

THE IRISH STUDENT

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New Student Movement Formed

THE IRISH STUDENT MOVEMENT was formed in Dublin on Wednesday, 10th May, with the support of students from Cork, Galway and Belfast. Declan Creighton, a first year medical student from University College Dublin, was elected chairman, and Marilyn Casares 1st Med., Trinity College, Dublin, was elected secretary. The Irish Student Movement has issued the following statement:-

This movement has been formed by a group of students who have, for some time been dissatisfied with the role of the Ir respective S.R.C.s and the Union of Students in Ireland. We see that U.S.I. has turned its back on student and societal problems and concerns itself with vacation employment and expanding the very lucrative business it has built up in student travel. The U.S.I. is not able to take up issues and take a positive stand--it can only play with them. The S.R.C.s and C.T.M.s represent various factions with the resulting neutering of political action. This has been taken to its extreme in U.C.C. where any student elected to the C.T.M. must resign from his political party, if he is a member.

The Student Councils depend on the College authorities for recognition, and more important still, for financial support. This restricts the scope of any action the Councils may take. They can only 5 candidates, 2 of whom represent so far and still retain the blessed the Trotskyite faction of the ing of the authorities.

The need for an Irish Student Movement which will arouse student consciousness in relation to society is obvious.

Our aims and principles can be summarised as follows... That Irish universities should serve the Irish people.

To develop student consciousness of the problems of society.

To represent student opinion. To provide a vehicle for united student action.

To publish a regular newspaper for circulation among the colleges of higher education in Ireland.

The statement concluded with the announcement of an introductory public meeting in No 4 in T.C.D. on Thursday, 25th May, at 8 p.m..

'Politics' at labour meeting

Last Friday, the joint U.C.D. T.C.D. Universities Branch of the Labour Party held its meeting for the election of delegates to the annual conference of the Party in October next. The selection of motions for the conference was also made.

The Branch is entitled to appoint 3 delegates and there were 2 of whom represent the Trotskyite faction of the (Page 2, col. 4.)



MADRID STUDENTS ENEMY NO. 1

(See sketchbook, page 8.)

FLOATING UNIVERSITY ON VISIT TO DUBLIN

On Monday, May 15, the s.s. Ryndam, California's floating university, called to Dublin on a two-day visit, with 431 students aboard. Since leaving Los Angeles in February on this 107-day voyage, the students have visited Caracas, Trinidad, Salvadore, Buenos Aires, Montevideo, Rio de Janeiro, Lagos, Dakar, Casablanca, Lisbon, Rotterdam, Paris, Brussels, Copenhagen, London and now Dublin. On board the ship, which has been converted to provide 14 class-rooms, an art studio, an oceanography laboratory, a biology laboratory, a theatre, and a library, the students attend classes 6 days a week, and in ports they carry out practical field trips on their specific subjects.

Rear Admiral Green, executive officer for the college, said that it was felt that if people of one country knew more about people of another country, there

would be less wars. In this case they took the student into the laboratory--which was the world. They met students of other countries, and found that they shared much the same kind of problems, of aspirations, interests and troubles. Before they came to a port he said, the students were taught a certain amount about the country they were about to visit, its politics, religion, art, economics and other aspects. In port, they were then given an assignment, and they had to write a report on it when they left the port outlining the differences they found, and comparing with other countries.

The itinerary planned for the visiting students in Dublin included lectures on the Irish Governmental system, Irish Economy, Irish Drama, Art, Ireland's contribution to the field of mental health, Contemporary Issues, Sociology, Religion, Politics (Page 2, col. 3.)

FOCUS ON LIBERATION

CONFERENCE ON SOUTHERN AFRICA

Last weekend the Action Group on Southern Africa organised a conference in Trinity College, Dublin, to provide information about the liberation movements operating in Southern Africa.

Representatives were invited from the Pan Africanist Congress of Azania (South Africa), the South West African National Union (SWANU) and the Zimbabwe (Rhodesia) African National Union (ZANU).

The representatives of the PAC provided a considerable amount of factual information and a very clear and detailed analysis of the struggle for freedom in South Africa. In contrast the representative of SWANU gave no analysis of conditions in South West Africa and very little factual information. The ZANU representative, former President of the National Union of Students in Rhodesia, warned us when introducing himself that he was prone to "uncontrollable fits of emotion" when recounting his experiences; however, all went smoothly and he gave us some interesting information.

The most important point raised by Mr. Jordaan of the PAC was that the problem of South Africa is essentially one of economic exploitation - not of racialism. Apartheid is a cloak to cover and rationalise this exploitation. This is easily seen in the pass laws and the concept of the Bantustans, both devised to facilitate the manipulation of cheap labour resources.

