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DIT Bolton Street Students' Union

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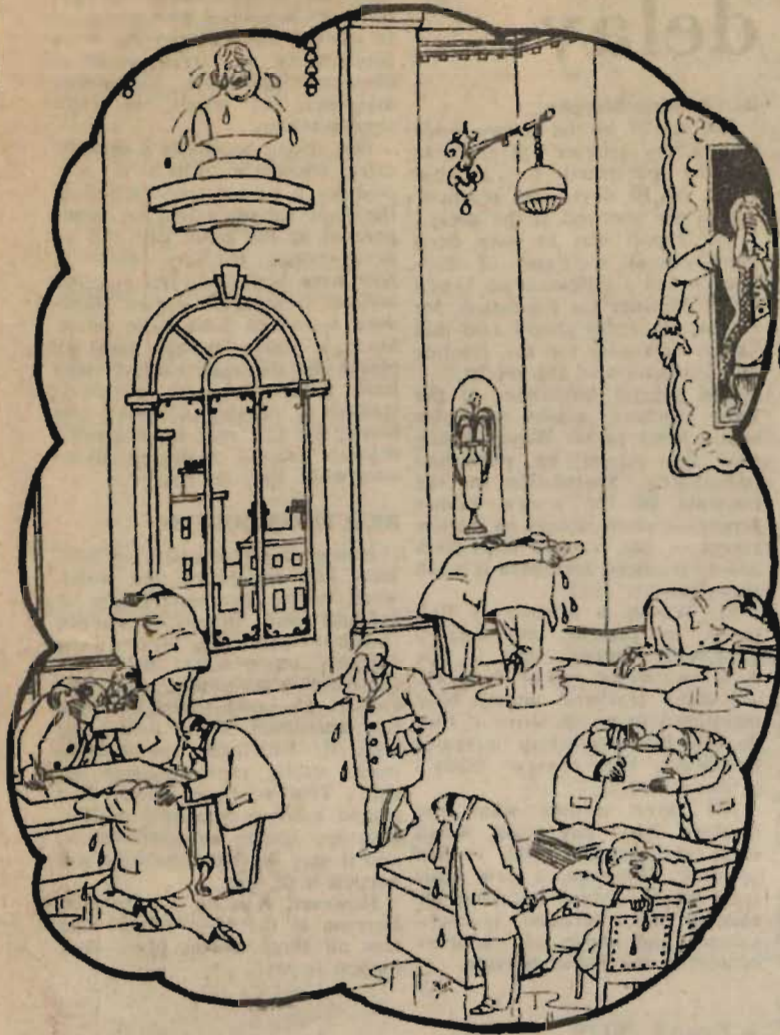
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THE STUDENT/APPRENTICE

Newspaper of Bolton St. Students' Union

Vol.2 No. 2 Oct. 6th. '80



To: The students of Geo-Surveying.

A Chara,
The Department of Education
regrets.....



MORE

ABOUT

ARCHITECTURE

From time to time the newspapers carry articles on issues affecting students, staff or college workers. In general it is true to say that the press reserves its biggest headlines for the purpose of OPPOSING the students or workers.

Since the coverage that we usually get in the papers is sparse enough and buried deep in the main body of the paper, we will as a regular feature reproduce the snippets that would otherwise be missed by the students. - The Ed.

Teachers irate at report delay

By Christina Murphy

The report of the review body on teachers' salaries will probably not be published for another week, or 10 days, and teachers' unions are annoyed at the delay.

The report was to have been published at the end of September, but a statement on behalf of the Minister for Education, Mr Wilson, yesterday simply said that "he is arranging for the printing and publication of the report."

The general secretaries of the three teachers' unions yesterday sent a letter to Mr Wilson asking that the report be published immediately. Speculation on the contents of the review body's report - which is only an interim report - has reached fever-pitch among teachers, and there is much speculation.

Mr Wilson is actually in Belgrade, at present, attending a UNESCO meeting, and is due back towards the end of the week. All three teachers' unions have threatened to go on strike if they do not get satisfactory increases following the review body's deliberations.

All three unions want the teachers' basic pay scale, which starts at around £5,000, revised upwards. However, a new basic scale would involve breaking the existing link between teachers' salaries and those of executive officers in the Public Service.

