Dr. Les Allen has tendered his resignation from the office of Chairman of Community Services to the Vice-Chancellor.

Dr. Allen's resignation follows the decision of Community Services Committee on May 2 to pass resolutions condemning the increase of 10.4 per cent in student rents and giving full support to the students' rent strike.

Dr. Allen explained that he could not represent the Community Services Area in Planning Committee, Senate and Council when the Committee had passed those resolutions.

He could not adopt the view that a University Committee could support a student rent strike against decisions properly taken through the University committee system.

UGC GRANT

The announcement of the grants to universities for 1979-80 and provisional grants up to 1982-83 in respect of recurrent grant and equipment and furniture grant was made by the University Grants Committee on May 3.

The total award to universities, on which the announcement is based, is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Recurrent Grant</th>
<th>Furniture &amp; Equipment Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-80</td>
<td>£775m</td>
<td>£55.1m</td>
</tr>
<tr>
<td>1980-81</td>
<td>£785m</td>
<td>£55.6m</td>
</tr>
<tr>
<td>1981-82</td>
<td>£750m</td>
<td>£56.8m</td>
</tr>
<tr>
<td>1982-83</td>
<td>£755m</td>
<td>£56.6m</td>
</tr>
</tbody>
</table>

In addition, a total of £2.7m, has been added to the recurrent grant for 1978-79 to take account of increases in faculty pay which had not been catered for in the original allocation of £1.6 million.

The grants have been based on the assumption that tuition fees will remain constant in real terms, that the total number of university students will be 291,500 in 1979-80 reaching 310,000 in 1982-83 and that the student population will remain roughly equally divided between arts and science.

In announcing the allocations to individual universities, the UGC has assumed a level of income from fees on the basis of student numbers. The UGC has also decided to distribute the whole of its 1978-79 reserves of grant and most of the previously unallocated part of the 1979-80 grant in order to assist universities with cash flow problems arising from salary increases in 1978-79.

The UGC has not made individual allocations for 1982-83; it is hoped that planning for that year will be included in a revision to periodic planning, possibly on a quadrennial basis.

The specific allocations to Sussex are as follows:

* Addition to 1978-79 grant: £132,000.
* Allocation (including fees income) for 1979-80: £11,050,000; 1980-81: £11,180,000; 1981-82: £11,480,000.
* Grant for 1979-80, after deducting fees income: £8,313,000 (the grant includes £129,000 from UGC reserves).

In terms of the furniture and equipment grant, the UGC hopes that expenditure on furniture, caused by replacement needs or minor building works will be less than seven per cent of the grant. The allocations to Sussex are: 1979-80: £606,000; 1980-81: £651,000; 1981-82: £651,000.

The implications for Sussex of the announcement are being studied and will be reported further in a future Bulletin.
**Non-Academic Vacancies**

The Establishment Office has issued the following list of non-academic posts within the University which are to be filled. Job descriptions for all the posts listed are displayed on noticeboards. The list was compiled at May 1.

**Photographer**

- Media Service Unit (Trainee or 2B)
- Computing Centre

**Senior Computer Operator**

- Gradate School in Arts & Social Studies (1 or 2)
- School of European Studies (2 or 3)
- School of English & American Studies (1 or 2)
- Education (part-time 1 or 2)
- Secretary's Office (part year 1 or 2)
- Science Policy Research Unit (1 or 2)
- Estates & Maintenance (2)
- Science Office (1 or 2)
- Accounts Office (1 or 2)
- I.M.S. (1)
- I.D.S. Library (1 or 2)
- Wages Office (1)
- Science Office (1)
- School of African & Asian Studies (1 or 2)
- School of Engineering & Applied Sciences (5)
- School of Mathematical & Physical Sciences (5)
- School of Biological Sciences (2 posts: 1 post 3, 1 post 3 part-time)
- Estates
- Isle of Thorns
- Estates
- Refectory (part-time)
- Refectory
- Refectory
- Refectory
- School of Biological Sciences
- Lancaster House
- Isle of Thorns
- Ashcombe House
- Health Centre Sickbay

**Clerks**

- General Domestic Assistant
- Domestic Staff (Residential)
- Domestic Helper

**Clerk/Typist**

- Information given after each post relates to the grade at which the vacancy will be filled.

