Engineering - it's a woman's world!

Earlier this year, the Bulletin featured former student Clare Carden receiving her prize for the Best Mechanical Engineering Major in EAPS in 1983, presented by the Engineering Industries Association.

Since graduating last summer, Clare has taken up an appointment with Ruston Gas Turbines. Appropriately in Women into Science and Engineering Year (WISE), she writes below on the opportunities and challenges for women engineers.

The number of female engineers and scientists employed in industry is still very small compared with that of their male colleagues. The main reason for this is that few girls choose to take sciences for 'O' and 'A' levels. This leaves them with little chance to study engineering or science at university and even less chance to be employed in this field.

The reasons why girls choose not to take sciences are many and varied. Perhaps the most worrying, however, is that they have little idea of what engineers and scientists do, and the ideas they have are often wrong. Two common misconceptions are:

* engineering is about things, not people;
* engineers wear overalls and usually hold a spanner in their greasy hands.

These misconceptions are partly due to the lack of recognition for professional engineers in this country which does little to encourage bright young people into the profession. Indeed, one of the objectives of WISE (Women Into Science & Engineering) year is to make the nation appreciate the contribution its engineers make to national prosperity, and to encourage an improved image of engineering in the public eye.

Meanwhile when are people going to learn that engineering is about people, that it is exciting and challenging, and that professional engineers are rarely to be seen in overalls?

Girls who do get to university to read science or engineering should have little to worry about as the courses are run for people who need and want to learn, and not for know-alls. Some girls do initially fear that, because they were not taking science apart from toddlers, they will be starting off some paces behind their colleagues. I can understand this fear as I often had to ask my lecturers or the students on my course to explain the common engineering terms that I had not met before. It did not take long to realise that my fear was completely unfounded as everyone was willing to help if they could.

For many girls the transition from university to employment in industry brings a lot of questions to the fore. Speaking from my own experience, before I started work with Ruston Gas Turbines as a graduate trainee I found that most people just accepted that I was going to train to be a mechanical engineer. When I started work I found that almost everyone I met wanted to know why I had chosen to study engineering, whether I think women have a contribution to make, whether I think I can cope with working in a male-dominated environment.

While I was sometimes confused by these questions, they gave me an advantage over my male colleagues in that I needed no further introduction to my interrogators and could ask them any questions about their jobs. They were always pleased to help and seemed to have infinite patience.

My training has so far involved a project on turbocharger blade cleaning, a course on gas turbine operation and maintenance, a course on basic turning, milling, and welding skills; and a three months period of on the job shop floor training. During this time I have had a great deal about engineering design, manufacturing techniques, and communication.

When I have completed my training I hope to work in the New Products Design department where I am looking forward to using both what I have learnt at university and what I have learnt during the practical training period here.

There are many things to be done to encourage school children to consider careers in science and engineering. One is to ask people who are involved in university or tell youngsters of the opportunities that science and engineering offer, so that they may at least make an informed decision about their future careers. If you are such a person perhaps you could contribute to WISE in this way.

Debate on continuing education

Universities want to see the expansion and development of continuing education as a central part of their activities. In a report of Vice-Chancellors and Principals says in response to the University Grants Committee's report on continuing education: "This is an urgent matter for the national economic well-being."

But adequate funding is essential for expansion and the government must provide the necessary funding, the CVCP says.

It adds: "Expansion, particularly in post-experience vocational education courses in engineer-

Science spending compared

A £24,000 comparative study of government science research in Britain and other industrialised nations has been commissioned from the Science Policy Research Unit by the Advisory Board for the Research Councils (ABRC).

The study will be carried out by John Irvine and Ben Martin, whose earlier and much-publicised research questioned whether Britain was getting value for money in its scientific research. They will assess the investment made in civil science research in financial and manpower terms in France, West Germany, the Netherlands, the United States and Japan, as well as in the U.K.

The study will aim to cover a wide range of subject areas, involving detailed discussions with the agencies which fund research.

The ABRC hopes to be able to use the results of the study in formulating advice to the Education Secretary on the size and distribution of the Science Budget in future years.

A pilot stage of the study is expected to be completed by December this year, with the final report to be submitted by December 1985.
Two new professors

Harvester Press in 1978. Keith Pavitt, Senior Fellow in the Science Policy Research Unit, has been appointed to the R.M. Phillips Chair of Science and Technology Policy Studies from next October. Mr. Pavitt joined SPRI in 1971. From 1961 to 1970 he held various posts with the Organisation for Economic Cooperation and Development in Paris, and was Visiting Associate Professor at Princeton in 1970-71.

He has been Executive Editor of 'Research Policy' since 1972. He was Specialist Adviser to the House of Lords Select Committee on Science and Technology (1982-83) and he is consultant to various national and international science and technology policy-making bodies.

SUSSEX STUDENTS IN BUSINESS QUIZ FINAL

A Sussex student team has won through to the final of the Industrial Society's Business Quiz to be held at the University on Friday, May 11.

Sussex will be joined in the finals by teams from York, Bristol and Edinburgh Universities. Each of the finalists had to win regional heats to qualify for the final and Sussex became the highest scoring finalists in the history of the competition.

The competition is sponsored by Lloyds Bank PLC and the prize will be announced to answer questions on any subject remotely connected with industry and commerce. The Sussex team pictured here is from left to right, Don Landers (EngAm), Shane Smith (Euro) and Peter Franklin (MAPS).

OPERATION RALEIGH

A Sussex student has been given a once in a lifetime opportunity to join a round the world expedition. Victoria Field (pictured above) and a third year student in the School of Biological Sciences, has been selected from many thousands of applicants for Operation Raleigh, an expedition organised by members of the Scientific Exploration Society, the Explorers' Club and the Institute of Underwater Archaeology.

The operation aims to give 4000 young people of many nations a chance to tackle a variety of challenging and exciting projects of a scientific and community aid nature.

The operation will consist of 16 phases, each of approximately 3 months, and each involving up to 250 young people from all over the world. The expedition will start from England in November 1984 and Victoria hopes to be chosen for the phase starting next June which includes South America.

Victoria was selected after an interview and a gruelling 36 hour practical selection scheme. "It was very tough and I am not quite sure how I came to be selected. However, now I have been given the chance I am really looking forward to it", she said.