Mr. Jordaan said that "Special labour laws... prevent the African workers from enjoying elementary trade union rights to raise their living standards by collective bargaining. Strikes are a criminal offence. Moreover, the pass laws and other labour laws, are continually uprooting them, shunting them to and fro to minister the various sectors of the economy. In the result, the labour power of the

black worker is brought onto the market at starvation wages. Race laws are constantly passed to break his resistance to impoverishment and to keep his living standards at rock-bottom level."

He continued with some factual evidence: "In 1960 the white mine worker received £1164 per annum, while the African mine worker received only £71, making the white wages 16 times more than the African wages.

In private manufacturing the average wage of Africans is £211 per annum, while the white worker in this sector secured £1029, that is, more than 5 times the rate of a black worker. In 1960 while the white farmer secured an average annual income of £1,700 net, the wage rate of an African farm worker is about £108 including food, housing and fuel."

In understanding the economic and social structure of South Africa, it is important to examine the role of foreign capital. The size of foreign investments in the country amounts to about £2,000 million. The U.K. is the largest investor, accounting for about £1,000 million. The U.S. comes next with about £200 million. South Africa is the focal point for over half the total investments in Africa today.

The reason for this is that the returns on capital are so high; for American companies they are about double the returns obtained elsewhere - a good indication of the profitability of cheap labour.

The PAC believes that the future of the South African people's struggle lies in their own hands. It is futile to think that the U.K., U.S. or any West European country will apply sanctions or take any steps which would threaten their own economic position.

(page 6, column 2.)

Tonsillitis stops debate

An opportunity for a clarification of the points at issue between two rivals, the Anti-Apartheid Movement and the Action Group on Southern Africa was lost when the Vice-Chairman of the Anti-Apartheid Movement Mr. Kadar Asmal, was suddenly

taken ill with tonsillitis last Saturday. It had been hoped that Mr. Asmal would take part in a question and answer session at the Action Group's Conference on Southern Africa, which took place last week-end. (see adjoining report)

FLOATING UNIVERSITY

LABOUR MEETING

ical Science, and Geography, as well as a visit to the Dail, National Gallery, a poetry reading in the Lantern Theatre, a sight-seeing tour of Wicklow, a visit to Mr. de Valera, a fashion show and a ballad concert—a programme calculated to bring the students into minimum contact with Irish students, their problems, aspirations, interests or troubles. This itinerary, received negligible publicity, so that it is safe to assume that most Irish students knew nothing of the proposed visit in advance.

Hearing of the arrival of the Ryndam, a group of students in Trinity College thought that a meeting with some of the American students would be interesting and informative, and requested through U.S.I. that such a meeting should be arranged. The U.S.I. representative refused on the grounds that the students' itinerary was completely full, and anyway, they probably would be bored. It was noticed that a group of the American students paid a visit to the Buttery in T.C.D. under the guidance of a courier, but little attempt was made to mix with the Trinity students. It was reported that about one hundred Irish students were down on board the ship on at least one evening. If Irish students were interested in meeting visiting students, and if Irish students were welcome on board the ship, why was the Irish student body at large not informed of the visit and invited to avail of the opportunity to compare their situation with that of their fellow students from the U.S.A.? Can it be that there was some form of selection em-

Branch. A third was a supporter of former U.C.D.-SRC president Joe Hoban who marshalled a motley selection of diffident Branch "members" for the occasion. The other two candidates were the chairman Peter Heraty and the editor of COMMENT Ruairi Quinn.

Heraty, Quinn and the Hoban puppet, Corcoran, were elected. One member asked that it be officially noted that he was disgusted at the manner in which Mick Corcoran was elected. The Trotskyites made another attempt to influence the proceedings with motions, one about the Worker's Republic, the other about the Council of Labour. A composite resolution on Education was adopted on the first count. However, the intricacies of P.R. voting, a long procedural wrangle, and the disruption of the meeting finally led to a recount which resulted in a tie for the two Trotskyite motions. Comrades Hussey, Morrissey and Murphy wanted the Worker's Republic motion to go forward in preference to the Council of Labour one.

The Chairman was uncertain as to how the matter should be solved and said he would consult expert opinion. The meeting broke up in confusion and ran-cour.

played? Alternatively, if the ship could not accommodate all the interested students who might have turned up, why did U.S.I. not arrange some kind of gathering where we might all have had mixed and exchanged views?

