UNIVERSITY OF SUSSEX

THE BULLETIN

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BUDGETS FOR NEXT YEAR

The basis of next year's budget allocations for University spending units was agreed by Planning Committee at its meeting on April 28. Units will now have to look at details of their own budgets and present these to the June Planning Committee meeting.

Total income for the year will be £8,344,000 and the Committee set out how this sum should be allocated to meet existing and new commitments.

Budgets have been adjusted to find an additional £100,000, which Planning Committee decided was needed in 1976-77 to finance items of new expenditure.

The new expenditure in the year will be for additional academic faculty posts in Arts and Social Studies and Education, for Library development, for interest on the loan for the replacement of the heating main, and for maintaining levels of Community Services' provision.

After discussing possible ways in which this new development money might be found, the Committee decided to reduce total allocations to units. The use of reserves or limited supplementation were not preferred as alternative methods of finding the money.

As a result, some units will suffer a reduction to next year's budgets, although the budgets will receive the full cost of their existing commitment and 100 per cent supplementation for increases in non-salary costs during 1975.

The extent of the reductions takes account of the flexibility of budgets and their relative sizes, past rates of staff turnover and the extent to which savings have been achieved in the past.

The outcome of the Planning Committee decisions is set out in the table:

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<th>Department</th>
<th>1975-76 Budget</th>
<th>1976-77 Budget</th>
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<td>Academic Salaries (University Budget)</td>
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<tr>
<td>Arts</td>
<td>1,687</td>
<td>1,772</td>
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<td>Science</td>
<td>2,522</td>
<td>2,579</td>
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<td>42</td>
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<td>Miscellaneous Expenses (Inc. 'phones)</td>
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<td>274</td>
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9,754  8,344

The budget committee for salaries and wages will be increased if these decisions have been taken on Government pay policy for next year. The University Grants Committee has held back from universities some £37.5m for later distribution.

It was noted by the Committee that if a national pay agreement is reached within the limits currently under consideration, it is likely that the UGC will be able to make a supplementary grant to universities greater than the cost of pay increases.

Copyright regulations

The Librarian explained that he held licences on behalf of the University to copy gramophone records, pre-recorded tapes and broadcasts by the IBA and the Open University.

Copying and use beyond the terms of the licences could constitute breaches of copyright and it was desirable for the University to record its intention to abide by the terms of the licences and the BBC's constraints.

All reasonable steps should be taken by the University to enforce copyright requirements in this field, Planning Committee agreed.

In outline the terms of the licences are:

(a) BBC school and further education broadcasts (except OU broadcasts), Open University educational television programmes and IBA educational programmes may be recorded in the University for use only in the University, and all recordings shall be destroyed or wiped within one year (OU) or three years (BBC and IBA).

No recorded programme of the OU may be cut, edited, amended or copied without written permission. The BBC explicitly and the OU and IBA implicitly say that use should be restricted to institutional purposes.

(b) In respect of music, the gramophone record or tape which is copied must be the property of the University. The copy must be made and used only at the University for curricular purposes, and must remain the University's property; the copy must be appropriately labelled. The copy may be used as part of a visual presentation so long as the visual images are stills and as the sound recording and the visual images are physically separate. The same conditions apply to recordings of live performances within the University of copyright musical works.

Isle of Thorns

The University's lease of the Isle of Thorns estate and the use and cost of its facilities were considered by the Committee.

The facilities, which were seen as an integral part of the University's academic and social life, should be maintained, the Committee agreed. However ways of reducing costs and increasing income are to be investigated.

The safety hazards presented by the open access to the swimming pool were considered by the Committee which agreed that further advice should be taken by the University on its liabilities. It might be necessary to consider whether restricted access to the pool could be enforced or whether there should be a decision to close the pool.

Community Services Committee is to look in detail at the management and finances of the Isle of Thorns and will present its recommendations on the various issues to the June meeting of Planning Committee.

Library Confidentiality

The Library's policy regarding the disclosure of names of book borrowers to other readers seeking the same book (see The Bulletin, January 29, 1976) was questioned by some members of Planning Committee.

The Committee supported the current policy but asked the Librarian to note the reservations that had been expressed.
THOUGHTLESS
AND ARROGANT!
(Changing the Concept of Deafness)

The Reginald M. Phillips Research Unit was established in 1969 with the primary purpose of developing new educational teaching techniques for deaf and other handicapped children.

Bill Watte, the Unit's Deputy Director, wrote below on the role of the Unit and the problems faced by deaf students:

Those who heard the Vice-Chancellor in the Meeting House at the beginning of this academic year could hardly fail to miss his point about academic arrogance having no place in true knowledge.

