

Activity 4: School Integration: The Little Rock Crisis

10-5-57
pm 10-3-57
Box 40,
Anchorage, Alaska

Honorable Dwight D. Eisenhower
The President of the United States
Washington, D. C.

My dear Mr. President:

I want to applaud you on your actions concerning the Little Rock integration problem. I support you completely. No one can be allowed to take the law in their own hands, and no one can ever be allowed to go against the constitution and the President of the United States. What you did in calling in federal troops and federalizing the Arkansas National Guard is what you had to do. You are the chosen leader of our country. Your authority must never be challenged. I think you took the only course left open to you.

I am 17 years old and

17 SCHUYLER DR
CLARK, N.J.
OCT. 14, 1957

ack'd
11-15-57
ED

1
Civil Integration

DWIGHT D. EISENHOWER
PRESIDENT, UNITED STATE OF AMERICA
WASHINGTON, D.C.

DEAR MR. PRESIDENT:

W I HARDLY KNOW WHY I WRITE THIS TO YOU SINCE YOU WILL NEVER READ IT AND ABOUT ALL I CAN HOPE FOR IS MY LETTER WILL BE THROWN INTO THE SEGREGATION FILE RATHER THAN THE DESEGREGATION FILE. I SUPPOSE I WRITE BECAUSE I'M DEEPLY TROUBLED AND ANGRY TOO BECAUSE SO MANY OUTSIDE AGITATORS ARE CAUSING SO MUCH FRICTION THROUGHOUT THE SOUTH. MR. PRESIDENT YOUR WAY TO FORCE INTEGRATION IN SOUTHERN SCHOOLS IS NOT THE WAY UNLESS YOU ARE PREPARED TO OCCUPY EVERY CITY AND STATE IN THE DEEP SOUTH; YOU HAVEN'T HIT THE "HOT" STATES AND SMALL TOWNS YET. I PLEAD WITH YOU TO LET EACH CITY, COUNTY, AND STATE SOLVE THEIR OWN ISSUES AT THE POLLS WITHOUT PRESSURE FROM UNINFORMED AND DISINTERESTED PEOPLE. THE THREE SCHOOL SYSTEM IS THE BEST WAY TO HANDLE SCHOOL SEGREGATION PROBLEMS AND ABIDE BY THE LAW AND PLEASE ALL CONCERNED OR OTHERWISE. I STRONGLY URGE YOU COME OUT FOR WHITE, COLORED, AND MIXED SCHOOLS. DO NOT BE MISGUIDED BY RACIAL OPTIMONIST. PLEASE REMEMBER SOUTHERN CHRISTIANS BELIEVE IN THEIR WAY OF LIFE TOO.

Respectfully yours
Harold W. Allwright

Activity 4: School Integration: The Little Rock Crisis

Guiding Questions

- What arguments did Americans give either in support of or opposition to school integration and President Eisenhower's actions during the Little Rock Crisis?
- How have Americans expressed their opinions about important issues facing the nation?
- How has the Declaration of Independence's language continued to inspire Americans throughout history?

National Standards

National Center for History in the Schools History Standards

- *United States History Content Standards for Grades 5-12 United States Era 9 Standard A*
 - (5-12) Evaluate the Warren Court's reasoning in *Brown v. Board of Education* and its significance in advancing civil rights.
 - (5-12) Explain the resistance to civil rights in the South between 1954 and 1965.

National Standards for Civics and Government

- *NSGC.5-8.5.E.3* Students should be able to describe the means by which Americans can monitor and influence politics and government.

Common Core State Standards

- *CCSS.ELA-Literacy.RH.6-8.1* Cite specific textual evidence to support analysis of primary and secondary sources.
- *CCSS.ELA-Literacy.RH.6-8.2* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- *CCSS.ELA-Literacy.RH.6-8.4* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- *CCSS.ELA-Literacy.RH.6-8.6* Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

College, Career, & Civic Life C3 Framework for Social Studies State Standards

- *D2.Civ.2.6-8.* Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and office-holders).
- *D2.Civ.8.6-8.* Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

Educating for American Democracy Roadmap

- **Civic Participation:**
 - What are the responsibilities and opportunities of citizenship and civic agency in America's constitutional democracy?
 - *HDQ1.3B.* What forms does civic participation take? Who has access to different forms of participation, and how has that access changed over time?

