

A decorative border of intricate Celtic knotwork surrounds the text. The top-left and top-right corners feature larger, more complex knotwork designs. The rest of the border consists of repeating interlocking knot patterns.

**IRISH DIMENSIONS
IN BRITISH EDUCATION**

**REPORT on 5TH
National Conference
Saturday, 20th February, 1988.**

Published by:

Soar Valley College
Irish Studies Workshop,
Gleneagles Avenue,
Leicester.
LE4 7GY.

Telephone: (0533) 669625.

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IRISH DIMENSIONS IN BRITISH EDUCATION
5th NATIONAL CONFERENCE - Saturday 20th February 1988

THE IRISH DIMENSION - FROM THEORY TO PRACTICE

This conference was aimed at teachers, parents, first and second generation Irish, Irish community organisations and all those interested in the relationship between culture and education.

The guest SPEAKER was:

Dr. Patrick BUCKLAND: History Dept., University of Liverpool, who spoke about the University's commitment to developing its new IRISH STUDIES INSTITUTE; he covered developments to date and intentions for the future vis-a-vis curriculum provision at all levels.

This year's theme was to concentrate on actual developments, with the intention of disseminating the relevant information about them. Therefore the emphasis was on working seminars, the duration of which was lengthened. The choice of these is outlined below.

We would like also to express our thanks to 'The Irish Post' for its thorough and enlightened coverage both before and after the Conference, and to all those Irish community group representatives who attended for their enthusiastic response. Furthermore, we are grateful to all the College staff for their help and co-operation, and to the various Discussion Group Leaders:

WORKSHOP/SEMINARS -

HIGHER EDUCATION AND DEGREE COURSES (BAIS PANEL): Patrick Buckland, Ruth Dudley Edwards, Eamonn Hughes and Jim O'Hara

NORTH LONDON POLYTECHNIC'S NEW COURSES: Alan Clinton and Mary Hickman; covers the Half Degree Course and adult education courses.

THE R.S.A. IRISH STUDIES ACCESS COURSE (Kilburn Poly (FE)). Gerry Landers, Ann Rossiter, Jonathan Moore and Noel O'Connell (16-18 and Adult Education)

A/S LEVELS & THE NEW G.C.S.E. MODULAR COURSES (14-16). George Boyce, Roger Swift and Nessian Danaher (BAIS PANEL).

The work of the MANCHESTER IRISH EDUCATION GROUP - an example of good practice: Joe Flynn and Les Hankin.

IRISH LANGUAGE EXAMINATIONS new courses at GCSE and Institute of Linguists; Siobhan Ui Neill and Oliver McInerney (BAIS PANEL)

The Conference is supported by the British Association for Irish Studies, Soar Valley College Community Association, the Leicestershire Multicultural Service and our commercial sponsors.

Again, we wish to express our thanks to our educational and commercial sponsors, especially the Soar Valley Association (the committee of the adult and community education section), the Community Vice-Principal, Eric Sylt, our Resources Department Secretary Mrs. Wendy Burke and Ms Jo McGuigan of the College's History Department.

NESSAN J. E. DANAHER, B.A., M.Ed.
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 Hon. Fellow, Irish Studies Institute
 University of Liverpool

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(A Membership Application form for which can be found on page 26
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The study of Ireland will become an integral part of the educational system in Britain. That at any rate is the intention behind two recent bold initiatives in Irish Studies. The British Association for Irish Studies is embarking upon a fund-raising campaign, having won from the British government support for the promotion of the study of Ireland in Britain. At the same time, the University of Liverpool has announced its decision to establish the first Institute of Irish Studies in Britain.

The association is an unusual animal, being at once a conventional learned society and also a vigorous crusading organization with a national strategy not only for developing and extending Irish Studies in Britain, but also for raising their profile and professional status. It has received a useful fillip recently in the form of a modest one-off grant from the Department of Education and Science.

Despite its modesty, the grant has been welcomed by the Ruth Dudley Edwards, the association chairwoman, "as a welcome indication of the seriousness with which, for the first time, the study of Ireland and Anglo-Irish relations is being taken in official and educational circles in Britain". The grant will be used to finance a fundraising campaign among Irish business and individuals in Britain.

"If we get the resources, Ms Edwards said, "we can place the study of Ireland upon a firm footing in British schools, colleges, adult education, polytechnics and universities. The time is right."

The Institute of Irish Studies at Liverpool University, the first university department in Britain dedicated to the promotion of Irish Studies, is the association's flagship. It is research-based, encompassing a broad range of disciplines from archaeology and literature to marine biology and politics. It offers Irish Studies as a half-degree at undergraduate level and as a complete course at Master's level.

It is also developing in conjunction with the association, a programme to promote the study of Ireland in schools. Although its primary concern is academic, it will not be a remote ivory tower. Rather it will involve itself in the wider community, promoting the educational aims of the Irish community in Britain and providing

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The first comprehensive analysis of modern popular protest in both England and Ireland, two strikingly different societies governed from London. To meet the twin challenges from a restive Irish peasantry and a radical English working class, the government created the police, a controversial new civil institution whose principal mission in its formative period was the maintenance of public order, not the control of crime.

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The essays in this collection focus on the nature of popular protest and agrarian unrest and the development of nationalism in modern Ireland. Some are concerned with particular manifestations of protest, while others treat more general themes. Religion is discussed, and the relationships between agrarian violence and politicisation, and between protest and nationalism.

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Political Order and Cultural Integration in a Newly Independent Nation

JEFFREY PRAGER

In this book, Jeffrey Prager examines the first decade of Irish independence in order to explain how the Republic of Ireland achieved democracy. In so doing, he provides a deeper understanding of the Irish case while shedding new light on the process of democratic consolidation in modern state-building.

270 pp. 0 521 26813 3 £30.00 net

Cambridge University Press

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

British interest in Irish studies is picking up – and not before time, writes Patrick Buckland

Across the borderline of misunderstanding

business, the media, community and government with informed analyses of Irish and Anglo-Irish affairs.

It is, of course, entirely appropriate that Irish Studies should form part of the education system in Britain. The study of Ireland, and Anglo-Irish relations, has always addressed issues of intellectual interest and contemporary concern, and today it continues to confront such pressing questions as multiculturalism, the relationship between law and justice, nationalism, and economic decline and development.

Moreover, the lives of the peoples of Ireland and Britain have been intertwined for hundreds of years. Each island has become a home for people originating in the other, and the impact of Britain and Ireland on each other has been, and continues to be, very great. In the present century Irish writers have made a contribution to literature in English out of all proportion to their numbers – W. B. Yeats, James Joyce, George Bernard Shaw, William Trevor and Seamus Heaney being but a few of these. The conflict in the north of Ireland remains a fertile source of tensions and difficulties.

All this has been true for a long time, and the fact that these initiatives in Irish Studies are occurring only now, in the late 1980s, provides a commentary on the nature of Anglo-Irish relations: long co-existence but little effort at mutual understanding. The formal study of many other countries and cultures is well established in parts of the education system in Britain, but, despite work of high quality, the study of Ireland and Anglo-Irish relations, remains precarious.

According to a recent survey of universities, the besetting weakness is the failure of institutionalize the study of Ireland which was all too dependent upon the primarily concerned with Ireland. The university system was thus not sufficiently geared to respond either to the "burgeoning student demand for Irish courses" or to central government's desire to raise levels of understanding of Ireland in Britain.

The demand for greater provision for Irish Studies comes partly from within the Irish community, the largest ethnic minority community in Britain. Many children are second and third generation Irish and have a growing interest in their Irish roots and identity, and with the new wave of im-

migration from Ireland that is now taking place, nearly every family in Ireland has, or will have, a relative or friend in Britain.

There is also an urgent need, recognized by the governments of the United Kingdom and the Republic of Ireland, to increase mutual understanding between Britain and both parts of Ireland. The acrimony aroused by decision not to prosecute RUC officers in connection with the alleged "shoot-to-kill" policy, and by the upholding of the conviction of the Birmingham Six, has once more highlighted the manifold opportunities for misunderstanding and misjudgement in relations between Ireland and Britain. Events are often judged from different perspectives and explanations of actions are often contemptuously dismissed by aggrieved parties.

The Irish have a fine line in denunciation of Britain. Nationalists are especially harsh on matters of law and order and the judicial process. The recent impugning of the attorney-general's integrity and fitness for office echoes in many ways the frustration almost hysterically expressed by Michael Collins in 1922, just after partition. Then, the newly-established state of Northern Ireland was in danger of dissolving the anarchy of sectarian strife and the main police-keeping force was overwhelmingly Protestant Ulster Special Constabulary. However, the British government did not respond as vigorously as Collins demanded to halt what he regarded as "the extermination of Catholics", and relations between Dublin and Westminster so deteriorated as to jeopardize the treaty settlement.

Ulster Protestants have been and continue to be just as scathing about Westminster. The man who masterminded the arming of Ulster Unionists in 1914, in order to maintain the union with Britain, had wished only a few years before that "I had been born in any country in Europe but Great Britain. She is the only country that breeds the peculiarly dirty birds that foul their own nest."

Unionists' mistrust of Westminster was summed up in their own theory of loyalty, distinguishing between loyalty to Crown and loyalty of any particular government. According to this view it would be disloyal *not* to resist parliament in certain circumstances. As Ian Paisley once put it, "If the Crown in

Parliament decreed to put Ulster into a United Ireland, we would be disloyal to Her Majesty if we did not resist such a surrender to our enemies."

All of this is sometimes beyond people in Britain, politicians and general public alike. The impugning of the legal system and the rejection of well-intended political initiatives can lead to exasperation which since the early 20th century has often been directed against Ulster Unionists. Harold Wilson was speaking for many when he castigated the Ulster Workers' Council for bringing down the power-sharing executive in 1974: "People who spend their lives sponging on Westminster and British democracy and then systematically assault democratic methods. Who do these people think they are?"

This exasperation is itself exasperating. The British often only have themselves to blame on account of their ignorance of Ireland and the Irish. The relationship between the two islands has usually been an unequal one. Differential social and economic development, imperial status and religion have created among the British a sense of superiority which inhibits even attempts at genuine understanding and a balanced view of Ireland and the Irish. The favourite stereotypes in the late 19th century were the ape-like and violent agitator (to be put down with a firm hand) on the one hand and the beautiful maiden (to be rescued) on the other. The Irish were also, according to a third view, "in many ways like children and they don't understand an invitation where they quickly obey an order".

The upshot has often been the adoption of ill-conceived and ill-considered policies which only store up future trouble. The consequences of one such policy are still felt today – the partition of Ireland, or rather the form of partition. The establishment of a separate government and parliament in Northern Ireland may have helped move the storm centre of Irish politics away from Westminster for a number of years, but nemesis was always waiting from the moment Westminster allowed Protestants and Unionists to stamp their mark on the administration of law and order. The Stormont regime was never as repressive as some of its critics like to maintain, but it was, in crucial areas of life, extremely partial.

In this respect the recent decision not to prosecute RUC officers is of a piece with previous decisions. The law was strictly enforced against Catholics and Nationalists, but considerable indulgence was shown towards known Protestant malefactors – all in the name of the wider interests of the state.

In 1922, an RUC inspector, known to apply the law in favour of Protestants in a sensitive area of Belfast, was allowed to remain in post for a further three years before administrative action was taken against him at the behest of Britain's first Labour government. At the same time, when Catholics and Nationalists were being internered in an effort to curb violence, members of a Protestant murder gang were being enrolled for intelligence work in the Special Constabulary.

Moreover, when a few months later this group resumed independent action, attacking Catholics in an apparent attempt to keep the pot of violence boiling, government plans to root out the gang were abandoned for fear of alienating the Protestant community at large.

The need and demand for proper provision for Irish Studies in Britain is clear. There is also the opportunity. At all levels the education system is in flux, with new examinations and a proposed new curriculum. Irish Studies, it developed responsibly and imaginatively, can take advantage of such changes to help broaden the curriculum. Two new A/S levels being proposed by the Institute of Irish Studies and the association will encourage students to tackle such problems as national identity and multiculturalism head-on by drawing upon judiciously upon history, literature and the social sciences.

In higher education Irish Studies must seize the moment. If financial constraints, and the rhetoric surrounding them, have not yet undermined the university idea, they have certainly created an impoverished environment, reducing facilities and limiting opportunities for the movement of staff.

At the same time, however, opportunities have been created by a more flexible, even entrepreneurial attitude on the part of some university administrations, motivated partly by a desire to provide for staff development, but also by the desire to attract outside funding. More adventurous academic

planning is possible, questioning and overriding existing notions of the roles of intellectual disciplines and academic departments.

