A STUDY OF ADULT EDUCATION ACTIVITIES IN THE KING STREET BRANCH LIBRARY OF CARROLLTON, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE
IN LIBRARY SERVICE

BY
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SCHOOL OF LIBRARY SERVICE

ATLANTA, GEORGIA
AUGUST, 1960

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CHAPTER I

INTRODUCTION

In the true sense of the term, adult education describes a movement, an activity and a process.1 Though it has been looked upon as informal education, it has definite responsibilities. These responsibilities have been stated as twofold to the individual as a person in achieving self realization and to the individual as a group member in becoming a responsible citizen.2

Informal adult education had its beginnings in the early days of the country and many of the activities were connected with libraries. Included among these were mechanics institutes, lyceums, trade union schools and agricultural institutes.3 These activities are still very much a part of today's adult education programs, but with increased funds and grants from philanthropic organizations such as the Carnegie Corporation of New York and the Fund for Adult Education, the public library has developed and promoted many additional adult education activities.

In its development, the public library in general had as its

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main objective to serve the needs and interests of the individual. Over the years, however, in many areas of the country the objectives have been broadened. Since World War I, there has been a tremendous increase of adult education activity in the area of group service. Thus while the library has continued its service to the individual, it has also added service to organized groups.

The library looks upon itself as an educational institution and with its knowledge of the community, its people and resources it becomes the logical leader in adult education efforts of the community. The character of the community itself determines the types of adult educational needs of the community.¹

If the library is to be one of the major leaders in this field, its programs must embrace the objectives of adult education. Leading librarians' views of the role of the public library in adult education are similar. Here stated is the view of Margaret Monroe:

The role of the public library in adult education is twofold: to provide material for people who are interested in education, both formal and informal and then the role of going into the community to call attention to these materials and to establish groups where these materials can be discussed.²

This role recognizes both the individual and the group.

In most of the larger cities of the United States, there are


many opportunities for adult education including programs offered by public institutions as well as by many private institutions. There are not, however, these opportunities in the small rural areas in Georgia and as a general rule, adult education in the small rural area is somewhat limited to the work of the agricultural agents. However, some rural areas are fortunate enough to have small libraries which have assumed the leadership of developing adult education programs. John M. Cory states that:

Where adult groups do not exist in adequate variety, the library may stimulate their establishment; where they exist but are weak, the library may serve to strengthen them; but there will be many communities and many subject areas in which channels are lacking for intellectual stimulation and fulfillment. It would clearly seem to be a basic responsibility of the library to provide group activities as a means of meeting educational needs in these areas and stimulate attention to the library's resources.1

This is a clear challenge to the small rural library.

There is a specific area of library service in which adult education is a challenge. This is concerned with library service which is limited to Negroes through service in the Negro branch libraries of the South. In the small rural branch, the challenge is accentuated because the budget, quarters, material and staff of the small rural branch are usually limited. In 1945, it was stated that:

The Negroes themselves have certain special needs due to their minority group status, some of the more important characteristics of which are: (1) high rate of

illiteracy, (2) lack of civic training and experience, (3) lack of occupational training and experience, (4) high sickness and death rate and (5) general economic, social and cultural lags.¹

Here then is a rich and fertile field for further cultivation of a group through adult education.

**Purpose and Scope**

This thesis examines the activities of a small rural branch of the West Georgia Regional Library in the area of adult education. More specifically the study attempts to show how the library relies upon working with organized and unorganized Negro groups in order to reach the individual and to evaluate an informal program of fundamental adult education in which the library, The King Street Branch, has played a major role.

**Significance**

Much has been written on the subject of adult education but no reports were found pertaining to the small rural library which serves Negroes. This study will be significant in that it will indicate what has been done with a limited budget with the hope that it will be useful to other librarians in similar situations by stimulating activities and suggesting ways and means of solving some of the problems that are related to the development of adult education programs in rural areas.

