



University of North Alabama Lesson Plan Template

Step 1 – Identify Desired Results

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| Lesson Title: | Little Rock Nine | Grade: 6th |
| | | Date: November 2, 2021 |
| CCRS Standard(s): SS.AAS.6.9- Define civil rights movement; identify key figures and events of the Civil Rights movement, including Martin Luther King Jr., Rosa Parks, Montgomery Bus Boycott, and the 16 th Street Baptist Church bombing; identify culturally influential music from the post-World War II world including, Elvis Presley, the Beatles, Bob Dylan, and Jimi Hendrix. | | |
| Big Idea: Racism | | |
| Essential Question(s): “How does the environment of the school effect the way students learn?” “How has the school environment changed compared to our current school environment?” “Why should we accept and be kind to everyone even though they might be different from us?” | | |

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| Lesson Objective(s)/ Learning Targets Objectives are measurable and align with the big idea, essential question, and standard. | <ol style="list-style-type: none"> 1. Students will be able to differentiate the school environment during the time of Little Rock Nine compared to the school environment today. 2. Students will be able to explain the environment caused by racism and how it affected the community. 3. Students will be able to analyze a primary source. |
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Step 3 – Plan Learning Activities & Experiences

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| Introduction to Lesson/ Activating Thinking @10 minutes of the lesson. | <p>We will introduce ourselves by saying, “Hey everyone my name is Olivia Payton and I’m Brianna Palmer and we are in our social studies class and have come here to teach you a lesson on the Little Rock Nine and the impact that it left.” Then we will establish the learning targets by saying, “Today you will be able to differentiate the school environment during the time of Little Rock Nine compared to the school environment today and you will be given the chance to explain the environment cause by racism and how it affected the community.”</p> <p>For this lesson we will build background knowledge by reading chapter 1 of The Little Rock Nine by Carla Mooney. We will then open the floor up for discussion and interact with the students by asking questions like, “How would you feel if you were in this situation? How were the students being treated as they were trying to go to school? What was significant about these nine students going to school?”</p> |
| Body of Lesson @20-30 minutes of the lesson. | <p><u>Primary Source Analysis Activity #1</u> <u>6-19-1958-Colbert-County-Reporter-Editorial-Grist-The-True-Lesson-Of-Little-Rock.pdf</u> <u>(civilrightsshoals.com)</u></p> <p>Downloaded version: <u>EED 305</u></p> <p>Today we are going to be analyzing two primary sources the first one is called “The True Lesson of Little Rock” it was published on Thursday, June 19, 1958, from the Colbert County Reporter. The next article we will be discussing is called “The silent Fear in Little Rock” that was published on March 30th, 1958, from the New York Times. After we tell them what articles we are analyzing we will ask “Before we begin does anyone know what a primary source is?” they will answer in a group discussion and give us their ideas of what a primary source is and then we will say: “A</p> |

primary source is a document of some kind that comes from firsthand experiences, this might include news articles, pictures, and more. It is an original piece of evidence or information from a certain time.” After we have explained what a primary source is we will begin to analyze the article “The True Lesson of Little Rock.” Then we will say so let’s begin to analyze the first article called “The Lesson of Little Rock.” What we will do first is have the students analyze the title of the article and explain how they could tell that it was a primary source (examples: date, pictures, publisher, etc.). Then we will read and guide their analysis by showing the historical significance by reading some of the article out loud and as we read, we will ask questions on the literal level, the interpretive level, and the Evaluative level. We will first read the first part of first column up until the second column and ask the question “Why were the 9 African American children not wanted at the school?” this question is on the literal level and the students the will answers this question in a group discussion. Then we will read the third column and as the question down to the second page and ask, “What is the NAACP and what do they do?” they will answer this question in a discussion and the question in on the interpretive level. Then we will ask “What were some of the consequences of the 9 African American children going to Central High School?” they will answer these questions from a Padlet page, and this question is on the literal level. We will also ask “Why do you think people in this time and even people today were so afraid of change?” they will turn and talk with a partner and share what they come up with. Then we will read finish read the article up to the first column and ask the questions “Why do you think the topic is important to learn in history?” and “What do you think it means when it was said “they believe that history does not march backward, and that there can be not retreat from their gains?” this question is on the evaluative level and we will let them answer in a group discussion. After we have read this article and asked question on different levels we will say since we have seen how racism affected the school environment and the community at this time. Let’s now look at how it changed and the impact that was left from this event.

