

Monday, March 11, 2024

Irish Independent 

IN ASSOCIATION

Thomas F. Meagher

FOUNDATION

#FlagDay2024

THE *People's* FLAG

PRIDE, RESPECT, PEACE

Special
24-page
classroom
supplement

Thomas F. Meagher
FOUNDATION
PROMOTING PRIDE IN AND RESPECT
IRISH FLAG AND ITS MEANING FOR
ENCOURAGING ACTIVE CITIZENSHIP TO
SCHOOLS AWARDS AND SCHOLARS



Lesson Plans:
Understanding our history

Flag Day events:
School winners & pictures



Respecting each other

The ideals of Thomas Francis Meagher have never been more important. We have never more needed to live by the values of respect and tolerance. Our need for resilience will rarely stand us in better stead than now. Much of the routine of our lives is different. If we're honest, we will realise that the pace of change Ireland has experienced over the last 20 years has changed us as a race and maybe not for the better. Ar scáth a chéile a mhairimid was central to our existence but in recent years, individual advancement has replaced the collective good at the heart of society. An unfortunate move from Sinn Féin to Mé Féin.

Throughout Europe there has been a rise in far-right marches against immigration with more than a hint of racism and racist attitudes. Ireland has not escaped this trend with many of these events festooned with protesters carrying Irish flags. As Meagher said in the middle of the nineteenth century, "The white in the centre signifies the lasting truce between the orange and the green and I trust that beneath its folds the hands of the Irish Protestant and the Irish Catholic may be clasped in heroic brotherhood". Today his reference to Protestant and Catholic is less relevant but the call to us all to clasp hands in heroic brotherhood still applies.

The ideals of respect and tolerance are not advanced by negative and demeaning chants against newcomers to our shores. Ireland is a prosperous country, so it's no wonder that less well-off people from overseas are keen to come here. According to the Central Statistics Office, 12% of our current population has a non-Irish background. Pupils from 200 countries attend our schools speaking many languages. We are told that up to 13% of students have a disability and 20% experience deprivation.

The Thomas F. Meagher Foundation believes that our national flag is a symbol for all our nation and works with schools and others to harness the idealism of Irish youth in promoting pride, respect and peace.

Our schools are central to promoting diversity and inclusion. In our second level education system, most students study a Transition Year programme which is at the centre of many of the Foundation's initiatives. During the year, students benefit from work experience and social outreach programmes which will develop their self-confidence, social skills and their pride in being young Irish men and women whose lives are ahead of them as they reach their potential. Today, we need students who can think for themselves and enjoy equality of opportunity for all in a system that is equitable and respects differences.

Thomas F. Meagher was an idealist. As a nation, we must look on education with an openness to wonder and joy. Education should foster ways of living together with care for each other and for our common society under our national flag that promotes pride, respect, and peace. Education is at the heart of Meagher's ideals for Ireland – pride in our country, respect for one another and the joy of living in peace and rejoicing in our differences.

Clive Byrne is Chairperson of the Thomas F. Meagher Foundation



Nurturing Irish identity through peace and inclusion

Ireland's young people have seized the opportunity to celebrate our rich heritage and ideals of peace, unity and diversity - and it matters more than ever today

BY BERNADETTE BALLARIN

In a world where every symbol is dissected for its significance, the Thomas Francis Meagher Foundation is a guiding light of enlightenment and inclusivity, championing the profound meaning of the Irish tricolour.

Established in 2013, the foundation encourages young people to work together under the tricolour to proclaim and live its message of peace and unity, irrespective of ethnicity, creed or gender. An ongoing focus is on the country's new communities, with an emphasis on supporting their inclusion in Irish society.

The foundation is named after the Irish patriot, US army general and governor of Montana, who flew the first tricolour flag on March 7th, 1848, from 33 The Mall in Waterford. Meagher made a significant contribution to both Irish nationalism and the assimilation of the Irish into American society.

Clive Byrne, chair of the Foundation, underscores the important task of instilling in young minds the deeper meanings of the flag's symbolism. And he emphasises the pivotal role played by the country's youth in translating the



Minister of State for Law Reform, Youth Justice and Immigration, James Browne TD and Zak Moradi, new Irish citizen

ideals of peace and inclusivity into palpable actions.

"It is important that all the young people of Ireland are made aware of the flag's message and are fully included in the process of making it a reality by making a significant and meaningful contribution as active citizens," Byrne states.

A jewel in the Foundation's crown is its Awards & Scholarship Programme, woven into the fabric of the annual Flag Day School's Programme since 2016. This initiative invites students from registered secondary schools to participate, offering them the chance to win an award or the overall prize of a scholarship worth €1,000. The programme is now open for 2024 and it's expected that there will be a huge response again this year. Details of the Programme can be found on the Foundation's website.

The overwhelming response to this program year after year underscores its significance in fostering a deep understanding of the flag's symbolism among Ireland's youth. Last year's response was particularly gratifying, with an impressive surge in both the quantity and quality of entries, the Foundation says.

Reverend Michael Cavanagh, former chair and an Honorary Board Member, is delighted by the enthusiasm exhibited by students and educators alike in embracing the flag's message of peace and inclusion. "The number of entries we received far exceeded that of past years and we are very proud of all students for the passion they have shown this year, way beyond our expectations and thanks also to the educators for encouraging the students to participate in the annual awards".

As anticipation also brews for the upcoming 2024 Flag Day celebration on March 16th, the Foundation eagerly anticipates the active engagement of registered secondary schools across Ireland.

Clive Byrne reiterates the pivotal role schools play in nurturing active citizenship and unravelling the multifaceted meanings enshrined within the Irish flag. "We urge schools every year to partake in Flag Day festivities, a celebration of our rich heritage and a testament to our commitment to peace, diversity, and inclusion," Byrne says.

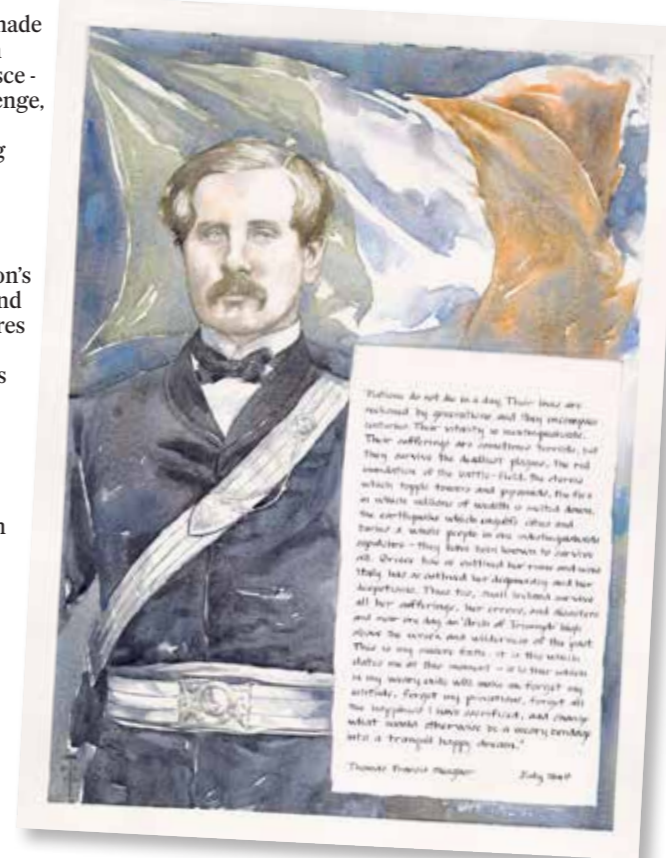
Preparations are underway to ensure an enriching experience for participants, with

Flag Packs containing handmade Irish Flags dispatched well in advance. Moreover, with Gaisce - The President's Award Challenge, as partner, students have the added incentive of leveraging Flag Week activities towards their Bronze Award, further amplifying the impact of the Foundation's initiatives.

Reflecting on the Foundation's decade-long odyssey, Reverend Michael Cavanagh underscores the enduring relevance of Thomas Meagher's principles of peace and diversity. The legacy of Meagher finds resonance in individuals such as Leitrim hurler Zak Moradi, whose journey from Iraq to Ireland intersects with the Foundation's mission of inclusivity and education.

Moradi's involvement as an honorary board member exemplifies the Foundation's prowess in bridging cultural chasms and fostering a sense of belonging among Ireland's diverse populace. "I moved to Ireland 20 years ago so I couldn't be any more Irish now," Zak says. "Even still, my relationship with the foundation helped me understand things I wouldn't have known about Irish history."

John Farrelly, former Foundation board member and CEO of the Mental Health Commission, echoes the sentiment, elucidating the intrinsic connection between acceptance, diversity, and mental wellbeing. The Irish flag, in Farrelly's eyes, stands as a potent symbol of unity amidst diversity. Beyond the pomp of Flag Day celebrations and scholarship programs, the Foundation's commitment to nurturing Irish identity transcends boundaries. Educational initiatives aimed at fostering a deeper understanding of Irish history and culture among our young people, underscore the Foundation's unwavering resolve to uphold the values



Meagher: his ideals burn brightly today

enshrined within our national flag. As the Foundation embarks on its next chapter, its commitment to nurturing Irish identity through peace and inclusion remains steadfast. By engaging with young minds from diverse backgrounds, celebrating diversity, and remembering the legacy of Thomas Meagher, the Foundation continues to inspire generations to embrace the values encapsulated in the Irish tricolour: peace, diversity, and inclusion.

Further information on the Thomas F. Meagher Foundation and the Awards and Scholarships Programme can be found at www.tfmfoundation.ie

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2023 winners pictured with Chairperson of the the Thomas F. Meagher Foundation, Clive Byrne and Honorary Board Member and Leitrim hurler, Zak Moradi

Proud winners at 2023 awards and scholarship presentation

Students, teachers and ambassadors of the Thomas F. Meagher Foundation including Leitrim hurler Zak Moradi, were hosted last November at Leinster House by Cathaoirleach of Seanad Éireann, Senator Mark Daly, co-founder and an honorary board member of the foundation. Twelve students from Galway, Wicklow, Dublin, Donegal, Kilkenny, Cork, Limerick and Louth were presented with their commemorative award following their prize-giving, when they won their respective categories for their creative and talented entries. To be in with a chance of winning an award or the overall top prize, students were invited to submit entries in categories such as art, poetry, essay, video, music, song and social media focused on the theme, 'What the Irish flag means to me'.

The awards are a special element of the Flag Day school's programme which has been running since 2016 and seeks to foster personal development and achievement amongst young people.

The overall/scholarship winner was Ciara Corcoran, 6th Year student from Colaiste Cois Siuire, Kilkenny with her Song entry 'Irish Flag



Best ASD Unit/Special Class Entry 2023: Emmanuel Nkula, Kingswood Community College, Co Dublin

those colours take me home'. Ciara's song can be found on YouTube and the Foundation's social media sites.

The 2024 Awards programme is open until April 22nd for entries based on the theme 'What the Irish flag means to me in 2024'. The winners will be announced in May this year



Best Overall Entry Senior Cycle 2023: Rachel Duffy, Loreto Secondary School, Bray, Co Wicklow

with the Awards and Scholarship luncheon scheduled to be held after that.

If your school is interested in finding out more, please see details on our website: tfmfoundation.ie/schools-programme/awards-and-scholarship.



Best overall/scholarship winner for 2023: Ciara Corcoran, Colaiste Cois Siuire, Co. Kilkenny



Best overall entry Junior Cycle 2023: Maillí de Cléir from Colaiste Cholmchille, Indreabhán, Co. Galway



Fun: experiments and dazzling displays at the Munster Maths and Science Family Fair



Now in its fifth decade, the Irish American Partnership supporters in the United States have raised more than \$53 million for education, community development, and peace initiatives across the island of Ireland.

Partnership supporters also honor the tricolour which Thomas Francis Meagher first flew in Waterford city. While symbolizing peace, the flag instantly connects them to their home and heritage, whether Irish born, or generations removed.

Through direct and grassroots charitable giving, the organisation was delighted once again to support the Thomas F. Meagher Foundation in promoting active citizenship

The Irish American Partnership

Proudly supporting the Thomas F. Meagher Foundation through the Awards and Scholarships Programme – and investing in Ireland's future

among this next generation of Irish leaders. Our organisations' share the vision of a peaceful and equitable Ireland, where every young person has the resources they need to learn and grow.

This year's entrants displayed creativity and passion in their videos, poems, artwork, essays, songs, spoken word, dance and TikToks. The Irish flag clearly holds particular meaning to Ireland's youth. The message of the flag – inclusion, irrespective of background, ethnicity, culture, creed, gender, or sexual

orientation – is powerful to our young people, and one they take pride and inspiration from, as an emblem of a future as great as their dreams allow.

Kerry-born and Boston-based Partnership President & CEO Mary Sugrue endorsed the educational initiative, saying "I want to congratulate all this year's entrants to the Partnership's Awards & Scholarships Programme. We have loved seeing your creativity and your hard work in spreading this message of peace and inclusion."



Left: Irish American Partnership CEO Mary Sugrue, Leona Maguire, Mary Harrahill, Chairperson Board of Management at Dunsany National School, Suzie Cusack, Junior Golfer at Dromoland and student at Colaiste Mhulre in Ennis

Below: Colaiste Mhichil, CBS, Limerick students have formed their very own Robotics Club



United States Special Envoy for Northern Ireland Joseph Patrick Kennedy III speaks at the Irish American Partnership women's leadership event

“There is no better way to celebrate Flag Day, and St. Patrick's Day, than empowering Ireland's young people, and instilling in them the principle of peace

“As a leading transatlantic educational charity, it is fitting for us to support this Awards and Scholarships programme. We are delighted to fund this annual scholarship to a university and promote the important message of the

Thomas F. Meagher Foundation,” said Sugrue. A former teacher herself, Sugrue knows only too well the value of the top prize: “The Partnership works with all major Irish universities access programme, giving scholarships each year to deserving students reaching third level education. Without proper supports these young people may not be able to seize that opportunity.”

The Partnership is committed to continue its vital support of Ireland's youth. By investing in the people, culture, and ideas that build a peaceful and prosperous Ireland, the Partnership strives to build a more inclusive and equitable society for all.

“There is no better way to celebrate Flag Day, and St. Patrick's Day, than empowering Ireland's young people, and instilling in them the principle of peace. We are proud to support the Thomas F. Meagher Foundation in their mission,” said Sugrue.

Further information on the Irish American Partnership can be found at www.irishap.org



Pride and respect and our identity

JAMES DUGNAN, PRESIDENT ACCS

On behalf of the Association of Community & Comprehensive Schools, I am delighted to lend our support and thanks to all involved in the Thomas F. Meagher Foundation for the important work that it does in fostering a richer understanding of the history and meaning of the Irish tricolour among our young people and our school communities all over Ireland.

Over the centuries, the flag has developed many special uses, from identifying friend from foe on the battlefield and high seas to symbolising a bond between a race of people. The flag, although a simple piece of cloth or silk, has come to represent the good and the bad of people and places.

The Irish tricolour, first flown by Thomas Francis Meagher in Waterford in 1848, has come to represent all that is, can, and should be of the Irish people and state. It embodies the spirit of Irish kindness and understanding in its colours, while also acting as a rallying call to Irish people all over the world.

Flag Day allows new generations to discover and experience the practical and emblematic nature of the tricolour, an important part of living in an age of so many global distractions. Patrick Pearse's famous quote, "Tir gan teanga, tir gan anam" expresses the importance of the Irish language to Irish nationality. Equally, the flag in modern times had come to command such importance, Tir gan bhratach, tir gan féiniúlacht. (A country without a flag is a country without an identity)



Flying the flag matters

NAPD is proud to support the Thomas F. Meagher Foundation in its promotion and celebration of the Irish flag. The tricolour was first flown by Thomas F. Meagher in 1848 and Thomas believed that 'a national flag is the most sacred thing a nation can possess'.

The above statement, made by Thomas F. Meagher in 1848, can be fully understood in the words of our former President Mary McAleese when she said:

"The flag is a statement of intent. It holds aloft our aspiration to be a peaceful country where all traditions are respected and reconciled. It flies high to remind us we are not there yet but it is the mission of each generation to bring us nearer to permanent peace one heart at a time".

In NAPD, we applaud the Thomas F. Meagher Foundation which supports young people through active citizenship and inclusivity by promoting pride in and respect for our Irish flag and its true meaning for peace.

During Flag Day, schools across the state will raise and celebrate the Irish flag and will also celebrate the flags of different nationalities within their schools.

In doing this it gives us, as educators, the opportunity to teach the important significance and meaning of our national flag.

We are also grateful to the Thomas F. Meagher Foundation for supporting students with the Foundation Awards and Scholarship programme.

