The terms Genealogy and family history will be used interchangeably in this discussion. Even though patrons we assisted generally ask for help on their family history, librarians may not use family history as often as the term genealogy. The basic differences between the two are details and perspective. When asking for assistance with genealogy, the patron usually means names and dates to be charted on a family tree or pedigree chart. Family history demands more details—How did my family make a living? What did houses look like in 1895? When did my great-grandfather migrate from Alabama to Oklahoma?

The narrative family history approach is the option taken by most of the public using Atlanta Public Library. Through discussions at local, state and national conferences and through the correspondence we exchange, we are witnessing a tremendous increase in the demand for the narrative approach to family history. General reference librarians can handle some genealogy/family history questions as a regular part of public services instead of referring this type of request to historical societies, state archives and regional branches of the National Archives.

More individuals who come into the Atlanta Public Library are aware of a wider variety of sources. Five years ago few patrons had a genealogy vocabulary; even a smaller number realized the similarities.
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and differences between researching Anglo lineage and African-American family history.

Recently, popular magazines such as Ebony, Essence and People have exposed a larger segment of the community to Black family history and community history sagas. Articles describing research efforts in Black genealogical research were confined to scholarly journals and specialized historical books until the mid-1970s and the publication of Roots.


This article is divided into six sections. The first section reviews the reference interview, with emphasis on getting the Black researcher to gather personal information that will assist the librarian in utilizing in-house sources available. The second section looks at standard reference sources with the Black researcher as a patron. Librarians are becoming involved in developing sources that will help the researcher and this is stressed in describing the use of vertical files. The third section discusses referrals as an integral part of providing reference service to the Black family history researcher, while the fourth section covers the documentation beyond the family history. This is the fun part—deciding on what format to present the researcher to family members or the public. The fifth section covers future trends of Black family history research. The final section is a bibliography of sources that have been useful in developing an awareness of where information can be located.

The Genealogy Reference Interview

A patron comes in and states “I want to locate my ‘roots’” or “I have an assignment to find out about my family.” These two statements are generally the first indication that a Black person is beginning the family research. The reference librarian would then begin the reference interview. Some questions that need to be asked are the purpose of the research; how much is known about the family; how long has the family lived in the state; what state and county did the majority of the relatives live; who is the oldest living member of the family; and how much time is being devoted to the research?
Requests for assistance may involve three reasons for developing Black family history or performing genealogical research. A person may want to record the accomplishments of the family for a younger generation. Second, a person may have agreed to produce a family history for the family reunion. Finally, more and more students in high schools and colleges are being required to write a family history in order to better understand world history. As reference librarians, the initial interview should identify which reason a person has for doing family research. By identifying the purpose, the librarian can infer the time element involved in producing a history or a historical sketch.

Not all persons want to go back to pre-Civil War history. With the current reverse migration pattern from north to south, many patrons are attempting to identify relatives with whom they have lost contact. Cousins, uncles or even fathers may be researched through using standard sources such as indexes and city directories. Some patrons are looking for “meat for the bones”—they want details. The popular southern question “who are your people?” and the command “make me know you” often spark the interest of migrants. Experience over the past several years has been that often people want to understand the flavor of the times through newspapers and pictures.

After deciding the purpose of the research, an inquiry into how much is known about the mother, father, grandparents, and other relatives is appropriate. At different times during the twentieth century, Black people have migrated to different parts of the country for economic reasons. It is important to get the person back to an ancestor who was counted in the 1910 Census and the location of the family origin. A handout or book on finding and collecting information from living relatives is introduced into the interview. The general introduction to genealogical research chapters on forms to record information is useful. The difficulty begins in recording the actual relationships of different members of the family and recording the name changes and possible variations in spelling. For the student, this may be as much as he/she can accomplish during the time allowed for the project.

The librarian may suggest to a student that the information collected on the family may be written in relation to world events. Information about where and what was the family doing—when the hostages were captured in Iran; when Nixon resigned; when the Vietnam War ended; at the time of the Robert Kennedy and Martin Luther King assassinations; the John F. Kennedy assassination; the March on Washington; the Montgomery bus boycott; the Korean War;
World War II; the Depression; World War I; etc., can be accomplished through using the oral interview technique. The book, *Oral History: From Tape to Type*, is invaluable in explaining the oral interviewing technique to high school students and resolving questions on transcribing tapes.