All the participants will have to raise part of the £2,800 required to support each ventured and Victoria would like to hear from anybody with bright fund-raising ideas.
One of the high spots of the autumn drama season was the debut of The Bright Red Theatre Company, the brainchild of several ex-Sussex students. They received great acclaim from the local critics and managed to achieve quite startling box office returns for a new group.

This week they return for the first of two visits this term. They present a revival of Dario Fo's hilarious political farce "Accidental Death of an Anarchist". The production opens tomorrow, Wednesday, April 25, and runs through to May 2 (no performance on Sunday). The company return in early June with Tony Liddington's new adaptation of Shakespeare's Richard II.

The full diary of events for all Gardner Centre events in the new term is available now from the box office.

### Peter Wiegold, part-time lecturer in music at the University, is also the director of Gemini, a group of musicians who have an increasingly fine reputation for their work in the twin activities of concerts and creative music workshops.

They have been involved at the Gardner Centre for a term with three local schools and a dozen or so teachers in creating a project on work - why we work, how we work and so on. The result will be two performances in the Brighton Festival on May 6 at 3.00 and 7.30 p.m. when the 10-year-olds will present "Wheels of Time", a music theatre piece created by them under Gemini's guidance, and Gemini will present their own experimental cabaret on the same theme "Timekeep-ing". Tickets are only £2.00.

The final workshops at the Gardner Centre on May 4 and 5 (9.15 a.m. - 12.15 p.m. and 1.15 - 4.15 p.m.) are open and free of charge.

### One of the major exhibitions in the Brighton Festival is of recent collages by Sir Roland Penrose and photographs by his late wife, Lee Miller, at the Gardner Centre Gallery from May 3 to 31. Sir Roland has long been considered the father of British surrealism. He worked with Picasso, Eluard, Man Ray and Max Ernst, and staged London's first exhibition of surrealist art in 1936. In 1980 the University conferred an honorary degree on Sir Roland, who lives in Chiddingly, so it is fitting that the Gardner should be honoured by the opportunity to show this prestigious exhibition of his recent work.

### New Sussex Opera again makes its important operatic contribution to the Brighton Festival with Giordano's "Andrea Chenier", based on the true story of the poet and set in the French Revolution. This will be at the Gardner Centre on May 14, 16, 18 and 19. Tickets are selling fast.

### Hurry, if you want to hear all six concerts in the Mozart and Bartok chamber music series in May and June. If you book for all six before April 30, you only have to pay for four! This represents a saving of up to £9, but the offer closes on April 30. Bookings for individual concerts will open on May 1. Further details are available from the box office.

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**Academic Director appointed to the Computing Centre**

Professor John Murrell, former Dean of the School of Chemistry and Molecular Sciences, was appointed by the Senate and Council to the post of Academic Director of the Computing Centre from April 1.

Commenting on his appointment Professor Murrell said: "The Academic Director's role will be to see that the Centre runs as an efficient institution for the servicing of the academic life of the University. I do not mean on a day-to-day basis but seeing that the policy is right so that it can have the best link in an academic sense with the rest of the University."

Professor Murrell brings to the post a wide experience of computing both within the University and nationally where he has served on many committees.

His new role will include the Chairmanship of the Computing Committee and attendance at meetings of the Computing Users Consultative Group which Professor Murrell feels "is a very important forum for knowing the demands of the people who actually use machines on a regular basis."

The Director will also have a wide role within the University for assessing and developing computing needs but this is still to evolve. "It is quite clear that there is still a rapid growth of interest in computing on the campus particularly in the Arts Area - and the extent to which these needs are filled either by providing facilities at the Centre, or facilities being used elsewhere, still has to be worked out," added Professor Murrell.

It is hoped that the Centre can be shown to be such an efficient organisation that users requiring particular services or with specific requirements, will approach the Centre in the first instance.

Professor Murrell commented: "The Computing Centre staff have a good deal of expertise, They feel, and I would support the view, that their skills have not been used to the full up to now and I hope to get them more involved in both teaching and research programmes."

"It is only by improving communication that we are going to be able to see the direction in which the Computing Centre should go in order to improve the facilities which it can offer the community."

Looking to the future, he believes "there are a few weaknesses in the system", but that the major facilities are adequate for the immediate future. "In terms of direct teaching and research we are quite well provided and from my wide experience of the situation elsewhere I know that we are in a much better position than quite a number of major universities. There is, however, a great interest in expanding all our computing facilities and as we invest we must ensure that it is done efficiently," he said.
Development of a Strategy for Higher Education into the 1990s

University Response to Questions 1 & 2 of the UGC Questionnaire

The two questions are:

Q. 1 On the assumption of (a) constant numbers of home and EC students and (b) constant numbers of students in real terms from 1985-86 to 1989-90 inclusive, what changes will your institution want to make and how do you plan to achieve them?

Q. 2 How would the answer to the previous question be affected if student numbers in this period were to remain constant but with (a) 1% per annum? (b) 2% per annum?

00. 1 & 2 do not explicitly invite us to address a number of important antecedent questions that constitute the context of the whole exercise; we do that now by way of introduction and with particular reference to the University of Sussex.

(i) Purpose and Accountability. Universities are for teaching and research at the highest level. The functions are separable both within and between institutions but only at some risk; we think that the mix in UK universities, certainly in those such as the University of Sussex that are strong in scholarship and research, is about right. Excellence in teaching and research often go together although their correlation both for institutions and for individuals is not without exception.

At the University of Sussex our strength in scholarship and research is evident by any criterion; our exceptionally high numbers of members of the great national and international research community, our strong presence in both science and arts; our holding, together with Oxford and Cambridge, of one of the top three places in the annual official league table of non-UGC research grant and contract income every year for the past 12 years; our unusually high representation in the serious academic and review journals both as writers and as editors; the heavy use made of our faculty by governmental and other agencies in advisory and consultative capacities; the remarkable number of national and international prizes and medals gained by our faculty; the large number of officerships of learned societies and professional institutions gained by our faculty.