Primary Source Analysis #2

[The Silent Fear in Little Rock: A handful of anti-integration extremists dominates the law-abiding -- but unorganized -- masses with the techniques of terror. The Silent Fear in Little Rock - ProQuest Historical Newspapers: The New York Times with Index - ProQuest](#)

Downloaded version: [D:\EED 305 The Silent Fear in Little Rock Article.pdf](#)

We will read this article and guide their analysis by showing the historical significance by reading some of the article out loud and as we read, we will ask questions on the literal level, the interpretive level, and the Evaluative level. We will read the first paragraph and ask, “What award did the Little Rock Nine” this question is on the literal level and the students will answer in a discussion. Then, we will ask “Using our background knowledge why do you think they were awarded this medal?” this question is on the interpretative level. We will then have them answer these questions out loud in a discussion. Then we will read the second and third paragraphs and ask the questions “What do you think it meant when it said, "it showed that while mixed classrooms are attainable at the bayonet's point, the bayonet cannot compel the genuine acceptance, the friendly and fraternal feeling and association, without such an enforced deal is wretched travesty."”? We have the students discuss out loud and with a partner and this question is on the evaluative level. Then we will say that “This quote means that their thoughts that school should be segregated was wrong and that they schools can be integrated.” So, as we know majorities have rights just as much as everyone else but why do you think that some politicians looked over this fact in this time? We will let them discuss this in an open discussion. After we have read this article and asked question on different levels we will say now that we have seen how the Little Rock Nine has left an impact in our history let’s begin to use some of these questions and examples in our graphic organizer to answer some questions and make comparisons and differences.

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| <p>Closure/ Summarizing</p> <p>@5 minutes of the lesson.</p> | <p>We will restate our learning objectives by stating, “Today you have learned the differences in the school environment of the Little Rock Nine compared to how our schools are today. You have also learned about the environment of racism and how it can affect the community.” We will then engage in discussion for the final time by asking the students to share three things they learned today, two things they found interesting, and one question they still have. We will then challenge the students to continue learning about the Little Rock Nine and how it affected the Civil Rights Movement. We will also encourage them to see how they can still continue to be activist for racism in today’s society. Then this will conclude our lesson.</p> |
| <p>Materials/ Technology</p> | <p>Epic Book: <i>Little Rock Nine</i> by Carla Mooney https://www.getepic.com/book/47408594/the-little-rock-nine?utm_source=t2t&utm_medium=link&utm_campaign=content&share=34490389507 Nearpod Link: EED 305: Little Rock Nine (nearpod.com) Graphic Organizer Pencil The students will need a computer or iPad Padlet</p> |
| <p>Step 2 – Determine Acceptable Evidence</p> | |
| <p>Assessment/ Evaluation</p> | <p>We will evaluate the students’ learning throughout the lesson by asking questions throughout the lesson. We will have questions and interactive components on our Nearpod where we will be able to see whether they are understanding the information we are presenting. We will also be doing a formative assessment this assessment is the three, two, one method. This method specifically assesses each learning target because it gives students the opportunity to express what they learned and gives us a good representation of whether they were able to notice the difference in schools back in the Little Rock Nine book compared to the schools today. It allows the students the freedom to show what they learned in an informal way.</p> |

The Silent Fear in Little Rock: A handful of anti-integration ...
 By GERTRUDE SAMUELS, LITTLE ROCK, Ark.
New York Times (1957-58); Mar 30, 1958; ProQuest Historical Newspapers: The New York Times with Index
 pg. SM11



The look of Little Rock—it is the largest city and the largest shopping center in Arkansas. This busy corner is at Main and Sixth.