To assist patrons in formulating questions for oral history interviews two pamphlets have been used, "Suggestions and Items to Consider in Writing Your Personal History" by Everton Publishers and "Comprehensive Interview Schedule" developed by the African-American Family History Association for its "Homecoming Exhibit." The difference in the two forms can be seen at a glance. The Everton form is more structural and formal while the African-American Family History Association form uses the subject approach and gives specific topics. A researcher can take one topic like childhood and ask questions on all aspects of the topic. This approach transmits the flavor, the sense of individual uniqueness, and shows the formation of values from one generation to the next.

The librarian should encourage the patron to write out questions and important points before the oral interview. If the family being researched is in the community served by the library, the librarian should ask the patron if he/she will donate the interview tapes or a copy of the research to the library.

**Standard Reference Sources**

Researching standard reference sources for material on Blacks can be problematic. Yet, *Magazine Index, Readers' Guide to Periodical Literature, Library Literature* and DIALOG (online databases) can be used in establishing a framework for the development of Black family history research. What word is used as a descriptor or subject heading? Indexes reflect terms in use at the time materials were indexed so that the term most acceptable during the time period being researched is the term that is used in the index and in titles of materials. Over the years, such terms as "coloured," "colored," "Negro," "Black," "Afro-American," and "African-American" have all been used to list information on the Afro-American or African-American, which are the current terms. These different terms should be searched in each index.

People writing and collecting materials for articles and dissertations often label the material to fit their own needs, not those of the researcher. So, information useful in identifying ancestors may be found in materials labeled oral, local and community history as well as genealogy.
Searching this topic on DIALOG, the best database is American History and Life. A search strategy using: (1) Afro with American, or coloured, or colored, or Black, or Negro; and (2) oral or local family or community; and (3) combining the results of these two sets of descriptors with genealogy or history produced the most hits. Such a broad search strategy always retrieves citations unrelated to the subject, but it also picks up material that is otherwise inaccessible.

The following is a sample of material located on DIALOG and shows the wide variety of primary and secondary sources indexed:


The Index to Periodical Articles By and About Blacks and its earlier title, Index to Periodical Articles By and About Negroes, contain scholarly articles and research from the 1940s. This index continues to reference articles today about Blacks. Prior to the late 1960s, this index is the primary tool for finding articles in *Ebony, Jet, Sepia,* and *Negro Digest.*

City directories have used two ways of listing information about people in Black communities. Alphabetical order by last name with a small letter “c” set off by commas, or in italics, was one method of identifying Blacks; the other method provided a separate section for Blacks. The city directory is an extremely important source because it lists the occupation of each person and verifies a given family’s location, which would lead the researcher to a census search for other names. Considering the northern migration patterns, the city directory might be the only lead to the 1910 census. Augmenting information available...
from city directories are county histories. These generally list historic churches, businesses, and cemeteries which have kept records.

Providing leads to local resources could be accomplished through a minor letter-writing program. The letters could be written to local Black organizations, churches, trade unions, newspapers, or social groups to find out what records are available for research. The letters and responses could be put in the vertical files in the reference department and could serve to provide supplemental sources to augment a limited print collection on Black family history.

The Black Resource Guide, 1982 edition, lists many of the organizations that may have local chapters or regional offices in your community. Information on the local leaders of these organizations also may be useful as vertical file material.

Photocopied articles maintained at the reference desk could serve as a guide for the beginning researcher. If resources are limited, getting photocopies of some of the articles listed under primary sources in the bibliography section of this article is one way to build a vertical file. Collecting bibliographies prepared by libraries—e.g., Atlanta Public Library's "Black Genealogy" or Birmingham Public Library's "Research in Black History"—is another way of developing resources. Attendance at workshops, conferences and seminars and by requesting programs on researching Black family history, provides information which can be collected for the vertical files.

A sample form from our biographical notebook is included as appendix A. The biographical notebook is an example of a valuable reference source developed in-house. The biographical notebook project was begun in 1969 by Atlanta Librarian Bertha Campbell and has served as a resource for newspaper reporters and students seeking community and family history.

The local newspaper is another standard source that can be used and many localities have newspapers that have existed nearly as long as the communities. Black people's social events and obituaries were reported in newspapers. The Negro Newspaper by Vishnu V. Oak and The Afro-American Periodical Press, 1838-1909 by Penelope L. Bullock are sources of such publications. The Bullock book has a finding list for the newspapers. When referring a patron to a Black newspaper, the librarian should keep in mind that the newspapers often covered large areas for gathering and publishing articles. For example, the Memo Digest published in Meridian, Mississippi, covers news in seven Mississippi and Alabama counties.