Yet the change has to be carefully managed. The promotion of Irish Studies entails an often painful reassessment of personal priorities and raises important academic and pedagogical issues. It is a matter of debate as to what form the promotion of Irish Studies should take and the issues are brought most sharply into focus on the question of a BA degree specifically in Irish Studies. Apart from disagreement over content, particularly the role the Irish language, there is opposition to the very idea of such a degree, to the creation of "academic ghettos", since, some argue, undergraduate teaching should be within the "great traditions already established". Such reservations are re-inforced by concern about the tendency, implicit in some publications, to address Irish Studies to the Irish community in Britain and to stress its dimensions as an ethnic minority on a parallel with Asians or West Indians.

Some of these problems, at least, can be overcome by careful management, by linking Irish Studies to disciplines and other academic developments, and by a willingness to accept alternative viewpoints. However, in the last analysis, the development of Irish Studies in Britain will depend upon more money being made available, particularly to the universities. The fickle nature of British official interest in Ireland makes it impossible to rely upon public funds. Already, while the Irish Studies initiative has been welcomed by the British government and the UGC, it seems that the question of its government departments and between the DES and the UGC.

The way forward lies in private funding. The development of Irish Studies in Britain will depend upon the generosity of private individuals and corporate bodies with an enduring and benevolent interest in Ireland and Anglo-Irish relations. Opportunities must be seized as they occur and there is today an unprecedented opportunity to build the study of Ireland into the education system in Britain.

The author is director-designate of the Institute of Irish Studies of Liverpool University.

The Institute is the first multi-disciplinary teaching and research centre of its kind in Great Britain. Its stated aim is to make the study of Ireland an integral part of the British educational system.

It brings together members of staff from the University of Liverpool and neighbouring colleges of higher education (Chester College and the Liverpool Institute of Higher Education), postgraduate students and visiting scholars. The Director is Dr. Patrick Buckland, Reader in History at the University of Liverpool, and a leading authority on Irish unionism and Northern Ireland.

ACADEMIC LEADERSHIP

There is now general recognition of the need for higher education to provide academic leadership for the future development of Irish Studies in Britain. Over the last twenty-five years interest in the study of Ireland has grown gradually in Britain. Moreover, since 1980 the governments of the United Kingdom and the Republic of Ireland have made clear their intention to increase understanding and reduce prejudice, ignorance and misunderstanding on both sides of the Irish Sea. More imaginative leadership from higher education will ensure that in its growth Irish Studies will continue to be subject to the same rigorous academic discipline to which other areas of study are subjected in universities.

The City of Liverpool is close to Ireland and has a large Irish community. There is a strong tradition of the study of Ireland in the University itself and in neighbouring colleges of higher education. There are Irish elements in archaeology, geography, history, law, literature and drama, the natural sciences, philosophy, planning and sociology. There are 20 members of staff associated with the Institute, each with a proven record both of research excellence and of academic leadership and innovation.

Liverpool University's ability to provide leadership in Irish Studies is acknowledged by the British Association for Irish Studies and the University Grants Committee. A survey commissioned by the UGC in 1986 recommended that the development of Irish Studies at Liverpool University should be the first priority in the provision of national academic leadership for Irish Studies in Britain. Liverpool's detailed plans have been described as "admirable" by the UGC, have been endorsed by officials of the British and Irish governments, have aroused the interest of leading Anglo-Irish commercial organisations, and have widespread local support, including that of the Roman Catholic Archbishop of Liverpool and the Anglican Bishop of Liverpool.

UNDERSTANDING IRELAND

The Institute of Irish Studies encourages research, offers courses for both undergraduate and postgraduate students, supports the educational aims and interests of the wider community, and acts as a centre for the co-ordination of Irish Studies in Britain. Great emphasis is laid upon co-operation with other areas of academic and educational activity, and upon exchanges with other institutions, especially in America and Ireland. Such links enhance the understanding of things Irish, and ensure that Irish Studies does not become isolated but contributes to general intellectual and cultural development.

The basis of the work of the Institute is its research programme. Members of staff, postgraduate students and visiting scholars conduct research in five broad areas:

■ *Celtic Art, from its inception to the present day;*

■ *Modern Irish Literature and Drama, emphasising the inter-play between literature and politics, and including socio-linguistic analysis and the problem of Irish identity;*

■ *Anglo-Irish Relations, embracing history, law, marine biology, planning and politics, and ranging from the conquest of Ireland in the 16th century to the common political and environmental problems of Ireland and the United Kingdom today;*

■ *Northern Ireland from a number of perspectives, including the impact of sport and leisure on community relations, unionist politics and the operation of the devolved government and the legal system;*

■ *The Irish in Britain from the late eighteenth century, involving a wide range of disciplines and focusing on questions of adjustment and alienation.*

The Institute will also co-operate with other specialist groups within the University to extend the scope of its research in relation to, for example, the Institute for European Population Studies, the Institute of Prehistoric Archaeology and Science, the Centre for Art History, the Centre for Urban Studies and the Women's Studies Programme. In addition, the commitment to develop Irish Studies in schools provides opportunities for educational research, particularly on the development of teaching and assessment methods and materials.

The three-year undergraduate programme is an "Irish pathway" through the B.A. in Combined Honours, one of the longest established Combined Honours programmes in the country. Equivalent to half a degree, the "pathway" allows students to take courses in Irish Art,

History, Literature, Politics and Social Change. It also enables them to follow a "non-Irish" course such as Dark Age Britain, the City in Europe, and Modern British History to help put Irish Studies in perspective. Politics and Irish Studies, English and Irish Studies, and History and Irish Studies are expected to be popular combinations in the B.A. in Combined Honours.

The M.A. degree encourages the advanced, scholarly study of modern Ireland and provides a springboard for research. Two compulsory first-year courses probing the personality of modern Ireland, provide a framework for more specialised work. Then students can concentrate on either the humanities or social sciences, or mix the two, when choosing their dissertation topic and two options. Options include: Perceptions of the Irish in Britain; Modern Irish Literature; Violence in Modern Ireland; and Religion, Law and Politics in Modern Ireland.

Perhaps the most exciting innovation is the establishment of a joint education programme with the British Association for Irish Studies. A genuine collaborative enterprise between the University, teachers in schools and colleges, and representatives of the Irish community in Britain, it will give Irish Studies a higher profile in schools and colleges. The intention is at first to exploit the public examination system in England and Wales by developing a modular GCSE in Irish Studies which will encompass archaeology, economics, history, literature and language, politics, religion and social studies; and AS levels in Irish History and Literature and on the Irish in Britain.

The Institute of Irish Studies will act as a centre for Irish Studies nationally, not only by the breadth of its teaching, research and schools programme, but also by keeping a register of Irish teaching and research interests in higher education nationally, by building up a bank of teaching materials, by arranging international conferences, and by working closely with Irish Studies associations at home and abroad, especially the British Association for Irish Studies and the American Conference for Irish Studies.

Irish Studies should be an integral part of the educational system in Great Britain. The study of Ireland, and Ireland's relations with the wider world, addresses issues of intellectual interest and contemporary concern, not least multi-culturalism, democratic change and economic decline and development. More urgently, the development of Irish Studies should increase the understanding and respect which are so essential to the peace of Ireland and the United Kingdom.

This syllabus is provisional and it awaits the final approval of the Schools Examinations and Assessment Council. (S.E.A.C.)

History, (AS) Syllabus E. History, Literature, and the Irish Identity, 1890-1926 (One paper of three hours and coursework)

1. INTRODUCTION

This syllabus provides students with the opportunity to analyse ideas of Ireland and Irishness in a formative period in the history of modern Ireland. This will be done in two ways. The first will be an analysis of nationalist and unionist political ideas and movements in this period, which were ranged in contentious, and at times bitter, opposition. Secondly, the course will analyse the attempts by some major Irish writers to break down these political differences and to offer a new sense of Irishness and Irish culture which would provide a bridge between all Irishmen and a means of bringing them to acknowledge what Thomas Davis called 'The common name of Irishman'. In doing so, the course will enable history candidates to explore literature as well as the more conventional historical sources; and it will also enable students of literature to appreciate the historical dimension of their subject matter. It must, however, be stressed that these are not mutually exclusive categories.

The beginning and end dates of the course are chosen for both historical and literary reasons: the fall of Parnell occasioned the rise of the Irish literary revival and the efforts by Irish writers to influence the culture and political culture, of their country; 1926 saw the final establishment of the two states of Ireland, the Free State and Northern Ireland, after the Boundary Commission Settlement.

2. AIMS OF THE SYLLABUS

The aims of the syllabus are to stimulate an interest in and to promote the study of the identity and nature of Ireland and aspects of Irish literature and politics in the late 19th and early 20th century by

- (a) Stimulating an understanding and sound knowledge of
 - (i) the main events in the movement for Irish independence in the late nineteenth and early twentieth centuries;
 - (ii) the main trends in Irish literary movements in the nineteenth and early twentieth centuries;
 - (iii) selected works of major Irish writers involved in the national movement in the period covered;
 - (iv) the involvement of writers in public life (including the reasons for such involvement, the way in which writers tried to communicate with their audiences and their use of language and style to influence them, and the effect of political commitment on their art and profession).
- (b) Promoting an awareness of the nature of historical change and different

ways of viewing the past, with special reference to the relationship between history and literature at this period and the cultural and political context of literature; and

(c) Developing the skills of historical and literary understanding, investigation and communication, with particular reference to the extent to which literary texts provide insights into politics and society. These include the ability

- (i) to analyse and organise information from primary and secondary sources;
- (ii) to distinguish between fact, opinion and judgement and to assess the usefulness of sources as evidence; and
- (iii) to compare and contrast different sources and to reach sound conclusions based upon the comparison.

3. ASSESSMENT OBJECTIVES

Candidates will be expected to show sufficient knowledge of the course to enable them to demonstrate the skills of historical understanding, investigation and communication which are indicated below.

- (a) Understanding
 - (i) the nature of change and continuity in the past and the interaction between specific events and long-term developments;
 - (ii) that there can be different interpretations of the significance historical events;
 - (iii) the concepts appropriate to and arising from the history studied;
 - (iv) that the communities studied had their own distinctive values and assumptions and cannot be entirely understood in terms of present-day values and assumptions;
 - (v) that history is concerned with the whole of society and the interaction in society of political, economic, cultural and technological factors.
- (b) Investigation
 - (i) defining and analysing the problems presented by reading poetry, plays, etc. from both a literary and an historical standpoint;
 - (ii) undertaking independent investigation and enquiry;
 - (iii) assessing the extent to which literary texts provide insights into politics and society.
- (c) Communication
 - (i) drawing together the component elements of a topic or argument;

- (ii) presenting a coherent and sustained case embracing both the historical and literary disciplines.
- (iii) presenting balanced judgments or conclusions based upon historical and literary evidence.

The marks in the examination will be allocated as far as possible as follows.

Understanding	50 per cent
Investigation	30 per cent
Communication	20 per cent

4. SCHEME OF ASSESSMENT AND SUBJECT MATTER TO BE TESTED

Candidates will be required to take a written paper of three hours and to complete a Personal Study.

The written paper will consist of three parts, 1, 2 and 3, and candidates will be advised to read the paper carefully. Part 1 will consist of a compulsory question containing a number of sub-questions. Candidates will be advised to spend not more than sixty-five minutes on this part. Parts 2 and 3 will each consist of at least six questions. Candidates will be required to answer one question from each part and will be advised to divide the remaining time equally between Parts 2 and 3.

Allocation of marks.

Written Paper Part 1	30 per cent
Written Paper Part 2	20 per cent
Written Paper Part 3	20 per cent
Personal Study	30 per cent

Written Paper

The compulsory question in Part 1 will be based upon specified literary texts. However, questions based upon texts and other sources will also be used in Parts 2 and 3 and texts and other sources will be used as working material requiring an understanding not only of their subject matter but also of their context.

Part 1: Irish writers' perceptions of the Irish nation

In this part specified literary works will be used as working material for one compulsory question containing a number of sub-questions. The sources and related questions will be concerned with how Irish writers regarded and represented their country and fellow countrymen. Candidates will be expected, where appropriate, to place the texts and sources in context and to draw upon outside knowledge.

Part 2: Politics, Literature and National Identity, 1890-1926.

Part 2 of the written paper will consist of at least five questions, dealing with the chief political issues of the period as they relate to the question of Irish identity. Candidates will be required to answer one question.

