

President Eisenhower, Executive Order 10730, and the Crisis in Little Rock



*President Eisenhower broadcasts his concerns about the Little Rock crisis,
September 24, 1957. (National Archives) 72-2433-9*

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

TL TEACHING LITERACY
TH THROUGH HISTORY

President Eisenhower, Executive Order 10730, and the Crisis in Little Rock

BY TIM BAILEY

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original materials of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary and secondary sources.

In these three lessons the students will analyze and assess Executive Order 10730, which was issued by President Dwight D. Eisenhower on September 23, 1957, in response to a crisis concerning the integration of Central High School in Little Rock, Arkansas. Additionally, the students will compare and contrast reactions to President Eisenhower's executive order by examining and evaluating letters that were written to the White House by American citizens in response to this policy. The students will use close textual analysis to draw conclusions and present arguments as directed in each lesson. They will compose a persuasive essay supported by textual evidence from the documents to express and defend their viewpoints.

UNIT OBJECTIVES

Students will be able to

- Close read informational text for comprehension and critical analysis
- Identify, interpret, explain, and evaluate the main ideas in primary and secondary source documents
- Cite evidence to support responses to critical thinking questions
- Analyze and assess the similarities and differences in arguments presented in primary source documents
- Develop and defend a viewpoint citing evidence from primary source documents
- Collaborate effectively with classmates to develop and express positions and viewpoints (in both small-group and whole-class discussions and in written responses)

NUMBER OF CLASS PERIODS: 3

GRADE LEVEL(S): 7–12

ESSENTIAL QUESTIONS

- Was Executive Order 10730 an appropriate and effective exercise of presidential power to enforce school integration?
- Was President Eisenhower justified in using federal troops and the National Guard to enforce judicial decisions in favor of school integration?
- To what extent can presidential actions positively change racial attitudes and mores?

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.8: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LESSON 1

OBJECTIVES

In this lesson the students will read, analyze, and assess both a secondary source that provides background information and historical context for Executive Order 10730 and the executive order itself. They will use the lesson's two activity sheets to facilitate a close reading of both texts. Students' comprehension will be evaluated through small-group and whole-class discussions and their successful completion of the two organizers.

HISTORICAL BACKGROUND

The US Supreme Court's unanimous decision in the landmark case of *Brown v. Board of Education of Topeka* (1954) was a turning point in the Civil Rights Movement. The Supreme Court based its decision on both legal arguments and psychological evidence that demonstrated that African American children often experienced feelings of inferiority as a result of living in a discriminatory and segregated society. Therefore, segregated facilities, such as schools, could not be equal because of their inherent negative impact on African Americans. The Court asserted that segregated schools violated the Fourteenth Amendment's guarantee of equal protection of the laws, for "separate facilities are inherently unequal." Subsequently, the Supreme Court ordered that segregation in schools must end with "all deliberate speed." This ruling in *Brown v. Board of Education of Topeka* (1954) reversed the Supreme Court's previous decision in *Plessy v. Ferguson* (1896), which had stipulated that racial segregation of public facilities, such as hotels, railroads, restaurants, schools, etc., was constitutional if those facilities were "separate but equal" in quality.

Many states and school districts, especially in the Deep South, strongly resisted the desegregation of their schools, either by closing their public schools or preventing African American students from entering schools that had been attended by only white students. The first major challenge to the *Brown v. Board of Education* decision occurred in Little Rock, Arkansas, when Governor Orval Faubus disregarded the Little Rock Board of Education's proposed desegregation plan, alleged that violence was imminent, and posted units of the Arkansas National Guard around the city's Central High School to prevent nine African American students from entering the school building. After a conversation with Eisenhower, Faubus withdrew the National Guard. The nine African American students attempted to enter Central High School through a rear door. Chaos and violence ensued as a white mob rushed the school building and was barely restrained by the local police.

Although President Dwight Eisenhower was reluctant to intervene in this local crisis and had some reservations about the *Brown* decision, he recognized that Governor Faubus's actions undermined the power of the federal government and challenged the constitutional authority of the US Supreme Court. Therefore, on September 23, 1957, the President issued Executive Order 10730, which federalized the Arkansas National Guard and sent one thousand US Army soldiers to Little Rock to restore and maintain order, enforce the Supreme Court's desegregation decision, and protect the African American students.

MATERIALS

- "Executive Order 10730: Desegregation of Central High School (1957)," *100 Milestone Documents*, US National Archives & Records Administration, <http://www.ourdocuments.gov>
- Critical Thinking Questions: "Executive Order 10730: Desegregation of Central High School (1957)"
- Dwight D. Eisenhower, Executive Order 10730: Providing Assistance for the Removal of an Obstruction of Justice within the State of Arkansas, September 23, 1957, 22 FR [Federal Register] 7628 (1957), www.govinfo.gov
- Document Analysis: Executive Order 10730

PROCEDURE

At your discretion you may choose to have the students do the lesson individually, as partners, or in small groups of no more than three or four students.

1. Discuss the information in the introduction, but do not provide extensive historical background at this point so that the students can discover the meaning of the text as they read.
2. Hand out “Executive Order 10730: Desegregation of Central High School (1957)” and the accompanying Critical Thinking Questions activity sheet. Ensure that the students can distinguish between primary and secondary sources.
3. Decide whether the text is at a level that is manageable for your students on an independent reading level. If it is, then let them do a close reading of the text and complete the activity sheet.
4. If the text is more challenging for your students, then “share read” the document with the class. To share read, have the students follow along silently while you begin reading aloud, modeling prosody, inflection, and punctuation. Ask the class to join in with the reading after a few sentences while you continue to read along with the students, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
5. The students should now reread the document and use the critical thinking questions to guide their reading. If you are having students work with partners or in groups, let them negotiate the best answers. Students can brainstorm as partners or small groups, but they must complete their own activity sheets. Emphasize that they are to use the author’s own words as evidence to support their answers.
6. Class discussion: Have students share their answers to the critical thinking questions. Compare the responses from different students or groups.
7. Hand out Executive Order 10730. This text is more difficult than the previous document. If it is manageable for your students on an independent reading level, let them do a close reading of the text; if not, then share read it with the students as described above.
8. Students will now select the reasons for and actions resulting from this Executive Order, completing the activity sheet, and share their conclusions as part of a larger class discussion.