▼ Press 30/9

Students in clash over 'extra' exam

By PAT HOLMES

FORTY student teachers in Thomond College of Education, Limerick, who are being refused entry to the third year of their B.Ed. course in physical education because they would not sit "an additional" second year examination, say they will not meet tomorrow's deadline to repeat the examination.

Yesterday, some of the students picketed the National

PARITY CLAIM

As this would be bound to result in a restoration of parity claims from the civil servants - thus setting off a spiral - it would be strongly resisted by the Government.

For that reason, the teachers may be more likely to get increases in special allowances, or be offered more money for extra productivity in areas such as extra-curricular work, continuous assessment of pupils, or extra responsibilities.

One strong possibility is that the extra allowance, which is now paid for a pass degree on top of the basic salary, would be incorporated in the basic pay. As all newly-trained teachers, virtually, now have a degree, the continuance of a separate degree allowance seems to have little point. Such a move would certainly please the national teachers, who have many thousand members, trained in pre-degree days, who resent the fact that newly-trained teachers receive a degree allowance while they do not.

REACTIONS QUOTED

Non-graduate teachers of subjects like metalwork and woodwork in the Teachers' Union of Ireland and domestic science teachers in the secondary teachers' union would also benefit. Another possibility is that the current 15 years taken to reach the maximum scale would be reduced. All three unions have made strong representations on this. The teachers have also sought more promotional outlets, with appropriate financial awards, and it may be that something will happen here, too.

However, it is on a substantial increase in the basic salary scale that all three unions place their highest hopes.

Council for Educational Awards office in Dublin. They claimed that up to now, students in their first three years underwent continuous assessment.

The authorities, they claim, have introduced "an additional, recently imposed examination" and they refused to take it.

Support

The president of the Union of Students in Ireland, Mr. Gerry Grainger, gave full support to the protesting students and said "there was no valid educational reason for the existence of the examination. The exam had become an addition to, and not a substitute for, existing course work."

They questioned the educational correctness of introducing a final exam system into a course which has operated fairly successfully on a continuous assessment basis.

Mr. Grainger called for the immediate reinstatement of the abolition of the exam.

Students slam cafe prices

Times 30/9

THE Students' Union in U.C.D. have lodged a complaint with college authorities over increased prices in the Belfield restaurant.

They claim that prices have gone up by between 20 and 25 per cent thus adding further hardship to students already facing increased costs elsewhere, including accommodation.

▼ Indo 26/9

study for a Masters Degree in America.

However, Mr. Corcoran said that it was not appropriate that Dublin Corporation should appoint another student to fill the vacancy. This was because the student, as a full member of the VEC, would be entitled to sit on interview boards.

Mr. Corcoran held that this was fundamentally wrong and he hoped that the Corporation would take it into account when it nominated a successor. A representative of Archbishop Ryan had made an excellent member of the last VEC and the Corporation should consider having the bishop's representative again.

Student for V.E.C. 'not appropriate'

THE outgoing student representative on Dublin City VEC should not be replaced by another student, but by a representative of Archbishop Ryan, the committee was told last night.

Mr. Jami Corcoran paid tribute to Bolton Street student Paul Farrell who is leaving to

TEXT OF THOMOND STUDENTS' LEAFLET:

Third year students in our College cannot continue their education. Why? We did not do a recently imposed exam, which we see as being educationally regressive because:-

- A. Our courses are very practical in nature and cannot be assessed solely on a single exam. This exam would take away from our system of continuous and realistic assessment.
- B. Our present workload prohibits us from doing an additional exam. At present some students work up to 30 hrs. per week and must study and train after this!
- C. We are being re-assessed on material already examined three years ago!
- D. We did not receive: sample papers, syllabus and course outline or a reduction in course work as promised. Every other student did.

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Editor: Tommy Graham

Next Copy October 13th.

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Newspaper needs Short
Stories, Articles on
Courses, on Sports Events,
Ads etc.

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Is there a Editorial Geo-Surveying Course or not?

Every single year for the past six years one of the courses that this College purports to provide is a Technician course in Geo-Surveying. There used to be a full professional level course in Land Surveying which would have taken its place alongside the other degree level courses in Quantity and Valuation Surveying but the 4 year Diploma Course, started ten years ago, was abolished after the first cycle.

Every year the students have had to fight either to retain the Technician course which replaced the professional diploma or simply to have the third year put on. This year is no exception.