Part 3: Irish Writers and National Identity in Ireland

Part 3 of the written paper will consist of at least five questions exploring more closely the relationship between four selected writers and politics in Ireland, enabling candidates to develop both historical and literary skills and insights and to use them across the disciplines. Candidates will be required to answer one question and will be expected to demonstrate their ability to use historical and relevant literary material.

In all three parts of the examination candidates will be required to have knowledge and understanding of the following nine themes relating to history, literature and politics in this period.

Divisions in Ireland

The making of a divided nation: the development of Irish nationalism and unionism, the importance of religion and longstanding ethnic and cultural conflict in shaping the identities and political attitudes of both groups; The politics of unionism and nationalism, and conflict over home rule and maintaining the Union. Early attempts to create a sense of unity (Wolfe Tone, Thomas Davis, Sir Samuel Ferguson) and their failure.

Fall of Parnell

The fall of Parnell and the rise of Irish literature: the consequences of Parnell's fall for Irish politics - 'breaking the mould' and creating the prospect that Ireland would be like 'soft wax for years to come'; breaking of political restraint; sterility of post-Parnellite nationalism; desire to create a new sense of Irishness, a unity of culture, overcoming sectarian divisions; the aims behind the founding of the Irish Literary Society of London (1891) and the National Literary Society in Dublin (1892) to create new images to unite Irish people in contemplation of their rich literary inheritance and to show that Ireland could be the home of great literature, and not of the 'easy buffoonery' so frequently depicted in England.

Irish Literary Revival

Irish Literary Revival: people and aims, with special reference to Yeats and Lady Gregory; the Gaelic Revival and the political significance of the Irish language movement; the uneasy relationship between 'Irish literature in English' and 'Irish literature in Irish' and its implications for perceptions of national identity and literary creativity.

Irish Literary Theatre

The Irish Literary Theatre: Yeats's choice of theatre as powerful means of communication with the Irish people; idea of direct relationship with his audience; theatre's controversies, especially over Synge's 'Playboy of the Western World' (requiring a particular study of the play); Arthur Griffith (Sinn Fein) and other nationalist critics of the theatre; Yeat's response in terms of artistic freedom and politics - denying that Irishness was the preserve of Catholic Ireland and dismissing the 'filthy modern tide' of democratic, urban Ireland; and exploration of the different points of view in this controversy.

The Other Ireland

The Other Ireland: James Joyce as portrayer of catholic middle class Ireland, confronting its broken culture; seeks new culture which is Irish - not English or Gaelic; sense of inferiority portrayed but transcended; ideas of Ireland, nationalism and English culture; denial of hatred and corrosion induced by Irish past; accommodation with present to shape future.

Failure of Constitutional Nationalism 1907-14

The development of more differences: Irish politics in the pre-war era; the divisions of Irish society in Labour disputes, the reassertion of Irish nationalism (which theme No. 4 above will also explore), the ideas of Unionism, especially Ulster Unionism, and its rejection of 'Irish' Ireland and of nationalism generally. The threat of 'physical force', in the Ulster rebellion and its use in the 1916 Rising.

Irish Revolution 1916-22

The Irish Revolution: the 'troubles' and the armed struggle. The securing of Ulster Unionism, and the attempts by Sinn Fein to turn the ideals of 1916 into a reality. The character of Sinn Fein's nationalism, 1918-1922, its failure to achieve, or perhaps even seek, unity in Ireland, except on its own terms. The creation of two new states and the failure of the Boundary Commission to change the Treaty settlement of 1921. Barricades, mental as well as political, in Ireland by 1926.

Writers and the Revolution

Exploring the Revolution: Yeats and the Rising and 'troubles'; implications for his Ireland and his Anglo-Irish people. O'Casey and the revolution: his attack on nationalism and on the failure of socialism; the revolutionary idea which devours; and his failure to perceive the inspiration of the revolution. Both these writers as examples of the disillusionment of the literary men with the Ireland that they had sought to influence and create: an Ireland whose unity would be based on a common culture in the case of Yeats; an Ireland based on the unity of the common working people, in the example of O'Casey.

Irish Identity After Independence

Irish identity - how it stood in 1926: the partition of Ireland; the status of the Free State; the Irish civil war and the effects of the violence of the years since 1919; the importance of Catholic and Gaelic influences in shaping the Irish Free. An appreciation and assessment of what Irish writers sought to achieve, and their successes and failures. Joyce and O'Casey in self-imposed exile; Yeats bitterly asserting that his are no 'petty people'; Synge dead. But is it all loss and no gain? Irish writers at least opened a continuing debate on what it meant to be Irish, what 'Irish literature' was, how Irishmen might find common ground.

Personal Study

1. All candidates will be required to submit a Personal Study of 4,000 words which will carry 30 per cent of the available marks for the examination.

The purpose of the Personal Study is primarily to test assessment objective

(b) - a candidate's ability to undertake independent investigation and enquiry by acquiring, selecting and organising relevant knowledge and evidence in order to analyse a specific historical issue. A candidate is therefore required to identify and investigate an issue concerning the nature and debate of the Irish identity.

The issues investigated in the Personal Study could be based upon

- (i) a study of one person and his/her role, e.g. Charles Gavan Duffy and the 'Library of Ireland'; Lady Gregory and the Irish Theatre.
- (ii) a study of one particular piece of literature, e.g. a play by Yeats, a poem by Thomas MacDonagh.
- (iii) a study of one theme arising from the course, e.g. the representation of the 1916 Rising (Yeats, O'Casey); the portrayal of peasant life (Synge, Yeats); the place of the Parnell theme (Yeats, Joyce).
- (iv) a study of one political event related to the theme, e.g. the Playboy riot.
- (v) a study of one general topic, e.g. the idea of 'Irishness' and Irish identity; its acceptance or rejection by the people at large; the various images of Ireland found in the writing of this period; the attempt to arouse a general interest in 'great art' - 'Great Art beaten down', was it?
- (vi) a study of one particular scholarly book or article in a scholarly journal, with a critical assessment of its significance and merit based, where appropriate upon reference to reviews, e.g. J. Kelly's article, 'The fall of Parnell and the rise of Irish literature', in Anglo-Irish Studies.
- (vii) the idea of Ireland and Irishness as expressed in certain Irish political/constitutional documents, e.g. the Free State Constitution, the 1916 proclamation, the speeches of de Valera.
- (viii) the Irishness of Irish unionists as expressed in writings and speeches.
- (ix) the political ideas of Sinn Fein, 1900-1918.

The Personal Study could draw upon a wide range of material, including works of literature, literary criticism, autobiography, biography, cartoons, photographs, newspapers and magazines.

Nevertheless, the Personal Study must be concerned with the central focus of the course. The course is concerned with an episode in the history of ideas; and how Irish writing contributed to the history of ideas. It would not, therefore, be appropriate to write up an account of the treaty negotiations or the controversy over the third home rule bill; but it would be appropriate to explore the idea of Irishness implicit in the nationalist attitude towards the treaty or the idea of unionism in the period 1912-14.

2. In order to avoid situations in which candidates might undertake

personal studies which the examiners would regard as being beyond the limits of the syllabus (and which therefore could not be accepted for the purposes of the examination), candidates must submit the proposed topics for approval.

Personal Study outlines must be submitted for approval not later than 1 May in the year preceding the year of the examination in the case of candidates following a two-year course and between 1 December and 15 January in the case of candidates following a one-year course. The approval of each Personal Study Outline must be obtained before the candidate embarks on the Personal Study.

3. Teachers responsible for entering candidates will be required to provide appropriate supervision of each candidate's work and, in submitting outlines of the topics to the Board for approval, will be required to certify that such supervision will be provided and that the work involved will be carried out in accordance with the Instructions and guidance for teachers, copies of which can be obtained upon application to the Secretary.

In order to assist the teacher in the centre in carrying out the supervision, the Secretary will provide for each candidate, on request from the centre, a form on which the request for approval of the Personal Study Outline will be submitted and a form on which the teacher will record the progress of work for each candidate together with the assessment of the candidate's work. It is anticipated that the teacher will find that keeping this record will aid the process of guiding and supervising the candidate throughout the work involved in the Personal Study. Moderation of the internal assessments will take place on the basis of the assessment by the Board's examiner of a sample of the Personal Studies from each centre. Centres will be informed prior to the examination of the procedure for including Personal Studies to be included in the sample.

4. Guidance notes to candidates on the writing of the Personal Study are available as a separate set of notes and can be obtained upon application to the Secretary.

5. It is recognised that private candidates may not be supervised by a teacher and it is necessary, therefore, to make separate arrangements for these candidates. Private candidates will be expected to attend, at their own expense, an interview with the Board's examiner. Private candidates wishing to enter for this subject should write to the Board for details of the arrangements for the submission of the Personal Study.

History (AS) Syllabus E. History, Literature and the Irish Identity, 1890-1926.

SELECTED TEXTS

W.B. YEATS

Selected Poems, ed. A.N. Jeffares (Pan, £3.95)

Selected Plays, ed. A.N. Jeffares (Pan, £2.95)

1. Yeats and Irish Nationalism: 'Cathleen ni Houlihan' from Selected Plays:

'Red Hanrahan's Song About Ireland', 'September 1913', 'On a Political Prisoner', 'Meditations in Time of Civil War' (especially nos. V and VI), all in Selected Poems.

2. Yeats and 'Imaginary Irelands' (heroic/legendary and fairy lore): 'On Baile's Strand' from Selected Plays;

'Cuchulain's Fight with the Sea', 'Fergus and the Druid', 'The Song of Wanderin Aengus', 'Cuchulain Comforted', 'The Man who Dreamed of Fairyland', 'The Hosting og the Sidhe', 'The Host of the Air', all in Selected Poems.

3. Yeats and the Anglo-Irish Tradition (admiration of aristocracy, distaste for middle class commercial spirit etc.): 'Upon a House Shaken by the Land Agitation', 'At Galway Races', 'To a Wealthy Man', 'An Irish Airman Foresees his Death', 'The Fisherman', all in Selected Poems.

J.M. SYNGE

The Aran Islands (Oxford U.P., £3.95)

Complete Plays (Methuen, £2.50) - for 'Riders to the Sea' and 'Playboy of the Western World'.

JAMES JOYCE

Portrait of the Artist as a Young Man
Dubliners

SEAN O'CASEY

Three Plays (Pan, £1.75)

N.B. Not all of these works will be set in any given year; but within this list a certain number will be chosen for a period of three years, and the alternatives will be offered for some texts. For example, the 'Plough and the Stars' would be offered for three years, and then replaced by 'Shadow of a Gunman', and so on. Schools would, of course, be informed of the choices available in any given period of three years.

APPENDIX H

History (AS) Syllabus E. History, Literature and the Irish Identity 1890-1926

BIBLIOGRAPHY

General works

- Boyce, D.G. (ed.) The Revolution in Ireland 1879-1923 (London, 1988)
 Brown, M. The Politics of Irish Literature (London, 1972)
 Brown, T. Ireland: a Cultural and Social History 1921-79 (London, 1981)
 Jordan, J. (ed.) The Pleasure of Gaelic Literature (Dublin 1977)
 Kennelly, B. (ed.) The Penguin Book of Irish Verse (Harmondsworth, 1976)
 Laffan, M. The Partition of Ireland 1911-25 (Dublin 1983)
 Lee, J. The Modernisation of Irish Society 1848-1914 (Dublin 1973)
 Lyons, F.S.L. Culture and Anarchy in Ireland (Oxford, 1979)
 MacDonagh, O. States of Mind. A Study of Anglo-Irish Conflict 1780-1980 (London, 1983)
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 Watson, G. Irish Identity and the Literary Revival (London, 1979)

Contemporary works (N.B. These are in addition to the set texts, and are important in establishing the context of the set works)

- Lady Gregory, Our Irish Theatre (London, 1914; enlarged ed., Gerrards Cross, 1972)
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 D.P. Moran, The Philosophy of Irish Ireland (Dublin, 1905)
 Pearse, P. Political Writings and Speeches (Dublin, 1922; reprint, 1958)

Special Studies

- Ayling, R. (ed.) Sean O'Casey: Modern Judgements (London, 1970)
 Beckett, J.C. The Anglo-Irish Tradition (London, 1975), chs v-vii
 Boyce, D.G. Nationalism in Ireland (London, 1982), chs 7-11
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 and Pyle, F.
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- Kelly, J.S. 'The Fall of Parnell and the Rise of Irish Literature' in Anglo-Irish Studies, vol. ii (1976), 1-23
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History (AS) Syllabus D. The Irish in Britain 1815-1914 (One paper of three hours and a Personal Study)

1. INTRODUCTION

This syllabus provides students with the opportunity to investigate the 'immigrant experience' within an increasingly multi-cultural society. It examines the process of mass migration from Ireland and the emergence and development of Irish communities in Britain in the nineteenth and early twentieth centuries. The approach is mainly historical, concentrating on selected aspects of the history of Ireland and Britain, and draws on a wide range of concepts and source materials to investigate two broad questions which are applicable to all migrant groups: the processes of migration and adjustment. Why did people leave their homeland and settle in particular areas abroad? How far did they integrate into the new society or preserve a distinctive identity? The syllabus also provides an opportunity to compare the experiences of the Irish in Britain with those in either the United States or Australia.