Methodology

Information for this study was collected through the use of: (1) a questionnaire, which was sent to the persons who participated in the program in fundamental education; (2) interviews with those persons who participated in the program but originally could not read or write; (3) the United States Census Reports for 1950 which gave information concerning population, employment, and incomes of the people of the region; (4) library records and reports; and (5) the general experiences and observations of the writer.

The West Georgia Region

The West Georgia Regional Library is located in the Piedmont belt in the west central part of the state. The region is made up of five counties which cover a land area of 1,600 square miles. The five counties which make up the region are Carroll, Douglas, Haralson, Heard, and Paulding. The King Street Branch of the West Georgia Regional Library serves the Negro population of this region. This is a predominantly agricultural area in which there are no large cities. The largest city in the region is Carrollton which has a total population of 7,753.

Carroll County

Carroll County was organized in 1826 from lands acquired from the Indians. The county was named for Charles Carroll of

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2Ibid., p. 87.
Maryland, who was a signer of the Declaration of Independence. Since
the county was organized, however, the land has been divided to
create other counties and today it has a land area of 495 square
miles.1 Carroll County has a population of 34,112 of which 27,462
or 80.5 percent are white and 7,612 or 19.5 percent are non-white.2
The non-white population in this county and in each of the other
counties which make up the region consists almost entirely of
Negroes.

Carrollton is the county seat and is the business and
educational center of the county. The King Street Branch Library
has its headquarters in Carrollton. There are five other towns
in the county; Villa Rica, Temple, Bowdon, Roopville and Whitesburg.
In each of these towns there is at least one industrial company.

The transportation needs of the county are served by buses
and trains. There is no passenger train service to the county seat
but there is freight train service to Carrollton. Passenger service
to and from this city is provided by Southeastern Motor Lines which
has 15 scheduled trips daily to and from Carrollton to all parts of
the county and to other points.3 The towns of Villa Rica and Temple,
in addition to this service, are served by the Greyhound Bus System
and the Southern Railway Company.

1 Allen C. Chandler, *Cyclopedia of Georgia*, Vol. I. (Atlanta,

2 United States Department of Commerce, *United States Census

3 Interview with Norman Sharrick, Ticket Agent, Southeastern
There are four newspapers published weekly in the county. Two of these are published in Carrollton, The Carroll County Georgian and The Times Free Press. The Bowdon Bulletin is published in Bowdon and The Villa Rican is published in Villa Rica. There is one radio station in the county, WLEB.

In 1950, the median number of school years completed by non-white persons, 25 years old and older in the county was 4.7.¹ In June, 1958, there were four elementary schools and one combination elementary and high school in the county for Negroes. These five schools had a total enrollment of 2,176 students and 74 teachers were employed.² The County also employs a Jeanes Supervising Teacher who works four days each week in the county. The Jeanes Teacher, though she is employed as instructional supervisor, serves in many other areas of community life. According to her, she serves as a liaison officer between the school superintendent and the principals and teachers of the Negro schools and in many cases between the white and Negro population. She plays a great part in the selection of Negro principals and teachers and has the responsibility of aiding in developing a curriculum that serves the needs of the community. In addition to this, she aids in the selection and ordering of text books.³

There were 2,478 non-white persons employed in the county in 1950. Of this number, 1,632 were male and 856 were female. The

²Interview with Miss Lillian A. Price, Jeanes Supervising Teacher, Carroll County, February 7, 1959.
³Ibid.
major occupations were farming and farm management for men and private household work for women. Of the 1,035 married couples in the county, 985 had their own households and 50 did not.  

There were 619 non-white farm operators in the county and 92 of these were full owners, 19 were part owners, and 570 were tenants. There were also 316 croppers.  

There were 2,689 occupied dwelling units in the county. Of this number, 751 were owner occupied and 1,938 were renter occupied.  