THE MURDER MACHINE

Padraic Pearse

THE BROAD ARROW

I have spent the greater part of my life in immediate contemplation of the most grotesque and horrible of the English inventions for the debasement of Ireland. I mean their education system. The English once proposed in their Dublin Parliament a measure for the castration of all Irish priests who refused to quit Ireland. The proposal was so filthy that, although it duly passed the House and was transmitted to England and was transmitted to England with the warm recommendation of the Viceroy, it was not eventually adopted. But the English have actually carried out an even filthier thing. They have planned and established an education system which more wickedly dees violence to the elementary human rights of Irish children than would an edict for the general castration of Irish males. The system has aimed at the substitution for men and women of mere Things. It has not been an entire success. There are still a great many thousand men and women in Ireland. But a great many thousand of what, by way of courtesy, we call men and women, are simply Things. Men and women, however deprived, have kindly human allegiances. But these Things have no allegiance. Like other Things, they are for sale.

When one uses the term education system as the name of the system of schools, colleges, universities, and what not which the English have established in Ireland, one uses it as a convenient

label, just as one uses the term government as a convenient label for the system of administration by police which obtains in Ireland instead of a government. There is no education system in Ireland. The English have established the simulcrum of an education system, but its object is the precise contrary of the object of an education system. Education should foster; this education is meant to repress. Education should inspire; this education is meant to tame. Education should harden; this education is meant to enervate. The English are too wise a people to attempt to educate the Irish, in any worthy sense. As well expect them to arm us.

Professor Eoin MacNeill has compared the English education system in Ireland to the systems of slave education which existed in the ancient pagan republics side by side with the systems intended for the education of the freemen. To the children of the free were taught all the noble and goody things which would tend to make them strong and proud and valiant; from the children of the slaves all such dangerous knowledge was hidden. They were taught not to be strong and proud and valiant, but to be sleek, to be obsequious, to be dexterous: the object was not to make them good men, but to make them good slaves. And so in Ireland. The education system here was designed by our masters in order to make us willing or at least manageable slaves. It has made of some Irishman not slav-

es merely, but very enuchs, with the indifference and cruelty of enuchs;kinless beings, who serve for pay a master that they neither love nor hate.

Ireland is not merely in servitude, but in a kind of penal servitude. Certain of the slaves among us are appointed jailors over the common herd of slaves. And they are trained for their youth for this degrading office. The ordinary slaves are trained for their lowly tasks in dingy places called schools; the buildings in which the higher slaves are trained are called colleges and universities. If one may regard Ireland as a nation in penal servitude, the schools and colleges and universities may be looked upon as the symbol of her penal servitude. They are, so to speak, the broad-arrow upon the back of Ireland.

THE MURDER MACHINE

One of the most terrible things about the English education system in Ireland is its ruthlessness. I know no image for that ruthlessness in the natural order. The ruthlessness of a wild beast has in it a certain mercy: it slays. It has in it a certain grandeur of animal force. But this ruthlessness is literally without pity and without passion. It is cold and mechanical, like the ruthlessness of an immensely powerful engine. A machine vast, complicated, with a multitude of far-reaching arms, with many ponderous presses, carry-

ing out mysterious and long-drawn processes of shaping and moulding, is the true image of the Irish education system. It grinds night and day; it obeys immutable and predetermined laws; it is as devoid of understanding, of sympathy, of imagination, as is any other piece of machinery that performs an appointed task. Into it is fed all the raw human material in Ireland; it seizes upon it inexorably and rends and compresses and re-moulds; and what it cannot fashion after the regulation pattern it ejects with all likeness of its former self crushed from it, a bruised and shapeless thing, thereafter accounted waste.

Our common parlance has become impressed with the conception of education as some sort of manufacturing process. Our children are the "raw material"; we desecrate for their education "modern methods" which must be "efficient" but "cheap"; we send them to Clongowes to be "finished"; when "finished" they are "turned out"; specialists "grind" them for the English Civil Service and the so-called liberal professions; in each of our colleges there is a department known as the scrap heap, though officially called the Fourth Preparatory-the Limbo to which the debris ejected by the machine is relegated.

The stuff there is either too hard or too soft to be moulded to the pattern required by the Civil Service Commissioners or the Incorporated Law Society.

(P. 6, col. 1)



Student anti-politics

ROSHEEN YASIN

It is often said that the universities are cut off from the rest of society and that student politics is little more than a game played within a rather select and sheltered environment and more or less irrelevant to the 'real world outside'.

NATURE OF POLITICS

It seems extremely important to examine these assertions and their implications; perhaps we can start with a consideration of the nature of politics, the political nature of the universities, their relation to society as a whole and the political nature of students within the university environment.

Essentially, politics is concerned with dealing with human situations, which arise wherever there are people, no matter what their environment. Students are political beings simply because they are human beings acting and interacting in some particular environment - the only question is whether we recognise our political nature.