Despite knowing all last year that there would be problems staffing the course the Surveying Dept., went ahead with enrolling first year students when they had no way of ensuring that their obligations to the third years could be carried out. Now we have twelve students in the College for the past fortnight with no Teachers and no classroom and the College refuses to enrol them.

The Department did advertise for Lecturers - twice. The Dept. of Education refused to sanction one of them at first and on the second application sanctioned him after three months consideration! That was Friday 26th September - a week into term time!

The sanction is subject to the Lecturer passing an oral Irish test. This Irish test is being used by the Dept. of Education as an obstruction to the teaching staff. Furthermore it is an abuse of the Irish language!

There are a number of solutions. If the three years of the course are put on now the servicing of all the other courses - including Engineering, Surveying and Architecture - will suffer. If the servicing of other courses is not to be disrupted and the third years not turned away, the two staff (there should be five!) in the Geo-Surveying section would have to teach twenty eight hours a week. This would be four times what any third level Lecturer can be reasonably expected to handle and almost twice what is required of them. Obviously if the Lecturer takes and passes the test the crisis is over, for the time being.

While the overall blame lies with the Department of Education, the College must share the blame for not ensuring that those already in the course could finish it.

The College must immediately register the students and both staff and students in all departments of the College must insist that this is done. The staff and students have common interest in opposing the state authorities on the method of running the courses in this College and appointment of Lecturers.

U.S.I.'s Constitutional Review Body.

The idea of a Constitutional Review Body came in the wake of the collapse of the USI Special Congress in April. The terms of reference of the C.R.B. are as follows:-

1. To reach agreement on a proposed insertion of two new clauses in the U.S.I. Constitution. One will deal with powers of interpretation of the Constitution. The other will introduce a clause to stipulate unambiguously the number of votes required to effect a constitutional change.
2. To enquire into any other part of the Constitution with a view to introducing new clauses or amendments to existing clauses which would have the effect of strengthening the constitution as a whole.

There will be 9 members of the C.R.B. 2 of which will be elected from the technological sector. Tommy Graham is standing for Bolton St.

While accepting that change is necessary in U.S.I. it is the view of this Union that constitutional changes should only be the "icing on the cake" of a more fundamental change within USI.

This C.R.B. was only a sop delivered to the students in the dying, despairing moments of Special Congress by last year's U.S.I. President, Tom Costello. We are not very optimistic of its chances of changing the nature of U.S.I. On the other hand changes to the constitution are necessary and we think our views should be represented on the proposed C.R.B.

Letters

Cultured Technicians!

Dear Editor,

Referring to the accusation under the heading 'Social Life' in the current issue of "The Student Apprentice" that only Architects are capable of 'riotous behaviour', i.e., Flash Friday, we wish to contradict you. Our class, D46C/2 took grave exception to the statement that all engineering students are serious and interested only in 'industrial trips and seminars' as this is totally untrue.

On the first Friday in May the Civil Eng. Tech.s' held a 'formal dinner party' in the canteen which included table cloths, candles, champagne glasses, canteen dinners and plenty to quench our thirsts. The idea seemed to catch on quite well as we drew a lot of support. One of our Lecturers was so delighted with the idea that he contributed a bottle of something to stifle our thirsts.

Dancing and merrymaking went on until late afternoon when we retired noisily to the 'Commodore'. We consider our party to have been much more sociable than 'Flash Friday' as anyone was welcome to join in, and we were out to enjoy ourselves, not to attract attention as the Architects do.

This is only a small indication of what has been going on, and one can only conclude that we are not very serious after all. We think that the Editor should get his facts right, and that he needs more reporters,

Yours,
D46C/2

Dear D46c/2,

My humble apologies to all "riotous" Civil Engineering Technicians. The Engineers referred to were, of course, those terrible boring professional people. And as for those show-off Architects, well who needs them anyway?

Your "formal dinner-party" sounded like just the sort of cultured event that should be encouraged. So the next time you're having one let us know and I'll be along with several bottles of something.

On your last point you're dead right - we need more reporters. All contributions will be considered and perhaps we could start with all those Engineers and Architects I've just insulted.

- The Ed.

P.S. Thanks for the letter Eithne.



U.S.I. Must Fight the 'Cuts'!

(This article is a proposal for an alternative national policy for USI from this Union).