But this remarkable success in scholarship and research has not come at the expense of our teaching. From the start the University of Sussex has adopted a dedicated system of small-group teaching that is demanding of staff but rewarding for students, that encourages flexibility of mind and originality of thought and that fosters an independence of academic outlook that leads a student at an early stage to think for himself or herself and not simply to take it from the book; from the start we have emphasized the value of, and have practised, interdisciplinary teaching that not only illuminates one discipline through another but that brings disciplines together to illuminate problems that are not themselves of a specifically disciplinary nature - our contextual teaching and we have been leaders in this field which is becoming widely recognized as richly fertile and particularly suitable for further cultivation particularly at a time of increasing realization of the need to broaden the base of education at all stages and still maintain the vigour of disciplinary specialization in the subjects of primary commitment; from the start we have been flexible and innovative both in regard to our range of academic offerings and in the ways in which the student's academic career is monitored and tested, fitting our examination structures to the needs of the various cultures of study rather than imposing a common mould.

Through the research councils, the great foundations and the academies, there effectively exist mechanisms for the evaluation of research and scholarship and for rewarding excellence where it is found. Excellent not only in the excellence of the work itself but in the way it is received by the wider community and in those cases, as with the report of the 1975 Social Science Research Council Committee on the social sciences, where the effectiveness of the research council system is explicitly acknowledged. But these mechanisms are not yet fully developed and need to be strengthened.

(ii) Accountability to students. The student is the beneficiary of the university teacher. Although our own objectifiable strengths in research is so great we would emphatically insist that teaching must be of the highest standard and must remain our primary commitment. The context and dedication tell, as Charles Pigou wrote: 'The rest of society can slip through by using pretence or make-up; teaching can never slip through' and to this we subscribe completely.

Teaching has two aspects. The first is the teaching aspect that may be evidently vocational such as in the training of lawyers and doctors or may be simply the training of the mind to recognise the definition of a problem and to recognise the acceptability of its solution; obviously, the second form of training is also an important component of the first but a mind trained in the analysis of problems of any kind will be equipped to apply that training to problems that arise in any sphere when presented with the appropriate context. An important aspect of the argument for professional training is the extension and dangerous to distinguish sharply between vocational and non-vocational training particularly if attempts are made to equate these classes with 'useful' and 'useless'. The most important products of universities are trained, critical, flexible and open minds of high quality perhaps, but not necessarily linked to expert knowledge of a more narrowly vocational kind.

A university should keep a balance between the forms of training that it gives to the minds entrusted to its care. It must keep a balance among the disciplines of the curriculum so that it may remain truly a university. Of course, universities must beware particularly of narrow specialization caused by research pressures. An example of this is the director of the Central Services Unit for University and Polytechnics Careers and Appointment Service's comment to the House of Commons Education, Science and Arts Committee: "...there is in fact no course so irrelevant to the job market, as one designed for a monopoly employer who has just put out a job specification that no one has heard of; ...".

Accountability in respect of teaching should therefore be chiefly in terms of quality of mind together with, to the degree appropriate, technical and professional knowledge and expertise.

We do not subscribe to detailed manpower planning but we recognize that a balance must be kept between studies within and between institutions; this should be arrived at by open discussion involving Government, UGC and the universities. The University of Sussex out of which the new UGC was created should emerge in a more acceptable way than if it were imposed by fiat.

An even more general point about university teaching is that one of its essential functions is to produce an educated citizen capable of making the critical perceptions and to lead the country towards a better society. This is perhaps the most important function of university life; although it is even more integrated into a broad-based benefit analysis than the teaching of the mind its worth is immense and must be recognised by society itself. We are very conscious of this responsibility and have tried to extend the curriculum into an interdisciplinary and contextual teaching is important in our discharge of it.

All these remarks apply primarily to teaching at the undergraduate level but they hold true to a degree also at the postgraduate level where, by the nature of things, aims are more narrowly and technically focussed.

However, here also, the broadly educational value of the training, beyond the immediate goals, must continue to be stressed.

When one turns to research proper, beyond its training dimension, one again finds a range of purposes that must be sensitively recognised in relation to national need. So-called pure research, in arts as well as the sciences, is concerned with the establishment of fundamental principles, that is to say the extension of the frontiers of knowledge without specific regard to any eventual utility beyond the enlargement of Man's understanding of Nature and himself. So-called applied research is the extension and use of, for the most part, principles and methods that are already established, for the solution of specific problems that is defined needs as already realised by society or as governments and corporations believe they will be realised by society. In between these two categories we find a range of categories that are called strategic research which builds directly upon established fundamental principles in areas out of which it is anticipated that applications will arise but without ultimate detailed specific applications in view; it enlarges understanding towards applicability. We believe that a university should keep a balance between these three categories of research; they are not, of course, sharply distinguished categories but constitute a continuous spectrum of activity; often a piece of work will straddle the range of the spectrum. In either case, the interpretation of the University of Sussex we have a proper regard for the whole spectrum of research and consider the fact that we work throughout the spectrum not only advantageous in terms of national need but also highly desirable academically.

Accountability for the appropriateness of the University's research programme
can be assured through essentially the same reference, namely non-UCC funding, as answered for the quality of the research provided that the external funding be targeted toward support for specific research initiatives funded by the council, government departments, industry and commerce and the foundations, national and international, and appropriately represented, their various interests tending to populate various parts of the research spectrum. This is the case at the University of Sussex and we have a well-balanced research programme as measured by this target.

It would not be appropriate to finish these remarks on purpose and accountability without reference to our wide-ranging service work, both in-house and extra-mural. This we may define to include continuing education of all kinds, both vocational, in-service, for teachers, and for those from industry and commerce on various sorts of courses including short and long full-time courses and day release but also to include services for industry, including cooperative research and, as we are now successfully beginning to do, the bringing onto the campus of research and continuing education by the work which has a significant academic concern. In all of these areas, as also in that of postgraduate education, the University of Sussex has a considerable record and a clearly-articulated commitment.

Demography and development. We disagree profoundly with current official assumptions, some of them underlying QO 1.8.2.1, as to the need for places in higher education, both in-house and extra-mural. This we may define to include continuing education of all kinds, both vocational, in-service, for teachers, and for those from industry and commerce on various sorts of courses including short and long full-time courses and day release but also to include services for industry, including cooperative research and, as we are now successfully beginning to do, the bringing onto the campus of research and continuing education by the work which has a significant academic concern. In all of these areas, as also in that of postgraduate education, the University of Sussex has a considerable record and a clearly-articulated commitment.