Within the university, our situation is in no way detached from that of society as a whole; rather, it is a direct reflection of it. Exactly the same forces are at work, with the same sort of results. We have the same 'individuals', the same groupings; we have the reactionaries, the

liberals, the left-wingers, the revolutionaries and others; we have the coffee-bar intellectuals, the academics and those who are 'not interested in politics'. We have student publications supported by, and serving, the same interests as in society as a whole. In short, we have all the same sort of problems as the rest of society, so how can we pretend to be cut off from it?

WHAT ARE OUR PROBLEMS?

Bearing in mind that politics is concerned with dealing with human situations, what is the position as regards student politics - is it dealing with student situations? Our main task is surely to examine what exactly our problems are, why they exist, and how they can best be tackled. To do this it is necessary to have the sort of serious discussion which cuts across all dogma and slogan-mongering, taking a strictly principled line. This involves standing firmly against personal pettiness and getting bogged down in trivialities.

However, at present we find that instead of this principled approach we are constantly indulging in what can only be called anti-politics. The characteristic of anti-politics is that we do not deal with the immediate

problems at hand. Instead, we push them aside in order to indulge in frantic activity over some issue which is as far removed from ourselves as possible. Thus we can, for example, hang on to all our personal problems and contradictions in private, while working in public for an ideal which is necessarily abstract.

EGOCENTRICITY

This approach is anti-political; it does not deal with day-to-day living and its problems but militates against solving them and in fact creates more. Among both the so-called politically active people and those who say they are not interested in politics the results of this approach are very apparent. We find there are numerous people who are doing no more than promoting their ego through some College society/publication/clique set. To attain a desired position within their group they have to undertake massive anti-social and anti-political manoeuvres; they have to do a lot of pretending and image-building.

IMAGE-BUILDING

All this is part of the egocentric psychology, a direct result of the assumptions on which our society is based, the assumptions of a 'free enterprise' economy. One of these assumptions is that of competition. In a competitive situation, we find ourselves constantly comparing ourselves to each other on every level. This leads to the image-building and artificiality and fear of exposing what we really are. These in turn hinder honest and open appraisal of our capabilities and

achievements, obscuring the grounds from which development and progress may proceed. Moreover, it produces an increasing fear of exposure, a horror of criticism, and consequently hostility towards people who are trying to develop their understanding and who adopt a critical and questioning attitude.

For us to develop out of this situation we must expose it; wherever we see these forces operating we should face them in a responsible way and deal with their effects within ourselves. This a big struggle; and to undertake it we need help and understanding from each other, not hostility and rivalry. One feels at times that College societies and groups would have no problems if they did not have each other to fight; yet we know that this is not the case and that we have very real common problems, as opposed to the created ones. If we are to get to the root of these we cannot be either dogmatic or egocentric.

THOROUGH ANALYSIS NECESSARY

Nor can we continue to raise issues, bandy them about, and leave them hanging around unresolved. There is a need to analyse them very thoroughly, and to act on our analyses.

For example, advocates of a workers republic will insist that the working class are the only people relevant to the struggle for a better society. Thus they can disregard their immediate environment (i.e. the university) in pursuit of this ideal. For them the whole thing is external to themselves; anything to be changed is 'out there' and they can harbour the contradiction of wanting a more equitable society while actively ignoring one section of the community (the student body).

If we are talking of creating a better society we must obviously create better people - and that is not done solely by talking, but by practising the politics we talk about. However, there is a real need to discuss and analyse our experiences and problems and evolve our ideas. There is every reason why this newspaper should act as a forum for this discussion

**QUEEN'S
UNIVERSITY**

S.R.C. Sell-out

JOE MARTIN

(Vice-Chairman of the Labour Group in Q.U.B.)

The S.R.C. at Queen's, like most other universities, is the bureaucrat's nursery and playground par excellence.

But when it comes to the crunch the armies are always left leaderless. Like for instance, last March, when former so-called socialist Anthony Crossland, decided to make foreign students "pay their own bloody way in future." Seen in isolation,

this move was noxious enough. Seen in perspective, it was blatant aggression. Raising overseas students' fees is just one more facet of the British Government's attack on the rights of the working class, along with such other vile measures as the Prices and Incomes Policy, deliberate unemployment and the Selective Employment tax. Did anyone really think that Crossland would

stop at overseas students' fees? Already there are rumours whereby students in future will only receive loans which they will have to pay back after leaving university.

But did the Queen's S.R.C. react to this as a clear violation of the rights of the working class; the first step towards the denial of the equal right to education to

(Page 5, col. 2.)

editorial

Irish Students! We have waited long enough! The powers that be would have us irresponsible, indifferent and apathetic. We refute this charge and call upon all students to prove it false by taking a full part in the events which shape our destiny.