On behalf of all Principals and Deputy Principals in Ireland, I wish to extend my very best wishes to the Thomas F. Meagher Foundation in flying the Irish flag and promoting the more than ever important message of inclusion and peace.

Ni neart go cur le cheile
Regina Butler
President NAPD



Regina Butler, President NAPD

The company where every day is a flag day

Prospect Design Ltd (Flags Ireland) are honoured to provide Irish flags to all the schools affiliated with the Thomas F. Meagher Foundation. Our quality flags are handmade at our premises in the heart of Dublin city and we are very proud to see them flying on school flagpoles across the nation.

In addition to our dedication to preserving traditional Irish flag-making materials and techniques, we have embraced the latest printing technologies. Our state-of-the-art printers enable us to translate any design or image onto a variety of materials. This along with our expertise enables us to cater to the unique specifications of our customers, whether it's a bespoke flag for a school, business or club, personalised tablecloths and bunting for an event, or creating eye-catching feather banners for promotional purposes.

Furthermore, we recognise the importance of sustainability in our practices. By prioritising nearshoring, we contribute to local economies and reduce the environmental impact associated with long-distance transportation. Our



commitment to sustainability involves using eco-friendly materials, minimising waste and implementing environmentally conscious production processes to ensure that our products not only meet high-quality standards, but also align with our responsibility to the planet.

We look forward to seeing all the flags flying on Flag Day and we are delighted to support the Thomas F. Meagher Foundation in the excellent work they are doing in promoting the peace and equality that the Irish flag represents.

Prospect Design (Flags Ireland) is proud of its work



Clive Byrne,
Chairperson of
the Foundation

As the Thomas F. Meagher Foundation's Flag Day 2024 gets under way in Ireland's secondary schools on March 16, the everlasting principles of peace and diversity have ensured a lasting appeal with our young people

The Foundation is delighted that the network of secondary schools has grown significantly over the years. With 300 schools registered for their free flag pack this year, it's evident that the message of peace, diversity and inclusion that the flag represents is still as strong as ever. Thomas Meagher's famous line was 'A national flag is the most sacred thing a nation can possess'.

He meant that national flags express a nation's values and aspirations. The white panel in the centre of the Irish flag is about peace and that, irrespective of politics, we are one people. That sense of respect is what allows a nation to progress.

The Foundation brings the message of inclusion, regardless of ethnicity, creed and gender to it's young people and that builds a foundation for them to flourish and thrive in all aspects of their lives.

Acceptance and inclusion is hugely important to people's well-being and mental health. In this every changing world we live in, it's vital



Reverend Michael Cavanagh and Senator Mark Daly, the co-founders of the Thomas F. Meagher Foundation at the Foundation's annual awards lunch

A Powerful Symbol of Hope

that we recognise the need for tolerance, patience and supporting young people to realise the power they have within themselves.

Flag Day 2024 shows how beneficial projects like these can be to people moving here from different countries, learning about Ireland's history and about the characters that made it happen. Every country has its heroes and the achievements of people like Thomas Meagher

should be celebrated. The flag symbolizes different traditions working together in harmony and that's the perfect message for modern Irish society.

The foundation encourages schools to participate in various activities during Flag Day 2024. A few examples are a flag day-themed quiz, a musical event, art display or a themed history class. Other suggestions are

- recommended, such as:
 - Investigate the history and meaning of the Irish flag and create an information campaign or exhibition in your school or local library. Decorate your school, poster displays, presentations to other classes.
 - Investigate the Irish flag and Irish culture - research references to Irish flag in poetry, literature, music, popular culture etc.
 - Research how many nationalities are represented in your school, learn about those flags and the meaning behind them. Learn about the importance and symbolism of flags. Represent and celebrate these flags during Flag Day.
 - Create a Flag Week team and action plan for your event - focus, actions, flag protocols, roles.
 - Invite local representatives, speakers, community members to your Flag Day event about what the Irish flag means to them in 2024.

We are hoping that all students participating during the week leading up to Flag Day on March 16 will learn both about the Irish flag and its meaning for peace, and about the flags of all the nationalities in their schools and the meaning behind these flags.

In a modern and diverse Ireland, it is critical that people of all backgrounds and creeds understand and gather around the meaning of the Irish flag for peace, respect, diversity and inclusion. The raising of the flag symbolises a 'coming together' to create a community of hope for Ireland's future.

Whatever schools decide to do on Flag Day, the main aim is to have fun and use our imaginations. The Foundation would be delighted if those involved, shared their flag day event, photos or videos, using the hashtag #FlagDay2024 so together we can all follow and enjoy the positivity and excitement throughout the school communities around the country!

Tag us on social media @tfmf1848 or @thomasmeagherfoundation #FlagDay2024 or email us at info@tfmfoundation.ie



Positive: the Foundation's message #FlagDay

Gaisce – Empowering Young People as Agents of Change



Gaisce – The President's Award is Ireland's national youth award and is a self-development programme for young people aged 14-25. It is a direct challenge from the President of Ireland, Michael D. Higgins, to all young people to dream big and fulfil their potential.

Every year, more than 25,000 young people throughout Ireland undertake Gaisce Awards at Bronze, Silver and Gold Award levels, completing skill, physical, community and adventure challenges that not only make a huge difference in their own lives but in the lives of others. Participation in Gaisce is proven to build resilience, hope, self-confidence and wellbeing, as well as increasing belonging as active young citizens. Since Gaisce was established in 1985, an incredible 480,000 young people have registered for Gaisce, with over 265,000 young people achieving a Gaisce Award.

Integral to the success of the Gaisce Award programme are the 1,300 President's Award Leaders, or PALs, who act as mentors for the young people undertaking the award by encouraging, supporting and guiding them every step of the way, all on a voluntary basis.

AGENTS OF CHANGE

As an organisation, Gaisce is committed to empowering young people in Ireland to be Agents of Change, playing an active role in their communities and working to make our world a more peaceful, sustainable and fair place. More and more young people are using their Gaisce Award to explore global citizenship issues, at a time when collective global action has never been more urgent.

When Gaisce participants mobilise annually all over Ireland by volunteering for their Gaisce Awards they not only develop personal experiences, skills and insights but also make significant contributions to society such as supporting charity shops, clean ups, promoting equality and sustainability initiatives, welcoming new members of communities, helping older people, younger people, the homeless and those who need a little extra support from all walks of life, they are collectively volunteering a minimum of 325,000 hours every year!

"I am constantly inspired by the incredible potential within young people", says Avril Ryan, CEO of Gaisce – The President's Award. "Through their Gaisce Award participation, they embark on a transformative journey that not only shapes their personal growth



Seven young people from Ukrainian Action in Ireland receiving their Gaisce Silver and Bronze awards from Gaisce CEO Avril Ryan and Gaisce Council members Samantha Briody and Vincent Teo in December 2023

but also positions them as amazing agents of change in society. Gaisce empowers young people to discover their strengths, develop resilience, and foster a sense of responsibility towards their communities. By engaging in diverse challenges, they not only unlock their own potential but also become catalysts for positive change, proving that the energy and enthusiasm of youth can be a powerful force for a better world. Gaisce participants are not just recipients of an Award; they are leaders, innovators, and ambassadors of positive change, driving impact far beyond their individual accomplishments."

GAISCE GOLD RESIDENTIAL

Gaisce regularly organise themed events for participants and leaders which drive this ethos. A recent Residential project for a group of young people who are currently doing their Gaisce Gold Award took place over two consecutive weekends in January; the first hosted by the University of Galway and the second held at Gaisce's headquarters at the Phoenix Park. One of the highlights of the event was a Climate Justice themed workshop led by Eimear Manning from the National Youth Council of Ireland, with the group also being addressed by guest speakers including Stephen Ucembe of Tearfund, a community worker from Kenya and Chris Nolan, an

Environmental Youth Worker based in Galway. As an organisation committed to ensuring that taking part in the Gaisce Award is as accessible as possible, it was a pleasure to welcome four amazing young people from KARE, an organisation that provides community-based support to young people with intellectual disabilities, who were able to join the Residential project in Dublin, as part of their Gaisce Gold Award requirements. One of the participants at the Gold Residential, Jay Holland, was enthusiastic about the experience: "Going into the Gold Residential I didn't really know what to expect. I was mainly going in to tick a box, as a requirement for the Gold Award. I ended up getting so much more out of it than I expected, I ended up making so many friends and learning so much. I just had an amazing experience altogether and I was very grateful to be able to take part in the residential project run by Gaisce and meet other participants that are doing the Gold. It's so hard to find other people who are on the same journey as you, not many people carry on and do the gold, so it was lovely to get those connections through the project."

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THINK GLOBAL, ACT LOCAL

An upcoming event this April will further establish our ongoing commitment to

Gaisce Gold Awardees receiving the awards from President Michael D. Higgins at a reception in Aras an Uachtaráin in July 2023

promoting global citizenship action through the Gaisce Award. The online event, titled Think Global, Act Local, will be attended by President's Award Leaders from all over the country, and will offer an opportunity for our Leaders to build their knowledge and awareness around what it means to be a global citizen and how we can empower young people to act. The event will feature a range of special guest speakers and case studies and will highlight the incredible work of organisations such as LYCS, a north inner city Dublin organisation that works to prevent young people from getting involved in anti-social behaviour and drug / alcohol use through the provision of alternative programmes that meet their needs.

OBERSTOWN RISE GARDEN AT BLOOM

Driving diversity and inclusion is central to Gaisce's ethos, and this commitment was brought to life in 2023 with the creation of the Rise Garden by young people detained at the Oberstown Children Detention Campus who were undertaking their Gaisce Award. The group, who worked with the artist Joe Caslin to design this transformative space, which was featured at the annual Bloom Festival in the Phoenix Park, where it was seen by over 100,000 visitors and was awarded a Silver Gilt Medal.

The garden served as a powerful symbol of the young peoples' journey towards growth and change, representing the progress they have made in overcoming challenges and their ability to look forward to a brighter future. Speaking at the unveiling of the Rise Garden, Sinead Flynn, Horticultural Co-ordinator at Oberstown Campus, said: "The Gaisce medal for the young people in Oberstown is a real achievement. Like other times they might get certificates or awards, but the medal represents something a lot stronger."

YOUTH DIVERSION

Gaisce's work with the Oberstown Children Detention Campus is part of our focus on the area of Youth Justice, with dedicated team members working with youth diversion projects and special units throughout the country, supporting young people as they undertake their Gaisce Awards.

We were delighted to announce a new partnership with the Department of Justice in November. Starting in January 2024, the



President Michael D. Higgins visits the Rise Garden at Bloom in July 2023. The award-winning garden was created by a group of young people from Oberstown Children Detention Campus



Beatrice, Conor and Vasyil from Stewarts Care Ballyfermot Hub receiving their Gaisce Silver Awards from Gaisce CEO Avril Ryan at a ceremony in January 2024

Department has committed to supporting the cost of Gaisce registration for participants in Youth Diversion Projects. The partnership, which was announced by Minister of State for Law Reform James Browne TD, represents a significant investment that will remove a barrier to participation for many, as well as opening up positive new pathways for young people.

As Gaisce CEO Avril Ryan said at the time, "There is a need now more than ever to support young people in terms of building their empathy, sense of belonging in their communities, confidence and skills through purposeful and fun personal development challenges, and the achievement of a Gaisce Award is proven to deliver on these outcomes".

LGBTQ+ ALLYSHIP

Our commitment to the values of equality and inclusion was fundamental to a special LikeMinded LGBTQ+ event at LINC in Cork, hosted in partnership with Rethink Ireland in October last year as part of Stand Up Awareness Week. Recognising that many LGBTQ+ students feel unsafe at school according to a recent survey by BelongTo, Gaisce is committed to encouraging young LGBTQ+ people to undertake their Gaisce Award and see themselves reflected and included within Gaisce. In a spirit of allyship, Gaisce hosted an interactive panel discussion and conversation for President's Award Leaders, sharing expertise and knowledge in the area of supporting inclusion of LGBTQ+ young people



Participants at the Gaisce LikeMinded Allies LGBTQ+ event in LINC Cork in October 2023



Young people from Ulster GAA receiving their Gaisce Awards at a ceremony in Armagh in December 2023

GAISCE IN NORTHERN IRELAND

The importance of giving every young person the chance to take part in Gaisce is something that extends into Northern Ireland. In 1999, prompted by the Good Friday Agreement's commitments, young people in Northern Ireland gained access to the Gaisce Award through the Joint Award Initiative (JAI), a partnership between Gaisce, The Duke of Edinburgh's Award and the Duke of Edinburgh's International Award. This year marks an important milestone in this important relationship, as we join our counterparts in Northern Ireland in celebrating 25 years since the formation of the Joint Award Initiative, and look forward to continuing to foster and build on our collaborative relationship with the team at the Duke of Edinburgh's Award Northern Ireland.

AWARDING YOUNG PEOPLE

One of the great pleasures for Gaisce is being able to meet some of the thousands of young people who achieve their Gaisce Awards during the year.

An annual highlight of the Gaisce calendar is the Gold Award Ceremony, hosted in Aras an Uachtaráin by President of Ireland, Michael D. Higgins. Every year, young people are invited to celebrate achieving their Gold Award medal and pin, a truly outstanding accomplishment which marks the culmination of their Gaisce journey.

Having the opportunity to meet any of the diverse groups of young people who are receiving their Gaisce awards is another highlight for the Gaisce team.

In December 2023, we welcomed seven young people from Ukrainian Action in Ireland; a charity established in response to the humanitarian crisis in Ukraine to foster Irish-Ukrainian friendship. All seven took part in Gaisce's Wavelength programme, aimed at ensuring that young people seeking asylum or refugee status in Ireland can participate in the Awards. We were delighted to present Pavlo, Polina, Khristina, Damir, Oleksands and Emma with their Bronze Awards and Vlad with his Silver Award at a special ceremony held at Gaisce's Ratra House HQ in Dublin's Phoenix Park.

More recently Ratra House played host to three impressive young people from Stewarts Care Ballyfermot Hub, a voluntary organisation providing comprehensive community-based services to people with intellectual disabilities. It was a special occasion, celebrating Beatrice, Conor and Vasyil receiving their Silver Awards.

GAISCE IN NORTHERN IRELAND

The importance of giving every young person the chance to take part in Gaisce is something that extends into Northern Ireland. In 1999, prompted by the Good Friday Agreement's commitments, young people in Northern Ireland gained access to the Gaisce Award through the Joint Award Initiative (JAI), a partnership between Gaisce, The Duke of Edinburgh's Award and the Duke of Edinburgh's International Award. This year marks an important milestone in this important relationship, as we join our counterparts in Northern Ireland in celebrating 25 years since the formation of the Joint Award Initiative, and look forward to continuing to foster and build on our collaborative relationship with the team at the Duke of Edinburgh's Award Northern Ireland.

One of our partners in the Joint Award Initiative is Ulster GAA, and we were able to attend a Joint awards ceremony in Armagh in December, to present young people from across the province with their Gaisce Awards. It was fantastic to see how many young people involved in the organisation embraced taking part in the Awards, and recognising their achievements was incredibly satisfying.

Diarmaid Marsden, Head of Club and Community Development Ulster GAA, recognises the benefit of offering young GAA members the opportunity to undertake a Gaisce Award: "This Joint Award initiative allows young people to carry out all the necessary criteria associated with the award and on completion can elect to receive certification from either organisation. Many of our young GAA members have availed of this opportunity in the six counties and they are making direct contribution to their GAA clubs through volunteering as well as embracing the physical activity associated with our games. In Donegal, Cavan and Monaghan we encourage GAA clubs and their youth members to register directly with Gaisce, through Ulster GAA, to achieve the prestigious award, that helps develop the young people as well as benefitting their GAA club."

As Gaisce looks towards 2025, when we will celebrate the significant milestone of our 40th anniversary, we are heartened that the young people who participate in the Gaisce Award are true Agents of Change, making a difference to their own lives and the world around them. Our goal is to ensure as many young people as possible under 26 have the wonderful opportunity and experience of achieving a Gaisce Award and we will be announcing new bursary opportunities later this year to increase those possibilities for more young people so they can reach for the stars, follow their dreams, and realise their potential.

Gaisce is calling on all Gaisce awardees over the past 39 years to connect with us and be part of our 40th anniversary celebrations in 2025! Register your details by emailing us today at comms@gaisce.ie



ME AND MY FLAG

Adam Byrne, Thomas F Meagher Foundation ambassador and former professional rugby player – Ireland, Leinster and Connacht

1 What does the Irish flag symbolise to you personally, and how does it reflect Irish identity?

For me it is a powerful symbol for my home. It always reminds me that Ireland is the place I represent and I want to do the country proud any chance I get, from a chat to a tourist to playing a rugby game when I was younger.