A word about interlibrary loan. Libraries as a rule do not lend
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reference books. The Atlanta Public Library Special Collections Department, which includes the African-American and Genealogy collections, does not interlibrary loan. The interlibrary loan department photocopies requests for specific pages from specific publications for patrons. As of this writing, requests for Black family history material go through regular interlibrary loan procedures.

Hundreds of letters have been received each year from around the country requesting answers to family history questions: in 1982 about one-third of the requests concerned Black families. Increasingly we suggest that the writer contact the library or archive in his/her area. Suggestions on what to ask the librarian in his/her town are often forwarded with photocopies and bibliographic citations.

Referrals

Referral must be used as an integral component of reference service delivery, and this is particularly true of Black family history research. A rolodex or similar file of local and national addresses and telephone numbers of organizations is an important resource tool. Data contained in our rolodex includes information such as the fact that the Savannah (Yamacraw) chapter of the Association for the Study of Negro Life and History is documenting the history of the Negro community in Savannah and the nearby area. College research libraries, such as Fisk University, Tuskegee Institute, Atlanta University, and Howard University, should be listed as well as the library's policy concerning nonstudent access to such resources. Black museums and local history societies should also be included.

Some professional genealogists have developed expertise in doing Black family history research. The Afro-American Historical and Genealogical Society14 might be consulted for suggested genealogists.

One of the most extensive collections of Black records are from the military services, with which Blacks have had an extensive level of involvement since the War of Independence.15 Almost every Black family can cite a number of relatives and ancestors who have served in the armed forces. Enlistment records, pension and retirement lists are readily available sources for the documentation of these accounts, although in the absence of complete records in-house at the libraries, it may be necessary to refer the researcher to state or national archives. There are a number of sources which give background information and these should be available at most libraries or through interlibrary loan.

Several examples are: The Black Presence in the Era of the American Revolution,16 published by the Smithsonian Institution, is taken
from a major exhibition presented by the National Portrait Gallery in Washington, D.C. *History of the Tenth Cavalry, 1866-1921,* edited by E.L.N. Glass, documents the post-Civil War period. More recently, *Lonely Eagles* by Robert A. Rose describes the history of the Tuskegee Airmen during World War II.

Beyond books and the limited government document collections housed at most libraries, it is often appropriate to refer a researcher to governmental agencies. Regional archives of the National Archives, state archives, bureaus of vital statistics, state libraries, and public school systems help to augment materials available at the public library. A current example is a project recently launched by the Atlanta Board of Education to document a history of public education in Atlanta through newspapers. Transcribers recorded everything—even basketball scores. A researcher with relatives or ancestors who worked in the field of education might find this a valuable, but little-known source.

**Oral Interviews: Sources and Referrals**

Family reunions, as Alex Haley said, remain the best opportunity to clarify questions about Black family history. "How do I organize a family reunion?" is a much-asked reference question.

The African-American Family History Association, established in 1977 with library staff among the charter members, has held several workshops that address Black family research questions. The fall 1982 workshop on family reunions was taped with the idea of using the tape to assist patrons. The detailed description of organizing family reunions was given by three reunion organizers—Madie Revere, organizer of the Revere and Cook family of Barnesville reunions, which have been held since the early 1960s; Laura Quaye, organizer of reunions of the descendants of Zachariah and Jody Fuller of Laurens, South Carolina, which have been held for about twenty years; and Casper L. Jordan of reunions of the descendants of Collin and Mary Roberts of Monticello, Georgia, which have occurred every year since 1906. Each speaker contributed to an understanding of how reunions are organized and how they may be helpful from a historical point of view. The tape, "How to do Family Reunions," was made at the association meeting, and is being used constantly by library patrons.

Asking the right questions to get full, truthful answers is difficult to do among the chatting and dining at family reunions, but oral history techniques can be employed if built on trust. Getting family members to talk about painful subjects such as interracial relationships, abandonment or forced northern migration demands that the person being
interviewed believes the interviewer has a noble purpose. Librarians should suggest to the patron that a truthful history of the family must be stressed to obtain the desired information. Oral history techniques can be shared with the patron by reviewing with him/her the oral history process from tape to type.

We have assisted patrons in designing questionnaires to be used in oral history interviews and as mail correspondence. Two questionnaires from personal research have been used as examples to assist reunion planners and community historians in designing an information gathering tool. The Meridian History Questionnaire was designed as part of an ongoing project, "The Black Community in Meridian, Mississippi." The Rufus J. White family and allied families of Liberty community, Kemper County, Mississippi was created by a family member, Dr. Mildred White Barksdale of Urbana, Illinois. Both have proven to be effective guides for assisting those who are seeking to concentrate on the details of their family histories (seen appendixes B and C).