We believe that Recurrent Education of a fully-professional kind (including Continuing Education) should be becoming increasingly important and add significantly to the number of student places. In an increasingly technological age the need for retraining either fully or through short courses must increase; universities must be prepared to make adequate provision in suitable courses and governments, agencies, firms and individuals must be prepared to make appropriate material provision in time-off and in other ways. A related need is for a more sympathetic attitude by government towards degree courses where the degree is taken and completed and then, perhaps several years later, it becomes appropriate and desirable to retrain at the bachelor's level in a different or related field. We do not scrutinize but they are likely to arise more frequently as patterns of employment shift more rapidly under the advance of technology.

We believe that when proper regard is had for these points student numbers will be seen properly to increase continuously rather than show any decline even at the time of the steepest gross demographic trend of the early 90s. It would seem to us to be utterly folly, socially and economically, not to recognize this but to maintain that student numbers should nevertheless stagnate or decline.

We have, at the University of Sussex, made what moves we can in several of these directions, and in particular in the provision of places (with Continuing Education) should be receiving increasing importance and add significantly to the number of student places. In an increasingly technological age the need for retraining either fully or through short courses must increase; universities must be prepared to make adequate provision in suitable courses and governments, agencies, firms and individuals must be prepared to make appropriate material provision in time-off and in other ways. A related need is for a more sympathetic attitude by government towards degree courses where the degree is taken and completed and then, perhaps several years later, it becomes appropriate and desirable to retrain at the bachelor's level in a different or related field. We do not scrutinize but they are likely to arise more frequently as patterns of employment shift more rapidly under the advance of technology.

The official view that university places should follow some sort of weighted demographic trend implies satisfaction with the APR as an index of appropriate places. But the APR of the UK is significantly lower than the world average; this fact is not denied, but is argued to be due to the comparatively high standard of UK secondary education and the care taken in the selection processes. The APR is not, however, a comparable measure with the corresponding low-drop-out rate. Our view is that the UK's APR is too high and that the figure could be justified only on the basis that the output of the tertiary education system is solely for a foreseen specialised and professional job market without providing opportunities for a better-educated and responsible citizen. To be sure, if one asks what the professions would do if they were to stop being overcrowded one could argue that they are already overcrowded, but one would not tend to argue for more graduates than the official assumptions as to APR imply will be provided. But this is a disjointed community and to join the APR to the APR of the schools into an era of rapidly increasing technological development in which the balance is likely to be markedly in favour of the graduate. But, in any case, this type of argument misses the point that we are dealing with a better-educated, cultured and critically intelligent.

Nor is the target a good measure of the need for places. The APR of the OLs of the different socio-economic groups, and hence effective stasis of their APRs, is itself, to us, an unacceptably accounting function rather than the relative number of places or opportunities for the relatively disadvantaged classes. One assumes that the educational opportunities and provisions for the children of the better off will not fall but one must surely also assume that it must be the official policy of any government that those opportunities and provisions for the less fortunate will increase and with it the associated OLs and APRs even allowing for the fact that the Willingness Opportunity Factor, linking the OL and the APR will probably remain somewhat lower for the lower socio-economic groups.

The immigrant communities at present show a very low APR but this should not remain so. This is a minority and an important special case, we believe that it should be given special consideration and not simply lumped in with the rest of the differential APRs; the effect of this will certainly to be given a slight increase in the APR and will not reduce the APR projections, the more so as the end of the century approaches;

We believe that the country has a responsibility towards this important class of potential student that it discharges only most inadequately at the moment, thereby also depriving the general public of the benefit of the knowledge and skills these students need not be pointed out that mature students tend to be responsible, dedicated and serious minded.

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Eeffect of the cuts. We have to consider the future but that must be in the context of the present and in the light of the past. It is not right to approach QO 1.8.2, the second of which invites us to contemplate yet more cuts, without reference to the last two and four years (including the removal of UGC grant in respect of overseas students). It is not right to dismiss the effect of the cuts in its effect, continue to be damaging despite the fact that they have been largely "absorbed" and win the staff/resident group by being even more damaging in the future than they are seen to be in the present.

The cuts tended to deprive the universities of their more senior and valued members because of the age-differential in the attractiveness of PSSCs. Many of our academic leaders were lost with corresponding academic damage incomparable with the mere numbers involved. Even if the posts themselves were suddenly to be restored the losses would take many years to replace; the blow is one from which recovery must be necessarily slow; most economically we state that this is not just a matter of numbers; scholarship is not statistics and we call for genuine growth.

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Nor more a near matter of statistics is the staff/student ratio which has been degraded because the fall in staff numbers has been accompanied by cuts, a much smaller fall in student numbers. That the staffing has been made worse and significantly so, by the number of unpalatable leaves that members of academic faculty have generously taken to relieve the financial strain on the university desperate financial position. Surprisingly, those leaves, often taken at considerable personal cost to the individual, throw a shadow and burden on the remaining staff. It is only when those leaves that will be threatening to degrade the staff/student ratio yet further, it is an undeniable academic evil. But this is indeed not just a matter of statistics particularly in a university such as ours which is laden with inadequate healthy and safety, students. Students can only increase in units and when the group is a small one the increase of units in its membership can have a qualitative effect. This we shall return to in our answer to 0.2 but we mention it here to emphasize that we are aware of this very special strain and damage that has already resulted from the degradation of the staff/student ratio as a result of the cuts.