LESSON 2

OBJECTIVES

In this lesson the students will read letters written by American citizens criticizing President Dwight Eisenhower and his handling of the school desegregation crisis in Little Rock, Arkansas. These letters convey the concerns of a large proportion of the American public regarding racial integration in 1957. The students will examine and evaluate the letters and gain an understanding of the issues and arguments expressed in them. The students will then select and analyze important phrases and/or sentences from these letters and assess their significance. Successful completion of this activity sheet as well as the quality of the students' participation in small-group and whole-class discussions will demonstrate their level of comprehension about these issues.

HISTORICAL BACKGROUND

The school desegregation crisis in Little Rock, Arkansas, elicited strong reactions from many Americans. Some supported the President's decision to federalize the Arkansas National Guard and send US soldiers to protect the African American students integrating Little Rock's Central High School. Indeed, Eisenhower was the first president since the Reconstruction era to employ federal troops to protect the rights of African Americans. Other Americans vehemently opposed forced school integration and felt the President's actions undermined patriotism, public safety, and states' rights. Their letters allow us to take a very close look at what people were feeling and thinking about segregation or integration in the nation's schools as well as President Eisenhower's handling of the situation.

Governor Orval Faubus and the Arkansas legislature challenged the constitutional validity of the Supreme Court's *Brown* decision and whether state officials had to submit to federal court orders. In *Cooper v. Aaron* (1958), the Supreme Court unanimously ruled that "the interpretation of the Fourteenth Amendment enunciated by this Court in the *Brown* case (1954) is the Supreme law of the land."

MATERIALS

- Five Letters Written in Opposition to Executive Order 10730, "Civil Rights: Citizens' Letters on the Little Rock Crisis," Eisenhower Presidential Library, Museum and Boyhood Home, <https://www.eisenhowerlibrary.gov>
 - Letter from Mrs. Maxine G. Allison, September 23, 1957
 - Letter from Mrs. W. D. Alexander, September 25, 1957
 - Letter from the Rev. Fr. Richard P. Adair, September 25, 1957
 - Letter from Mrs. Ava Johnson Aycock, October 10, 1957
 - Letter from Mr. Bridger B. Allen, November 26, 1957
- Key Phrases: Opposing Executive Order 10730

PROCEDURE

You may choose to have the students do the lesson individually, as partners, or in small groups of no more than three or four.

1. Discuss the information in the Historical Background.
2. Hand out the five letters for this lesson and the activity sheet. You may decide whether each student or group will read and analyze all five letters or whether each should be assigned one letter for in-depth analysis and then share their analysis in a “jigsaw” approach with their classmates.
3. If the text is at a level that is manageable for your students, let them do a close reading of the text and complete the activity sheet. If the text level is more challenging, then share read the letters with the students as described in Lesson 1.
4. The students should now reread the letters and use the activity sheet to guide their reading. If you are having students work with partners or in groups, let them negotiate their answers. However, they must complete their own activity sheet in order to complete the assignment. Please remember to emphasize that they are to use the author’s own words as evidence for their answers.
5. The important aspect of this lesson is to have students discuss and decide which particular phrase or statement in the letter best communicates what the letter’s author was thinking or feeling about these issues. Students must be able to explain why they think that phrase is important or significant.
6. Class discussion: Have groups or individual students share their responses. Compare those with the responses from other students or groups.

LESSON 3

OBJECTIVES

In this lesson the students will read letters written by American citizens supporting President Dwight Eisenhower and his handling of the school desegregation crisis in Little Rock, Arkansas. These letters convey the support of many Americans for the developing Civil Rights Movement. However, they also address concerns over race relations in the United States. The students will examine and evaluate the letters and gain an understanding of the issues and arguments expressed in them. The students will then select and analyze important phrases and/or sentences from these letters and assess their significance. Successful completion of this activity sheet and the quality of the students' participation in small-group and whole-class discussions will demonstrate their level of comprehension about these issues.

HISTORICAL BACKGROUND

Refer to the Historical Background in Lessons 1 and 2.

MATERIALS

- Five Letters Written in Support of Executive Order 10730, "Civil Rights: Citizens' Letters on the Little Rock Crisis," Eisenhower Presidential Library, Museum and Boyhood Home, <https://www.eisenhowerlibrary.gov>
 - Letter from Mrs. Evelyn Grimes Allen, September 25, 1957
 - Letter from Mr. Charles Alexander, October 5, 1957
 - Letter from Miss Elaine Atwood, October 5, 1957 (Transcript provided if necessary)
 - Letter from Mr. H. E. Anderson, October 10, 1957
 - Letter from Mr. Ira L. Aldridge, November 1, 1957
- Key Phrases: Supporting Executive Order 10730

PROCEDURE

You may choose to have the students do the lesson individually, as partners, or in small groups of no more than three or four students.

1. Discuss the information in the Historical Background for Lessons 1 and 2.
2. Hand out the five letters for this lesson and the activity sheet. You may decide whether each student or group will read and analyze all five letters or whether each should be assigned one letter for in-depth analysis and then share their analysis in a "jigsaw" approach with their classmates.
3. If the text is at a level that is manageable for your students, let them do a close reading of the text and complete the worksheet. If the text level is more challenging, then share read the letters with the students as described in Lesson 1.

4. The students should now reread the letters and use the activity sheet to guide their reading. If you are having students work with partners or in groups, let them negotiate their answers. Students can brainstorm as partners or small groups, but they must complete their own organizer in order to complete the assignment. Please remember to emphasize that they are to use the author's own words as evidence for their answers.
5. The important aspect of this lesson is to have students discuss and decide which particular phrase or statement in the letter best communicates what the letter's author was thinking or feeling about these issues. Students must be able to explain why they think that phrase is important or significant.
6. Class discussion: Have groups or individual students share their responses. Compare those with the responses from other students or groups.