Douglas County  

Douglas County was created October 17, 1870 from parts of Carroll and Campbell counties and was named for Stephen A. Douglas, who was a United States Senator from Illinois and a champion of constitutional rights of the South. The county covers a land area of 201 square miles and has a population of 12,173 of which 10,188 or 83.7 percent are white and 1,985 or 16.3 percent are non-white. Douglasville is the county seat and is the largest city in the county with a total population of 3,400.  

The Southern Railway along with the Greyhound Bus System and the Southeastern Motor Lines provide adequately for the transportation needs of the county. Each of these common carriers provides

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4Chandler, op. cit., p. 623.  
both passenger and freight service to the citizens and businesses of the county.

The Douglasville Sentinel, which is published weekly in Douglasville, is the county's only newspaper. The county has no radio station.

The county's two Negro schools were consolidated in 1956 into one combination elementary and high school which is located in Douglasville. This combination school, in June, 1958, had a total of 701 students and 510 of these were in the elementary school and 191 were in the high school. There were 15 teachers in the elementary school and 11 teachers in the high school. In 1950, the median number of school years completed by non-white persons 25 years old and older was 4.7.\(^1\)

Non-white persons employed in the county in 1950 totaled 644. Of this number 467 were men and 177 were women. The major occupations were farming for men and private household work for women. Of the 300 married couples in the county, 290 had their own households and 10 did not.\(^3\)

Of the 159 non-white workers who were farm operators in 1950, 51 were full owners, six were part-owners and 102 were tenants. There were 52 croppers in the county during this year.\(^4\)

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\(^{1}\)Interview with J. R. Stewart, Principal, R. L. Cousins, School, Douglasville, Ga., February 9, 1959.


\(^{3}\)Ibid.

dwellling units occupied by Negroes of the county during this year, 135 were owner occupied and 254 were renter occupied.1

Haralson County

Haralson County was formed from Polk and Carroll Counties in 1856 and was named for Hugh A. Haralson, a member of Congress and a resident of Troup County. The county has a land area of 285 square miles and a total population of 14,663.2 Of this number 13,400 or 91.4 percent are white and 1,257 or 8.6 percent are non-white.3

The transportation needs of the county are served by buses and trains. The Southern Railway provides passenger and freight service along with freight service offered by the Central of Georgia Railway. In addition to this service, bus transportation is offered by the Greyhound Bus System and Southeastern Motor Lines.

Of the three towns of note in the county, Buchanan is the County seat. The other two towns, Bremen and Tallapoosa are located along the main line of the Southern Railway and support the major part of the county's industrial activity.

There are two weekly newspapers published in the county.


2Edward S. Sell, Geography of Georgia (Oklahoma City: Harlow Publishing Corporation, 1950), p. 120.

The Tallapoosa Journal is published in Tallapoos and The Bremen Gateway is published in Bremen. There is one radio station in the county, WWCC.

As in the other counties of the region, the schools of the county have been consolidated. At present there is one school in the county for Negroes. In June 1958, there were 370 students enrolled in this school which is a combination elementary and high school. There were 273 students enrolled in the elementary school and 97 in the high school. The school employed 18 teachers.¹ The median number of school years completed by non-white persons 25 years old and older was six.²

There were 520 non-white persons employed in the county in 1950 and 294 of this number were male with 224 being female. The major occupations were farming for men and private household work for women. Non-white married couples totaled 240 and practically all of them had their own households.³

In 1950 there were 87 non-white farm operators in the county. Of these, 38 were full owners, 13 were part owners and 36 were tenants. There were 19 sharecroppers in the county at this time.⁴

In the area of housing, there were, in the county, 289 dwelling

¹Interview with J. O. Reynolds, Principal, Haralson County Consolidated School, Waco, Ga., February 11, 1959.