The Silent Fear in Little Rock

A handful of anti-integration extremists dominates the law-abiding—but unorganized—masses with the techniques of terror.

By GERTRUDE SAMUELS

LITTLE ROCK, Ark.

EVER since last September when Federal troops appeared for the first time since the Reconstruc-

tion, there have been growing here a sense of confusion and a sense of fear. The troops were flown in after Gov. Orval Faubus used the National Guard to defy a Federal court order and prevent nine Negro children from enrolling in the all-white Central High School. In sending in troops, the President said:

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"The Federal law and orders of a United States District Court implementing that law cannot be flouted with impunity by an individual or any mob of extremists."

Today, the Federal troops are gone; only a handful of federalized National Guardsmen patrol the high school. But there is left a sort of sickness in Little Rock.

It is a sickness that has various origins: atavistic fears; the confusion of a community that was not really prepared to change its way of life; the fear of a militant pressure group that has become the prime action agency in the city.

What one encounters in Little Rock is an emotional climate that is foreign to most American communities. It is as though the decent people here fear that from the wind sown last September they are reaping a whirlwind of new, and perhaps worse, dangers for the community.

As you talk to the people of Little Rock, visit with them in their homes, their schools, their offices, you find an

GERTRUDE SAMUELS, a staff writer for The New York Times Sunday Magazine, spent nearly two weeks in the Little Rock area. She took the accompanying photographs.

uneasiness of spirit and a dread of what may yet come.

They have seen terror in their town, not long ago; and they tell you of new incidents involving those who speak up for their convictions, and of their dread that the same kind of tragic things may happen to themselves and their families.

There are bomb scares, threatening telephone calls, menacing letters. There are "economic lychings"—the pressures that cause the loss of friends, of prestige, even of livelihood.

You see the Negro youngsters arriving at Central High School in two cars, driven by parents who deliver them at a side entrance which is considered "safe." The parents watch until the children enter, and call for them at school closing to make sure that they reach home safely.

You visit homes which are watched periodically by the police because their owners have been threatened.

You interview a prominent business man who begs you not to describe him or attribute any information to him because he fears reprisals.

You talk with a hotel man who is bitter because the atmosphere is affecting business.

THIS is neither a cozy Thornton Wilder town nor an Ozark hillbilly community. Little Rock is nearly at dead center of Arkansas, the largest city and the largest shopping center in the state. It is a staid and modern city of some 125,000 people, of whom about 24 per cent are Negro.

Dominated by a lovely marble state capitol—on whose grounds is a memorial to the Confederates—the town contains large department stores, efficient

hotels and residential areas as gracious as Chevy Chase or Riverside. But Little Rock also has areas of run-down antebellum architecture and fringe

hotels and residential areas as gracious as Chevy Chase or Riverside. But Little Rock also has areas of run-down antebellum architecture, and fringe neighborhoods in which Negroes and whites live side by side to an extent rarely found in the North. Negroes are integrated at the university level and there are Negroes in Government and police posts.

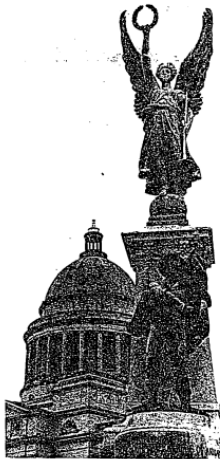
This is not a live-it-up town. Its people appear slow to anger. There is little night life, but it is a culture-conscious city that recently thronged to its great auditorium for a concert of the visiting Minneapolis Symphony Orchestra. A popular pastime is fishing in the nearby streams, or hunting out the elusive alligator gar—"when you can let all your troubles go down with the bait."