APPLICATION AND EXTENSION ACTIVITIES (OPTIONAL)

Activity No. 1: Students will find the similarities and differences in the arguments and concerns brought out in these letters. They could also try to identify the demographics of who is supporting which opinion and where they are located in the country. The students can write a short essay on these topics supported by evidence from the primary sources.

Activity No. 2: As a final summary, the students could complete an "Exit Card" assessment or write a brief persuasive essay response to any of the unit's essential questions. In this persuasive essay the students should use evidence from the documents to support their positions.

- Was Executive Order 10730 an appropriate and effective exercise of presidential power to enforce school integration?
- Was President Eisenhower justified in using federal troops and the National Guard to enforce judicial decisions in favor of school integration?
- To what extent can presidential actions positively change racial attitudes and mores? (*Case Study*: the integration of Central High School in Little Rock, Arkansas)

“Executive Order 10730: Desegregation of Central High School (1957),”
100 Milestone Documents, US National Archives & Records Administration

On May 17, 1954, the U.S. Supreme Court ruled in *Brown v. Topeka 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. Blacks 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 1957, nine African American students enrolled at Central High School in Little Rock. The ensuing struggle between segregationists and integrationists, the Governor of the State of Arkansas and the Federal Government, President Dwight D. Eisenhower and Arkansas Governor Orval Faubus became known as the “Little Rock Crisis.”

On September 2, the night before school was to start, Arkansas Governor Orval Faubus called out the state’s National Guard to surround Little Rock Central High School and prevent any black students from entering. The Governor explained that his action was taken to protect citizens and property from possible violence by protesters he claimed were headed in caravans toward Little Rock. President Eisenhower, who was vacationing in Newport, RI, arranged to meet Governor Faubus to discuss the tense situation. In their brief meeting in Newport, Eisenhower thought Faubus had agreed to enroll the African American students, so he told Faubus that his National Guard troops could stay at Central High and enforce order. However, once back in Little Rock, Governor Faubus withdrew the National Guard.

A few days later, when nine African American students slipped into the school to enroll, a full-scale riot erupted. The situation was quickly out of control, as 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.

NAME

PERIOD

DATE

Critical Thinking Questions: “Executive Order 10730: Desegregation of Central High School (1957)”

You must cite examples from the text in your answers to these questions.

1. Why did the Supreme Court in *Brown v. Board of Education* decide to desegregate schools?

2. What was the state of desegregation in Arkansas in 1957?

3. How did Governor Orval Faubus justify his actions just before the opening of school at Central High?

4. Why did Governor Faubus withdraw the National Guard from Central High School?

5. How did the events in Little Rock put President Eisenhower in a difficult position?

Executive Order 10730: 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:

NOW, THEREFORE, by virtue of the authority vested in me by the Constitution and Statutes of the United States, including Chapter 15 of Title 10, particularly sections 332, 333 and 334 thereof, and section 301 of Title 3 of the United States Code, It is hereby ordered as follows:

SECTION 1. I hereby authorize and direct the Secretary of Defense to order into the active military service of the United States as he may deem appropriate to carry out the purposes of this Order, any or all of the units of the National Guard of the United States and of the Air National Guard of the United States within the State of Arkansas to serve in the active military service of the United States for an indefinite period and until relieved by appropriate orders.

SEC. 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

SEC. 3. In furtherance of the enforcement of the aforementioned orders of the United States District Court for the Eastern District of Arkansas, the Secretary of Defense is authorized to use such of the armed forces of the United States as he may deem necessary.

SEC. 4. The Secretary of Defense is authorized to delegate to the Secretary of the Army or the Secretary of the Air Force, or both, any of the authority conferred upon him by this Order.

DWIGHT D. EISENHOWER
THE WHITE HOUSE,
September 24, 1957.

NAME

PERIOD

DATE

Document Analysis: Executive Order 10730

Reasons: Choose three examples from this executive order that explain why the President is taking this action.

Selection 1:

Selection 2:

Selection 3:

Results: Choose three examples of what will happen because of this executive order.

Selection 1:

Selection 2:

Selection 3:

Letter from Mrs. Maxine G. Allison, September 23, 1957

MAXINE G. ALLISON
4610 GALVESTON STREET
BEAUMONT, TEXAS

SEPTEMBER 23, 1957

PRESIDENT DWIGHT D. EISENHOWER
WHITE HOUSE
WASHINGTON, D. C.

DEAR SIR:

THIS IS A LETTER CONCERNING INTEGRATION IN MY NATIVE STATE, ARKANSAS, AND IN THE STATE IN WHICH I NOW LIVE, TEXAS. I WROTE THE FIRST DRAFT OF THIS LETTER THIS MORNING AND IN THE COURSE OF TODAY'S INCIDENTS; I FIND IT NECESSARY TO REWRITE IT--WITH MORE "PUNCH".

I HAVE JUST LISTENED TO THE PRESIDENT'S ADDRESS TO THE NATION. UP UNTIL TODAY I WAS SATISFIED DISCUSSING THE ISSUES WITH NEIGHBORS AND FRIENDS; HOWEVER, TODAY I WISH TO BE HEARD BY THE EXECUTIVE BODY OF OUR NATION.

PRESIDENT EISENHOWER, YOU HAVE JUST SUCCEEDED IN POURING SALT IN AN ALREADY GAPING WOUND INFLICTED ON THE SOUTHERN PEOPLE. YOUR BACKGROUND FOR TODAY'S SPEECH WAS INDEED EFFECTIVE AND DRAMATIC; HOWEVER, I DOUBT IF YOUR TALK WILL EVER BE IN THE HISTORY BOOKS IN THE SAME CATEGORY WITH THE GETTYSBURG ADDRESS.

