term. It carries out its functions through a large number of committees from which it receives reports and recommendations for discussion and confirmation.

The statutory membership of Senate includes all the professors, some ex officio members, and a number of non-professorial staff equal to one-third of the number of professors. At present, the total membership amounts to about 105. From the beginning, however, the University wished to make provision for wider participation by members of the University in the conduct of Senate business, and a Senate Committee has therefore been created. This consists of all the statutory members of Senate, together with an additional number of professors, and also 20 students. In all, the Senate Committee now has about 150 members. By a special convention, all Senate business is referred to and dealt with by the Senate Committee, and the Senate adopts without further discussion the recommendations of the Senate Committee.

The Planning Committee is the most important of the numerous committees that are responsible to the Council and Senate for conducting the business of the University. The Vice-Chancellor is its Chairman, and it has a membership of 31, including all the chief academic officers of the University, together with other members of both the Council and the Senate and three students. It is the executive body of the Council and Senate, dealing with all aspects of planning - academic, financial, buildings, site. It is responsible for the co-ordination of the different areas and units of which the University is composed. It examines proposed changes in organisation and structure; it approves annual budgetary allocations; and it receives recommendations from the major Area Committees - Arts & Social Studies, Science, Education, Counselling Services, Community Services. In its role of overseeing University strategy and development as a whole, it must seek to balance the desire for growth against the availability of resources and to ensure an appropriate degree of conformity. The standing sub-committees of the Planning Committee are the Buildings Committee (which initiates proposals on the physical development of the site, its buildings and amenities), the Equipment Committee (which makes recommendations on the internal allocation of the equipment grants received from the University Grants Committee), and the Computing Committee (which reports on the development of the Computing Centre and on the preparation of briefs for submission to the national Computer Board for Universities and Research Councils).
ARTS

Under the 'Organisation of the University' the Arts and Social Studies Committee is responsible for policy and administrative matters in academic, financial and planning areas specific to Arts & Social Studies. While it acts within the framework of Planning Committee and Senate, it enjoys in practice considerable scope for initiative and decision-making. The Committee is chaired by the Pro Vice-Chancellor (Arts and Social Studies) and consists of the Deans, Deputy Vice-Chancellor, a representative from each School in the Area, representative Subject Chairmen, and a representative from each of the Science and Education Areas.

In addition, others are invited to attend for certain times, including from time to time undergraduate and postgraduate students. The Committee normally meets once a term (twice in the Spring Term) but other meetings are held as and when they are needed mainly when it becomes necessary to give special consideration to specific items. Special meetings have in the past been held to discuss B.A. Finals Assessment, developments during the 1972-77 Quinquennium, Preliminary Courses assessment and other major issues. Agendas of the Committee are placed on School Notice Boards. The Committee considers the drawing up of strategic and operational plans, budgetary and financial establishment and logistic matters. It considers all School minutes and thus becomes involved in matters affecting teaching, the curriculum and assessment.

The Arts and Social Studies Committee considers the minutes of Steering Committees of Research Centres and also those of the Arts and Social Studies Graduate School Committee. In addition the Committee considers various miscellaneous topics including matters referred to it by other committees.

EDUCATION

The Education Area is comparatively new. Established in June 1971 as a separate area of the University, it consists of four units. The first of these units, the Education Subject Group, is responsible for the organisation of the University-based professional courses in Education - the M.A. in Education, the Dip.Ed. Tech. and the P.G.C.E. Altogether, some 100 students are offered courses annually.

The second unit in the Area, the School of Education, has regional educational commitments. It is a confederal organisation dependent upon collaboration amongst partners - the L.E.A.'s, the five Colleges of Education, the Brighton Polytechnic and the University itself. As the A.T.O. for the Sussex region, it has responsibilities in relation to the initial and in-service education of teachers. A most important development during the past year has been the introduction of the In-Service B.Ed. degree - a regional course in which all seven institutes share the teaching. Over 3,000 students are registered with the school.

The Centre for Education Technology is concerned with training, research and development in educational technology, both within the University and in association with other educational institutions. Its projects include a Curriculum Analysis Project run in association with German and Swedish Universities and supported by the Volkswagen Foundation, and the Continuing Mathematics Project sponsored by N.C.E.T. The Reginald M. Phillips Research Unit, concerned with the application of educational technology to the learning problems of deaf and other handicapped children, is also part of the Centre. The University Nursery Group forms the fourth unit within the Education Area. It provides places for over 30 children and its observation facilities are of value to students on education and development psychology courses.

SCIENCE

The first Science undergraduates were admitted to the University in 1962, and the following decade has been a time of rapid and successful expansion during which the necessary finances, whilst never being sufficient, have always been adequate. Unfortunately, these abundant times appear to be over, and the Area is now looking ahead to the next ten years, when the prospect of further major expansion is not encouraging. The quinquennial settlement for 1972-7 is expected to set the framework for the next decade, and the Area is re-adjusting its priorities in order that it may continue to innovate and develop even though this may have to be at the expense of current activities. It is therefore essential that flexibility of approach be retained so that the new challenges that are expected may be met. The opening of the new quinquennium and decade will see the installation of a new Pro-Vice-Chancellor (Science), Professor J.F. Scott, who will succeed Professor C. Eaborn in January, 1973, and a new Dean of the School of Biological Sciences, Professor J.H. Sang at the beginning of the session. They and the Deans continuing in office will need support and encouragement for what promises to be a difficult era. In contrast with the restrictions on growth at the undergraduate level, there is a continually rising level of research activity in the Science Area. Over three hundred research grants are received from the Research Councils and Industry, and the research carried out enjoys a high prestige, nationally and internationally. The Science Research Council has recently contributed a large sum towards the installation of a 3MV Accelerator, and this year will see the opening of a new building to house the Brain Institute. The funds provided for research help to maintain a high standard of scientific innovation, which it is hoped will go from strength to strength during the coming years.
COMMUNITY SERVICES

by Dr. B.L. Smith

Community Services celebrates its first birthday this Autumn. One of the three major budgeting and planning units within the University, it has been created to co-ordinate and plan a whole range of non-academic matters related to living and working at the University. Accommodation, Catering, Sports, the Arts Centre, even car parking, all come within its ambit. Community Services is also concerned with life off-campus and the relationship of the University to the community at large.

the team

Co-ordination of the Community Services area is carried out by the central office, located at present in the Essex House annexe. Chairman of Community Services, Dr. Brian L. Smith, is also a lecturer in Physics, which accounts for his belief that problems have solutions. Assistant to the Chairman, Mike Banks, combines the job of general trouble-shooter with that of Director of Sport. Sally Marriott, Secretary of the area, copes with enormous piles of minutes and manages to remain cheerful most of the time. Colin Brummitt, Finance Officer to Community Services, frequently looks worried. All depend to a greater rather than lesser extent on the co-ordination provided by Kay Meliout.

Other prominent members of the Community Services Team include the Business Manager, Mr. Colin Hill, who is responsible for the University's business enterprises such as catering, conferences and residential accommodation. Norma Wilson, Accommodation Officer, copes with the ever-growing problem of finding beds for everyone. Alwyne Scrase Dickins, Administrator of the Gardner Arts Centre, works to provide a full programme of activities in Music, Drama and the visual Arts all the year round.

plans

The Community Services Committee meets twice a term to discuss and lay down policy in the area and in addition, there are numerous advisory groups and ad-hoc working-parties. Staff, students and faculty all take part in the planning and most committees are open, in the sense that interested parties are welcome to attend as observers or participants. Community Services will be active on all fronts in 1972-73. In the Autumn the Working Party on Accommodation will present its detailed plans for a new style of residence on campus. Administration of the Arts Centre is likely to be reorganised so as to give greater planning autonomy within the areas of Music, Drama and the Visual Arts. Proposals for a car-parking policy for the future will be put forward. An air-hall will be erected for the Sports Service. Schemes will be presented which should link the campus more effectively with the outside community. It should be an interesting and constructive year, but advancement will depend on the enthusiasm of all sections of the University community and a willingness to participate in the development of the social life and facilities.
COUNSELLING SERVICES

by Martin M. Black

The new and separate Counselling Services structure at the University is now entering its second year. Regrettably, during the first year of its operation the first Chairman of Counselling, Dr. T.W. Leggatt, was compelled to give up his office due to ill health. This was unfortunate for many reasons, not least of which was the tremendous enthusiasm and experience which Dr. Leggatt had for this activity. Nevertheless, during the period in which he held office, the basic counselling structure had been organised. The University recognised that counselling plays an integral and vital role in its life and consequently accepted responsibility for providing resources for its development.

