

REVOLUTIONARY ALTERNATIVE

OFFICIAL ORGAN OF THE ACADEMIC FREEDOM COMMITTEE

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DENUNCIATION OF

STUDENTS GUIDE



Trinity College Dublin 1968-69

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**
ACADEMIC FREEDOM COMMITTEE DENUNCIATION OF THE
SO-CALLED "STUDENTS' GUIDE".
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1) A decadent, obscurantist, imperialist educational system, where not only is a student encouraged to be ignorant, he is actually forced to be as ignorant and as arrogant as possible. The "Arrogance of Ignorance" policy of the administration later bears fruit for the student in the form of rewards from Industry, the Civil Service, and the Professions, where those who have perfected the "Arrogance of Ignorance" to the highest degree are put into 'prominent positions'.

These two categories - administrators and "House Marxists" - can be further subdivided, but we will leave that for some other time. For the moment we will just show that the mirror image of these two types is also found among the students - i. e. the "Student Hacks" and "New Left Types". Just as the administration uses the "House Marxists" to mislead the students, so the "Student Hacks" use the "New Left Types" and compliment the activities of the administrators and "House Marxists". The "Student Hacks" are to be found climbing their way up through the SRC, the aristocratic debating societies, and the elitist newspapers. The "New Left Types" claim to be 'left-wingers': this is the name they have adopted throughout the imperialist countries although they go under various names in Trinity College. "New Left" can be taken sarcastically, since they in fact represent the line of the 'old left', discredited by advance of the progressive forces in the world, from the Paris Commune, the Bolshevik Revolution, through to the Cultural Revolution in China, who have been given a hiding place by the imperialists. It is through the "Arrogance of Ignorance" that these types can go on confusing the students.

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usual to sign a fascist document "binding" him to obey all the anti-democratic, anti-student rules of the College. One of the "House Marxists" then put his head together with some of the "New Left" members of the Republican Club, and issued a vicious anti-communist statement aladdering the Internationalists and giving full support to the "Student Hacks", the SRC. The "Student Hacks" were doing all they could to subvert the mass democracy, doing deals with the Board behind the students' backs, and forming an anti-student "Commission of Enquiry" whose function it was to throw meat to the fangs of the bourgeois press - the Irish Times, Independent, and Press, and the Cork Examiner. They tried to prevent discussion of ideas in the mass meetings with their soulful platitudes, but ran off with their tails between their legs when the students asked embarrassing questions. This left the battle to the "New Left Types", like the Republicans who refused public discussion of their statement, and like Brian Trench, who published an article in the fascist TCD magazine claiming that he was a prominent Internationalist and was then seen no more.

What then are the problems of the students? We beleive, and this beleif has been arrived at after genuine investigation and mass work, that the large majority of the students are opposed to the existing imperialist educational system. This "university education" does not involve the students in solving concrete problems in the real world, and is therefore an irrelevant oppressive exercise for them. The Trinity College "education" does not develop their capacity to deal with problems, but instead forces them to memorise and regurgitate (vomit out) whatever they have taken in, with the aim of stopping their development. Students are given "correct formulae", "right ideas", and "repetitious correlations. Unscientific and historically untested ideas are dished out ad lib in order to stifflet the development of ideas and enlightenment. This is called obscurantism. This obscurantism is enforced by hanging a sword of Damocles over the heads of the students - the exams - and by tying jobs to these very sensitive elements in society - the anti-people forces. Students are harrassed if they ever question the administrators, "House Marxists", "Student Hacks" and "New Left Types". The same happens to progressive members of the staff. Tsarist ryle-by-decree is enforced by penalising all those who disobey. A number of examples have come up recently of Tsarist victimisation. Willie Russell, a medical student, has been forced to repeat his year for "failing" Pharmacology, and has in fact been victimised for his accurate remarks about the department. The Internationalists have been continuously harrassed by the "authorities" all this year, and have now been thrown out of their cellar. In this harrassment, the administration works hand-in-hand with the fascists: for example: in January fascists attacked the Internationalists' bookstall and burnt books and tore pamphlets in Front Square. The Junior Dean and the Board administered justice by banning the Internationalists from selling Marxist-Leninist literature. Then in May the fascists bombed the Internationalists' cellar in No. 8. The Board solved the "problem" by throwing the Internationalists out of the cellar and refusing them accomodation in College. Then Koys Majekodumni, a member of the Internationalists and leader of the Action Group on Southern Africa which, with the Irish Student Movement, demonstrated against the visit of the King and Queen of Belgium to Trinity College, has been thrown out of the Medical Faculty for "failing" an exam which he passed last year. There are several other examples which the AFC is taking up.