The code given before each post indicates the person to whom applications should be sent:

- Miss C. Pratt, Arts & Social Studies Office, Arts D.
- Mr. M. D. Carr, Science Office, Sussex House.
- Mr. A. H. Kelley, Establishment Office, Sussex House.
- Domestic Bursar, Lancaster House.
- Laboratory Superintendent, School of Engineering & Applied Sciences.
- Mr. E. Godwin, Deputy Laboratory Superintendent, School of Biological Sciences.
- Buildings Surveyor, Estates Building.
- Catering Manager, Refectory.
- Laboratory Superintendent, School of Mathematical & Physical Sciences.
- Business Manager, Refectory.
- Laboratory Superintendent, School of Biological Sciences.
- Mrs. C. Reid, I.M.S., Mantell Building.
- Estate Manager, Estates Building.
- The Librarian, I.D.S. Library.
- The Director, M.S.U., Education Development Building.

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**FAMILY ACTIVITY WEEK**

The Sport Service will again run a Family Activity Week this summer, from July 23 to 27.

Nine different sports will be offered during the week. Courses are open to all, and parents and children are encouraged to enrol not necessarily for the same course, but to take part each day as a family group.

Courses offered are: fencing, yoga, trampoline, modern dance/jazz workshop, golf, family fitness and jogging, tennis, squash and table tennis.

Instruction is given by experienced coaches and equipment will be provided. Each course lasts for one or one and a half hours each day for five days. Fees range from £3.50 to £7.50 (adult), £2.75 - £4.50 (child), depending on the course chosen.

Further information and application forms are available from the Sportcentre.

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**SPECIAL LECTURES**

Norbert Lynton, Professor of History of Art, is to deliver a Professorial (inaugural) Lecture on BEN NICHOLSON AND HISTORY, at 6.30 p.m. this Thursday, May 10.

THE 'POPISH' PLOT: A 17TH CENTURY CRIME AND OBSESSION is the subject of a Great Centenaries Series lecture to be given by Dr. William Lamont, Reader in History, at 6.30 p.m. on May 17.

Both lectures will be given in the Molecular Sciences Lecture Theatre, and are free and open to the public.
THOUGHTFUL COMPUTATIONS

The post industrial age has dawned. Cheap computer power will bring drastic changes to our lives. Computer terminals and display screens may soon be as familiar as televisions. We will communicate through them, dictate letters to them, receive information from them. They could replace secretaries and teachers. They may even cook the dinner. We are moving steadily towards a silicon ship lifestyle....

That's an awe-inspiring thought if the word computer means nothing to you but complex symbols, indigestible logic and bureaucratic oppression. But the computer is only a tool, like a typewriter, to be used or abused by its owner. It is not just a mathematical genius with an amazing memory. It has uses far beyond making fast calculations and regurgitating facts.

At Sussex, computer power is being used to study people. Students and faculty have discovered that it can bring a new approach to cognition and learning, thinking and language. During the past five years, Arts undergraduates majoring in Philosophy, Psychology and Linguistics have had the opportunity to study computing.

The purpose is geared to understanding human processes by experimenting with the same processes in machines.

The preliminary course, Computing and Thought, is now open to Arts students in a wide variety of majors, and here the aim is not so much learning about others, but about oneself.

Dr. Aaron Sloman, who lectures in both Philosophy and Artificial Intelligence (computer processes) says the course is to give students an appreciation of what computers are about.

"We show them that a computer is just a powerful toy. And by playing with it they discover resources they did not know they had.

"Arts students, who are often bad at Maths, think of computers as all about symbols and numbers - which they are not good at. School has given them a hang-up. They think if they can't do something first time, they can't do it at all.

"We try to get over that. Few people ever get anything right first time. So it is important to learn how to cope when things go wrong."

Students approaching computers may easily be put off. They may, if they reach a point of no progress, become afraid to show their work. They may even stop going to seminars. They are ashamed of failing.

But Dr. Sloman does his best to teach them otherwise. "Computers are FUN", he says, with the air of a salesmen launching a new product.

This fear of failure may highlight inadequacies in our present education system. And, revealed by letting non-numerate students work with computers, it could be corrected by sensitive and skilful teachers using computers as educational tools.

Professor Max Clayes, a social psychologist also studying Artificial Intelligence, describes the computer as a lab, a library and a notebook.

In the computing course at Sussex, reading a handout is not a passive activity. To understand it the reader must try it out for himself. These handouts can also be put straight into the computer and edited and updated rapidly, leaving the tutor free to meet the student in a true learning relationship.

The computer has benefits for young minds too. Teaching children to write programs from an early age might not only correct, but actually prevent, any fear of failure.