The word "counselling" covers a very wide variety of activities undertaken by both lay and professional personnel. The need for counselling in the whole community is a pressing one and is accentuated in a University where there are additional stresses due to the intensity of work and where there is a particular age group involved. Basically, counselling involves dealing with personal problems and difficulties and, where possible, offering advice. As an activity it is voluntary and non-directive: no-one is or can be forced to seek counselling or act upon it. The organisational structure of the University Counselling Service is shown below. This structure is designed to facilitate the integration of the professional and lay members of the group and also to avoid the complete separation of the counselling role from the purely academic role of University faculty. With this latter point in mind, the foundation of the system is the Personal Tutor role undertaken by the majority of academic members of faculty. This particular aspect of the structure is not new as it has been functioning since the University was started. In this role the academic attempts to advise his students on matters relating to both his academic and personal problems. If necessary, he will suggest that the student sees another more appropriate member of faculty or a member of the professional counselling services on campus. These latter services comprise Health, Appointments and Chaplaincy, and their integration with the lay counselling services has rapidly become a real and effective one, particularly after the setting up of the Counselling Services Committee and associated Advisory Groups. Since the major consumer of this Service is the undergraduate, it is not surprising that the Students' Union plays a very active part in the system. Their concern for their own members is a very real one and indeed, like many others involved in counselling, they feel that there is a need for some further developments of the structure. This may take the form of the appointment of a Student Counsellor within the Students' Union itself. This topic has already been discussed at some length and will be decided upon this term.

As already noted, last year was the first time the present counselling structure was used. The system is by no means perfect and future developments will be the subject of discussion during the coming year. Likely subjects for discussion will be the development of new counselling services in collaboration with the Students' Union and an investigation of the possible development of professional educational counselling specialising in the learning problems of University study. The coordinating role of the Office of Counselling Services is clearly defined in relation to activities within the University but as yet has not tackled the problems of relationship to other counselling organisations outside. This will also be given consideration in the coming year. Finally, it should be noted that the foregoing remarks are in no way an attempt to describe in detail the counselling services in this University. They are aimed solely at bringing to the attention of the reader the existence of this activity and the recognition of its importance in the future well-being of the University.

the counselling structure

COUNSELLING SERVICES COMMITTEE

CHAIRMAN OF COUNSELLING SERVICES

PERSONAL TUTORS

COURSE TUTORS

COMMUNITY SERVICES

UNION

TEACHING CO-ORDINATORS

SUB DEANS

HEALTH SERVICE

APPPOINTMENTS SERVICE

Director, University Health Service
R Dr. A. Ryle
Rev. J.M. Kerr
Rev. D. Forrester
University Chaplain
Mr. M. Black
Chairman of Teaching Co-ordinators
Chairman of Health Service
Mr. D. N. Smith
Mr. D. O. Snell
Mrs. M. Smith

Counselling Services Committee Membership:
Chairman of Counselling Services
Dr. M. Black
Deputy Vice-Chancellor
Pro-Rector
Sub-Deans of all the Schools
Mr. J. D. Cohen
Vice-Dean Arts Graduate School
Mr. M. Black

Six student members to be appointed by the Students' Union, to include the Chairman of the Student Welfare Committee and preferably some of the Union's student advisors.
## REPRESENTATION

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<tr>
<th>COMMITTEE</th>
<th>TOTAL MEMBERS</th>
<th>STUDENT MEMBERS</th>
<th>REMARKS</th>
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<tr>
<td>Senate (&amp; Senate Comm)</td>
<td>149</td>
<td>20</td>
<td>Increased from October 1972 to include the nine School Speakers / Convenors and two post-graduates as well as the Union President and eight other members of the Union Executive.</td>
</tr>
<tr>
<td>Council</td>
<td>36</td>
<td>2</td>
<td>Union President and one other member of the Union attend by invitation and may be asked to withdraw for specific items (faculty salaries etc.) though this has never happened yet.</td>
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<tr>
<td>Planning</td>
<td>31</td>
<td>3</td>
<td>Union President, and two other students.</td>
</tr>
<tr>
<td>Community Services</td>
<td>40</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Counselling</td>
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<td>6</td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Social Studies</td>
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<td></td>
<td>As regards student representation on these committees, Senate has agreed that committees should invite students for specific items.</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
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<td></td>
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<tr>
<td>Education</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>18</td>
<td>4</td>
<td>Increased from October 1972 to include the Union President and three other student members appointed by the Union.</td>
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<tr>
<td>School Meeting</td>
<td></td>
<td>6</td>
<td>All student members of the Joint Committee, or its equivalent, are members of the School Meeting.</td>
</tr>
<tr>
<td>School Joint Comm.</td>
<td></td>
<td></td>
<td>For precise School memberships and variations in structure see section on Schools.</td>
</tr>
<tr>
<td>Subject Group</td>
<td></td>
<td></td>
<td>Subject Groups are encouraged to invite students to informal meetings and, in appropriate cases, to formal meetings.</td>
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African and Asian Studies

The purpose of this School can be summed up in one proposition: anybody who is ignorant of the facts about and the problems facing the world outside Europe and America cannot claim to be an educated person. The bulk of pre-university education in this country takes Europe as its centre and our aim is to correct this bias.

For this very reason the School does not try to create specialists: the courses in the major subjects are almost identical with those in the other Schools, the difference is in the context. The contextual courses are so called because they invite people to relate the facts and theories of the major disciplines within the context of Africa south of the Sahara, and South Asia, (the Indian sub-continent). These are the areas from which the School takes its name, and they receive the greater emphasis. We try, however, to widen our teaching where expertise is available, and do not exclude from the area of our interest China, Japan, South East Asia, and the Middle East.

Undergraduates in this School must take two contextual courses, one short and one long: within both there is a wide range of choice. The short contextual is taught in two parts, the Autumn terms of the second and third years. The long contextual is taught, by fortnightly sessions, across the last two terms of the second year, and the first two terms of the third year. The reason for spreading out these courses is to give people the opportunity to study in depth, and to mature their thought over a longer period than most other courses allow. The short and the long contextual courses are examined by extended essay and dissertation respectively; the last term of each course is devoted to the drafting and building up of these pieces of work.

The major subjects available in this School are Anthropology, Economics, English, French Literature, Geography, History, International Relations, Philosophy, Politics, and Social Psychology. The Professors of Anthropology, International Relations, and Politics, and the Professor of African History are members of the School, as are the Subject Chairmen of English, Geography, and History.

The School is responsible for the organisation and teaching of a new common preliminary course, Analysis and Judgement in Social Science, which is intended to be as useful to those studying the humanities as to social scientists.

The Dean is Dr. David Pocock, a Social Anthropologist, who started his academic career reading English under F.R. Leavis at Cambridge, and graduated in Social Anthropology. He was a lecturer at Oxford before coming to Sussex. His area of prime interest is India, and his main publications are Social Anthropology, 2nd edition, 1972, Kanbi and Patidar, 1972, a study of an Indian caste, Mind, Body and Wealth (in press), a study in popular Indian religion, and translations of Durkheim’s Sociology and Philosophy, and Boust’s Essays on the Caste System.

Cultural & Community Studies

The School of Cultural and Community Studies focusses on the problems of the individual in society, and is concerned with the pattern and quality of community life and of personal relations as interpreted both by the artist and the social scientist.

The School also seeks to develop a critical approach to cultural questions and values. It is increasingly concerned that students should be given the opportunity to explore seriously the way contemporary society is organised and functions.

The faculty in the School are more heavily committed than some in the wider educational field - in particular the postgraduate courses of training for teaching and social work - and have close links with the School of Education, which coordinates the work of the Colleges of Education in the area for the B.Ed. degree and for in-service training of teachers.

