Dr. Killian And Dr. Frederick May Eliot
Delivered Keynote Plenary Addresses

Conference Arrangements Very Smooth And Efficient

There was no room for doubt in the minds of all who attended the first MIT Conference on discrimination in all the rumors they had heard that tremendous working hard were on the way. To the smallest detail, the entire conference was planned with a precision and perfection that would have made even a major military campaign a simple task.

The serving delegate fell into his seat in the band of 40 delegates, who were arranged on either side of the aisle. He was surprised at how many of those there were. To think of the climate and the weather. As they assembled, the delegates prepared for the meeting. The weather was fine and the sky was blue.

The delegates elected dining of the plenary arrangements through the lecture room. Stacks had been arranged to accommodate the delegates. Once the delegates were seated, the presidents called the roll. They were surprised at how many of those there were. This is a time and a place when very many of those there were. The roll was called, and the delegates were seated.

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Calendars of Events
from April 6 through April 13, 1955

WEDNESDAY, APRIL 6
Aeronautical Engineering Department. Seminar: "Trends in Aircraft Propulsion" (Continued on page 1).
Professor E. D. C. White. Room 3-200, 4:00 p.m.

Civil and Sanitary Engineering. Colloquium: "Hydraulic and Engineering Geology Department. Seminar: "Mechanism of Sediment Movement." Dr. T. P. Towne. Room 2-304, 4:00 p.m.

Electrical Engineering Department. Colloquium: "Application of Classical Dynamics to Mechanical Engineering." Prof. D. C. White. Room 2-304, 4:00 p.m.

Metallurgical Department. Lecture: "Mechanism of Stress Corrosion." Prof. T. P. How. Department of Metallurgy, Cambridge University. Room 12-170, 4:30 p.m.


Lecture Series Committee. Illustrated Lecture: "Exploring the Secrets of the Underworld." Mr. J. H. Schaff. Room 12-170, 4:00 p.m.

Inter-Venue Lecture. Lecture: "The Lighthouse." The Rev. T. H. Rossetti. Room 10-280, 7:30 p.m. All are welcome.

THURSDAY, APRIL 7
Mechanical Engineering Department. Colloquium: "Theory and Future of Turbomachines." Dr. George W. Fillmore. Pennsylvania State University. Room 3-170, 4:00-5:00 p.m.


American Society of Mechanical Engineers—Student Chapter. Finals for the Student "Paper Contest." Awards totaling $70 given to best four entries.

Lecture Series Committee. Film: "Mr. 880," starring Edmund Gwenn and Loretta Young. Room 1-100, 5:00, 7:30, 9:45 p.m. Admission: FREE.

FRIDAY, APRIL 8
Free Film Screening. Montague. M.I.T. Sailigette, 1:00 p.m.

M.I.T. Bridge Club. Championship Bake House Cafe, 1:30 p.m. and 6:30 p.m.

Saturday, April 9
Featherstone Sailing Team. Nathaniel M.I.T. Sailing Pavilion, 1:00 p.m.

M.I.T. Bridge Club. Championship Bake House Cafe, 1:30 p.m. and 6:30 p.m.

Vandy Lacrosse Team. Match with Boston Lacrosse Club. Briggs Field, 2:00 p.m.

MONDAY, APRIL 11
Metallurgy Department. Lecture: "High Temperature Calorimetry." Dr. W. E. M. Coburn of the Cavendish Laboratory in Cambridge. Room 12-170, 4:00 p.m.

M.I.T. Staff Players. "The Lady's Not for Burning." Cathy Club Penthouse, 8:00 p.m. Supper at 6:15 p.m.

ENIERTS
An exhibition of drawings and paintings by M.I.T. Faculty wives will be presented by the Latin in the Lobby of Buildings" through April 15.
A photography show on Venezuela will be presented by the Club Photos, April 6 through April 13.
Photography Sale prints from THE PHOTOGRAPHY MAGAZINE will be on display in the Physics Science Hallway, Basement of Building 11, through April 15. All prints are offered at small personal prices, "in a spirit that makes one feel himself a part of the community and wish to buy a little of everything." The prints are being sold both in benefit of the Photography Magazine's International Annual Picture Contest.
A day of study trips to Flanders and the Italian Renaissance, coupled by M.I.T.'s Museum Committee and Department of Architecture and Humanities, has been set. The three-day College Library tour will take place through April 21.
 Hours: Monday through Friday, 9:00 a.m.-5:00 p.m.; Saturday and Sunday, 2:00-5:00 p.m.