And, of course, the extra burden of teaching means that scholarship and research must suffer. Scholarship and research are the mainstay on the arts side, by the almost complete ending of paid leaves. Research work is particularly, but not negligibly, in science, dependent chiefly on the availability of suitable time in which to "get on with it". Paid leave was the most precious gift that a grateful university could offer the different APRs; the effect of this will certainly to be given a slight increase in the APR and will not reduce the APR projections, the more so as the end of the century approaches;

Girls still show a significantly-poorer APR than boys; positive steps should be taken to rectify this evident anomaly

It is now well-recognised that there is a large class of persons who, because they are not late developers, are not suitable for the要求 to go, but who would benefit and who would benefit the country from admission at some later stage - which can extend throughout life. This group is the one which, as we have seen, tends to be overlooked by the admission authorities. The chance student, is not well catered for at present partly because of difficulties with grants, especially for potential students with family responsibilities, mortgages and so on, and partly because of the psychological barrier of going back to school. We believe that the country has a responsibility
therefore come off the top of the budget so that support services such as secretarial and technical staff and the whole of the administration must be disproportionately badly affected. Similarly, much of the secretarial, technical and secretarial staff, academic activity is a kind of standing charge independent of the gross volume of activity; this means that those residual stocks required to keep things moving in the university have been squeezed disproportionately. Technical and secretarial support has been cut in exactly this way and in the University of London this has been accompanied by a lack of activity of that support given directly to academic activities in both teaching and research. We have been subjectively less aware of these crippling actions because all those vital activities correspondingly damaged. We have also had to make major reductions in many of our activities related to our Community Services but on a qualitative level for the future, and this is not without its indirect effect on academic activities also.

We therefore summarize our position in the present-perceived effect of the cut backs by saying that we have to consider the cuts, but with our usual structures that could easily lead to breakdown and our activities damaged to a degree disproportionate to the net value of the cuts and, in particular, the numerical loss of academic faculty.

But what of the future, still in respect only of the cuts already sustained? One obvious fact is that we have still not sustained the full loss of academic faculty necessary to balance the books on current account assuming level UGC funding with which the scholar is already paid. In the first place our present academic faculty is necessary to teach and research and there is a certain momentum that can sustain the work for some time. If one looks ahead into the future, one can see that the cuts have been removed or seriously reduced. Continuing good teaching depends on the removal of the material, capital labor and impact of all the cuts to the extent that teaching is based. That material has only a certain temporal utility that may be several years in certain arts subjects or may be very few years in certain science subjects. If this mind-stink of the teachers cannot be replenished or if its replenishment is seriously inhibited then teaching will no longer be possible. The problem is not merely that the material support for the scale of change for the subject in question but after that time it will be too late as the equipment and materials on which the teaching is based and by its inevitable inhibit replenishment of their mind-stink and cast forward a sinister shadow of as yet unassessable length and depth. This has nothing to do with funds; it is, as I have said, the same situation that one faces in shipping and research the unassessable moment effect could be of great significance.

It is not so much the situation at present that makes me concerned; it is the situation which will take a few years to produce together with associated articles. So that if you ask me as a layman and to the extent that they show any, the cuts do not show except that the timescale of the production will be lengthened because there is now less time for the writing. But when the matter is considered both individually and collectively the lack of proper replenishment of the mind-stink in the intervening period will be a serious problem. This makes me concerned.

This then is our Preamble to Q1 & 2, the context of our response to them; it may be regarded as a response to an unposed 0.0 that would have sought our view as to whether university education should be trying to go and how and as to what are the current and future effects of immediate past reductions in UGC support for such purposes.

As indicated in the Preamble the university does not accept the validity of the assumptions on which the questions are predicated neither does it regard the assumptions as elements in a basis for a response (the assumptions do not relate to either the total student numbers in a university or to the total resources available to a university - fluctuations in overseas student numbers, research grants and other government funding, changes in government subsidy, etc. can have effects as significant as those implied by the assumptions). As far as the need and viability of the two assumptions is valid at the national level, they should be applied fully to the University of Sussex.

The university does recognise that the questions cannot be answered properly except by the university itself. The question as to whether the University of Sussex in 1982 is not one of how should the University cope in the period up to 1984, on the terms set out in the Preamble, with the pre-existing need. The issue is not how should the University use the period up to 1989 to bring about changes for the changes, opportunities and pressures of the 1990s. The University Fully recognises that the University of Sussex as an institution in the early post-war period has a role that cannot be estimated, because the 1990s will necessitate the University adjusting its activities, aims and expectations in response to the new opportunities and problems of that decade. However, the University submits that those needs and realities cannot be predi-
cated accurately and comprehensively with any degree of certainty that can be tied to the extrapolation of current trends in view of the rates and diver-
sities having a significant impact upon society and education. There is possibly greater certainty that the predictions of past trends from 1965 will turn out to be less accurate in 1995 than the predictions of 1964 were in 1975.

In those circumstances the essence of the university's planning is the laying down of a number of strategic aims, a guiding framework of institutional philo-

sophy; an approach in line with those developed in companies and corporations (and universities in the USA) following the collapse of predictive planning in the 1970s. In pursuing those strategic aims, in the changing circumstances of the external environment, the University is not a static body dependent upon the extent to which the University can maximise the resources available to it. The size of the resources, the extent to which the University can maximise the efficiency in the usage of those resources, and the extent to which internal flexibility can be contained in the decay and therefore not contain the provision of examples of each of those three factors, the University will:

- make every effort to increase its income from non-UGC sources, e.g. Research Councils, services to Industry, alumni and private donations.
- continue to monitor the efficiency of the internal usage of resources.
- build upon the flexibility of its academic structure, bearing in mind that the interdisciplinarity of the university's academic activity (the time and knowledge of its academic staff) to be more readily re-deployed to meet changes in external demands (whether of student numbers, research sponsors, or governmental agencies) which restricts the boundaries of that deployment within Departments. In passing, it must again be stated that the University is an expert not in predicting the statistics and in its methods of planning still appears not to take cognizance of that basic difference.

In regard to the strategic aims referred to above they can be summarised as follows:

(a) a balance between the human scale of the institution and requirements for development and growth.
(b) a standard of excellence in teaching scholarship and research in the academic and creative work of the University. In particular, the emphasis upon group teaching, the interdisciplinary emphasis in teaching, a higher (than national) proportion of teaching as a research-based activity and a commitment to research and research assessment (including attention to 'problem-oriented' research in interdisciplinary centres).
(c) a balance between 'Arts-based' and 'Science-based' students and courses; the flexibility of the university curriculum for students, in particular the higher inter-disciplinarity, through faculty teaching outside the fields of their research interest, and the opportunities for student research work to respond to changes in the patterns of applicant demand, societal needs, etc., but one of the University's aims in that regard would be to maintain its existing policy to move towards a more even balance of the Arts and 'Sciences' provided that the resources necessary for such a shift (e.g. teaching staff, accommodation, facilities) are available.
(d) a concern for the region which called the university into being and for which the University remains; a concern expressed through services to industry and public organisations, the provision of a continuing education service to schools and to adult education, access to the facilities of the University, etc.
(e) a major international role; in teaching, research and public service. Suss is a leading British university in terms of international relations perceptions and recognition.