The university is run as a factory, and the administrators are quite candid about this - however much the "Student Hacks" and "New Left Types" try to mystify the fact with their talk about the "new thinking role of the student in the university" and other such nonsense - for the much-needed Eichmanns for the smooth running of the imperialist system. BUT THE LARGE MAJORITY OF THE STUDENTS HAVE SAID NO! TO THIS SYSTEM AND HAVE RISEN AGAINST IT.

The students are well aware that they are not imperialists, and neither do they want to be so. They want to be hard-working, honest people, who can give full play to their initiative and participate in the solution of problems confronting the Irish people. This they cannot do under the Dictatorship of the Bourgeoisie. Under this system students have the choice between working to make profits for the imperialists, or working for the people and organising them against the imperialist system. If they are to be genuinely free they must smash the "Dictatorshop of the Bourgeoisie" and establish a genuinely democratic system. The university robs them of their initiative, and forces them to work for the imperialists and the fascists under the most fascistic rules and regulations. The main duty of the university is

to train the students as lackeys. Students are converted into passive consumers of "knowledge". They are offered sham participation in the running of the university, and are thrown the carrot of "fixing up details to deal with the problem." This is where the administrators find the "House Marxists", "Student Hacks" and "New Left Types" absolutely indispensable. The SRC's plan to 'democratise' Trinity College by creating an additional bureaucracy receives vigorous support from the Republican Club, while "House Marxists" like Asmal of the Law Department and Coughlan of Social Sciences give the plan respectability and call for "Student Power". One should ask them what is this "Student Power", when the students are left struggling with the real problems and the hacks and New Left Types" make careers as "student leaders". The "House Marxists", "Student Hacks" and "New Left Types" give out the illusion that a problem can be solved by fixing up its details. But the students have realised after years of soul-searching and frustration that "fixing up the details" of an oppressive system only makes it more efficiently oppressive. This is why these people have no support among the genuinely progressive and democratic sections of the students. In contrast, the imperialists and the business community are finding more and more use for these people. They help the imperialists find ways of "pacifying" the students.

Anybody in the advertising world can tell you that if you want to sell a product you should not change its essence, you should make superficial changes in it in order to mislead the buyer. The students are not going to buy this any more, no matter how many "House Marxists", "Student Hacks" and "New Left Types" the administration creates. (From now on "House Marxists", "Student Hacks" and "New Left Types" will simply be referred to as running dogs of the Board). The running dogs of the Board, like the advertisers, try to deceive the students by each year dressing the imperialist educational system up to look like a more colourful product, adding a few gimmicks here and there, and slandering the progressive students. But alas! Much to the chagrin of the running dogs and their masters, the students won't take it lying down. The rise of the Academic Freedom Committee is a timely warning to these anti-people, pro-imperialist elements that the students mean business, and will not be cowed down. They are asking for a fundamental change in the system. But that change will not come about without the destruction of imperialism in Ireland, and the building of socialism. It does not make any difference how much the running dogs run around giving unworkable slogans, like 'taking over the university' and establishing a revolutionary university under imperialism.

The genuinely progressive students have the democratic right to challenge the running dogs as well as the administrators.

The genuinely progressive students have the democratic right to expose the reactionary professors who are obscurantist, oppose the spread of ideas through their courses, and harm the interests of the people.

The genuinely progressive students have the democratic right to challenge the Tsarist rule-by-decree whereby all the media are in the hands of the administrators and their running dogs.

The genuinely progressive students have the democratic right to organise themselves to fight the decadent anti-people, imperialist educational system.

But these rights have no value if we do not arm the students with progressive ideas, release their initiative by genuinely involving them in the development of ideas in mass democracy meetings, bar the rhetoric and sophistry of the Board and their running dogs, outlaw "Arrogance of Ignorance", and pave the way for successful mass action by the students against their enemy number one, imperialism, and its lackeys, the administrators and their running dogs.