2. AIMS OF THE SYLLABUS

The aims of the syllabus are to stimulate interest in and promote the study of Irish immigrants in Britain in the nineteenth and early twentieth centuries by

- (a) stimulating an understanding of and sound knowledge of
 - (i) the causes, nature and consequences of migration from Ireland;
 - (ii) the social, economic, cultural, religious and political organisation of, and attitudes towards, Irish communities in Great Britain during the period;
 - (iii) the nature and relevance of selected historical sources, primary and secondary, relating to the study of the Irish in Britain.
- (b) promoting an awareness of the nature of historical changes and different ways of viewing the past in respect of the Irish in Great Britain; and
- (c) developing the skills of historical understanding, investigation and communication. These include
 - (i) the ability to analyse and organise information from primary and secondary sources;
 - (ii) the ability to distinguish between fact, opinion and judgment and to assess the usefulness of sources as evidence;
 - (iii) the ability to compare and contrast different sources, reaching sound conclusions based on the comparison.

3. ASSESSMENT OBJECTIVES

Candidates will be expected to show sufficient knowledge of the course to enable them to demonstrate the skills of historical understanding, investigation and communication which are indicated below.

- (a) Understanding
 - (i) the nature of change and continuity in the past and the interaction between specific events and long-term developments;
 - (ii) that there can be different interpretations of the significance of historical events;
 - (iii) the concepts appropriate to and arising from the study of Irish migration and Irish communities in Great Britain in the nineteenth and early twentieth centuries;
 - (iv) that the communities studied had their own distinctive values and assumptions and cannot be entirely understood in terms of present-day values and assumptions;
 - (v) that history is concerned with the whole of society and the interaction in society of political, economic, cultural and technological factors.
- (b) Investigation
 - (i) the abstraction of information from and critical appraisal of historical sources;
 - (ii) undertaking independent investigation and enquiry;
 - (iii) defining and analysing the problems presented by an historical issue.
- (c) Communication
 - (i) drawing together the component elements of a topic or argument;
 - (ii) presenting a coherent and sustained case;
 - (iii) presenting balanced judgements or conclusions based upon the available evidence.

The marks in the examination will be allocated as far as possible as follows.

Understanding	50 per cent
Investigation	30 per cent
Communication	20 per cent

4. SCHEME OF ASSESSMENT AND SUBJECT MATTER TO BE TESTED

Candidates will be required to take a written paper of three hours and to complete a Personal Study.

The written paper will consist of three parts, 1, 2 and 3, and candidates will be advised to read the paper carefully. Part 1 will consist of a compulsory question containing a number of sub-questions. Candidates to spend not more than sixty-five minutes on this part. Parts 2 and 3 will each consist of at least six questions. Candidates will be required to answer one question from each part and will be advised to divide the remaining time equally between Parts 2 and 3.

Allocation of marks:

Written Paper Part 1	30 per cent
Written Paper Part 2	20 per cent
Written Paper Part 3	20 per cent
Personal Study	30 per cent

WRITTEN PAPER

The compulsory question in Part 1 will be based upon contemporary sources, which include a wide range of extracts from Parliamentary Papers and the works of Engels, Mayhew, Carlyle, Denvir and Charles Booth cited in the bibliography. However, source-based questions will also be used in Parts 2 and 3 and sources will be used as working material, requiring an understanding not only of the subject matter of the sources but also of their context.

Part 1: Contemporary perceptions of the Irish

In this part contemporary sources will be used as working material for one compulsory question containing a number of sub-questions. The sources and related questions will be concerned with how the Irish were regarded by others and the influences upon these perceptions. Candidates will be expected, where appropriate, to place sources in context and to draw upon outside knowledge.

It is not intended that all aspects of contemporary perceptions will be examined but rather to concentrate on the significance of the inter-relationship of class, ethnicity, religion and nationalism in exploring four key questions:-

- How were Irish immigrants variously perceived by the host society?
- What was distinctive about contemporary attitudes to the Irish, and what were their roots?
- What were the internal and external factors encouraging and discouraging Irish assimilation into British society?
- How far and why did attitudes to the Irish in Britain change according to time, place and class?

Part 2: Migration from Ireland.

Part 2 of the written paper will consist of at least six questions dealing with the process of migration from Ireland in the nineteenth century.

Candidates will be required to answer one question.

Part 2 will examine the massive emigration from Ireland which by the end of the nineteenth century led Irish nationalists to lament that there were more Irishmen and women living abroad than there were in Ireland. It will address six questions:

- Who emigrated from Ireland?
- What conditions in Ireland, social, economic and political, led to migration?
- What conditions abroad attracted Irishmen and women to leave Ireland?
- Why did some Irishmen and women choose to migrate to Britain and others to migrate to North America or Australia?
- Why was emigration often represented as 'exile' by Irishmen and women?

In answering these questions candidates will be required to have knowledge and understanding of the process of Irish migration to Britain and elsewhere in the period, with particular reference to the 'push' and 'pull' factors influencing migration (especially the great Famine); the scope and scale of migration, with particular reference to Census data; the character of migration, with particular reference to passage, routes, and destinations in Britain; seasonal migration and re-emigration; social classes, age-groups and gender; and changes over time and place.

Part 3: Irish communities in Britain.

Part 3 of the written paper will consist of at least six questions dealing with the process of adjustment of Irish communities to conditions in Britain in the nineteenth and early twentieth centuries. Candidates will be required to answer one question.

Part 3 will examine how far Irish migrants adjusted to conditions in Britain and the extent to which they were assimilated to British society or maintained a distinctive identity. It will also try to assess the distinctiveness of Irish experiences in Britain by bearing in mind comparisons with the experiences of Irish communities in the United States and Australia. In doing so it will ask six broad questions:

- What forms of social, economic, political, cultural and religious organisation did the Irish develop on arrival?
- How far did such forms of organisation change in the course of the nineteenth century?
- How far did the migrants influence social, economic, political, cultural and religious institutions in Britain?
- How far were the Irish influenced by the host society?
- How accurate is it to speak of 'the Irish experience in Britain' and how far did the experiences of different socio-economic and religious groups differ?
- How did the experiences of the urban Irish in Britain compare with those of the urban Irish in either the United States or Australia?

In answering these broad questions candidates will be expected to have knowledge and understanding of six broad themes relating to the Irish in Britain, including a knowledge of selected sources of evidence, primary and secondary.

Settlement

What was distinctive about the nature and pattern of Irish urban and rural settlement? Did the Irish live in ghettos? Was Irish settlement in Britain characterised by uniformity or diversity? (In exploring these questions, candidates will be expected to demonstrate some knowledge and understanding of particular local and regional studies on settlement, since such studies form part of a wider debate among historians.)

Community

What were the demographic, cultural and linguistic characteristics of Irish communities in Britain? How far, and why, did these suggest that the Irish possessed a clearly defined communal identity? How far, and why, did these change in time and place? How far does the study of Irish communities contribute to an understanding of the processes of the alienation and assimilation of migrant groups in modern urban industrial society? In exploring these questions, particular reference will be made to the value of census data in examining Irish familial and household structures, age-sex ratios, the role of gender in social organisation, inter-marriage and social mobility.

Employment

How were Irish men, women and children, employed in Britain? Did the Irish provide cheap labour? Did the Irish lower the living standards of the working classes in England, Scotland and Wales? To what extent did the nature and pattern of Irish employment, urban and rural, change in time and place? These questions are central to the continuing debate among historians on the positive and negative contributions of Irish men and women to British economic growth during the Industrial Revolution.

Social issues

What were the causes, features and consequences of the range of social problems faced by Irish communities in Britain during the period? How far and why were these issues resolved in time and place? To what extent did the social condition of Irish immigrants influence attitudes towards them? Particular reference will be made to the value of Parliamentary Papers and local archive sources in exploring these questions, notably in regard to issues such as poverty, prostitution, public health, housing, education and crime.

Religion

What influences did Roman Catholicism and Protestantism exert within Irish communities in Britain? To what extent, and why, were sectarian rivalries characteristic of Irish communities? How far did religious issues influence popular attitudes towards the Irish? What effect did the Irish, Protestant and Catholic, have on religious practice and belief in Great Britain? What were the positive and negative effects of religion on the broader issue of Irish integration and assimilation.

Political ideas and organisation

How far and why did Irish immigrants contribute to working-class radicalism,

including Chartism? How significant was the contribution of Irish men and women to the growth of trade unionism and socialism? To what extent, and why, did Irish immigrants identify with the cause of Irish nationalism, both within and without the British political tradition? In answering these questions, particular reference will be made to the significance of recent work on the relationship between Irish immigration and Chartism, Trade Unionism, Fenianism and the Home Rule Movement.

The Personal Study

1. All candidates will be required to submit a Personal Study of 4,000 words which will carry 30 per cent of the available marks for the examination.

The purpose of the Personal Study is primarily to test assessment objective (b) - a candidate's ability to undertake independent investigation and enquiry by acquiring, selecting and organising relevant knowledge and evidence in order to analyse a specific historical issue. A candidate is therefore required to identify and investigate an issue concerning the history of the Irish in Britain.

The issues investigated in the Personal Study could be based upon

- (i) A biographical study, examining the significance of the life and work of the subject in relation to the Irish immigrant experience. Subjects could include John Doherty, Feargus O'Connor, T.P. O'Connor, John Denver, John Wheatley, James Hack Tuke, Ben Tillett.
- (ii) The study of one issue arising from the course, e.g. The impact of Irish immigration on the 'Standard of Living debate'; The Roman Catholic Church as an obstacle to Irish integration into British society; The relationship between Irish immigration and Victorian social reform; The Irish contribution to the 'New Unionism'.
- (iii) A critical assessment of the significance and value of one scholarly book or journal article in the study of the Irish in Britain based, where appropriate, on reviews, e.g., Arthur Redford's Labour Migration in England, 1800-50 (1926), J.A. Jackson's The Irish in Britain (1963), and Neville Kirk's 'Ethnicity, Class and Popular Toryism, 1850-70' in K. Lunn (ed.) Hosts, Immigrants and Minorities (1980).
- (iv) A local study of one aspect of the Irish immigrant experience, drawing upon a range of primary and secondary sources, including local archives, census data, newspapers, maps and photographs.

2. In order to avoid situations in which candidates might undertake personal studies which the examiners would regard as being beyond the limits of the syllabus (and which therefore could not be accepted for the purposes of the examination), candidates must submit the proposed topics for approval. Personal Study outlines must be submitted for approval not later than 1 May in the year preceding the year of the examination in the case of candidates following a two-year course and 1 December and 15 January in the case of candidates following a one-year course. The approval of each Personal Study Outline must be obtained before the candidate embarks on the Personal Study.

3. Teachers responsible for entering candidates will be required to

provide appropriate supervision of each candidate's work and, in submitting outlines of the topics to the Board for approval, will be required to certify that such supervision will be provided and that the work involved will be carried out in accordance with the Instructions and guidance for teachers, copies of which can be obtained upon application to the Secretary.

In order to assist the teacher in the centre in carrying out the supervision, the Secretary will provide for each candidate, on request from the centre, a form on which the request for approval of the Personal Study Outline will be submitted and a form on which the teacher will record the progress of work for each candidate together with the assessment of the candidate's work. It is anticipated that the teacher will find that keeping this record will aid the process of guiding and supervising the candidate throughout the work involved in the Personal Study. Moderation of the internal assessment will take place on the basis of the assessment by the Board's examiner of a sample of the Personal Studies from each centre. Centres will be informed prior to the examination of the procedure for including Personal Studies to be included in the sample.

4. Guidance notes to candidates on the writing of the Personal Study are available as a separate set of notes and can be obtained upon application to the Secretary.

5. It is recognised that private candidates may not be supervised by a teacher and it is necessary, therefore, to make separate arrangements for these candidates. Private candidates will be expected to attend, at their own expense, an interview with the Board's examiner. Private candidates wishing to enter for this subject should write to the Board for details of the arrangements for the submission of the Personal Study.