Dr. Sloman would like to see a terminal in every classroom - especially as they cost little more than colour television sets. But he is not in favour of the traditional, rigid learning pattern where a child constantly repeats an exercise until he gets it right. Dr. Sloman sees advantages only in a system which is flexible and suited to the child's needs and demands.

"Such a program would need a good design. Most people in programming don't understand how the mind works."

But back to our non-numerate first years.

Their first contact with the computer is designed to conquer their awe of the machine. They are told they are in complete control. It will only do as they ask, perhaps requesting a little more information where necessary.

This is known as interactive (talking back) computing and is very powerful in the system they use. Developed by Dr Steve Hardy, it includes an extremely advanced, yet friendly, programming language called POP3. The system has been copied by the university's experimental psychologists for teaching Artificial Intelligence, and several other universities have now begun to use it.

The students are taught, by the computer itself, how to use a keyboard, correct errors, use the computer language, edit, update and file a program.

They can then attempt a program of their own. It may be a simple puzzle or problem; perhaps a game in which the computer is the referee or partner.

Seminars are friendly and enthusiastic. They are a time for the students to compare notes, help, guide and encourage each other. Any fear of failure has been conquered, and they happily admit to errors.

Attempting a program gives insight into how the human mind works and just how much knowledge and intelligence we all possess. We can learn from past experience how to confront a similar situation in the future. We know what strategy produces which result.

A computer works on the same principle - with one major difference. People can face a new situation and cope with it. A computer cannot. It does not think. Without information it can not go on - at least, not yet.

Simple self-improving programs are already in use. Maybe in a few years time they will be able to do more than we can now imagine.

Even now, it is difficult to remember that a computer is not intelligent. It seems to take on a character of its own. Only when you discover the limitations of a program do you realise there is a basic lack of understanding. To carry out a task, the computer demands knowledge and know-how redundant to the human mind.

One student on the course programmed the computer to referee a game of 'sticks'. The game was over when there were no sticks left, and he used the symbol 0 to represent nothing. The computer, as instructed, waited for 0. Unless exactly 0 sticks were left, it just kept on playing, ignoring the fact that minus one or minus two sticks were left. We understand nothing as a concept. The computer understands only the symbol.

Translating ideas about meaning into programs is one of the main areas of research in Artificial Intelligence. For Dr. Sloman, a philosopher, it means trying to understand mental processes by looking at them in a new light. He calls it "understanding myself by trying to design fragments of a person'.

Artificial Intelligence can help clarify matters of explanation, intuition, mind and memory. In other words, it can help us understand our own experience of life ....and soon, perhaps, the brave new microchip world which is just the other side of tomorrow.
CONDITIONING CAN BE A PAIN IN THE TUMMY!

Conditioning is not as simple as Pavlov had us believe.

In the last few years some scientists have begun to question his assumptions - including Sussex professor Nicholas Mackintosh.

Pavlov discovered that if a dog was given food when a bell rang, it eventually began to drool whenever it heard the bell. It associated the noise with the arrival of its dinner.

But Professor Mackintosh says Pavlov's theory that this is a mindless and mechanical reaction is due for some criticism.

"Conditioning is more complex than Pavlov thought. He assumed all you need do was ring the bell, immediately give the dog food, and in due course he'd start salivating. It's not that simple."

Conditioning an animal by pairing two events is called temporal contiguity. Professor Mackintosh says it is unnecessary to have strict temporal contiguity between the bell and the food to make an animal link the two in its mind.

"A rat can associate two events when they occur minutes or hours apart. For example, if it is given a new food and then injected with a mild drug which makes it sick an hour later, it will think the food was the cause of the sickness and form an aversion to it."

"It's the same with children. If they get a terrible tummy ache as a result of gastric 'flu, they may afterwards refuse to eat whatever it was they had for supper the night before they were ill."

However, even if two events are paired together, an animal may not connect them if a third event occurs at the same time.

If food is given after a light has been switched on and the animal has pressed a lever, it may associate the food with the lever and not the light.

"The animal does not automatically associate two events which occur together. It tries to find out what produces the effects of a consequence like pain, food or danger. It distinguishes between the more or less valid predictor - and rejects the less valid one."

Professor Mackintosh, Chairman of Experimental Psychology, says he is not 'disproving' Pavlov but going on from where he left off.

Conditioning affects people as well as animals. It takes place without our being aware of it and in spite of any rational reasons we may have for believing something else.

Professor Mackintosh feels that a better understanding of conditioning may help us discover more about what produces irrational and unconscious beliefs.