We discover that the prevailing atmosphere in Irish society and in our universities discourages the development of interest in serious issues. Instead we are offered a whole range of introverted clubs and societies in addition to pub-crawling and the party game, all of which is calculated to remove us from the reality of our situation in Ireland.

We find that the Student Representative Councils which were originally formed to present student opinion and demands to the university authorities, have, by virtue of their financial dependence become parasitic relatives of the authorities, afraid to bite the hand that feeds them. The Student Representative Councils busily concern themselves with assorted trivia and have failed miserably to cope with any serious student problems within or without the university. It is hardly surprising then, that the Union of Students in Ireland has become little more than a glorified travel bureau and vacation employment office. Irish student organisations have failed to develop student involvement in Irish affairs.

It is now time for student who have something constructive to say and do, to unite and let their actions show that students can take a responsible role in society and that Irish universities can exist to serve the Irish people.

To this end the IRISH STUDENT MOVEMENT has been formed. It will endeavour to develop student consciousness of the problems of society, to represent student opinion and to provide a vehicle for united student action. We recognise the need for change and within that frame of reference we are a non-sectarian movement.

The last two weeks has seen a new resurgence of student action around the world. Students as far apart as Texas, Hong Kong and Madrid have taken a militant stance against the strong-arm methods of the civil and university authorities.

It is obvious to us that these students, who have risked baton charges, tear gas, fire-arms and academic blackmail, have not done so without good reason. The newspapers would have us believe that the action of the Madrid students in invading the Science Dean's office was an isolated spontaneous, senseless act. The Spanish government has stated that students who take part in "subversive activities" can no longer expect exemption from military service because they are studying. This is a clear-cut case of authoritarianism and we condemn it most strongly. Politically conscious students will not be intimidated by such measures and will resist each Fascistic innovation to the bitter end.

IRISH STUDENT MOVEMENT
Flat 14, 31, Wicklow Street, Dublin 2.

U.C.C.

Jargon defined

JIM BLAKE (Courtesy of Spectre)

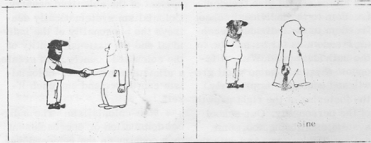
Our international policy should be based on freedom from all kinds of oppression, namely, imperialism, totalitarianism, neo-colonialism, totalitarianism.

Imperialism: The action of the government or economic groupings of one country to dominate or encroach upon another country and to exploit and subjugate its people either militarily, economically, politically, or culturally. Imperialism takes many forms. Imperialism is practised today by several pow-

ers, and cannot be viewed solely as the culmination of a particular economic system, or as the natural expression of any particular ideology.

Colonialism: The deliberate suppression by one country of the economic, political and cultural sovereignty of another and the violation of its inherent right to self-determination.

Colonialism is a flagrant violation of human rights and renders impossible the full economic development of the colonies. (P. 6, col. 2)



S.R.C. SELL-OUT

(continued from page 4)

the extent of their ability for every one regardless of their background? No. They did not. Instead they mildly accepted the measure, after indulging in a day of such harmless frolics as splashing pails of water on passing buses. Yet the academic washing experiments had more chance of succeeding than the much-vaunted Day of Positive Action--not that anyone cared that much anyway. The important was that students from working class backgrounds had some-thing to do and were not being served their strange, mysterious, mythical aloofness from their uncles, fathers, cousins and brothers out at work. While every other section of the community was resisting any attempt to encroach on their right to strike, here was the student movement complacently deciding that it didn't even want that. S.R.C. was happy. It had again done its bit in selling students the old lie that somehow they were different from their dirty, smelly, foul-spoken brothers and fathers back in the ship-yards, factories and troll-

ey-buses. Another year, maybe just a few months and it would all be quite official. There would be the nice little degrees and course graduation ceremonies with Daddy dressed skwardly in his Sunday clothes being invited as a special favour to watch it all from a suitable social distance.

In such anaura of bourgeois respectability and sham social responsibility the brightest of the brightest of our class are insidiously conditioned to loathe and repudiate the very sight of those who not only reared them, but thanks to whose efforts alone they now enjoy what benefits they have; benefits that were painstakingly forged, only in many cases after the grimmest sacrifice, from the clenched and greedy fist of our common capitalist overlords.

This is the cheap betrayal which we daily allow S.R.C. to perpetrate on our behalf. It is entirely ourselves that are to blame because, in the last resort, it is our apathy that allows the so-called representatives to be voted in.

THE MURDER MACHINE

(Contd. from page 3.)