* THE "STUDENTS' GUIDE TO TRINITY COLLEGE" *

All the qualities of Trinity College are concentrated in a document called the "Students' Guide". This document is produced by the running dogs in order to pacify the freshers and

prevent any serious discussion of the courses or any other aspect of the university. At the same time the running dogs will make a name and money for themselves, and win favours from the Board. This 'Students' Guide' is not an accident, , and neither did it drop from the skies. It is the Board's way of dealing with the rising student consciousness, and is an attempt to pacify and mislead the students over the real problems they face in the university. The Students' Guide is packed full of superficial remarks, and if you did not concentrate carefully you might think that they were talking about lollipops and candy bars. Beware, students! They are not talking about lollipops! They are talking about a vicious and decadent imperialist educational system, in which various lollipops disguised as courses, clubs, social activities and elitist politics will be handed out to you in an attempt to lull you to sleep. Most of the remarks in the 'Students' Guide' have nothing to do with the students, but are intended for the Board and their running dogs, to reassure them about their degenerate and parasitic way of life, and to convince them that the people they are oppressing just love being oppressed. It is just like the stories the missionaries used to bring home (some of them still do) about the colonial peoples' love of their oppressors, and their capacity to endure yet more sophisticated oppression.

Since the running dogs first had their publications exposed (when there was no progressive alternative newspaper to TCD and Trinity News they used to be able to publish their reactionary propaganda unchallenged) they have been running around making apologies, and claiming that each example was an isolated event. This is not so: the 'Students' Guide' is the concentrated expression of the bankruptcy of the administration and their running dogs. How do they deal with problems? are professors any different from the editors of this notorious, anti-student document?

WHAT IS A MASS DEMOCRACY?

In analysing the 'Students' Guide' we found that it was anti-democratic, misleading, and served the interests of the Board and their running dogs. It is an effort to pacify the students on a broader level than ever before. Why do we say that the 'Students' Guide' is 'anti-democratic, misleading, and serves the interests of the Board and their running dogs'? First and foremost, the 'Students' Guide' is produced by 'experts' hired to do the 'Job', without ever calling for participation from the students. The students did not decide whether or not they needed a students' guide, because nobody asked them. So then, who wanted the 'Students' Guide'? And for what? Secondly, 'experts' are one of the most anti-democratic sections of our society. They are created by the imperialists to serve their interests. People are harmed by the 'experts'. For example, 'experts' are hired by the imperialists and not by the people, and are given a specific job to be done in a specific manner. The imperialists hire 'experts' to promote imperialism, which means they hire them to intensify the exploitation of the working people. To be more concrete, various departments, especially the Science, Engineering, Medicine, Pharmacology, Social Science, Economics, and Psychology Departments, are given a specific sum of money to do research on a specific problem. The researcher is very pleased to get the money, since he can then promote himself by doing a hack job for the imperialists. Students are forced into doing these 'jobs' without questioning. The most obedient ones are awarded degrees. We have many examples of people who did not agree with the system being forced to leave. In fact the Board and their running dogs are quite candid about it. Is this system democratic? Is this system run for the benefit of the people? No! It is geared to making bigger profits for the imperialists and their running dogs. For example you might have thought that the drugs produced by the pharmaceutical firms were fit for consumption. Ask those drugstore lackeys, the Pharmacology Department, whether or not this is so. You will find that they are not sure about the overwhelming majority. Out of the several thousand in use, they only claim to know the principal effect of a handful. When a Pharmacology lecturer was questioned about these drugs last term, he first of all tried to persecute the students involved by accusing them of interfering with his 'academic work'. But when the progressive students persisted in the struggle, he was forced to admit that more than 99% of the drugs on the market were unfit for human consumption. There were no drugs whose action was entirely known and which could therefore definitely said to be fit for human consumption. Why then do they go on producing these drugs? The answer is to make profit. One might ask why do the 'experts', who claim to love the people so much, not come out and take a stand against this system. The answer is that they will lose their jobs, for which they are paid. Is looking after the interests of firms which fleece people to make profit democratic? Who gives them the right to do so? The people? No, definitely not. The Dictatorship of the Bourgeoisie gives them this 'right'. So it follows that these 'experts' are not

only anti-democratic, but also anti-people. And the "Students' Guide" is no exception. Why do we say that it is misleading? Because by popularising "experts", whom people are misled to believe know something about a particular problem, they make the people dependent on them, thus misleading them. The "experts" serve the interests of the Board and their running dogs, because it is in the interests of imperialism to keep the people ignorant and exploit them.

The people employed to produce the "Students' Guide" were eager to 'serve the students'. How then did they come to do the opposite? They were not hired by the students to serve them, they were hired by the administration and their running dogs. You don't have to be paid to serve the students, because serving the students means relying on their initiative, developing their political consciousness, and mobilising them against the Board and their running dogs. It has been made abundantly clear that the Board and their running dogs try to mislead the students by saying that the unity between the interests of the two is absolute, while the conflict is relative - exactly what President Johnson tells the exploited people of the US and the world, that the unity between the interests of the imperialists and the interests of the exploited people is absolute, while the conflict is relative. In fact unity between the students and the Board and their running dogs is relative, while the conflict is absolute. If, for example, the Board and their running dogs become progressive, then they should allow the democratic rights of the students to be upheld, stop oppressing them, and allow them to wage mass democratic struggles and expose reactionaries. In that case, our struggle would take the form of support for these measures, but opposition to all their other anti-students, anti-people activities. The "Students' Guide" does not serve the students, in fact it one-sidedly serves the interests of the Board and their running dogs, by creating bourgeois illusions about education.