A. POLICY

"Education must serve the needs of the people" - this should be central to U.S.I.'s policy on education. These needs are:-

(a) A need for knowledge of the world in order to control their own lives, to provide necessities and to improve their general well-being.

(b) A need for skills to fully participate in production and for self-reliance of people on their own material and labour resources.

Therefore, only an education system that is:-

(a) Available to all, from first to third level with continuous options, with proper financing.

(b) Based on teaching and learning the truth about the world in the sciences, history, economics, sociology and politics.

(c) Subject to the right of students to fully and consciously participate in their own education on such matters as content, assessment and regulations.

(d) Above all subject to the control of the majority of working people.

- will fulfil our demands. This can be summed up in the present U.S.I. slogan, "Education a Right not a Privilege".

"Democratization of Education" which on face value is desirable, is not a sound basis for policy. As interpreted by U.S.I. at present it calls for "expansion and investment in the education service as a means of creating a democratic society with

opportunities for all" (Special Congress, 1980 Officers amendment to E2). How can an education system which at present is a tool of the government and the economic system, be changed (democratized) and used against that system? This is idealistic nonsense that confuses the role of the students and casts them in the role of a pressure group that "advises" the government on the error of it's ways.

While fighting for reforms is not only necessary but absolutely essential we are aware that any reforms conceded by the government will not guarantee any fundamental change in the system. This is why USI has to be a defense organisation militantly defending the interests of students.

Within this overall picture students have been forced to concentrate on the issue of "Finance for Education". In order to take up this issue effectively the most pressing need at the moment is to "Fight the Cuts". This should be our present strategy.

B. STRATEGY

It will be very difficult to mobilise students to fight the cuts without an objective over-view of the source of the problem i.e., the way in which society is governed and the present role of education in that system. Thus while the same amendment to Special Congress calls on Congress to deplore "the manner in which finance for education is

advanced or withdrawn at every twist and turn in the economic fortunes of this country", it fails to give an adequate explanation and relies instead on emotive references to "get-rich-quick" merchants and other "baddies".

Moralistic arrangements about "not being as badly-off as other sections of society" or that "there's not enough money to go round" should be combated. Students are right to fight when their interests are threatened and as a relatively well-informed and aware section of society it is their duty. Our interests are the same as all working people. Students should be convinced of the justice of their cause otherwise we are defeated before we start.

Following on from this is the ability of students to follow the strategy through. Tactics must be appropriate and, as pointed out in the Officers' Discussion Document, must be directly related to the internal state of all the Students' Unions and their level of activity.

C. TACTICS.

(a) PROPAGANDA

1. Well written and well presented literature to explain to students and the public the issues (with say each college allocated a certain area, eg., factory or industrial estate).

2. Slogans and information have to be concrete e.g., "Education must serve the needs of the People" and "Fight government cuts in Education".

(b) SOLIDARITY

1. Students should make their parents aware of the issues because, as pointed out in the Discussion Document, they, and not only students, are affected by the lack of finance by having to support their sons and daughters through college.

2. Students' Unions should look for, and give, active support to teachers and other workers within the college. Support in a dispute should be given if it is just and not only when it is "official". After all it is the "official" I.C.T.U. who put their name to the present National (mis) Understanding which in the Education section states that "the Department of Education will continue its efforts to promote equality of educational opportunity". When did the Department start?

3. Joint rallies should be held with other groups and Students' Unions on relevant issues where possible e.g., last year's accommodation protest in Dublin.

(c) Student actions against the Government.

1. This is closely linked to, and can take the form of, internal action in the college. For instance last year's occupation in Bolton St., although an obvious embarrassment to the College authorities, was primarily directed against the V.E.C. and the Department of Education. Occupation of part of the College was the only tactic appropriate to our strength at that time.

2. Disciplined public demonstrations by students at important state occasions e.g., visiting E.E.C. Heads of State should be utilised to cause maximum embarrassment to the government.

Discipline in this case does not mean acquiescence or timidity but tight organization with students knowing exactly what to do and when.

3. Lightning occupations and demonstrations could be used to great effect in properly co-ordinated actions between different colleges e.g., Trinity students occupy the Dept. of Education and after a few hours leave suddenly just as Bolton St. and Kevin St. move into Apollo House. UCD and St. Pat's would use a different combinations of such tactics the following week. These tactics would have to be varied and carried out over a period of several weeks to cause as much confusion as possible to the authorities.