Family records may be unknown to the patron seeking to do Black family history. The reference librarian can suggest that the individual ask family members about specific sources. Often the patron has assumed there is no material in the possession of family members.

The most important source is the oral interview in beginning family research. This is especially true for Black research. When asked, Mr. Rodney Poitier, a Morehouse College graduate stated:

The members of your family must consider the magnitude of the task they are about to engage. The family members must agree that a family history is warranted and necessary and that they are willing to assist the principal researcher in gathering the information. They agree on a plan of action or as we say in the field, research strategy. The family members are assigned responsibilities of determining what records are available with the different family members. The information you have at your disposal must now be placed in some order; it is important that the names, dates, and events are grouped in chronological order. Thoughts must now be given on how to fill the gaps.

"I could not have researched the written records without first obtaining the oral history," writes Joann Dye, president of the African-American Family History Association, Inc., in Atlanta, Georgia. "When it comes to Black genealogy, well-kept oral history is without question the best source." Such statements reinforce the theory that oral history is the only way to begin a family history project.

The oral history interview is basic when the name changes in a family have to be documented. During slavery, one person may have had
several surname changes. After emancipation, the adoption of surnames was widespread. Applications for a pension, family Bibles, and oral history may help solve the name-change dilemma. Often children in a family will have several last names. This presents a serious research problem. Sets of children are commonly described in the community. For instance, the mother may have had three children who "go under" Johnson, two under Smith, and her name may be Clark. Often all children may be known at some point by one or all names. Oral history interviews may uncover the details of name variations if handled carefully. Birth certificates do not always exist, and if they do, the name could be different from the surname the individual was popularly called.

Informal adoption also activates name change. Oral history again plays a major role. A recurring example of informal adoption is that of an uncle being raised as a brother in a family. Through death or illness, it is not uncommon for a sister or brother to rear the child of a sibling as his/her own. Also, "cousin" is loosely used in the Black community: many persons known as cousins share no actual blood relationship.

In addition to asking questions to clarify names, oral interviewers can use questions to uncover prize possessions. These may be a doll, a cup, a cane, a chair, a quilt, or a bottle that has been passed along from one generation to another in a family. The cherished item may be a photograph. Photographs of artifacts and old pictures can be taken with close-up shots (using a zoom lens). This is ideal if a person sees an item at a family reunion like the family Bible and wants to get the information and lacks access to a photocopy machine. For family history research depending on the use of old and fragile photographs, the librarian will want to have another entry on the rolodex file of referrals to the names of photograph restorers.

In Atlanta, there is highway construction and rapid transit construction. Because of federal historic preservation laws, archaeological, historical and architectural surveys have to be commissioned when federally-funded construction is being done. Johnsontown, a Black community, has been demolished for the rapid transit system, but the oral community history has been saved and the artifacts are a part of the Atlanta University Center, Robert W. Woodruff Library. When the next chapter of Atlanta’s history is written covering the 1980s, Johnsontown will be a part of city and county history.

The Negro Church is the only social institution of the Negroes which started in the African forest and survived slavery; under the leadership of priest and medicine man, afterward of the Christian pastor, the
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Church preserved in itself the remnants of African tribal life and became after emancipation the center of Negro social life.\textsuperscript{23} W.E.B. Dubois made that statement in 1898 in a report of the Third Atlanta Conference and indicates the importance of church records, especially in researching Black genealogy.

Family ancestors who were founding and supporting members of Black churches can be found in church records. African Methodist Episcopal (AME) Churches have excellent records. Jualynne E. Dodson, Dean of Seminary Life at Union Theological Seminary in New York and the author of \textit{To Define Black Womanhood}, has completed extensive research on the Black woman and the AME Church. She has also brought to the surface a wealth of information, not previously considered or used by patrons researching their family history. The Dodson research has stated that denominational histories do exist but perhaps not always in book format. Periodicals figure prominently and denominations have kept other documents. Calls and visits to the family homeplace may be necessary to obtain some church information, since a person or family may have kept records in their home. This can be particularly true in rural settings. Most denominations have periodicals, and biographical sketches are often included in these publications. A partial listing of church periodicals is included in the \textit{Yearbook of Negro Churches}, 1939-1940 edition.\textsuperscript{24}

Church history projects are underway at Black churches all across America including from Kemper County, Mississippi, to Savannah, Georgia. At the Atlanta Public Library, the collection of church anniversary programs—many of which list founding members—has been undertaken.