Historical Context

The Little Rock Nine¹

As a response to the landmark 1954 U.S. Supreme Court ruling in *Brown v. Board of Education of Topeka*, which directed that “separate but equal educational facilities for racial minorities is inherently unequal violating the Equal Protection Clause of the Fourteenth Amendment,” the Little Rock School Board adopted a plan for gradual integration of its schools beginning with high schools in September 1957. Applicants for the integration process were vetted by members of the Arkansas NAACP and its president Daisy Gatson Bates. The students selected ranged in age from 14-17 and would come to be known as the Little Rock Nine.

On September 2, 1957, Arkansas Governor Orval Faubus announced he would be activating the Arkansas State National Guard to block any integration efforts at Central High School. A day later, Federal Judge Ronald Davies issued a ruling that desegregation at the school would continue as planned on September 4. The nine students arrived at the school on September 4 and were met by the Arkansas National Guard who would ultimately block their entry to the school.

In the following weeks, Judge Davies began legal proceedings against Governor Faubus, and President Eisenhower tried to persuade Faubus to remove the National Guard and allow the students to enter the school. On September 20, Judge Davies ordered the National Guard be removed from Little Rock and he replaced them with the police.

The students were escorted by police into Central High School on September 23, but were removed due to rioting outside the school. The following day, September 24, President Eisenhower activated 1200 members of the 101st Airborne Division, placing them in charge of the Arkansas National Guard. The Little Rock Nine, escorted by the troops, attended their first full day of school on September 25.

The 101st Airborne Division remained in Little Rock for the duration of the school year. The Little Rock Nine completed their first year at Central High School while being exposed to harassment and violence from students, staff and the community. The following year in September, Governor Faubus closed Little Rock’s high schools pending a public vote regarding integration. The community voted 19,470 to 7,561 against integration and the schools remained closed for the entire year.

The nine students involved in the integration of Central High School are Melba Pattillo Beals, Ph. D., Carlotta Walls, Elizabeth Eckford, Ernest Green, Gloria Ray Karlmark, Jefferson Thomas, Minnijean Brown Trickey, Terrence Roberts, and Thelma Mothershed. Each member of the group was awarded the Congressional Gold Medal by President Clinton.

¹ Excerpts from material available online at <https://unwritten-record.blogs.archives.gov/2017/08/30/60-years-on-the-little-rock-nine/>

Executive Order 10730: Desegregation of Central High School (1957)²

This executive order of September 23, 1957, signed by President Dwight Eisenhower, sent federal troops to maintain order and peace while the integration of Central High School in Little Rock, AR, took place.

On May 17, 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools were "inherently unequal" and ordered that U.S. public schools be desegregated "with all deliberate speed."

Within a week of the 1954 decision, Arkansas was one of two Southern states to announce it would begin immediately to take steps to comply with the *Brown* decision. Arkansas's law school had been integrated since 1949, and seven of its eight state universities had desegregated. African Americans had been appointed to state boards and elected to local offices. It had already desegregated its public buses as well as its zoo, library, and parks system.

In the summer of 1957, the city of Little Rock made plans to desegregate its public schools. Little Rock's school board had voted unanimously for a plan that started with the desegregation of the high school in 1957, followed by junior high schools the next year, and elementary schools following.

In September, nine Black students – collectively known as the "Little Rock Nine" – enrolled at Central High School in Little Rock. The ensuing struggle between segregationists and integrationists, Arkansas Governor Orval Faubus, and the federal government (especially President Dwight D. Eisenhower himself) became known as the "Little Rock Crisis."

The night before school was to start, on September 2, Governor Faubus announced that he had called out the state's National Guard to surround Little Rock Central High School and preserve order. He explained that he was taking this action to protect citizens and property from possible violence by protesters he claimed were headed in caravans toward Little Rock.

On September 4, the nine Black students attempted to enter Central High. The students had planned to meet and enter as a group; though one student, Elizabeth Eckford, did not receive this news and attempted to enter the school by herself, only to be threatened and harassed by an angry mob of segregationists. The students were turned away and denied entry by the Arkansas National Guard. That evening, Governor Faubus revealed that he had ordered the National Guard to prevent the Black students from entering.