This document is unscientific, and its validity cannot be historically tested. For example it does not go scientifically into an analysis of the university, whose interests does it serve, why the courses were organised the way they are, and how does the university manipulate the students. It gives a linear history of the university, dismissing the fact that Trinity College was always an integral part of the brutal colonialist oppression of the Irish people, and mentioning in an off-hand way the "famous men" from Trinity's history, without looking into what those men were famous for. The aim of this "cosy picture" is to whitewash Trinity's present position. It is very easy for the imperialists to negate all their history when they do not go into the particularities of what they have been doing. It is very easy to say that Bishop Berkely was a product of Trinity's "golden era", that at the time of the Easter Rising some of the students were "decidedly anti-Nationalist, but there were progressively fewer of them". Berkely developed the philosophical basis of racism and fascism, and his ideas are still held in high favour in Trinity College. Trinity College itself was developed as a tool of British colonialism, and its position in present-day Ireland has not qualitatively changed. The "Students' Guide" seeks to mislead the students about that basic fact, and at the same time engages in slanders against the progressive anti-imperialist students who have taken a comprehensive stand against this anti-student, anti-people university.

The "Students' Guide" has become another problem which the students must deal with. And it must be dealt with in an all-sided manner. The reason that the "Students' Guide" is an important matter is that by exposing its anti-student nature, we can also provide a real guide to the solution of the problems which are facing us. But only a large number of students, and not just a few individuals, who may well have good intentions, can and must deal with this problem, precisely because it affects all genuinely progressive and democratic students. The best way, then, of dealing with the "Students' Guide" will be to call a mass meeting at which everybody can freely exchange their ideas. This is why we have published these preliminary statements about the "Students' Guide", in the hope that all students will now be able to investigate it more concretely.

And what is mass democracy? How can we run mass democratic struggles in the best way? To execute this task we will invite everybody who has worked out statements on the "Students' Guide", and who wants to participate in the development of ideas out in the open, and who wants to join us in a meeting where all ideologies will be openly discussed and crit-

 * REACTIONARIES SPOOF FRESHERS *

There are two lines of conflicting ideas in society today and this conflict is a reflection of the most general struggle in society today - the class struggle. In the same way there are two lines on the function of a university (as shown in "The Teaching Methods of Hardial Bains"):-

- 1) That it should be an institution where people can get an education, i. e. the ability to relate the phenomena outside themselves to themselves so that they can solve the concrete problems facing them in life, so that, through seeking truth they can serve the interests of the people.
- and 2) That it should be a passing place in which the students learn detached facts, have a degenerate social life, get a good degree and pass out as a willing tool of the exploiting classes.

The first type of university favours the progressive forces in the society, while the second type favours the retrogressive minority.

In the "Freshers' Welcome", the Provost and the Senior Lecturer reaffirmed that their idea of a university corresponds to the second type. The Provost told the freshers that "university life is very exciting", that the extra-curricular life is "more exciting", and that they years in college should be their "happiest years". The Senior Lecturer obviously believes in the same kind of university - he said, "Every organisation depends on the quality of its products", and went on to promote the line that it is in the interests of the independent student and the college that he should get as good a degree as possible.

The Provost's hypocrisy is also great. He claims that the students are supervised as little as possible - this is nothing but lies, for the authorities have been attempting to suppress the Internationalists for over a year now, and have also used many tricks to prevent the AFC from functioning.

Thus the position of the Provost and the Senior Lecturer is crystal clear - they stand for, promote and represent the interests of imperialism, i. e. the retrogressive forces in the society.

The President of the SRC did his best not to make his position clear. He gave a reactionary "White Man's Burden" appeal to the freshers when he posed the question of how to get involved in the poverty in Limerick, the unemployment in Dundalk etc. etc. He posed the question from his elitist pedestal, refusing to recognise that the only way to help these people is to recognise that the root cause of the oppression of students is the same as that of the Irish people - imperialism - and that one must promote the struggle against imperialism within the university. He confuses the students by grumbling about the structure of the university without relating it to its function. The SRC, despite the protestations of its President, doesn't see objectively the university in relation to society nor the relationship of the authorities to them both. Instead of calling the students to work in a genuinely progressive organisation like the AFC, the SRC calls for support for the authorities and class compromise. Mathews said that the important role of the students is to criticise, but by helping to patch up a decaying system and providing no alternative to the status-quo his objective role is to confuse the students.