To understand the forces that have been set in motion here, three important groups must be analyzed.

At one extreme is the small, militant, well-organized group that resists integration actively—the self-styled white supremacists, known as the Capital Citizens Council. At the other extreme is the small, determined Negro group that is demanding integration and promoting the aspirations of the Negro people generally—the National Association for the Advancement of Colored People, the N. A. A. C. P.

Between these extreme groups is the large mass of the people of Little Rock—the plain citizens, in general deeply disturbed by the forces, primitive and historic, that have been set in motion. Of the white extremists, a local wit, summing up their resistance to change, said: "It would be easier to orbit them than to integrate them."

The Capital Citizens Council is a de-



The Confederate monument, above, stands before the state capitol.

scendant of the first White Citizens Council which was established in Indianapolis, Miss., just after the Supreme Court's 1954 school decision. Its presi-

The Confederate monument, above, stands before the state capitol.

dent is a hot-eyed pastor, the Rev. Wesley Pruden of the Broadmoor Baptist Church. But the real leader is a bland 48-year-old local lawyer, Amis Guthridge, who has made some unsuccessful bids for political office.

GUTHRIDGE and his wife, Ellen, who runs an antique shop near her husband's law office, withdrew their 17-year-old daughter, Jane, from Central High School here in September when the Negro children enrolled; she transferred to a rural school. (The Guthridges also have two sons, one in college, the other in rural grade school.)

In Little Rock, it is almost impossible to gather data on the inner workings of the C. C. C. No one seems to know the true extent or sources of membership or funds. The press is rarely invited to meetings. But from Guthridge himself one learns that:

"The C. C. C. was incorporated here in October, 1956, and 'the organization has a policy of not releasing membership data or figures.' It has grown to a point where it has offices at 1110 West Capital, and a full-time secretary. Dues are \$5 a year and it also receives 'other contributions.' Its members include 'people from all walks of life—business men, working men, professionals, housewives, students,' and it strongly urges women to come into its group. It is 'proud' of the five women on its thirty-five-member board of directors.

"The only prerequisite for membership," says (Continued on Page 19)

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The Silent Fear in Little Rock

(Continued from Page 11)
 Gutteridge, "is obviously the people must be white, and that they believe in states' rights and racial integrity."
 There are about fifty such White Citizens Councils in Arkansas; the umbrella organization is the Citizens Council of America, a national group to which Gutteridge is a delegate. Its avowed purpose is "education" through mailings, speeches and newspaper and television publicity. But in reality, as The Arkansas Gazette has written, it "has set itself up as the voice of the community. Anyone who has dared to dissent from its violent views has been subjected to overt and covert threats of reprisal."

At the other pole from the C. C. C. is the N. A. A. C. P. Its local president is the Rev. J. C. Crenshaw, a Baptist minister and business man. But its real leader here is its state president, Mrs. L. C. (Daisy) Bates, an attractive and determined young woman whose home in the southwest part of town has been dynamited and stoned since school integration.

The N. A. A. C. P. in Little Rock estimates that it has 3,000 dues-paying members, about 1 per cent of the town whites. Its sixteen board members—who include lawyers, doctors, business men and are all Negroes, since the group now is convinced that the jobs of its white members would be jeopardized if they took leading roles. It meets every second Sunday in Negro churches or the Negro Y. M. C. A. to discuss school and housing problems "and general discrimination in the community."

Most of the N. A. A. C. P.'s

to do, and they have not done it."

Caught between these two extremes is the great unorganized mass of citizens—the deeply disturbed people of the community. Even though these people had been forewarned about the change-over, they had not taken it seriously until the deadline last September. When the deadline came, it seemed suddenly to be breaking down their traditions and way of life.

The large majority of white people is opposed to integration. There is hardly a person you meet who does not reflect this feeling. "The niggers are all right as long as they keep their place" . . . "I wouldn't want one of them working next to me or my boy" . . . "They belong upstairs [in the Jim Crow movies] . . . My colored maid tells me that the way those Negroes are carrying on they're going to get all the niggers killed."

