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THIS PROJECT IS SUPPORTED IN PART BY A GRANT FROM  
THE ARKANSAS HUMANITIES COUNCIL AND THE NATIONAL  
ENDOWMENT FOR THE HUMANITIES.

**IN MEMORY OF:  
DEPUTY U.S. MARSHAL JOSIE WELLS  
SEPTEMBER 4, 1987–MARCH 10, 2015**



Deputy U.S. Marshal (DUSM) Josie Wells, 27, died on March 10, 2015, from a gunshot wound received in the line of duty while executing an arrest warrant in Baton Rouge, La. He had been working with the U.S. Marshals Service (USMS) “Operation Violence Reduction” for the Gulf Coast Regional Fugitive Task Force.

A native of Mississippi, DUSM Wells began his career with the U.S. Marshals Service in January 2011 as a student trainee in the Southern District of Mississippi. In May 2011, he earned his bachelor’s degree in Criminal Justice from Jackson State University. Wells graduated from the USMS Academy in

December 2011 and was assigned to the Eastern District of Missouri. In September 2014, he returned to his home state after being reassigned to the Southern District of Mississippi. At the time of his death, DUSM Wells was supporting the Gulf Coast Regional Fugitive Task Force in the Middle District of Louisiana.

According to those who knew him best, Wells was an amazing husband, son, brother, friend, and coworker. They said he had the ability to light up a room with his captivating smile

and enthusiastic personality. True to his Mississippi roots and known by many as a true “country boy,” Wells would tell stories of his pastime adventures in horseback riding, fishing, deer hunting, and riding motorcycles. He also described his love for Ford four-wheel-drive pickup trucks, and for all that rural life afforded.

Wells chose a career in law enforcement to follow in the footsteps of his father, a retired Jackson County Sheriff’s Deputy, and his older brother, a sergeant for the Jackson Police Department. Two younger brothers are also in law enforcement, one a police officer for the Moss Point Police Department and the other a private security officer.

Besides his passion for criminal justice, Wells also had a fondness for the U.S. Marshals Museum educational toolkits. He admired the way toolkits could help school administrators, teachers, and education officials to effectively manage students in the classroom. For those with limited experiences in the field of law enforcement and other historic eras, DUSM Wells felt that toolkits could prove beneficial when used positively and proactively. He frequently spoke at local school engagements to give students a “hands on” experience of the current daily tasks of a Deputy U.S. Marshal. Students were engaged as he demonstrated how to wear tactical gear and other safety rules for protecting citizens.

Christmas Day 2014 was a thrilling day for Wells and his wife, Channing. After two long years of attempting to conceive, They were overjoyed to learn that they were expecting their first child. Their child’s expected due date was discovered to be on Josie’s birthday, September 4. Wells died in March, and the day after his death, Channing learned their child was a boy, to be named Josie Jr.

On May 21, 2015, Wells was honored posthumously with the Purple Heart award from the U.S. Marshals Service. His heroic acts of bravery and community involvement will never be forgotten. He left behind a legacy for his son as being a true “Hero under God.”

- Dr. Channing Wells  
*Widow of DUSM Josie Wells*

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## **U.S. MARSHALS MUSEUM**

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ORD, MISS: With Ole Miss fraternity houses for a backdrop, helmeted US Marshals roll across the University of Mississippi after encountering no resistance at the entrance. They are following a federal court's order to enroll Negro James Meredith at previous court order.  
EXCLUSIVE UPI TELEPHOTO BY JERRY HUFF



# INTRODUCTION

At the U.S. Marshals Museum, we like to say that the history of the U.S. Marshals Service is essentially the history of America. Marshals have been involved in just about every major event that has happened in U.S. history, from their creation in Senate Bill One, signed by President George Washington, to the Whiskey Rebellion, enforcement of the Fugitive Slave Law, Prohibition, the American Indian Movement, the Oklahoma City bombing, and the terrorist attacks on September 11, 2001 – to name a few. Marshals have been at the core of enforcing federal law and protecting our constitutional rights, playing a central role in our democracy. They take an oath to uphold the law. They put on the badge and do the job, sometimes against their own better judgment.

But one era that truly stands out in U.S. Marshals history is their involvement in the Civil Rights Movement of the 1960s. Marshals have been involved in civil rights since the passing of the Fugitive Slave Law in 1850, when they were given the task of returning runaway slaves in the North to their owners in the South, for many against their own consciences. They were beloved in the South, ostracized in the North. Following the Civil War, Marshals found themselves responsible for protecting the rights of those same slaves, now free, from their farms to the ballot boxes. They enforced federal law pertaining to African Americans as it progressed throughout the late 19th and early 20th centuries, from the most progressive areas of the North to the most racist parts of the South.

By the 1960s race relations were coming to a head. African Americans across the country pushed back against racist policies in strength and numbers never seen before. And in the middle were the U.S. Marshals, enforcing federal law in a time of change not seen in 100 years. This is a glimpse into their story.

*(Opposite page image)* U.S. Army trucks loaded with steel-helmeted U.S. Marshals roll across the University of Mississippi campus, passing by a row of fraternity houses.

Courtesy of the Library of Congress. Photo by Jerry Huff.

# DESEGREGATION OF THE NEW ORLEANS PUBLIC SCHOOLS

The struggle for equality in education was a central part of the Civil Rights Movement of the 1960s. Though the “separate but equal” doctrine had been struck down by the United States Supreme Court in the 1954 decision *Brown v. Board of Education*, by 1960 the schools of New Orleans, La., were still not integrated. That year, four young African American girls, with the protection of U.S. Marshals, integrated two New Orleans elementary schools. Despite efforts by many to prevent integration, November 14, 1962, was the beginning of the end for school segregation in New Orleans.

Three years earlier, in 1959, African American attorney A.P. Tureaud had asked Federal Judge J. Skelly Wright, Eastern District of Louisiana, to lay out a specific timetable for the desegregation of New Orleans Public Schools, following a 1956 declaration by the federal court that the school district comply with *Brown v. Board*. Judge Wright ordered that a plan for integration be provided by the Orleans Parish School Board no later than March 1960. The deadline was later extended to May, but when the school board still did not present a plan, Judge Wright ordered them to administer a plan of his own creation. His plan allowed all first-graders in the New Orleans School District, regardless of color, to attend the school closest to their homes. Despite attempts by the school board to have Wright’s order overturned, the Fifth Circuit Court of Appeals upheld the ruling and ordered it to be carried out.

Following the Appeals Court ruling, the state stepped in to try to stop desegregation. The state legislature

granted the Governor authority to take over any school district that fell victim, as they saw it, to court-ordered desegregation, and gave themselves the authority to decide which schools, if any, would integrate. In July, a state court judge determined that only the state had the right to determine the racial makeup of state schools, and that Orleans Parish schools could ignore the ruling of Judge Wright. Soon after the state court ruling, the Governor announced his decision to take control of Orleans Parish schools.

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“Two, four, six, eight –  
we don’t want to  
integrate”

– Chant by protesters

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In August, a three-judge district court, including Judge Wright, issued an injunction prohibiting the Governor and any other state officials from interfering with desegregation in New Orleans. The school district then offered Judge Wright an alternative plan for desegregation, pushing the date back from September 1960 to November 1960. Black students wanting to attend white schools were required to request a transfer and be subject to psychological, academic, and character testing, per an existing state law. Wright agreed to the plan. Five first-grade African American students, all female, were chosen out of 137 applicants to be the first to integrate Orleans Parish schools on November 14. They would attend two previously all-white schools.

On November 10, one more attempt was made to keep

desegregation from happening. The state legislature again passed measures to assume control of New Orleans schools. Soon after, Judge Wright reinstated the school board and returned control to them. On November 12, the state superintendent for education declared a school holiday for that Monday. The next day, Judge Wright canceled it, and forbade any state troopers to interfere with school openings, or the children trying to enter. Deputy U.S. Marshals were sent to New Orleans to escort the children to school, and keep them safe.

Monday, November 14, 1960, dawned as a typical autumn day in the city. All New Orleans public schools opened as scheduled. No one knew which schools were to be integrated. Attendance varied across the city, but only about half of the student body showed up for school. New Orleans police officers were stationed around the city, and were ordered to keep the peace and protect the students, no matter what their race and no matter what their personal opinions were on the matter.

Approximately 150 deputy marshals had been brought in to ensure the federal court order was obeyed, and to protect the African American students. The marshals escorting students that morning had met with Judge Wright before leaving for their assignments. He gave them each an official signed copy of the court order and instructed them to keep it with them in case any state police decided to question their authority. They were armed, but ordered not to respond if force was threatened. Their primary job was to protect the students.