2 Can you share a moment or memory when the Irish flag had a particularly powerful meaning for you?

I remember I played for my country for the first time at under 18's in Germany and we had players from all over Ireland. We had the flag hung up in the changing rooms and singing the anthem looking at the flag was a moment I won't forget. I remember the immense privilege I felt to represent my country.

3 In your opinion, what special significance does the green, white, and orange colours hold in the context of Irish history and culture?

I remember we learned about the particular meaning of each colour in school, but being honest all that stuck with me was that it symbolises unity. To me Ireland will always be a leading country that punches above its weight and every country's flag is its identity, it's a powerful symbol.

4 How do you believe the Irish flag can continue to unite and inspire people in modern times?

I think it's something we should be proud of. I travel a lot and people love the Irish. I think that should be something we are proud of and continue to do Ireland proud any chance we get. I think the flag is timeless, it carries the same weight regardless and just becomes more prominent at certain times, but always the same importance and I hope that continues.

5 Do you have any personal stories or anecdotes involving the Irish flag?

Not really, just always being super proud to wear the green and have the flag around any of the Irish teams I played with.

6 If you could add one more element to the Irish flag to represent modern Ireland, what would it be and why?

I don't think I could change it. It's all I know and I think for each person it means something else that they have grown up with. I like the saying don't change what's not broken!



Monument to a hero:
Montana's capital tribute

The legend behind the famous name

Thomas Francis Meagher lived an adventurous, colourful life and he had Ireland in his heart wherever he went

In 1848, as he stood at the second floor window of the Wolfe Tone Confederate club on the Mall in Waterford with the green, white and orange flag in his hand, 24-year-old Thomas Francis Meagher could hardly have envisaged how his creation would become such an iconic symbol in an independent Ireland decades later.

It was on March 7th, 1848, when Meagher unveiled the flag – within six months he was arrested, tried and convicted of sedition. But, just who was Thomas Francis Meagher? He was born on August 23rd, 1823 in the Granville Hotel on the quay – at the time the mansion was the family home.

Thomas Meagher Senior was the wealthiest merchant in the city having made his fortune in Newfoundland before moving to the Irish South East.

“He bankrolled Daniel O’Connell in Waterford and would go to on to become the first Catholic Mayor of the city and an MP,” explains Donnchadh Ó Ceallacháin, curator at the

Bishop’s Palace museum in Waterford. But while Thomas Snr was a moderate nationalist his eldest son was more radical and ambitious.

Born to be a ‘gentleman’ dabbling in politics and law, (and possibly groomed to be Daniel O’Connell’s successor) Thomas Francis studied at Clongowes Wood College and then at Stonyhurst in Lancashire mixing with English aristocracy.

But strongly influenced by revolution in Europe, especially in France, he returned to join the Repeal Movement (established to repeal the 1800 Act of Union) but soon grew frustrated with its endless debates and lack of action.

He joined the Young Irelanders group made up of idealistic young middle-class men who wanted more than a home Parliament in Dublin - complete independence.

The first ‘tricolour’, it’s claimed, was actually made in France but presented to Meagher. Many viewed it’s symbolism as bordering on the politically naive given the fraught

Meagher’s childhood Irish home

Directly across the road from the Bishop’s Palace Museum on the Mall in Waterford you’ll find Derrynane House – the home where Thomas Francis Meagher grew up and from where he was arrested in 1848.

Just 14 doors along is number 33, from where he flew the Irish flag for the very first time and so it’s fitting that the exhibit to Thomas Francis Meagher should be set here in heart of his home place.

Amongst the brilliantly preserved artefacts on display include the very coat he wore when he first displayed the flag on that April afternoon.

A skinny green club uniform made from linen and with tails, it has shamrock designs sown into the collar and cuffs. It also has 16 gold-coloured buttons each one emblazoned with the year ‘1782’ – the year in which Ireland was

granted its own parliament.

An accomplished musician the collection also includes Thomas F Meagher’s clarinet which he played while in school in Stonyhurst.

The museum has also acquired the last letter Meagher wrote while being held in Richmond prison in Dublin before being deported to Tasmania.

It was sent to his dear friend John Leonard (from Cork) who lived in Paris. In it Meagher writes of Ireland: “never, never, was their country so utterly downcast, so debased, so pitiful, so spiritless. Yet I do not, could not, despair of her regeneration. Nations do not die in a day. Their lives are reckoned by generations and they encompass centuries.”

Two swords, one Meagher would have used in battle and another a dress sword, from his time in the American civil war glimmer in their glass

cases caressed by day-light.

A walking stick which was presented to Thomas Meagher Snr by the Irish American community of Cincinnati, and which was made from wood grown from a tree at George Washington’s gravesite, has also been acquired.

In another case we find a faded sprig of boxwood (to represent a spring of green) which Meagher asked his Irish brigade to wear on their uniforms as they rode into the battle of Fredericksburg in 1862.

And intriguingly, under the gaze of a huge painting of Meagher, we find the rosary beads of his much more low-key brother Colonel Henry Meagher who served with the Papal Guard in Rome for seven years. Also here sits a chain of office which was presented to Col Meagher by Pope Pius IX himself.



Items worn and used by Thomas Meagher



Meagher’s sword



Caption above left: Military medals won by Thomas Meagher and right: a ceremonial sword and a note written by the legendary Irishman

relationship between Catholics and Protestants at the time – and coming during the Great Famine.

However, it allowed some to dream of both freedom and unity on our island.

Meagher ran in an 1848 by-election and lost narrowly but during that campaign said: “what strength have I to beat my way towards that bold headland upon which I have sworn to plant the flag I have rescued from the wreck.”

Following the Young Irelander Rebellion of 1848 Meagher was sentenced to be ‘hanged, drawn and quartered’, but due to a public outcry the death sentence was commuted to transportation for life to Van Diemen’s Land (Tasmania).

During his trial he said from the dock: “I now bid farewell to the country of my birth—of my passions—of my death; a country whose misfortunes have invoked my sympathies—whose factions I sought to quell—whose



Memories of the Fighting 69th

intelligence I prompted to a lofty aim—whose freedom has been my fatal dream.”

He left Ireland never to return.

Meagher was given his own territory in Tasmania and lived the life of a gentleman there. He married a local girl, Catherine Bennett, the daughter of an Irish convict. Meagher’s friends were aghast he would opt for someone from such a social class.

When Catherine was due to give birth to their first child in 1852, the couple having been married for a year, Meagher abruptly surrendered his ‘ticket-to-leave’ and escaped to South America. Tragically their son became ill after birth and died.

Thomas Francis made his way to New York City; it’s believed his father back in Waterford bank-rolled the escape and went on to become a Brigadier General in the Army, eventually leading the fierce Irish ‘Fighting 69th’ brigade in the civil war.

“He was a very inspiring leader, a great speaker and motivator - though he didn’t have

a great military knowledge, but such was the way with many civilian generals during that conflict,” explains Donnchadh Ó Ceallacháin.

Thomas Meagher Snr brought Catherine Bennett to America to see his son in the hope their marriage could be rescued but by then Thomas Francis had moved on.

However, when Catherine returned to Ireland, she discovered she was pregnant. She gave birth to a son, Thomas, but more tragedy was to follow as she died during childbirth. Thomas Francis Meagher would never see his only living child.

He re-married Elizabeth Townsend, from a family of wealth, in New York, and became an American civil war hero and the father of ‘Irish-Americanism’. He was a pallbearer at the

funeral of President Abraham Lincoln in 1865.

After the war, Meagher became Acting Governor of Montana. He attempted to create a working relationship between the territory’s Republicans and Democrats but failed, making enemies in both camps.

On the night of July 1st, 1867, while on a steamboat on the Missouri, he mysteriously fell overboard, his body was never recovered.

In 1913 a man claimed to have murdered Meagher for \$8,000, but later recanted his confession.

Many believe that Meagher had been drinking and simply fell overboard while others suggest he was murdered by Montana political enemies, a Confederate soldier or maybe even by Native Americans.



Catherine Meagher died giving birth

As we have seen on these pages, Thomas Francis Meagher was a legendary figure in colonial history. His exile to Van Diemen’s Land and subsequent escape to the United States, are as much a part of his mythos as his participation in the American Civil War and death in the Missouri River.

However, little is known about his first wife Catherine Bennett. The pair met at Ross after Mr. Meagher helped repair a carriage Ms. Bennett, a governess, was travelling in.

They married and moved to a cabin at Lake Sorell, Tasmania, until Thomas fled in the colony. Ms. Bennett remained in Van Diemen’s Land and gave birth to the couple’s first child, Henry who died in infancy.

Ms. Bennett eventually left Van Diemen’s Land, following her husband to America but stopping in his home town of Waterford along the way. She was reportedly treated like royalty on arrival due to her husband’s status.

After reuniting with Thomas Meagher – who later remarried – briefly in America and falling pregnant, Ms. Bennett returned to Waterford. Living with her father-in-law, she died of typhus shortly after giving birth to Mr. Meagher’s only surviving child, Thomas Bennett Meagher.

The couple and their first son are memorialised at St. John’s Catholic Church in Richmond, Virginia.

***By Joe Colbrook, first published in the Australian Examiner.**

Protocol for the National Flag

When Bunreacht na hÉireann/the Constitution of Ireland was enacted in 1937 the Tricolour was formally recognised as the Nation's Flag.

"The national flag is the tricolour of green, white and orange."

Article 7 - Constitution Of Ireland
Airteagal 7 - Bunreacht Na Héireann.

The following guidelines are intended to assist individuals in giving due respect to the National Flag. There are no statutory requirements, so observance of these guidelines is a matter for each person. It is expected that the National Flag will be treated at all times with appropriate respect by those who use it. The Department of the Taoiseach has general responsibility in relation to the National Flag. This responsibility is primarily concerned with the guidelines for the flying of the Flag. The Department's role, therefore, is an advisory one. The protocols for the National flag were first adopted by a unanimous resolution of Seanad Éireann on the eve of the 165th anniversary of the first flying of a tricolour by Thomas F. Meagher. In the chamber on that occasion for the ceremony was the Great Great Grandson of Brigadier General Thomas F. Meagher. The resolution was tabled by Senator Mark Daly and was supported by all sides of the house. It was the first time either House of the Oireachtas formally adopted protocols for the National Flag.

Design

1. The National Flag is rectangular in shape, the width being twice the depth (measurement from top to bottom). The three colours – green, white and orange – are of equal size and vertically disposed.
2. Sometimes shades of yellow or gold, instead of orange, are seen at civilian functions. This is a misrepresentation of the National Flag and should be actively discouraged.
3. The Flag should normally be displayed on a staff, the green being next to the staff, the white in the middle and the orange farthest from the staff. Provided that the correct proportions are observed, the Flag may be made to any convenient size.
4. The addition of a gold fringe or tassels to a national flag is a long-standing international tradition. A fringe is not considered an integral part of the flag so cannot be said to interfere with its design, unlike say lettering or emblems superimposed on the flag, which should never be used. The fringe is considered to be purely for decorative purposes and can therefore be used when the flag is displayed indoors or on ceremonial occasions outdoors.

Flying, displaying and placing

1. No flag or pennant should be flown above the National Flag.
2. Only one National Flag should be displayed in each group of flags or at each location. In all cases, the National Flag should be in the place of honour.
3. When the National Flag is flown at a building or entrance along with other flags of equal height, it should be first on the right (on an observer's left). See Section 6 for guidelines on flying the National Flag with flags of other nations.
4. When the National Flag is carried with another flag or flags, it should be carried in the place of honour: on the marching right – that is, on the left of an observer towards whom the flags are approaching.
5. While being carried, the National Flag should not be dipped by way of salute or compliment, except to the dead during memorial ceremonies.
6. When the National Flag is used to drape a coffin, the green should be at the head of the coffin.
7. When displayed on a platform, the National Flag should be above and behind the speaker's desk.
8. When the National Flag is displayed either horizontally or vertically against a wall or other background, the green should be on the right (an observer's left) in the horizontal position or uppermost in the vertical position.
9. In the event of a display of crossed staffs the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

Occasions and times when the National Flag is flown

1. The National Flag is flown daily at all military posts and from a limited number of State buildings.
2. It is also flown on St Patrick's Day (the National Holiday), Easter Sunday and Easter Monday (in commemoration of the Rising of 1916), and the National Day of Commemoration (on the Sunday closest to 11 July, the date of the Anglo-Irish Truce in 1921).
3. On these occasions the National Flag is flown from all State buildings throughout the country that are equipped with flagpoles, and many private individuals and concerns also fly it.
4. The National Flag is flown at other significant national and local events such as festivals and commemorations.
5. The National Flag is normally displayed in the open only from sunrise to sunset, except on the occasion of public meetings, processions or funerals, when it may be displayed for the duration of such function.

The National Flag may be flown by night as well as by day as long as it is properly illuminated at all times, preferably by spotlight.

Flying and displaying the National Flag with Flags of other Nations

1. When the National Flag is flown with the flags of other nations, each flag should have the same width and should fly from a separate flagpole of the same height.
2. International protocol prohibits the flying of any nation's flag higher than another in peacetime. If, however, one flagpole happens to be higher than the rest, then the National Flag is flown from that flagpole. In such cases, no additional National Flag can be flown.
3. When the group of flags of the European Union are flown, the sequence is alphabetical, based on the first letter of the country's name in its primary local language (see appendix). The flags should be flown from an observer's left to right with the European Union flag flown from the first flagstaff (figure 9).
4. An alternative order of flags is to begin on the left with the National Flag and place the European Union flag on the far right of the group, as seen by an observer.
5. Where either an even or an odd number of flags is flown in line on staffs of equal height, the National Flag should be first on the right of the line (i.e. on an observer's left). Where one of these flags is that of the European Union, the European Union flag should be flown on the immediate right of the National Flag as seen by an observer.
6. Where, however, an odd number of flags is displayed from staffs grouped so that there is one staff in the centre and higher than the others, the National Flag should be displayed from the central staff. Where one of these flags is that of the European Union, the European Union flag should be flown from the first flagstaff on the observer's left.

Carrying of the National Flag

1. When the National Flag is carried with another flag, or flags, it should be carried in the place of honour: the marching right – that is on the left of an observer towards whom the flags are approaching.
2. Where one of these flags is that of the European Union, the European Union flag should be carried on the immediate right of the National Flag as seen by an observer.
3. In the event of a display of crossed staffs, the National Flag should be to the right and to the fore, that is to the left of an observer who is facing the flag. Its staff should be in front of the other flag or flags.

Half-masting the National Flag and its display during times of mourning

1. The half-masting of national flags is a well-established procedure whereby countries bestow an honour and express a collective sense of sorrow.
2. Half-mast means the flag is flown two-thirds of the way up the flagpole, with at least the depth (measurement from top to bottom) of the flag between the top of the half-masted flag and the top of the flagpole (figure 1). Traditionally, this is considered to leave space for the invisible flag of death. The National Flag is at half-mast in any position below the top of the staff but never below the middle point of the staff.
3. When being hoisted to half-mast, the Flag should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
4. Where the National Flag is flown at half-mast, no other flag should be flown.
5. On the death of a national or international figure, the National Flag is flown at half-mast on all prominent government buildings equipped with a flag pole, under advice from the Department of the Taoiseach. The Department may also advise the half-mast display of the flag after other tragic events. The death of a prominent local figure may be marked locally by the National Flag being flown at half-mast.
6. A National Flag at half-mast may be displayed, day and night, for the duration of a funeral provided the flag is illuminated.
7. While being carried, the National Flag should not be dipped by way of salute or compliment except to the dead during memorial ceremonies.
8. When used to drape a coffin, the green should be at the head of the coffin.

Folding of the National Flag

If a coffin has been draped with the National Flag, the military tradition for the ceremonial folding of the National Flag (which may be followed by others) is as follows:

- Once removed from the coffin, the Coffin Bearers (ideally six people) fold the Flag in the following manner:
 - Orange passed under to white - white and orange passed under to green (following in this manoeuvre, green is on top, orange in the middle and white underneath) - green, orange and white folded once, with green remaining facing outwards and complete Flag draped over extended left arm of a Coffin Bearer (this assumes the use of a standard size flag; larger flags may need to be folded twice, with green always facing out-wards).
 - The folded Flag is then normally presented to the next of kin of the deceased.

Hoisting and lowering

1. In raising or lowering, the National Flag should not be allowed to touch the ground.
2. When being hoisted to half-mast, the Flag should first be brought to the peak of the staff and then lowered to the half-mast position. It should again be brought to the peak of the staff before it is finally lowered.
3. The National Flag is at half-mast in any position below the top of the staff but never below the middle point of the staff. As a general guide, the half-mast position may be taken as that where the top of the flag is the depth of the flag below the top of the staff.