Freshers will find out in practice that the SRC are an undemocratic body who represent the status-quo. The AFC do provide an alternative, are united on the basis set out in this issue of Revolutionary Alternative, and call for support on that basis.

David. Vipond.

 * **BUT FRESHERS AREN'T FOOLED** *

As a fresher I can only judge from the facts of previous years. These facts negate much that was said in the "Official Welcome". Alan Mathews said that the prime aim of the university is the "pursuit of knowledge and truth". Why, then, were the Internationalists, an anti-imperialist movement at the time, banned from selling literature at front gate last January? Are students to be prevented from seeking the truth? Mathews did admit that there were some problems: there were restrictions imposed by the structure of the university. He also said that the most important function of the student is to criticise, yet two Internationalists were singled out and suspended for just this last June. These people strongly criticised the university. Are people to be prevented from criticising, too?

Also, two Internationalists failed in their exams - is this another reward for criticism? I have also heard that the Internationalists have now been chucked out of their cellar. Why are the authorities so frightened? Why are they impeding the development of ideas? All these questions need to be answered and should be answered!

"We remain an integrated part of the community", said Alan Mathews, and went on, "our problems are the problems of the community". These problems he described as "poverty in Limerick", "american imperialism" and "unemployment in Dundalk". So what is the relationship between the university and the community?

Well, Professor Mitchell said that if TCD is going to have a future, then it depends on the quality of its degrees. He also said that it's "in your interest and ours if you get a good degree". But Mathews later said that "the examination system is a straight-jacket on the process of learning" (!). There seems to be a contradiction here, and this can only be plausibly explained by another statement of Mr. Mathews that "the university must train people with specific skills." In effect this goes back to the relation between the society and the university.

Why are we given degrees for "specific skills" which negate the process of learning?

Tadek. Gaj.

WHAT IS MASS DEMOCRACY? (CONTINUATION OF 'DENUNCIATION OF THE 'STUDENTS' GUIDE'). From Page 6

icised, to create a meaningful dialogue for the sole purpose of exposing what is reactionary and retrogressive, and what is revolutionary and progressive. Our slogan is:

**UNDERSTANDING REQUIRES THE CONSCIOUS PARTICIPATION OF THE INDIVIDUAL,
 AN ACT OF FINDING OUT.**

Mass democracy is a meeting of the masses of serious students where investigations can be openly presented and criticised. In order to ensure that the decadent Seventeenth century people (so-called "academics") do not subvert the meetings, and in order to use our time fruitfully and arrive at conclusions useful for the genuinely progressive and serious students, we have the following two rules:

- 1) NO INVESTIGATION, NO RIGHT TO SPEAK.
- 2) NO RHETORIC AND SOPHISTRY IN ANY FORM.

Rhetoric and sophistry, and "talking about whatever comes into one's mind" prevents the development of ideas, harms the progressive movements, and helps the Board and their

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* STAUNCH STUDENT RENEWS THE STRUGGLE *
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Last June, Nick Miller and myself were summoned before the Board on a charge of "obstructing the Junior Dean in the course of his duty". What this referred to was the fact that Nick Miller, myself and many other students had prevented the Junior Dean from taking away posters which contained criticisms of the oppressive and decadent bourgeois educational system. At no time did the Junior Dean explain or justify this deliberate act of repression, but was plainly interested in suppressing the mass discussion of ideas. Thus it was our duty to prevent him perpetrating an act which was against the basic interests of the students and the working and oppressed people of Ireland.

Not only did the Board single out two students from among many, but at no time were they interested in the question of who was right and who was wrong. Their bias is clear when one considers that they have never questioned the fascist students who violently attacked progressive students and destroyed the posters. At a hearing lasting less than ten minutes they established the isolated fact that we had, indeed, prevented the Junior Dean from achieving his reactionary ends and then dismissed us.

Later Nick Miller and myself were informed that we were suspended from College until we signed a document stating that we would obey all the instructions of the Deans, thus not only signing away our own rights but also those of the students to authorities who have historically established their nature as being reactionary and oppressive.

Clearly, this fascist reprisal was not only meant to victimise and subdue two progressive individuals but was also meant to terrorise the rest of the students so as to prevent them solving their most pressing problems.