**12/2/1960** - Mrs. Lee Hooks and other white housewives protest planned desegregation at William Frantz Elementary School in New Orleans.

©Bettmann/CORBIS

At approximately 9:25 a.m., a sedan driven by a local deputy marshal arrived at William Frantz Elementary, in the city's Ninth Ward. Out climbed two marshals, who were joined by two others from a following car, six-year-old Ruby Bridges, and her mother, Lucille Bridges. A second student was supposed to join Ruby at William Frantz, but had been pulled out at the last minute, so Ruby would be the only African American student attending the school.

The crowd of policemen at the school had alerted people in the neighborhood that something was going on, so a crowd of white women had gathered to protest the integration of the school. They screamed obscenities and racial slurs as deputies ushered Ruby and her mother into the building. Chants of "Two, four, six, eight -we don't want to integrate," and "Glory, glory segregation" (sung to the tune of "The Battle Hymn of the Republic") were heard. The marshals, Ruby, and



**11/15/1960** - Deputy U.S. Marshals Al Butler, Warren Emerton, and Herschel Garner escort first-graders Leona Tate, Tessie Prevost, and Gail Etienne from McDonogh 19 Elementary School in New Orleans after spending their second day in the integrated school. The girls were escorted to and from school each day for the rest of the school year, and were the only students to attend the school.

©Bettmann/CORBIS

her mother entered the school, and Ruby entered her new classroom and met her new teacher. The desegregation of Orleans Parish schools was a reality.

Only 105 of Frantz's 575 students showed up for school that day. Some parents chose not to send their children; some simply could not get there through the crowds of protesters. By early afternoon, only five white children remained, none of them in Ruby's class. Ruby attended school in a class by herself for the rest of the school year, with a deputy marshal standing guard outside the classroom door. A few students returned over the next several weeks. Attendance reached a high of 23, but the continuous harassment of white parents who brought their children to school eventually brought the number down to 10 for the rest of the year.

A few blocks away, McDonogh 19, the other school to be integrated, was seeing a similar reaction. Three black girls had been chosen to integrate there, and Leona Tate, Gail Etienne, and Tessie Prevost were also escorted to school that morning by deputy marshals. The three girls were greeted by a screaming, insulting crowd of white women similar to the group that greeted Ruby Bridges at William Frantz. This became a daily ritual at both schools, on both the arrival and departure of the students. Leona Tate remembers: *"I was never afraid to ride with the marshals. The ride to and from school was the highlight of the day."*

Of that morning before school she said, *"When I was awakened that morning my household looked like a Christmas morning. Family members were there helping my mother prepare me for that first day, as I thought it would be my first day at a big school. Everyone seemed jolly until the black car with the U.S. Marshals arrived at the door. Everything got quiet, so that's when I realized that something special was about to happen."*

Mothers arrived throughout the day to pick up their children. By the end of the school day, only 40 children remained at McDonogh 19. By the end of the week, no white children attended, and they did not return that school year.

But the threats and taunts were not limited to the school. Ruby Bridges' father lost his job as a mechanic, and was out of work for several months. The family received threatening phone calls and their mail had to be screened. Even Ruby's grandparents in Mississippi received threats. Leona Tate's father also lost his job. All the black families involved suffered similar harassment.

Deputy U.S. Marshals also protected New Orleans Superintendent Jim Redmond, Judge Wright, and those white children who attended the two

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**"I was never afraid to ride with the marshals. The ride to and from school was the highlight of the day."**

*- Leona Tate*

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integrated schools. White parents who continued to send their children to school were taunted as much as those of the black children. They received threats to their person, damage to their homes, and sometimes even lost jobs, as some of the black parents did. Some made the decision to leave New Orleans when the abuse became too great, or their savings finally gave out.

The Louisiana legislature and state court system continued to make trouble even after November 14. The legislature tried to seize control of the Orleans Parish school system and implement other stalling tactics, and the courts condoned their actions. But the federal court's rulings continued to

prevail. The U.S. Supreme Court had already spoken on the matter in 1954. Slowly, those protesting began to realize they were wasting their energy trying to prevent something that had already happened. There was no going back now. But the public took longer to convince, and the persecution of both black and white families continued throughout the school year and beyond.

The city eventually began to adjust to its new normal. More schools were added to the list to be desegregated in the following school year. Eight more black students joined Ruby, Tessie, Leona, and Gail at a total of six integrated schools. When school began on September 7, 1961, the 12 began their new school year with no interruptions. The marshals were replaced by local police, but even they only sent away a few lone protesters. Many white parents still pulled their children from the integrated schools, but many more did not. Though all six schools ran well short of normal capacity that year, it was an improvement over the year before, and the numbers would continue to increase each year following.

Though progress had been made, many black parents were unhappy at the slow pace of desegregation, especially because of the overcrowding in the city's far inferior black schools. Back in the court of Judge Wright, with Wright only days from leaving for an appointment in Washington, he ordered that the process be sped up – that grades one through six all be desegregated starting with the 1962 school year, and that the pupil placement tests being used to admit such small numbers of black students into white schools be eliminated.

However, when Wright's replacement, Frank Ellis, took the bench following Wright's departure, he stayed Wright's order of integrating grades one through six pending his own research. While he continued the elimination of



**12/1/1960** - White mothers protest desegregation in New Orleans with a sign reading "Remember Little Rock" outside the home of Reverend Andrew Foreman, whose daughter was still allowed to attend classes at William Frantz Elementary following the admission of African American student Ruby Bridges. White families who still sent their children to integrated schools were targeted as a means to force their participation in the boycott of those schools.

©Bettmann/CORBIS

the placement tests, he returned to Wright's earlier order to only desegregate first-graders. When taken before the Fifth Circuit Court of Appeals, that court struck a compromise, adding second and third grades for the 1962–1963 school year, and adding a grade a year for each year following until all grades were fully integrated.

Ruby Bridges finished elementary school at William Frantz. As part of their ploy to fight desegregation, the Orleans

Parish School Board re-classified McDonogh 19 as an all-black school. At the insistence of their parents, Leona, Tessie, and Gail were transferred to another desegregated school. Though they did not face the same wrath entering the school as they had at McDonogh 19, their elementary years were not pleasant ones. They continued to help integrate New Orleans schools throughout their school careers.



**11/16/1960** – Protesters on the third day of integration outside William Frantz Elementary School in New Orleans.

©Bettmann/CORBIS

School integration would continue to move slowly in New Orleans and throughout the United States, but a message had been sent. The federal government could, and would, step

in to assure that *Brown v. Board* and other subsequent court orders and legislation were followed, wherever necessary.

United States District Court E.D. Louisiana, New Orleans Division.  
Earl Benjamin Bush et al., Plaintiffs, v. Orleans Parish School Board,  
et al., Defendants  
Civ. A. No. 3630.  
Feb. 15, v56

J. Skelly Wright, United States District Court Judge:

. . . Defendants also move to dismiss on the ground that no justiciable controversy is presented by the pleadings. This motion is without merit. The complaint plainly states that plaintiffs are being deprived of their constitutional rights by being required by the defendants to attend segregated schools, and that they have petitioned the defendant Board in vain to comply with the ruling of the Supreme Court in *Brown v. Board of Education of Topeka*, supra. The defendants admit that they are maintaining segregation in the public schools under their supervision pursuant to the state statutes and the article of the Constitution of Louisiana in suit. If this issue does not present a justiciable controversy, it is difficult to conceive of one. . . .

. . . The granting of a temporary injunction in this case does not mean that the public schools in the Parish of Orleans would be ordered completely desegregated overnight, or even in a year or more. The Supreme Court, in ordering equitable relief in these cases, has decreed that the varied local school problems be considered in each case. The problems attendant desegregation in the deep South are considerably more serious than generally appreciated in some sections of our country. The problem of changing a people's mores, particularly those with an emotional overlay, is not to be taken lightly. It is a problem which will require the utmost patience, understanding, generosity and forbearance from all of us, of whatever race. But the magnitude of the problem may not nullify the principle. And that principle is that we are, all of us, freeborn Americans, with a right to make our way, unfettered by sanctions imposed by man because of the work of God.

Decree to be drawn by the court.