³Ibid.

units which were occupied by Negroes. This number included 169
owner occupied units and 120 renter occupied units.\(^1\)

**Heard County**

Heard County, which is south of Carroll, was developed from
portions of Troup, Carroll, and Coweta counties in 1830. The county
was named for Stephen Heard, who was governor of Georgia in 1781.\(^2\)
The land area of the county consists of 301 square miles and it has
a population of 6,975. Of this number 5,130 or 73.5 percent are
white and 1,845 or 26.5 percent are non-white.\(^3\)

The transportation needs of the county are served by buses
and freight is handled by trucks. There are no railroads serving
the county.

The Franklin Banner is the county's only newspaper and is
published weekly in Franklin, the county seat. There is no radio
station in the county.

In 1956, the county's five Negro schools were consolidated
into one combination elementary and high school which is located
in Franklin. In 1958 there were 331 students in the elementary
school and 124 students in the high school. The total enrollment
of 455 students were taught by 18 teachers. The county has the

\(^1\)United States Department of Commerce, United States Census
of Housing: 1950, op. cit., p. 58.


\(^3\)United States Department of Commerce, United States Census
services of a Jeanes Supervising Teacher for one day each week. The supervisor's duties consists of helping the teachers in the school to improve instruction.\(^1\) The median number of school years completed by non-white persons, 25 years old and older in 1950, was 4.6.\(^2\)

Non-white persons employed in the county in 1950 totaled 553 and of this number, 425 were male and 128 were female. The major occupations were farming for men and private household work for women. Three hundred and ten couples had their own households and 30 couples did not.\(^3\)

In 1950, there were 159 non-white farm operators in the county of which 51 were full owners, six were part owners and 102 were tenants. There were also 72 croppers in the county during this year.\(^4\) Of the 358 dwelling units occupied by Negroes, 69 were owner occupied and 289 were renter occupied.\(^5\)

**Paulding County**

Paulding county, established in 1832, is one of the 10 counties which was formerly a part of Cherokee County. The county

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\(^1\) Interview with F. J. Ransby, Principal, Mary Johnson School, Franklin, Ga., February 2, 1959.


\(^3\) Ibid.

\(^4\) Ibid.

has a land area of 318 square miles and a population of 11,733.\(^1\)
Of this number, 10,503 or 89.4 percent are white and 1,248 or 10.6 percent are non-white.\(^2\)

The transportation needs of the county are adequately served by buses and trains. Two railway companies provide passenger and freight service to the county as well as sixteen scheduled buses daily.

The Dallas New Era is the county's only newspaper and is published weekly in Dallas, the county seat. The county has no radio station.

The one school in the county for Negroes is located in Dallas. The school is a combination elementary and high school which employs 15 teachers. The total enrollment in June 1958 was 382 including 276 students in the elementary school and 106 students in the high school. The county has the services of a Jeanes Supervising teacher one day each week. The supervisor, upon requests from teachers or the principal, helps them to improve instruction in the classroom. She also works with the principal in the area of curriculum development.\(^3\) The median number of school years completed by non-white persons, 25 years old and older in 1950 was 5.3.\(^4\)

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\(^1\)Sell, op. cit., p. 122.


\(^3\)Interview with Dewey White, Principal, Matthews Consolidated School, Dallas, Ga., February 5, 1959.

There were 382 non-white persons employed in the county in 1950 that were 14 years old and older. This number included 290 men and 92 women. The major occupations for these men and women were framing and household work respectively. Married non-white couples in the county totaled 195 and 175 of these couples had their own households, while 20 did not.¹

The 1950 census shows that there were 124 non-white farm operators in the county during that year. Of this number 46 were full owners, 10 were part owners and 68 were tenants. The croppers in the county totaled 39.² Of the 235 dwelling units occupied by Negroes, 91 were owner occupied and 144 were rented.³

Summary

The total population of the region in 1950 was 79,675. Of this number 66,683 or 83.7 percent were white and 12,992 or 16.3 percent were non-white.⁴ In each of the counties of the region, the white population is much greater than the non-white population. Table 1 shows the number and percentage of the population by race.