APPENDIX B

History (AS) Syllabus D. The Irish in Britain 1815-1914

BIBLIOGRAPHY

A. The Irish background

J.C. Beckett	<u>The Making of Modern Ireland</u> (London, various eds)
R. Foster	<u>Modern Ireland 1600-1972</u> (London, 1988)
R. Kee	<u>Ireland: a History</u> (London 1986)
J. Lee	<u>Modernisation of Irish Society 1848-1914</u> (Dublin, 1973)
F.S.L. Lyons	<u>Ireland since the Famine</u> (London, 1973)
D. McCartney	<u>Dawning of Democracy: Ireland 1800-1870</u> (Dublin, 1987)

B. The Irish in Britain

CONTEMPORARY SOURCES

C. Booth	<u>The Life and Labour of the People in London</u> (London, 1902-3), vol.2, pp. 46-82
T. Carlyle	<u>Chartism</u> (London, 1839)
J. Denvir	<u>The Irish in Britain</u> (London, 1892), pp. 152-462
F. Engels	<u>The Condition of the Working Class in England</u> (1844; Oxford ed. 1958), pp. 6-109, 123-6
H. Mayhew	<u>London Labour and the London Poor</u> (London, 1861-2; Penguin Classic ed.), pp. 56-64, 137-50, 155-9, 368-82
A. O'Day (ed.)	<u>A Survey of the Irish in England in 1872</u> (London, 1988)

HISTORICAL PERSPECTIVES

Books:

C. Bermant	<u>London's East End: Point of Arrival</u> (London, 1975)
L.P. Curtis	<u>Apes and Angels: the Irishman in Victorian Caricature</u> (Newton Abbot, 1971)
F. Finnegan	<u>Poverty and Prejudice: Irish Immigrants in York, 1840-75</u> (Cork, 1982)
D. Fitzpatrick	<u>Irish Emigration, 1801-1921</u> (Dublin, 1984)
J.E. Handley	<u>The Irish in Modern Scotland</u> (Cork, 1947)
J.A. Jackson	<u>The Irish in Britain</u> (London, 1963)
L.H. Lees	<u>Exiles of Erin: Irish Migrants in Victorian London</u> (Manchester, 1979)
M. Lennon, M. McAdam & J.O'Brien	<u>Across the Water: Irish Women's Lives in Britain</u> (London, 1988)
O. MacDonagh & W.F. Mandel	<u>Ireland and the Irish: Australia</u> (London, 1986)
K.O. Miller	<u>Emigrants and Exiles. Ireland and the Irish Exodus to North America</u> (Oxford, 1985)
F. Neal	<u>Sectarian Violence: The Liverpool Experience</u> (Manchester, 1987)
P. O'Farrell	<u>Letters from Irish Australia</u> (Belfast 1984)
	<u>The Irish in Australia</u> (Sydney 1986)
A. Redford	<u>Labour Migration in England, 1800-50</u> (1926; rev. ed. Manchester, 1964)
R. Swift & S. Gilley	<u>The Irish in the Victorian City</u> (London, 1985)
R. Swift & S. Gilley	<u>The Irish in Britain in the Nineteenth Century</u> (Sussex tape/book, 1988)
J. Walvin	<u>Passage to Britain: Immigration in British History and Politics</u> (London, 1984)

Essays:

G. Best	'Popular Protestantism in Victorian Britain', in R. Robson (ed) <u>Ideas and Institutions of Victorian Britain</u> (London, 1967)
S. Gilley	'English Attitudes to the Irish in England, 1780-1900', in C. Holmes (ed) <u>Immigrants and Minorities in British Society</u> (London, 1978)
N. Kirk	'Ethnicity, Class and Popular Toryism, 1850-70', in K. Lunn (ed) <u>Hosts, Immigrants and Minorities: Historical Responses to Newcomers in British Society, 1870-1914</u> (Folkestone, 1980)
D. Thompson	Ireland and the Irish in English Radicalism before 1850', in J. Epstein & D. Thompson (ed) <u>The Chartist Experience</u> (London, 1982)
E.D. Steele	'The Irish Presence in the North of England, 1850-1914', <u>Northern History</u> (1976)

History (A) Syllabus F. Modern Irish History (Two papers, each of three hours and coursework)

1. INTRODUCTION

This syllabus provides students with the opportunity to investigate aspects of modern Irish history. Different papers examine different aspects of the emergence of modern Ireland. The approach is primarily historical, but the syllabus also draws upon a wide range of concepts and source materials to investigate what was distinctive about the development of modern Ireland and what it had in common with other societies.

2. AIMS OF THE SYLLABUS

The aims of the syllabus are to stimulate interest in and promote the study of the history of modern Ireland by

- a) stimulating an understanding and sound knowledge of selected aspects of the modern history of Ireland;
- b) promoting an awareness of the nature of historical change and different ways of viewing the past; and
- c) developing the skills of historical understanding, investigation and communication. These include the ability
 - (i) to analyse and organise information from primary and secondary sources;
 - (ii) to distinguish between fact, opinion and judgement and to assess the usefulness of sources as evidence; and
 - (iii) to compare and contrast different sources and to reach sound conclusions based upon the comparison.

3. ASSESSMENT OBJECTIVES

Candidates will be expected to show sufficient knowledge of the course to enable them to demonstrate the skills of historical understanding, investigation and communication which are indicated below.

- a) Understanding
 - (i) the nature of change and continuity in the past and the interaction between specific events and long-term developments;
 - (ii) that there can be different interpretations of the significance of historical events;
 - (iii) the concepts appropriate to and arising from the history studied;
 - (iv) that the communities studied had their own distinctive values and assumptions and cannot be entirely understood in terms of present-

day values and assumptions;

- (v) that history is concerned with the whole of society and the interaction in society of political, economic, cultural and technological factors.

b) Investigation

- (i) the abstraction of information from and critical appraisal of historical sources;
- (ii) undertaking independent investigation and enquiry;
- (iii) defining and analysing the problems presented by an historical issue.

c) Communication

- (i) drawing together the component elements of a topic or argument;
- (ii) presenting a coherent and sustained case;
- (iii) presenting balanced judgements or conclusions based upon the available evidence.

The marks in the examination will be allocated as far as possible as follows.

Understanding	50 per cent
Investigation	30 per cent
Communication	20 per cent

4. SCHEME OF ASSESSMENT AND SUBJECT MATTER TO BE TESTED

Candidates will be required to take two written papers, Papers I and Papers II, each of three hours and to complete coursework for both papers.

Each written paper will consist of three parts, 1, 2, and 3, and candidates will be advised to read the papers carefully. Part 1 of both papers will consist of a compulsory question containing a number of sub-questions. Candidates will be advised to spend not more than sixty-five minutes on this part. Parts 2 and 3 of both papers will each consist of at least six questions. Candidates will be required to answer one question from each part and will be advised to divide the remaining time equally between Parts 2 and 3 in both papers.

The coursework requirement is a Personal Study related to one of the papers and one essay related to the other paper. It is for the candidate to choose to which paper he or she wishes to relate the Personal Study and to which paper he or she wishes to relate the coursework essay.

Allocation of marks:

Written Papers	70 per cent
Coursework	30 per cent

In the each of the written papers the marks available for the whole examination will be allocated as follows:

Part 1	15 per cent
Part 2	10 per cent
Part 3	10 per cent

For the coursework marks will be allocated as follows:

Personal Study	20 per cent
Essay	10 per cent

WRITTEN PAPERS

In each of the written papers the compulsory question in Part 1 will be based upon contemporary sources. Students will be expected, where appropriate, to place the sources in context and to draw upon outside knowledge. Source-based questions will also be used in Parts 2 and 3 and sources will be used as working material, requiring an understanding not only of the subject matter of the sources but also of the context.

Currently two papers are available: Paper I - The Irish in Britain 1815-1914, and Paper II - History, Literature and the Irish Identity 1890-1926. The material to be examined in each part of the Papers is clearly specified in the syllabuses for each of the papers.

COURSEWORK

All candidates will be required to submit a Personal Study in relation to one paper and one essay in relation to the other paper. The Personal Study should be about 4000 words and will carry 20 per cent of the available marks for the examination. The essay should be a maximum of 1000 words and will carry 10 per cent of the available marks for the examination.

The Personal Study

1. The purpose of the Personal Study is primarily to test assessment objective (b) - a candidate's ability to undertake independent investigation and enquiry by acquiring, selecting and organising relevant knowledge and evidence in order to analyse a specific historical issue. A candidate is therefore required to identify an issue concerning an aspect of the history of Ireland covered in the course and to carry out an investigation of the issues.
2. Possible topics for the Personal Study are suggested in the individual syllabuses for Papers I and II.
3. In order to avoid situations in which candidates might undertake Personal Studies which the examiners would regard as being beyond the limits of the syllabus (and which therefore could not be accepted for the purposes of the examination), candidates must submit an outline of the proposed Personal Study for approval. Personal Study outlines must be submitted for approval between 1 May in the year preceding the year of examination and 15 September in the case of candidates following a two-year course and between 1 December and 15 January in the case of candidates following a one-year course. The approval of each Personal Study outline must be obtained before

the candidate embarks on the Personal Study.

4. Teachers responsible for entering candidates will be required to provide appropriate supervision of each candidate's work and, in submitting outlines of the Personal Studies to the Board for approval, will be required to certify that such supervision will be provided and that the work involved will be carried out in accordance with the Instructions and guidance for teachers, copies of which can be obtained upon application to the Secretary.

In order to assist the teacher in the centre in carrying out the supervision, the Secretary will provide for each candidate, on request from the centre, a form on which the request for approval of the Personal Study outline will be submitted and a form on which the teacher will record the progress of work for each candidate together with the assessment of the candidate's work. It is anticipated that the teacher will find that keeping this record will aid the process of guiding and supervising the candidate throughout the work involved in the Personal Study. Moderation of the internal assessments will take place on the basis of the assessment by the Board's examiner of a sample of the Personal Studies from each centre. Centres will be informed prior to the examination of the procedure for selecting Personal Studies to be included in the sample.

5. Guidance notes to candidates on the writing of the Personal Study are available as a separate set of notes and can be obtained upon application to the Secretary.

6. It is recognised that private candidates may not be supervised by a teacher and it is necessary, therefore, to make separate arrangements for these candidates. Private candidates will be expected to attend, at their own expense, an interview with the Board's Examiner. Private candidates wishing to enter for this subject should write to the Board for details of the arrangements for the submission of the Personal Study.

The Coursework Essay

1. The purpose of the coursework essay in relation to the other paper is to test a candidate's ability to undertake a sustained appraisal of the reliability and usefulness of some of the major sources connected with the study of modern Irish history. They will be expected to identify an historical issue, to identify possible sources, and to indicate the strengths and weaknesses of these sources in elucidating the historical issue.
2. The issues and sources relevant to the coursework essay are similar to those for the Personal Study, suggestions for which are contained in the individual syllabuses for Papers I and II. In the coursework essay, however, the emphasis will be on the identification and appraisal of sources.
3. The essay will be internally assessed. It should ideally arise naturally out of the teaching process and should be submitted for assessment by the 1 March in the year preceding the examination.
4. Up to 40 per cent of the marks available for this part of the examination will be awarded for identifying an appropriate historical issue; and up to 60 per cent will be awarded for identifying a range of appropriate sources and presenting a critical appraisal of those sources, showing their strengths and weaknesses in elucidating the historical issue.

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5. The essay will be marked out of twenty and four levels of performance will be indicated. The marks and levels of performance will be as follows:

Poor Performance	Competent Performance	Good Performance	Very Good Performance
ABILITY TO DEFINE THE PROBLEMS PRESENTED BY AN HISTORICAL ISSUE (40 per cent - 8 marks)			
Unable to define the problems of an historical issue	Definition of the problems presented by the issue was at a basic level	Able to define most of the problems presented by the issue investigated	Fully aware of the range of problems presented by the issue and able to define and analyse them effectively
0-2	3-4	5-6	7-8
ABILITY TO EXTRACT INFORMATION FROM AND APPRAISE HISTORICAL SOURCES (60 per cent - 12 marks)			
Unable to abstract relevant information or to appraise the usefulness of sources	Able to abstract some relevant information from sources and appreciates the importance of appraisal	Accurate and full abstraction of relevant information and appraisal of a range of sources	As for good performance, but also aware of the relative values of different types of source material
0-3	4-6	7-9	10-12

cont'd from page 20.