President Eisenhower, who was vacationing in Newport, RI, invited Governor Faubus to meet him at the Naval Base at Newport to discuss the tense situation. In the meeting, Faubus indicated that he would respect the desegregation order. Eisenhower therefore suggested that Faubus not necessarily withdraw the National Guard troops, but instruct them to preserve order and allow the Black students to attend Central High.

However, once back in Little Rock, Governor Faubus withdrew the National Guard. A few days later, when the Black students entered the school, a full-scale riot erupted. The situation was quickly out of control, as

² Available online at <https://www.archives.gov/milestone-documents/executive-order-10730>

Governor Faubus failed to stop the violence. Finally, Congressman Brooks Hays and Little Rock Mayor Woodrow Mann asked the federal government for help, first in the form of U.S. marshals.

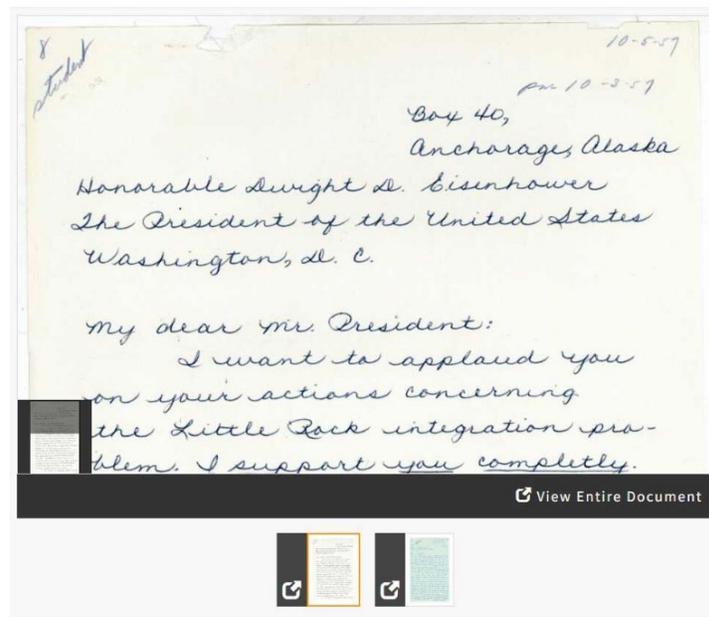
President Dwight D. Eisenhower, as the chief law enforcement officer of the United States, was presented with a difficult problem. He was required to uphold the Constitution and the laws, but he also wanted to avoid a bloody confrontation in Arkansas. With Executive Order 10730, the President placed the Arkansas National Guard under federal control and sent 1,000 U.S. Army paratroopers from the 101st Airborne Division to assist them in restoring order in Little Rock.

Educational Activity

School Integration: The Little Rock Crisis

In this activity, students will compare and contrast two letters written to President Dwight D. Eisenhower about the desegregation of Central High School in Little Rock, Arkansas to analyze differing perspectives on school integration. Estimated time: 45 minutes

A digital version of this activity is available on DocsTeach, the online tool for teaching with documents from the National Archives. The [teacher page](#) provides an overview of the activity and suggested teaching instructions. Students can access the [student page](#) on their devices, or you can project or screen share the activity with the whole class.



Teaching Instructions

This activity can be used in units about the Civil Rights Movement, or a civic lesson about the Declaration of Independence. For grades 6-8.

As a warm-up exercise, ask students to compare and contrast two images taken of Virginia public schools in 1948: one from a school open to White children only, and the other from a school for Black children. Potential discussion questions include:

- What objects (things) do you see?
- Which area of the school do you think is shown in the photograph? Why do you think this?
- What similarities and differences do you notice between the photographs?

Then, discuss the following background information with students.

The first image, [View of the Boys Bathroom at Gloucester Training School](#), shows the boys bathroom stall at the Gloucester Training High School (the school for Black students). It's a single stall located outside with no running water. The second image, [View of the Girls Bathroom at Botetourt High School](#), shows a girls bathroom at Botetourt High School (the school for White students) with at least five private indoor stalls, a small vanity mirror, and running water.

Explain to students that these photographs demonstrate the unequal conditions of segregated public schools. Though these schools were, in theory, meant to be “separate but equal” education facilities, Botetourt had central heating, central plumbing, and smaller class sizes. Gloucester Training School had outdoor bathrooms, no central heat, and overcrowded classrooms. The school district spent significantly more money in the White school than they did in the Black school. The average annual cost per student at Botetourt was \$81.63, versus \$51.49 at Gloucester Training High School.