In our adoption of the standpoint here indicated there is involved a primary blunder as to the nature and functions of education. For education has not to do with the manufacture of things, but with fostering the growth of things. And the conditions we should strive to bring about in our education system are not the conditions favourable to a rapid and cheap manufacture of readymades, but the conditions favourable to the growth of living organisms—the liberty and the light and the gladness of a ploughed field under a spring sunshine.

In particular I would urge that the Irish school system of the future should give freedom—freedom to the individual school freedom to the individual teacher, freedom as far as may be to the individual pupil. Without freedom there can be no right growth, and education is properly the fostering of the right growth of the personality. Our school system must bring, too, some gallant inspiration. And with the inspiration it must bring a certain hardening. One scarcely knows whether modern sentimentalism or modern utilitarianism is the more sure sign of modern decadence. I would boldly preach the antique faith that fighting is the only noble thing, and that he only is at peace with God who is at war with the powers of evil.

In a true education system, religion, literature, art and science would be brought in such a way into the daily lives of boys and girls as to affect their character and conduct. We may assume that religion is a vital thing in Irish schools, but I know that the other things, speaking broadly do not exist. There are no ideas there, no love of beauty, no love of books, no love of knowledge, no heroic inspiration. And there is no room for such things either on the earth or in the heavens, for the earth is cumbered and the heavens are darkened by the monstrous bulk of the programme. Most of the educators detest the programme. They are like the adherents of a dead creed who continue to mumble formulas and to make obeisance before an idol which they have found out to be a spurious divinity.

Focus on Liberation

(Cont. from P.2)

Only an idealist could imagine that these countries would send in armed forces to destroy a system so profitable to themselves; rather, they will do all they can to boost it.

Thus the great majority of the Azanian people see no alternative but to take up arms and fight for their freedom. The vast extent of South African defence expenditure (£150 million a year, i.e. more than the total national budget of most other African states) leads to the important question of African Unity.

JARGON DEFINED

(Cont. from P.5)

omic, social and cultural development of the colonised country. Colonialism systematically destroys the personality of the individual and the national identity of the colonised country, and creates a climate in which neo-colonialism can thrive and entrench itself.

Neo-colonialism: The indirect domination or encroachment by a country on the independence and integrity of a sovereign nation, primarily economic but also military, politically and culturally, practised most commonly but not exclusively by former colonial powers over countries which possess nominal but not substantive independence. Neo-colonialism is oppression in a subtle form, which undermines a nation's sovereignty, integrity, freedom of action and control over its own economic resources. It is a travesty of mutually beneficial economic, cultural and political co-operation, based upon the free consent of both parties and upon mutual respect and equality.

Totalitarianism: The systematic and forcible imposition of a particular doctrine or belief upon all aspects of the life of a people, who are not permitted to express themselves freely, whether that doctrine be racist, religious or ideological in character. Totalitarianism need not necessarily exist in a one-party state provided that fundamental human rights are respected.

Jim Blake is the present Chairman of the U.C.C. Labour Party Branch and was formerly President of the C.T.M. from 1964-66.

This was dealt with at length by the second PAC representative Mr. Wus Maké. He traced the development of the Pan Africanist Movement, formed in 1945; its real emergence was in 1957 when Nkrumah stated that Ghana's independence was meaningless without the liberation of the entire African continent and committed himself publicly to working towards that end.

In 1958 the 9 independent African states met for the first time and formed the Organisation of Independent African States. This was directed at unifying the leaders of the various liberation movements; the emphasis was on non-violent constitutional methods to achieve this end. However, their efforts were constantly thwarted by the U.S., the J.K. or the U.N. The Organisation for African Unity, formed in 1963, has been fraught with similar difficulties. Border disputes, for example, have been constantly promoted and aggravated by the imperialist powers, including the Soviet Union, who sends arms to the Somalis to fight the Ethiopians.

Due also to internal strife, the O.A.U. has repeatedly found itself powerless to act effectively, as in the Congo, South Africa and Rhodesia. The crises are deepening, everyone is crying out for unity, but what sort of unity? For some it is only a matter of economic unity, but for the PAC "the only unity that matters is unity of ideas - and history has proved this correct".

At the end of the conference, a number of statements were read, expressing solidarity with the struggling peoples of the world, especially those of Azania, South West Africa and Zimbabwe, of whom we had heard so much. This was due not only to the formal meetings but to the fact that during the four days there was ample opportunity to have informal discussions with any of the representatives. It is regrettable that more people did not avail themselves of this opportunity, however the Action Group on Southern Africa are to be commended for their ability to provide it.

ARTHUR ALLEN



U.C.D. SRC inaugural

The inaugural of the 1967-68 S.R.C. President in U.C.D. took place last Tuesday. There was a full Council attendance and a large number of students heard the Minister for Education Donogh O'Malley state that the S.R.C. would be represented on the Governing Board of the new University of Dublin.