IN BRIEF

PAY AWARD

The pay award of nine per cent for academic and related faculty referred to in our issue of April 24 was accepted by an emergency meeting of the AUT Council on April 25, a meeting which we unfortunately did not mention.

It is hoped that arrears of salary will be paid at the end of this month.

TUITION FEES

Tuition fees for the academic year 1979-80 (1978-79 in brackets) are:

<table>
<thead>
<tr>
<th></th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home</td>
<td>Overseas</td>
</tr>
<tr>
<td>BA (other than Affiliated Institutions &amp; Year Abroad).</td>
<td>595 (545)</td>
<td>770 (705)</td>
</tr>
<tr>
<td>BSc, In-Service BEd (University taught)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BA (Year Abroad) (Assistantships)</td>
<td>595 (545)</td>
<td>770 (705)</td>
</tr>
<tr>
<td>PGCE</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>MA (other than CBHE &amp; CDIS), Med. Psych, MSW, MSc (other than OR)</td>
<td>890 (815)</td>
<td>1010 (925)</td>
</tr>
<tr>
<td>MSc for Staff of RGO</td>
<td>85 (80)</td>
<td>85 (80)</td>
</tr>
<tr>
<td>Research, MPhil (other than Dev.Studies), DPhil</td>
<td>890 (815)</td>
<td>1010 (925)</td>
</tr>
<tr>
<td>MA in CBHE and CDIS</td>
<td>990 (915)</td>
<td>1110 (1025)</td>
</tr>
<tr>
<td>MSc in OR</td>
<td>1800 (1650)</td>
<td>1800 (1650)</td>
</tr>
<tr>
<td>- per term</td>
<td>710 (650)</td>
<td>710 (650)</td>
</tr>
<tr>
<td>MPhil in Dev. Stds.</td>
<td>1800 (1650)</td>
<td>1800 (1650)</td>
</tr>
<tr>
<td>- of which Univ.rec.</td>
<td>380 (315)</td>
<td>380 (315)</td>
</tr>
<tr>
<td>Research, MPhil, DPhil</td>
<td>890 (815)</td>
<td>1010 (925)</td>
</tr>
<tr>
<td>at IMS</td>
<td>815 (715)</td>
<td>910 (825)</td>
</tr>
</tbody>
</table>

Other Fees:
- Continuation Fee
  (all awards) | 35 (30) |
- DLitt.,DSc. - Exam Fee | 200 (100) |

Fees for Certificate in Education, Initial and In-Service BEd. and awards in Affiliated Institutions are excluded, as they are subject to separate national or local agreements.

SPORTCENTRE MAIN HALL CLOSED

The Main Hall of the Sportcentre will be closed from May 19 to June 3 inclusive for University examinations.

WIN A VISIT TO JAPAN

The Japanese Ministry of Foreign Affairs is to hold an essay competition open to young people in the European Community. The 50 most successful participants will be offered a two-week study tour of Japan.

The competition is open to nationals of a country in the European Community, resident in a member country, and aged between 18 and 35.

The subject of the essay is 'Japan viewed from Europe'. The essay should be of 2,000 to 3,000 words, typewritten, in English or French, and submitted to the Japanese Embassy by no later than May 31, 1979.

Further details are available in the Information Office, Room 330, Sussex House.

TO LET

Three bedroom house, Queens Park area, Brighton, to a family from June 1, 1979, £45 per week. Tel. 689465 after 6 p.m.
Champagne is more than wine with bubbles in it - quite simply it can be described as the best wine. Champagne is the best because it is made of better grapes and with greater care than other wine.

The Champagne district, about 55,000 acres, lies 90 miles east of Paris, astride the River Marne. Two types of grapes are grown in the district; the majority are black, but the white grapes are Chardonnay (the white burgundy grape) or Pinot Blanc, a close relation.

We all know that, with the exception of Blanc de Blanc, champagne is made mostly from black grapes, (the proper ratio being 80% black, 20% white grapes) but the skins are removed in order to produce white wine.

Blending is very important in champagne; a good year blended with another can produce an excellent wine. The bubbles, or to use a more classy word, sparkle, are made by refermenting the wine after bottling. The wine improves better in Magna and Jocobins, by virtue of their size.

Dom Perignon (c. 1639-1715) was supposed to have invented champagne although he never claimed to have done so. His real claim to fame was to introduce cork stoppers instead of the wads of hemp previously used to plug bottles.

As sparkling wine has to ferment in the bottle, the introduction of cork to France was the vital stage leading to the production of champagne, as it was the only method whether still or sparkling which ferment in the bottle.