THURSDAY, APRIL 14
Although THE TECH will not appear on Tuesday, April 12, the Calendar of Events will be published as usual, calling attention for the following day. The Calendar of Events may be obtained at the Subscription Desk in the basement of Campus Center. Information should be in the office of the editor, Room 7-207, no later than 5 p.m. on Thursday prior to the date of publication. Material for the Calendar of Events is due 13-20 is the April 7.

Third Plenary Session (Continued from page 1) a judgment and a number of the Anti-Defamation League staff had been associated with the program, made a major contribution to the conference. It has been a previously overlooked facet of the American Negro's general attitude of mind that may have a bearing on the nation's future. It is not just a "minority problem," but "the basic problem of the whole nation," the Negro's problem where you have a long history of racism as a policy of the majority and an illusion of segregation as the "real problem." There were the regions of the United States which have mostly plantation economy, and you may well expect ... the most stable attitudes toward "segregation" to be found in those. He concluded presciently, stating that "from what little I know of China's attitude, the facts suggest that in that society are 20-100, that the present problem is that millions of people may not be able to move themselves for an almost doubling of city population. As a consequence, they who are presently so attached to population centers are going to have difficulties in city admissions because they are changing their minds. The third speaker, Robert Kaiser, of Duke University's administrative committee, said that the "Seeds of Discrimination" by reminding the delegates that the communities where Negroes live are in the minority groups and, therefore, Negroes who are disentrained from a college education. He said that present-day conditions are "in five to seven years when the war leaves come into the college. Even if there was to be a college population of four million students, the competitive pressures lead to prejudice against Negroes almost always: they are not going to be able to move themselves for an almost doubling of city population. As a consequence, those who are presently so attached to population centers are going to have difficulties in city admissions because they are changing their minds.

Mechanical Engineering Department. Colloquium: "Theory and Future of Turbomachines." Dr. George W. Fillmore. Pennsylvania State University. Room 3-170, 4:00-5:00 p.m.

The second speaker, Robert Kaiser, of Duke University's administrative committee, said that the "Seeds of Discrimination" by reminding the delegates that the communities where Negroes live are in the minority groups and, therefore, Negroes who are disentrained from a college education. He said that present-day conditions are "in five to seven years when the war leaves come into the college. Even if there was to be a college population of four million students, the competitive pressures lead to prejudice against Negroes almost always: they are not going to be able to move themselves for an almost doubling of city population. As a consequence, those who are presently so attached to population centers are going to have difficulties in city admissions because they are changing their minds.

McGliff cautioned the audience against regarding the "seeds of discrimination" as a "concrete" notion. He said that he was attempting to "describe and evaluate the present situation," emphasizing that he was not "defending the situation or demeaning any personal opinion."

He referred to a "sord of integrationist" who, he said, William Faulkner to the Editor of the Memphis Ti-Rye of Tennessee. He pointed out that "there is no limit to ... Solomon, who will speak for themselves for an almost doubling of city population. As a consequence, those who are presently so attached to population centers are going to have difficulties in city admissions because they are changing their minds.

McGliff thought that this is "going to be what will break down the separate but equal" theory which is going to persist for some time and is at least a status ... They can't move without the consent of the state system which is adequate, so when they start trying to finance two they simply won't be able to do it, and in time it will break down." He spoke of the historical background and pointed out that the problem is, in the United States, not just that there is the highest Negro population, but "the problem actually begins where you have a long history of racism as a policy of the majority and an illusion of segregation as the "real problem." There were the regions of the United States which have mostly plantation economy, and you may well expect ... the most stable attitudes toward "segregation" to be found in those. He concluded presciently, stating that "from what little I know of China's attitude, the facts suggest that in that society are 20-100, that the present problem is that millions of people may not be able to move themselves for an almost doubling of city population. As a consequence, they who are presently so attached to population centers are going to have difficulties in city admissions because they are changing their minds.

"Affirmative action of the type of the federal government is the kind of action we need, and propitiously. We will examine these one at a time.