4. If these tactics have

been properly organized and carried out then a more serious and prolonged occupation, by a large selected group, should be considered, with demonstrations in support organised throughout the country. This would be continued until some concrete concession had been wrung from the government.

While such tactics will be difficult to organize and will involve certain risks (like being arrested) they are necessary if students are not to be continually trampled on and ignored by the government, as they are at the moment.

The diagram below shows more clearly the differences between USI's and Bolton St.'s approach to the issues facing the students. Later on this will be discussed at a General Meeting.

Bolton St.

U.S.I.

POLICY

Education must serve the needs of the people.
Education is a right not a privilege.

Democratisation of education.
Education is a right not a privilege.

STRATEGY

Fight the cuts!

- Fight for representation.
- Fight for consultative / advisory status with the government.
- Generalised opposition to the bad state of education.

TACTICS

Serious all-round opposition to the government cuts, involving conscious and militant struggle by the entire student body in the country.

Token mobilisation of the student body to back up claims of the leaders to be consulted. Mainly confined to the colleges.

What is Right with Architecture?

The following article was submitted by a 'senior student of Architecture' in response to the article "What is wrong in Architecture", which appeared in the last edition of the paper. It is being reproduced in full without any editing as requested. Editor.

Of course there are problems in the faculty of Architecture, but there is plenty of strength too. Much of what has been said about the course recently has been severely critical. These are just a few words to remind people that we do have strong positive points about our school in case the good goes unnoticed in the midst of all the faults which are brought to our attention.

Before proceeding further an examination of the reasons for criticism might clear the air. It is an interesting feature of Architectural schools, especially in the senior years, that students regard their course as probably the whole world. This is confirmed by visits to eight other schools in Europe and North America and conversations with many students from over twenty other schools of Architecture. This does not excuse or negate the faults of our school but it does put their criticisms in perspective.

Furthermore, let us look at who is complaining about faults and why they might do that to the exclusion of pointing out any good points.

When design is perceived as to progressive elimination of faults and when designers/architects are seen as people trained

to notice and correct faults in any given system be it, plans, concepts or buildings then it is hardly surprising to find this new-found skill turned on the nearest and best understood system to hand, namely the course which trains them!

The criticisms which are voiced by students, for the reasons outlined above, are well known and documented elsewhere, so this article will not repeat them but instead only try to point out what is good in the course. This is about the future so it concerns mainly the junior years, especially you first years! This article was prompted by the prospect of first year students having their cherished enthusiasm blighted upon entry by finding nothing but cynicism and criticism about the course which they worked so hard to get into.

Speaking of first year students and about the strengths of the course, the calibre of students entering our course is as good as you'll get anywhere. The assessment system operated has been refined over the recent years and its' correlations between the quality of the students going through the course and its' indication of potential is remarkable. This, combined with the interesting and varied types of people who gain entry to the course because the entry requirements are not based solely on academic achievement but also on enthusiasm and other non academic skills and talents. So our first and most important resource, the students, are as good as you'll get.

Our other great resource is vested in the faculty itself:- Freedom! Oh yes freedom to make a fool of oneself, but freedom too to experiment, to learn and to grow without the ideological straightjacket which are prominent in so many other schools. No doctrine of architecture is pushing you in Bolton St. This freedom, of course, places an extra burden upon the student who must take the time and the trouble to decide upon and clarify their own beliefs and attitudes.

This freedom has been criticized as being merely the lazy lack of anything resembling a structured course. This might have been true in the past, but let us adopt it as a deliberate feature of our future, Bolton St. graduates will be their own men.

Lastly, our school's interest in Ireland, its' people and its' architecture must be seen as a strength.

Ireland is a rapidly developing country with the youngest population in Europe. These are well educated, aware young people who will demand a higher standard of building and design than has been sought up to now in Ireland. Combine this with a growing movement among people away from internationalism and towards an awareness of the value of indigenoussness and national character and the emergence of an Irish architecture, for the first time, does not seem an outrageous proposition.

With the interest shown by this school in the past by way of town studies, publications, competitions and the vigorous protection of

endangered historical buildings it seems reasonable to say that if the roots of a specifically Irish architecture are going to come from anyone, they will come from Bolton St., and its graduates.