The Interdenominational Theological Center (ITC) offers a course in church history which has resulted in students using the Atlanta Public Library as a resource. The connected families within a church have been brought to our attention by excited theologians.

Family history details can be drawn from materials that accompany exhibits. Two recent exhibits, “Homecoming” in Atlanta and “Birmingham” in Birmingham, Alabama, illustrate this approach. \textit{The Homecoming Catalogue}, developed in conjunction with the African-American Family History Association and the National Endowment for the Humanities exhibit, “Homecoming, African-American Family Life in Georgia,” is an example of a source which includes details of individual families. “The photographs, oral testimony, written records, and artifacts of Black families in Georgia document a rich, diverse and distinctive tradition.”\textsuperscript{25} “Birmingham,” also supported by a grant from
the National Endowment for the Humanities, is "a major exhibit of photographs and other historical documents on the history of the Birmingham black community."26

Fraternities, sororities and secret societies have national and local chapters that will assist researchers. For example, the Prince Hall Masons will research their records for a specific name.

Format of the Family History

After all the research is completed, a decision must be made on the format. A traditional pedigree chart may or may not work according to the family relationships. Dotted lines may be needed to show extended family. Some charting may not be possible because information is being withheld.

Even though it takes longer, the narrative approach is best. If the presentation is being done at a family reunion, a copy of the research should be available for each family member. This could be printed on a program or in a pamphlet or booklet. The family can pay to have the history published privately. A more creative way of publishing family history is to write material and sell it to a commercial publisher as a biography, autobiography or family history. Material can be used to compile a cookbook, as for example, *Spoonbread and Strawberry Wine*,27 or incidents can be used to create a fictional work based on fact, such as the *Chaneysville Incident*28 or *Sally Hemings*.29 Information gathered for school assignments may be the basis for a doctoral dissertation as was *The Saga of Coe Ridge*.30 The format decided on should be the one with which the patron feels most comfortable. The librarian should ask the patron if he/she would donate a copy of the family history to the library.

Future Trends

In the introduction to this article, mention was made of articles appearing in scholarly Black journals. *Roots*31 made Black family history and genealogy chic. The trend in the future will be to write about groups or a group family history to show the development of a community or a neighborhood. With the National Endowment for the Humanities funding community projects, there will be more exhibits, museums and doctoral research into Black contributions in the development of cities. Research into Black families in rural settings and membership in secret societies is almost untouched. The format for
individual family histories will follow the trend to technology by using videocassettes and audiocassettes. Family reunions may be arranged by members of the family gathering at different cable television stations with public access channels and recording their history. Interviews may be done using telecommunications equipment. (There is also a trend toward photographic family histories and calendars.) Instead of gathering at one location for the family reunion picnic, everyone will go to a library meeting room to watch a historic tour of family birthplaces and surrounding communities produced by the family research committee. These predictions will become reality sooner than many librarians now expect.
Appendix A

Biographical Notebook—Special Collections Department
Atlanta Public Library

Name_________________ Address ________________________

1. Did your parents live in this community? ______________
2. Were you born in Atlanta? ______________
3. How long have you lived in this community? ______________
4. Did your parents attend Happy Days School? ______________
5. Did you attend Happy Days School? ______________
6. Would you be willing to be interviewed? ______________
7. Would you be willing to talk to our class and share some of your experiences?
   ______________
8. Do you know any older persons living near you? ______________
9. Do you think they would be willing to talk to our class about how things
   were in our community a long time ago? ______________
10. If the answer to number 9 is yes, please list their names below.
    ______________________________________
    ______________________________________
11. Do you have anything which is not used today that you could share with us?
    ______________________________________
12. Is a historic landmark near your home? ______________
13. Are there any very, very old houses or buildings near your home? ______
14. Are any streets, buildings or parks named for members of your family or
   people whom you know? ______
15. If the answer to number 14 is yes, please list them below.
    ________________________________
    ________________________________
Appendix B
Meridian History Questionnaire

Name __________________________
Address __________________________
Telephone __________________________
Place of Birth (city, county, date, year) __________________________
Parents: Father ________________
                        Mother ________________
Marital Status ___ Spouse _______ Maiden Name _______
Children (names) __________________________

Educational Preparations __________________________

Name of Your Church __________________________
When did you become a member? ________________________
Organizational memberships (past and current) ___________

Honors/Awards __________________________
Past Employment __________________________
Present Employment __________________________
Have you lived in Meridian all of your life? ___________
If not when did you move there? ________________________
What are some of your most memorable experiences in Meridian (positive or negative)? __________________________
List the names of Black individuals who you feel have contributed to the development of Meridian (living or deceased). Tell how they made their contributions. __________________________

List events (examples: church conferences, cultural events, court trials, conventions) that you remember taking place in Meridian's Black community throughout the years.