THE SOUTHERN PEOPLE OF OUR LAND HAVE A DIGNITY AND PRIDE THAT STANDS OUT AS IN NO OTHER PART OF THE NATION. I BELIEVE THE SUPREME COURT FIRST STEPPED ON THE TOES OF THE SOUTHERN PEOPLE BY AN INJUNCTION AGAINST GOVERNOR FAUBUS, WHO FORSAW THE VIOLENCE IN LITTLE ROCK.

IF THE JUDICIAL BODIES IN WASHINGTON MEAN TO SET THE LITTLE ROCK INCIDENT AS AN EXAMPLE TO THE REST OF THE SOUTHERN STATES----I SAY TO LOOK AGAIN! RECOUNT THE STEPS YOU HAVE TAKEN AGAIN!

ARE YOU INVITING MORE CONTEMPTIBLE PROPAGANDA FROM COMMUNIST COUNTRIES BY CALLING NATIONAL TROOPS INTO LITTLE ROCK? IN MY OPINION THE STATES RIGHTS HAVE BEEN SEIZED TO SHOW THE WORLD OUR READINESS TO ARMS IN THE EVENT OF ANY KIND OF VIOLENCE-----EVEN IF IT MEANS TURNING ON OUR OWN PEOPLE..HOW CAN OUR TROOPS PUT DOWN A CROWD OF THEIR OWN MEN, WOMEN, AND CHILDREN?

IF THE CONGRESS AND THE PRESIDENCY WERE SO WORRIED ABOUT THE PRESTIGE AND DIGNITY OF OUR NATION IN WORLD AFFAIRS, AND IF THIS LITTLE ROCK INCIDENT SO DANGEROUSLY IMPERILS THE SAFETY OF OUR NATION----- WHY THEN WAS THE ARMED FORCES BUDGET SO DRASTICALLY REDUCED?

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I QUESTION YOU, MR. PRESIDENT, ABOUT KNOWING THE FEELINGS OF THE PEOPLE OF THE SOUTHERN STATES. I SAY YOU DO NOT KNOW HOW CLOSELY YOU HAVE STRUCK IN THE HOMES OF THE SOUTHERN PEOPLE. YOU DO NOT KNOW HOW MANY TEMPERS YOU HAVE STIRRED IN THE SOUTHERN STATES.

I, TOO, DEPLORE VIOLENCE, BUT I ALSO DEPLORE MY RIGHTS INFRINGED.

THE SOUTHERN PEOPLE WILL NOT ACCEPT "FORCE" ON INTEGRATION. I PREDICT THAT BY CALLING THE TROOPS TODAY-----YOU HAVE MERELY CAUSED LITTLE ROCK TO BECOME THE FIRST STEPPING STONE TO RACE RIOTS AND VIOLENCE NOT ONLY IN ARKANSAS, BUT THROUGHOUT THE SOUTHERN STATES.

YES, I BELIEVE THAT THE UNITED STATES IS A DEMOCRATIC NATION, BUT IN THIS CASE, WITHOUT DIPLOMACY IN THE EXECUTIVE GOVERNING BODY.

AFTER YOUR ADDRESS THE NATIONAL ANTHEM WAS PLAYED, AND FOR ONCE IN MY LIFE, I COULD NOT BE PROUD OF OLD GLORY UNFURLING IN THE BREEZE!

NO, I AM NOT PLEASED WITH YOU TONIGHT, MR. EISENHOWER; NOR DO I UPHOLD THE SUPREME COURT RULING IN LITTLE ROCK.

IF MY LETTER IS READ BY YOU, I HOPE YOU CAN UNDERSTAND WHAT I FEEL-----DISALLUSION, ANGER, PLUS EMOTION; AS I AM A MOTHER OF TWO SMALL DAUGHTERS, WHO IN THREE YEARS WILL BE ENTERING SCHOOL FOR THE FIRST TIME. THIS CRISIS EFFECTS ME AND MY CHILDREN. AS YOU WILL AGREE, MOST PEOPLE MEET THE PERSON WHOM THEY LATER MARRY IN SCHOOL. WHETHER IT BE HIGH SCHOOL OR COLLEGE IS OF LITTLE SIGNIFICANCE, BUT SCHOOL NEVERTHELESS, IS THE MEETING PLACE. IF WE ALLOW INTEGRATION ON ALL LEVELS-----DOES THIS MEAN WE WILL HAVE TO ALLOW MIXED MARRIAGES?

MAY I OFFER SOME SUGGESTION IN CLOSING-----IN MY OPINION THE MOST DIPLOMATIC THING TO DO IN THE FACE OF INTEGRATION WOULD BE TO SET UP A VOTE IN THE SOUTHERN STATES AS TO WHETHER OR NOT OUR SCHOOLS SHOULD BE INTEGRATED. LET THE PEOPLE OF THE SOUTH DECIDE FOR THEMSELVES. ONE OF THE MOST PRECIOUS RIGHTS OF AMERICANS IS THE RIGHT TO VOTE. LET US SHOW THE OTHER COUNTRIES OF THE WORLD THAT THE SOUTHERN PEOPLE OF AMERICA CAN VOTE, ELECT, THEN LIVE BY "THEIR" DECISION.

GIVE THE NEGROS FREEDOM OF SPEECH, FREEDOM OF PRESS, ETC., BUT LET THERE BE PROVIDED ADEQUATE SEPARATE SCHOOLS FOR THEM.

THIS IS NOT AN ANONYMOUS LETTER. I WANT IT "READ". I WANT IT TO REACH THE HANDS FOR WHICH IT IS INTENDED. I DO NOT WISH IT THROWN IN THE WASTE BASKET. EXPECTING AN ANSWER FROM YOU.

SINCERELY,

MRS *Maxine G. Allison*

MAXINE G. ALLISON

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Letter from Mrs. W. D. Alexander, September 25, 1957

St. Petersburg, Fla.
September 25, 1957

President of the United States of America
The White House
Washington, D. C.

Dear President Eisenhower:

(Please, Secretaries, let this letter pass to the addressee. I request my civil right to contact my leader in the only way possible for me: as a humble citizen.)