(iv) A local study of one aspect of the Irish immigrant experience, drawing upon a range of primary and secondary sources, including local archives, census data, newspapers, maps and photographs.

4. Possible issues and sources to be explored in the coursework essay are similar to those suggested for the Personal Study. In the coursework essay, however, the emphasis will be on the identification and appraisal of sources.

History (A) Syllabus F. Modern Irish History. Paper I. The Irish in Britain 1815-1914 (One paper of three hours and coursework)

1. INTRODUCTION

This syllabus provides students with the opportunity to investigate the 'immigrant experience' within an increasingly multi-cultural society. It examines the process of mass migration from Ireland and the emergence and development of Irish communities in Britain in the nineteenth and early twentieth centuries. The approach is mainly historical, concentrating on selected aspects of the history of Ireland and Britain, and draws on a wide range of concepts and source materials to investigate two broad questions which are applicable to all migrant groups: the processes of migration and adjustment. Why did people leave their homeland and settle in particular areas abroad? How far did they integrate into the new society or preserve a distinctive identity? The syllabus also provides an opportunity to compare the experiences of the Irish in Britain with those of the Irish in either the United States or Australia.

2. AIMS OF THE SYLLABUS

The aims of the syllabus are to stimulate interest in and promote the study of Irish immigrants in Britain in the nineteenth and early twentieth centuries by

- (a) stimulating an understanding of and sound knowledge of
 - (i) the causes, nature and consequences of migration from Ireland;
 - (ii) the social, economic, cultural, religious and political organisation of, and attitudes towards, Irish communities in Great Britain during the period;
 - (iii) the nature and relevance of selected historical sources, primary and secondary, relating to the study of the Irish in Britain.
- (b) promoting an awareness of the nature of historical changes and different ways of viewing the past in respect of the Irish in Great Britain; and
- (c) developing the skills of historical understanding, investigation and communication. These include
 - (i) the ability to analyse and organise information from primary and secondary sources;
 - (ii) the ability to distinguish between fact, opinion and judgment and to assess the usefulness of sources as evidence;
 - (iii) the ability to compare and contrast different sources, reaching sound conclusions based on the comparison.

3. ASSESSMENT OBJECTIVES

Candidates will be expected to show sufficient knowledge of the course to enable them to demonstrate the skills of historical understanding, investigation and communication which are indicated below.

- (a) Understanding
 - (i) the nature of change and continuity in the past and the interaction between specific events and long-term developments;
 - (ii) that there can be different interpretations of the significance of historical events;
 - (iii) the concepts appropriate to and arising from the study of Irish migration and Irish communities in Great Britain in the nineteenth and early twentieth centuries;
 - (iv) that the communities studied had their own distinctive values and assumptions and cannot be entirely understood in terms of present-day values and assumptions;
 - (v) that history is concerned with the whole of society and the interaction in society of political, economic, cultural and technological factors.
- (b) Investigation
 - (i) the abstraction of information from and critical appraisal of historical sources;
 - (ii) undertaking independent investigation and enquiry;
 - (iii) defining and analysing the problems presented by an historical issue.
- (c) Communication
 - (i) drawing together the component elements of a topic or argument;
 - (ii) presenting a coherent and sustained case;
 - (iii) presenting balanced judgements or conclusions based upon the available evidence.

The marks in the examination will be allocated as far as possible as follows.

Understanding	50 per cent
Investigation	30 per cent
Communication	20 per cent

4. SCHEME OF ASSESSMENT AND SUBJECT MATTER TO BE TESTED

Candidates will be required to take a written paper of three hours and to submit coursework in the form of either a Personal Study or one coursework essay.

The written paper will consist of three parts, 1, 2 and 3, and candidates will be advised to read the paper carefully. Part 1 will consist of a compulsory question containing a number of sub-questions. Candidates will be advised to spend not more than sixty-five minutes on this part. Parts 2 and 3 will each consist of at least six questions. Candidates will be required to answer one question from each part and will be advised to divide the remaining time equally between Parts 2 and 3.

The coursework requirement gives candidates the opportunity to undertake either a Personal Study or submit one coursework essay. If candidates choose to submit a Personal Study in this paper (Paper I), then they must submit one coursework essay for Paper II. Alternatively, should candidates prefer to submit a Personal Study for Paper II, then they must submit one coursework essay for this paper (Paper I).

Allocation of marks for Paper I as a proportion of the marks available for the whole examination (Papers I and II):

Written Paper Part 1	15 per cent
Written Paper Part 2	10 per cent
Written Paper Part 3	10 per cent
Coursework	20/10 per cent*

(* 20 per cent for the Personal Study or 10 per cent for the coursework essay.)

WRITTEN PAPER

The compulsory question in Part 1 will be based upon contemporary sources, which include a wide range of extracts from Parliamentary Papers and the works of Engels, Mayhew, Carlyle, Denvir and Charles Booth cited in the bibliography. However, source-based questions will also be used in Parts 2 and 3 and sources will be used as working material, requiring an understanding not only of the subject matter of the sources but also of the context.

Part 1: Contemporary perceptions of the Irish

In this part contemporary sources will be used as working material for one compulsory question containing a number of sub-questions. The sources and related questions will be concerned with how the Irish were regarded by others and the influences upon these perceptions. Candidates will be expected, where appropriate, to place the sources in context and to draw upon outside knowledge.

It is not intended that all aspects of contemporary perceptions will be examined but rather to concentrate on the significance of the inter-relationship of class, ethnicity, religion and nationalism in exploring four key questions:-

- (a) How were Irish immigrants variously perceived by the host society?

- (b) What was distinctive about contemporary attitudes to the Irish, and what were their roots?
- (c) What were the internal and external factors encouraging and discouraging Irish assimilation into British society?
- (d) How far and why did attitudes to the Irish in Britain change according to time, place and class?

Part 2: Migration from Ireland.

Part 2 of the written paper will consist of at least six questions dealing with the process of migration from Ireland in the nineteenth century. Candidates will be required to answer one question.

Part 2 will examine the massive emigration from Ireland which by the end of the nineteenth century led Irish nationalists to lament that there were more Irishmen and women living abroad than there were in Ireland. It will address six questions:

- (a) Who emigrated from Ireland?
- (b) What conditions in Ireland, social, economic and political, led to migration?
- (c) What conditions abroad attracted Irishmen and women to leave Ireland?
- (d) Why did some Irishmen and women choose to migrate to Britain and others to migrate to North America or Australia?
- (e) Why was emigration often represented as 'exile' by Irishmen and women?

In answering these questions candidates will be required to have knowledge and understanding of the process of Irish migration to Britain and elsewhere in the period, with particular reference to the 'push' and 'pull' factors influencing migration (especially the great Famine); the scope and scale of migration, with particular reference to Census data; the character of migration, with particular reference to passage, routes, and destinations in Britain; seasonal migration and re-emigration; social classes, age-groups and gender; and changes over time and place.

Part 3: Irish communities in Britain.

Part 3 of the written paper will consist of at least six questions dealing with the process of adjustment of Irish communities to conditions in Britain in the nineteenth and early twentieth centuries. Candidates will be required to answer one question.

Part 3 will examine how far Irish migrants adjusted to conditions in Britain and the extent to which they were assimilated to British society or maintained a distinctive identity. It will also try to assess the distinctiveness of Irish experiences in Britain by bearing in mind comparisons with the experiences of Irish communities in the United States and Australia. In doing so it will ask six broad questions:

- (a) What forms of social, economic, political, cultural and religious organisation did the Irish develop on arrival?
- (b) How far did such forms of organisation change in the course of the nineteenth century?

- (c) How far did the migrants influence social, economic, political, cultural and religious institutions in Britain?
- (d) How far were the Irish influenced by the host society?
- (e) How accurate is it to speak of 'the Irish experience in Britain' and how far did the experiences of different socio-economic and religious groups differ?
- (f) How did the experiences of the urban Irish in Britain compare with those of the urban Irish in either the United States or Australia?

In answering these broad questions candidates will be expected to have knowledge and understanding of six broad themes relating to the Irish in Britain, including a knowledge of selected sources of evidence, primary and secondary.

Settlement

What was distinctive about the nature and pattern of Irish urban and rural settlement? Did the Irish live in ghettos? Was Irish settlement in Britain characterised by uniformity or diversity? In exploring these questions, candidates will be expected to demonstrate some knowledge of particular local and regional studies, since such studies form part of a wider debate among historians.

Community

What were the demographic, cultural and linguistic characteristics of Irish communities in Britain? How far, and why, did these suggest that the Irish possessed a clearly defined communal identity? How far, and why, did these change in time and place? How far does the study of Irish communities contribute to an understanding of the processes of the alienation and assimilation of migrant groups in modern urban industrial society? In exploring these questions, particular reference will be made to the value of census data in examining Irish familial and household structures, age-sex ratios, the role of gender in social organisation, inter-marriage and social mobility.

Employment

How were Irish men, women and children, employed in Britain? Did the Irish provide cheap labour? Did the Irish lower the living standards of the working classes in England, Scotland and Wales? To what extent did the nature and pattern of Irish employment, urban and rural, change in time and place? These questions are central to the continuing debate among historians on the positive and negative contributions of Irish men and women to British economic growth during the Industrial Revolution.

Social issues

What were the causes, features and consequences of the range of social problems faced by Irish communities in Britain during the period? How far and why were these issues resolved in time and place? To what extent did the social condition of Irish immigrants influence attitudes towards them? Particular reference will be made to the value of Parliamentary Papers and local archive sources in exploring these questions, notably in regard to issues such as poverty, prostitution, public health, housing, education and crime.

Religion

What influences did Roman Catholicism and Protestantism exert within Irish communities in Britain? To what extent, and why, were sectarian rivalries characteristic of Irish communities? How far did religious issues influence popular attitudes towards the Irish? What effect did the Irish, Protestant and Catholic, have on religious practice and belief in Great Britain? What were the positive and negative effects of religion on the broader issue of Irish integration and assimilation?

Political ideas and organisation

How far and why did Irish immigrants contribute to working-class radicalism, including Chartism? How significant was the contribution of Irish men and women to the growth of trade unionism and socialism? To what extent, and why, did Irish immigrants identify with the cause of Irish nationalism, both within and without the British political tradition? In answering these questions, particular reference will be made to the significance of recent work on the relationship between Irish immigration and Chartism, Trade Unionism, Fenianism and the Home Rule Movement.

COURSEWORK

1. All candidates will be required to submit either a Personal Study identifying and investigating an issue concerning the history of the Irish in Great Britain or one coursework essay appraising the sources used in investigating issues concerning the history of the Irish in Great Britain. The Personal Study should be about 4000 words and will carry 20 per cent of the available marks for the whole examination (that is, for Papers I and II). The coursework essay should be a maximum of 1000 words and will carry 10 per cent of the available marks for the whole examination.

2. The purpose and other aspects of the Personal Study and the coursework essay are explained in the general introduction to the A-Level syllabus in Modern Irish History (Syllabus F).

3. Possible topics for the Personal Study include

- (i) A biographical study, examining the significance of the life and work of the subject in relation to the Irish immigrant experience. Subjects could include John Doherty, Feargus O'Connor, T.P. O'Connor, John Denvir, John Wheatley, James Hack Tuke, Ben Tillett.
- (ii) The study of one issue arising from the course, e.g. The impact of Irish immigration on the 'Standard of Living debate'; The Roman Catholic Church as an obstacle to Irish integration into British society; The relationship between Irish immigration and Victorian social reform; The Irish contribution to the 'New Unionism'.
- (iii) A critical assessment of the significance and value of one scholarly book or journal article in the study of the Irish in Britain based, where appropriate, on reviews, e.g. Arthur Redford's Labour Migration in England, 1800-50 (1926), J.A. Jackson's The Irish in Britain (1963), and Neville Kirk's 'Ethnicity, Class and Popular Toryism, 1850-70' in K. Lunn (ed.) Hosts, Immigrants and Minorities (1980).

History (A) Syllabus F. Modern Irish History. Paper II. History, Literature, and the Irish Identity, 1890-1926 (One paper of three hours and coursework)

1. INTRODUCTION

This syllabus provides students with the opportunity to analyse ideas of Ireland and Irishness in a formative period in the history of modern Ireland. This will be done in two ways. The first will be an analysis of nationalist and unionist political ideas and movements in this period, which were ranged in contentious, and at times bitter, opposition. Secondly, the course will analyse the attempts by some major Irish writers to break down these political differences and to offer a new sense of Irishness and Irish culture which would provide a bridge between all Irishmen and a means of bringing them to acknowledge what Thomas Davis called 'The common name of Irishman'. In doing so, the course will enable history candidates to explore literature as well as the more conventional historical sources; and it will also enable students of literature to appreciate the historical dimension of their subject matter. It must, however, be stressed that these are not mutually exclusive categories.