Since 1950, extensive school consolidation programs have been underway in each of the counties of the region. In June 1958, there were four elementary schools and one combination elementary and


²United States Department of Commerce, United States Census of Agriculture: 1950, op. cit., p. 82.


TABLE 1

POPULATION OF THE REGION BY COUNTY AND RACE, 1950

<table>
<thead>
<tr>
<th>County</th>
<th>White</th>
<th>Non-white*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Carroll</td>
<td>27,462</td>
<td>80.5</td>
</tr>
<tr>
<td>Douglas</td>
<td>10,188</td>
<td>83.7</td>
</tr>
<tr>
<td>Haralson</td>
<td>13,400</td>
<td>91.4</td>
</tr>
<tr>
<td>Heard</td>
<td>5,130</td>
<td>73.5</td>
</tr>
<tr>
<td>Paulding</td>
<td>10,503</td>
<td>89.4</td>
</tr>
<tr>
<td>Total</td>
<td>66,683</td>
<td>83.7</td>
</tr>
</tbody>
</table>

*The non-white population consists almost entirely of Negroes.

high school in Carroll County. In each of the other four counties there was one combination elementary and high school.

The median education level of Negroes in the region, who were 25 years old and older in 1950, was 5.1. Of the 5,030 Negroes of this age, there were 455 or 8.8 percent who had completed no formal schooling, 2,185 or 42.1 percent had completed from one to four years, 1,190 or 23.1 percent had completed from five to six years, 615 or 12.1 percent had completed seven years and 285 or 5.5 percent had completed eight years. On the high school level, 245 or 4.9 percent had completed from one to three years and 120 or 2.4 percent had completed four years of high school. On the

Ibid., passim, pp. 146-151.
college level 20 or 0.4 percent had completed from one to three years and 35 or 0.7 percent had obtained four full years of college work. Table 2 shows the educational status of non-white persons, 25 years old and older in the region, 1950.

### TABLE 2

EDUCATIONAL STATUS BY COUNTY OF NON-WHITE PERSONS IN REGION, 1950

<table>
<thead>
<tr>
<th>Years of Schooling</th>
<th>Carroll</th>
<th>Douglas</th>
<th>Haralson</th>
<th>Heard</th>
<th>Paulding</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>285</td>
<td>30</td>
<td>40</td>
<td>55</td>
<td>45</td>
<td>455</td>
<td>8.8</td>
</tr>
<tr>
<td>1 - 4</td>
<td>1,185</td>
<td>355</td>
<td>170</td>
<td>315</td>
<td>160</td>
<td>2,185</td>
<td>42.1</td>
</tr>
<tr>
<td>5 - 6</td>
<td>610</td>
<td>190</td>
<td>150</td>
<td>170</td>
<td>70</td>
<td>1,190</td>
<td>23.1</td>
</tr>
<tr>
<td>7</td>
<td>350</td>
<td>45</td>
<td>60</td>
<td>80</td>
<td>80</td>
<td>615</td>
<td>12.1</td>
</tr>
<tr>
<td>8</td>
<td>125</td>
<td>35</td>
<td>55</td>
<td>30</td>
<td>40</td>
<td>285</td>
<td>5.5</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>105</td>
<td>45</td>
<td>60</td>
<td>15</td>
<td>20</td>
<td>245</td>
<td>4.9</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>10</td>
<td>30</td>
<td>5</td>
<td>10</td>
<td>120</td>
<td>2.4</td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 3</td>
<td>5</td>
<td>5</td>
<td>...</td>
<td>...</td>
<td>10</td>
<td>20</td>
<td>.4</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>...</td>
<td>10</td>
<td>...</td>
<td>10</td>
<td>35</td>
<td>.7</td>
</tr>
<tr>
<td>Median</td>
<td>4.7</td>
<td>4.7</td>
<td>6.0</td>
<td>4.6</td>
<td>5.3</td>
<td>5.1</td>
<td>...</td>
</tr>
</tbody>
</table>

1Ibid.
In 1950, of the 4,692 non-white persons 14 years old and older who made up the labor force of the region, 4,573 persons were employed. Of this number, 3,108 were male and 1,465 were female. Table 3 shows the number of employed non-white persons 14 years old and older in the region, by county, 1950.