Having explained the strategy of planning for the 1980s and how that conditions in general terms the approach to the next five years (e.g. income-generation, teaching, research, finance and economy,flexibility, etc.) we can now turn to the question of how we envisage the University in 1992 and 1982 is contained largely in the University Plan adopted in 1982. Prior to that date the University in the July 1981 grant agreement announced the beginning of a process of considering possible impacts of national policies and economies; following receipt of that announcement, a set of planning assumptions and suggestions were made formally to the University in the July 1982 grant agreement and the University, over a nine-month period that necessarily open process of con-
sidering building a line of thinking based on a philosophy, our national economy and international decisions, prepared by the University. An important part of those decisions, which reflected differential reductions in staffing and resource allocations across the institution, on the basis of strengths and priorities, which was agreed by all of the major committees of the University. Such a careful process, with a heavy investment of time and effort we felt able to use it would be in a position to annual and, as its results remain valid unless there are major external changes. The assumptions in Question 3 do not amount to sufficiently major changes to warrant the repetition of that planning process, even if the University had been given sufficient time to undertake such a process.

The reasons why the assumptions contained in Questions 1 and 2 do not repre-
sent a major change to the University Plan agreed in 1982, and indicated to the UGC on its Visitations in November 1983, can be explained by reference to the basis of the assumptions and suggestions were made formally to the University in the July 1982 grant agreement and the University, over a nine-month period that necessarily open process of con-
sidering building a line of thinking based on a philosophy, our national economy and international decisions, which reflected differential reductions in staffing and resource allocations across the institution, on the basis of strengths and priorities, which was agreed by all of the major committees of the University. Such a careful process, with a heavy investment of time and effort we felt able to use it would be in a position to annual and, as its results remain valid unless there are major external changes. The assumptions in Question 3 do not amount to sufficiently major changes to warrant the repetition of that planning process, even if the University had been given sufficient time to undertake such a process.

As indicated above, we are still working to this plan and as we told you on the occasion of the three visits to the University of Sussex, and we recognise that the University of Sussex is a university that accepts sufficient diversity in all categories except academic faculty. Even here we are within twenty or so of our target and would expect to achieve it over the years by gradual wastage although we are of course aware that the UK government decided to extend the extension of the early retirement compensation arrangements and we would welcome this.

In recent months we have been reviewing the plan and project it into 1984/5 taking account of your recent grant announcement and revised estimates of other income. Largeely because of the fact that we are continuing to attract more overseas students than we feared a few years ago, we have been able to increase allocations to our spending units in 1984/5 by approximately £600,000 over and above the projected planned levels. In view of all the uncertainties we
have been at pains to limit the extent of increased permanent commitments and to maintain a maximum of flexibility. We have done this in particular by making relatively enhanced allocations for non-salary purposes and restricting the majority of additional posts to temporary appointments. We have taken into account the priorities discussed on your November visit. The outline budget for 1984/85 which has now been approved by the University Council includes an additional allocation of about £250,000 for maintenance of premises. Most of this sum will be used to supplement the provision for a five-year programme of major repairs estimated to cost £3.3m. There is also provision for an increase in the employer’s contribution to the non-faculty pension scheme to make it possible to make some progress towards the UCU recommended moves in the amended form currently the subject of national discussion. Smaller sums are provided to increase the provision for laboratory based subjects in Arts and Social Studies, for Library materials and for welfare services (including the Occupational Advisory Service). Only about a quarter of the money has been allocated for new posts of all kinds though we hope to enhance this by increasing further our earnings from overseas student fees. We are providing for a very small number of senior academic posts in key development areas and a number of temporary posts most of which will be allocated to subjects under heavy pressure as a result of success in attracting overseas students. Although we are very conscious of the pressures on clerical and technical support posts resulting from the 1982 cuts we have been able to make only a modest provision to relieve this and see it as a high priority in the event of additional funds becoming available. This is especially the case in respect of technicians who play a crucial role in supporting our substantial research programme.

Thus, the upwards adjustment of the 1982 planning baseline reflected in the revised University Plan, which we have just agreed, corresponds approximately to the assumptions contained in Question 1. Similarly, it so happens that the reduction, postulated in Question 2(a), in resources in UGC funds of 15 per annum sustained for a period of five years would (assuming current levels of income from overseas student fees and other sources) result in an overall level of funding very close to that on which the University Plan of 1982 was based. It does not follow that such a reduction would lead us to revert to precisely that pattern. Apart from the need to take account of changing circumstances from an aggregative critical-visitor for maintaining some of the enhanced allocations approved in the recent review. Clearly we could not easily withdraw the support for an improved pension scheme once the scheme has been amended, though it would be necessary to take account of the costs in any review of staffing levels just as we should have to do if salary and wage awards exceeded the cash limits provided for in our budgets. It would be a far from easy matter to cut back again on the provision for major repairs though some adjustment in timing of the programme for such work may be possible. We should clearly be reluctant to cut back on library materials, welfare services and other items which we have received encouragement from your Committee in seeking to protect. The adjustment required by the assumptions in Question 2(a) would therefore move the University back towards the level of resources on which the 1982 University Plan was based without implying a return to the details of that Plan at the margins. In all this we have to stress the deleterious effects of such resource reduction as referred to in the Preamble.