Saluting the National Flag

1. On ceremonial occasions when the National Flag is being hoisted or lowered, or when it is passing by in a parade or when the National Anthem is being played, all present should face it, stand to attention and salute. Persons in uniform who normally salute with the hand should give the hand salute. Persons in civilian attire should salute by standing to attention.
2. When the National Flag is being carried past in a parade, the salute is rendered when the Flag is six paces away and the salute is held until the Flag has passed by. Where more than one National Flag is carried, the salute should be given only to the leading Flag.

The National Flag and the National Anthem

When the National Anthem, Amhrán na bhFiann, is played in the presence of the National Flag, all present should face the National Flag, stand to attention and salute it, remaining at the salute until the last note of the music.

Respect for the National Flag

1. Care should be taken at all times, including when raising or lowering, to ensure that the National Flag does not touch the ground, trail in water or become entangled in trees or other obstacles.
2. The National Flag should never be defaced by placing slogans, logos, lettering or pictures of any kind on it, for example at sporting events.
3. The National Flag should not be draped on cars, trains, boats or other modes of transport. It should not be carried flat, but should always be carried aloft and free, except when used to drape a coffin; on such an occasion, the green should be at the head of the coffin.
4. The National Flag when used as a decoration should always be treated with due respect. It may be used as a discreet lapel button or rosette or a small version may be used as part of a centrepiece for a table. When used in the latter context with the flags of other nations, the National Flag should also be displayed in the place of honour on a nearby flag staff.
5. Where more than one National Flag is flown on festive occasions, they should be of uniform dimensions. Bunting of the National Colours may also be used on festive occasions.
6. When displayed on a platform, the National Flag should not be used to cover the speaker's desk, nor should it be draped over the platform.

Proper disposal of a worn or frayed National Flag

When the National Flag has become worn or frayed it is no longer fit for display, and should not be used in any manner implying disrespect. It should be destroyed or disposed of in a dignified way.

Use in printed or electronic format

When the National Flag is being reproduced in printed or electronic format, the principles of respect outlined in these guidelines apply.

"The White in the Centre signifies a lasting truce between Orange and Green. I trust between its folds the hands of the Irish Catholics and the Irish Protestants may be clasped in generous and heroic brotherhood"

Thomas F. Meagher 13Th
April 1848





Taoiseach Eamon de Valera takes the salute on the steps of Government Buildings in Dublin, after finalising the new Irish constitution in 1937

Ireland joins the League of Nations 1923 – An inquiry focus for senior students

BY SHANE FITZGERALD (HTAI)

RATIONALE

The first Dáil in April 1919 optimistically discussed the rationale of attempting to join the League of Nations. The ambition became reality on the 10th of September 1923, as the Irish Free State was admitted and in doing so created a platform for Irish voice on an international stage. How that voice would be used would manifest in registering the Anglo-Irish treaty internationally, maintaining peaceful yet strained Anglo-Irish relations, advocating for peace and in more recent times under the guide of the United Nations, international peace-keeping missions.

As the emerging Irish Free State created the structures of sovereignty its attention turned to the world stage, at the core, a yearning for recognition of its sovereignty and validation of its own incipient voice in international affairs. Joining the League of Nations marked a pivotal moment in its international relations and post-independence trajectory. After centuries of colonial rule by the British, Ireland had finally gained restricted independence in 1922 following the Anglo-Irish Treaty. Aiming to assert its sovereignty and establish itself as a respected member of the international community would take time and skill. Key



George Gavan Duffy, Erskine Childers, Robert Barton and Arthur Griffith

figures involved in Ireland's decision to join the League of Nations included statesmen such as Eamon de Valera and W.T. Cosgrave, who served as President of the Executive Council of the Irish Free State. Minister for external affairs, Mr Desmond FitzGerald and George Gavan Duffy, who represented Ireland at the League of Nations Assembly in Geneva. Sean Lester also served as the League's last secretary general before its dissolution in 1946 (As the United Nations took its place). Their leadership and diplomatic skills were instrumental in navigating the complexities of international relations and securing Ireland's position in the League.

Also attractive to Ireland was the opportunity

APPENDIX 1 USEFUL SOURCES

1. The National Archives, 'Ireland at the League of Nations', available at: <https://www.nationalarchives.ie/2021commemorationprogramme/ireland-at-the-league-of-nations/#:~:text=Ireland%20joined%20the%20League%20on,steps%20on%20the%20international%20stage.>
2. O'Brien, P. Department of Foreign Affairs and Trade, 'The Irish Free State joins the League of Nations 1923', available at <https://www.dfa.ie/>

3. Kennedy, M. (2023) League of Nations: How Ireland joined 'great institution for peace', The Irish Times. Available at: <https://www.irishtimes.com/history/century/2023/05/02/league-of-nations-how-ireland-joined-a-great-institution-for-peace/>
4. Keatinge, E., 'Ireland and the League of Nations', An Irish quarterly review, vol. 59, no. 234., (Summer 1970, Messenger Publications), pp 133-147
5. McElhatton, S., 'Timeline- 100 years since Ireland joined the League of Nations', published



League of Nations meeting in Geneva, 1923



WT Cosgrave at the reopening of the GPO

to participate in a forum that promoted peace and diplomacy among nations. Given Ireland's history of conflict with Britain and its desire to maintain peaceful relations with its neighbours, membership in the League provided a platform for Ireland to engage in multilateral diplomacy and to resolve disputes through negotiation rather than resorting to violence which had plagued its recent past. In joining the League, Ireland had access to international resources and expertise that could aid in its economic development and nation-building efforts. As a small, newly independent state, Ireland could benefit from the technical assistance and financial support provided by the League for various social and economic programs, such as public health initiatives, infrastructure development, and agricultural reforms.

In the long term, Ireland's membership in the League of Nations helped to solidify its status as an independent nation-state and facilitated its integration into the international community. By actively participating in League initiatives and contributing to its various committees and commissions, Ireland gained recognition and respect from other member states, further legitimising its sovereignty and right to self-determination. Conversely, Ireland's experience in the League of Nations also highlighted the limitations of international

organisations in addressing conflicts and preventing war. Despite its commitment to collective security and disarmament, the League ultimately failed to prevent the outbreak of World War II, underscoring the challenges of maintaining peace in a world fraught with geopolitical tensions and competing interests. Nevertheless, Ireland's brief tenure in the League of Nations laid the groundwork for its subsequent engagement in other international organisations, such as the United Nations, where it continues to play an active role in promoting peace, security, and human rights on the global stage. Through its participation in multilateral forums, Ireland reaffirms its commitment to the principles of international cooperation and solidarity, reflecting its enduring legacy as a small but influential voice in the community of nations.

This lesson is set for senior students who will focus on investigation, enhancing research skills, evaluating sources, analysing source provenance, and using the Internet ethically. It may be assimilated into a Transition Year module or modified for senior students studying the Pursuit of Sovereignty and Partition. I have tried to allow for maximum flexibility to both teacher and learner. In our hands the future is shaped, and the past understood.

6. The Houses of the Oireachtas, 'Dáil Éireann debate -Monday, 18 Sep 1922', Vol. 1 No. 6, available at: <https://www.oireachtas.ie/en/debates/debate/dail/1922-09-18/31/>
7. Documents on Irish Foreign Policy, 'Extracts from the report of the Irish delegation to the Fourth Assembly of the League of Nations', (September 1923), No. 134 NAI DFA 26/102, available at: <https://www.difp.ie/volume-2/1923/outlines-events-at-the-1923-league-of-nations-assembly/470/>
8. Documents on Irish Foreign Policy, 'Speech by William T. Cosgrave to the Assembly of the League of Nations on Ireland's admission to the League of Nations', (10 September 1923), No. 118 NAI DT S3332, available at: <https://www.difp.ie/volume-2/1923/speech-by-cosgrave/454/>

Images suggestions

- League of Nations assembly 1923
- W.T. Cosgrave and Desmond FitzGerald
- George Gavan Duffy in Geneva

INITIAL ENQUIRY

What was the League of Nations and why did the Irish Free State join?

		Time Allocated (1 hour class)
Initial Stimulus	Students discuss (Think-Pair-Share) their interpretation of this using only prior knowledge on the League of Nations and a brief background by teacher. Share with students the outline of the League of Nations functions, structure and authority	15 mins
Lesson Development	Analysis of Irish Free State joining and its implications on Foreign Policy Teacher leads students in discerning the impact of joining and the reality of membership Group/table evaluate data and offer historical judgements using questions from Effective Questioning.	30 mins
Lesson Conclusion	Students write a brief reflection on what they learned from the lesson and interpret a new understanding of the outcomes on joining the League of Nations Students offer one key sentence from their reflections to the class group	10 mins
Learning Intentions	<ol style="list-style-type: none"> 1. Students understand the reasoning in the Irish Free State aspiring to join the League of Nations 2. Students assess impact of joining on foreign policy and the political careers of various Irish politicians at the time 3. Students evaluate the consequences of joining the league on Anglo-Irish relations 	
Learning Outcomes	<ol style="list-style-type: none"> 1. Students understand the role of W.T. Cosgrave and Eamon De Valera in Ireland securing membership to the League of Nations 2. Students can assess the emergence of the Irish Free State on an international basis via the League of Nations 3. Students evaluate the symbolism of the Irish Free State being a member of the League of Nations 4. Students use Internet to research ethically 	
Success Criteria	Students can use numerous sources to objectively evaluate the reasoning for joining the League of Nations as well as discerning the outcomes for the Irish Free State, impact on Foreign Affairs and its relationship with Britain	
Differentiation	Students will have access to IT, paper resources and visuals. Each area can be divided by teacher. Effective Questions can be targeted to challenge each learner in a different way. Each cohort can be tasked with answering a selected question and presenting conclusions based on historical references and sources.	
Effective Questioning	<ol style="list-style-type: none"> 1. What is the context of the Irish Free State wanting to join the League of Nations? 2. What were the main arguments for becoming a member of the League of Nations? 3. What were the main outcomes of joining and how did the Irish Free State benefit? 4. What are the main points of W.T. Cosgrave's speech upon admission to the League of Nations? 5. What politicians were the main people involved in the Free State's interaction with the League of Nations and how did it impact their careers? 6. What negative aspects were there from joining the League and if so, how did it impact external relations? 7. What role did joining play on Anglo-Irish relations? 8. What differences were there in Ireland's political aspirations in 1923 and 1933? 9. How significant was the voice of Irish diplomacy internationally via the League of Nations? 10. What measures were put in place by the League the impacted Irish sovereignty? 11. How symbolic was membership of the League? 12. Beyond politics, how was Irish identity projected onto an international stage and what are its lasting impacts? 	
Literacy	Focusing on key words: Dominion, Significant, Multilateral, League of Nations, Executive Council, Diplomat, Britain, Legislation, External Relations, State, Sovereign, Symbolism, Factor.	
Student Reflection	Students reflect on findings at the end of the lessons through discussion on symbolism of League of Nations membership	
Links to JCT	Strand 1 -The Nature of History: 1.1 – 1.11 are applicable Strand 2 – The History of Ireland: 2.3, 2.4, 2.9, 2.10, 2.11	JCT Statements of Learning <ul style="list-style-type: none"> ● SOL3: creates, appreciates and critically interprets a wide range of texts ● SOL6: appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives ● SOL8: values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change ● SOL15: recognises the potential uses of mathematical knowledge, skills and understanding in all areas of learning ● SOL17 devises and evaluates strategies for investigating and solving problems using mathematical knowledge, reasoning and skills ● SOL24 uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner
Links to LC	Irish History Topic 3 – Pursuit of sovereignty and the impact of partition, 1912-1949 Research Study Report – Scope for investigation	
RSR/CBA research	Key personalities/events that may be useful for CBA 1 – The past in my place. Some key personalities/events for potential research are <ul style="list-style-type: none"> ● Ireland and the League of Nations ● The development of Irish international diplomacy ● Desmond FitzGerald – Minister for External Affairs ● George Gavan Duffy – Irish diplomat ● Sean Lester – The last secretary general of the League of Nations ● Dissolution of the League of Nations 1946 ● The emergence of the United Nations ● The development of human rights post WW1 ● Impact of Ireland's membership in the League of Nations on Anglo-Irish relations 	
Continuing the lesson	<ul style="list-style-type: none"> ● W.T. Cosgrave's speech to the League of Nations on Irish admission to the League ● 1923 Imperial Conference ● The creation of the Irish Free State Passport ● Impact of the Treaty of Versailles on the League of Nations ● The Emergency (WW2) and Anglo-Irish relations ● Declaration of an Irish Republic ● Irish Peace-Keeping missions and the United Nations 	



National Army - Commissioning of Volunteer Cadets. Commissions Ceremony taking place. 1935 (Part of the NPA/Independent Newspapers Collection)

Lesson Plan 2

Anglo-Irish Relations and Ireland's declaration of neutrality in 1939

What were the steps that led to Ireland declaring neutrality when war broke out in September 1939?

The Anglo-Irish Treaty: The Framework for Anglo-Irish Relations

- The Anglo-Irish Treaty of 1921 dominated Anglo-Irish Relations during the period 1922-1938. It shaped the policies of both the Cosgrave and de Valera governments. Despite taking opposing sides in the Civil War, each leader had to work within the framework of the Treaty.

The main aspects of the Treaty that impacted on Anglo-Irish Relations were:

- The new Irish state was a self-governing 'Dominion' of the British Empire. It would be known as the Irish Free State. It shared the same status as Canada, Australia, etc.
- The British King was, in effect, the Irish head of state. He would be represented in Ireland by a Governor-General. One of his main tasks was to sign into law bills passed by the Dáil.
- All elected members of the Dáil/Seanad had to take an oath of allegiance to the constitution of the Irish Free State and to be faithful to the King (and his successors).
- The Irish Free State extended over twenty-six counties of Ireland but not the 6 counties of Northern Ireland. The border was to be later reviewed by a Boundary Commission.
- For security purposes, Britain was to have control and access to three Irish ports, i.e., the Treaty Ports. The Irish state would also continue to pay a part of Britain's WWI debt.
- The Treaty not just determined Anglo-Irish



Free State soldiers fighting against Republican forces at O'Connell Bridge in Dublin during the Irish Civil War. (Photo by Brooke/Topical Press Agency/Getty Images)

relations but shaped the entire foreign policy of the new Irish state. Any developments in this area had to be considered with regard to the Treaty.

1931 Statute of Westminster

- Irish diplomatic efforts contributed to a landmark decision by the British government regarding the relationship with the dominions. It was proof that the British government accepted that a new relationship now existed with the dominions. This decision was the Statute of Westminster.

The main features of this Act of Parliament

regarding Anglo-Irish relations were:

- The British parliament could no longer make any laws for the Irish State.
- The Irish parliament could remove any existing British laws that applied to Ireland.
- The Irish parliament could pass laws that affected Ireland's international relations.
- The passing of this law was a triumph for the diplomatic policy of Cosgrave and his government. They had within ten years of the Treaty achieved both greater Irish independence while maintaining good relations with Britain. They did not get much time to develop their policy further. Within three months of the passing of the Statute of Westminster, Cosgrave lost power.

1932 – De Valera and a new era in Anglo-Irish Relations

- De Valera had opposed the Anglo-Irish Treaty. His had continued his opposition during the Civil War. He viewed the Treaty as limiting Irish independence. He maintained this viewpoint when he established a new political party, Fianna Fáil (1926). They won the 1932 general election. This victory led to a new direction in Anglo-Irish relations.
- De Valera was open in his desire for Ireland to become a republic and dismantle the Anglo-Irish Treaty. He was also practical as he did not want to create a crisis in Anglo-Irish relations.
- The coming to power of de Valera coincided with a realisation of the full implications of the Statute of Westminster. It allowed him to independently revise the Anglo-Irish Treaty.

1932 – Abolition of the Oath

- During the 1932 election campaign, de Valera had promised to remove the oath to the British King. He had described it as an 'intolerable burden' on the Irish people. For him, the oath was the hated symbol of British domination of Ireland. Its removal would be the first priority.
- In March 1932, de Valera informed the British government of his intention to remove the oath. They were alarmed but were unsure how to react due to the Statute of Westminster.
- In May 1932, the Dáil voted to abolish the oath. It was delayed in the Senate but became law in May 1933. It was a significant step in asserting Irish independence and revising the Treaty.
- On this issue, the British government decided

not to react. At first, they worried if other dominions might do the same but their fears were unfounded. It did create tensions in Anglo-Irish relations.