**TABLE 3**

NUMBER OF EMPLOYED NON-WHITE PERSONS 14 YEARS OLD AND OLDER IN THE REGION BY COUNTY, 1950

<table>
<thead>
<tr>
<th>County</th>
<th>Employed</th>
<th></th>
<th>Unemployed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>Carroll</td>
<td>1,632</td>
<td>846</td>
<td>2,478</td>
<td>26</td>
</tr>
<tr>
<td>Douglas</td>
<td>467</td>
<td>177</td>
<td>644</td>
<td>27</td>
</tr>
<tr>
<td>Haralson</td>
<td>294</td>
<td>224</td>
<td>520</td>
<td>6</td>
</tr>
<tr>
<td>Heard</td>
<td>425</td>
<td>128</td>
<td>553</td>
<td>...</td>
</tr>
<tr>
<td>Paulding</td>
<td>290</td>
<td>92</td>
<td>382</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>3,108</td>
<td>1,465</td>
<td>4,573</td>
<td>63</td>
</tr>
</tbody>
</table>

The major male occupations were farmers or farm managers in which 1,115 were employed. There were 601 laborers, except farm and mine, and 487 operatives and kindred workers. The major occupation for the female population was private household work in which 917 were employed. There were 188 female farm laborers or unpaid family

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1Ibid.
workers and 140 service workers, except private household. The median income for these non-white workers was below $500.00 per year.¹

In 1950 there were 2,689 dwelling units occupied by Negroes in the region. Of this number 751 or 28 percent were owner occupied and 1,938 or 72 percent were rented.² Of the 1,179 non-white farm operators in the region 271 or 23 percent were full owners, 55 or 4.7 percent were part owners, one was a manager and 852 or 72 percent were tenants. There were also 489 share croppers in the region at this time.³

¹Ibid.
CHAPTER II

THE KING STREET BRANCH LIBRARY AND ITS COOPERATIVE
ADULT EDUCATION ACTIVITIES

Brief History and Organization

The West Georgia Regional Library was organized to serve white patrons in the fall of 1944 when two counties, Carroll and Heard, agreed to form the service area. Some 25 service stops were scheduled in rural schools serving as library contacts across the counties. The third county, Haralson, joined the program in the 1946-1947 fiscal year. The fourth county, Douglas, came into the service in 1951-1952 and the fifth county, Paulding, in 1957-1958.

The Carroll County Board of Education is the legally constituted library board. It has an executive board, selected by governing agencies of the five counties and approved by the Carroll County Board of Education and the State Department of Education, to expedite business and define policies.¹

The King Street Branch Library, to serve Negroes, was organized in 1948 through the efforts of the regional library director, Miss Edith Foster, the Jeanes Supervising Teacher, Miss Dannetta Sanders, the Negro teachers of Carroll County, and a committee of Negro citizens. With the encouragement of the regional

¹Interview with Miss Edith Foster, Director, West Georgia Regional Library, Carrollton, Georgia, March 20, 1959.
director, the Jeanes Supervisor along with the teachers and the committee raised $2,500.00 with which to redecorate a surplus war barracks obtained through the efforts of the Carroll county school superintendent.

**Relationship of the Main Library and the King Street Branch**

As of necessity, since the object of regional service is to offer the greatest economy, there must be much cooperation between the main library and the Negro branch. Where books, especially reference materials, are very expensive, only one copy is purchased and it is used by both libraries. Reference questions which cannot be handled by the branch are referred to the main library. Films and filmstrips which are purchased are used by both libraries. Both libraries have audio-visual equipment but at times there is a need for one library to borrow the equipment of the other. Both bookmobiles are serviced at a central location.