The Dean of the School of Cultural and Community Studies, John Simmonds, is the School's Reader in Social Administration. Trained at the London School of Economics and the Tavistock Clinic, he joined the University from the Probation Service seven years ago. His major interests include the operation of the Welfare State with special reference to the personal Social Services and the operation of welfare bureaucracies where the individual is held to be the principle beneficiary.
English & American Studies

The School of English and American Studies is the largest of the Arts Schools; it has at present over 400 students, but contemplates with reasonable equanimity an expansion to 6-700 by the end of the current quinquennium. Although rather more than 10% of its undergraduates are majoring in Sociology, Politics or Law, the School is still based mainly on the study of the humanities subjects of literature, history and philosophy and their inter-relationships, and both contextuals and the School preliminary course lay emphasis on this. A joint faculty-student working-party, however, is taking a fresh look at the contextual pattern; its recommendations are expected to include proposals that there should be fewer contextuals (perhaps only three, instead of the present five) but that, to give greater continuity and depth of study, they should each be taught over two terms; and that there should be a greater range of 'subject-based' contextual options – that is, contextuals devised by the various subject-groups represented in the School (e.g. Law, Sociology, Music, Art) but available only to those not taking the relevant major subject. Concurrently, working-groups are exploring the implications of the School's decision to have two separate, but inter-connected, streams or programmes – one mainly American, the other mainly British and European. Whatever its final structure, the School plans to lay more emphasis on the interconnectedness of British and American Studies, and to meet its own criticism that in the past it has been too much a School of English or American Studies, with too few bridges between the two areas.

R. P. C. Mutter has been Dean of the School since August 1968, having previously spent a year as Acting Dean. An Oxford graduate, he came to Sussex in 1962 after eight years' teaching at King's College, London, and has been a visiting Professor at the Universities of California, Pittsburgh and Victoria, B.C. His main academic interests are in eighteenth-century English literature, and in American literature, and his publications include editions of works by Spenser, Pope and Fielding.

European Studies

Under its founding Dean, Professor Martin Wight, whose sudden death in July was such a blow to us all, the School of European Studies developed a prime concern with the evolution of European culture and civilization. Undergraduates majoring in one branch or other of the humanities in this context are still a minority in the School, but from the beginning there has been an attempt to find a place also for social-science majors. The recently developed 'Modern European Studies' contextual programme is an expression of the growing concern with this area of European studies. This aspect of the School's work is greatly strengthened by the link with the University's Centre for Contemporary European Studies, directed by Dr. Roy Pryce, many of whose Research Fellows teach in the School's contextual courses. An indication of the School's determination not to allow its "European Humanities" and 'Modern-European Studies' aspects to drift apart is provided by the introduction this year of a French Studies major, which places the study of literature firmly in a historical and social context, with a special emphasis on the study of present-day France in its European context. The School has over 350 undergraduates, but a quarter of them are away at any one time, since the School's four-year course normally includes a year abroad, either working as a language assistant or in a university.

The present Dean of the School, Professor T.H. Elkins, is a geographer with a particular interest in the historical and social aspects of his subject, especially in a European context. He is a graduate of LSE, and has taught there and at Kings College, London.
Social Sciences

The School of Social Sciences is one of the largest and liveliest on the Arts side of the University, and provides a home for most of the social science disciplines as well as history and philosophy. If the UGC comes through with the money, the School is likely to grow during the next five years, and some of this growth will take place within a programme of Cognitive or Communication Studies, which will cover linguistics, artificial intelligence, and computer science. The main decision-making body within the School is its Executive Council consisting of just over 30 members of which one third are elected student representatives.

Professor Donald Winch has been Dean since October 1966. He is a graduate of the London School of Economics and Princeton University. He came to Sussex in 1963 after lecturing at Berkeley and Edinburgh. His main academic interests lie in the history of economic thought, and he has a particular interest in the subject matter of the School’s compulsory contextual course on Concepts, Methods & Values in the Social Sciences.

Graduate School

When the University started operating in 1961, as well as the first fifty undergraduates, there were two or three graduate students, so that from the inception there has been a commitment at Sussex to graduate studies. There has also been considerable discussion of how graduate studies should be organised here. The traditional small operation of craft apprenticeship common in British universities was considered neither efficient, since it leads in Arts and Social Studies to an unacceptable wastage rate, nor suitable for the cross-disciplinary developments here. The increase in the number of graduate students, not all of whom intend to become teachers in institutions of higher education, has also encouraged the development of a new organisation. Last year there were 374 graduate students in Arts and Social Studies (including part-time students)......% of the student body in this Area. In 1972/3 there will be 385 graduate students.

The Graduate School in Arts and Social Studies was set up in October 1971 as part of the organisation developed by Professor D.A. Low, who had been Director of Graduates. It centralises graduate admission for the Arts and Social Studies Area, the organisation of the course work which, by policy, is an obligatory part of the graduate student’s career at Sussex, and the conduct of examinations and the assessment of original work in dissertations. The School is a federal structure made up of Graduate Divisions, roughly but not exclusively co-terminous with Subject Groups, since in any study at advanced level without flexibility and autonomy, new developments are hindered and perhaps stifled. The School also exists to develop an intellectual community among graduate students and faculty, and to represent the interests of graduate study and research within the University’s larger body.

The present Dean, Dr. Angus Ross, is Reader in English, and a graduate of the Universities of St. Andrews and Cambridge. He is Commonwealth Fellow at Yale University and has taught at the Universities of St. Andrews, the West Indies, and Hull. He was a founder member of the Sussex Faculty and is at present visiting Professor at Columbia University, and the Universities of Rochester NY, California at Berkeley, New Mexico. Dr. Ross is the editor of several eighteenth century English texts, editor and contributor to English (1971) and author of Gulliver’s Travels; a study.

Dr. A.M. Ross
Dean

C.D. Cohen
Vice–Dean
Applied Sciences

The application of scientific knowledge is a complex business calling not only for inventiveness and powers of analysis and synthesis but also for an awareness and ability to assess 'usefulness' in a sociological context. The education problems associated with inculcating these ideas is not confined to specialist areas and in fact is better achieved by cross-disciplinary studies. The potential of the digital computer for optimal design, the fundamental mechanics of the control of sophisticated systems are common to all areas of applied sciences and demand a wide basic understanding.

The School of Applied Sciences was created in 1965 with a spectrum of subjects and a structure such as to attempt to meet the needs of the modern professional man. Materials Science forms a basic part since most applications require materials and the newer materials can revolutionise traditional practise. Materials put together form structures and structural analysis and design has to be understood. The dynamics of stationary (but vibrating) structures as well as moving systems follows. The energy, power and forces to cause movement and to do work for man are probably the most important aspect of all involving thermodynamics, fluid-dynamics and electro-dynamics. Systems engineering or control involves looking at the inter-related functions within an overall complex including the role of man and the man-machine interface. Electronics plays its part in modern instrumentation communication and in computation. At a higher level one has to discuss operational research, management, decision making as well as economics and sociological factors.

The undergraduate teaching is organised so that the basic studies are covered in the first two years allowing for an element of specialisation and concentration in an area of studies in the final year. The School now offers eleven majors by choice of final year work. The subjects of physics and mathematics and the selected topics in economics and sociology are provided from the other Science Schools and the School of Social Studies. At postgraduate level, research is taking place in all the subjects mentioned but there are additional activities, not least of which has been the rapid growth of applications in the medical area.

There is now a sizeable group involving medical consultants and practitioners working alongside the applied scientists from all the disciplines.

Members of the University will be pleased to learn that a small factory type building is being erected in the far eastern corner of the campus to house our more noisy experiments.

Biological Sciences

The School has 350 undergraduates taught by 42 faculty, with the support of 80 or so research fellows and visitors, and about 50 graduate students. It offers majors in Biology, Biochemistry, Experimental Psychology, Geography and Neurobiology. Much of the teaching is common to all courses (except E.P.), and it has generally been conventional in character (lectures, practical classes, field courses, tutorials and seminars). The current trend is towards less orthodox instruction, and last year saw the development of undergraduate study co-ops, running with faculty assistance. Out of this also came criticisms of the form of the Preliminary Examination, which was felt to interfere with the students' freedom to concentrate on particular interests. So the nature of this exam. is now under review. Since School business is mostly conducted according to the rules - School Meetings, School Joint Committee etc. - student opinion is generally expressed through the Joint Committee, which has all the facilities it needs to be an active, democratic body. If the S.J.C. is not so used as one can complain about participation. But students can still engage in informal student-faculty discussions at the end of every course (for the benefit of the next generation), and take up any worries with their personal tutor, or with the Sub-dean. They can also organise for their own biological interest to be given a hearing through the Biological Society, which needs support as a student organisation.