Decree:

. . . It Is Ordered, Adjudged and Decreed that the defendant, Orleans Parish School Board, a corporation, and its agents, its servants, its employees, their successors in office, and those in concert with them who shall receive notice of this order, be and they are hereby restrained and enjoined from requiring and permitting segregation of the races in any school under their supervision, from and after such time as may be necessary to make arrangements for admission of children to such schools on a racially nondiscriminatory basis with all deliberate speed as required by the decision of the Supreme Court in *Brown v. Board of Education of Topeka*, supra. . . .

Judge J. Skelly Wright's decision mandating school desegregation in Orleans Parish Schools, February 15, 1956 (excerpt). *Earl Benjamin Bush, et al., Plaintiffs v. Orleans Parish School Board et al., Defendants*, 138 F. Supp. 337 (E.D. La. 1956)

# Scene Outside Integrated Orleans School Described

By STAN ATKINS

NEW ORLEANS (AP) — A group of women stands idly chatting in morning chill in an industrial neighborhood on New Orleans' central east side. Some carry small children in their arms. Many are dressed in slacks and coats that range from rough peajackets to more modish dress.

A shout is heard, "Here they come." The "they" either is a 6-year-old Negro girl riding in an automobile driven by U. S. marshals, or a white parent bringing a child to school.

This particular school is the William Frantz elementary school. It is one of two New Orleans public schools which are being gradually integrated under federal court order.

The schools are in areas where white and Negro residential sections adjoin.

They jostle each other and anyone in their path as they seek to get as close as possible to the objects of their wrath. Police lines hold them back.

Around the school are massed more than 100 policemen. They keep the sidewalks clear and the traffic moving along busy N. Galvez street on which the block-long school faces.

The police are in a delicate position. Some who will talk to a reporter admit they are in sympathy with the mothers.

The police appear to be doing an excellent job. Sometimes there are minor incidents, such as when a drunk man tried to chase a television cameraman. Sometimes, too, the women shove and jostle so in their efforts to get closer to the white parents that some are knocked to the ground.

There are three highpoints of the day for the women picketers:

When the one Negro girl and the white children are brought to school, somewhere between 8 and 9 a.m.; when the Rev. Lloyd Foreman picks up his daughter from

kindergarten between 11:30 a.m. and noon, and when the white parents return to get their children between 2:30 and 3 p.m.

In between, they drift about chatting among themselves and with some of the dozens of reporters and photographers.

Often they complain that the newspapers and television stations are not telling the truth. They don't say exactly what the truth is. The usual answer is "They're not going to integrate us."

"You don't know how we are suffering," a woman said. "Our feet are freezing."

Told she didn't have to stay, she answered, "You think we don't have to stay. We're working, too; we can't leave."

A conversation between a reporter and one of the women usually is ended when the reporter asks for names, or the employment of a husband.

"Just call me Mother," one said. The number of women on hand at the school varies from a couple of dozen to as many as 60 or 70 or more. More men appeared Friday than at any time since the Negro girl was admitted to the school Nov. 14.

The major part of the crowd's ire is directed at the Rev. Mr. Foreman, a Methodist minister, and Mrs. Daisey Josephine Gabrielle. They are the only ones who have taken their children to the school each day since it integrated.

Flying squads of the women frequently walk the block and a half to the small, neat white Foreman house, or the four blocks to the Gabrielle apartment in a housing project.

The police usually break up or confine those gatherings.

The Foreman home is closed and the drapes are drawn. The family is living elsewhere. The Gabrielle family remains in the apartment, boycotted by the neighbors.

The women appeared to become more frustrated as the white boycott weakened slightly. On Friday, parents brought 10 white children to the school. It was the most since the boycott began.

As the women became more frustrated, they turned their attention more to the reporters and photographers covering the story. They shouted epithets at a reporter Friday, and when a photographer took a picture of them, they called the latter a Communist.

Two, four, six, eight, "We don't want to integrate." Still another:

"Eight, six, four, two, "We don't want No jigaboo."

When they finish the chant, they cheer and laugh.

Crude signs appear at times. A boy walked up with one reading, "My Daddy said No." He was cheered.

Cheers also were the lot of par-

ents who walk into the school to get their children's records in order to transfer them to other schools.

Occasionally a Negro passing in a car is booed. Catcalls frequently are directed at Negroes passing through the area.

But often during the shouting tumult, a Negro postman walks quietly past the school delivering mail. The women pay no attention to him whatsoever. He has been on the route some 16 years.

It appears obvious most of the women feel the issue of integration strongly.

It also appears there are other factors underlying the daily gatherings at the schools, even when the temperature has dropped down into the low 30s.

Some of the women don't have children in the school but appear the picket lines. They are worried about the effect of the integration on the value of their homes.

"I'm taking a \$4,000 dump on my house," a woman said in describing the drop in value. She stood in the crowd crying.

To many, living a humdrum life, this is a moment of excitement.

Their pictures are being made by the newspaper and television cameraman. Probably few of them ever had their pictures in a newspaper or on television before.

They apparently watch the television newscasts avidly in the evening and discuss the next morning who was shown among them.

Walk from the scene a block or so and all is placid—a typical blue collar, working neighborhood.

As a reporter walked from the school, a nicely dressed woman stopped him and asked:

## DEATHS

### LESLIE MARIE KINNEY

SULPHUR (Spl.) — Leslie Marie Kinney, infant daughter of Mr. and Mrs. James W. Kinney, Rt. 2, Sulphur, died shortly after birth at 10:45 p.m. Friday in Lake Charles Memorial hospital.

Services were held in the Hixson Funeral home chapel Saturday at 3 p.m. Burial was in the Roselawn cemetery.

Survivors, in addition to the parents, are the grandparents, Mr. and Mrs. Wesley Kinney of Sulphur and Mr. and Mrs. Luther Da-

## REMEMI



AI  
Lake Charles Fir  
LOCALLY OWNE  
919 RYAN ST.

Newspaper article describing the scene outside William Frantz Elementary, almost a month after desegregation began. December 4th, 1960.

Courtesy of the Lake Charles (La.) American Press.

# DESEGREGATION

## OF THE UNIVERSITY OF MISSISSIPPI



**9/16/1962** - Mississippi Lieutenant Governor Paul Johnson attempts to block James Meredith, Chief Marshal James P. McShane, and Justice Department attorney John Doar from entering the University of Mississippi campus. Meredith was the first black student to enroll after a long fight between the federal government and the state of Mississippi.

©Bettmann/CORBIS



I think last night was the worst night I ever spent ...

... [The deputies] were out there with instructions not to fire. They were fired on, they were hit, things were thrown at them. It was an extremely dangerous situation. ...

... And I think it was that close. If the tear gas hadn't arrived in that last five minutes, and if these men hadn't remained true to their orders and instructions, if they had lost their heads and started firing at the crowd, you would have had immense bloodshed, and I think it would have been a very tragic situation. ...

So to hear these reports that were coming in to the President and to myself all last night – when the situation with the state police having deserted the situation, and these men standing up there with courage and ability and great bravery – that was a very moving period in my life. ”

– **ATTORNEY GENERAL ROBERT F. KENNEDY**, October 1, 1962

Some describe it as the last battle of the Civil War. The residents of Oxford, Miss., have largely spent the last 50 years trying to forget the events that took place the night of September 30, 1962, often referred to as “the Meredith Crisis,” or “the Oxford Rebellion.” Oxford still looks much like it did that night, and life has moved on. The federalized Mississippi National Guardsmen and U.S. Marshals that upheld their oaths that night to protect all citizens of the United States were never publicly recognized for their accomplishments, and most liked it that way. Even though it was an event that has largely disappeared from the public radar, and is rarely, if ever, found in a history textbook, the riot that night at the University of Mississippi over the enrollment of African American student James Meredith forever changed the

state of Mississippi, and the way the federal government interacted with its citizens.

James Meredith grew up on a farm in Kosciusko, Miss. After he graduated from high school in 1951, he joined the newly desegregated United States Air Force, where he served until 1960. He attended Jackson State University for two years, a black school in racially segregated Jackson. He then decided to apply for admission to the University of Mississippi, an all-white school in Oxford. In the 1954 Supreme Court decision *Brown v. Board of Education*, the high court had ruled that all publicly supported schools had to be desegregated. Almost 10 years later, Mississippi had yet to abide by that ruling.

In 1961, Meredith filed suit against the University for discriminating against him simply because he was African American. The case made it all the way to the Supreme Court, which ruled that Meredith had the legal right to attend the state school. The Governor of Mississippi, Ross Barnett, immediately began attempts to bar Meredith from enrolling. After a series of phone calls between Barnett and U.S. Attorney General Robert F. Kennedy, Barnett agreed to let Meredith enter the school on the condition that Kennedy allow it to look like it was completely against his wishes in order to not lose face with his constituents who were still strongly against desegregation.