For more information on the photographs and examples of additional image analysis questions, see the [Separate and Unequal: Analyzing Photographs of Virginia Schools](#) DocsTeach Activity.

In preparation for the main activity, share the following historical context, if needed:

In 1896, the Supreme Court determined in [Plessy v. Ferguson](#) that racially segregated facilities (including public schools) were constitutional as long as these facilities were “separate but equal.” Across the country, Black students attended segregated public schools that were typically overcrowded and underfunded compared to local schools for White children only. However, in 1954, the Supreme Court ruled in [Brown v. Board of Education of Topeka, Kansas](#) that segregated public schools were “inherently unequal.” In doing so, the Court declared racial segregation in public schools unconstitutional. To implement its ruling, the Court ordered states to begin desegregation in public schools “with all deliberate speed.” In this activity, students will compare and contrast two letters from the National Archives collection to investigate the varying opinions that Americans held toward the desegregation of Central High School in Little Rock, Arkansas.

Direct students to begin the main activity, which can be done individually or in pairs. Students will be instructed to analyze two letters written to President Eisenhower regarding school integration: one in favor and one opposed. If using the digital version of this activity on DocsTeach, direct students to click on "View Entire Document" to see all pages of the document and to read a transcript of the hand-written letters.

For each letter, students should answer the following questions:

- Who wrote the letter? What can we learn about the author from the document?
- Why did the author write the letter? Quote evidence from the document that tells you this.
- What was happening at the time in history this letter was created?

Then, ask students to compare and contrast the two letters by answering the following question:

- What similarities and differences do you notice in the letters' style, tone, and message?

After completing their analysis, direct students to the following questions and lead a discussion based on their responses. If using the digital version of this activity on DocsTeach, students should click on "When You're Done" to access the final discussion questions presented below:

- How did the authors support their stance either for or against school integration? What similarities and differences do you notice in their arguments?
- How do both authors refer to foundational documents (e.g., the Constitution) or political rights (e.g., voting) to advance their viewpoints?

If needed, as a part of the activity, provide students with the following historical context on the Little Rock Crisis:

*On May 17, 1954, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools were "inherently unequal" and ordered that U.S. public schools be desegregated "with all deliberate speed." In response to the ruling, Little Rock's school board voted unanimously for a school integration plan that started with the desegregation of the high school in 1957, followed by junior high schools the next year, and elementary schools following. In September, nine Black students – collectively known as the "Little Rock Nine" – enrolled at Central High School in Little Rock. The ensuing struggle between segregationists and integrationists, Arkansas Governor Orval Faubus, and the federal government (especially President Dwight D. Eisenhower himself) became known as the "Little Rock Crisis."*

On September 4, the nine Black students attempted to enter Central High. The students were turned away and denied entry by the Arkansas National Guard. That evening, Governor Faubus revealed that he had ordered the National Guard to prevent the Black students from entering.

President Dwight D. Eisenhower, as the chief law enforcement officer of the United States, was presented with a difficult problem. He was required to uphold the Constitution and the laws, but he also wanted to avoid a bloody confrontation in Arkansas. With Executive Order 10730, the President placed the Arkansas National Guard under federal control and sent 1,000 U.S. Army paratroopers from the 101st Airborne Division to assist them in restoring order in Little Rock.

Connection to the Declaration of Independence: If using this activity as part of a broader civics lesson, explain to students that, in the longest section of the Declaration of Independence, colonists submitted facts to a candid world, or a list of grievances, against King George III justifying their decision to declare independence from Great Britain. While the authors of the two letters examined in this activity have different opinions on school integration, both authors "submit facts" or reasons to President Eisenhower to support their stance. In fact, both authors rely on foundational documents (e.g., the Constitution) or political rights (e.g., voting) to advance their claims.