There are too many meetings in the School, since every research group runs its own seminars, and attending them could be a full-time occupation - undergraduates should be selective. Research is a major School activity - the Brain Institute opens this year - and students should enquire about what goes on as part of their education. Professor James H. Sang is a foundation member of the School, and Professor of Genetics. His research interest is in the genetic control of development. Outside the University, he is active in the Labour and Trade Union movement, and he was a founder member of the Campaign for Comprehensive Schools in Brighton.
**Mathematical and Physical Sciences**

MAPS deals with all academic matters at School Meetings to which all members of the School, faculty, visitors, students, technicians and other staff are invited, but voting is restricted to faculty and members of the School Joint Committee. This Committee, which is composed of ten elected undergraduates, two postgraduates, six faculty and nine ex-officio members which includes the Dean, has the student School Speaker as Chairman. He calls meetings about once a fortnight, and General Assemblies of the School are often arranged to deal with particular topics. The School Joint Committee also produces a forty-page School Guide for the benefit of members of the School.

Professor Ken Smith has now been Dean of the School of Mathematical and Physical Sciences since January 1969. He came to the Chair of Experimental Physics from Cambridge in 1962 and his particular research interest is the interaction of radiation with atoms. In the University he has been closely concerned with the development of Physics as a subject and the nature of the Preliminary Course in Science. Outside the University, he is Chairman of the British Association for the Advancement of Science, Chairman of the Atomic and Molecular Physics Sub-Committee, Science Adviser to the Home Office and a member of the Advisory Council of the Royal Advisory Council of the Royal Military College of Shrivenham.

Prof K. Smith
Dean

Dr M.J. Wilford
Sub-Dean

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**Molecular Sciences**

MOLS will have a rather small intake this year, which is a reflection of the national drop in numbers applying for chemical sciences. However, our loss will probably be your gain because past experience suggests a small year appears to generate a greater social cohesion.

We hope to maintain our policy of mobility between majors in the School after the Prelim. course, but the large number of biochemistry majors in BIOLS may mean that there will be pressure on that major which cannot be met because of the limit on laboratory places.

We still have a lot to do in the coming year to complete our new course structure, which will start in 1973. Although no student now in the School will be taking these courses, we will continue to seek student opinions on their content and particularly on how they are to be examined. The mood of faculty and students last year was rather in favour of terminal course examinations with a shortened finals, and proposals along these lines will go before School and University committees early this term.

As most second and third-year students will know, I come to the end of the Deanship this year and I look forward to retiring to more secluded parts of the lab. My successor has not yet "emerged", but I am sure he will look forward to taking over some of those close relationships that I have had with those who strayed from the path of academic righteousness.

Prof J. Murrell
Dean

R.W. Bott
Sub-Dean
How the SCHOOLS work

Within certain provisos, Schools of Studies may alter their internal forms of government and some have indeed done so on an experimental basis. However, any such change must be approved by the School Meeting. In addition, any changes that alter the responsibilities and memberships of Schools, School Meetings or School Joint Committees as outlined below in this example of the typical School structure, require the approval of the Planning Committee and the Senate.

**ARTS, SCIENCE & EDUCATION COMMITTEES**

**SCHOOL SPEAKER**
The School Speaker / Convener is elected as the senior spokesman for all students in the School and sits on the Senate.

**A SCHOOL OF STUDIES**

**DEAN**

**SUB-DEAN**

**PERSONAL TUTOR**

**STUDENTS**

**TUTOR**

**AD-HOC WORKING PARTIES**

Schools may establish ad-hoc working parties to enquire into and report on any matters relevant to the School. Recommendations are made to the School Meeting.

**SUBJECT MEETING**

There are 36 formally recognised Subject Groups, and faculty teaching those subjects — see list — are eligible to attend meetings at which all aspects of that subject's academic work are discussed. Subject Meetings nominate spokesmen to represent Subject views and explain Subject policies to School Meetings as and when the occasion arises. Formal Subject Meetings, under the chairmanship of the Subject Chairman, are held at least once, and in the Autumn term, twice a term. Informal meetings may be held any time at which Subjects are encouraged to have student opinion represented. Students may also be invited to attend formal meetings for specific items. Subject Chairmen are appointed by the Arts and Social Studies or Science Committees after having been chosen by faculty from among the Professors and Readers in the Subject.

**CONTEXTUAL & INTER-DISCIPLINARY GROUPS**

Arrangements are made for groups of faculty with common interests to meet together. Deans also appoint groups of faculty to be responsible for contextual courses or groups of contextuals.

**SCHOOL MEETING**

All members of faculty and all student members of the School Joint Committee or its equivalent are members of the School Meeting. Formal meetings take place at least once, and in the Spring term, twice a term. School Meetings discuss relevant academic and non-academic matters, making recommendations to the Arts and Social Studies or Science Committee, or to the appropriate committee or officer. On matters entirely internal, School Meetings make recommendations to the Dean, who is ex-officio chairman of the School Meeting and who has executive authority within a School.

**SCHOOL JOINT COMMITTEE**

The School Joint Committee provides for discussion between faculty and students on all matters relevant to the School. Up to six members of faculty and up to six students (ten faculty and ten students in MAPS) may be members of the SJC. Faculty members, to include the Dean or Sub-Dean, are nominated by the Dean. Student members are elected annually by all the students of the School. The Chairman of the School Joint Committee — who may be either a student or a member of faculty — is elected annually by the SJC from its members. School Joint Committees make recommendations to the School Meeting or the Union School Speaker Committee.

Subject groups

**Arts and Social Studies:** American Studies; Developmental Psychology; Economics; English; French; Geography; German; History; History & Theory of Art; Intellectual History; International Relations; Italian; Law; Music; Philosophy; Politics; Religious Studies; Russian and Russian Studies; Social Administration; Social Anthropology; Social Psychology; Sociology; Science: Astronomy; Biochemistry; Biology; Chemistry; Electrical, Electronic and Control Engineering; Experimental Psychology; History & Social Studies of Science; Logic and Scientific Method; Materials Science; Mathematics; Mechanical and Structural Engineering; Operational Research; Physics.

**Graduate Studies:** in the Science Schools some studies and subjects are responsible for Graduate Studies. In Arts the Graduate Division is responsible to the Arts and Social Studies Graduate Committee.
The University Library has a stock of more than 300,000 volumes, providing for most of the literature requirements of courses of study in the University. It is very heavily used by students, and even with the completion of a new stage of building in 1971, there are times when a conveniently vacant reader's seat has to be sought for. The ability to find one's way confidently around the three floors, the catalogues and other bibliographic records, and the different kinds of media - books, journals, microforms, tape recordings and other audio-visual materials - which constitute the Library's resources and which yield the texts, information and data required for particular purposes, is therefore one worth quickly cultivating. All students have the opportunity to attend short introductory courses on library use, given by Library staff early in the year and help and advice with bibliographic enquiries, the tracing of sources of information and literature searching can be obtained at any time in the Library from the Readers' Advisory Desk, from which are also available copies of various documentary aids to the use of the collections.

Mr. Peter Lewis, the new Librarian, comes to Sussex after three years as Librarian of The City University, London. He was previously Lecturer in Library Studies at the Queen's University of Belfast (1965-69), and was for some years Head of Bibliographical Services at the Library of the Board of Trade (now Department of Trade & Industry) in Whitehall, after gaining earlier professional experience in, among other places, Brighton Public Library.

U.S.T.A.

A good example of involvement in the University is the University of Sussex Tenants' Association which emerged at the beginning of the last academic year. Its importance lies in the level of involvement achieved and the changes wrought as a result. USTA has waged a successful rent strike resulting in the appointment of architects nominated by it being commissioned to design, with students, the next stage of the accommodation building programme. A series of co-operative ventures, including a shop, have been started and a community is emerging on what was so recently a nine-till-five campus.

In the near future, students will be running their own accommodation. At Sussex, USTA has taken some important steps in that direction, and as a result we are now nearer that ideal than any other university in the country. Again, everything depends on us - the achievements of last year will be wasted unless the new generation of tenants make USTA as effective as it has been up until now.