In that Preamble, we have indicated that the already strained academic economy of the university has yet to realise the long-term damage of the cuts of 1980/81. In our response to Question 2(a) we have further indicated that cuts of that proportion in 1982 would be out of all proportion to economies effected, could just be contemplated without major structural changes and without radical readjustments in our academic balance. But this is not the case for a run-down at 25 per annum. That would necessitate major recasting of our way of life and major re-examination of our structures. We do not believe that the optimum university that could be sustained on a unit of resource so degraded below even its present reduced level would closely resemble the present University of Sussex with its high excellence in both teaching and research. We believe that break points arise in both teaching and research in relation to such a postulated fall in resources. Single examples will suffice:

(1) Teaching: As we reported in the Preamble, we attach great importance to small group teaching. We believe that this is superior to mass lecture-based teaching in ways that show not merely in percentages of first class graduates in final examinations although we would note in passing that the University of Sussex does well in that respect. We believe that small group teaching indicates a flexibility of outlook and a critical perception that better fits the student for future work and life as a responsible citizen than does lecture-based teaching. We should therefore be extremely loath to give it up. However, it is very demanding of faculty resource. Cuts beyond a break point would mean that tutorials and seminars would have to be increased in size beyond the scale at which this mode of teaching would continue to be better, as narrowly defined by the externally-perceived objective criterion of examination success, than lecture-based teaching; our teaching would then have to suffer a phase change into the intrinsically inferior mode with very significant academic loss. We believe that this break point could be passed by the 25 per annum cut.

(11) Research: Research, at least in science and engineering, largely depends on the dual support system which through its UGC leg must, in particular, sustain the well found laboratory with its adequate technical staff. As noted in the Preamble technical staff have already had to be disproportionately squeezed by the present cuts; we are already at the point, as these explained, where we must seriously worry about the longer-term consequences for research of the loss already sustained. We feel that the break point of the collapse of the dual support system would be passed by the 25 per annum further cut. The even further furloughs of study leave than at present, together with the increasing need for technical support associated with advances in Information Technology, on which so much of our work depends, would be a catastrophic collapse back again on the provision for major repairs though some adjustment in timing of the programme for such work may be possible. We should clearly be reluctant to cut back on library materials, welfare services and other items which we have received encouragement from your Committee in seeking to protect. The adjustment required by the assumptions in Question 2(a) would therefore move the University back towards the level of resources on which the 1982 University Plan was based without implying a return to the details of that Plan at the margins. In all this we have to stress the deleterious effects of such resource reduction as referred to in the Preamble.

We therefore consider the projected cut at the 25 level to be qualitatively different from those at 15. We have already indicated that the timescale allowed for this current exercise precludes the full operation of a corporate planning process an academic community directed at reaching agreement about priorities for at least five years ahead. The outcomes of our previous planning cycles enable us to respond to Questions 1 and 2(a), and in greater detail if necessary, but that is not the case with Question 2(b). We cannot responsibly contemplate these higher cuts in a hypothetical way in the time available since the recasting of our structures and redefinition of our purposes would both be so radical a nature as to make their provisional determination both technically difficult and productively disruptive of our already heavily-taxed academic activities.
Stricter exam controls

More rigorous controls on the selection and role of external examiners are urged in a new CVCP code of practice on how universities examine their students. The code, published earlier this month, was prepared by the Committee of Vice-Chancellors and Principals' academic years working group as its first exercise since it was set up last year to look at how academic quality and standards are maintained in universities.

Professor Roger Bin-Styyle from Physics is a member of the 12-man group.

The code of practice says that no university degree should be awarded without participation in the examination process by at least one external examiner.

Only people of sufficient seniority and experience should be appointed, and no individual should simultaneously hold more than two external examinerships.

An external examiner should not be appointed from a department where a member of the inviting university depart-

ment is serving as an examiner. Former members of staff should not be invited to become external examiners for at least three years or until students taught by them have passed through the system.

An external examiner should be present at all examiners' meetings when significant decisions are taken. All draft degree papers should be sent to an external examiner for approval.

An external examiner has the right to see all degree scripts, and should normally be sent all scripts of borderline candidates.

The report also makes further recommendations on the external examiner's role in assessment and other matters.

The group will now study other internal and external procedures for maintaining academic standards, including academic advisory committees and the peer review system. It will go on to look at the procedures for the validation of college courses, for accreditation of degree courses by professional bodies and for the supervision of postgraduate work.

Honorary degrees

Seven honorary degrees are to be awarded this year.

At the Summer Graduation Ceremony on July 17, Sir Adam Thomson, Chairman and Chief Executive of the Caledonian Aviation Group, will become an honorary Doctor of Laws, while Lord Bullock, Master of St. Cather-

ine's College, Oxford, will receive an honorary Doctorate of Letters.

At the same ceremony, four honorary Doctor of Science degrees will be conferred. The graduands are Professor John L. Harper, FRS, former Head of the School of Plant Biology at the University College of North Wales, Bangor; Professor Sir William Haw-

thorne, FRS, former Master of Churchill College, Cam-
bridge; Dr. Ma Lin, FRSA, Vice-Chancellor of the Chinese University of Hong Kong, and Professor George A. Miller, James S. McDonnell Disting-
ished Professor of Psychology at Princeton University.

At the Winter Graduation Ceremony next December, an honorary Master of Science degree will be conferred on John le P. Webb, former University Tutor in Experimental Physics.

Sir Adam Thomson of British Caledonian Airways

Dr. Ma Lin, Vice-Chancellor of the Chinese University of Hong Kong

History conference brings in the sixth-formers

"Fascism", which he directed, and he later held a seminar for teachers on issues involved in using film in history teaching. As belts a Sussex conference, the day was a multi-disciplinary one, the other participants being Beynon John (French), David Forgacs (Italian), with Derek Heater of the Polytechnic speaking on Nazi Germany.

Sixth-formers from 20 Sussex schools were on campus last month for the popular annual history revision conference, which this year was on the theme "Europe between the Wars, 1919-1939". Following on from a highly successful conference last year on the English Civil War, this year's meeting was heavily over-subscribed with more than 500 applications for the 350 places available to students and their teachers.

The series is jointly arranged by the University History Subject Group, the Polytechnic and the Brighton and Hove Historical Association. Organised by Maurice Hutt, the main speakers this year were Roderick Kerward on Fascism and and Beryl Williams on Stalinism, with Antony Polonsky of the LSE as visiting lecturer.

He began the day with a showing of the Inter-University Film Consortium's documentary

Senate and Council

News in brief, from the Senate meeting of March 16 and the Council meeting of March 16:

Deanships

Mr. R. Brown has been appointed Dean of the School of African and Asian Studies for a period of three years from July 1, 1984, in succession to Mr. P. K. Chaudhuri.