Educational Activity Resources



View of the Boys Bathroom at Gloucester Training School

<https://www.docsteach.org/documents/document/boys-bathroom-gloucester-training-school/>



View of the Girls Bathroom at Botetourt High School
<https://www.docsteach.org/documents/document/botetourt-girls-bathroom>

8
student

10-5-57

pm 10-3-57

Box 40,
Anchorage, Alaska

Honorable Dwight D. Eisenhower
The President of the United States
Washington, D. C.

my dear Mr. President:

I want to applaud you
on your actions concerning
the Little Rock integration pro-
blem. I support you completely.
Noone can be allowed to take
the law in their own hands,
and noone can ever be allowed
to go against the constitution
and the President of the United
States. What you did in
calling in Federal troops and
federalizing the Arkansas Nation-
al Guard is what you had
to do. You are the chosen
leader of our country. Your auth-
ority must never be challenged.
I think you took the only
course left open to you.

I am 17 years old and

Letter to President Dwight D. Eisenhower from Elaine Atwood In Favor of School Integration
<https://www.docsteach.org/documents/document/letter-to-president-eisenhower-from-elaine-atwood>

1
Civil Integration

17 SCHUYLER DR
CLARK, N.J.
OCT. 14, 1957

ack'd
11-15-57
KS.

DWIGHT D. EISENHOWER
PRESIDENT, UNITED STATE OF AMERICA
WASHINGTON, D.C.

DEAR MR. PRESIDENT:

I HARDLY KNOW WHY I WRITE THIS TO YOU SINCE YOU WILL NEVER READ IT AND ABOUT ALL I CAN HOPE FOR IS MY LETTER WILL BE THROWN INTO THE SEGREGATION PILE RATHER THAN THE DESEGREGATION PILE. I SUPPOSE I WRITE BECAUSE I'M DEEPLY TROUBLED AND ANGRY TOO BECAUSE SO MANY OUTSIDE AGITATORS ARE CAUSING SO MUCH FRICTION THROUGHOUT THE SOUTH. MR. PRESIDENT YOUR WAY TO FORCE INTEGRATION IN SOUTHERN SCHOOLS IS NOT THE WAY UNLESS YOU ARE PREPARED TO OCCUPY EVERY CITY AND STATE IN THE DEEP SOUTH; YOU HAVEN'T HIT THE "HOT" STATES AND SMALL TOWNS YET. I PLEAD WITH YOU TO LET EACH CITY, COUNTY, AND STATE SOLVE THEIR OWN ISSUES AT THE POLLS WITHOUT PRESSURE FROM UNINFORMED AND DISINTERESTED PEOPLE. THE THREE SCHOOL SYSTEM IS THE BEST WAY TO HANDLE SCHOOL SEGREGATION PROBLEMS AND ABIDE BY THE LAW AND PLEASE ALL CONCERNED OR OTHERWISE. I STRONGLY URGE YOU COME OUT FOR, WHITE, COLORED, AND MIXED SCHOOLS. DO NOT BE MISGUIDED BY POLITICAL OPPORTUNIST. PLEASE REMEMBER SOUTHERN CHRISTIANS BELIEVE IN THEIR WAY OF LIFE TOO.

RESPECTFULLY YOURS
Charles W. Albright

Letter to President Dwight D. Eisenhower from Charles W. Albright Against School Integration

<https://www.docsteach.org/documents/document/letter-eisenhower-school-integration>

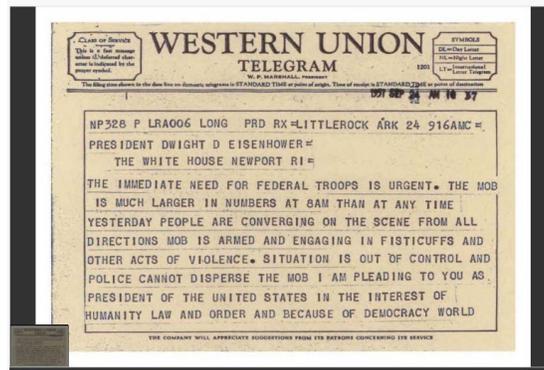
Supplemental Educational Resources

The following educational activities and resources are designed to support student learning. These activities are not required. Feel free to facilitate only the activities that you think would be most helpful for your students.

1. Little Rock 1957: Mayor Plea for Assistance

In this activity, students will analyze the telegram from the Mayor of Little Rock, Arkansas to President Dwight Eisenhower pleading for assistance as he thinks violence is imminent during the Little Rock Crisis involving the integration of Little Rock Central High School. Estimated time: 15-20 minutes.