Nick Miller and I resolved not to capitulate to the Board's blackmail. We decided to stand up for what is right and principled because it is in the interests of the vast majority of the people of Ireland and the world (including students) to do so.

It is common knowledge now that I have signed the document and that Nick Miller has not. Thus Nick Miller has stood firm in the interests of the people and I have capitulated and betrayed those interests.

Since signing that document I have become increasingly aware that one cannot compromise with reactionary blackmail, that one must stand up openly and fight the reactionaries, and that I was completely wrong to have capitulated.

THEREFORE, I AM NOW PUBLICLY REVOKING THE SIGNING OF THE DOCUMENT AND SERVE NOTICE ON THE BOARD THAT MY POSITION IS THE SAME AS BEFORE SIGNING, AND THAT I INTEND TO WAGE A FIERCE AND PROTRACTED STRUGGLE AGAINST THEM AND ALL SIMILAR ANTI-PEOPLE MONSTERS WHO TRY TO INFLICT THEIR EVIL IDEAS AND PRACTICES ON THE VAST MAJORITY OF THE PEOPLE.

To grow up in the imperialist world is to undergo a continual onslaught against any living productive activity one attempts and any principles and values one may hold. To be "educated" under imperialism is the process of the negation of all one's conscious experience until one's ability to grapple with the real world is completely eroded: the "mature" imperialist baby with all his gadgets is the final anti-conscious product.

Egoism and selfishness are developed in the individual so that they will harmonise with the man-eat-man society and live solely as passive consumers who will do anything for cash or consumer goods. Human relations revolve and decay around the nexus of cash and consumption.

In order that people can live this barbaric existence without becoming conscious of the necessity to destroy the system which produces it, the imperialists have developed an outlook which promotes the complete separation of theory (one's idea of oneself and the world) and practice. This partially prevents people from recognising and dealing with

the schizophrenia of their own lives in particular, and of imperialist society in general. A whole host of Hacks, parasites and intellectual flunkies are actively engaged in promoting this oppressive state of affairs. In particular, bourgeois educational institutions like Trinity College actively inculcate this outlook in the students so as to eliminate their conscious initiative, enabling them to become "good" anti-conscious products for perpetuating imperialism.

To become aware of this state of affairs is one thing, but to actively struggle against it and overthrow it is another. It necessitates a long and protracted struggle within oneself to eliminate all the imperialist ideas and practices which have been developed since childhood. It is not easy, but how else can one "seek truth to serve people", and how else can one successfully overthrow the imperialist system if one doesn't wage a fierce struggle against the imperialist ideology and practices within oneself? One cannot build the new without destroying the old.

In bourgeois educational institutions students are forced to passively absorb a patently false world outlook which does not relate to or explain the world they are living in, and for this to be successful the student has to be progressively blackmailed, terrorised and corrupted into anti-conscious acceptance of this state of affairs. The encouraging of careerism and the cultivation of a false ego (bourgeois self) are one of the main weapons used against students to maintain this state of affairs.

My signing this document was externally a compromise with fascism and internally a capitulation to careerism and bourgeois self, and a betrayal of what I know to be right, true and scientifically correct.

In repudiating this document I am once again taking up the struggle against the imperialist system both within myself and outside myself, and it is in the interests of students and the working and oppressed people of the world that I should do so.

I CALL UPON ALL STUDENTS TO SUPPORT MY AND NICK MILLER'S STRUGGLE AGAINST THE FASCIST AUTHORITIES, AND TO SUPPORT THE ACADEMIC FREEDOM COMMITTEE.

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* EXAMINATIONS— TRUTH IS MADE IRRELEVANT *
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Most students recognise the unjustness of examinations because they are directly oppressed by them. In order to overcome this oppression it is not enough to feel depressed about exams and to hit out at them with mere slogans. It is necessary to look into their historical development and to analyse carefully their actual role in the university, and the society as well as their effects on the students, -and to act on the basis of this understanding to remove the root cause of all oppression in this society.

The exams are a weapon of the authorities which can be used to eliminate any "undesirable" students. By not allowing the answer papers to be made public and by refusing to discuss the details of the answers, the authorities can make such meaningless statements as, "He didn't know enough", without ever having to substantiate them with facts.

Two examples of this kind of action can be seen in the treatment of K. Majekodunmi and L. Sinniah. Both of these students are progressive and both are coloured. Both have been given unfavourable exam results because of racial and political discrimination.