Student Accommodation is going to be one of the most important issues during the next few years and already the N.U.S. is talking in terms of a national student rent strike. Sussex, through USTA, has set an example in this and will play a leading role in determining N.U.S. policy so it is vital that new students become familiar with the many complex problems associated with student housing.
RESIDENTIAL DISTRIBUTION OF FACULTY MEMBERS
by Tom Elkins, Susan Rowland & Chris Heaps

Every few years the members of the administration responsible for planning the University's future decide that something ought to be known about the residential location of University members, and the Geography cartographers are asked to prepare appropriate maps. At various times, maps of student and of faculty distribution have been prepared, and these may be seen in the Geography map library. The latest request is for a map of faculty residence, and it is thought that members of the University may be interested to see the result. The method of mapping used, devised by Miss Susan Rowland, allows a comparison to be made between total faculty numbers in the various towns and villages as at September 1971 with the totals in May 1965, when the last map was made. It does not allow us to examine the detailed distribution within settlements, which is itself of considerable interest but needs to be the subject of separate surveys. The fact that professors and lecturers are distinguished mainly reflects the fact that this distinction is made in the faculty address list, on which the map is based. However, on the assumption that professors are financially more able than lecturers to translate their residential aspirations into the actual possession of property, it is hoped that variations in the proportionate relationship between professors and lecturers both in space and in time, may give some indication of the residential locations most preferred by members of the University. Other and more interesting variations might have been mapped if more time had been available; it would, for example, be interesting to see if faculty members vary their place of residence as their personal and family circumstances change. Do young lecturers tend to begin in Brighton with its possibilities of renting property, then move out to smaller towns and villages when they acquire families, only to move back into Brighton when their children leave home? It would be interesting to have some facts. On one variation, easily available from the address list, we have wasted no time; Sussex has appointed so few women to its Faculty that mapping their places of residence would provide no significant information.

Commuters
As in 1965, the first and most obvious conclusion derived from inspecting the map is that few members of faculty live in the University Park, or anywhere in its vicinity. Residentially the University is even more isolated than appears on the map, since the suburbs of eastern Brighton, which extend within a mile of its gates, consist predominantly of Council estates, which are not normally available to faculty members. To the north and east the South Downs are an 'area of major natural beauty' and as such are protected from building by the East Sussex County Council. The faculty member, unless his duties cause him to reside in the University Park, is condemned to be a commuter.

Brighton
The largest part of the University faculty is still to be found in Brighton, which has also made the largest absolute contribution to housing the increase in faculty numbers in the period 1965-71. The increase was proportionately greater in lecturers than professors, and it is tempting to assume that Brighton, with its large amount of rented accommodation, is relatively attractive to the younger and more recently joined faculty member. As in 1965, the Dyke Road appears as a social precipice that few wish to climb. Not only is the proportion of University faculty in the Hove population much lower than in Brighton, but the increase in resident lecturers is extraordinarily small, only 60 per cent, whereas resident professors have increased from 2 to 9. It is tempting to conclude from these figures that Hove is unattractive to faculty on socio-economic grounds, that it is too expensive and perhaps not entirely agreeable socially. However distance is undoubtedly a factor too, as indicated by the dramatic drop in faculty residence in localities east of Hove. Evidently the journey on poor roads 'across the grain' of valleys and roads is a major disincentive. The smaller settlements on the eastern fringe of the Brighton conurbation provide some of the nearest residential accommodation to the University, but have the disadvantage of only an extremely circuitous and inconvenient link by public transport. Woodingdean and Saltdene have doubled their small numbers of faculty since 1965, but the large urban developments at Telscombe and Peacehaven appear to be utterly unattractive. The settlement where the impact of the University is proportionately greatest is Kingston, a village earmarked by the East Sussex County Council to receive some of the residential expansion that is not permitted on the downland fringes of Lewes. The completion of new housing estates reflecting this policy coincided with the early years of the University, and many University families were attracted. With the completion of the expansion programme there have been fewer opportunities to move in, and the increase in resident faculty since 1965 has in consequence been small.

Lewes
Lewes, by contrast, has maintained its attraction, having had the largest proportionate increase in 1965-71 of all the major faculty settlements. There has been little new private-enterprise building in Lewes during this period, so that obviously faculty members have taken advantage of the normal turnover of accommodation that is to be expected in any town of its size. Professorial residents have increased at an even greater rate than lecturers, so that there are now more professors in Lewes than in Brighton. Only in Hove are the
professors a larger element in the faculty population. A feature of the period since 1945 has been the colonisation of the small settlements of the Uose valley north and south of Lewes. Newhaven is beginning to attract a few faculty residents, but both here and at Seaford numbers are small in relation to the size of the settlements. The decisive event here has been the colonisation of Ringmer, a village which, with the development of large new housing estates, appears to have taken over the role of Kingston in the period since 1965. The completion of the new river crossing at Lewes may also have done something to reduce the unattractiveness of Ringmer.

North of the Downs, Hassocks and Ditchling show a marked increase, perhaps reflecting new building. The more remote Wealden villages retain a rather static faculty population, with a high proportion of professors.

However the commuter settlements along the London railway line north of Hassocks remain as unattractive as ever.

**Popularity**

What tentative conclusions can be drawn from all this? Clearly the main mass of faculty are in Brighton and Lewes, which offer a reasonable and varied housing stock and fairly good access. Since 1965 the normal turnover of property has enabled these two towns to take up most of the increase in numbers, but Lewes is expanding its faculty members more rapidly than Brighton, and has a peculiar attraction for professors. The popularity of Lewes must surely reflect conscious choice rather than the availability of property by normal turnover, which must be presumed to be less than in the larger town. Brighton itself appears to be a considerable barrier to further expansion to settlement further west. Hove is nearer the University than Lewes, but has fewer faculty residents and their number is expanding much less rapidly.

By Portslade faculty residence has effectively ceased. North and south of the University settlements which are close in terms of linear distance, are relatively little used, presumably because of access difficulties, even though, along the coast, they are quite large. Faculty members desiring a rural life seem more attracted to a gradual occupation of the villages around Lewes. County Councill decisions whether or not to allow housing development can dramatically affect the ability of these smaller settlements to take in faculty members. The map can only hint at the role of the socio-economic character of the various settlements in determining faculty residence: Hove or Saltdean may be relatively unattractive for other reasons than difficulty of access. Even the ruling educational policy may be of significance, this a factor underlying the apparently rising popularity of comprehensive Lewes?
Andrew Bowden was forty when he got into Parliament as Conservative M.P. for Brighton-Kemptown in 1970. It was a long time to wait for a man who has had his sights firmly set on a career in politics since the age of eighteen. Bowden’s links with Brighton go back to his childhood. His father was a solicitor and Bowden was given a solid middle class education at Brighton College Prep School, which was then in Lewes Crescent and at Ardingly, one of the group of public schools founded by Canon Woodward for the sons of tradesmen. His family moved from London to Brighton just before the war, and a year later, in 1945 Bowden recalls, he became one of the founder members of the Brighton Conservative Association.

He went straight from school into the army. He would very much have liked to go to University, but he says that his higher school certificate just wasn’t good enough. “After the war a smaller percentage than usual of my age-group got into the University because so many places were given to the older men whose education has been interrupted by the war”. The disappointment may well have been greater for his father, who would have liked to see him study law, than for Bowden himself, whose primary ambition lay in politics. He fought and lost his first parliamentary election in 1956 at the age of 25, when he stood as Conservative candidate for Hammersmith North. A year later he was elected to Wandsworth Borough Council, and in 1960 he became national chairman of the Young Conservatives. He was adopted as Conservative candidate for North Kensington in 1961, and contested the seat unsuccessfully in the 1964 General Election. He was adopted for Kemptown in 1965 and fought and lost for the third time in 1967. It must have been a particularly disappointing defeat. He remembers that he was defeated by exactly 831 votes out of a total poll of nearly 50,000. “I then had to make a very difficult decision, which was whether to stay in Kemptown or go on to a safe seat.” He stayed, and won his longed-for seat in Parliament three years later, defeating Denis Hobden by 3,103 votes.

“I would have liked to have got here earlier. But that’s the lack of the political game. You have to have the luck of being in the right place at the right time and at the right age. But having had twenty years earning my own living, I can bring that experience to this place, and I have the advantage of a long record of grass-roots and political activity.” Bowden seems to enjoy the sober hustle and gentlemen’s club atmosphere of the House of Commons. After a quick pot of tea in a small Members’ tea room somewhere in the depths of the building, he took me upstairs to continue our conversation outside committee room eleven, where the Housing Finance Bill was going through its committee stage. He ushered me along carpeted, panelled corridors lined with prints, and up broad staircases, and apologised for the long journey. “One can get lost in here. It is a great help to remember that the Commons has green carpet and the Lords red, so one can tell when one is right off course. I wish all this walking would take off a few pounds, but I’m afraid it doesn’t seem to.”