The beginning and end dates of the course are chosen for both historical and literary reasons: the fall of Parnell occasioned the rise of the Irish literary revival and the efforts by Irish writers to influence the culture and political culture, of their country; 1926 saw the final establishment of the two states of Ireland, the Free State and Northern Ireland, after the Boundary Commission Settlement.

2. AIMS OF THE SYLLABUS

The aims of the syllabus are to stimulate an interest in and to promote the study of the identity and nature of Ireland and aspects of Irish literature and politics in the late 19th and early 20th century by

- (a) Stimulating an understanding and sound knowledge of
 - (i) the main events in the movement for Irish independence in the late nineteenth and early twentieth centuries;
 - (ii) the main trends in Irish literary movements in the nineteenth and early twentieth centuries;
 - (iii) selected works of major Irish writers involved in the national movement in the period covered;
 - (iv) the involvement of writers in public life (including the reasons for such involvement, the way in which writers tried to communicate with their audiences and their use of language and style to influence them, and the effect of political commitment on their art and profession).
- (b) Promoting an awareness of the nature of historical change and different ways of viewing the past, with special reference to the relationship between

history and literature at this period and the cultural and political context of literature; and

(c) Developing the skills of historical and literary understanding, investigation and communication, with particular reference to the extent to which literary texts provide insights into politics and society. These include the ability

- (i) to analyse and organise information from primary and secondary sources;
- (ii) to distinguish between fact, opinion and judgement and to assess the usefulness of sources as evidence; and
- (iii) to compare and contrast different sources and to reach sound conclusions based upon the comparison.

3. ASSESSMENT OBJECTIVES

Candidates will be expected to show sufficient knowledge of the course to enable them to demonstrate the skills of historical understanding, investigation and communication which are indicated below.

(a) Understanding

- (i) the nature of change and continuity in the past and the interaction between specific events and long-term developments;
- (ii) that there can be different interpretations of the significance historical events;
- (iii) the concepts appropriate to and arising from the history studied;
- (iv) that the communities studied had their own distinctive values and assumptions and cannot be entirely understood in terms of present-day values and assumptions;
- (v) that history is concerned with the whole of society and the interaction in society of political, economic, cultural and technological factors.

(b) Investigation

- (i) defining and analysing the problems presented by reading poetry, plays, etc. from both a literary and an historical standpoint;
- (ii) undertaking independent investigation and enquiry;
- (iii) assessing the extent to which literary texts provide insights into politics and society.

(c) Communication

- (i) drawing together the component elements of a topic or argument;

- (ii) presenting a coherent and sustained case embracing both the historical and literary disciplines.
- (iii) presenting balanced judgments or conclusions based upon historical and literary evidence.

The marks in the examination will be allocated as far as possible as follows.

Understanding	50 per cent
Investigation	30 per cent
Communication	20 per cent

4. SCHEME OF ASSESSMENT AND SUBJECT MATTER TO BE TESTED

Candidates will be required to take a written paper of three hours and to submit coursework in the form of either a Personal Study or one coursework essay.

The written paper will consist of three parts, 1, 2 and 3, and candidates will be advised to read the paper carefully. Part 1 will consist of a compulsory question containing a number of sub-questions. Candidates to spend not more than sixty-five minutes on this part. Parts 2 and 3 will each consist of at least six questions. Candidates will be required to answer one question from each part and will be advised to divide the remaining time equally between Parts 2 and 3.

The coursework requirement gives candidates the opportunity to undertake either a Personal Study or submit two coursework essays. If candidates choose to submit a Personal Study in the paper (Paper II), then they must submit one coursework essay for Paper I. Alternatively, should candidates prefer to submit a Personal Study for Paper I, then they must submit one coursework essay for this paper (Paper II).

Allocation of marks for Paper II as a proportion of the marks available for the whole examination (Papers I and II):

Written Paper Part 1	15 per cent
Written Paper Part 2	10 per cent
Written Paper Part 3	10 per cent
Coursework	20/10 per cent*

(* 20 per cent for the Personal Study or 10 per cent for the coursework essays.)

Written Paper

The compulsory question in Part 1 will be based upon specified literary texts. However, questions based upon texts and other sources will also be used in Parts 2 and 3 and texts and other sources will be used as working material requiring an understanding not only of their subject matter but also of their context.

Part 1: Irish writers' perceptions of the Irish nation

In this part specified literary works will be used as working material for one compulsory question containing a number of sub-questions. The sources and related questions will be concerned with how Irish writers regarded and represented their country and fellow countrymen. Candidates will be expected, where appropriate, to place the texts and sources in context and to draw upon outside knowledge.

Part 2: Politics, Literature and National Identity, 1890-1926.

Part 2 of the written paper will consist of at least five questions, dealing with the chief political issues of the period as they relate to the question of Irish identity. Candidates will be required to answer one question.

Part 3: Irish Writers and National Identity in Ireland

Part 3 of the written paper will consist of at least five questions exploring more closely the relationship between four selected writers and politics in Ireland, enabling candidates to develop both historical and literary skills and insights and to use them across the disciplines. Candidates will be required to answer one question and will be expected to demonstrate their ability to use historical and relevant literary material.

In all three parts of the examination candidates will be required to have knowledge and understanding of the following nine themes relating to history, literature and politics in this period.

Divisions in Ireland

The making of a divided nation: the development of Irish nationalism and unionism, the importance of religion and longstanding ethnic and cultural conflict in shaping the identities and political attitudes of both groups; The politics of unionism and nationalism, and conflict over home rule and maintaining the Union. Early attempts to create a sense of unity (Wolfe Tone, Thomas Davis, Sir Samuel Ferguson) and their failure.

Fall of Parnell

The fall of Parnell and the rise of Irish literature: the consequences of Parnell's fall for Irish politics - 'breaking the mould' and creating the prospect that Ireland would be like 'soft wax for years to come'; breaking of political restraint; sterility of post-Parnellite nationalism; desire to create a new sense of Irishness, a unity of culture, overcoming sectarian divisions; the aims behind the founding of the Irish Literary Society of London (1891) and the National Literary Society in Dublin (1892) to create new images to unite Irish people in contemplation of their rich literary inheritance and to show that Ireland could be the home of great literature, and not of the 'easy buffoonery' so frequently depicted in England.

Irish Literary Revival

Irish Literary Revival: people and aims, with special reference to Yeats and Lady Gregory; the Gaelic Revival and the political significance of the Irish language movement; the uneasy relationship between 'Irish literature in English' and 'Irish literature in Irish' and its implications for perceptions of national identity and literary creativity.

Irish Literary Theatre

The Irish Literary Theatre: Yeats's choice of theatre as powerful means of communication with the Irish people; idea of direct relationship with his audience; theatre's controversies, especially over Synge's 'Playboy of the Western World' (requiring a particular study of the play); Arthur Griffith (Sinn Fein) and other nationalist critics of the theatre; Yeats's response in terms of artistic freedom and politics - denying that Irishness was the preserve of Catholic Ireland and dismissing the 'filthy modern tide' of democratic, urban Ireland; and exploration of the different points of view in this controversy.

The Other Ireland

The Other Ireland: James Joyce as portrayer of catholic middle class Ireland, confronting its broken culture; seeks new culture which is Irish - not English or Gaelic; sense of inferiority portrayed but transcended; ideas of Ireland, nationalism and English culture; denial of hatred and corrosion induced by Irish past; accommodation with present to shape future.

Failure of Constitutional Nationalism 1907-14

The development of more differences: Irish politics in the pre-war era; the divisions of Irish society in Labour disputes, the reassertion of Irish nationalism (which theme No. 4 above will also explore), the ideas of Unionism, especially Ulster Unionism, and its rejection of 'Irish' Ireland and of nationalism generally. The threat of 'physical force', in the Ulster rebellion and its use in the 1916 Rising.

Irish Revolution 1916-22

The Irish Revolution: the 'troubles' and the armed struggle. The securing of Ulster Unionism, and the attempts by Sinn Fein to turn the ideals of 1916 into a reality. The character of Sinn Fein's nationalism, 1918-1922, its failure to achieve, or perhaps even seek, unity in Ireland, except on its own terms. The creation of two new states and the failure of the Boundary Commission to change the Treaty settlement of 1921. Barricades, mental as well as political, in Ireland by 1926.

Writers and the Revolution

Exploring the Revolution: Yeats and the Rising and 'troubles'; implications for his Ireland and his Anglo-Irish people. O'Casey and the revolution: his attack on nationalism and on the failure of socialism; the revolutionary idea which devours; and his failure to perceive the inspiration of the revolution. Both these writers as examples of the disillusionment of the literary men with the Ireland that they had sought to influence and create: an Ireland whose unity would be based on a common culture in the case of Yeats; an Ireland based on the unity of the common working people, in the example of O'Casey.

Irish Identity After Independence

Irish identity - how it stood in 1926: the partition of Ireland; the status of the Free State; the Irish civil war and the effects of the violence of the years since 1919; the importance of Catholic and Gaelic influences in shaping the Irish Free: An appreciation and assessment of what Irish writers

sought to achieve, and their successes and failures. Joyce and O'Casey in self-imposed exile; Yeats bitterly asserting that his are no 'petty people'; Synge dead. But is it all loss and no gain? Irish writers at least opened a continuing debate on what it meant to be Irish, what 'Irish literature' was, how Irishmen might find common ground.

COURSEWORK

1. All candidates will be required to submit either a Personal Study identifying and investigating an issue concerning the Irish identity or one coursework essay appraising the sources used in investigating issues concerned with the Irish identity. The Personal Study should be about 4000 words and will carry 20 per cent of the available marks for the whole examination (that is, for Papers I and II). The coursework essay should be a maximum of 1000 words and will carry 10 per cent of the available marks for the whole examination.
2. The purpose and other aspects of the Personal Study and the coursework essay are explained in the general introduction to the A-Level syllabus in Modern Irish History (Syllabus F).
3. Possible topics for the Personal Study include
 - (i) a study of one person and his/her role, e.g. Charles Gavan Duffy and the 'Library of Ireland'; Lady Gregory and the Irish Theatre.
 - (ii) a study of one particular piece of literature, e.g. a play by Yeats, a poem by Thomas MacDonagh.
 - (iii) a study of one theme arising from the course, e.g. the representation of the 1916 Rising (Yeats, O'Casey); the portrayal of peasant life (Synge, Yeats); the place of the Parnell theme (Yeats, Joyce).
 - (iv) a study of one political event related to the theme, e.g. the Playboy riot.
 - (v) a study of one general topic, e.g. the idea of 'Irishness' and Irish identity; its acceptance or rejection by the people at large; the various images of Ireland found in the writing of this period; the attempt to arouse a general interest in 'great art' - 'Great Art beaten down', was it?
 - (vi) a study of one particular scholarly book or article in a scholarly journal, with a critical assessment of its significance and merit based, where appropriate upon reference to reviews, e.g. J. Kelly's article, 'The fall of Parnell and the rise of Irish literature', in Anglo-Irish Studies.
 - (vii) the idea of Ireland and Irishness as expressed in certain Irish political/constitutional documents, e.g. the Free State Constitution, the 1916 proclamation, the speeches of de Valera.
 - (viii) the Irishness of Irish unionists as expressed in writings and speeches.

History (A) Syllabus F. Paper II. History, Literature and the Irish Identity, 1890-1926.

SELECTED TEXTS

W.B. YEATS

Selected Poems, ed. A.N. Jeffares (Pan, £3.95)

Selected Plays, ed. A.N. Jeffares (Pan, £2.95)

1. Yeats and Irish Nationalism: 'Cathleen ni Houlihan' from Selected Plays:

'Red Hanrahan's Song About Ireland', 'September 1913', 'On a Political Prisoner', 'Meditations in Time of Civil War' (especially nos. V and VI), all in Selected Poems.

2. Yeats and 'Imaginary Irelands' (heroic/legendary and fairy lore): 'On Baile's Strand' from Selected Plays;

'Cuchulain's Fight with the Sea', 'Fergus and the Druid', 'The Song of Wanderin Aengus', 'Cuchulain Comforted', 'The Man who Dreamed of Fairyland', 'The Hosting og the Sidhe', 'The Host of the Air', all in Selected Poems.