However much the decent people believe in legality and order, they cannot bring their minds and emotions to accept the aspirations of the Negroes. Many respectable people deplore the C. C. C.'s existence, but they do not oppose it.



GOVERNOR—Orval E. Faubus

bomb scares at the high school, where eight Negro children are attending classes with 2,600 white children. The abuse of the Negro children has been documented. Recently, on March 4, two bomb scares within fourteen hours led to new searches of the school. The homes of several school board members are watched by the police, and school officials have received threats.

Last month, F. B. I. investigators found dynamite in the garage of Prof. and Mrs. Lee Leach. The professor, a white, teaches at Philander Smith (Negro) College in Little Rock. His wife, Grace, defied the mob last September by offering protection to a weeping Negro pupil who had been turned away from the high school.

A LOCAL bakery has suffered an economic boycott, because the owner's teen-age daughter is known to favor integration; and because a member of the school board,

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Most of the N. A. A. C. P.'s attention today is focused on the Negro youngsters inside Central High School. Every day, Mrs. Bates checks with the children by telephone to keep informed of school happenings. She records any incidents. When the incidents are severe, she calls for the children.

Moreover, N. A. A. C. P. lawyers are in and out of the local courts where the agency is under attack for refusing to divulge its membership data and for its practices. On a recent Friday there were fewer than seventeen cases brought against the N. A. A. C. P.

There are some in the community who believe that, while N. A. A. C. P. has an ideal and a cause, its leaders are keeping emotions stirred up through public speeches and by insisting on too great speed in integration.

Moreover, there are others who say: "The N. A. A. C. P. has exercised remarkable restraint. They have had provocation to do anything they ever wanted

the niggers killed." However much the decent people believe in legality and order, they cannot bring their minds and emotions to accept the aspirations of the Negroes. Many respectable people deplore the C. C. C.'s existence, but they do not oppose it.



EDITOR—Harry Ashmore

either, since emotionally they are in sympathy with its aims. As a business man put it: "I have no use for Faubus or Gutteridge. Yet I feel a bit of comfort whenever a roadblock is thrown up to stop the plans of the N. A. A. C. P. and they're the biggest roadblocks to have come along."

There are others who would speak up against the segregationists, but fear to do so. They tell you that they do not know that all the acts of intimidation or violence are the doing of the Citizens Council — "when a rock is thrown, you never see the hand that does it"—but they believe they are. They do not know for certain that the anonymous threats which leave them shaken come from C. C. C. members—but they believe that they do.

The nature of the beast in their streets is never clearly defined, but they know it exists, because its tracks are widespread. For example: "There have been numerous

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A LOCAL bakery has suffered an economic boycott, because the owner's teen-age daughter is known to favor integration; and because a member of the school board, which the extremists are fighting, is employed there.

The Arkansas Gazette, the city's morning newspaper, has suffered a circulation boycott because of its support of the school board. It has lost about 10 per cent of its 100,000 readers. Recently the newspaper printed a letter which it said had been received by its advertisers, threatening the boycott of any merchant who advertised in The Gazette, and signed, "An Indignant Group."

The incidents and the war of nerves have now produced a sort of paralysis in leadership. The community—rather, the large mass of people who deep down are good people—seems to be dominated by fear of the extremist group. A professional man who is in constant touch with his fellow citizens put it this way:

"You take decent, thinking people who are for law and order but find the chief executive of the state seemingly condoning violence. Where would we turn if we suddenly got brave and spoke up? Would we turn to our police

THE effect of the C. C. C. on its principal target—the Negroes—makes a fascinating mosaic of human and psychological elements. The intellectual, the plain citizen, the school youngster appear calm and seem to accept the situation; they believe that history does not march backward, and that there can be no retreat from their gains. The one thing that might arouse the Negro community would be an incident that brought serious harm to any of the Negro pupils in the high school.