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Homogeny means the attraction of like for like. In marriage it is marriage in which a husband and wife are of the same social level, educational status, etc. Small families, in which the number of children is limited, I believe, is also in a way a kind of homogeny. It is the nature of the family in America that the parents are likely to be of the same social status as all their children, and this can develop laws and regulations that are not directed to a specific social group but to the general welfare of the society. And this is not only true in the United States, but in many other countries where the same situation exists. In this case, I believe, it is necessary to have a law that would prohibit any discrimination on the basis of race or color. The law that has been passed in the United States, which is only one of the laws passed in other countries, is not a complete solution but is a step in the right direction. The law that has been passed in the United States, which is only one of the laws passed in other countries, is not a complete solution but is a step in the right direction. The law that has been passed in the United States, which is only one of the laws passed in other countries, is not a complete solution but is a step in the right direction.

"(Continued on page 10)
Hughes, Franklin Discuss Discrimination From Standpoints Of Sociology, History

... during the Discrimination was addressed by Dr. Hughes, Professor and the Department of Sociology at Fisk University, and Dr. Hope Franklin, Professor of Sociology at Howard University. Dr. Hughes's address started the plenary with a broad outline of the historical development of colleges and universities in the United States. He traced the principal origins of American institutions of higher education. There were the religious schools such as "William and Mary," the agricultural and mechanical schools, as well as the land grant schools. The normal schools established to fill the need for teachers, as well as colleges which were started in eight schools, and the Freedmen's colleges started by various protestant missionaries as missionary efforts. Some of these groups of schools were started with a special purpose, "to provide one kind of training for a very few people." These schools were not set up to teach theology or religious training. They were set up to teach the general education necessary to have a great bachelor agree. 

In 1956, young people will be going to college and more colleges will be needed. The question is: Will the world be like what? What things remain the same, and what things will be different? Could the best be at an end or could the worst be to come? There is no one who has more than the best in standards of effort and in the solution to this problem. The two extremes were the continuation of the laissez-faire notion that if education is really desired it will be obtained, or a discrimination in reverse by spending more to bring to college those who have the means.

Another basic problem that Dr. Hughes brought to the attention of the conference concerns the pre-college education. "Who are those who are the last to come out from under the weight of legal and formal discrimination?" Dr. Hughes asked. "The colleges became aware of the need to reach the highest level of ability to be able to see their talents." Dr. Hughes did not profess to be able to give his audience the solution to this problem, but he did say that "everyone" should be educated, that is, "everyone" except women.

Dr. Franklin of Howard University also attacked the alleged educational "white only" or "gentile only," thereby containing the requirements of the American educational institutions. She stated that "everyone" had taken on a new, narrow, and shallow meaning. "Everyone" could be educated, but, of course, not the Negro. "Everyone" should be educated, but not too many Jews, "everyone" should be educated, that is, "everyone" except women. Dr. Franklin of Howard University also attacked the alleged educational "white only" or "gentile only," thereby containing the requirements of the American educational institutions. She stated that "everyone" had taken on a new, narrow, and shallow meaning. "Everyone" could be educated, but, of course, not the Negro.

The quota system was also heavily attacked by Dr. Franklin. She called it, "the most undemocratic of the uneducational institutions." Dr. Franklin also attacked the alleged "white only" or "gentile only," thereby containing the requirements of the American educational institutions. She stated that "everyone" had taken on a new, narrow, and shallow meaning. "Everyone" could be educated, but, of course, not the Negro.

The attitude of the student body has been that coercion of the fraternities having discriminatory clauses is equally bad as coercion from the nation to ruin these clauses. A sweeping dictum which black students and their spokesmen have put forward in some of these restrictions has the effect of making every nonblack students of all kinds resent the existence of the fraternity clauses.

The right of student and administrative bodies to legislate fraternity clauses—or the fraternities having themselves imposed restrictions on their own members—is a right which MIT's delegates acquired there. Insecom's annual Leadership Conference will also consider this area and means of action in aiding MIT's fraternities to eliminate a concept of inequality foreign to the traditions of reason and science upon which the Institute is founded.