We sat down on a wall seat, opposite the committee room, so that Bowden could go straight in if a division were called. I asked Bowden how he managed to put up with the antiquated style of the House. “There’s very little here that doesn’t have a common sense reason. It’s a strange thing, you know, but I’ve noticed that within six months of entering the House, many of the most committed left-wing members become staunch upholders of Commons procedure. You see, what many people don’t realise is that the system by which we work gives minority views and parties more freedom than they dreamed of. A left-wing MP has more chance of being called to speak than I do in my party, or a moderate in the Labour Party. In a debate, the speaker will want to hear the most opposed points of view, and he will go for a left-winger or a right-winger, rather than someone at the centre of a party.”

Bowden takes his job as an MP very seriously. He says he spends something like eighty hours a week on his parliamentary duties. For the first eight months after he was elected he kept his job as Managing Director of Haymarket Personnel Selection, a management consultancy dealing with what he describes as middle-range jobs in the £1,200 - £4,000 bracket, such as sales representatives, accountants and engineers. He had an office in Piccadilly, where he spent the night when the House was in session, and kept up his two jobs by putting in a nineteen hour day. He was at his managing director’s desk by nine in the morning, went to the House in the afternoon, returning to Piccadilly to work until the early hours of the morning. He says “I could have kept up my job if I’d been prepared to cut down my work here. You could get by on forty hours a week. Many Members do.” He still does a number of consultancy jobs, with the advantage of being able to pick and choose where and when he does the work.

Bowden’s home is in Brighton, and he commutes to London every day, staying at his club, if he cannot take his usual train at 11.00 p.m. or midnight back to Brighton. He lives in Sussex Square with his wife and his two adopted children Mark and Trudy. His wife, he says, takes a lot of the burden of the detailed constituency work off his shoulders, and Kemptown really has two MPs instead of one. He holds a surgery once a fortnight in Brighton, and gets an average of thirty letters a day from his constituents, which engender a lot of parliamentary work, tabling questions and approaching ministers. “Sometimes one becomes known as a constituency Member. But I wouldn’t like to be known as a welfare officer rather than an MP. I also want to carve a political career for myself. I came into politics because of my interest in people and their problems. As a minister, say in Pensions, Housing or Defence, which are my main areas of interest, you are still dealing with people’s problems, but at a national level.” Bowden has strong feelings about the problem of student accommodation. As a Brighton MP his concern is primarily with the effects of the problem on the town, and he would like to see universities being given every encouragement to provide as
much-on campus accommodation as possible.
"We must get the Government to realise that student housing is an integral part of the overall housing problem. In a town like Brighton, where there is a shortage of rented accommodation, two or three students can get together and negotiate a rent with the landlord which is higher than a family can afford to pay. Brighton is a relatively low-wage town, certainly compared to London. The average council rent is £3.25p, so you can see the bitterness which arises when flat prices are pushed up. I have been pushing this issue with both the Ministry of Education and the Department of the Environment. The Department of the Environment says that university accommodation is the responsibility of the U.G.C., but for the period 1966-70, the U.G.C. grant to universities was steadily cut back, which aggravated the problem. The Department of the Environment should look at student housing in the context of the nation's housing problems and accept that university towns, especially those where there are new universities, have an exceptional problem. Regrettably nothing much has been done about it." The fact that Brighton's other MP, Julian Amery, is Minister of Housing, has not significantly altered the situation. "This needs a cabinet decision, and Julian Amery, you must remember, is not in the cabinet. The Ministry of Housing now comes under the Department of the Environment."

Bowden readily agrees that the expansion of higher education in Brighton in recent years has benefitted the town enormously, adding to both its prestige and prosperity. The student population brings a tremendous amount of money into the town. The tragic thing is that the problems between the town and the University are created by a tiny minority. I spend a great deal of time defending the University as a whole among my supporters and my constituents." There is, predictably, no doubt as to where Bowden stands on the question of the right of students unions to spend their funds as they wish. "I had to wish Tony Baldry success," he says. "This is the sort of thing that makes life so difficult for people like me who want to see relations between the town and the University improve. A great number of ratepayers in Brighton are retired people living on a fixed income. They are not as badly off as many elderly people of course. They are living on £14 to £20 a week, but they've worked hard all their lives and perhaps bought a small bungalow in Saltdean. They resent paying rates to provide money which is going to be spent for political purposes. I've had people in my surgery thumping the table about the b—students. And they say to me, 'Look, you're an MP, and you can't even get a hearing on campus.' Bowden says he was not surprised that university vice-chancellors opposed the proposal in Mrs Thatcher's consultative document that they should vet the spending of student unions. "I thought all along that they would want to avoid confrontations with the students over union funds. But I think in the end you will have to have some form of student registrar. Within a set of rules, student unions should be completely free to regulate their own finances. But their expenditure must be related to the purpose and intentions for which the money was provided, on-campus activities, welfare and societies. If students want to give money; to charity or to political organisations outside the University, they should do this out of their own pocket, not out of the public pocket. This is not the students' money to spend as they please. There are over £3 millions involved. There is no other major sum of money which is not publicly accountable." The kind of rules Mr. Bowden has in mind would include allowing himself and Julian Amery to speak on campus. "Any elected MP, particularly those elected for the town, should be allowed to speak freely on campus. The Oxford Union has a long tradition of inviting people to speak who may be anathema to the University, often destroying them in debate. But when the Secretary of the Sussex Union says that it is not the wish of the students that any Conservative MP should be heard on campus, one feels this must be wrong." The students must observe certain standards of conduct, otherwise, he says, "People like me will be unable to hold back the backlash. It would be very easy for me to whip up anti-washington feeling, but I would refuse to do that. I don't feel I'd be doing the long-term interests of the town any good."

In the field of education as a whole, Bowden feels that higher education is a lesser priority than primary or secondary education. "Over the last twenty years, both sides have put undue emphasis on higher education to the detriment of primary and secondary education. If you've seen some of the conditions in primary schools you would see my point. In the Moulsecoomb complex, for example, where there is an Infant, Junior and Secondary school, conditions are nothing short of appalling. Each has double the number of pupils for which they were built. In the Infant and Junior schools, the main buildings were built in the nineteenth century. I would say Moulsecoomb was top of the priority list. I believe the balance has got to be fractionally altered. Neither Labour or Conservative governments have yet been prepared to provide sufficient funds to do away with slum schools. You get a contrast in Brighton between the new buildings for higher education and these old schools. This is deeply resented by people who feel their children may never have a chance of a higher education. We are getting fairly near the limit of the percentage of the population who can benefit from a higher education. There will continue to be an upward trend in the numbers in higher education. But I think we have gone a bit too fast."

I was surprised to find that both Mr. Bowden's children go to local grammar schools. "My children are my wife's children by her first marriage, and when we married two years ago, both of them were settled in their schools. I would have liked Mark to go to Ardingly, but I'm satisfied that he is getting a very good education at Brighton and Hove Grammar School. If I wasn't happy with his education, I would have him out of there at once."

Bowden is a firm believer in the virtues of a public school education, particularly for boys, unless they suffer from some physical or mental defect which would tend to mark them out as the butt of their schoolmates' cruelty. "I'd like to see every able-bodied young man go to a boarding school for three years. A boarding school teaches you a set of standards which will stay with you all your life. Young people may laugh, but they teach you good manners, honesty, duty, all the values which are hallmarks of a civilised community. If your fundamental principles are all right you will appreciate them when you are more fully developed."

* Mr. Anthony Baldry, a former student at Sussex and Chairman of the University's Conservative Association, brough an action in the High Court last year against the Union, asking the Court to ban the donation from Union funds to War on Want and to a campaign against the abolition of school milk. An interim injunction was granted restraining the Union from making these payments.
ASSessment: A Necessary Evil?

by Christopher Wrigley

That assessment is in itself an evil, few are likely to deny. My own point of view is a selfish one; the testing of undergraduate proficiency is the most tedious and the least rewarding aspect of academic life, which would be far pleasanter if it could be eliminated or reduced. It is not difficult to see that most of the administrative fuss which clutters the University arises directly or indirectly from the business of assessment; or that, whereas the recent reforms were supposed to prevent the domination of university life by examinations, they have in practice had the opposite effect. Dissertations are undoubtedly a less nullifying activity than unseen papers, but on the other hand their shadow reaches much further back over the whole process of learning.