Lingam has throughout his time in the university produced excellent work and done well in exams. His practical work has been about the best in the class. His thesis for the final microbiology exam was the most comprehensive and the most experimentally substantiated in the class. Yet in the final exam he was given a third, beneath his fellow students. When he told the professor that he thought he had done much

The course committees should be set up in the faculties by the progressive students to investigate, agitate and take action against all the arbitrary and discriminatory activities of the authorities. It is only when the broad masses of the students understand the true nature of the society that correct action can be taken to revolutionize it.

I want to become a supporter of the Academic Freedom Committee.....
(Name).....(Address).....(Tel.)
 Subscription 2/6d enclosed.

 * MEDICAL FACULTY COMMITTEE FARCE *

On 15 Oct. the Dean of the medical school, professor Jessop, informed the final year medical students that they were to elect a representative to the medical faculty committee. This committee is to consist of about 100 people and includes all the consultants, lecturers, part-time lecturers and professors concerned with the medical school. The committee is to make recommendations to the school of Physic executive committee, which is the only body of any power, and which consists of the professors of all the medical departments and some co-opted assistants. The students are allowed one representative for each year. This committee is obviously a meaningless ~~step~~ to the growing students' demand for a change in the anti-democratic nature of Trinity College. The committee is so unweildly that it is unlikely to meet more than a few times a year and is obviously incapable of going into fundamental issues. The suggestion that it should set up sub-committees to investigate particular issues is the same tactic that the British government uses when it sets up a Royal Commission in order to bury some issue.

When the Dean was questioned about the seriousness of his proposal, he likened the committee to parliament. One student pointed out that parliament doesn't have a House of Lords over-ruling it and making the real decisions. It hasn't had this set up since the 19th. century. To expect the students to take the committee seriously on the basis of the parliamentary analogy is extremely naive. Parliament sits for the major part of the year debating the details of politics decided elsewhere and thus achieving nothing. This committee is expected in a few meetings to solve the students' problems. The effect of this committee is to remove the students from the centre of power through further stratification of the power structure and yet give them the illusion that this can somehow help them to deal with their problems.

The sort of changes the students want means the bringing closer together the teacher and the taught. The subjects should be totally intergrated with the practice and realities of medicine. The consultants with their money grabbing private practices should be made to realise the fundamental, primary importance of developing new efficient medical workers. They should climb down from their remote unquestionable positions and develop their ideas with the students. Ideas are of no use in the heads of individuals, they only are of use to the people of Ireland if they are put into practice in the interests of the people of Ireland. How can these people unite with the students on this committee when their interests are diametrically opposed to the interests of the students. The interests of the consultants, professors and most of the lecturers lie with the status quo since this is the system which is making life good for them, while the interests of the students and oppressed lecturers lie with all oppressed peoples and can only be resolved by bringing about fundamental change in the whole society.

Instead of regarding the committee as as sick joke on the part of the authorities, we should use it as a means of developing our ideas. Instead of hostilely reacting, as the re majority of people did in final year, to the idea of questioning the authority which dictates how we live, we should have open and free discussion of the factors which are oppressing us. It is only through struggle that issues can be clarified and it is only after clarification that real basis for unity can be developed and it is only after unity that effective action can be taken.

Our representative should be the most active member of the class. He would work with the students continuously and understand and develop their ideas with them. He should participate in the committee and put forward his openly declared line without fear of reaction from the authorities. He should then bring back the results and events of the meetings and openly discuss them with the whole s class. In this way the true nature of the committee can be exposed, the understanding of the tsudents can be increased and the students can actively begin to participate in bginging about fundamental change which is necessary.

FRIDAY 18th OCTOBER, NO. 4, 32, 8.00 pm.
 "CLASS STRUGGLE IN THE CLASS ROOM" - Trinity
 Internationalists meeting. Come and participate in the
 development of ideas.

We therefore make the following proposals:

- 1) Fulfill the urgent demands of the majority of students, in order to improve academic standards, that:
 - a) All lectures and laboratory classes be based on voluntary attendance.
 - b) All courses be developed year after year through the participation of the students; it is a contradiction to suggest that students are capable of learning, but not of developing their own courses.
 - c) All examinations be tests of the ability of the students to analyse scientifically, not his capacity to memorise and regurgitate facts. All term exams and term tests be abolished, and no cat and mouse game of testing the students be allowed.
 - d) All references given by lecturers and professors should be made public.
 - e) The library be open from 8.00 a.m. to 12.00 at night, seven days a week.
 - f) All housing regulations be abolished.
 - g) Dogmatic and reactionary anti-communist faith be severely dealt with.

Members of the staff who advocate metaphysical and idealistic approach to subjects be asked to give scientific reasons for so doing; progressive lecturers be encouraged to use dialectical materialism and to advance scientific understanding and knowledge.