**9/30/1962** – White students gather on the campus of the University of Mississippi to protest the enrollment of James Meredith, the first African American student enrolled following forced school integration.

©Bettmann/CORBIS

On Sunday, September 30, 1962, a few minutes before 4 p.m., the first of approximately 500 Deputy U.S. Marshals, along with Chief Marshal James P. McShane, made their way onto campus. They were from different parts of the country, representing many different opinions on what was going on in Mississippi. A majority of them were Southerners. But all had a job to do. The marshals headed for the middle of campus, where they formed a perimeter around the Lyceum Building, which housed the Registrar's office. Meredith was taken to a dorm, where he was left under the watch of a handful of deputies. Mississippi Highway Patrolmen were sent

to guard the entrances to the campus, and President John F. Kennedy called in U.S. Army troops from Fort Benning, Ga., and federalized the Mississippi National Guard to support the marshals. The Posse Comitatus Act of 1878 had prohibited the U.S. military from arresting civilians within the borders of the United States. The troops would be able to detain any troublemakers, and as the nation's civilian police force, it would be the marshals' job to arrest them.

By 5:30 p.m., 400 people had gathered on the lawn in front of the Lyceum, with more arriving every minute. Though some were students, many were not. They came from all over

Mississippi, and even from other states. The Mississippi Highway Patrolmen, most of whom were against integration, did not secure the campus entrances as they had been instructed to. Some waved armed civilians through and some simply abandoned their posts and joined the masses gathering at the Lyceum. The riot began with taunting and name calling, but soon progressed to the marshals being assaulted by bricks, glass bottles, and Molotov cocktails. The marshals had been given strict instructions that no matter what, they were not to fire their guns into the crowd. They were authorized to use only tear gas and riot batons.

Finally, around 8 p.m., the marshals were cleared to begin firing tear gas. The battle for desegregation had begun in earnest. The air around the Lyceum quickly filled with gas, and the crowds scattered, but they didn't stay away for long. By this time there were approximately 1,500 people in the area. Teams of rioters quickly formed for a fresh assault. A new construction site on campus armed them with around 30,000 loose bricks. One group broke into the chemistry building next to the Lyceum and emerged with chemicals, which they launched at the marshals. Squad leader Al Butler was hit with acid, his forearm burned from hand to elbow.

The riot continued into the night. The crowds became larger and the assaults became wilder and more

aggressive. Shots were fired at the marshals. Deputy U.S. Marshal Gene Same was shot in the neck by a sniper, and had to be secretly evacuated from the scene. He died and was resuscitated four times that night by the time he arrived at a hospital. He survived, but his shooter was never identified. He returned to active duty in early November.

Around 10 p.m., President Kennedy ordered the army to invade Northern Mississippi and to bring order to the campus. The federalized Oxford National Guard Unit arrived at 10:10 p.m. They had no tear gas or ammunition, and barely made it across campus to the Lyceum. The marshals soon realized they would provide little aid beyond helping to keep back the crowds.

By 11 p.m., the marshals were beginning to run out of tear gas. The 20 members of the Oxford National Guard Unit fixed their bayonets to their unloaded rifles in preparation for the next wave of rioters. The sight of steel and the Guardsmen's refusal to back down in the face of the mob finally caused the rioters to hesitate. Around midnight, another wave of 165 Mississippi National Guard arrived on the scene, further reinforcing the federal position. Throughout the early morning hours, National Guard and Regular Army troops continued to arrive, slowly pushing back and dispersing the rioters.

**10/1/1962** – Deputy U.S. Marshals guard the Lyceum Building on the University of Mississippi campus from protesters against the enrollment of James Meredith.

©Bettmann/CORBIS





**9/30/1962** – Deputy U.S. Marshals form a barrier in front of the Lyceum Building on the University of Mississippi campus to keep out protesters over desegregation of the school.

©Bettmann/CORBIS

As the sun rose, federal troops were pushing the last of the rioters from campus and inspecting the damage. The campus still smelled of tear gas, there were burned-out vehicles, and bullet holes marked the white columns of the Lyceum Building. But the school itself suffered very little. Officials decided to continue normal operations that day, and encouraged students to attend classes as they normally would. The cost in human life was higher. Two men were confirmed killed and hundreds injured. Some 160 deputy marshals were injured, with injuries ranging from gunshot

wounds to bruises from rocks and bricks. One of the dead was Ray Gunter, a bystander who, out of curiosity, had stopped with a friend to check out the scene and was killed by a stray bullet. The other fatality was Paul Guihard, a staff correspondent for the French news agency Agence France-Presse. Guihard had been last seen among the mob, and was later found with a bullet in his back. No one was ever identified or arrested for either death.

Meredith was registered for classes that morning, and was escorted to his first class, an American History

class, by Chief Marshal McShane and a group of helmeted deputies. The marshals continued to escort him to class every day for the rest of the school year.

A full-scale military invasion followed the riot. Oxford was now an occupied city. A total of 31,000 troops were mobilized throughout Northern Mississippi. At the peak, over 15,000 were in the vicinity of Oxford. Between September 30 and October 2, over 300 civilians were taken prisoner. The vast majority were released by October 3 for lack of evidence. The marshals left, but



**9/30/1962** – Tear gas fills the air around the Lyceum Building on the University of Mississippi campus during a riot by students and other protesters opposing the enrollment of James Meredith and school desegregation.

©Bettmann/CORBIS

the Mississippi National Guard and other local military and police were left to deal with the aftermath. Some people viewed them as traitors, some as heroes. Many felt betrayed by their state government. University Chancellor J.D. Williams said, “*We must not forget, lest it happen again.*” But life eventually slipped into its new normal, James Meredith graduated from Ole’ Miss the following May, and the event was largely forgotten.

At Oxford, and with events leading up to the riot, James Meredith forced the United States government to acknowledge the fact that just passing

Civil Rights laws was not going to force many white Americans to accept desegregation. There would be times when force was required. If it were not for the stand of the U.S. Marshals, Meredith might never have realized his dream. The marshals would also serve in other campaigns of the Civil Rights Movement, in places like Selma (Ala.), Montgomery (Ala.), and Atlanta (Ga.).



**9/30/1962** – Deputy U.S. Marshals wear gas masks and carry tear gas guns and riot batons as they work to break up riots on the University of Mississippi campus.

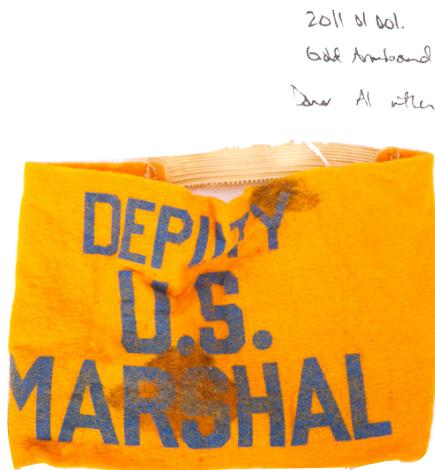
©Bettmann/CORBIS



Riot baton used by retired Deputy U.S. Marshal Al Butler during the riot at the University of Mississippi in 1962. This artifact is part of the U.S. Marshals Museum's permanent collection, donated by Al Butler.



Helmet worn by Retired Deputy U.S. Marshal Al Butler during the riot at the University of Mississippi in 1962. This artifact is part of the U.S. Marshals Museum's permanent collection, donated by Al Butler.



Arm Band worn by Retired Deputy U.S. Marshal Al Butler during the riot at the University of Mississippi in 1962. This artifact is part of the U.S. Marshals Museum's permanent collection, donated by Al Butler.

J H MEREDITH  
1129 Maple Street  
Apartment 5-D  
Jackson, Mississippi  
February 7, 1961

TO: The Justice Department

It is with much regret that I present this information to you concerning myself. Whenever I attempt to reason logically about this matter, it grieves me deeply to realize that an individual, especially an American, the citizen of a free democratic nation, has to clamor with such procedures in order to try to gain just a small amount of his civil and human rights, and even after suffering the embarrassments and personal humiliation of this procedures, there still seems little hope of success. To be in an oppressed situation is not in itself very difficult, but to be in it and realize its unfairness, and then to have one's conscious compel him to try to correct the situation is indeed antagonizing and often miserable.