Dr. A. J. McCaffrey has been appointed Dean of the School of Chemistry and Molecular Sciences. He took up his three-year appointment last month, in succession to Professor J. M. Murrell, now Academic Director of Computing Services.

The appointment of Professor W. M. Lamont as Dean of the School of Cultural and Community Studies has been extended for two years from August 1, 1984. Mr. J. E. Simmonds will be Acting Dean during Professor Lamont's leave of absence in the Autumn Term 1985.

Professor P. C. Lloyd's appointment as Dean of the School of Social Sciences has been extended for nine months from January 1, 1985.

Tuition fees

Senate and Council have approved recommendations for tuition fees for 1984-85 (referred to in the Bulletin of March 13, 1984).

The Treasurer, Lord Gibson presented the audited accounts of the University for the year ended July 31, 1983, to a well-attended meeting of the University Court on March 16. The members of Court also received, with general approval, the new style Annual Report.

In the general question session members suggested that the University might make greater use of the contacts and experience of members of the Court in fostering links with industry and the wider community. A question was asked following up this suggestion has been circulated to all members with the minutes of the meeting and there has already been a very encouraging response.

Court
NON-ACADEMIC VACANCIES
The Personnel Office has issued the following summary of non-academic posts to be filled. Advertisements for these vacancies have been sent to Section Heads for distribution to staff, and to union representatives. Copies of the advertisements (and further details if available) and application forms are available from the Personnel Office, Room 206, Sussex House. The list was compiled on April 6.

All posts are full-time, full-year permanent, for male/ female, unless otherwise stated.

Clerical and Related
Clerk/Typist, grade 1/2, Personnel Office, Sussex House. Secretary, 1/2, Personnel Office, Sussex House. Secretary, 3, Sport Service. Typist, 1/2, DS, temporary for two years.

Manual and Ancillary
Boilerman, Boiler House, £103.70 per week.
Cleaner, UCNS A, Holland House, 50 part-time.

Non-Faculty Programmers
Programmer, temporary until 31/7/85, Sussex House.

Technical
Electronics Technician, 1/2, EAPS.

Part-time research vacancy
A vacancy exists for a part-time Research Officer, preferably a History or Politics graduate, to work on an ESCRC-funded research project on computer analysis of House of Commons’ Division Lists, 1861-1936. The salary will be linked to the full-time pay scale for a Grade IB Research Officer (£6,310-£7,630) at a point appropriate to the qualifications and by experience. The research will be primarily concerned with Members of Parliament and the political issues related to the division analysed. The appointment is to start as soon as possible until approx. the end of this calendar year. Anyone interested should contact Valerie Cromwell (tel. 04-763-6705, or external ext.710).

UNIVERSITY CLOSURES
The University will be closed for bank holidays on Mondays, May 7 and 28, and August 27.

Looking ahead to the next academic year, the University Council has agreed the following closures: Monday, May 29, 1984 - Tuesday, January 1, 1985, inclusive; Thursday, April 4, 1984 - Tuesday, April 9, 1985, inclusive; and Monday, May 6 and 27, and August 26, 1985.

RECENT BOOKS
Recent publications by Sussex authors include:
SPEAK FOR YOURSELF, a Conservation Anthology, 1937-49, edited by Angus Calder and Dorothy Sheridan. Cape, £12.50.
THE COMMON PEOPLE. A History from the Norman Conquest to the Present by S.F.C. Hawtrey. flamingo, paperback, £3.95.
The JUNKFUNK OR SCHOOL by Tom Bottomore in the ‘Key Sociologists’ series. Tavistock/Ellis Horwood. Paperback, £1.25.
The IMPENDING CRISIS IN KENYA. The Case for Land Reform by Diana Hunt. Gower. £17.50.
MACROECONOMICS by David Demery et al. includes a contribution by Mary Summer. In the series ‘Surveys in Economics’, Longman. Paperback, £8.95.

NEW HORIZONS IN EDUCATIONAL COMPUTING, edited by Masoud Yazdani. The editor is a former student of Cognitive Studies at Sussex and the book includes contributions by Graham Sommers and Mike O’Gara. Ellis Horwood. £16.50.
All obtainable from SUSSEX UNIVERSITY BOOKSHOP

An exhibition of books on Economics published by Allen & Unwin, including several new publications, will be held in the Bookshop from April 26 to May 10.

LIBRARY TO OPEN ON MAY 7 BANK HOLIDAY

The Library is to open for the first of the two May bank holidays, on Monday, May 7, until 9 p.m. Limited service at a time when many students will be revising for examinations. It will offer restricted book issues, including book borrowing, between 2 p.m. and 7.30 p.m. Because of this bank holiday opening, the Library may have to be closed during the last weekend of term (June 23 and 24).

SMALL ADS
WANTED: BROWNIE AND GUIDE GUIDE. Experience not necessary, although ex-Brownies, Guides or Rangers would be useful. Contact Mrs. H. Carrington, Brighton 561700.

KIND AND FRIENDLY FRENCH NURSE REQUIRED immediately for the family of a girl, Anne-Sophie, 15, in Paris (9e) and holiday flat in Normandy. Contact Maria Pinton, Arts B, or tel. 690271.

ACCOMMODATION ON CAMUS. If you are looking for short-term accommodation for visitors to the University, the Institute of Development Studies can sometimes offer single study bedrooms (with breakfast) and, occasionally, self-contained flats within its building. Further details from Nan Tattershall (022) 212117 or Valerie Stephens (022-272).

DATASUN 120Y COUPE FOR SALE: 1975 model, red with black vinyl roof. £450 o.n.o. Contact Roger Sinnhuber on int. tel. 07-313.

The Bulletin will be published every three weeks this term. The next edition will appear on Tuesday, May 15. Copies must be received in the Information Office, Room 329, Sussex House (int. tel. 03-155) by no later than 5 p.m. on Friday, May 4. Other publication dates are: May 20 (copy date Friday, May 25) and June 26 (Monday, June 18).

We can only inform you, if you inform us - so please remember to tell us know about news events.

The Bulletin is for the information of staff and students of the University of Sussex. Published by the Information Office and printed by the University of Sussex Printing Unit.