1932 – Economic War

- It was not the symbolism of the oath that caused a serious worsening of Anglo-Irish relations. This was caused by the mutual actions taken by both states on the more practical issue of trade. Anglo-Irish relations worsened due to an economic clash between the Irish state and Britain. De Valera hoped to create a self-sufficient economy and reduce dependency on Britain.
- In 1932, de Valera stopped the repayment of land annuities to the British government.
- Britain responded by imposing a 20% duty on the import of Irish cattle and farm produce.
- The Irish government responded with a similar tax on British imports, i.e., a trade war.
- Anti-British feeling in Ireland ran high – 'Burn everything English except their coal'.

The Economic War added a new layer of conflict to the already poor Anglo-Irish relationship. Despite the cost to both economies, the issue was not resolved until 1938.

1933 – Abolition of the Right of Appeal to the Privy Council

- De Valera strongly believed that to be an independent nation, it was essential that an Irish state should no longer be subjected to the decisions of courts in Britain, i.e. the Privy Council.
- In 1933, he proposed the abolition of the right to appeal to the Privy Council in London.
- The final court of appeal for Irish people should be based in Ireland and not in Britain.
- The Irish Supreme Court would become the court of final appeal within the Irish state.
- In 1935, de Valera was vindicated when the Privy Council itself agreed with the decision.

- The ending of the right to appeal to the Privy Council was possible because of the 1931 Statute of Westminster. The historic judicial link between Britain and Ireland was ended.

1935 – The Irish Nationality and Citizen Act

- As de Valera's Anglo-Irish policy continued to establish greater Irish independence, he believed it was time to legally and clearly establish the distinct nature of Irish citizenship.
- Irish citizenship was defined as those born within the area of the Irish Free State.
- Irish citizenship could be claimed by descent if their father was an Irish citizen.
- A further Act, the Aliens Act, defined British citizens as 'aliens', i.e. non-Irish.

These measures were very symbolic as they clear that the Irish state and its people were a completely separate entity from the British state.

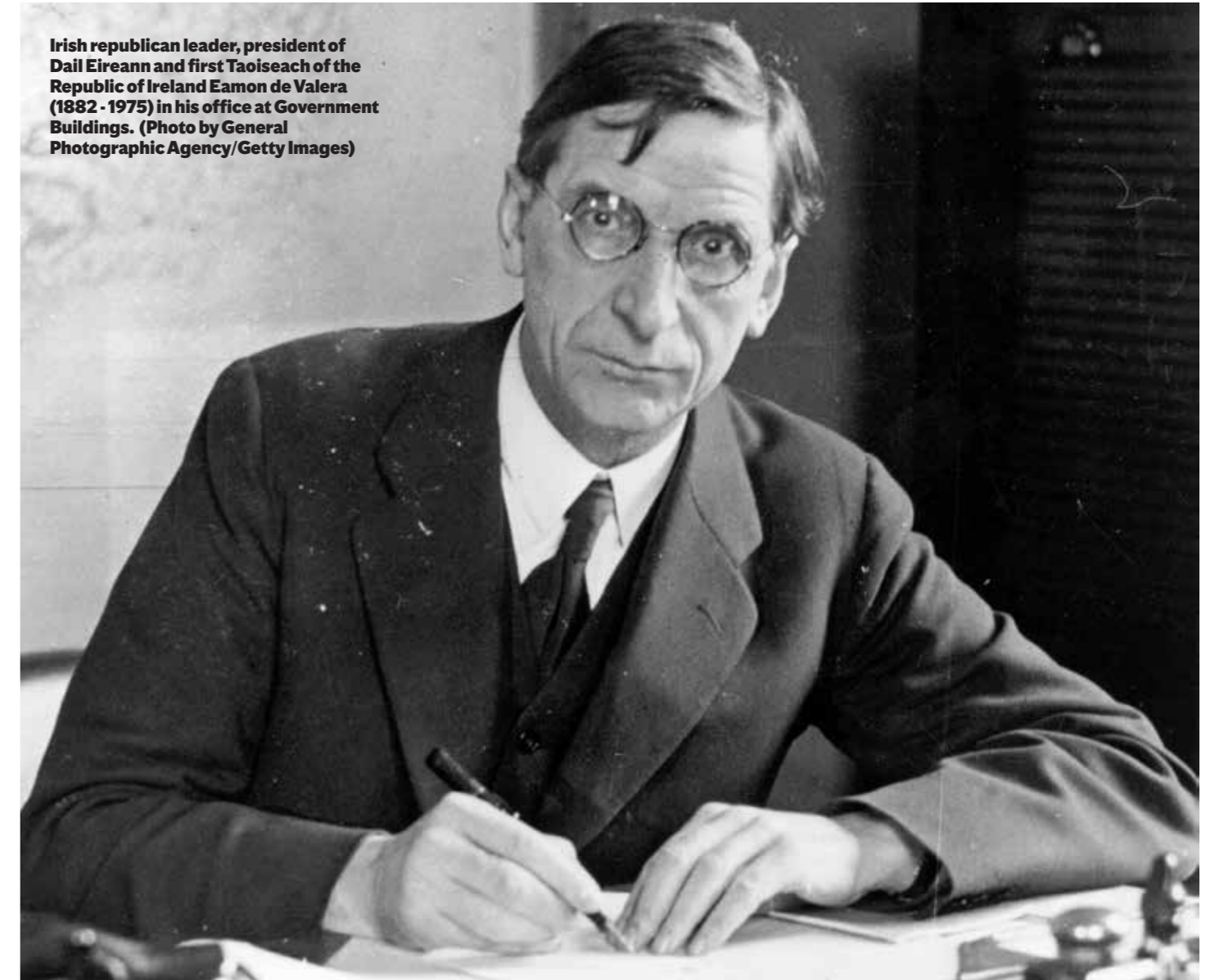
1936 – External Relations Act

- In December 1936, a political crisis developed in Britain regarding the Crown. King Edward VIII abdicated for personal reasons. De Valera took advantage to promote his policy.
- The External Relations Act was rushed through the Dáil (within 48 hours).
- The Act removed all reference to the Crown from the Irish constitution.
- The King could only be used for formal matters if the government decided to do so.

1937 – The Constitution

- By 1937, de Valera was politically confident to make the most significant change to the status of the Irish state. He decided to replace the 1922 constitution with a new constitution.
- The constitution declared that Irish sovereignty came from the people (not the Crown).
- The head of state would be the President. This

Irish republican leader, president of Dail Eireann and first Taoiseach of the Republic of Ireland Eamon de Valera (1882 - 1975) in his office at Government Buildings. (Photo by General Photographic Agency/Getty Images)



- removed the King as head of state.
- The constitution laid claim to the territory of Northern Ireland (Articles 2 and 3).

The 1937 constitution effectively declared the Irish state to be an independent republic, but without stating that fact. It made the Irish state completely independent from Britain.

1938 Anglo-Irish Agreement

- The British Prime Minister, Neville Chamberlain face a worsening international situation with the threat of Nazi Germany. He wanted to improve relations with the Irish state.
- The Economic War was brought to an end. All trade tariffs on imports were removed.
- Ireland agreed to pay £10 million to Britain to settle the issue of land annuities.
- Britain agreed to give up use of the three Treaty ports and return them to the Irish state.

The Agreement was proof that Britain accepted the changes made by de Valera in his Anglo-Irish policy. He had furthered Irish independence without a break-down in relations.

World War Two

On September 1st 1939, the Second World War began with the German invasion of Poland. The next day, Saturday September 2nd, a special sitting of the Dáil occurred. De Valera declared that the Irish state intended to adopt a policy of neutrality. This was the position of most nations in Europe. What made Ireland's position unique was that it was still technically (but not actively) linked to the British Commonwealth. To help the State endure the crisis, the Emergency Powers Act was voted through the Dáil. The decision to adopt a policy of neutrality was a clear statement that the Irish State was a completely independent nation.

Leaving Certificate History - Lesson Plan

Leaving Certificate History Course	Students will come across this topic in the Later Modern Field of Study-Irish History 1815-1993, Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949 . They will do so as they study Anglo-Irish Relations from 1922 up to 1949.
Links to Junior Certificate	This topic provides some background to Strand Two: - Learning Outcome 2.8 if they choose to study the impact of WW2 on Ireland.
Initial Stimulus	<p>■ Before starting this topic, ask students to consider the following:</p> <ul style="list-style-type: none"> ● How do past historical events shape our present identity? ● Are people biased in how they interpret the past? ● Was the policy of neutrality the correct course of action in 1939? ● What are the arguments against Ireland's neutrality policy during WW2?
Lesson Development	<p>■ Students can learn about the Irish policy of neutrality in WW2 by considering the following?</p> <ul style="list-style-type: none"> ● What were the reasons for Irish neutrality? ● What was the response of Britain to Irish neutrality? ● What was the response of Nazi Germany to Irish neutrality? ● What were the measures taken by the Irish State to defend neutrality? ● How did the Irish people view the policy of neutrality? ● What were the internal security threats to the State between 1939-1945 ● What were the external security threats to the State between 1939-1945.
Effective Questioning	<p>■ As students begin to develop their knowledge of this topic, the teacher can stimulate learning through identifying important questions that the students can consider. This will help students develop their learning skills. Examples of questions include?</p> <ul style="list-style-type: none"> ● What is meant by the term 'neutrality'? ● Did neutrality damage Anglo-Irish relations? ● Was neutrality popular amongst Irish people? ● How did the Statute of Westminster of 1931 influence Anglo-Irish relations? ● What were the aims of de Valera in Anglo-Irish relations when he came to power in 1932? ● Name two ways in which de Valera made changes to the relationship between Britain and Ireland between 1932 and 1936? ● How did the 1937 Constitution differ from the 1922 Constitution with regard to Anglo-Irish relations?

Challenge of life after war

The Military Service Pensions Collection tells the stories of a turbulent period

In recognition of the service of those who took part in the revolutionary period 1916-23, the Army Pensions Act (APA) 1923 was passed by the Free State Government to allow claims to be submitted for pensions and medals to those who applied.

In 1924 James Carrigan from Dublin applied for a pension from the Department of Defence. He served with Fianna Éireann in 1911, the Irish Volunteers in 1916, the IRA in 1920 and was a member of the National Army until 1923. After his unit was disbanded he found it very hard to get work but eventually got a job working on the Government Road Scheme with a pick and shovel for £2-10-0 a week. In his pension application, he described how life was 'a very hard struggle' and looked forward 'in anticipation' for an early and satisfactory reply.

In another pension application, Dorothy Macardle wrote to Frank Aiken in 1934 on behalf of 70-year-old Ellen Reardon, a mother of two sons; one was murdered in a bomb explosion in Cahirciveen and the surviving son was an invalid as a result of ill-treatment in jail during the Civil War. She received no compensation of any kind, was described as very poor and Macardle states that 'surely the families of prisoners murdered while in custody have or will have a claim' to a pension.

In 1942, Mary Crowley from Cork made a number of appeals for an allowance or gratuity to the Pensions Board. Her numerous applications give an account of her descent into poverty stating 'I have waited in vain for a service pension in accord with military service rendered over the period 1918/1923...and I am unable to continue my present way of eking out

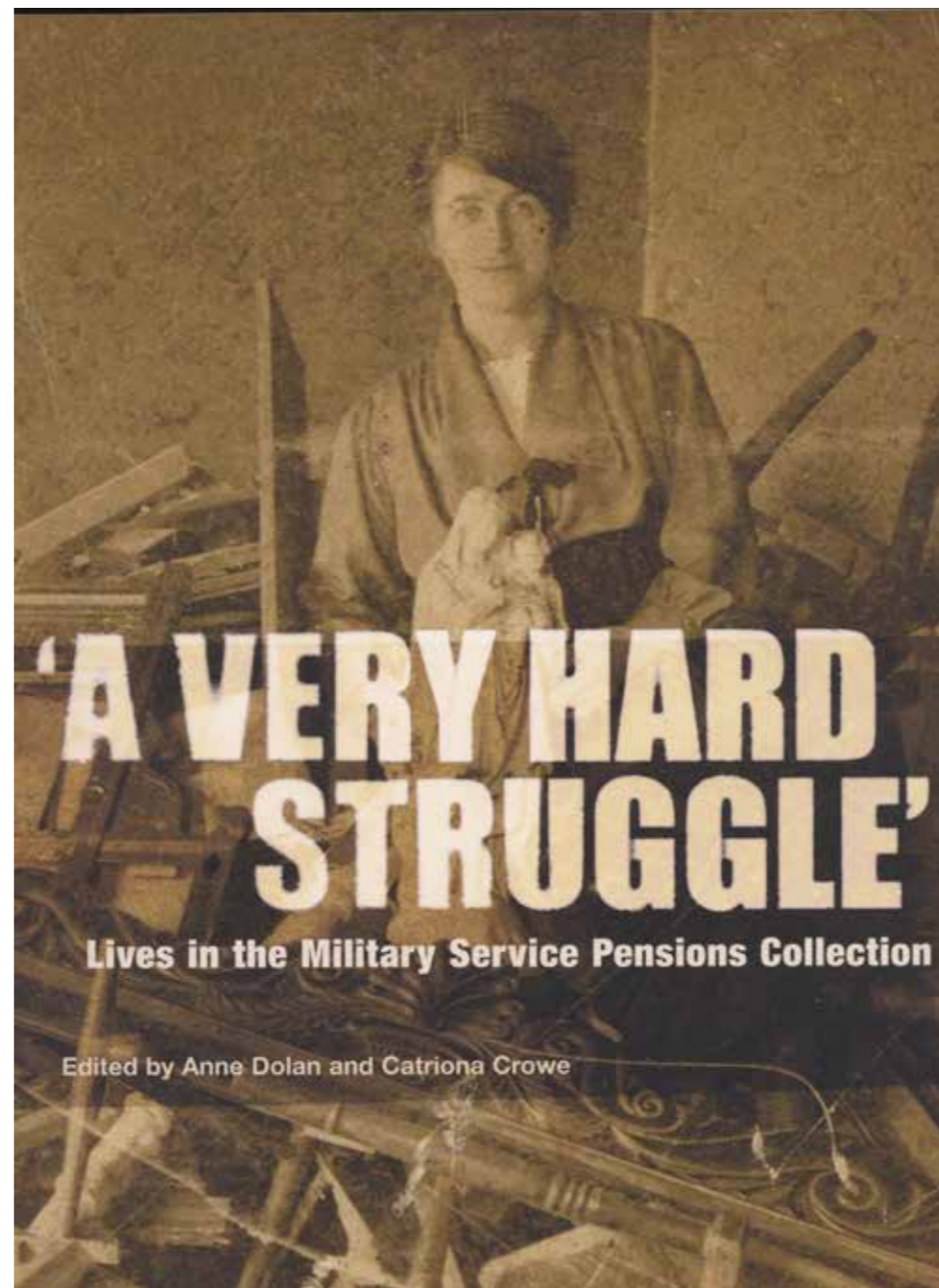
miserable existence and have nothing before me but the Workhouse.'

These stories give us a glimpse into the lives of the families who survived the violence and terror of the revolutionary period but were faced with the challenges of poverty and uncertainty in the decades after Independence.

'A Very Hard Struggle' - Lives in the Military Service Pensions Collection is the latest publication from the Military Archives and the Department of Defence that chronicles the witness accounts of the men and women whose lives were utterly transformed by the hardship and loss they endured as a result of the revolution. This collection of the military pensions applications gives the reader an insight into the social, economic and political issues of the time.

It gives voice to the dependents of those who fought and died during and after the revolutionary period. These files reveal the experiences of families, especially the hardships endured by women and children who lost sons, brothers, husbands and fathers. They contain the untold stories of ordinary lives in extraordinary times trying to survive the burden of history that shaped their lives once the main breadwinner had been killed or severely wounded. Many of the voices are wives, widows, mothers and sisters as well as those whose lives were destroyed by their involvement in the revolutionary struggle from 1916 to 1923.

As a teaching resource, this collection introduces the student to stories of disappointment, shame, rage, ill-health and



Many of the life stories chronicled in this collection were greatly touched by personal tragedy

physical and mental trauma and reveals much of the human cost of the revolution in the struggle for freedom. To echo the words of James Carrigan, surviving for many became '...a very hard struggle...'

The image on the cover of this collection is a photograph of Margaret Condon taken in 1921 in her house surrounded by the ruins of all her possessions. She submitted this photograph to the Pensions Board as proof of all she lost. She said: 'Here's all that's left of me in my Happy Home.'

'After waiting for months, filled with hope' Margaret's application was rejected. 'I did my Best for all these IRA Boys, I risked my own life - and I lost all I had for their sakes.' With her health now completely broken down, her husband's application came to nought, she had 'our 5 young children praying that Mama would get good news for the New Year', but to no avail. A blunt note informed her, like so many others, that 'you are not a person to whom the Act applies.'