Mrs. Bates' home is the meeting place for Negroes and whites, including ministers and lay people who come to offer moral support or ask what they can do to counter the C. C. C. propaganda. A distinguished New York Negro and professor of psychology who recently completed a study of conditions here found that the Negro community is more unified as a consequence of the tensions—but that, sadly, many former peripheral contacts with whites have been terminated since school integration.

THE effect of the control over the business community has been far-reaching, and may be devastating. For some years, the Industrial department of the Little Rock Chamber of Commerce has had a program for bringing together new capital and available labor. Months ago, Winthrop Rockefeller, who has investments here, bluntly warned that the strife was badly damaging the industrial program.

This reporter was taken on a tour of the city's new so-called Industrial District, a 950-acre, \$2,000,000 develop-

another thirty plants, employing perhaps 10,000 people, in the next few years. But, as new plants have come in since the controversy. As a spokesman put it: "The insidious thing is that, if you're never to be hurt, you'll never know it. Business men aren't going to write us about plants they might have opened here. They don't like confusion, whether it's caused by a racial issue or anything else. Their worry is that Faubus is going to have everyone inflamed on this. And they're apprehensive and unwilling to come, since they feel that if he's not going to abide by one law, he might not abide by some other statute that will affect them."

WITH a gubernatorial campaign shaping up, the community attitudes are affecting the political picture. As of now, there are two main contenders: Faubus, bidding for his third two-year term as Governor, and a 31-year-old political neophyte and business man, Chris Finkbeiner, whose views are unknown and who declines to



LEADER—Mrs. Daisy Bates

want the old order.

WHAT does the future hold for Little Rock? These problems are clearly not local but regional, and local wherever deeply disturbed people remain silent before the new demagogues. Southern leadership is generally committed to resistance. The Federal Government appears to have no plans. Yet there seem to be historic forces at work that cannot be denied in the long run.

There are "good" people here, suffering personal and professional losses and worse; and there are the intellectuals and moderates who feel that too much energy is being wasted on the issue; that, in the end, the South must conform to the national pattern. These are the conclusions of Harry Ashmore, the executive editor of The Gazette. In his book, "An Epitaph for Dixie," he has written:

"When I look out of the window of my editorial office . . . I can imagine many ceremonies taking place . . . including a third-term inaugural parade for Orval E. Faubus—but not my fellow townsmen lining up in double rank while the chairman of the local White Citizens Council checks their bandoliers in preparation for a second march to turn back the Federalists at Pos Ridge. "No, history does not run backward, and it buries its own dead. I can only hope that in the new time the triumph of the thin-lipped men is not absolute—that somehow we in the South can carry over traces of the old qualities of humor and grace that once distinguished most of us, proud or humble, black or white. If so, Dixie's epitaph can read simply: R. I. P."

Colbert County Reporter

TUSCUMBIA, ALABAMA, THURSDAY, JUNE 19, 1958

No. 31

Business Up In Port Says

Business activity during months of 1958 was gentle compared with the of 1957, the Bureau of each at the University reported. it in non-manufacturing is up slightly; construc- id finance showed gains rst four months, the re- put was lower than the but losses were largely he steel industry. Aver- tural employment was January through April heaviest losses reported ods manufacturing in activity, as measured tion of contracts award r cent ahead of last year, aid Residential and non- ilding construction was record levels but public ility construction rates d by a 105.2 per cent in-

NEWSPAPERS AID SOCIAL SECURITY APPLICANTS

By Mrs. Mary King Temple
Newspaper reading has proved especially profitable to residents of this area in recent weeks, according to Mrs. Mary King Temple, district manager for Social Security in Shelby field.