Undergraduates have hardly started a course before they are being urged to select a small corner of the subject in which to carry out their assessment exercise. There is, moreover, a clear tendency in some quarters to regard the production of model miniature theses as the chief end of undergraduate teaching, and to erect a new apparatus of scrutiny and control, which makes genuine creative activity by teachers and students harder and harder to sustain.

This grumbling does not preface a plea for a return to nine three-hour unseen papers, but a question: might we not dispense with assessment altogether? Until very recently I took if for granted that the answer must be negative. The logic seemed unassailable: without assessment, a Sussex degree would be merely a certificate of three years' residence; as such, it would have no value in the labour market; and all but a handful of idealists among the students would be justly aggrieved. However, at Sussex we are supposed to question our assumptions, so let us look at this one. After all, until very recently, the necessity of Prelim examinations was taken for granted by most members of faculty, including myself. Yet, when invited to consider the matter, we have, with remarkable speed and consensus, decided that the necessity did not exist. At this point, conservatives will undoubtedly say that they knew the Prelims business was the thin end of the wedge, and I can only ask them to be patient.

Let us first be clear about what Finals assessment actually does. No-one admitted to Sussex fails to be awarded an honours degree unless he suffers a breakdown or chooses not to acquire one. Even Thirds have become rare, and are likewise due to some special adversity. At the other end of the scale, the First Class, in Arts at least, has become an accolade so exceptional that for most students it is an irrelevance. This means that in practice the whole apparatus of assessment is employed to divide the student body into upper and lower sections of the Second Class. These are now about equally populous, and in fact candidates cluster thickly around the dividing line; the most commonly awarded marks for individual exercises are B minus and C plus. So assessment drives a line through the middle of the ruck, in such a way that nearly half our students go into the world labelled "good" while the other half are labelled "mediocre". Enormous trouble is taken to conduct this operation as justly as it can be conducted, but it still remains a pointless and arbitrary exercise. An elementary reform would be to abolish the line between upper and lower second, so that graduates would fall into three categories: a "distinction" for the outstanding scholars, that is, for the present first-class and the top half of the upper-second-class; a "pass" or a "dissatisfied the examiners" or some other indication of sub-standard performance for those who at present get passes or low thirds; and an "honours" degree, or just a plain "Sussex" degree for all the rest.

Since the upper and neither minorities generally declare themselves unmistakably before any formal exercises have been conducted, this reform by itself would make it possible to dismantle most of the assessment machinery.

I am not a political utopian. I do not see how complex societies can be run without civil services and industrial organisations and other hierarchical structures, and I accept that one function of universities is to provide such structures with suitable recruits. But I do not accept that our work should be organised so that we can supply them ready-sorted and

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packaged. In any case, how much notice is really taken of our classifications? We all know that once a man is launched on a career his degree class becomes completely immaterial, so that assessment is at most relevant to the initial selection of recruits. But the larger organisations have their own sophisticated techniques of selection, and my guess would be that our labels influence them very little, except no doubt as an aid to short-listing. Must we then continue to tolerate this vast diversion of effort from the real business of teaching and learning, merely in order to provide employers of graduates with a convenient short-cut?

But one wonders whether academics, when they plead external demand as an excuse for preserving the assessment system, are not to some extent trying to rationalise ritualistic behaviour whose true function is to reassure them of their own reality. I am personally rather partial to ritual, when it is the genuine thing. The traditional finals examination as practiced at Oxford, with its panoply of academic dress and its high tension, did communicate a sense of occasion, of climax, which gave shape to the university experience as a whole. But that sort of ritual, valid in its own context, cannot be transplanted or modified. When "examination" is replaced by "assessment exercise" there is created a ritual without drama, an empty routine which would be better abolished.

For the rest, the reluctant defence of assessment seems to rest on two main arguments. First, its elimination would remove the average student's "motivation", and since university students are a privileged minority, this would be unacceptable; the few young people to whom society offers three years' exemption from productive labour should repay the debt with disciplined and socially useful study. The argument is not without force, but is it not in the end an unnecessary puritanism? Must a good thing be denied to all because it cannot yet be extended to all? And does not the argument perhaps take too gloomy a view of the average student? In any case I am not advocating total licence. In my dream Sussex, there would be only one rule, but it would be enforced more strictly than now. An undergraduate would be required to meet his tutors regularly, and to satisfy them that he had done serious work on his chosen subjects. During his stay here he would be expected to produce some more substantial works, but their nature, number and timing would be left to him.

There is also the conviction of many academics, which goes back to the guild origins of universities, that students are being admitted to the ranks of an intellectual corporation and that we have a responsibility to test their fitness rigorously. The plausibility of this claim varies from subject to subject. A formal certificate of competence in, say, English Literature is an evident absurdity, whereas a similar licence to practice Chemistry or Economics seems less incongruous. Yet it is well known that even in such subjects students do not emerge from undergraduate courses more than quarter-fleged. It needs to be re-asserted that the training of our successors begins at the postgraduate level, and that the same applies to recruits to other professions. What can properly be claimed for undergraduate education, if it is successful, is that it makes its recipients more creative and aware, and these are not qualities which can usefully be graded. Behind both these arguments, it may be suggested, lies an unduly simple view of the university's social role. The assumptions of the early Sixties still lie heavy on Sussex: witness the addiction of faculty and even of some students to pseudo-technical metaphors such as "monitoring" and "feedback" - for all the world as though we were still in the era of Concorde and Mr. Wedgewood Benn. In those days, it may be recalled, the future of the nation was held to depend on maximising the output of "high-level manpower", equipped with the skills that would enable it to organise rapid economic growth. Universities persuaded the Treasury, and perhaps themselves, that they were able to feed technologists and social scientists into the national economy; and on that assumption, formal assessment was clearly necessary in order that the produce could be conscientiously labelled. But this is 1972, not 1962, and the national climate is not the same. Science graduates are now told that they must accept "Arts" employment, and many Arts graduates that they must be content to be clerks. Since the nation no longer seems to have an urgent need for its products, the University is freed from the instrumental concept of its relation to the production process. It can re-state its conviction that it is an intrinsically Good Thing - a not inconsiderable part of what the production process is for. And perhaps, if we regain our own self-confidence, a certificate of three years' residence at Sussex will turn out to have monetary value, after all.

The LITERARY SOCIETY

by Kevin Rugg
Second year undergraduate in the school of Cultural and Community Studies.

The Literary Society was founded in the Spring Term of 1972, in order to fill a vacuum which was felt to exist in extra-curricula activities at Sussex. The main driving force behind this venture has been Laurence Peters, a second year student in English and American. Laurence and I combined our efforts in order to stage the inaugural meeting, which took place on 29th February. Maximum publicity led to an encouraging response - over sixty students turned up, some pledging moral support, and even money!

At the meeting it was decided to form two committees - one to deal with plans for society events, and the other to get cracking on the magazine. At the first committee meeting, Laurence Peters was elected Chairman. John Perry became Treasurer, Janet Slingsby and Susan Hanks "volunteered" to do the secretarial work, and Peter Ferguson and myself to look after the publicity.

At the Annual General Meeting held in June, disagreements about the way the Society should be run were publicly voiced, but the Chairman was returned to office by a comfortable majority! The Magazine Committee meet regularly, and under the editorship of Patrick Sikorski, they produced their first magazine - "1985" - at the beginning of May. This was a high quality magazine, and retailed at 12 pence. It was a great success, and a second edition is due out this term.

Several well attended meetings have taken place during the Autumn and Summer terms, including an interesting discussion on "Commitment in Literature", with a panel consisting of Professor Goldstick, Dr. Salgado, Alan Sinfield and Peter Black. Another major event was a poetry evening with Laurence Lerner, Peter Porter, and George Macbeth. There were also talks by Alan Sillitoe and Tony Palmer.
For most of her working life before coming to Sussex last year, at the age of twenty-five, Jacqueline Deere was a secretary. She says now that she'll never go back to it. "It's a supportive role, which I've had enough of, and it's monotonous, basically mechanical work".