You have been in my prayers lately. I am a mother of school children greatly concerned for the physical safety of my children even above a good education, which has been our ultimate goal in life. In this Democracy with equality, freedoms and the pursuit of happiness as a foundation; is it true that we would be forced to endanger (the health, mental attitude and the very lives) our children against our will? To sacrifice in war is horrible enough but this will far surpass any youth gang war and the loss will be yours and every citizen's.

Children are becoming more conscious of the differences in races than ever before, fathers are promising their sons protection in the form of guns, mothers are weeping to think of the daughters who will be exposed to venereal disease germs and the immoral ways of life that destroy home life. I believe you are doing what you think is best for the entire country and that with guidance from God you will do right regardless of unpopularity at home or abroad. Our forefathers did not take advice from other countries as to how to govern this nation they realized our problems were specific and had to be met by local contact. I have toured West Point but I would not presume to give you any military advice, however, I know of what I speak in this letter in no way that you possibly could.

Nations rise and fall. At a certain peak of prosperity decline is preceded by an intermingling of races, which is not in accord with God's laws. He does not want intermarriage nor contributing factors. Separate and equal education facilities are wanted by both races if given a chance to say so.

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Guns in the hands of teen-agers would not seem the same to you who were bred on army life where power and rank rule, whereas, I have a deep respect of the ten commandments, peace among men and the needs of others .. majority rule. Please ~~tell~~ tell me why in this great Democratic country must the very ones (parents of school children of both races) who are most vitally affected having the least opportunity to help solve this problem?

May you keep a clear conscience, answerable only to God. Your greatness is truly being tested as never before.... no matter what a seemingly big horn blower, general trouble-makers and others who envy our national way of life have to say may the future generations be proud of you.

Thank you if you read this,

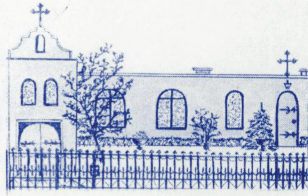
Mrs. W.D. Alexander

Mrs. W.D. Alexander

(add. on envelope)

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Letter from the Rev. Fr. Richard P. Adair, September 25, 1957



Cathedral of Our Saviour

CHURCH HOUSE, 215 WEST 69TH STREET, NEW YORK 23, NEW YORK • TRAFALGAR 4-8743
EASTERN ORTHODOX CATHOLIC CHURCH IN AMERICA

September 25th, 1957

President Dwight D. Eisenhower
White House
Washington D.C.

Mr. President:

As a Republican for forty years of my life - as one who has not only voted twice for your election, but ardently supported you in controversies of all types that have arisen in my community - as one who has contributed to 'Citizens for Eisenhower' - as one who has favored integration as a 'must' in American life - as one who functions in a Church which has a negro clergy on its staff, alongside the white clergy, such as myself - I must tell you I have never been so deeply disappointed in you as I am this day.

Your ambiguous statements on television and evasion of frankness- your sending of Federal troops into a Sovereign State - your humiliating of a governor of a State - your taking of control away from all lawful local authorities without allowing full working of American law, custom and tradition to have its expression - all these things, plus your statement last June that you could not see how Federal troops would ever be used in the integration problem, show me that either your word has lost its honesty or that thru moral weakness you are being governed by 'aides' who have vision, but a type of vision which smacks of politics. November elections being close at hand, it is only natural that efforts would be taken to gather-in votes. BUT, Mr. President, please not thru such methods as this.

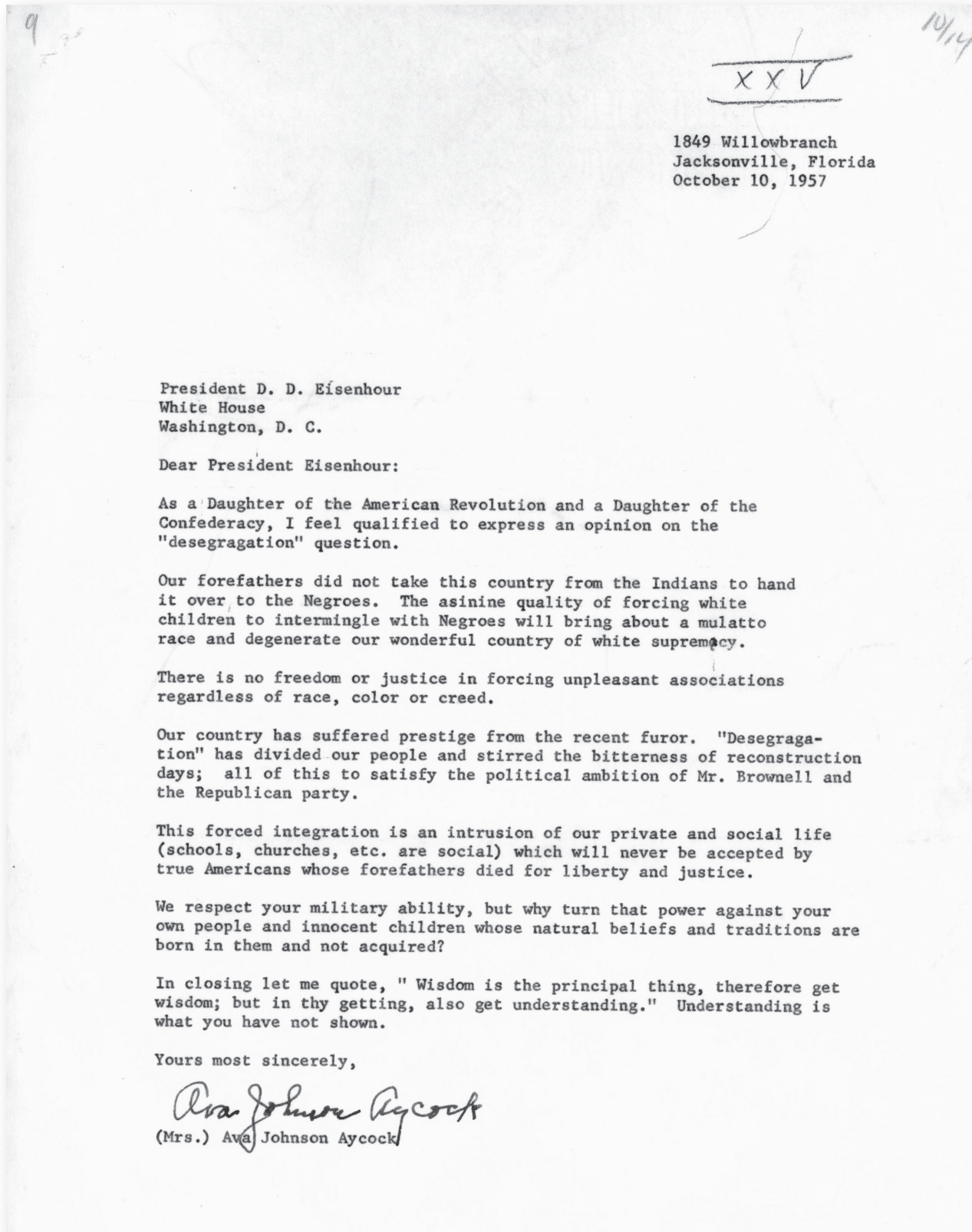
Unless a reversal of your stand is taken, I assure you that the Republican Administration will get no support from me in the foreseeable future, not that it may matter to the destiny of the administration, but my personal fidelity and striving to support your ideals will no longer be directed towards you or your administration.