Margaret's pension application brings to life the story of a woman who lost all she had at 23 and takes the reader on a personal journey that included her husband, five children, a doctor, two government ministers, several civil servants, her referees and a Miss Broderick who took her in after she lost all her possessions - and gave her a bed in 1921. There are the men she hid, the police she feared and the friends she made along with the poverty and the shattered nerves she experienced over her lifetime. The image of her sitting among the ruins of her house is a stark reminder of the violence and destruction that families endured during the War of Independence.

CASE STUDY 1: BRIGID MOLONEY

A claim was made for dependant's allowance or gratuity by Brigid Moloney, 7 July 1924. Her particular circumstances are an illustration of a woman whose life was marred by tragedy and despair. Her husband Martin drowned on the SS Laurentic in 1917 and her 18-year-old son Michael also died in the First World War. Another son, Martin, who was in the National Army, died from a sniper wound in 1922. She had four remaining children aged 19, 15, 10 and six-years-old. The eldest, Patrick, brought in 10/- a week from fishing. It was recommended that she be given a gratuity of £50 which was sanctioned in October 1924 but the Army Pensions Department decided to consult the parish priest for additional information. In his letter, Reverend J. Glynn stated that Brigid was 'a most degraded character. Drink, Immorality, Foulist invective and depraved. I had her interned in a Borstal Institute 6 years ago... To give her any money, especially a lump sum would be altogether undoing her. She has had from many sources' tons. Starves her children... If I can she'll be interned for a time next court. She was not depending on her son Martin.

The £50 award was withdrawn. This is an example of how some claims were influenced by local reports. Reference is made to the fact that she had been convicted for drunkenness and disorderly behaviour and the local seargent stated that any award granted would be spent on drink. There was a process of verification involved in all applications. The Army Pensions Board produced a second form in which responses to questions were typed when greater clarity was needed on a case. It was common for original claims to be witnessed by trusted local representatives who were usually schoolteachers or parish priests. In this case, Fr.

Report on dependency of Applicant or of the widower's children aged Deceased at the time of his death.

The Civil Guard report states that the applicant Mrs Brigid Moloney is widow of Martin Moloney who was drowned (aged 40 years) on the SS Laurentic during the European War, on which he was serving as a Lieut.

A son Michael Moloney (aged 18 years) was also killed in the European War while serving in the British Army.

It is stated that Mrs Moloney has been in receipt of £20 per week from the White Star Shipping Co. in respect of her husband's death (April 1918) and that she also received a lump gratuity in respect of her son's (Michael) death.

The applicant states that she is in receipt of any pension in respect of either son but has received nothing in kind. Finally, she only visits home in respect of her husband's death (aged 40 years) and is not in possession of any holding.

The surviving children of the deceased are:-

Patrick Moloney, aged 19 years, occupation Fisherman, earnings weekly, not amounting to 10/- per week.

Martin Moloney, aged 15 years - no occupation.

Seamus Moloney, aged 10 years, at school.

James Moloney, aged 6 years, at school.

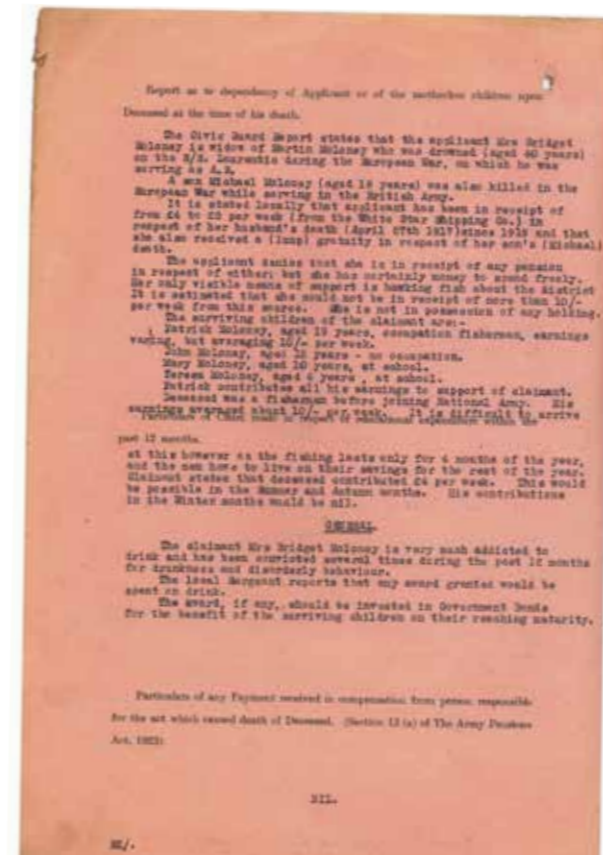
Deceased was a Fisherman before joining the Army. His occupation at the time of his death was Fisherman. It is difficult to arrive at a final decision.

At this lower rate the existing scale only for a month of the year, and the one here to live on their savings for the rest of the year. The local Board would be able to contribute 20/- per week. This would be payable in the Army and Air Force. The contribution to the War Office would be 10/-.

The applicant Mrs Brigid Moloney is very much distressed and the one here to live on their savings for the rest of the year. The local Board would be able to contribute 20/- per week. This would be payable in the Army and Air Force. The contribution to the War Office would be 10/-.

Particular of any Report received in connection with person responsible for the act which caused death of Deceased. (Section 12 (a) of the Army Pensions Act, 1923)

311.

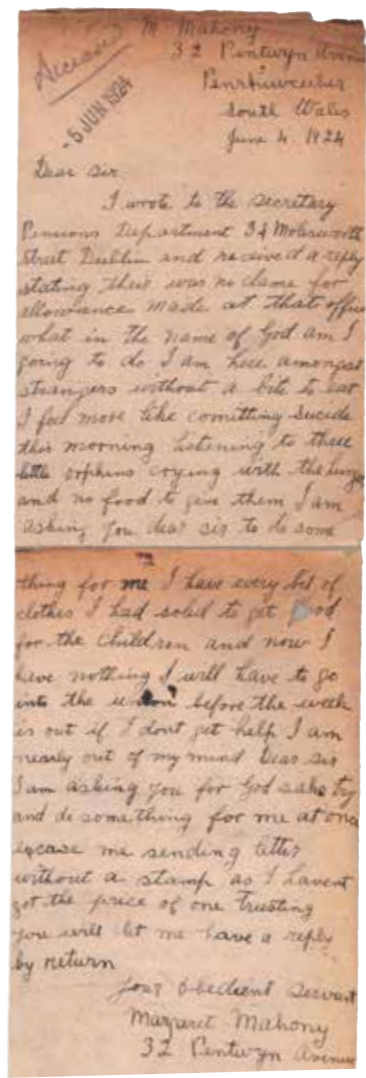


A report linked to Brigid Moloney's pension claim with comments about her personal circumstances

Glynn was hugely influential in reversing the original award for Brigid Moloney's £50.

TASKS:
● **SS Laurentic** - Explore the story of the SS Laurentic. Martin Moloney was one of 354 men who died in this tragic explosion. Students could be directed to research the story of the SS Laurentic which sank off the coast of Donegal after striking German mines on 25 January 1917. Eg. The Western Front Association. Donegal County Council 'Remembering the Laurentic tragedy 100 years on'. There is quite a story to explore here summed up in the title of one of many books written on the subject entitled 'A story of Gold, Crime and Intrigue.'

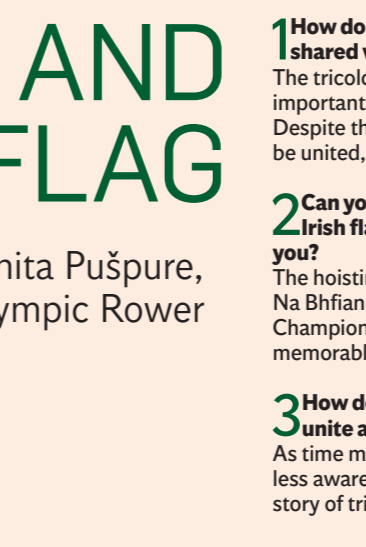
CASE STUDY 2: MARGARET MAHONY
Margaret Mahony's husband Jeremiah was killed in Millstreet in Cork during the Civil war. She moved to Wales with her three children aged 12, 10 and eight. On 30 May 1924, she wrote in her letter of application:



Margaret Mahoney's letter

'I am actually starving...what in the name of God am I going to do I have nowhere to turn for food if I don't get some help from the Irish Free state before many days I will have to go into the union with my three orphans....'

Her letter is a heart wrenching example of the extreme poverty and destitution that some widows and their children fell into. On 11 June 1924, the secretary of the office of the Minister for Defence pursued the case and appended this handwritten note: 'PS. As this is a very necessitous case please furnish report with the least possible delay. The applicant is practically destitute with three little children depending on her.' The administrative work continued and an award was eventually sanctioned. However, Mrs. Mahony wrote to the Pensions Board on 10 October: '...the allowance I am getting is not sufficient to keep myself and my three children...I am not spending a penny wrong only doing my best to keep them as good as I can. I would sooner part with them and put them into



a home rather than see them in poverty!' On 23 October, she was informed that she was already receiving the maximum allowance rate applicable in her case.

TASK: Reference is made to the 'Union' in Margaret Mahony's letter. Students could be asked to research the role of workhouses in the 19th and early 20th centuries. Why was there such shame attached to having to resort to the services of the Union?

CASE STUDY 3: MARY CROWLEY

'Everyone in Cork knows what I had and what I am reduced to...'

Mary Crowley kept a boarding house in Cork and combined this business with running a newspaper shop. During the War of Independence and the Civil War, the shop was used as an arms dump and for the exchange of dispatches. It was raided many times and one of her regular boarders was shot dead. Her business was ruined and for the next 30 years she struggled to survive. In her application she stated that her business was ruined by the shooting: 'My trade never recovered and although years later when everything was over I still felt the price of being associated with the IRA.'

By 1951, Mary Crowley was living in one room... 'in what is little better than a hovel...! A year later she wrote to the Pensions Board... 'I am unable to continue my present way of eking out a miserable existence and have nothing before me but the Workhouse.' She died in 1961 alone and devoid of help. She states that she was held in high esteem by 'priests and professional men in this city' and that she has 'been disgracefully treated' as a result of the Board's decision to reject her claim. She had sacrificed her home, her business and her personal safety to help the fight for Independence.

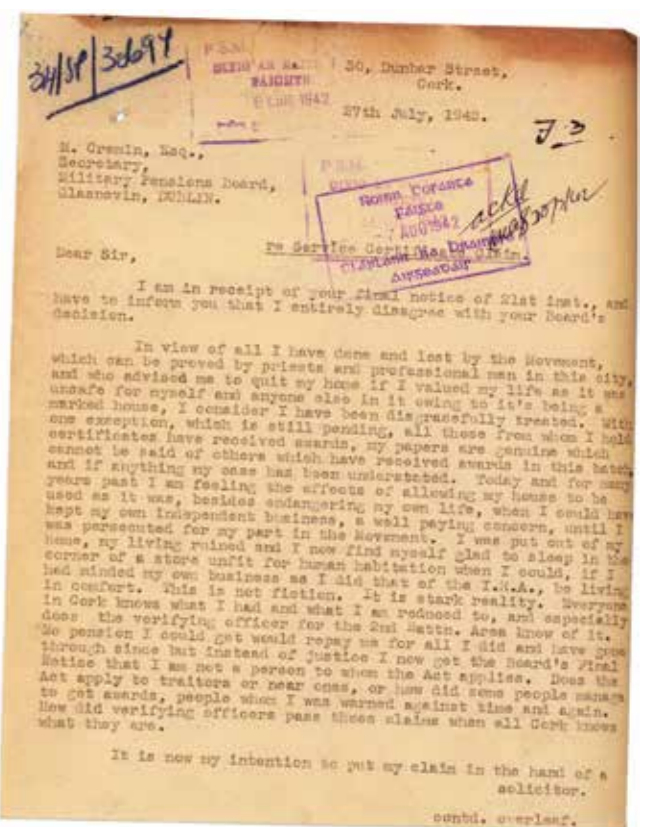
TASK: The role of Women in the pursuit of Independence. Students could explore the activities of Cumann na mBan in their local area. The website of the Bureau of Military History has excellent resources on local and national organisations.

SUMMARY
The Pensions applications gives us a view into the texture of peoples' lives in the early

significant source of inspiration for people in modern times.

4 What's the first thing that comes to mind when you see the Irish flag waving?
For me personally, the image of the Irish flag symbolises hope and opportunity. When we came to Ireland almost two decades ago, all we hoped for was a better future for us and our children. And Ireland has indeed provided us with an opportunity to achieve this, as it has to many other families.

5 If you could add one more element to the Irish flag to represent modern Ireland, what would it be and why?
This is a difficult question. While tricolour as a symbol is almost two centuries old, in its own way it still represents very current and actual hopes and aspirations of Irish people. For this reason, I believe, it still is a good representation of modern Ireland.



Above: Mary Crowley's letter

decades after Independence. Rage, anger and despair are palpable from the letters as families and individuals attempt to deal with the emotional burden of the events from 1916-1923. It was mainly women who were left with the burden of living and survival but the trauma experienced by the men who were participants in the fight for Independence is also recorded in this collection. This archive is invaluable to the student of history because it provides us with a window into the past. We get to hear authentic 'voices' describe the impact the harsh realities of conflict had on the everyday lives of those who were left to pick up the pieces of ordinary living in what was, for some, dire economic circumstances. For those who found it 'a very hard struggle', this collection is a chronicle of disappointment and it is important that their voices are heard.

Deirdre Mac Mathúna, School of Education, TCD. PRO of the History Teachers' Association of Ireland (HTAI)

'A Very Hard Struggle' - Lives in the Military Service Pensions Collection - Edited by Anne Dolan and Catriona Crowe.

Published by the Department of Defence. A special word of thanks to Cécile Chemin, Senior Archivist and Director of the Military Service Pensions Project.

Bunú an stáit agus an tionchar ar pholaitíocht Ceannaire an Airm, Coimisiún na Teorainn Cur Chuige an Fhiosrúcháin:

Plean Ceachta: 3

Bunús an cur chuige:

Ina leabhar *The Twentieth Century World* (*The Historical Association 1997*), míníonn Christine Counsell bunús cur chuige an fhiosrúcháin. Deir sí "go spreagann sé leibhéal tuisceanna níos doimhne i measc scoláirí. Trí saincheisteanna a aithint tugann sé deis do mhúinteoirí cruth agus teorainn a chur le hábhar leathan. (Lch 30-31)

Réamhrá agus Bunús

Nuair a bunaíodh an Stáit i 1922, bhí bunreacht scríofa ag an rialtas a chuir béim an an stádas flaithis a bhí aici. Bhí sí ceangailte le chomhlathas na Breataine leis an Rí mar cheannaire stáit. Mar sin féin tháinig teannas chun cinn mar gheall ar na hiarrachtaí (nó easpa iarrachtaí) a bhí ar bun stádas an Tuaiscirt a athrú.

Torthaí Foghlama:

- Tuigfidh na scoláirí tábhacht an daonlathais in Éirinn.
- Tuigfidh na scoláirí an tionchar a bhí ag polaiteoirí na hÉireann an daonlathas a chaomhnú.
- Tuigfidh na scoláirí an tionchar a bhí ag imeachtaí sna 1920dí ar Éireann Thuaidh agus Theas.
- Tabharfar deis don scoláire post an staraí a iniúchadh tríd tábhacht fianaise cartlainne a mheas.

Nasc le torthaí foghlama na Sonraíocht Staire don Sraith Shóisearach:

1. Ionbhá stairiúil a chruthú trí fhéachaint ar dhaoine, ar shaincheisteanna agus ar eachtraí ar thángthas trasna orthu ina staidéar ar an am atá thart i gcomhthéacs na tréimhse sin sa stair .
2. Machnamh a dhéanamh ar shaincheisteanna móra conspóideacha sa Stair ó níos mó ná peirspócht amháin agus plé a dhéanamh ar chúisí stairiúla an n-ábhar conspóideacha sa domhain nua-aimseartha 1.5 Fiosrú a dhéanamh ar phost an staraí, lena n-áirítear an chaoi a n-aimnionn sé/sí an fianaise chun breithiúnas stairiúla a dhéanamh a d'fhéadfaí a athrú de réir mar a thiocfaidh fianaise nua chun cinn.
- 2.5 Cúisí, cúrsa agus iarmhairtí na d'Trioblóidí i dTuaisceart Éireann a aithint mar aon leis an tionchar a bhí acu ar chaidreamh Thuaidh-Theas agus Angla-Éireannach



The annual procession of the Orangemen in Belfast in 1922, a year after partition

Nasc le Torthaí Foghlama na hArdteiste.