Mrs. Temple reported that a large number of people have been coming to her office recently with newspaper clippings telling about benefits the applicants didn't know they could get. The chief reason for these people not knowing earlier that they could get benefits, Mrs. Temple said, was failure to understand that complete idleness or retirement is not required. "Under the law, any eligible person may earn up to \$1,200 a year and still receive his full benefits every month," Mrs. Temple explained. "Ordinarily, one month's check is forfeited for every \$80.00 over \$1,200 that the beneficiary earns in the year; but regardless of the total earnings for the year, benefits are payable for any month in which the applicant neither earns wages of more than \$20.00 nor engages in self-employment."

Mrs. Temple said that recent statistics in her office of claims for bene-

EDITORIAL GRIST

THE TRUE LESSON OF LITTLE ROCK

The nine Negro students who figured in the Little Rock integration muddle will be awarded the Springarn medal, according to an NAACP announcement. The medal is awarded annually for "distinguished service" by Negro-Americans.

The nine may indeed have achieved something worthwhile if the lesson of Little Rock is rightly interpreted. Their unhappy experience demonstrated the futility of trying to force upon a community an innovation that clashes with long-established usage and is utterly repugnant to the majority. It showed that while mixed classrooms are attainable at the bayonet's point, the bayonet cannot compel the genuine acceptance, the friendly and fraternal feeling and association, without which such an enforced deal is a wretched travesty.

Little Rock showed that majorities have rights, too, though some of our politicians at times overlook that fact in their frenzied efforts at minority appeasement. It showed that trying to "ram it down" the throats of the majority can pose a threat to national unity, even though the majority is slower to become aroused. History has ample precedents for backing off from the application of a law vehemently opposed by public opinion. This is especially true where the only "law" in the case is a ruling by a court which some of the nation's best legal minds think has clearly gone off limits, and not a bona fide law passed by the elected representatives of the people.

The prospect of the Little Rock fiasco multiplied a thousand-fold all over Dixie is enough to give pause to all but the most rabid reformers. There are heartening signs that the lesson has not been lost upon more reasonable men, if it promotes a return to sanity on the race-mixing issue, to accepting the realities of life below the Mason and Dixon Line in lieu of wishful thinking and daydreaming, the Little Rock experiment will not have been in vain.—Alabama Journal

CAMPAIGN BEING WAGED AGAINST DREAD LEUKEMIA

New York — Of all the battles being waged against cancer, none is more vigorous than the research assault against leukemia.

A disease of the blood and the blood-forming tissues, leukemia traditionally has been considered incurable. Nevertheless, substantial advances already have been made against the disease in humans, and judging from the results of current animal experiments, more can be expected soon, the American Cancer Society says.

For the first time leukemia, induced in laboratory animals, has been cured. Transplanted leukemia in mice was halted by giving them drugs or serums shortly after the animals had been inoculated with the deadly cells.

Perhaps much more significant, spontaneous leukemia has been cured in animals with massive doses of x-rays to cure the disease, researchers have had to give the animals what would normally be lethal doses of radiation. They then saved the irradiated animals' lives again by injecting them with bone marrow from other mice or even rats. In many cases a strange and deadly sort of allergy developed in the animals as much as a year or so after the marrow transplants. One of the big problems now is how to prevent

Census Divisions For Colbert County Selected

In a joint program with the State of Alabama and each of its counties, the Bureau of the Census is establishing areas known as "Census County Divisions" for use in statistical reporting. These areas will be used to replace the election precincts previously used a census reporting unit.

Benjamin V. Reed, a member of the Census Staff, was here last week from Washington, D. C. to consult with county officials and to solicit their advice in regard to the proposed areas.

Census County Divisions should be particularly useful for local statistical purposes. For the most part, they are based on the population centers which serve as a focal point of each division. The statistical data collected for these divisions in coming censuses will serve to measure the sphere of influence exercised by the population centers. It is believed that the Census County Divisions will be a handy tool for the use of county officials, local newspapers, and business organizations.

The column with a red box is the part of the article that we are reading.