I reiterate: I am deeply disappointed in you and your administration.

Respectfully,

Rev. Fr. Richard P. Adair
Rev. Fr. Richard P. Adair

Letter from Mrs. Ava Johnson Aycock, October 10, 1957



1849 Willowbranch
Jacksonville, Florida
October 10, 1957

President D. D. Eisenhower
White House
Washington, D. C.

Dear President Eisenhower:

As a Daughter of the American Revolution and a Daughter of the Confederacy, I feel qualified to express an opinion on the "desegregation" question.

Our forefathers did not take this country from the Indians to hand it over to the Negroes. The asinine quality of forcing white children to intermingle with Negroes will bring about a mulatto race and degenerate our wonderful country of white supremacy.

There is no freedom or justice in forcing unpleasant associations regardless of race, color or creed.

Our country has suffered prestige from the recent furor. "Desegregation" has divided our people and stirred the bitterness of reconstruction days; all of this to satisfy the political ambition of Mr. Brownell and the Republican party.

This forced integration is an intrusion of our private and social life (schools, churches, etc. are social) which will never be accepted by true Americans whose forefathers died for liberty and justice.

We respect your military ability, but why turn that power against your own people and innocent children whose natural beliefs and traditions are born in them and not acquired?

In closing let me quote, "Wisdom is the principal thing, therefore get wisdom; but in thy getting, also get understanding." Understanding is what you have not shown.

Yours most sincerely,

Ava Johnson Aycock
(Mrs.) Ava Johnson Aycock

Letter from Mr. Bridger B. Allen, November 26, 1957

BRIDGER B. ALLEN
RICHARD M. ALLENALLEN & ALLEN
ATTORNEYS AT LAW
INDIANOLA, MISSISSIPPI

PHONE NO. 43

Nov. 26, 1957

Mr. Henry Roemer McPhee,
Asst. Special Counsel to
The President,
The White House,
Washington, D. C.

*no reply will
be made*

Dear Mr. McPhee:

I am glad to know that you appreciated me sending our Legion Post resolution to the President, along with my letter.

In this rock-ribbed Democratic community, Indianola voted for the President in both races. We simply could not support the so-called Democratic candidates, who had the backing of such unAmerican and communist dominated organizations as the ADA, CIO, NAACP, The American Labor Party, and other radicals. They stood for everything that we opposed. We felt that Mr. Eisenhower would not yield to the radical pressure groups.

I have been active in The American Legion for nearly 40 years, serving this department as State Commander, and been active on the state and National level. We commenced fighting subversives from the beginning. We saw the communists start infiltrating our schools and colleges, churches and seminaries, labor unions, government and industry to where they can now paralyze us if war breaks out with Russia; we especially saw their plans to make a "Black Republic" of the south, and mongralize the races to where we would lose the fundamentals that made a great nation of our country so that the communists could take over without effort.

We see them exercising a dominating influence over both major parties to where the politicians are running over each other for their votes; with practically all the directors of the NAACP being members of a long string of communist front outfits. We have seen the success of these infiltrations in every field. We have seen the NAACP with unlimited money gathered from the unwary being able to silence the press and news media to the point where the evils they foster go unreported to the public. We see the decent whites being crowded out of Washington and other northern cities where they refuse to force or permit their children into association with such mess as exists in Washington. The race problem has moved north. How about reading "Why Pick on Dixie", appearing in the July 1957 issue of The American Mercury magazine?

Why should the northern politicians make a whipping boy out of the south, when we are generally the most patriotic and understanding section of the country? It is a disgrace when an illiterate Negro horn-blower can brand the President as a liar and a coward, and influence the President to put federal bayonets to

ALLEN & ALLEN
ATTORNEYS AT LAW
INDIANOLA, MISSISSIPPI

BRIDGER B. ALLEN
RICHARD M. ALLEN

PHONE NO. 43

backs of our schoolchildren and force them to integrate in the class-rooms, while at the same time apologizing to the horn-blower and asking him to be our good-will ambassardor in foreign lands. Some one has given the president dangerous advice. How long will the government support by force a movement to mongralize the races, and reduce us to a people without ideals, morals, pride or responsibility?

This is not writtgen in anger, but in deep concern and alarm as to where this country is headed. How long would an army last with 10% ineffectives in it, should we fight a first rate nation? I hope you will take this latter and my other one in the spirit in which it is w ritten.

Yours for a better America,

B. B. ALLEN.

B.B. Allen

NAME _____

PERIOD _____

DATE _____

Key Phrases: Opposing Executive Order 10730

What is the most powerful or significant phrase in the letter?