Ag obair le fianaise: torthaí foghlama
A: Tabhairt isteach - stair agus an staraí
B: An staidéar bunaithe ar dhoiciméid
C: An staidéar taighde cé go bhfuiltear ag súil go dtreoróidh na torthaí seo a leanas gach gné de chúrsa staidéir an dalta, déanfar iad a mheas tríd an staidéar bunaithe ar dhoiciméid agus an staidéar taighde go príomha.

Nasc le Topic Ardteiste

Topic 3: Ar thóir an fhlaithis agus tionchar na daonlathais, 1912-1949
Dearcadh: Tógáil stait agus comhdhlúthú an daonlathais. Ó Shaoirstáit go Poblacht. Tuaisceart na hÉireann, an Páirtí Aontachtach i gcumbhacht.
Eochair Phearsa: WT Mac Chosgair

Céim 1

Duán: Chun suim na scoláirí a spreagadh san ábhar d'fhéadfaí an gearr scannán seo a thaispeáint agus na ceisteanna a ghabhann leis a fhreagairt.
The Seat of all the Trouble! - View media - Northern Ireland Screen | Digital Film Archive

Ceisteanna.

1. Cén léargas a thugann an scannán dúinn ar an teorainn sna 1920dí?
2. Cén bhrat atá ag eití?!
3. Cén ghaol atá idir na póliní ag an teorainn?

Céim 2

Line ama: Dátaí Suntasacha a bhaineann le Ceannaire an Airm agus Coimisiún na Teorainn i rith an tréimhse seo a spreagfar inniúlacht uimhearthacht i measc scoláirí.
Mí na Samhna 1920: Ach t Um Rialú na hÉireann
6 Nollaig 1922: Bunú Saorstáit Éireann faoi théarmaí an Conradh Angla Éireannach.
Nollaig 1922: Bhunaigh an Maor Ginireáil Liam Ó Toibín Cumann Ólaigh na hÉireann 27 Lúnasa 1923. Toghchán don cheathrú Dáil. Ceaptar Liam T Mac Chosgair mar Uachtarán an Príomh Feidhmeanas, Ceaptar Caoimhín Ó hUiginn mar Aire Gnóthaí Baile. Risteard Ó Maolcata ceapaithe mar Aire Cosanta. Cuireann Risteard Ó Maolcata tús le dishlógadh an airm
7 Márta 1924: Bronntar foláireamh ar Mac Cosgair sinithe ag Toibín agus an Choirnéal Charles Dalton ar son an CÓHÉ. Éíonn siad deireadh le dishshogadh an airm agus deireadh le tionchar Braithreachas Poblachtánach na hÉireann ar chomhairle arim an tSaorstáit.
8-18 Márta: Tar éis fiosrúcháin a oifráil do na ceannaireigh, imíonn Mac Cosgair amach ar shaoire tinnis. Glacann Caoimhín Ó hUiginn freagracht ar an scéal a réiteach.



Michael Collins, Arthur Griffith and Richard Mulcahy

18 Márta: Faoi ordúithe Uí Uiginn, timpeallaíonn trúpaí Ostaná Uí Dhoibhlin, Sraid Parnell áit a raibh cruinniú ar siúl ag an CÓHÉ.

Iarmhairtí:

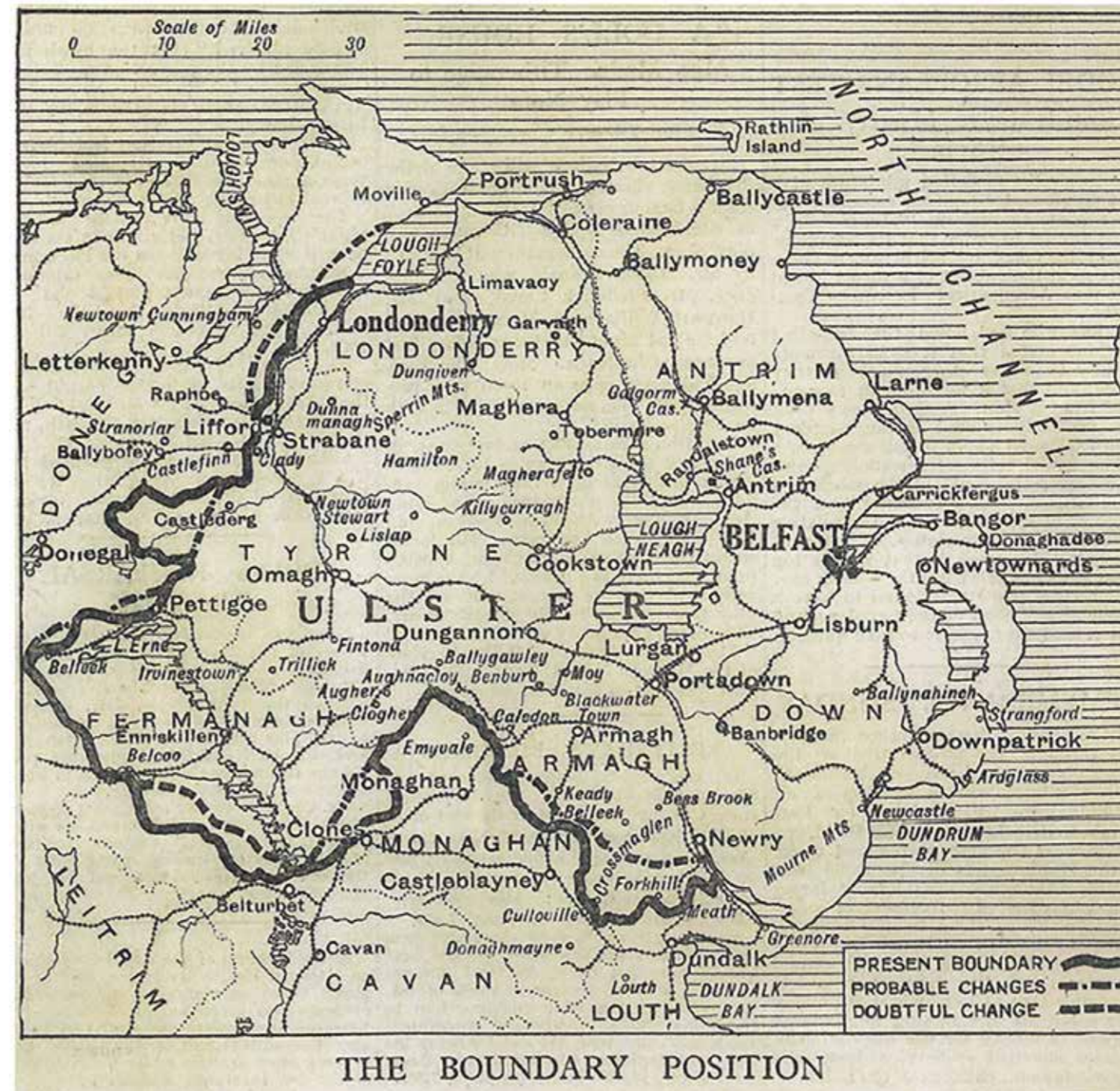
Gabhadh Toibín agus Dalton, D'éirigh Risteard ó Maolcata as a phost. Cheap an rialtas Eoin Ó Dufaigh mar cheannaire an airm. Baineadh baill an BPÉ ó chomhairle an airm Fógraíodh go mbeadh saighdiúirí dishlógaithe i dteideal pinsean stáit. Deireadh Fómhair 1924: D'fhógair ó hUiginn sa Dáil "Iad siúd a thógann paigh an stáit agus a chaitheann éide an stáit, ní foláir dóibh a bheith mar seirbhísigh don stáit.

Coimisiún na Teorainn

Bealtaine 1923: Deireadh leis an gCogadh Cathartha: Géillíonn sposhalas ar na tréithe chuir a Ó Maolcata leis an saorstáit. Bhí an fearg i leith dúshlán an tsean IRA i gcoinne a leasuithe a theastaigh uaidh cur i bhfeidhm ar thearmaí idirnáisiúnta. D'fhógair sé "ní dóigh liom timpeall an domhain go dtiocfadh ceathrar oifigeach airm os comhair an Príomhcheannaire agus an doicméad sin a léamh". Nuair a d'úsáid Ó hUiginn limhaoin an tSeán IRA i leith Uí Mhaocatha go raibh ag teipeadh ar an t-airm a chur faoi chois an chumhachta sibhialta, léirigh Ó Maolcata srianadh é féin agus chinn sé éirí as a phost seachas an gearcheim a mhéadú.
"B'é an toradh paradacsach ná go raibh an uathlas sibhialta daingimthe tríd bua Uí Uiginn thar an príomh ceannaire seachas gurb é a saighdiúir, ní an dlíodóra a d'aithin agus a sheachain bagairt míleata
Charles Townshend (1999), *Ireland: The Twentieth Century*. London: Arnold, pp128-129

Céim 3

Bainfidh na scoláirí leas as na doiciméad thíos chun tuiscint a leathnú. Foinsé Tánaisteach 1 (Ceannair an Airm) Thosaigh Ó Maolcata amach ar athstruchtúrú an airm, ag gearradh líon na n-oifigigh ó 3,00 go 1,300 agus i gcás na ngáthbhaill ó



Map of Irish Boundary Commission changes from the Morning Post - Irish Boundary Commission

52,000 go 30,000. Spreag seo gearcheim dár teideal "ceannaire an airm" 1924. Chúisigh an "tsean IRA", faoi cheannas réalta de scuid Uí Chóileáin leitheidí Liam Toibín agus Tom Cullen, go raibh athnuachan ar an BPÉ ar bun agus é á usaid mar mheicníocht chun chaistuctúrú ar an airm a chur ar bun. Ach, chuir siad i leith an tsaorstáit an líomhna mailíosaigh nach raibh siad poblachtach a dhóthain. Bhí na gearánta mar mhaighnéid do baill míshásta an rialtais ar nós Joe Mc Grath.

Chuir an géillíonn sposhalas ar na tréithe chuir a Ó Maolcata leis an saorstáit. Bhí an fearg i leith dúshlán an tsean IRA i gcoinne a leasuithe a theastaigh uaidh cur i bhfeidhm ar thearmaí idirnáisiúnta. D'fhógair sé "ní dóigh liom timpeall an domhain go dtiocfadh ceathrar oifigeach airm os comhair an Príomhcheannaire agus an doicméad sin a léamh". Nuair a d'úsáid Ó hUiginn limhaoin an tSeán IRA i leith Uí Mhaocatha go raibh ag teipeadh ar an t-airm a chur faoi chois an chumhachta sibhialta, léirigh Ó Maolcata srianadh é féin agus chinn sé éirí as a phost seachas an gearcheim a mhéadú.
"B'é an toradh paradacsach ná go raibh an uathlas sibhialta daingimthe tríd bua Uí Uiginn thar an príomh ceannaire seachas gurb é a saighdiúir, ní an dlíodóra a d'aithin agus a sheachain bagairt míleata
Charles Townshend (1999), *Ireland: The Twentieth Century*. London: Arnold, pp128-129

Ceisteanna agus Freagraí:

1 (a) Dár leis an scríbhneoir, cérbh iad na cúiseanna le Ceannaire an Airm 1924?

- 1(B) Cad iad na gearántaí, dár leis an scríbhneoir chuir leis an míshastacht i measc na hoifigigh airm.
2. Conas dár leat a lámhseáil Ó Maolcata an gearcheim?
3. Conas dár leat a lámhseáil ó hUiginn an gearcheim?

Foinsé Tánaisteach 2: Coimisiún na Teorainn

Léarscáil foilsithe sa Morning Post: Mí na Samhna 1925

1. Cad iad na príomh athruithe a fheiceann tú ar an teorainn
2. Cén fáth dár eat gur chúisigh foiseacháin an léarscáil géarchéim sa rialtas?

Foinsé Tánaisteach 3

Tar éis do Craig diúltú ionadaí a cheapadh, cheap Rialtas na Breataine J.R Fisher, eagarthóir an Northern Whig agus é eolas ar an stair, mar ionadaí an tuaiscirt, agus roghnadh siad an t Uasal Feetham, breitheamh Oll Cúirt na hAfraice Theas, a rugadh i Sasana. Bhí Mac Néill sa mhionlach nuair a chinn Feetham go sáródh "coinníollacha eacnamúil agus geografach" ionachais na ndaoine dúchasacha. I gcodarsnacht le Fisher, a choinnigh Craig ar an eolas faoi imeachtaí an choimisiúin, de réir dealramh, bhain Mac Néill téarmaí tagartha an choimisiúin le cosc a chur ar a chuid cumarsáide le Mac Chosgair ar imeachtaí an choimisiúin. I Mí na Samhna 1925, thuairisc an "Morning Post" go mholfadh an coimisiún go n-aistrefar Deisceart Ard Mhacha agus cuid d'Oirthear Tír Conaill go Tuaisceart na hÉireann. Bhí fhearr le caibinéad

Mhic Chosgair athrú ar bith seachas Oirthear Thí Chonaill a aistriú. Bhrostaigh Mac Cosgair, áit a d'aontaigh sé le Craig agus Baldwin an tuairisc a chur faoi chois agus glacadh leis an stádas quo

1. Cén cúlra a bhain le J.R Fisher dár leis an údar
2. Conas ar cheapadh Fisher mar ionadaí Tuaisceart na hÉireann dár leis an údar.
3. Cén cúlra a bhain leis an Breitheamh Feetham, dár leis an údar?
4. Minigh cad ata i gceist nuair a deir an t-údar go raibh Mac Néil sa mhionlach?
5. Cén codarsnacht a bí idir Mac Neill agus Fisher?
6. Conas a d'fhreagair Mac Chosgair don scéal sa Morning Post?

Céim 4

Conclúid: Cad a léiríonn freagra an rialtais i leith an gaol idir an tairm agus an stáit tar eis Ceannair an Airm 1924?
An gceapann tú go raibh an toradh ar Choimisiún na Teorainn mar cus le briseadh amach na trioblóidí i 1968
Cé chomh rathúil 's a bhí rialtas an tSaorstáit ag plé le gearcheimeann 1923-1925
<https://ifirarchiveplayer.ie/solving-boundary-question/>

****Le Clarán Ó Murchú, Coláiste Íosagáin, Co. Átha Cliath. Bunaithe ar ábhar a chuir John Dredge ar fáil.**



ME AND MY FLAG

Zak Moradi - Activist, Writer, Leirtrim hurler

1 What does the Irish flag symbolise to you personally, and how does it reflect Irish identity?

The Irish flag symbolises to me that Ireland is a place for inclusion and peace and how proud I am to call Ireland my home. I was born into war in a refugee camp in Iraq due to my family's displacement from our home in Kurdistan of Iran. I think of the Irish people who have struggled for their freedom over centuries similar to the Kurds.

2 How do you think the tricolour represents the shared values and aspirations of the Irish people?

I think the tricolour flag represents the comradery and diversity of the Irish people and how Ireland is a place that is becoming very multicultural. I take huge pride in being a part of this country and embracing the Irish culture.

3 Can you share a moment or memory where the Irish flag had a particularly powerful meaning for you?

The Irish flag has held many great moments for me but receiving my Irish citizenship in 2021 was the proudest day of my life. I never held a passport before so to be able to finally feel like I belong in this country was a very special day for me.

4 How do you believe the Irish flag can continue to unite and inspire people in modern times?

The Irish flag symbolises peace and unity and I think it's an important message to unite people of all nationalities in this country. I think of the Irish people and how they welcomed my family in 2002 and how much they have done for so many other refugees/asylum seekers. I think it can inspire people who are not originally from this country to embrace the Irish culture and get involved in things like the GAA.

5 Can you share a moment when you felt particularly proud or connected to the Irish flag?

I would have to say winning the Lory Meagher Cup in Croke Park 2019 with the Leirtrim hurling team made me so proud to be a part of the culture and the GAA community in Ireland.

How well has the United Nations promoted international cooperation, justice and human rights?

