



WORKS

The suspensions and campus closures were not the extent of the regime's repression. The regime also took great legislative efforts to make student protests as toothless as possible, first, using the student union NUEUS as a peer-led site of control over the students, as well as the faculty, and second creating new laws and regulations in the wake of the Shola Camp Uprising to control when and where students could protest. This law was set to come into effect April 11, 1967, so naturally the students set their protest against the protest bill for April tenth, right before it went into effect.

The law required students to have a permit to protest seven days beforehand, required the names and addresses of organizers to be shared with authorities, all signs and slogans had to be approved, there could be no "dangerous articles" present, and a permit could be rejected on the basis of any of these violations. Violating this law could result in a 1,000 dollar fine and a year in prison. For the students, this made public demonstration against Haile Sleassie's regime basically impossible, and when they protested against it on April 10th, cops spent the day beating and tear gassing students into submission. There were over 120 arrests, and dozens of students reported injuries. At least fifty were hospitalized. Students responded by going on strike, refusing to go to class until their peers who remained in jail were freed.

But these fraught situations are where the unique tactics of the Ethiopian students shine. In 1964, the regime introduced the University Service Program. This was a mandatory public service program that students had to participate in to graduate. 72.1 percent of participants became high school teachers, which had the supreme benefit of allowing college students to communicate their radicalism directly to their younger high-school peers, and provide the younger student radicals with direct inroads to the student movement on college campuses once they graduated. This both grew the student movement, and meant that when college students were unable to protest due to school closures, suspensions, and mass imprisonment, the high school students could continue the struggle. It also made student rebellion that much harder to handle and suppress.

Here in the US there is not so clear a pathway between college students and high school students that I am aware of, but one of the goals of the current wave of student protest should absolutely be building and laying bare those existing inroads, so that we can propagate further radicalism and aid an already growing high school student movement that has seen walks outs in Florida, California, and across the U.S. Those students also must seek greater organizational capacity between each other. The existence of student organizations and student unions across age groups especially can aid in facilitating these inroads. That being said,