1. Letter's Author: _____

Phrase: _____

Why is this phrase important or powerful? _____

2. Letter's Author: _____

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Phrase: _____

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5. Letter's Author: _____

Phrase: _____

Why is this phrase important or powerful? _____

Letter from Mrs. Evelyn Grimes Allen, September 25, 1957

*My Grandparents went
to Colo. Spgs in early days.
Father lives there - age 94.*

2208 14th Street
Lubbock, Texas
Sept. 25, 1957

The Honorable President of the United States,
Newport
R.I.

Dear President,

Our love and greatest admiration for your courageous step, yesterday, in combating the vicious HATE cancer that has taken over our Southland!

After almost one hundred years, they feign for "added time to integrate". They flaunt the Confederate flags at every football game and parade. They have no intention of integrating the schools.

All Federal Aid for school construction should be withheld until doors are opened wide to all races and creeds. Locally, "Integration" consists of two or three Negroes at each of two ^{schools} schools. My daughter was persecuted, two years ago, when she had a Negro child in her 4th grade room at Thompson School here. The other 34 mothers maligned, ridiculed, and insulted her because she refused to isolate the child. They called our home often after midnight to curse and chide: "How would YOU LIKE TO MARRY A NEGRO?" Etc. They are INSANE on the subject. Locally, a certain Southern Baptist denomination dominates --

Eighty percent of the children came from homes of that faith; also, the school principal, assistant principal, supervisor, and assistant superintendent.

They accept the Negro as servants to handle and prepare their food, yet, they became panicky at thought that they might use the same chalk and erasers, or that the child's coat might contaminate the lockers.

This thing has snowballed into a ghastly thing here. At a D.A.R. luncheon last Wednesday, our Regent introduced a leader of the S.A.R. - a guest. He "lambasted" the Supreme Court for two hours, with great display of "Oratory" but with no display of good taste or decency. It has become an obsession.

Please convey to America's Beloved' "MAMIE" my good wishes in her recovery. She is so wise in applying the therapy of rest and isolation. During 1939, I was in Rochester, Minn., ALONE, for six long weeks following surgery. By the next summer, I had strength to walk only a couple of blocks when we vacationed at Nederland and Idaho Springs (where Lelia was at Campfire Girls Camp). How grateful I am for all the strength and energy I have today. So, Dear, just be patient. We love you.

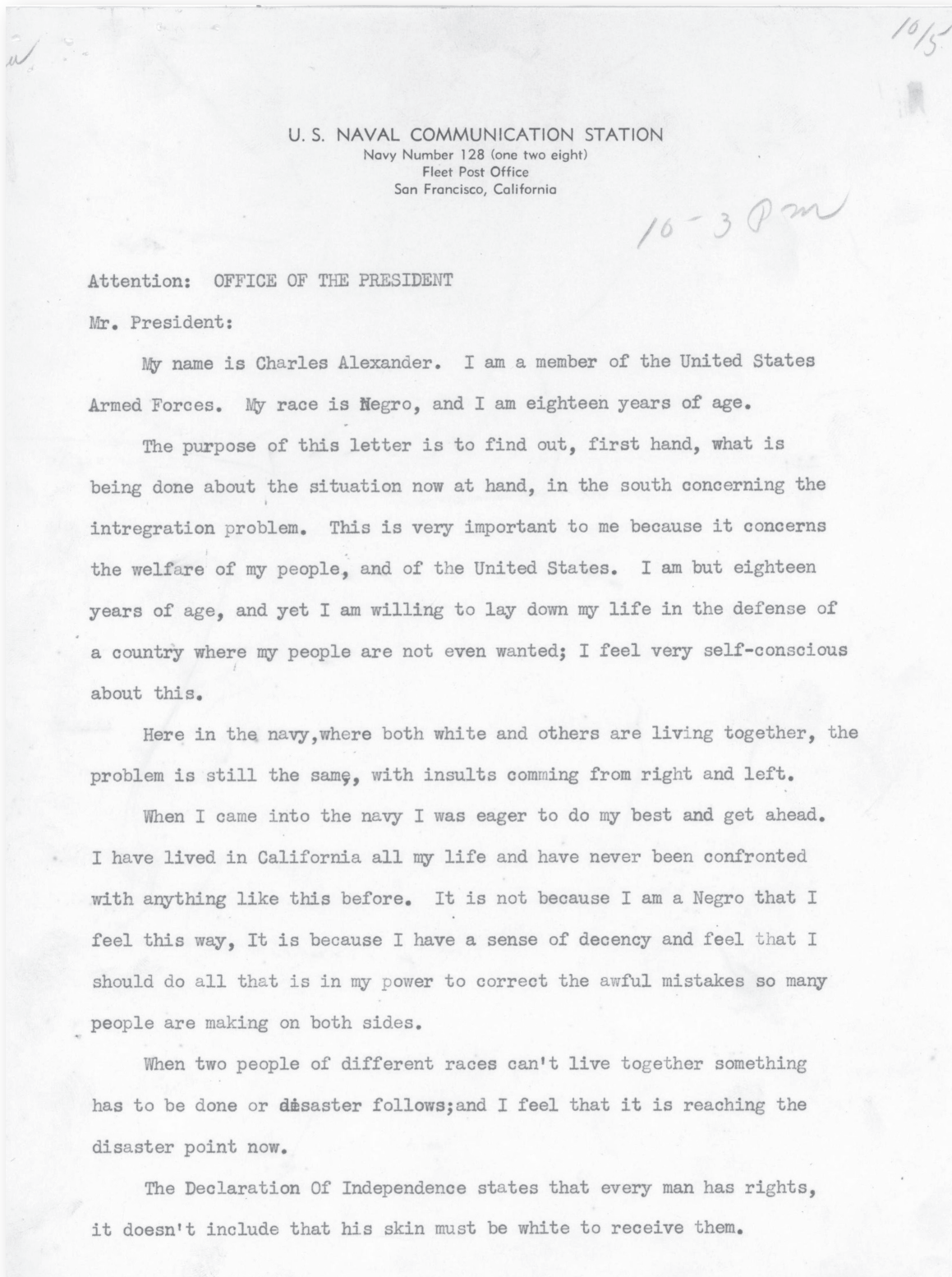
With all good wishes to you both,

(Mrs. Raymond Allen)

Cordially yours,

Evelyn Grimes Allen

Letter from Mr. Charles Alexander, October 5, 1957



Eisenhower Presidential Library, Museum and Boyhood Home

Address reply to
Postal Officer,
Navy Post Office
Navy No. 128.