Someone, sometime, in the world outside the university is bound to ask if we teach deaf people to read-braille. A forgivable mistake so often caused by the lack of knowledge or just plain thoughtlessness.

However in essence students who are deaf find the same thoughtlessness in academic circles, though expressed in different ways:

'We walked up and down in the seminar like a caged lion with head thrown back and words hitting the ceiling in staccato bursts.' (Not even the most brilliant lipreader could contend with such a situation).

'We tried desperately to provide a relaxed atmosphere and even stuck his feet on the end of the desk.' (It is impossible to see through a large pair of size ten shoes which obscure the person on the other end).

'She never took the point.' (After nine months she enquired one day as to the strange whistle. When informed that it was a hearing aid she confessed that she did not know the student was deaf).

One deaf student, with a sense of humour, came back with 'I couldn't understand a single thing at a recent lecture, but added that it didn't really matter as those who could had failed to understand.

One could go on with countless episodes which have taken place at Sussex on similar lines, but it would serve no useful purpose. It must be recorded that with the administrative aspects of course arrangements people have been very helpful in recent months, but there is still room for improvement from this point of view.

Even the past reminds us that the handicap of deafness is a considerable one and that there are no ready made answers. It seems throughout history the attitude of people towards the deaf has been a complex one.

The development of an enlightened attitude towards deafness provides no exception. The general rule that man's struggle toward enlightenment and knowledge is slow, faltering and so often haphazard.

The history of success in dealing with the handicap of deafness, educationally, medically and socially, is very recent.

Today we would all feel that it was unthinkable that any deaf child should not be educated. However, progress and success in the education of deaf children has been slow, for most educational and social trends are followed, and not created by the provision for the handicapped. Even today much greater effort needs to be made to ensure that people acquire a greater degree of interest in the deaf, and knowledge of its handicap.

The teacher represents the major system of resource available to the deaf child. In this system of resource the teacher plays the double role, for to some extent he is part of the ethos of therapy, as well as being the practicum of education.

As a handicap deafness still does not attract the sympathy and informed help which is sometimes readily given to other handicaps. There has been an awakening of social conscience within our present day social democracy, and educational machinery has been provided to deal with the handicap of deafness.

Even so the deaf child remains a potential social contaminant within the very community from which he would normally expect support and help. Although the coming of television has provided not only programmes for the deaf, but programmes about the deaf, the fact is that except in a confined professional field public knowledge of deafness is still tragically limited.

Those of us who work in the Phillips Research Unit see part of our function as providing an information source concerning deaf students. It is not necessary to know everything about deafness in order to help deaf people.

Just to pass along the information that deaf students can succeed in higher education, provided we all play our part, is a valuable contribution. How easy it is for those who hear normally to make sure that those who are deaf can see their faces by turning into the light; that they rephrase their questions when communication failure takes place.

No one of us knows everything that can be known about deafness but the problems of the deaf student are not insurmountable. There is a peculiar interdependence between the deaf young person and those who teach. This interdependence must be recognised if everything possible is to be done for students in higher education, who suffer from the handicap of deafness.

The Unit was established at the University of Sussex in September 1969, as a result of a substantial benefaction from Mr. Reginald M. Phillips, CBE, HonLD., of Brighton. The primary purpose of the Unit is to develop new educational techniques for deaf and other handicapped children.

The objectives of the Unit were to research in educational techniques in deaf education, and to develop research into educational, perceptual, psychological, curriculum development and media organisation related to the education of deaf, partially hearing and other handicapped children.

The priorities for further development are bound up with individual differences occurring in any modes of research into audiovisual systems, aphasia, dyslexia, brain damage, and other sensory handicaps. In planning the activities of the Unit it became clear that attempts to investigate learning and thinking in the handicapped field, with particular reference to the hearing impaired, must be integrated with research into the general problems of learning.

The basis for the operational research being undertaken lies within schools themselves. It has become the policy of the Unit that research workers should be involved directly with schools.

In order that this research into real life situations can be carried out with success a very humanistic approach has been adopted. This approach views the children and the teachers who teach them as people with their own rights, with their own personalities and their own lives, and not just things to be manipulated within a research project. In this way operational research is seen as a co-operative effort between children, teachers and research workers.

The R.M. Phillips Research Unit is made up of many people working on many different ideas and programs in many different places. In order to understand the working of the unit one would have to spend many days travelling to many different schools throughout the country, where the research is done. The important thing is to work with teachers in the classroom.

We like to feel that through this co-operative approach, we can put back something into the teaching-learning situation on the shop floor level, something that will help handicapped children to learn in a more efficient way.
Special Lectures

Professor B.V. Jayawant is to give a professorial inaugural lecture tonight, May 4, at 6.30 p.m. in the MOLS Lecture Theatre on "The Engineering of Electrical Energy and its Use".