Before I go to far, I want to state my immediate situation. I have applied for admission to the University of Mississippi. I have not been accepted and I have not been rejected. Delaying tactics are presently being used by the state. This is the important fact and the reason I am writing (one major reason) to you. Other Negro citizens have attempted to exercise their rights of citizenship in the past, but during the period of delay, that is, between the time the action is initiated and the would be time of attainment of goal, the agencies of the state eliminate the protestant. I do not have any desire to be eliminated.

Why do I feel that you will or should be concerned about me? I have no great desire to protect my hyde, but I do hope to see the day when the million Negroes that live in the state of Mississippi will have cause not to fear as they fear today. High ranking officials of this state, including the Lieutenant Governor during the absence of the Governor while on his south American trip, have made public statements saying that the law enforcement agencies of this state will not be use to enforce laws as proclaimed by the federal courts. I have no reason to believe that they will protect citizens that seek to bring about such decisions, in fact, I believe that if they are used at all it will be to intimidate such citizens.

America is a great nation. It has led the world in freedom for a long time. I feel that we can and we must continue to lead in this respect. However, I feel that a greater use should be made of the Negro potential. In my state, this is generally impossible under the present set-up. A Negro born in Mississippi can write himself off of the potential list of all of the professions, except teaching and preaching, such as it is, nearly all of the technical fields or trades and off of the Commissioned Officers roll.

Instead of the restrictions being lifted, they are being more tightly controlled. I feel that this is not in the best interest of our country and certainly not in the best interest of the Negro people. Presently, much is being said by the radio and press about "a negro" wanting to go to the University of Mississippi. Much is being made of prior attempts by Negroes to go to "All White" Mississippi schools. They elaborate on the fate of these individuals, for instance, the latest one to try is now serving a seven (7) year prison term on alleged cropped-up charges subsequent to his attempt to go to school. If this is to be the normal fate of an individual who seeks to exercise his rights of citizenship, then I certainly feel that this is an undesirable situation.

My background! I was born on a small farm in Attala county, Mississippi, the seventh of thirteen children. I walked to school, over four miles each way, everyday for eleven years. Through-out those years, the White school bus passed us each and every morning. Of course, there was no Negro school bus. I never had a teacher during grade and High school with a college degree. Sounds sad doesn't it? Well, it is not. I was indeed fortunate, because each day I passed by one of the largest farms in the county, and there I saw boys my own age and younger that fed cows all day and to this day most of them can't even read road signs. I have never known that I could help solve this situation, but I have always felt that I must do my best.

During my last year of high school, which was spent in Florida, I entered an essay contest, sponsored by the American Legion, of which I was winner along with two White girls. The title of the essay was "Why I am Proud to be an American." My theme was that I was not proud because I was born with as many or more of the desirable things of life as the next man, but because in my country an individual has the opportunity to grow and develop according to his ability and ingenuity, and is not restricted from progress solely on the basis of Race. Basically, I still believe in this possibility.

I spent nine (9) years in the United States Air Force. All of this time was in the so called "integrated" service and I feel that I can safely say that there is no logical reasons to justify denying a law abiding citizen the rights of full citizenship solely on the basis of Race.

What do I want from you? I feel that the power and influence of the federal government should be used where necessary to insure compliance with the laws as interpreted by the proper authority. I feel that the federal government can do more in this area if they choose and I feel that they should choose.

In view of the above (incomplete) information I simply ask that the federal agencies use the power and prestige of their positions to insure the full rights of citizenship for our people.

Sincerely,

  
J. H. MEREDITH

Letter from J.H. (James) Meredith to the Justice Department concerning his attempts to gain admission to the University of Mississippi.

Courtesy of the National Archives and Records Administration (NARA)

2a

SEPTEMBER 29, 1962

HON. ROSS BARNETT  
GOVERNOR  
STATE OF MISSISSIPPI  
JACKSON, MISSISSIPPI

TO PRESERVE OUR CONSTITUTIONAL SYSTEM THE FEDERAL GOVERNMENT HAS AN OVERRIDING RESPONSIBILITY TO ENFORCE THE ORDERS OF THE FEDERAL COURTS. THOSE COURTS HAVE ORDERED THAT JAMES MEREDITH BE ADMITTED NOW AS A STUDENT AT THE UNIVERSITY OF MISSISSIPPI. THREE EFFORTS BY FEDERAL LAW ENFORCEMENT OFFICIALS TO GIVE EFFECT TO THE ORDER HAVE BEEN UNAVAILING BECAUSE OF YOUR PERSONAL PHYSICAL INTERVENTION AND THAT OF THE LIEUTENANT GOVERNOR SUPPORTED BY STATE LAW ENFORCEMENT OFFICERS. A FOURTH WAS CALLED OFF AT THE LAST MINUTE BY THE ATTORNEY GENERAL ON ADVICE FROM YOU THAT EXTREME VIOLENCE AND BLOODSHED WOULD OTHERWISE RESULT. BY VIEW OF THIS BREAKDOWN OF LAW AND ORDER IN MISSISSIPPI AND IN ACCORDANCE WITH OUR TWO TELEPHONE CONVERSATIONS TODAY, I WOULD LIKE TO BE ADVISED AT ONCE OF YOUR RESPONSE TO THE FOLLOWING QUESTIONS:

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PAGE TWO

FIRST, WILL YOU TAKE ACTION TO SEE THAT THE COURT ORDER IS ENFORCED AND PERSONALLY FOLLOW THE COURT'S DIRECTION TO YOU?

SECOND, IF NOT, WILL YOU CONTINUE TO ACTIVELY INTERFERE WITH ENFORCEMENT OF THE ORDERS OF THE COURT THROUGH YOUR OWN ACTIONS OR THROUGH THE USE OF STATE LAW ENFORCEMENT OFFICIALS OR IN ANY OTHER WAY?

THIRD, WILL STATE LAW ENFORCEMENT OFFICIALS COOPERATE IN MAINTAINING LAW AND ORDER AND PREVENTING VIOLENCE IN CONNECTION WITH FEDERAL ENFORCEMENT OF THE COURT ORDERS? IN THIS CONNECTION, WILL YOU AT ONCE TAKE STEPS TO PROHIBIT MOBS FROM COLLECTING IN THE OXFORD AREA DURING THIS DIFFICULT PERIOD, AND WILL YOU CALL ON THE UNIVERSITY OFFICIALS TO ISSUE REGULATIONS TO PREVENT STUDENTS FROM PARTICIPATING IN DEMONSTRATIONS OR MOB ACTIVITY? AS GOVERNOR OF THE STATE OF MISSISSIPPI, WILL YOU TAKE THE RESPONSIBILITY FOR MAINTAINING LAW AND ORDER IN THAT STATE WHEN THE COURT ORDERS ARE PUT INTO EFFECT?

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**PAGE THREE**

**I WOULD LIKE TO HEAR FROM YOU THIS EVENING BY WIRE.  
I HOPE FOR YOUR COMPLETE COOPERATION AND ASSISTANCE  
IN MEETING OUR RESPONSIBILITIES.**

**JOHN F. KENNEDY  
PRESIDENT OF THE UNITED STATES**

Telegram from President John F. Kennedy to Governor Ross Barnett of Mississippi concerning James Meredith's enrollment in the University of Mississippi.  
Courtesy of the National Archives and Records Administration (NARA)

*Defendants #25  
for id.*

J H MEREDITH  
1129 Maple Street  
Apartment 5-D  
Jackson, Mississippi  
31 January, 1961

Office of the Registrar  
The University of Mississippi  
Division of Student Personnel  
University, Mississippi

Dear Mr. Robert B. Ellis:

I am very pleased with your letter that accompanied the application forms you recently sent to me. I sincerely hope that your attitude toward me as a potential member of your student body reflects the attitude of the school, and that it will not change upon learning that I am not a White applicant.

I am an American-Mississippi-Negro citizen. With all of the occurring events regarding changes in our old educational system taking place in our country in this new age, I feel certain that this application does not come as a surprise to you. I certainly hope that this matter will be handled in a manner that will be complimentary to the University and to the State of Mississippi. Of course, I am the one that will, no doubt, suffer the greatest consequences of this event, therefore, I am very hopeful that the complications will be as few as possible.

I will not be able to furnish you with the names of six University Alumni because I am a Negro and all graduates of the school are White. Further, I do not know any graduate personally. However, as a substitute for this requirement, I am submitting certificates regarding my moral character from Negro citizens of my State.