2) Democratising Trinity College along the following lines:

- a) The offices of Senior Dean, Junior Dean and the Dean of Women Students be abolished and replaced by a student-staff committee, elected by a universal vote of students and staff for candidates who put forward their policies, and not their personalities. This committee can : (1) Provide guidelines for the scientific running of the College, and (2) Guarantee that the College is used for academic purposes and nothing else.
- b) Anti-democratic institutions like the SRC be abolished.
- c) The capitation fee be abolished, and no official support be given to anti-academic institutions like the Hist., the Phil., the Eliz., TCD and Trinity News.
- d) Informal student-staff committees be established from the level of the individual course, to the Department, to the level of the College. These committees will simultaneously analyse and participate in correcting situations as they arise. The Senior Lecturer's office will have direct links with these committees.

WHAT IS MASS DEMOCRACY (CONTINUATION OF 'DENUNCIATION OF THE STUDENTS' GUIDE'). From page 8

running dogs. A large number of students have experienced the "meetings" organised by the Board and their running dogs, where no ideas are developed, where every effort is made to suppress any understanding of the issue, and an attempt is made to confuse and mislead the people. Because we serve the people, we must do the opposite, in other words sincerely undertake investigation, not come to mass democracy meetings to "win points", but to consciously participate in understanding the nature of our problems, refrain from verbiage, and help others understand your ideas by learning from what others have to say. Mass democracy meetings are not like "Free Speech" meetings, where anybody can say anything, simply because they feel like it. Mass democracy meetings are gatherings of progressive people who involve the students in understanding what is going on by developing a mass line, as opposed to an "expert" line. Mass democracy, in a nutshell, is the place where the mass line is developed, presented to the people, and is the guide to all our activities. The rules we have laid down for mass democracy meetings are clear and simple, and are for the benefit of the people. We stand for the active participation of all individuals, but active participation will be a meaningless phrase without careful investigation and working out ideas. Undertaking investigation and working out ideas is both a progressive and a scientific ethic, as well as serving the real interests of the students.

* TRINITY INTERNATIONALIST STUDENT MANIFESTO *

Recognising that the root of all the anti-academic, arbitrary, and anti-democratic attitudes of the Trinity College Board and their agents lies in the fact that:

1) Trinity College is a bourgeois-aristocratic educational institution with strong ties with English colonialism, and for that reason is geared to:

- a) Reactionary training of students for jobs and self-promotion.
- b) Breeding of ivory-tower intellectualism
- c) Active support for the ruling and money-owning classes by the inculcation of bourgeois ideas and culture into the students,

and that these aims are in direct opposition to:

- a) Provision for democratic education,
- b) Encouragement of academic investigation on a scientific basis, without fear or prejudice.
- c) Serving the working and oppressed people of Ireland and the world.

2) The courses are organised in an arbitrary and rigid manner, with fanatical bias against dialectical materialism, and with cancerous anti-communism. (Most students are taught the faith of anti-communism in a matter-of-fact way. The Natural Sciences, which are a convincing proof of the correctness of dialectical materialism are taught from a purely metaphysical and idealistic point of view. Fascism is taught and fascist methods are developed, under the guise of behavioural psychology, social sciences, and other such disciplines).

3) The relics of English colonialism — the Hist., the Phil., the Eliz., TCD and Trinity News — are the pillars of anti-academism, and receive official support from the College.

4) Trinity College is used by outside concerns to do research, with the enthusiastic cooperation of so-called academics, who, for their personal advancement, are prepared to become "advisors" to industries and government agencies, and to distribute propaganda for the anti working class and peasantry alliance of Industry, Government, "Experts" and "Academics".

5) The offices of Senior Dean, Junior Dean and the Dean of Women Students are undemocratic tools for the enforcement of the arbitrary rulings of the Board (these Deans harass the progressives in the most arbitrary fashion — just a few months ago the Junior Dean threatened an anti-fascist student with expulsion, without giving any reason, and has still refrained from doing so). It took the Junior Dean no time to answer the complaint of some students whose sleep was disturbed by the hard-working Internationalists, while he has still not answered the complaints the Internationalists lodged in January. The Senior Dean has banned progressive students from marching in the city for better conditions for the poor and homeless, while he has encouraged them to march for such fraudulent organisations as the Famine Relief Week Committee — see Words and Comment pamphlets 4 and 5).

6) No attention is paid to the welfare of students, who are badly housed, have insufficient access to library books, and may not participate in the development of their courses.

7) There are no channels through which student views can be discussed with the authorities; the SRC represents nobody, and is the most undemocratic body in the College.