

**T. Harry Williams Center for Oral History Collection**

**ABSTRACT**

**INTERVIEWEE NAME:** Inez Smith Anderson

**COLLECTION:** 4700.1585

**IDENTIFICATION:** Wife of Dr. Dupuy Anderson; Southern University graduate; Former second grade teacher at Arlington Elementary

**INTERVIEWER:** Beth Smith

**SERIES:** McKinley High School Oral History Project – Social Organizations

**INTERVIEW DATES:** March 26, 2002

**FOCUS DATES:** 1953; 1958; 1960-2002

**ABSTRACT:**

**Tape 3166, Side A**

Born May 30, 1924, in Bunkie, Louisiana; her father was a truck driver and her mother didn't work; finished elementary and high school in Beaumont, Texas; graduated from Southern University; married her husband, Dupuy Anderson, in 1946; they had four children; the primary role of African American women in Baton Rouge in the 1950s as school teachers or stay-at-home mothers; her husband did not allow her to work until all of their children were in school; he became heavily involved in the Civil Rights Movement, was not home much; she got certified in education and became a teacher; black teachers limited to teaching in black schools; first job at Arlington Elementary School; parents of a majority of her students worked at Louisiana State University; Hazel Freeman helped provide meals and shoes for Anderson's students; the Baton Rouge Bus Boycott and bus companies that strictly served the black community; visibility of segregation through black and white water fountains; black community became, and still is, its own world; Reverend Theodore Judson Jemison, Raymond Scott, Johnnie Jones, and Dupuy decided to start the bus boycott but the plans fell apart; Martin Luther King, Jr. used the Baton Rouge plan to orchestrate his own boycott; Inez and Dupuy's house was shot into, breaking a window; a cross was burned on their lawn one night and eggs were often thrown at their house; attacks on their house would get worse when Dupuy's involvement with the movement became more visible, like when he ran for mayor; despite her complaints, she could not stop Dupuy from being involved with the movement; she had to accept it and stay with him for the sake of their children; they tried to protect their children from what was going on with the movement; their eldest daughter seemed the most affected by the movement; Dupuy became confused when integration of schools began; he gave up the movement and joined a white church; when schools were first integrated, black students were put into special education because they were not on par with the white students; black history was not being taught and young people did not know what had happened to allow them to go to restaurants or stay in hotels; black teachers had to pay in order to get a job; conclusion.

**Tape 3166, Side B**

Inez's involvement with the bus boycott; Dupuy did not limit her participation, but she was home with the children most of the time; incidents when smoke bombs were placed on their cars; she and others were disillusioned with Jemison's compromise on the boycott; reflecting back on Dupuy's activism; FBI visit did not make her feel protected, people knew everything about her family and Dupuy; social group with other doctors' wives; those who were not physically participating in activism gave financial support; network of wives who supported each other; group of wives could talk about the Civil Rights Movement; few women involved with the NAACP at that time; role of activists' wives at that time was taking care of the children; she and her friends became more a part of the working world later in their lives; she is a family-oriented person; still resents segregation and sees racial hatred as being alive and well today; a man who approached her wanting to write a book about Dupuy; she has a hesitation to reflect on the past; parallel between Jews who experienced the Holocaust and keep it fresh in their minds, versus black community that doesn't want to reflect on segregation because of the bitterness; thinks she will eventually let the man write the book about Dupuy because his legacy should be recorded; conclusion.

**TAPE:** 1 (3166)**TOTAL PLAYING TIME:** 1 hour, 1 minute**# PAGES TRANSCRIPT:** 28 pages

**OTHER MATERIALS:** Old Transmittal Documents; Correspondence; Processing Checklist; Hazel Freeman Obituary; Ralph Anderson Obituary; WAFB news story quoting Anderson; Courier article about the Lincoln Theater (5 pgs); Office of Cultural Development piece on the Lincoln Theater (5 pgs)

**RESTRICTIONS:** None