Liberation!

The U.C.D. SRC last week called for a mass defiance of the long accepted, tho' unwritten law, that young women students should not wear slacks or jeans in college, by inviting as many females as possible to a 'jeans-in'. Confronted with hordes of be-jeaned females, the authorities were forced to back down. WHAT A VICTORY!!!. Our elected representatives are truly fulfilling their purpose. One be-slacked female muttered that she had been wearing slacks around College and to lectures for over a year!

Room at the top

Gerry White has emerged as the new Chairman of the Fian-na Fail Cumann in U.C.D. No opposition was offered.

The election of Comrade MacCarthy to the Chair of the Fine Gael Branch in College has caused several resignations from the branch.

S.R.C. teach-in on the Merger

The G. M. B., Trinity College, was packed last Friday night, for a teach-in on the merger, the first of its kind to be held by the S. R. C.

Bev Vauhan, was Chairman of the meeting, and Mr. Donagh O'Malley, the minister for education, sat in as an observer; it was a teach-in, and he had come to learn, not speak. The ten official speakers were, Lt.-Gen. Costello, Sen. G. Fitz Gerald, Prof. Moody, Mr. Dawson, Prof. O'Meara, Prof. D. Donoghue, Mr. Brian O'Connell, Mr. Kadar Asmal, Sen. Eoin Ryan, Mr. Michael O'Leary T.D.

The teach-in lasted 3 hours, but in fact in that time very few ideas were presented.

IDENTITY

Most of the speakers agreed that the merger was "a good thing" in principle but the reservations were obvious, especially from the staff of Trinity College who were concerned with the "identity" of the college. Mr. Dawson's definition of the identity of Trinity was, "a matter of being a campus with a wide range of teaching facilities, library facilities and facilities for clubs and societies; and the membership of the campus is the membership of a community.... one could take, for an example of the tradition of pastoral care and discipline that involved deans and tutors."

Mr. Asmal argued for the preservation of the identities of the two Colleges, saying that: "UCD has a national quality and TCD has an academic and an international quality", listing as Trinity's qualities "the liberalism, the dissent and the non-conformity of the Protestant ethos" and "Tone's social republicanism". Referring to the decision of the Board of Trinity College to limit the intake of foreign students, he said "...I think that the 10% figure for the foreign intake may exclude the large numbers who have made such a valuable contribution, not only to Trinity

College but also to the Health of Irish society" and yet he says "Trinity College must serve Irish ends and Irish purposes...."

LONE STUDENT

The only guest speaker from the students themselves was Mr. Brian O'Connell out-going President of the UCD-SRC, who made his point very clearly, when he said, "Inherited, perhaps from a tradition of subservience which those of us who have been educated in Ireland, receive in our Primary and Secondary schools, we tend in university to adopt the same attitude of subservience.... I think that when the Charter of the new University of Dublin is being drawn up, it is very essential that student organisations have a say on the governing bodies of the two colleges... and that the principles of free speech and freedom of expression be recognised specifically in the Charters of the new University". Mr. Asmal also called for student representation "at all levels of university organisation" but he gave as his reason "...its a very revisionist doctrine, in the sense that it may just obviate a great deal of trouble in the future".

THE MERGER AND THE BAN

Mr. Asmal said that the merger was "necessary to remove the cultural apartheid in our system" (Who has been listening to Mr. O'Malley?). Michael O'Leary, Labour T.D. saw the merger as "a blue-print for the future of Irish education" with regard to desegregation.

CORK AND GALWAY

In all the talk about the new university of Dublin, very few people mentioned the effect it would have on Cork and Galway. Prof. Moody, a member of the Commission for Higher Education, told us of the Com-

mission's proposals, which advocated defederalisation of the National University of Ireland, making UCD, Cork and Galway, into Universities in their own right. He later suggested that in the present situation with the merger about to take place "one important expedient, not of course superceding the negotiations that are going on among the governing bodies, but something that would supplement them and would be a temporary council, ten members freely elected by University College Dublin, on a Faculty basis, ten similarly elected from Trinity College, say two from Maynooth, two from Galway, and two from Cork". May we ask how does Prof. Moody arrive at this ratio when UCD has more than twice as many students as Trinity and when Cork has about 70% of the TCD enrollment?

Trinity student, David Wagstaff speaking from the floor, said that the position of the University of Dublin at the moment is not a major issue and called for the maximum development of all our colleges and suggested the setting up of schools of Marine Technology and Soil Physics which would be relevant to the Irish economy.