Except for the requirement mentioned above, my application is complete. All colleges previously attended have been contacted and my transcripts should already be in your office or on the way. I am requesting that immediate action be taken on my application and that I be notified of its status, as registration begins on February 6th, 1961, and I am hoping to enroll at this time.

Thank you very much.

Very hopefully yours,

s/J H Meredith  
t/J H MEREDITH  
Applicant

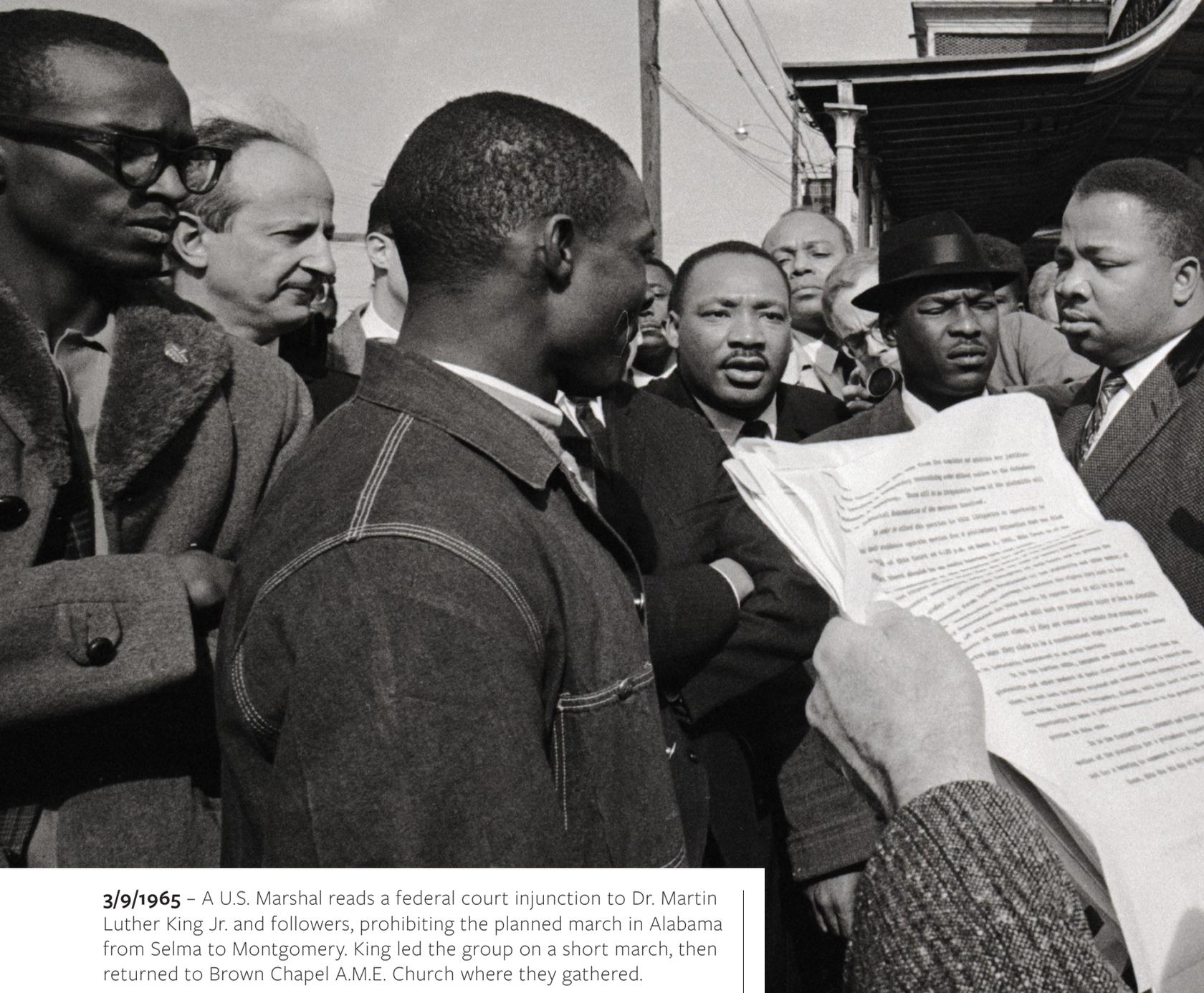
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*Plaintiffs Ed #3.*

Letter of application from J.H. (James) Meredith to Robert B. Ellis, Registrar of the University of Mississippi. Meredith entered the University in September 1962.

Courtesy of the National Archives and Records Administration (NARA)

# MONTGOMERY, SELMA, AND BEYOND



**3/9/1965** – A U.S. Marshal reads a federal court injunction to Dr. Martin Luther King Jr. and followers, prohibiting the planned march in Alabama from Selma to Montgomery. King led the group on a short march, then returned to Brown Chapel A.M.E. Church where they gathered.

©Bettmann/CORBIS



Outside of education, the marshals assisted with security for many important events of the Civil Rights Movement, including the marches in Alabama and Washington, D.C. Their presence reminded state and local police, who were often involved in violence themselves, of the intent of the federal government concerning civil rights for all.

## MONTGOMERY

In May 1961, Dr. Martin Luther King Jr. and other Civil Rights leaders gathered at the First Baptist Church in Montgomery, Ala., to honor the Freedom Riders, who had been staging “Freedom Rides” on buses across the South earlier that month. Several thousand protesters surrounded the church, intent on violence against those inside. Expecting trouble, deputy marshals were sent to guard the church. It was soon realized that the number of deputies allotted for the event would be too small, and deputies from other parts of the country who had riot training were given emergency orders to head to Montgomery to join the force. The marshals quickly gathered names and information of the speakers and others included on the program, with their primary concern being for Dr. King and the pastor of the church, Reverend Ralph Abernathy. In all, approximately 400 marshals were sent to Montgomery.

As part of their work to secure the area, marshals obtained the program and a list of speakers. A copy of the program was later found in an unmarked file. On the back, a deputy had written Reverend Abernathy’s name and other information, along with a

notation of his three children and baby sitter. The names of members of the Knight family were also noted. They may have been related to Pauline Knight, one of the organizers of the Freedom Riders. It included the location “Pelcin [Pelican] Theatre” on “Laurence Street at corner of Monroe.” And finally, a pencil notation mentioned “ATU” and a number. This was a reference to their primary revenue agent contact – as the protective activity involved multiple jurisdictions.

The deputies formed a perimeter around the church and bravely stood their ground in the face of the mob. Cars were set on fire near the church, threats were made to burn down the church, and rocks and bricks were thrown at the marshals and through windows of the church, but the marshals were able to secure the building until federal troops from the Alabama

National Guard arrived and dispersed the mob. The 1,500 men, women, and children inside spent the entire night in the church, until troops escorted them home the next morning.

## SELMA

In Selma, Ala., marchers gathered in March 1965 for a planned march from Selma to Montgomery. The events at Selma marked a peak in the Civil Rights Movement. The “march” actually consisted of two attempted marches, then the actual 54-mile march from Selma to Montgomery.

On March 7, the marchers began their first attempt. As they crossed the Edmund Pettus Bridge leading out of Selma, they were stalled by state troopers and other local police who instructed them to turn back.



**5/21/1961** - Deputy U.S. Marshals, signified by their armbands, guard the First Baptist Church in Montgomery, Ala., where Dr. Martin Luther King Jr. was speaking. A large crowd gathered, eventually requiring the deputies and local police to use tear gas to disperse them. The National Guard was later called out to prevent further incidents.

©Bettmann/CORBIS

When they refused to do so, they were brutally attacked with billy clubs and tear gas. The day became known as “Bloody Sunday.” Several people were brutally beaten, and the televised viciousness sparked outrage across the country.

On March 9, Dr. King led a group of 2,000 followers back to the Pettus Bridge, where they again were confronted by state and local law enforcement. In obedience to a federal injunction not to march that had been presented to them by U.S. Marshal George M. Stuart, the group prayed at the bridge, then turned around and returned to the Brown Chapel A.M.E. Church where they had begun. King then submitted a detailed march plan to the federal court and sought court protection for the marchers.

The judge stated the group had the right to petition the government, and to hold peaceful protests, according to the U.S. Constitution. The federally sanctioned march began on March 21, 1965, with approximately 2,500–3,000 marchers protected by Alabama National Guard members, Federal Bureau of Investigation (FBI) agents, and Deputy U.S. Marshals. They averaged about 10 miles a day, and took four days to reach Montgomery. When they reached Montgomery on March 25 their numbers swelled to 25,000, including people of all races, ages, and backgrounds. A rally was held at the State Capitol on their arrival. In August, President Lyndon Johnson signed the Voting Rights Act of 1965.