3. Yeats and the Anglo-Irish Tradition (admiration of aristocracy, distaste for middle class commercial spirit etc.): 'Upon a House Shaken by the Land Agitation', 'At Galway Races', 'To a Wealthy Man', 'An Irish Airman Foresees his Death', 'The Fisherman', all in Selected Poems.

J.M. SYNGE

The Aran Islands (Oxford U.P., £3.95)

Complete Plays (Methuen, £2.50) - for 'Riders to the Sea' and 'Playboy of the Western World'.

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SEAN O'CASEY

Three Plays (Pan, £1.75)

N.B. Not all of these works will be set in any given year; but within this list a certain number will be chosen for a period of three years, and the alternatives will be offered for some texts. For example, the 'Plough and the Stars' would be offered for three years, and then replaced by 'Shadow of a Gunman', and so on. Schools would, of course, be informed of the choices available in any given period of three years.

(ix) the political ideas of Sinn Fein, 1900-1918.

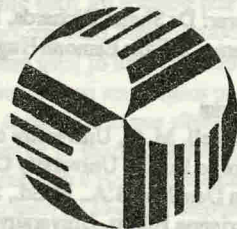
The Personal Study could draw upon a wide range of material, including works of literature, literary criticism, autobiography, biography, cartoons, photographs, newspapers and magazines.

Nevertheless, the Personal Study must be concerned with the central focus of the course. The course is concerned with an episode in the history of ideas; and how Irish writing contributed to the history of ideas. It would not, therefore, be appropriate to write up an account of the treaty negotiations or the controversy over the third home rule bill; but it would be appropriate to explore the idea of Irishness implicit in the nationalist attitude towards the treaty or the idea of unionism in the period 1912-14.

4. Possible issues and sources to be explored in the two coursework essays are similar to those suggested for the Personal Study. In the coursework essays, however, the emphasis will be on the identification and appraisal of sources.

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Patrick Wormald, Lecturer in Medieval History at Glasgow University

HEA016 Track A **Ireland From 1922 - Economic and
Social Problems**
Track B **Ireland From 1922 - Political Problems
and Parties**

Patricia Buckland, Senior Lecturer in Modern History at the University of
Liverpool AND George Boyce, Lecturer in Political Theory and Government
at the University College of Swansea

HEA017 Track A **The Irish Question from the Act of Union
to Partition 1800-1922**
Track B **Ireland in British Politics 1800-1922**

Angus Macintyre, Official Fellow and Tutor in Modern History at Magdalen
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AIMS

The British Association For Irish Studies (BAIS) is a cultural and educational body dedicated to expanding Irish Studies in Britain and Northern Ireland at all levels and raising their professional status.

Constitutionally and emphatically non-political and non-sectarian, the BAIS seeks membership from all those with a bona fide interest in Irish Studies.

The BAIS co-ordinates activities at all levels of education and across the many disciplines which make up Irish Studies, plans national policies and liaises with government and educational bodies

BACKGROUND

For several years the demand for Irish Studies has been growing fast in all arenas of higher education in Britain and Northern Ireland.

Its growth is sustained by a number of factors: a continuing interest in their home culture on the part of Irish communities in Britain; an increasing realisation in a number of academic disciplines of the importance of Irish Studies; the popularity of Irish music among the young and, of course, the continuing conflict in Northern Ireland. But until recently the growth has been fragmentary and the quality uneven

ORIGINS

In 1984 a group of academics in the North Midlands of England began a campaign for the formation of a British Association for Irish Studies to be set up broadly along the lines of those operating effectively in Canada and the United States of America.

In September 1985, at a conference to explore Irish Studies, (sponsored by Anglo-Irish Encounter) those present agreed enthusiastically to the formation of the BAIS. The then Ministers of Education of both the Irish and U.K. Governments attended and spoke in support of the initiative. With the help of \$4,000 from the Ireland Fund, the Interim Committee was able to get the Organisation off the ground.

The Association was formally launched at its first

Annual General Meeting in London on July 5 1986.

ACHIEVEMENTS

The BAIS has been greeted with enthusiasm and goodwill by all interested parties, not least the Governments of both Ireland and Britain. Among its backers are Garret FitzGerald and Charles J. Haughey. It is consulted on all relevant matters by politicians, government servants, academics and members of the Irish community.

In its first two years the Association has

- Obtained grants towards its work of IR£10,000 from the Irish Government, \$4,000 from the Ireland Fund and up to £30,000 from the British Government;
- Set up three sub-committees dealing with compulsory, adult and further and higher education, thereby encompassing all levels in Britain and Northern Ireland;
- Carried out through its higher education sub-committee a survey of Irish Studies provision in the universities. At a one-day seminar in December 1986 representatives of 25 universities discussed its findings and unanimously agreed that eight named institutions be designated as key centres for the development of Irish Studies. A report calling for more funding from the Department of Education and Science for Irish Studies was strongly endorsed by the University Grants Committee. Subsequently a similar exercise surveying Irish Studies in colleges and polytechnics recommended increased funding for three named institutions and was passed to the National Advisory Body for public sector higher education.
- Published the first issue of its *Newsletter* ;
- Held an acclaimed multi-disciplinary conference at Oxford Polytechnic;
- Organised a series of public lectures by leading figures in Irish Studies;
- Provided lecturers for extra-mural groups;
- Supported with grants the already-successful Irish Dimensions Conferences of the Soar Valley Irish Studies Workshop in Leicester and given financial encouragement to the 1988 conference of the Manchester Irish Education Group;

- Developed friendly links with the American Committee for Irish Studies and the Canadian Association for Irish Studies;
- Established links with various Irish community and cultural organisations in Britain;
- Sponsored the drafting of an Irish Studies package for modular GCSE schemes (now nearly completed);
- Collaborated with the Institute of Linguists on syllabi for Irish Language teaching.
- Recruited nearly 200 individual and corporate members

FUTURE

Having achieved so much in higher education the Executive Committee has now launched major initiatives in the areas of schools, and will follow this up with further initiatives in Adult and Higher Education while maintaining the pace and range of its innovative activities.

The Association is now embarking on a major programme of fund-raising in the U.K. and abroad to secure the support which will be necessary to the continuing success of this vital work.

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- BAIN, I. Celtic Knotwork, (Constable, 1986, £10.99)
- AYLING, S. Edmund Burke - His Life and Opinions, (John Murray, 1988, £17.95)
- BENNETT, C. The Housing of the Irish in London, (Irish Studies Centre, N London Polytechnic, 1988, £4.00)
- TAYLOR, S. Small Town Boys and Girls, (Irish Studies Centre, N London Polytechnic, 1988, £4.00)
- O'GRADY, A. Irish Migration to London, (Irish Studies Centre, N London Polytechnic, 1988, £4.00)
- HAVERTY, A. Constance Markiewicz - An Independent Life (Pandora, 1988, £7.95)
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- CANNING, Rev. B. J. Irish-born Secular Priests in Scotland 1829-1979, (Canning, £15.00, 1979)
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- COAKLEY, D. The Irish School of Medicine - Outstanding Practitioners of the Nineteenth Century (Town House, 1988, £14.95)
- FITZGERALD, B. Seventeenth Century Ireland - The War of Religions (NGHI-3) (Gill & Macmillan, 1988, £8.95)
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- ARTHUR, M. Northern Ireland, Soldiers Talking: 1969 to Today (Sidgwick & Jackson, 1987, £13.95)
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- BARTLETT, T. et al Irish Studies - A General Introduction, (Gill & Macmillan, 1988, £9.95)
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- NOLAN, C. Under the Eye of the Clock, the Life Story of Christopher Nolan, (Weidenfeld & Nicolson, 1987, £8.95)

- PAULIN, T. Ireland and the English Crisis, (Bloodaxe Books, 1984/7, £7.95)
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- HENRY, P. An Irish Portrait, (Batsford, £12.95, 1988)
- O'NEILL, T. Man of the House: The Life and Political Memoirs of Speaker Tip O'Neill, (Bodley Head, £15.00, 1988)
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- STOREY, M. Poetry and Ireland since 1800: A Source Book, (Routledge, £8.95, 1988)
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- BREATHNACH, E. History, Love and Legend Through the Eyes of the Young, (Waterford), (Friendly Press, £7.95, 1987)

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- SCDG (Scot. Computer Development Group), Britain 1851, (includes data on Ireland), (CDG (Scot.), 1988, £)
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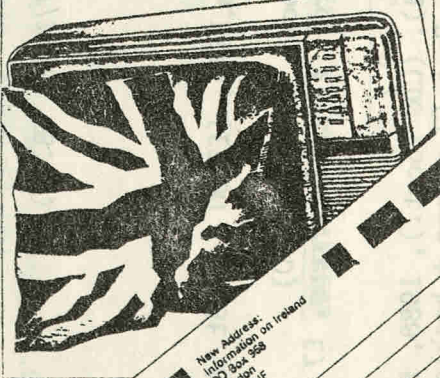
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'Only the beginning'

IRISH STUDIES FUNDING BREAKTHROUGH

A major funding breakthrough has been won by the British Association for Irish Studies, a cultural body founded in 1985 to expand the role of Irish Studies in British education. A deal, worth £150,000 over the next three years, has been clinched with Allied Irish Bank and is being officially announced at a reception this Wednesday at the Irish Embassy in London, which is being hosted by the Irish Ambassador to Britain, Andrew O'Rourke.

The hope now is that other firms and individuals will follow the AIB lead.

"This support is a major advance in facilitating the development of Irish Studies in Britain," says BAIS chairwoman Ruth Dudley Edwards. "We are delighted to have AIB as our first corporate patron."

It is understood that the money now raised will be used to sponsor the posts of executive director of BAIS and director of the joint education programme at the Institute of Irish Studies, based at the University of Liverpool.

The Institute of Irish Studies at Liverpool is the first multi-disciplinary teaching and research centre of its kind in Britain. It accepted its first undergraduate and post-graduate students at the beginning of the current academic year.

The joint education programme, based at the institute, is designed to develop Irish Studies within the mainstream educational system. Already an A level syllabus in modern Irish history and two A/S level syllabuses have been drawn up and accepted by the Joint Matriculation Board. Work is currently in progress on a GCSE in the Irish language.

TRAINING

A beginning has also been made towards the provision of in-service training for teachers and a teaching pack is in preparation.

BAIS has also latterly:

- Devised in conjunction with the Institute of Linguists a series of Irish language examinations which will be especially suitable for students studying the subject in adult education classes; candidates will sit the first such examinations in March.
- Financially supported an annual Irish Studies workshop at Soar Valley College in Leicester; the sixth such workshop is due to be held later this month.
- And devised a biennial, multi-disciplinary Irish Studies conference; the next one is being held in Liverpool in September.

Brian Wilson, AIB's group general manager in Britain, says that his company is "impressed by the nature of BAIS, the clarity of its aims and the progress it has made to date in promoting Irish Studies in Britain."

He adds that AIB is always interested "in significant initiatives which seek to improve mutual understanding and co-operation" between Ireland and Britain.

In 1986 BAIS identified ten institutions of higher education in Britain — universities, colleges and polytechnics — which were especially suitable for the development of Irish Studies. A new survey indicates that there may now be more and BAIS is in the process of updating its 1986 report with a view to approaching other organisations and commercial firms for sponsorship.

"We see the AIB initiative as only the beginning", says BAIS vice-chairman Jim O'Hara. "Up to this we have only been funded by the Irish and British governments. We still have a long way to go. The hope must be now that other firms and indeed wealthy individuals will follow the AIB lead. Ideally we would like to see Irish Studies in Britain put on the same footing as their French, German or Canadian equivalents, all of which, in addition to government funding, get generous support from commercial interests."

BAIS points out that the provision of courses is a highly expensive business. A popular Irish history course at Brunel University, for instance, which cost approximately £3,000 a year to run, had to be dropped last year because of the unavailability of funds.

Boost for Irish studies

Ad hoc

A DONATION of £150,000 to the British Association for Irish Studies (BAIS) will boost an education programme to combat widespread ignorance about Ireland, the Irish, Northern Ireland and Anglo-Irish relations.

The money, from the Allied Irish Bank, will be used to fund an executive director for BAIS and to pay for a director of the association's joint education programme which aims to raise the status and profile of Irish studies in schools and community education. Supporters include the Irish and British governments, Her Majesty's Inspectors and higher education representatives.

Modern Irish history A and AS levels developed under the education programme are now offered by the Joint Matriculation Board. Work on a GCSE in the Irish language and planning for one in Irish studies are in progress.

The association runs in-service training and promoted the establishment of the Institute of Irish Studies at Liverpool University last year.

● BAIS, 9 Poland Street, London W1, telephone 01-439 3043.

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