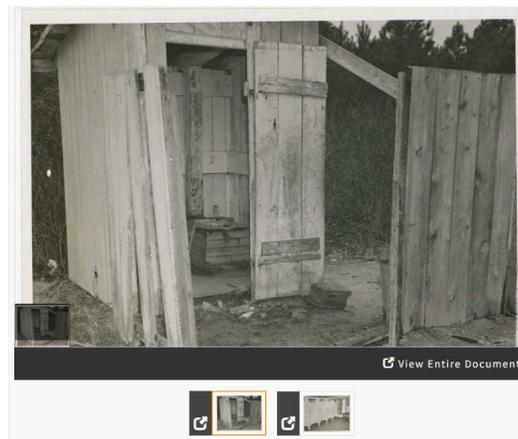
The [teacher page](#) provides an overview of the activity and suggested teaching instructions. Students can access the [student page](#) on their devices, or you can project or screen share the activity with the whole class.



2. Separate and Unequal: Analyzing Photographs of Virginia Schools

In this activity, students will compare and contrast two images taken in Virginia public schools in 1948: one from a school open to White children only, and the other from a school for Black children. Students will explore these images to discuss the differences in public school accommodations in a segregated school district. Estimated time: 20-30 minutes.

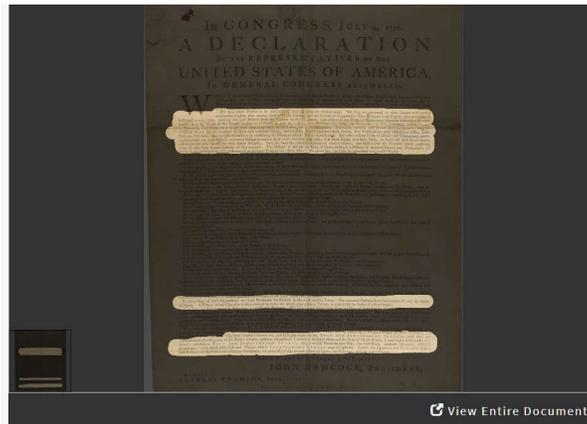
The [teacher page](#) provides an overview of the activity and suggested teaching instructions. Students can access the [student page](#) on their devices, or you can project or screen share the activity with the whole class.



3. Excerpts from the Declaration of Independence

In this activity, students will examine excerpts from the Dunlap Broadside, the first printed and distributed copy of the Declaration of Independence. Estimated time: 20 minutes.

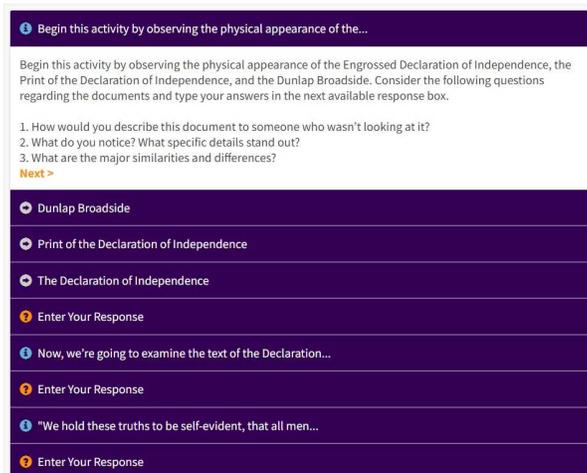
The [teacher page](#) provides an overview of the activity and suggested teaching instructions. Students can access the [student page](#) on their devices, or you can project or screen share the activity with the whole class.



4. Facts Submitted to a Candid World: A Close Reading of the Declaration of Independence

In this activity, students will explore the Declaration of Independence through a close reading. They will examine the different versions and sections of the Declaration of Independence with particular attention paid to the Preamble and selections from the list of grievances. Estimated time: 45-60 minutes.

The [teacher page](#) provides an overview of the activity and suggested teaching instructions. Students can access the [student page](#) on their devices, or you can project or screen share the activity with the whole class.