Several points the conference succeeded in making eminently clear. First, that only pressure—from the minority groups and from an increasing enlightened segment of the general public—can accomplish the drastic changes and progress in elimination of discrimination which have occurred in the past 25 years. Pressure must be continuous and it must be unyielding, nothing is accomplished if the "sleeping dogs" are let lie. Second, the speakers who composed the plenary panel on "Attitudes and Viewpoints" did not remind the students too often—that if we are to eventually attain the liberality we now espouse we must never become "alarmist," a word harmless in itself, which unfortunately because of this conference a synonym for the reactionary and the immature.

Third, the conference has succeeded in demonstrating at least one other major hypocrisy of which we northerners should more often take note: our linen is as dirty as that of the southerners, one other major hypocrisy of which we northerners should more often take note: our linen is as dirty as that of the southerners, we are often castigate for their narrowness.

... In The Future...

We hope that in future conferences of this type—and there will be many before the question of discrimination may be fully settled and the topic of racial intermarriage, so fundamental to our contradictions in action and expression, will be examined calmly and thoroughly as suggested in the Summary report. We are not prepared to adopt a facile and avoided deceptively as it was on many occasions at this conference.

We hope that the newspapers of the universities of America will aid the process of enlightenment and education. We suggest an exchange of articles discussing the local situation as it exists on different campuses throughout the nation, and with this issue we open our columns in the hope that other publications are desirous of an exchange with us.

Our thanks to the delegates of the 64 participating colleges whose efforts in the attempt to clarify and resolve these "weighty matters" has greatly advanced our understanding of the problem and our appreciation of its scope—and to the combined wisdom added very greatly to the edification of our staff.
Valid grounds for solicitude in college settings include an understanding of social and ideological issues, as well as the potential for discrimination. The idea of legislative removal of restrictions on fraternities was generally considered a disruptive practice. The feeling here was that the system of fraternities discouraged certain types of prejudice. The inertia of the legislation was brought about for the purposes of history, psychology, education, and economic need were considered a discriminatory practice. The role of individuality was promoted by the idea that the very fact of discrimination could destroy gains by fostering restrictions. The factors of history, psychology, education, and economic need were considered a discriminatory practice. The role of individuality was promoted by the idea that the very fact of discrimination could destroy gains by fostering restrictions.

The discussion opened Saturday morning with a general criticism and discussion of the idea that the very fact of discrimination could destroy gains by fostering restrictions. The factors of history, psychology, education, and economic need were considered a discriminatory practice. The role of individuality was promoted by the idea that the very fact of discrimination could destroy gains by fostering restrictions.

A possibility of having non-discriminatory practices was brought up for the panel members. The factors of history, psychology, education, and economic need were considered a discriminatory practice. The role of individuality was promoted by the idea that the very fact of discrimination could destroy gains by fostering restrictions.
NEL IV

Planning of the Conference. - The conference was held at Columbia University, MIT, and the University of Pennsylvania. It was attended by representatives of all major private institutions of higher education, as well as by a number of public institutions with unlimited resources, to concur with Californian Dick Wilson's proposal to consider the ideas of others, especially those in the government.

The first day of the conference was dedicated to discussions on the admission policy of private institutions. It was clear that there was a great deal of controversy over the proposed criteria of admission, and that the results of the conference depended on the context of these differences.

The planning of the conference was quite lively. The delegates had only one unanimous agreement on faith. Professor Deutsch reminded them that many group sentiments, however, were that the problem had now resolved itself in a different fashion.

The causes of discrimination were often financially unable to "go it alone," which had an irreparable North-South split over the issue of race.

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Relatively unproductive attempts to defined the discrimination that was selec- tively began the first discussion meeting of Panel 7 in the Bradford Room.

After leader Chuck Mailli of the Discussion panel No. 7—discussing intro- ducing—reciting Boston Univer- sity, Stanford, Yale University of Texas, St. Lawrence, Columbia, Wis- consin, Sarah Lawrence, and Bow- doin—said that it was his intention to try to develop the different definition of "discrimination," especially in the field of employment prac- tices. It was decided that this discus- sion could be most effective if limited to college discrimination, since those legally essential are the leaders of tomorrow's society and the embattled minorities.

It was desirable to have a panel of speakers in the right direction. Our public schools. It was agreed, have long been a major force in the battle against college discrimination, since college education is the first step in the right direction. One public school. It was agreed, have long been a major force in the battle against college discrimination, since college education is the first step in the right direction. One public school.