   Event              Date

__________________________________________________________________________
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List the names and locations of places that you feel are historically important in Meridian's Black community (examples: schools, churches, stores).

Suggest other individuals I should contact who are familiar with the history of Meridian.

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Appendix C

Rufus J. White Family and Allied Families of Liberty Community Questionnaire

Your Full Name __________________________________________________________

Your Parents:
   Father's Name ___________ Year Born and Birthplace ___________
   Mother's Maiden Name ___________ Year Born and Birthplace ___________

Your Father's Parents:
   His Father's Name ___________ Year and Birthplace ___________
   His Mother's Name ___________ Year and Birthplace ___________

Your Mother's Parents:
   Her Father's Name ___________ Year and Birthplace ___________
   Her Mother's Name ___________ Year and Birthplace ___________

Your Great-grandparents:
   Your Father's Side:
      Great-grandfather ___________ Year and Birthplace ___________
      Great-grandfather ___________ Year and Birthplace ___________
      Great-grandmother ___________ Year and Birthplace ___________
      Great-grandmother ___________ Year and Birthplace ___________

   Your Mother's Side:
      Great-grandfather ___________ Year and Birthplace ___________
      Great-grandfather ___________ Year and Birthplace ___________
      Great-grandmother ___________ Year and Birthplace ___________
      Great-grandmother ___________ Year and Birthplace ___________

Names and Addresses of Your Sisters:
____________________________________________________________________
____________________________________________________________________

Names and Addresses of Your Brothers:
____________________________________________________________________
____________________________________________________________________

Names and Addresses of Your Children:
____________________________________________________________________
____________________________________________________________________

What were the names of the first members of your family to live in Liberty?
____________________________________________________________________

Approximately what year did they settle there? __________________________

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Where did they live before moving to Liberty (name of community, county or state)?

Did your parents own land in Liberty? _____ How many acres? _____

Did they inherit it? ______ If Yes, from whom? ______

When did they buy their land? ______ From whom? ______

If sold, to whom was the land sold? ______ When was it sold? ______

Did your father's parents own land in Liberty? ______ How many acres? ______

Did they inherit it? ______ From whom? ______

When did they buy it? ______ From whom? ______

If sold, to whom was it sold? ______ When? ______

Did your mother's parents own land in Liberty? ______ How many acres? ______

Did they inherit it? ______ From whom? ______

When did they buy it? ______ From whom? ______

If sold, to whom was it sold? ______ When? ______

Give any information you may recall about land ownership by your great-grandparents.

What was the highest level of education completed by:

   Yourself ______

   Your father ______

   Your mother ______

   Your father's father ______

   Your father's mother ______

   Your mother's father ______

   Your mother's mother ______

Give any information you have about the education of your great-grandparents.

Your memories of Liberty church and school:

   Teacher's names ______

   Preacher's names ______

   School programs and activities ______

   Church programs and activities ______

What exciting stories do you recall about events at church? ______
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Your memories of the community ____________________________________________

Who were the community leaders? _________________________________________

What did you like most about living in Liberty? ______________________________

What did you like least about living there? _________________________________

What kinds of racial conflicts in the community do you recall? ________________

When did you leave Liberty? ______ Where did you go? _____________________

Why did you leave? _____________________________________________________

When did you last go to Liberty? ______ Why? _______________________________

Will you help me by sharing:
   Old letters _____ Bible accounts of family _____
   Old pictures _____ Interesting stories _____

Will you help by exchanging letters about my project? ________

If I were able to visit you, would you be willing for me to tape our conversation
about Liberty? __________________________________________________________

Your comments about this project will be welcomed in the space below.
________________________________________________________________________

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References

5. "Suggestions and Items to Consider in Writing Your Personal History." (Pamphlet available through Everton Publishers, Inc., P.O. Box 968, Logan, Utah 84321.)
19. Walter Bell, historian, Atlanta Public Schools, Atlanta, Georgia, to the authors, personal communication, Dec. 1982.
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