United States Navy
NAVY POST OFFICE
Navy No. 128 (one two eight)
Fleet Post Office
San Francisco, California

Mr. President I can't express clearly enough how I feel about this. People being abused because of the color of their skin is not only unconstitutional and indecent, but is a threat to all humanity and an open invitation for communists and fascists to move in. If a group of people can't find protection and leadership in their own government they look elsewhere for it.

Something like this could very easily lead to another civil war, ~~with~~ the people of the United States fighting among themselves; other countries would lose confidence in the leadership of this country and things could very easily end up in chaos. I know that this is probably not the only letter you've received pertaining to this problem, but as I've stated above, I feel that I should do all in my power to correct before there is any more bloodshed. I sincerely hope that this letter will have some effect upon the actions taken by the government.

Sincerely,

Charles Alexander
Charles Alexander

Eisenhower Presidential Library, Museum and Boyhood Home

Letter from Miss Elaine Atwood, October 5, 1957

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 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

Eisenhower Presidential Library, Museum and Boyhood Home

- 2 -

graduated from an integrated public high school in Anchorage, Alaska, last May.

After all the attacks on your actions, I wanted you to know I am just one more who support you completely.

Sincerely,

Miss Elaine Atwood

Eisenhower Presidential Library, Museum and Boyhood Home

Transcript of a Letter from Miss Elaine Atwood, October 5, 1957

Box 40,
Anchorage, Alaska

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

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I am 17 years old and graduated from an integrated public high school in Anchorage, Alaska, last May.

After all the attacks on your actions, I wanted you to know I am just one more who support you completely.

Sincerely,

Miss Elaine Atwood

Letter from Mr. H. E. Anderson, October 10, 1957



H.E. Anderson 522 Sheridan Road Evanston, Illinois

phone DAVIS 8-7512

October, 10th, 1957.

President D. D. Eisenhower
 White House
 Washington, D. C.

Dear sir,

Right now I think some of us should stand up and be counted. And so, as an american patriot (I hope) I'd like to say that I think you have been doing an excellent job since you have been in office.

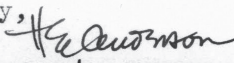
While I have not been in absolute agreement in every detail - because of my own selfish feelings - I am very certain that you have been acting for the people of this country as a whole, and not for any group of us, as a group.

The Russians have fooled us provincials ever since the days of the Archangel Expedition and our local politicians are responsible for our current position.

I have been ignoring the "Faubus" situation as I have no interest in Arkansas politics. Nevertheless I hate to think that the President of this country has to waste his time with such petty politics. Any youngster, native of this country, is entitled to all the education we can give him. And for my part, I'm willing to accept him in my home and help him get that education, to the very best of my ability; I don't care what his color, sex, religious belief, or other individual traits may be. I'll take one in here and help him or her add to his education. I'll even volunteer to enlist and go south again, in an attempt to convince some of these southern 'gentlemen' that all of us are entitled to such benefits.

There is no need for you, or your secretaries to take the time to answer this. I am simply 'going-on-record' and further, it is my desire that your staff will do everything that they can to keep you from operating on all of these "petty" problems which we, as American citizens should be solving for ourselves.

It is our sincere hope that you may have a long life and a happy one. You have certainly been doing more than your share as a 'patriot'.

Cordially,


Letter from Mr. Ira L. Aldridge, November 1, 1957



IRA L. ALDRIDGE
SECRETARY
1947 SEVENTH AVENUE
NEW YORK 26, N. Y.

REVEILLE CLUB OF NEW YORK

November 1, 1957

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

My dear Mr. President:

We take pride in the technique employed in disposing of the crisis which was "Little Rock", and hold in high esteem your courage and forthrightness in this situation. When history is written this incident will be one of the milestones in the evolution of the true democracy, the ideal social state, which gives to all peoples equality in opportunity, education, suffrage and employment. The day has gone when mob rule has a place in these United States. There can be no compromise with this, especially when it challenges the law of the land, as handed down by the Supreme Tribunal of nine of our wisest men.

Your sending of Federal Troops to Little Rock for all the world to see was the only answer to the Faubus challenge. Africa, Asia, Western Europe, and the Soviet, along with the rest of the civilized world, watched to see what you would do, and they saw, and in seeing, had to change their opinions about many things. If we, as Americans, are to have friends and allies, we must find them in their greatest numbers, in Asia and in Africa. With the exception of Western Europe and Latin America, these are the only people left in the world who have not yet become a part of the Soviet domain. If we are to survive we can no longer please only ourselves, much less a small and vicious minority in our own land, but we must legislate, dictate, and manage our internal affairs in such a manner as to make our policies ethically acceptable to those whom we now need as friends.

Governor Faubus has unknowingly created an awareness in the watching world by bringing this horrendous affair into the open to be seen by a larger audience than ever before. In spite of the fact that Little Rock is not a part of the "Deep South", these attitudes may now be more readily comprehended. The provincialisms, the hates, the prejudices, and the corrupt politics now stand before the bar of universal public opinion, and, like an ulcer, have been exposed, to be analyzed and diagnosed clearly and carefully and the remedy applied for efficient cauterization.

We salute you and Mr. Brownell for the methods and treatment which were employed to resolve the Little Rock "incident".

Respectfully submitted,

Ira L. Aldridge

NAME _____

PERIOD _____

DATE _____

Key Phrases: Supporting Executive Order 10730

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