5. Executive Order 10730 Desegregating Central High School (1957)

EXECUTIVE ORDER

PROVIDING ASSISTANCE FOR THE REMOVAL OF AN OBSTRUCTION
OF JUSTICE WITHIN THE STATE OF ARKANSAS

WHEREAS on September 23, 1957, I issued Proclamation No.
3204 reading in part as follows:

"WHEREAS certain persons in the State of Arkansas, individually and in unlawful assemblages, combinations, and conspiracies, have wilfully obstructed the enforcement of orders of the United States District Court for the Eastern District of Arkansas with respect to matters relating to enrollment and attendance at public schools, particularly at Central High School, located in Little Rock School District, Little Rock, Arkansas; and

"WHEREAS such wilful obstruction of justice hinders the execution of the laws of that state and of the United States, and makes it impracticable to enforce such laws by the ordinary course of judicial proceedings; and

"WHEREAS such obstruction of justice constitutes a denial of the equal protection of the laws secured by the Constitution of the United States and impedes the course of justice under those laws:

"NOW, THEREFORE, I, DWIGHT D. EISENHOWER, President of the United States, under and by virtue of the authority vested in me by the Constitution and statutes of the United States, including Chapter 15 of Title 10 of the United States Code, particularly sections 332, 333 and 334 thereof, do command all persons engaged in such obstruction of justice to cease and desist therefrom, and to disperse forthwith;" and

WHEREAS the command contained in that Proclamation has not been obeyed and wilful obstruction of enforcement of said court orders still exists and threatens to continue:

<https://www.docsteach.org/documents/document/executive-order-10730>

6. Press release relating to a radio and television speech delivered by President Dwight D. Eisenhower regarding the integration crisis at Central High School in Little Rock, Arkansas (1957)

FOR RELEASE AT 9:00 P. M. EDT, SEPTEMBER 24, 1957

James C. Hagerty, Press Secretary to the President

THE WHITE HOUSE

TEXT OF THE ADDRESS BY THE PRESIDENT
OF THE UNITED STATES, DELIVERED FROM
HIS OFFICE AT THE WHITE HOUSE, TUESDAY,
SEPTEMBER 24, 1957, AT 9:00 P. M. EDT

My Fellow Citizens:

For a few minutes I want to speak to you about the serious situation that has arisen in Little Rock. For this talk I have come to the President's office in the White House. I could have spoken from Rhode Island, but I felt that, in speaking from the house of Lincoln, of Jackson and of Wilson, my words would more clearly convey both the sadness I feel in the action I was compelled today to take and the firmness with which I intend to pursue this course until the orders of the Federal Court at Little Rock can be executed without unlawful interference.

In that city, under the leadership of demagogic extremists, disorderly mobs have deliberately prevented the carrying out of proper orders from a Federal Court. Local authorities have not eliminated that violent opposition and, under the law, I yesterday issued a Proclamation calling upon the mob to disperse.

This morning the mob again gathered in front of the Central High School of Little Rock, obviously for the purpose of again preventing the carrying out of the Court's order relating to the admission of Negro children to the school.

Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues.

It is important that the reasons for my action be understood by all citizens.

As you know, the Supreme Court of the United States has decided that separate public educational facilities for the races are inherently unequal and therefore compulsory school segregation laws are unconstitutional.

more

<https://www.docsteach.org/documents/document/press-release>

7. Nine from Little Rock-Video (1964)



<https://www.docsteach.org/documents/document/nine-from-little-rock>

8. Opinion in *Brown v. Board of Education* (1954)

5-~~11~~ File

SUPREME COURT OF THE UNITED STATES

Nos. 1, 2, 4 AND 10.—OCTOBER TERM, 1953.

1 Oliver Brown, et al.,
Appellants,
v.
Board of Education of Topeka, Shawnee County, Kansas, et al. } On Appeal From the United States District Court for the District of Kansas.

2 Harry Briggs, Jr., et al.,
Appellants,
v.
R. W. Elliott, et al. } On Appeal From the United States District Court for the Eastern District of South Carolina.

4 Dorothy E. Davis, et al.,
Appellants,
v.
County School Board of Prince Edward County, Virginia, et al. } On Appeal From the United States District Court for the Eastern District of Virginia.

10 Francis B. Gebhart, et al.,
Petitioners,
v.
Ethel Louise Belton, et al. } On Writ of Certiorari to the Supreme Court of Delaware.

[May 17, 1954.]

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

These cases come to us from the States of Kansas, South Carolina, Virginia, and Delaware. They are premised on different facts and different local conditions,