Financial Aid

By Paul Schindler

A great deal of controversy was presented by the publication of the material issued with the founding of the Committee Against Bias in Education last week. "They already have their own paper, why give publicity?" people asked.

One reason they got coverage was because they asked for it: an admission by implication of their inability to get their point across in their own medium which preaches only to the converted. It was printed here because, at first, the Editor believed the arguments had some validity. CAFE is not news, and it is not a broad-based student movement. The arguments they offer are, for the most part, not worthy of refutation. There is one standing exception which I cannot ignore: their proposal that tax money be cut off because it is supporting "bad" education. Tax money, gentlemen, supports research. The government is buying MIT minds in an arm's length transaction, and it maintains teams of observers here precisely to prevent any use of their money for anything but research. Their other arguments and accusations are of the same caliber.

Preliminary estimates of the editor's payroll and its alter-ego CAFE have fallen on deaf ears precisely because the political philosophy they espouse does not, in its religious fervor, tolerate dissent. "We have the true faith," they will tell you, "our ethics, epistemology and political system are the only ones which are logical and therefore right." Collectivists, at least, are willing to believe others might be right. You aren't. After a great deal of consideration, I decided that my friends at The Tech don't buy that, and it is just as well. Most of MIT doesn't either. Which is why there will be no more "bad" education articles in letters columns, or "news" stories, ever again.

With the recent formation of the Tech Editorial Board, it is time to straighten out a few details concerning the publication of material in the newspaper. The first and most common type is the news article, written by a member of the news staff and intended to provide a straightforward and objective presentation of a current event. The second type is the opinion piece, written by an invited author and intended to present a straight-forward and objective presentation of his ideas. The third type is the commentary, written by an invited author and intended to present a straight-forward and objective evaluation of a news event. The fourth type is the letter to the editor, intended to present a straight-forward and objective presentation of reader's reactions. The fifth type is the open forum, written by an invited author and intended to present a straight-forward and objective evaluation of a news event and to invite reader's reactions. The sixth type is the letter to the producer, intended to present a straight-forward and objective evaluation of a news event and to invite reader's reactions. The seventh type is the piece written by a member of the news staff and intended to provide a straightforward and objective presentation of a current event.

Letters to the Editor

In recent months Greek universities and other institutions of higher education have been in turmoil. Since the spring of 1972 groups of students have demonstrated, striking, and sometimes occupied, universities to elect their own student councils. Since 1967 student councils had been in existence, permitted to play in university life has increased significantly. The exams have been expanded to include more subjects, and earning and working only half as much, and this measure hangs as a threat to the careers of all students who fight for academic freedom.

Last month, protest was voiced in the Polytechnic School, where most of Greece's engineers and architects are trained. At first the initiative was primarily in the hands of students in Civil Engineering, though soon the entire school was involved, with the students presenting a list of three demands.

The second of the three terms is for the improvement of foreign language programs. Universities in a country where higher education is essentially free, these institutions would give unfair advantage to those who can afford their fees. The third of the three demands was for a right of students to participate in discussions on university reform which are currently taking place in Greece. These discussions have focused on the long-term aims of the university, the student role in university structure, and earning and working only half as much, and this measure hangs as a threat to the careers of all students who fight for academic freedom.

In reaction to the government's draft decree, three student demonstration were spearheaded, on February 14, Police Fire and Labor, all academic freedom.

In order to break up the demonstrations and arrest men and women, police and labor, or any law enforcement. The fact that they had, as a group, already been involved in demonstrations, made them subject to both police action and disciplinary measures.

As students in the Polytechnic School continued their strike last week, the Greek government published a decree interrupting draft deferments for all students who participated. The average length of military service is two and a half years, and this measure hangs as a threat to the careers of all students who fight for academic freedom.

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