Champagne is truly universal. It can be, and is, drunk all over the world, from the Tropics to the Arctic. It can stand on a hot day or lie in a dark cellar until someone with both a thirst and the purse buys it. After the roughest treatment, an hour on ice will give you a bottle of crystal clear, crisp and fresh wine. No other wine will stand for such treatment.

Serve champagne in beautifully clean and dry glasses. If the glass is damp, the bubbles will rise sluggishly. To open the bottle, remove the foil and wire holding the cork. Then, holding the bottle at an angle of about 30° so that the gases do not rush out as they will if the bottle is vertical, remove the cork. Only in films could they use a cloth to wrap the bottle and hide its label as if they were ashamed of it.

It is very hard in a short article to cover the vast subject of champagne at all adequately but it is a marvellous wine, versatile, adaptable and drinkable on any occasion. Try some Bollinger, Veuve Clicquot, Leroy, Geisler, Krug, Laurent-Perrier, Moet et Chandon (Dom Perignon), Mumm, Perrier Jouet, Heidsieck, Pol Roger, Taittinger or Heidsieck Charles. (Some champagne is still rather than sparkling, a very good one being produced at Bouzy, a name which speaks for itself.)

There are other sparkling wines of course, often white burgundies, which are usually cheaper than champagne but which are palatable nonetheless. Vin Mousseux, Veuve de Vernay and Krater are quite reasonable and useful for those of us who cannot afford to provide champagne at wedding receptions.

JOHN SMITH
University Butler

* Of course we all know that now! Ed.
This month, in association with the Brighton Festival Society, we are presenting our first Festival of Schools’ Quartets. Nine quartets from all over the county have already survived a preliminary audition and this week they will all be playing under the scrutiny of the Chilingrians, who will choose the best four. These four will each be playing one movement of Mozart’s Quartet in B flat (The Hunt) at a concert on Sunday, May 13, at 3 p.m. The climax of the afternoon will be a complete performance of this quartet by the Chilingrians.

The response to this new project has been very exciting and the standard of playing has turned out to be quite exceptional. Tickets (70p) are still available for the ‘final’ on the 13th.

Whilst on the subject of the Chilingrian Quartet, I feel I must draw your attention to a series of free lunchtime recitals they will be giving every Tuesday during this month, when they will be playing the Beethoven string quartets. The ‘Chills’ have made an enormous impact on our musical life during their first year of residence here and I am delighted to be able to tell you that they have now agreed to stay on for the next academic year starting in October.

Another University residence has been the source of the new exhibition in the art gallery. John James, this year’s poet-in-residence (pictured on this page) has made a personal choice of work for this exhibition, which is called "Toasting", which, loosely translated, means a celebration; almost toasting in the drinking sense but with some kind of reggae over-tones which I do not fully understand.

Well anyway, this exhibition itself looks to be full of goodness and on the opening day (May 9) at 6.30 p.m. there is an associated entertainment called "Ways of Viewing Mackerel and Mandolins".

This is a piece described as being for two performers, voice, slide projection and teacup. In the foyer area there will be an exhibition of photographs by Geoffrey Powell. Theatre-wise the major attraction of the month is definitely Edward Albee’s "The Ballad of the Sad Cafe" which is on now and runs until May 19.

Barbara Jefford plays the leading role of Miss Amelia and the production has turned out to be just as exciting in performance as it had been in prospect. Make sure you catch it.

To end on a more sober note, I have sadly to report the death last week of Rosemary Davies. Rosie was a playwright of enormous potential and her premature death from cancer is one of the most dismaying pieces of news to reach me.

Her first play "Raven" was premiered at the Gardner Centre in 1975 and it is nothing short of a catastrophe that her career should be so cruelly cut short just as it was beginning to grow.

Nigel Stannard
Administrative Director

LUNCHTIME CONCERTS
Friday lunchtime concerts in the Meeting House:
May 11 John Birch (organ)
May 18 Steven Jandrell (organ)
Admission free. 1.15 p.m.
Plus free lunchtime recitals by the Chilingrian Quartet, every Tuesday this month in the Gardner. (See article on this page.)

BARLOW COLLECTION
As part of the Brighton Festival activities, Dr. John Sweetman, Curator of the Barlow Collection of Chinese Ceramics, Jades and Bronzes, will give introductory lectures on the Collection next Tuesday, May 15, at 1.15 p.m. and 5 p.m.
The lectures will be held in the Barlow Gallery which is adjacent to the University Library entrance. Admission 50p.