## WASHINGTON, D.C.

The marshals were also there during the March on Washington for Jobs and Freedom led by Dr. King on August 28, 1963, though as a behind-the-scenes dignitary and security detail. Retired Deputy U.S. Marshal Richard Bowden remembers:

*“You must understand he [Dr. King] was not a government official nor*

*had a known threat been made on his life at that time. We knew there were not going to be any disturbances. The U.S. Marshal for the District of Columbia at that time, Luke C. Moore, an African American who had been the Marshal in charge of the James Meredith detail and very aware of the movement, decided we would give Dr. King the courtesy of an escort. I had the privilege that day to pick up Dr. King alone with the Marshal from his hotel and we drove him up to meet with the marchers.”*

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“I had the privilege that day to pick up Dr. King alone with the Marshal from his hotel and we drove him up to meet with the marchers.”

– Retired Deputy U.S. Marshal  
Richard Bowden

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The purpose of the march was to push the Kennedy Administration toward stronger, more comprehensive legislation and enforcement of Civil Rights for African Americans. The Department of Justice worried about violence against the marchers, so planned to have deputies stationed throughout the area, and to help track logistics for more than 54,000 people who attended the march arriving by buses, planes, and trains. In the end, as many as 250,000 people attended, including around 60,000 white people, marching from the Washington Monument to the Lincoln Memorial.

Deputies and officials, including Chief Marshal McShane, stayed with the marchers throughout the day as the program progressed, which included Dr. King’s “I Have a Dream” speech as

well as speeches by other well-known Civil Rights activists. Performers included Joan Baez and Bob Dylan, popular performers of the 1960s.

Bowden commented: *“The Marshal and I continued to the Lincoln Memorial and positioned ourselves to await the arrival of the marchers. From that vantage point I had an excellent view of the crowd and the stage. I could hear and see the entire program that lasted about five to six hours. There were other speakers and performers who made excellent remarks and contributions that have not been given the attention of Dr. King’s.”*

Fortunately, in this instance, the event was mostly peaceful and any upsets were quickly dispelled by local police. No marchers were arrested, and no incidents involving marchers were reported to police. Bowden stated, *“I’m proud to say it was ‘a walk in the park,’ very peaceful, no arrests for any law violation. I must admit that, at that time, I didn’t realize the gravity and the historical significance of the event.”*

Following the march, Dr. King and other leaders met with President Kennedy and Vice President Johnson on the importance of bipartisan support for civil rights legislation. The march is credited with the successful passage of the 1964 Civil Rights Act and the Voting Rights Act of 1965.

THE MONTGOMERY IMPROVEMENT ASSOCIATION  
712 DORSEY STREET  
MONTGOMERY, ALABAMA

SALUTES THE  
"FREEDOM RIDERS"

SONG AND PRAISE SERVICE

OPENING HYMN ..... HYMN No. 276: "LEANING ON THE EVERLASTING ARMS"  
MESSAGE OF SCRIPTURE ..... THE REV. H. J. PALMER, CHAPLAIN MIA  
EVENING OF PRAYER ..... THE REV. B. D. LAMBERT, PASTOR, MAGGIE STREET BAPTIST CHURCH  
CHANT ..... THE LORD'S PRAYER  
SPECIAL MUSIC ..... CHOIR, FIRST BAPTIST CHURCH  
PRESENTATION OF PRESIDING OFFICER ..... THE REV. S. S. SEAY, SR.  
OPENING STATEMENT ..... DR. RALPH D. ABERNATHY, PRESIDENT MIA  
SPECIAL MUSIC ..... CHOIR, NORTH MONTGOMERY BAPTIST CHURCH  
GREETINGS: (THREE (3) MINUTES EACH)

STUDENT NONVIOLENT COORDINATING COMMITTEE, ATLANTA, GA.      EDWARD B. KING, JR.,  
EXECUTIVE SECRETARY

NASHVILLE CHRISTIAN LEADERSHIP COUNCIL, NASHVILLE, TENN.      J. METZ ROLLINS  
ANDREW WHITE

SOUTHERN CONFERENCE EDUCATIONAL FUND, NEW ORLEANS      JIM DOMBROWSKI  
EXECUTIVE DIRECTOR

CONGRESS OF RACIAL EQUALITY, NEW YORK, N. Y.      JAMES FARMER  
NATIONAL DIRECTOR

ALABAMA CIVIC AFFAIRS ASSOCIATION, MOBILE, ALA.      JOSEPH E. LOWERY  
PRESIDENT

OTHERS

FREEDOM OFFERING ..... MR. ROBERT D. NESBITT  
CHAIRMAN, FINANCE COMMITTEE

SPECIAL MUSIC ..... CHOIR, MAGGIE STREET BAPTIST CHURCH

INTRODUCTION OF SPEAKER ..... THE REV. WYATT TEE WALKER, EXECUTIVE DIRECTOR, SCLC

A D D R E S S ..... DR. MARTIN LUTHER KING, JR.  
PRESIDENT, SOUTHERN CHRISTIAN LEADERSHIP CONFERENCE  
ATLANTA, GEORGIA

THE FREEDOM RIDERS ..... MISS DIANA NASH, EXECUTIVE SECRETARY  
NASHVILLE CHRISTIAN LEADERSHIP COUNCIL

CLOSING HYMN & PRAYER

5/21/1961 - Program and list of speakers for an event to honor the Freedom Riders at First Baptist Church in Montgomery, Ala. The keynote speaker was Dr. Martin Luther King Jr. Deputy U.S. Marshals were sent to provide security for the event.

Courtesy of the U.S. Marshals Service

Elia J. Knight  
Robert Knight  
132750 Hall St  
Bellevue, Tenn  
Lawrence Hunt  
at corner of Monroe

ATC  
10/15  
8/12/22

Rev. Abernathy  
132750 Hall St  
Bellevue  
Baby Sitter  
262-7674

262

262-7674

On the reverse of the program, a Deputy U.S. Marshal recorded Reverend Abernathy's name, address, and phone number, and noted he had three children and a baby sitter, as well as other names and information.

### Windy, Cold

High Today, 44.  
Low Tonight, 26.  
Details on Page 2.

147th Year, 79th Issue

## Rights Leaders Promise Appeal Of Selma Order

By PHIL ORAMOUS

SELMA, Ala. (AP) — Civil rights leaders have promised immediate appeal of a federal judge's order limiting the scope of their protest demonstrations in Selma.

Federal marshals were to arrive today to serve the order by U.S. Dist. Judge Daniel H. Thomas of Mobile. Thomas ordered demonstrations confined to an area around the Browns Chapel A.M.E. Church, the rallying point for the demonstrators, and a route downtown which leads past City Hall and to the Dallas County Courthouse.

The judge's order came within hours after police took into "protective custody" more than 200 demonstrators picketing the house of Mayor Joseph T. Smitherman in a white residential area.

Meanwhile, special committees worked late into the night at the church preparing for Sunday's 50-mile march to Montgomery in protest to voter registration procedures in Alabama. The committees worked on such things as first aid, food, toilets and other required items.

The immediate reaction to Thomas' order from an aide to Dr. Martin Luther King Jr., the Rev. William Greer, was: "all of Selma, all of Alabama, all of America is our arena."

Greer said that if the protest area is restricted, they would appeal the order to the 5th U.S. Circuit Court of Appeals at New Orleans.

The order was telephoned to a Selma official Friday night.

The judge said, "persons can peacefully congregate, demonstrate or picket for the purpose of expressing grievances "in the areas around the church and along the streets leading to the city hall and courthouse.

Harry G. Boyte of Atlanta, another King aide, called the white residential area "the sensitive area of Selma which we would be remiss in not touching."

Taking demonstrators into "protective custody" was a new move by Public Safety Director Wilson Baker. He told them, "We have had trouble with you folks before and we are taking you into custody to protect you."

As those arrested were being loaded into buses, for the trip to City Hall where they were herded into a courtroom, two incidents occurred.

44-28492-42  
ENCLOSURE

NW: 15200 DocId: 70000876 Page 5

Newspaper article describing the federal court injunction concerning the planned march from Selma, Ala.

Courtesy of the National Archives and Records Administration (NARA).