BY JOAN MORRISSEY

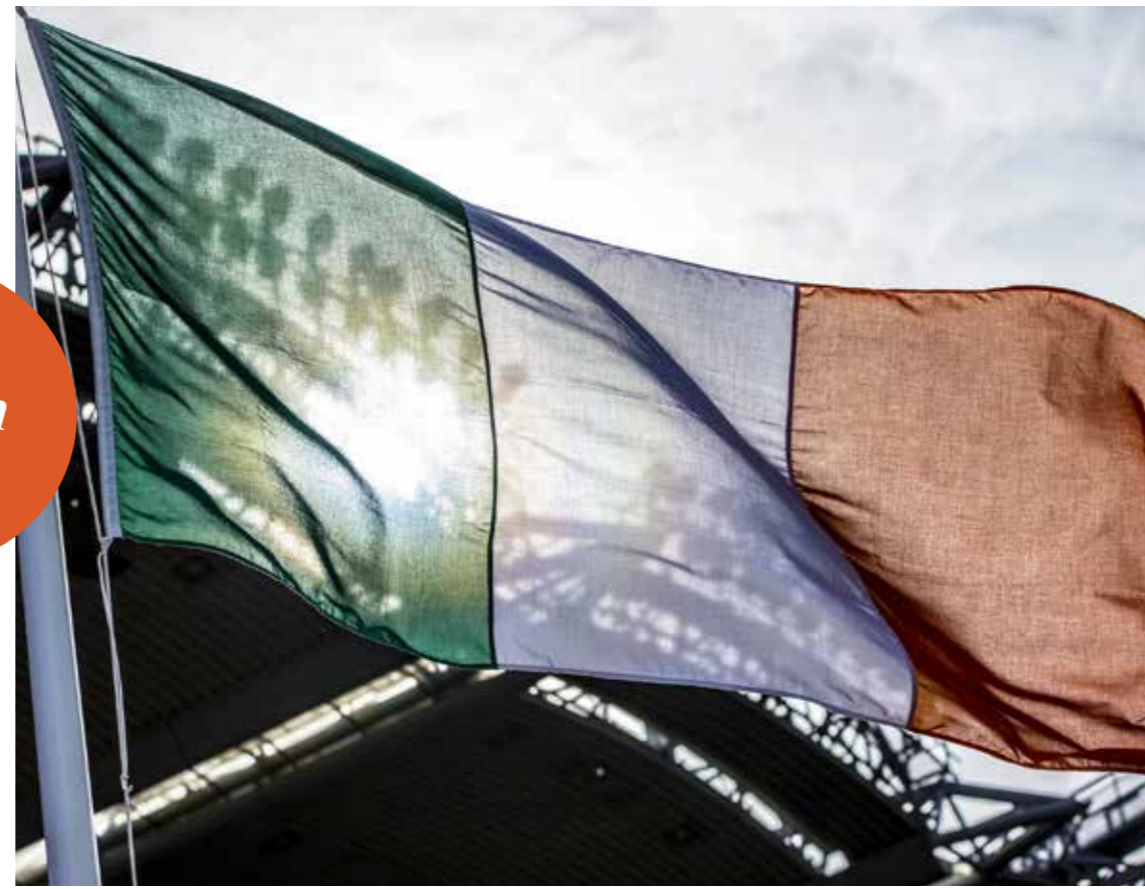
The almost global membership of the United Nations is simultaneously its biggest strength and weakness. Its strength is its numbers - there are 193 members of the United Nations. Following recommendation by the Security Council, a majority vote is required by the General Assembly to join. The Vatican chooses not to partake, others are not recognised as independent nations, and thus do not meet the criteria for entry. However, the scale and spread of this post-war, global monolith does not escape critique.

Roughly only half of the world's countries are democratic; and this is reflected in the U.N. Therefore, differentiating between cultural differences and human rights abuses is not always clear. The U.N. has been called out for previously allowing Saudi Arabia to join the United Nations Human Rights Council when it conducts public executions, usually beheadings. (There have been 31 in 2024 so far). The failed state Libya is a member, as is Iran, Venezuela, and

North Korea - all with less than polished human rights records. One could argue however, that these are the problems of particular states, rather than the United Nations problem for tolerating intolerance. These ideological conflicts of trying to engage despots in what is essentially a Western democratic, multilateral construct is one of the key problems people see with the UN, but what is the alternative? Creating another world organisation? One that enforces what would assumably be Western hegemony through coercion and military interventions? Or else isolate and alienate countries with whom have less than a perfect record of justice and human rights? The United Nations promotes the value of peace and peace-keeping, justice and human rights but enforcement is a delicate line when handling real politik.

The second main criticism of the United Nations is structural. Firstly, the perceived inadequate number of General Assembly Emergency Special Sessions (11 in total) during international crisis when promoting justice

and human rights is seen as failing to prevent genocidal escalations. (In contrast, there have been 78 regular, annual sessions). The second structural problem, and perhaps its most problematic is the veto power of the UN security council. The oppositional political legacy of Cold War politics between the U.S.A. and Russia, as well as China, France and the U.K. has hindered humanitarian aid and peacekeeping. The U.N. failed to stop the Khmer Rouge from killing Cambodians from 1975-1979, and did little to intervene in Rwanda when the Hutus began slaughtering 200,000 Tutsis over a hundred day period in 1994. Nor did the U.N. step in to save 8,000 Bosnian Muslim men killed by Bosnian Serbs in 1995. One could also mention the conflicts in Korea and Darfur, the wars in Yemen and Syria, and the plight of the Rohingya people in Myanmar. But the United Nations is a neutral institution and hence does not take sides in conflict, and is instead there to broker and



Lesson Plan 4

maintain peace. Preventing it, becomes more political and is neither neutral nor always possible. Structurally, the U.N. does not have a standing army - it pays countries for its soldiers.

Banki-Moon, a victim of the Korean War in the 1950s, was supplied with humanitarian aid by the U.N. He later went on to become the Secretary General of the UN from 2006 - 2017. Since 1961, it has helped 60 million refugees. The United Nations has made huge strides in education, particularly for girls in places such as Asia, water provision and quality, reducing HIV and protecting priceless archeology such as the Sudanese Pyramids. What other organisation could corral the entire world to agree on eight Millennium Goals and more recently the Paris Agreement and the 17 Sustainable Development Goals?

The United Nations was criticised recently for its failure to provide adequate aid, quickly enough to the people of Palestine. But again, it's the permanent five countries on the U.N. Security Council that have the veto power to block a ceasefire. But without the United Nations International Court of Justice, what hope for justice is there?

Despite Deputy Denis Gorey's claims in the early twentieth century that Ireland had no need for a Minister for Foreign Affairs considering it had no colonies and/or interests abroad, since its creation in 1922, Ireland adopted an outward, internationalist agenda. According to the historian Dermot Keogh, Ireland displayed a modern appreciation for diplomacy and its propaganda value. From early in the state's creation, Ireland exercised its right to represent itself on the world stage through its membership of the failed League of Nations and later with the United Nations.

The League of Nations failed to maintain international cooperation, justice and human rights as evidenced by the outbreak of the Second World War in 1939. The United Nations was established in 1945 by the big three: The United States; The United Kingdom and The Soviet Union in San Francisco. Ireland applied to join the U.N. in 1946 but was rejected by the Soviet Union. Ireland's application, along with 16 other nations, was eventually accepted in 1955.

Ireland was quickly exposed to ideological clashes and having to tactfully manage allegiances. In 1956, Ireland sent its first delegation to the U.N. General Assembly. That year, there were two major global incidents caused by none other than three major powers holding seats on the Security Council. Both the U.K. and France invaded Egypt but failed to seize the Suez Canal. When Hungary staged a rising, the Russians quickly out it down. Ireland became embroiled in controversy too when, in 1957, Frank Aiken voted in favour of

Despite these blights humanity's and the U.N.'s human rights record, it has successfully brought about peace in Cambodia, Sierra Leone, Mozambique, Guatemala and Sudan. Since it began, the United Nations has brought about 172 peaceful settlements, an achievement unparalleled in history.

The third contentious issue concerns accounts and accountability. The U.N.'s funding and spending regularly causes political debate - some countries are slow to pay, other simply debate whether to continue funding it as much. In recent years, however, the United Nations has helped discredit its own reputation. Following the devastating earthquake in Haiti in 2010, U.N. troops caused a massive outbreak of Cholera from effluent discharged into a tributary river which affected around 800,000 people. It wasn't until 2016 that the U.N. accepted the irrefutable evidence.

Scandal make for better headline and clickbait, while when something is effective and working well, it's not always as obvious.

60 Éire ag na Náisiúin Aontaithe Ireland at the United Nations 1955 - 2015

An Buidín Gnóthaí Eachtracha agus Trádála Department of Foreign Affairs and Trade

60 years of Ireland at the United Nations

On 14 December 1955, Ireland joined the United Nations. 2015 marks the UN's 70th year in existence and Ireland's 60th year of membership.

The United Nations

The United Nations was founded in 1945 to promote global peace and security, human rights and economic development. It is an international organisation composed of 193 countries. There are four United Nations headquarters located in New York, Geneva, Vienna, and Nairobi.

Ireland and the United Nations

Ireland works with the UN and its agencies primarily through our Permanent Missions to the UN in New York, Geneva and Vienna. We support the principles and values enshrined in the UN Charter and key UN objectives that aim to achieve:

- A Secure World
- A Fairer and Sustainable World
- A Just World



A Secure World

- Since 1948, members of the Irish Defence Forces and An Garda Síochána have served in UN peacekeeping missions in the Middle East, Europe, Asia, Africa and Central America.
- The Defence Force's first UN peacekeeping operation along the Lebanese-Syria border (1983) and in the now Democratic Republic of Congo (1998-04).
- Ireland also provides training solutions to conflict through financial and practical support to UN mediators and peace-making experts around the world.
- From the earliest days of our UN membership, Ireland has been a leading voice in support of disarmament and preventing the spread of nuclear weapons.
- Ireland has also played a leading role in international efforts to ban land mines and cluster bombs.

A Fairer and Sustainable World

- In 2005, Ireland helped broker agreement between 193 countries on 17 UN Sustainable Development Goals that aim to end poverty, address climate change and create a fairer world.
- Ireland is a world leader in fighting hunger and malnutrition among the world's poorest people, working closely with UN agencies like the World Food Programme and UNICEF.
- Ireland gives emergency assistance to the UN as it helps people facing genocide, war and natural disasters in countries such as Syria, Nepal, Haiti and Sierra Leone.
- Since 2007, over 250 Irish humanitarian aid experts have worked with UN agencies to address crises in 45 countries.
- Through our overseas aid programme, Irish Aid, Ireland works to reduce poverty and hunger in the world's poorest communities and supports UN agencies like the UN Development Programme and the World Health Organisation.

A Just World

- Ireland was elected to serve for 2013-2015 on the UN Human Rights Council that works to strengthen the promotion and protection of human rights worldwide.
- Through the Government's overseas aid programme, Irish Aid, Ireland provides funding to the Office of the United Nations High Commissioner for Human Rights.
- Ireland is a strong advocate at the UN for the promotion of gender equality and the empowerment of women worldwide.
- Former President of Ireland Mary Robinson served as UN High Commissioner for Human Rights from 1997 to 2002 and is currently the UN Secretary General's Special Envoy on Climate Change.
- Ireland has supported the Special Court for Sierra Leone, established to address serious crimes against civilians and UN peacekeepers during its 1999-2002 civil war.

For further information www.dfa.ie/UN60
 @Irish_Aid
 www.facebook.com/IrishAidCentre
 #IrelandUN60

This illustrative map is based on the Peters Projection method, view at <https://www.dfa.ie/media/un60/UN60-Classroom-Map.pdf>

Learning Unit: How well has the United Nations promoted international cooperation, justice and human rights?			
Junior Cycle Learning Outcome 3.12 - Evaluate the role of a movement or organisation; the United Nations, in promoting international cooperation, justice and human rights.			
Lesson section:	Methodology	Resource	Assessment
Hook: Listening/ watching:	Begin the lesson with a short video. Cast from your tab browser Take attendance while the video plays.	Youtube: 'United Nations Explained' by CBC Kids News: https://www.youtube.com/watch?v=SaAmfJtV41 (2:30 mins)	Instruct students to: 1. make notes on the video 2. there will be a quiz afterwards
Discussion:	Cast from your browser the PowerPoint presentation slide with questions from the video.	Presentation available from: https://shorturl.at/bgB46 .	Students compare their answers in pairs. Elicit answers; then project the slide with answers.
Questions			
1. How many countries are involved? 2. When was it created? 3. Is the UN free to join? 4. Who leads the UN? 5. Name three aims of the UN? 6. Name one aim of the UN Convention on Rights of the Child?			
Writing:	Move to the next slide on the presentation to share the answers with students. Ask students to title their copies and write the questions and answers in full sentences to form a six sentence paragraph outline the work of the UN and how it fosters international co-operation.	The presentation slide with answers is also available from: https://shorturl.at/bgB46 .	Students peer assess their neighbour's paragraphs using the COPS method (capitals; omissions; punctuation; spelling). Students check their answers via the slide.
Questions & Answers			
1. How many countries are involved? 193 Countries 2. When was it created? 1945 3. Is the UN free to join? No, members pay 4. Who leads the UN? The Secretary General 5. Name three aims of the UN? The World's referee; help countries get along; ensure people have what they need to get along; always act for peace 6. Name one aim of the UN Convention on Rights of the Child? Outline what kids should have or be able to do; be safe; learn and play			

discussing China's possible representation at the General Assembly, which was met with much consternation in the United States, dismayed that Ireland should vote for 'Red China'. But Ireland's ability to navigate Cold War loyalties and divides, and to promote the rights of former colonies, created a Golden Age from 1956-1960 in Ireland's U.N. involvement.

Aiken, to his credit, had the foresight to advocate for the non-proliferation of nuclear weapons. This 'Irish Resolution' resulted in the 1968 Non-Proliferation Nuclear Treaty, and in acknowledgement of its contribution, Ireland was the first country to sign the pivotal agreement reducing the amount of nuclear weapons at the height of the Cold War.



The GPO Museum, O'Connell Street, Dublin

The GPO (General Post Office) is one of Ireland's most iconic buildings and the award-winning GPO Museum is a must-see on any day-out in Dublin. The building was the rebel headquarters of the 1916 Easter Rising which set in motion a chain of events which would ultimately lead to the creation of the Irish Republic.

Visitors to the GPO Museum can witness Ireland's history from revolution to modern times dramatically unfold before their eyes! Key moments that shaped Ireland's history are brought to life through electronic touch screens, film, video, audio visual booths, sound and authentic artefacts.

Within the GPO Museum is the first ever exhibition on the Irish flag which was launched in association with the Thomas F. Meagher Foundation. This was a fitting addition to the museum as the Irish tri-colour was flown for the first time in Dublin at the GPO on Easter Monday April 24th 1916.

The GPO Museum offers immersive and interactive educational experiences for students of all ages. Educational visits are linked to the primary school curriculum and both the Junior and Senior history curricula. Students get the opportunity to explore the key events of modern Irish history including the 1916 Easter Rising, The Irish War of Independence, the signing of the Treaty, the Irish Civil War and the 'Troubles' and resulting peace process in Northern Ireland.

Individual visitors to the museum can enjoy a self-guided visit and in addition to this the museum also offers specially created tours.

Join us this Flag Day, March 16th for the Irish flag history tour, a special tour exploring the history of the Irish tricolour and all that it represents.

On this tour, participants will hear the story of the Irish tricolour. Discover the various flags that have been used to represent Ireland over the centuries and the symbols and emblems that have been used by different groups in Ireland's fight for independence.

The GPO Museum also features a monthly Irish language tour and a weekly Rebel Rising tour. For updates on all special tours,



Interactive: the GPO Museum has lots to see and discover

visit our website and check out our social media. Please note that pre-booking is necessary for these tours.

Visitors who wish to explore the museum independently can either book on line or purchase their ticket at the admissions desk on the day.

The GPO Museum is delighted to partner with the Thomas F. Meagher Foundation as both organisations share the vision that young people are at the heart of our nation and should be encouraged to work together in peace and unity

For booking enquiries, email info@gpowitnesshistory.ie, Tel: 01 872 1916.

Thomas F. Meagher

FOUNDATION

Pride - Respect - Peace

WOULD LIKE TO THANK

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A Bridge of People



EDUCATIONAL PARTNERS



EXHIBITION PARTNERS



FLAG DAY PARTNERS



HONORARY ADVISORY BOARD

- Reverend Michael Cavanagh *Church of Ireland Priest-in-Charge of the Kenmare and Dromod Union*
- Loyola Hearn *28th Canadian Ambassador to Ireland*
- Packie Bonner *Former Republic of Ireland Goalkeeper*
- Minister H el ene Conway-Mouret, *French Minister for the Diaspora*
- John Hayes *Munster and Ireland Rugby Player*
- Joe Kennedy III *former Congressman, founder of Ground Work Project*
- Stephanie Roche *2014 FIFA Pusk as Award for the best goal of the year nominee*
- John Treacy *Olympian*
- Niamh Briggs *former Ireland Women's Rugby Union International and Ireland Women's Assistant Coach 2022*
- Congressman Thomas Rooney
- Mickey Ned O'Sullivan *Captain of the 1975 All-Ireland Winning Kerry team*
- Senator Mark Daly *24th Cathaoirleach of the Seanad*
- Zak Moradi *Irish Hurler*
- Matt Molloy *Musician*
- Clive Byrne *Director of the National Association of Principals and Deputy Principals (NAPD) 2008 - 2021*

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- Henry Shefflin *10 Times All Ireland Hurling Medal winner*
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