Finally, back to the faults. Any school which is making itself aware of its faults

has already taken the first steps towards solving its problems. We must now look to the future, which is where our success as a school lies.

An interested, vigorous body of students and a sympathetic school structure can sweep away problems in a very short

time, the attitude of mind is vital, negative criticism alone, which is so easy to make, will only drag the school down, but positive comment, interest and a building upon our strengths can give us a school of architecture as good as the best anywhere.

A Senior Student

A REPLY

Unfortunately the article we received was somewhat obscure. Taking it point by point I would like to make the following comments on it:-

(The numbers refer to paragraphs).

1. It acknowledges the faults and criticisms raised in the first article but desires to be positive about the course. This is a mistake since it confuses the question of criticism without understanding that criticism is sometimes constructive and sometimes destructive. It would have been more positive to deal with the points raised in the last article and saying where they were right or wrong.

2. The article here actually agrees that this school of Architecture and many others are turned in on themselves but sees nothing wrong with this.

3. Again there is an agreement that the students have complaints about the course but doesn't say what they are!

4. The writer tries in this paragraph to explain that criticism is inevitable rather than justified due to the nature of the course. That the course has this feature at all I would dispute.

5. This is nothing short

of patronising paternalism. It is astonishing that any student of such a 'critical' course should wish to protect the first years from the realities of life.

6. The article then tries to assert that the entrance system to the course is scientific and efficient. In fact the Union is concerned that the opposite is the case and last year went about collecting some data in order to remove the facade of respectability from the so-called "suitability tests".

7-8. The idea that anyone would want to enshrine pseudo 'freedom' - which derives from "laziness" according to the writer - as a feature of the course is both cynical and ridiculous!

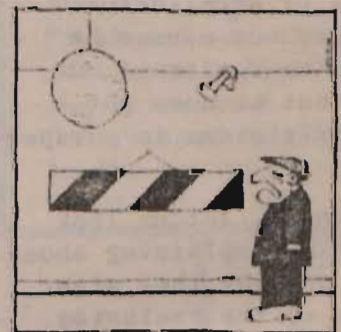
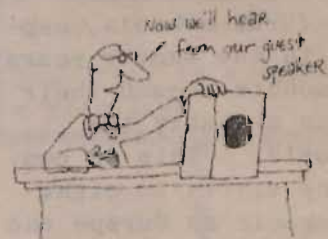
9-11. This point asserts that the course has a social conscience. How then is it that history and art are taught divorced from the great social and political movements of the time? Even the 'town studies' are done almost purely on the basis of the study of the built environment.

12. The article in no way tries to substantiate the assertion that the authorities are trying to correct the weaknesses in the course. Many students besides this writer would like to see the evidence and see it out in the open.

13. On this point I agree that the students must become involved in sorting out the course but would like to know on what foundations 'a Senior Student' thinks we can build?

Brendan Doris.

In case there is any cause for concern about the fact that the original article wasn't signed, it was written by Brendan Doris, president of the Students' Union. He himself is a senior Architectural student. - Ed.



"If you ask me it looks like something that fell off the back of a lorry"

Geo-Surveying

Students in Geo Surveying are being trained principally to produce maps of land, sea and mines. Most people on completion of this course will go into either a survey company or an engineering company.

WHY ARE THERE SO FEW LAND SURVEYORS?

Bolton St. is the only College in this country offering a training in land surveying. Even in Bolton St. there is difficulty despite the fact that this College has a monopoly in land surveying. The College finds it hard to get staff - when they do try they are slow about it.

For instance, a vacancy was advertised at Christmas 1979 for a full time Lecturer in photogrammetry. A candidate was interviewed some time in January 1980. 10 months later the Dept. of Education sanctioned the post i.e., last Friday 26th Sept. 1980, probably in order to save money on salaries. Even now this Lecturer has not been appointed to the College staff, so the College cannot say "BUT IT IS NOT OUR FAULT".

In the academic year '77/'78 the Geo Surveying students went on strike and occupied the Surveying Dept. offices. The reason for this was that the course was being phased out and there was to be no intake of students to first year in 1978.

Their action was, happy to say successful and here we are to-day. However, all is not rosy yet!