The atmosphere from Yale made the point that selective practices are harmful to all students, that the idea of a "typical" American education is that everyone should have the same opportunities. It is the duty of the American college admission requirements, and in the perception of those who do the discrimination.

The first of these fields to come under consideration was the problem of discrimination in college admission policies. The problem lies primarily in the colleges which refuse to admit members of a minority group, or which require a presentation of the problem at the college. There were two factors at issue, the first a "typical" American college's opinion the majority that the school is for the Civil War. Since preju- dice and discrimination give the southern tier, at last, a feeling of belonging: Because of the resulting discrimination in college admission requirements, and in the college community, and the effect of college education is the first step in the right direction. One public school.

Nearly all agreed that the schools had to make allowances if equa- facilities. A public institution might "higher ups" in the organization de- cide to accept its norm, facilities. It agreed that a school should not lower its standards merely to get good gros- sional or racial discrimination. The criteria for admission were lost in the "point system" of the Saturday evening plenary, and the Negroes were possible to limit the number of students who would like to be considered. They include the effect of parents and en- vironment on prejudices, the question of discrimination in fraternity. The final discussion turned. Prejudice and discrimina- tion give the southern tier, at last, a feeling of belonging: Because of the resulting discrimination in college admission requirements, and in the college community, and the effect of college education is the first step in the right direction. One public school.

In the afternoon, the discussion turned to a consideration of dis- crimination in fraternity. The ques- tion of whether or not a student who has been forced to leave the campus. Rather, it was the opinion of the majority that the school should first state definitely that it is to the point of view that the Negroes for the Civil War. Since preju- dice and discrimination give the southern tier, at last, a feeling of belonging: Because of the resulting discrimination in college admission requirements, and in the college community, and the effect of college education is the first step in the right direction. One public school.

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the Tech

Page Seven

"Colleges should lead the way in fighting discrimination, rather than follow the rest of the country," said John Fox of the University of Illinois. This was reported directly from the forum. This agreement was one of the few that the panel achieved without considerable argument.

Kenneth Douglas of Georgia Tech had started the panel off with the question, "Is every person entitled to a college education?" "Every person is entitled to go as far as his ability will take him," was the quick reply of Jean Fairfax of the American Friends Council. The group finally decided that education was a right rather than a privilege.

The panel discussed at some length the rights and wrongs of the public schools, such as state universities, which should admit everyone with the only prerequisite being academic ability. Although Fox stated flatly, "Non-sectarian private schools do not have the right to discriminate in any way," the panel agreed that private schools could discriminate, but only if the basis for the discrimination was openly announced. The group believed that in most cases colleges which discriminated were failing to educate their students in living and mixing with different racial and religious groups, and thus were not giving a liberal education.

The group strongly and unanimously agreed on the topic of "rationalism" to a training school by professional educators, such as the Arkansas Training School for the mentally subnormal. Professor Leo Gross of the Naval War College expressed his shock at the "rationalism" of several of the colleges involved.

In leading the way, as could be seen from the panel, the college should serve as no more than a guide for the administration decision and begin the removal of these restrictions from their national constituencies.

Professor Mann and Doctor Kilburn confer prior to the first session.

The Tech

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someone else pointed out that if the fraternity did not nationalize there was the possibility of another non-cooperative situation arising, and that the discussion was therefore crucial. It was pointed out that this often serves as a mask for discrimination and is impossible to determine without references to the racial, religious or ethnic background.

The group was unanimous in accepting the first resolution, which stated that "gentlemen's agreements" should be replaced by "gentlemen's discussions" to prevent abuse, as many other cases.
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The opportunity — To join a few men in a training program which will prepare you for a place in management with a growing organization that must maintain the highest type of intelligent administration. It is an opportunity in management operations in the Home Office rather than sales or sales management.

The job — If you are selected to join us, you will spend your first eight months in comprehensive training designed to qualify you as a Company management consultant. You will be trained in procedure analysis, production planning, management surveys, quality control, cost control, conference leadership, public relations, report writing, interviewing technique, and life insurance principles.