FUNCTIONS OF THE NEW UNIVERSITY

Regarding the function of the new University of Dublin in the developing Irish society, Prof. Donoghue said that it should be a critical and an interrogative one and that it "should be so instituted that it can genuinely bear upon society not merely in the sense of being a mouthpiece, but in the sense of being an imaginative force... We want a University which will be based upon a vivid and live concept of Irish citizenship and a sense of what it means literally to have a stake in the country."

General Costello said that the new University should not dep-

end on tradition but should start afresh. In fact, he was one of the most relevant speakers of the evening.

Mr. Cian O'hEigeartaigh, student of T. C. D., speaking of the appointment of academic staff for the new University, said "...the appointment of staff is an academic matter, and no pressures, other than academic pressures, and no criteria other than academic criteria, should be let within effect of it!"

For the formation of the Senate of the new University Prof. Donoghue said "It seems to me quite indisputable that the two Colleges should enter into the University of Dublin with equal rights."

WHOSE PROBLEM?

General Costello in his speech summed up the situation of the Universities by saying that the problem is "yours to solve, and if you don't come up with a solution, it is inevitable that one will be imposed on you." Mr. Dawson stated his position as follows: "...to me, just simply as a person teaching in the university, to cooperate with the government is the only way, now as it always has been by which we can preserve for the individual members of the College, the Carsons and the Emmets, the freedom of expression and the standards which are part of university education".

EXTEND THE DEBATE

Most of the speakers agreed that the debate on higher education was only beginning. Mr. O'Leary stressed that the debate on Irish Universities should be extended outside the walls of the Colleges and government departments to the people of Ireland of whom very few get the chance to go to university under the present system.

stottleabout

MADRID

On Tuesday of last week, the Spanish police arrested three leaders of the Democratic Students Union. More than a hundred students subsequently began a protest sit-in.

The Democratic Students Union was formed in opposition to the Government-supported Student Syndicate and is considered illegal by the Franco regime.

On Wednesday the students took their protest a stage further when they invaded and wrecked the office of the Dean of the School of Sciences and carried on a 3-hour battle with the police. The authorities later used mounted police who were assailed by barages of stones and who were thwarted by a barricade of tree-trunks. The students proceeded to tear up pictures of Franco - the first time since the Civil War that a public crowd has done so.

The next day saw the imposition of a siege on three faculties of the college. Hundreds of armed police took positions around the university, with 20 jeep loads of police nearby in reserve.

ESSEX

COLCHESTER TOWN HALL

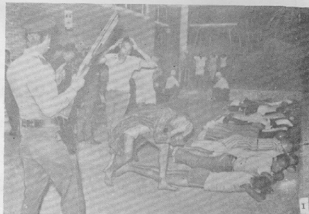
Last Saturday was the scene of a student demonstration against the British Prime Minister, Harold Wilson. Fights broke out between students and police as Mr. Wilson left the Town Hall after receiving an honorary degree.

Sunday Times, 21.5.67: "During the scuffles there was blood on several students' faces and one girl who broke through the cordon was literally thrown back into the crowd and had to be carried inside the town hall for medical attention."

The students were protesting against the granting of a degree to Wilson, whom they regard as the present-day betrayer of Socialism.

TEXAS

Another example of the brutal treatment meted out to students by the state apparatus was seen in Southern University, Houston, Texas, when police surrounded and broke into student dormitories. (see photo)



HONG-KONG

Students in Hong Kong last week seized their opportunity to demonstrate their solidarity with dismissed and locked-out workers in the Kowloon district. The following day police used tear-gas, batons and wooden-pellet guns against the demonstrating students and workers.

BERLIN

The Free University of Berlin, with 15,000 students, is in turmoil. The Student's Union ('Asta') is demanding more student powers, lifting of punishments on their leaders and reform of the whole teaching system.

Asta called for a vote of confidence to support their demand for joint student-teacher bodies to run each faculty including appointments, research and finance. They want the "destruction of the patriarchal power of professors". The vote resulted in a narrow victory for the Union.



MONGOLIA

Eleven National Unions of Latin American countries walked out of the Ninth Congress of the International Union of Students (I. U. S.) when it met in Ulan Bator, Mongolia, from March 26th to April 8th.

They staged their demonstration after the Congress had refused to pass a motion condemning the National Union of Chilean Students, UFUCH, as "reactionary". They claimed it was controlled by the International Student Conference.



1. Search of students at Southern University, Houston, Texas.
2. Greek police handle students demonstrating in Athens.
3. Armed police arrest students, lecturers and professors in Buenos Aires, Argentina.
4. Young Indian students combat authorities during recent demonstrations in the Northern States.

Title: The Irish Student, No. 1

Organisation: Irish Student Movement

Date: 1967

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