COURSE RECOGNITION

Thanks to the childish "I'm the king of the castle" attitude of some members of the V.E.C. the Geo-Surveying

course cannot seek NCEA (National Council for Education Awards) recognition. Would you believe the V.E.C. and N.C.E.A. aren't speaking. To my mind the "GROWN PEOPLE (?)" who sit on these bodies should take their thumbs out of their mouths, open their eyes and realise that it is the careers and lives of young people, mostly between the ages of 18-25 who they are responsible for.

The students of this course have made repeated representations to the Head of Department (who is one of those with no interest in the NCEA) and College Council on the matter of NCEA recognition. College Council was given a motion several times by the Student President requesting that Geo-Surveying be put forward to the NCEA for examination and if it be not put forward then an explanation be given to the students. The course was not put before the NCEA and an explanation was not given to the students by these "GROWN PEOPLE (?)" or "Kings of the Castle" who do not

want the NCEA telling them how to improve their courses.

The only outside academic qualification is from the RICS (Royal Institute of Chartered Surveyors) which is a professional body and is not really tailored to the G.S.T. course and anyway to obtain this qualification exams must be sat during March of third year -rough!

But it is not all bad, really. When you come out after getting your cert. or diploma you should not have any trouble getting a job. The work can be very varied and very interesting, with travel if you want it. The starting pay is about the same as a Civil Engineer i.e., £3,000 - £4,500 depending on who you work for, and the work etc.

FOR THE FIRST YEARS

You will have problems as did the rest of us, you will find the 2nd years and 3rd years most helpful as they have been through it too. The staff are a good bunch and I have always found them helpful and friendly with any problem.

Brian Stone



Germany—the true story

Because of the disturbing reports reaching it, USIT felt it necessary to commission a report on summer work in Germany.

This report is available in the Students' Union office and should be compulsory reading for anyone seriously considering summer work in Germany or anywhere else abroad. Below is a brief outline of its' contents:-

Germany has become the working Mecca for Irish students because other labour markets in Britain and the U.S.A. have dried up and because reports from previous years tended to exaggerate the amounts of money that can be earned there. However, in the current world wide climate of inflation and recession even Germany is being affected.

Traditionally strong industries such as Opel car works are currently in the process of laying off 4,000 workers. In spite of this gloomy picture there are areas of employment suitable and available to students, such as fruit processing, temporary work to cover holiday periods and especially hotel and catering works but these jobs are being competed for by an increasing number of students from other countries.

5-6,000 Irish students arrived in Germany this summer, 90% of whom had no prearranged job. Of these 20% found jobs within a week, 40% found jobs within two weeks, 10% after two weeks and 20% or more had to admit defeat and get home - somehow.

Students with prearranged jobs normally had accommodation arranged by

their employer, quite often at fairly cheap rates. When this was not the case, accommodation was harder to find than a job.

About 30% of students found flats often after three or more weeks. About half stayed in dormitory/hostel type institutions which, although cheap and serving adequate meals, had enforced restrictions which many students found hard to accept. The rest slept in tents, friends flats, cheap hotels or hung around youth hostels, usually illegally. Irish students weren't very popular with hostel staff because of this and their tendency to break a lot of rules.

There were a few cases of real hardship with students sleeping rough in all weathers, under nourished, and one particular case of two students who gave three half litres of blood in two weeks.

As regards rates of pay and conditions a good deal of the information received from students was grossly exaggerated and many of the leads followed up turned out to be dead-ends.

The report goes on to draw certain conclusions and make suggestions, the gist of it being to be as totally prepared as possible.

1. Have a job prearranged. Apply before December (that is what the German Embassy told us). Details in the Students' Union office.

2. Applications should be written in German. The S.U. is trying to organize a translation service to help in this matter. Any student with a working knowledge of German should contact the Union office.

3. Have accommodation arranged. Often it can be arranged along with the job through the employer.

4. A knowledge of German however scanty is a great advantage. It is not just useful but also good manners to speak it while in the country. So we recommend students to take some sort of course in the language if possible.

5. Do not sign contracts unless you know what is involved and once signed - you should stick to them. Failure to do so makes it very difficult for students following to get a job in that particular factory or hotel. Irish students haven't got a very good name on this score.

6. Buy a return ticket - just in case things don't work out.

7. Get out there as early as possible.

"Arriving in Germany without good contacts is a recipe for disaster. There are no miraculous means for finding work and accommodation in spite of incredible 'good luck stories' I came across and students should be wary of believing all they hear from people who 'made a fortune' this summer."



"I picked up a few things out East"