Many Sussex graduates might in fact be attracted by the kind of jobs Jackie has had. She did the round of the agencies after leaving secretarial college, and landed a job with Radio Caroline, which was then just beginning. They were nice people, she says, but she wasn't much of a secretary then and she got the sack. After that she worked as a photographer's assistant, but not for long, as the photographer was very temperamental, and fired her when she dried a print upside down.

After a series of temporary jobs, she was taken on as a production secretary by a small documentary film company, which specialised in industrial promotion films. There she had to help out with continuity, production notes and even the occasional make-up as well as office work. She left that job to go abroad and when she came back, she worked for a film director called Lewis Gilbert. "I got on well with him and his family, and they took me with them when they went to Rome to film 'The Adventurers'. I stayed with them for two and a half years and learned a lot. I even learned how to be efficient at last."

By then Jackie had already had a try at doing an 'A' level evening course, but hadn't kept it up. "I was too tired to study properly in the evenings and I lacked confidence in my ability and in my reasons for studying."

She had some money saved up and decided to try and study full-time for a year, with the possibility of trying to get into university in mind. She went back to the technical college in Cambridge where she had taken her secretarial course. "The first few months of the course were difficult. I didn't seem to be getting anywhere, and I didn't even bother to apply for university. But by the second term, I'd got more confidence and by the summer I wished I'd applied. My 'A' level results were much better than I'd expected, and I decided to apply for the following year. When Sussex accepted me, I had no more doubts about going to university."

Although Jackie would like to go back into the media one day, she intends to avoid films. "The media interests me as a means to an end. But it's so difficult to do anything worthwhile in films, and it's a tremendous battle to get films like 'Kes' a wide showing." Although it was unfulfilling, in many ways and found the film world attractive. "It has its neuroses. Because of the insecurity, the bitchiness and the competition, there are some terribly neurotic people in it, but they can also be very warm and outgoing. But I'm not an extrovert and it wasn't really for me. When I went back to the Tech. again, I began to feel so much happier."

University for Jackie is not simply an extension of her education, but perhaps her first sustained experience of education in any meaningful sense. Her father was in the forces, and she was sent to thirteen schools. "My father is a typical service man, who doesn't believe in education for girls. I was sent to third-rate convent schools. The schools that were available at very short notice were usually very bad. At the convent school where I did my 'O' levels, there were only three people in the sixth form. No-one ever suggested university to me. I wanted to go to art school, but my parents were against it and I didn't have enough confidence in my ability to insist. At that stage, I could have been pushed in any direction. I didn't know my own mind. You have to have a positive personality to know what you want, and a lot of people don't at that age."

At Sussex, for the first time, Jackie is finding that she has an opportunity to pursue and develop her own ideas. She is majoring in History of Art in the School of Cultural and Community Studies, and one of her preliminary courses involves spending two terms on the topic of freedom. The students explore the subject on their own, interpreting it as they wish and arranging their own seminars, an approach which Jackie thinks may be easier for mature students than for those who have been used to more structured work at school.

"Most of the mature students I've spoken to have been through the 9 am - 5 pm mill, and for them a situation like this, where you can use your own mind, where you are relatively free to follow your own interests, is a tremendous change."
"I always thought that women were meant to get married and have children. I was very much indoctrinated, not so much at home as at school, to think that it didn't really matter what you did as you would marry and have children." Anna Goodwin, who started at Sussex last year, has been married for twelve years and has four children, aged from five to ten. She had always planned not to go to University, but when her father died, she left school before taking her 'A' levels, because she felt she ought to get a job.

After six months in France as an au pair, she worked for the Continental telephone exchange and later for Air France. She married when she was twenty-one, and gave up work when she was expecting her first child.

"I've gradually realised that my education wasn't enough, and that I've missed out by not going to university, and that I didn't want to spend my whole life as a mother and housewife. As I've matured, I've realised that everyone ought to develop their own personality and grow as an individual. If you are just a wife and mother you don't get the chance. It is very fulfilling in its way, but you are unconsciously suppressing part of yourself."

Three years ago, she decided that she wanted to start doing some evening classes, and found out about a morning course in Chichester, run by the WEA, where there was a creche for small children. She did a course on nineteenth-century social history, and in the following year took another course on seventeenth-century history and also took French 'A' level. Her WEA classes took her to Sussex for one-day courses, and to Southampton University for a week's tuition on campus. The idea of going to university began to take shape, and encouraged by her WEA tutor, she applied to Sussex and Southampton and was accepted by both.

"I felt I should be given a degree just for getting into Sussex at all. It was such an ordeal. The whole process took six months. I had to write an essay, and later produce another essay on a set book. After my interview, there were psychometric reasoning tests in the afternoon, and there were at least fifty of us doing them. I was appalled when I saw them all there. I thought they must be there for something else."

The interviewers were at least as concerned with the practical problems Mrs. Goodwin would have to face, as with her intellectual ability. "In fact, I had it all worked out before I applied. My mother lives in Chichester, which is only seven miles from our home, and she comes over on the days I go into the University. A help comes in for four hours a week, and I pay her out of my grant. Last term I came into the University three times a week. The other two days I work at home, starting before ten and working through until 2.30 when I go to fetch my youngest child from school. I try to do a bit more work in the evenings when the children have gone to bed. I do most of the washing on Saturday and a lot of cooking on Sunday, so I have a clear week."

Her husband encouraged her to apply to university. "He's quite happy so long as his meals turn up, and so long as he's not aware that there's a revolution going on". The children came to the University with her at their half-term, and were thrilled with the campus. "They had a marvellous time counting the goldfish and running about on the grass!"

Anna Goodwin's main regret is that she hasn't been able to join in the social side of University life. With a tight time schedule, she can't afford to sit around and chat in common rooms, and she lives too far from the campus to be able to come back in the evening. She admits that she is also very conscientious about her work. "I probably conform more than the younger students, because I'm so grateful for being here."
1972 Degree Results

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| Science – B.Sc.             |      |     |     |     |                   |      |      |      |
|                             | I   | II1 | II2 | III |                   |      |      |      |
| Applied Sciences            | 5   | 25  | 36  | 23  | -                 | 15   | 19   | 123  |
| Biological Sciences         | 9   | 47  | 61  | 16  | 1+                | -    | -    | 124  |
| Math. & Phy. Sciences       | 9   | 23  | 42  | 32  | 2                 | 18   | 9    | 35   |
| Molecular Sciences          | 5   | 16  | 19  | 14  | -                 | 5+   | 3    | 62   |

| **Total**                   | 28  | 111 | 148 | 85  | 3                 | 38   | 31   | 444  |

*One student was awarded a Pass Aegrotat Degree.

+ One student has not yet decided whether to accept the Aegrotat degree or to re-sit.

n.b. In addition, there is one student in English & American Studies who has yet to complete for his degree.

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University Lectures Autumn 1972

Special University Lecture

This lecture will be given this term by Dr. Jonathan Miller, whose theme will be "Theatrical Fidelity". Dr. Miller is well known as a neurologist, broadcaster and theatre producer and is also a distinguished lecturer. The date of the lecture, 14th November in the Arts Centre Theatre, will be confirmed at the beginning of term.

Centre for Continuing Education

This term's lectures in the successful series of Centenary Lectures organised by the Centre, will be given by Professor Donald Winch, Dean of the School of Social Sciences on the economist, Ricardo, who was born in 1772. The lecture will be given at 6.30p.m. on 16th November in the Molecular Sciences Lecture Theatre.

Professor John Russell Brown, who came to the University in October 1971, will give the Professorial Inaugural lecture this term on "Experimental Theatre". Professor Russell Brown, who was previously Head of the Department of Drama and Theatre Arts at the University of Birmingham, is a noted authority on the theatre, both as a writer and producer. The lecture will be given at 6.30 p.m. on 7th December in the Molecular Sciences Lecture Theatre.

Pelham Lecture

The Pelham Lectures, which are jointly sponsored by the University and the Brighton & Hove Regency Society, are given once a year and are held on alternative years at the University and in Brighton. The Lecturer this year is Mr. Marc Girouard, an authority on Victorian architecture. His subject will be "The Victorian Public House". The lecture will be held this year at 8.15 p.m. 23rd November, in the Royal Pavilion, Brighton. Admission is by ticket only and these may be obtained from: Mr. E. Prosser (Sussex 311).