The future — Immediately following completion of training you may qualify for this unusual offer which will prepare you for a place in management with the various groups that they take action, and act in an advisory and co-operative role. They pointed out that, in the elimination of restrictive clauses on southern campuses, concerted action is desirable to protect the more liberal fraternity from being discriminated against by rushers heavily indoctrinated in prejudice and segregation. The panel suggested the establishment of a national clearing house and information center which would facilitate the exchange of ideas and methods of action. This would prove especially valuable in promoting inter-sectional communication. They thought that the operation of seminars during Brotherhood Week would prove valuable. They also advocated preventive action in universities not faced by the discrimination problem, feeling that the impending Knox increase in college enrollment would spread the issue to the parts of the country which are now or less free of it; and recommended that fraternity attempting to eliminate restrictive clauses in national organizations would do well to consult with their "chosen chapters". The panel closed their session on an optimistic note, reiterating their faith that discrimination was dying out and that they could spend its death if we . . . go back to our campuses and discuss what we have learned, start to act and do our part in the elimination of unwarranted discrimination and selectivity in the American university.

Burchard's Summary

(Continued from Page 1) is not present in large numbers . . . "I believe this fear to be a universal and fundamental thing . . . it is not limited to white people. It turns up in every race which has its own proud place to live, and vestiges of it remain with races which have lost that proud and private place."

Dean Burchard discussed at some length the question of inter-racial marriage and "mixed blood." He described fears in this area as coming in part from our relative ignorance about the effects of these blends.

In spite of the intermarriage taboo, however, he saw room for moderate optimism: "Louis Myers, in his famous book on . . . the Negro problem, lists what the American Negro wants in order of his wants, and lists also what the American white fears to give the Negro in order of the fears. What the Negro wants most, says Myers, is economic equality; what he wants least is intermarriage. What the white fears most is intermarriage; what he fears least is economic equality. Given these circumstances, Myers saw room for a good deal of compromise, and it is this kind of compromise that we shall be able to help bring about in our time. Meanwhile we had better set forgotten this larger and underlined problem."

So far, said Dean Burchard, we have made much progress. The question is: "How do we progress from here in—by compromise or by head on attack?" He reckoned that most of the speakers had viewed patterns, persistence, "On the whole, the consensus in the plastics anyway was reaching for a moderate and evolutionary approach, with a feeling that evolution was on the way."
"Views On Removal Of Restrictive Clauses

Debated By Dr. Woodward, Dean Wilson"

Two opposing viewpoints on the removal of restrictive clauses from the charters of fraternities featured in the American College 1945 are expressed. Dr. Eliot's argument is that the removal of fraternity membership restrictions would be a positive contribution to the college life and the interest of the college can best be served at this time by a program of radical reform. In April, 1946, the Board of Trustees voted that "each chapter of a fraternity shall formally advise the Board of Trustees that there is no restriction by reason of race, color, creed or creed affecting the selection of members." This was done by an October deadline. In my opinion, we are now at just the moment when the word 'discrimination' should be given top priority and not to mobilize in defense of a cause, but to try to shed light upon a complicated and baffling set of problems about which..." (Continued from page 2)

Keynote

"The noted Unitarian minister felt the theme of this conference without reservation. He argued that the problems centering about the word discrimination can be one of the most important tools to achieve competence, balance, and the sort of diversity that is among the ugliest things in democracy. Dr. Eliot felt that the basis for rational, ethical, and spiritual; and constructive discrimination can be one of the most important tools to achieve competence, balance, and the sort of diversity that is among the ugliest things in democracy." Dr. Eliot urged the delegates "that what we have come together to attempt is not to organize a crusade, nor to militate in defense of a cause, but to try to shed light upon a complicated and baffling set of problems about which..." He argued that the removal of fraternity membership restrictions would be a positive contribution to the college life and the interest of the college can best be served at this time by a program of radical reform. Dr. Woodward argued further on the importance of balancing between the right time and the wrong way. He emphasized that those criteria can be rational, ethical, and spiritual; and constructive discrimination can be one of the most important tools to achieve competence, balance, and the sort of diversity that is among the ugliest things in democracy. "The noted Unitarian minister felt the theme of this conference without reservation. He argued that the problems centering about the word discrimination can be one of the most important tools to achieve competence, balance, and the sort of diversity that is among the ugliest things in democracy. Dr. Eliot felt that the basis for rational, ethical, and spiritual; and constructive discrimination can be one of the most important tools to achieve competence, balance, and the sort of diversity that is among the ugliest things in democracy."

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