In the Great Centenaries Series, Professor Donald Winch will take as his subject "Adam Smith's Wealth of Nations and the 18th Century Science of Moral and Political Philosophy", when he speaks in the MOLS Lecture Theatre at 6.30 p.m. on Thursday, May 27.

Another special lecture to be given this term will be by C.H. Rolph on "Problems of Censorship". He will be speaking in the MOLS Lecture Theatre at 5.30 p.m. on Thursday, June 3.

CANADA SEMINAR

A two-day seminar on Canada is to be held on campus this week, beginning on Thursday, May 6, with an opening address by the Canadian High Commissioner. He will speak at 10.30 am. in the Quiet Room of the Meeting House on "Canadian Studies in Great Britain".

Staff from Canadian and British universities will be taking part in the seminar which will include discussion of contemporary Canadian nationalism and Quebec separatism.

MUSIC AND POLITICS

The German composer and conductor, Hans Werner Henze, who is in this country for the Brighton Festival, is to talk on "Music and Politics" in Lecture Theatre A1, at 2.15 p.m. on May 7.

Everyone is welcome to take part in this open discussion.

FRANK KERMODE DISCUSSION

Frank Kermode, King Edward VII Professor of English Literature at Cambridge, and editor of Fontana's Modern Masters Series, will visit the University on May 11 to take part in a discussion on "Modern Masters", under the chairmanship of Professor David Daiches.

The discussion, organised by Fontana, will take place in Arts Lecture Room C133 at 4.30 p.m.

There will be an exhibition of Fontana Paperbacks in the Bookshop for ten days from May 11.

RENT-A-LECTURER

Several members of the University participate in Oxfam's Rent-a-Lecturer Scheme, which has been in operation in the Sussex Region since 1973.

The Oxfam Regional Centre is now revising its list of lecturers and is appealing to members of faculty who may be interested in taking part.

The list is distributed to a wide variety of societies, clubs and voluntary associations who then select a speaker who, in turn, agrees to give the fee to Oxfam.

Lecturers who wish to offer their services in this way may obtain application forms from the Centre for Continuing Education (ext. 03-866) or Sally Parsons, Oxfam, 31 Western Road, Hove, BN3 1AF (Brighton 777338).

MRC PERCEPTUAL AND COGNITIVE PERFORMANCE UNIT

The MRC Applied Psychology Unit, attached to the Laboratory of Experimental Psychology, has been reconstituted as the MRC Perceptual and Cognitive Performance Unit, under the direction of Professor W.P. Colquhoun.

For the time being the new Unit will occupy the same offices as the old group, with telephone extensions: external 820, internal 07-257.

Universities' dates of terms

A list of Term Dates of University Institutions in the United Kingdom for 1976-77 has just been published by the Association of Commonwealth Universities.

Single copies are available, free of charge, from the Association's Publications Department, 36 Gordon Square, London, WC1H OPF.

A copy is available for reference in the Information Office.

Summer Conferences

A conference on the Inter-disciplinary Study of Literature and Society is to be held at Sussex University from July 7 to 10.

It is being organised as a tribute to the Vice-Chancellor, Professor Asa Briggs, who leaves the University at the end of this academic year.

The emphasis of the conference will be mainly on nineteenth century England. Plenary sessions will cover five main themes: Industrial England and the Novel; The Family; Poetry and Belief; Literature and Politics; and Some Theoretical and Ideological Issues. In addition there will be seminars on individual authors and selected topics.

Professor Briggs will chair one of the sessions and a dinner will be held in his honour on July 9. Other Sussex faculty who will be taking part include Professors Barry Supple, Laurence Lerner, Tony Nuttall, Edward Goldstücker, David Daiches, Norman MacKenzie, John Harrison and Marcus Cunliffe.

Members of Leicester, Nottingham, Edinburgh, Kent, Keele and East Anglia universities will also be taking part in the conference.

B.A.A.S. Symposium on Old Age

A symposium on "Old Age: Today and Tomorrow" is to be held by the British Association for the Advance ment of Science in June.

The meeting will be concerned with long-term planning in all fields relevant to an ageing population - community care, geriatrics, town planning, architecture, design of homes and equipment, the sociology of ageing, trades union viewpoint towards retirement and preretirement training.

The symposium will be held in the Scientific Societies Lecture Theatre at Fortress House, 26 Savile Row, London, WIX 1AB from 9.45 a.m. to 4.30 p.m. on Thursday, June 17. Tickets are available price £6.50 plus VAT, including buffet lunch, from the Symposium Secretary, B.A.A.S., at the above address.