# MARCH ON WASHINGTON FOR JOBS AND FREEDOM

AUGUST 28, 1963

## LINCOLN MEMORIAL PROGRAM

1. The National Anthem *Led by Marian Anderson.*
2. Invocation *The Very Rev. Patrick O'Boyle, Archbishop of Washington.*
3. Opening Remarks *A. Philip Randolph, Director March on Washington for Jobs and Freedom.*
4. Remarks *Dr. Eugene Carson Blake, Stated Clerk, United Presbyterian Church of the U.S.A.; Vice Chairman, Commission on Race Relations of the National Council of Churches of Christ in America.*
5. Tribute to Negro Women  
Fighters for Freedom  
Daisy Bates  
Diane Nash Bevel  
Mrs. Medgar Evers  
Mrs. Herbert Lee  
Rosa Parks  
Gloria Richardson  
*Mrs. Medgar Evers*
6. Remarks *John Lewis, National Chairman, Student Nonviolent Coordinating Committee.*
7. Remarks *Walter Reuther, President, United Automobile, Aerospace and Agricultural Implement Workers of America, AFL-CIO; Chairman, Industrial Union Department, AFL-CIO.*
8. Remarks *James Farmer, National Director, Congress of Racial Equality.*
9. Selection *Eva Jessye Choir*
10. Prayer *Rabbi Uri Miller, President Synagogue Council of America.*
11. Remarks *Whitney M. Young, Jr., Executive Director, National Urban League.*
12. Remarks *Mathew Ahmann, Executive Director, National Catholic Conference for Interracial Justice.*
13. Remarks *Roy Wilkins, Executive Secretary, National Association for the Advancement of Colored People.*
14. Selection *Miss Mahalia Jackson*
15. Remarks *Rabbi Joachim Prinz, President American Jewish Congress.*
16. Remarks *The Rev. Dr. Martin Luther King, Jr., President, Southern Christian Leadership Conference.*
17. The Pledge *A Philip Randolph*
18. Benediction *Dr. Benjamin E. Mays, President, Morehouse College.*

**“WE SHALL OVERCOME”**

Official program for the 1963 March on Washington for Jobs and Freedom.

Courtesy of the National Archives and Records Administration (NARA).

# THE U.S. MARSHALS MUSEUM

## AN EXEMPLARY AMERICAN STORY

Within months after he assumed office, President George Washington established the United States Marshals with Senate Bill One, the Judiciary Act. Through this exceptional Act, he placed the protection of the laws of the U.S. Constitution within a civilian agency, not a military force. This single move made clear that the American democracy was something the world had never seen before.

For more than 225 years, the U.S. Marshals Service has demonstrated the wisdom of Washington's vision. This new nation was founded as a nation of laws, supported by a fair-handed federal judicial system. Since 1789, the U. S. Marshals, working in every state and territory, have held the primary responsibility for upholding and enforcing the core tenets of liberty, justice, and human rights as defined by the Constitution.

The stories of the U.S. Marshals are remarkable. Their acts of courage and commitment in a growing and changing nation have become the stuff of legend, popularized in the American imagination. Yet, these stories are those of real people, men and women who have protected justice even with the ultimate sacrifice of their lives. Moreover, U.S. Marshals continue to serve our nation with valor and integrity, meeting modern day threats with the same resolution as they have exhibited since their founding.

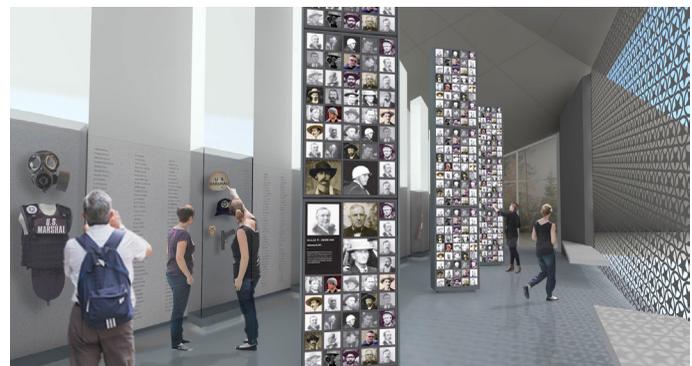
**It is time to honor the men and women of the U.S. Marshals Service through a national museum that will stand as a worthy symbol of their heroism, strength, and sacrifice.**

The U.S. Marshals Museum (USMM), soon to be built in Fort Smith, Ark., will be dedicated to the remarkable and heroic history of the U.S. Marshals Service. When the star-shaped building rises on the banks of the Arkansas River, it will become a national tribute to the U.S. Marshals Service and all of the men and women, past and present, who have served to safeguard our Constitutional liberties.

The USMM will vividly tell the dramatic stories of the nation's oldest federal law enforcement agency, created by President George Washington in 1789. Through a landmark building, state-of-the-art exhibits, compelling programs, a reverential Hall of Honor, and a National Learning Center, the Museum will inspire all Americans to live the core values of the U.S. Marshals Service: Justice, Integrity, and Service.

The new 50,000 square foot building will be a place for everyone – for adults and children, families and tourists,

students of all ages, and today's marshals and their families as well. Its innovative National Learning Center will support distance learning technology, an interactive website, and traveling exhibits and programs that will ensure that the marshals' story becomes familiar around the country. The heart of every experience will be learning and discovery, recognizing how the unique story of the U. S. Marshals Service is a window into American history and our ongoing commitment to justice.



*Exhibit renderings of the future U.S. Marshals Museum*

# THE U.S. MARSHALS MUSEUM NATIONAL LEARNING CENTER

The National Learning Center will be at the heart of the visitor experience at the U.S. Marshals Museum. An excellent museum places learning at the center of its mission and builds in every opportunity to encourage discovery, delight, and deepened understanding. Such learning will take place throughout the U.S. Marshals Museum (USMM) and will extend far beyond Fort Smith through national programming, inviting visitors on- and off- site to appreciate the essential role of the U.S. Marshals in American life.

The Center, and all educational activities of the USMM, will be directed by an endowed position, a leadership role to be filled by an outstanding museum educator of national standing. With the dedicated spaces, innovative programs, and extraordinary leadership, the U.S. Marshals Museum will become a national model for state-of-the-art museum education.

The Museum is especially committed to professional development for teachers from all subjects, not just those traditionally attracted to a history museum. Single-day and multi-day professional development workshops will build on Museum collections to teach methods in studying and researching history, civics, and citizenship, and to enable students to strengthen critical and creative thinking skills. The Museum will develop curricula for teachers at several grade levels, and will host a library of history teaching resources. Education staff also plans to hold workshops for non-history teachers to introduce other ways the Museum may become a key resource for them and their students.

On-site: The 3,500 square foot National Learning Center will include classrooms, a theater, a teaching collection, a Resource Room, and technology access – all committed to the learning experience. It will be directly accessible to the exhibit galleries, so that students and teachers, families, and adult visitors will be able to connect their “hands on” experiences in the classrooms with the authentic artifacts and stories in the galleries. The Center will serve lifelong learners of all ages, offering:

- Program space for lectures, workshops, and symposia;
- Teacher workshops for ongoing professional development;
- Classroom experiences for school groups with orientation and activity space;
- Interactive Resource Room where teachers, students, and visitors can engage in research and creative activities;
- Theater experiences that use video, audio, and live theater to build on the Museum visit;
- Production areas where web-based outreach programs can be developed and shared;
- Partnership spaces where the Museum and other organizations can meet and develop collaborative projects;
- Family learning experiences where programs and activities will be specifically designed and presented for intergenerational groups; and
- Opportunities for such groups as Scouts, after-school learners, tour groups, and others to build on their gallery experiences.

Off-site: The U.S. Marshals Museum is committed to extending its mission to reach national audiences. The Museum will employ the following approaches:

- Nationally prominent speakers such as a U.S. Supreme Court Associate Justice, the inaugural Lecturer of the Winthrop Paul Rockefeller Distinguished Lecture Series in 2015;
- Conferences and workshops, such as the 2010 program, “Small Shoes, Big Steps,” held in New Orleans in commemoration of the 1960 integration of New Orleans schools;
- Publications produced in conjunction with programming or in partnership with scholars;
- Films, perhaps in conjunction with broadcast media;
- Partnership programs, developed with universities, various media, libraries, and other museums around the country;
- Traveling exhibits that will take the U.S. Marshals’ story to numerous galleries, museums, and other venues across the country.

The educational output of the U.S. Marshals Museum, both on- and off-site, will be the voice of the Museum in telling the dramatic and powerful stories of the U.S. Marshals Service.



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