All books and materials are ordered through the main library so that larger discounts can be obtained. These books are classified and then sent to the branch where processing is completed. Accession records are kept at the main library while the branch keeps a shelf list of only its holdings.

The branch library has no secretarial help so any work of a clerical nature which cannot be handled by the branch librarian is done by the secretary at the main library. The branch librarian's clerical duties include: typing cards and pockets, typing reports, filing cards, correspondence, preparing order lists and items for the press.
Quarters and Staff

The King Street Library building was placed upon land which was donated by the city of Carrollton and is tax free as long as it is used by the library. The site was chosen for its proximity to the local Negro high school which adjoins the library property at the rear.

During the year of 1948, while the building was being repaired, the regional director served the 11 Negro schools (three combination elementary and high and eight elementary) of the region from the bookmobile which was originally purchased to serve only white patrons. The books, however, came from the collection for the King Street Branch. In 1949, the building was completed to the point that a part-time person was employed to serve the 11 Negro schools and the Negro public. This was the Jeanes supervising teacher, Miss Lillian Price, who served for two years, 1949-1951.

In 1951, a full-time person was employed for the King Street Branch. He was not a trained librarian but provisions were made for him to attend the Atlanta University School of Library Service, an accredited library school, during the summer months. He processes books, drives the bookmobile and keeps the branch open two days each week, from one until five o’clock, for local patrons. A part-time maid cleans the building.

The library, as has been mentioned previously, is housed in a reconditioned surplus war barracks. This barracks is divided into
two rooms, one, 20 by 40 feet which serves as a general reading and assembly room for community groups, and the other, 20 by 20 feet serves as an office and work room. There is also a staff lavatory in the work room. Furniture in the general reading room includes, five tables, a card catalog, a picture file, a desk, a dictionary stand and 32 chairs. The work room is furnished with a desk, a cabinet for supplies, a file cabinet, one table and 26 chairs, which are stored.

**Bookmobile**

In order to help the pioneering efforts of the Jeanes Supervisor and the regional director in developing a library program for rural Negroes, a bookmobile, equipped with approximately 1,000 books and a motion picture projector was donated to the King Street Branch Library, in 1950, by the National Delta Sigma Theta Sorority upon the recommendation of the Iota Sigma Chapter in Atlanta, Georgia. The donated bookmobile is a 1948 model, one and a half-ton Ford Vanette which has a capacity of 1,800 books. The interior is lined with shelves on both sides and it has a closet for staff coats and wraps. The floor is covered with inlaid linoleum. On the outside of the door of the closet is a small bulletin board, 18 by 36 inches. There is no charging desk nor card catalog in the bookmobile. Approximately eight people can be accommodated at one time. The exterior of the bookmobile is painted crimson and cream which are official colors of the sorority which donated it. The sides of the bookmobile are
lettered with the words, "Delta Sigma Theta, Bookmobile, King Street Branch (West Georgia Regional Library) Carrollton, Georgia". The rear doors of the bookmobile are lettered with the words, "Free Library".

By 1958 the King Street Branch, was providing service for Negroes in a library region which had extended its services from three to five counties. Because there were no Negro owned grocery stores, filling stations or drug stores, the nine schools in the five counties were used for this purpose. The bookmobile visited each of the schools one day each month during the school year. During this visit, the librarian, teachers, and/or students selected books which were deposited in the school library. These teachers and students, in turn had the privilege of borrowing these books from the school library. Books for adults were also selected from the bookmobile and the school librarians were encouraged to urge adults to borrow them when they came to the school for P.T.A. meetings or other purposes. The branch librarian assisted the school librarian in whatever manner possible with the school library program. This assistance included cataloging, book selection and publicity.

In addition to the stops which are still being made at each school, the bookmobile has scheduled stops in six communities in Carroll county. In each community the bookmobile stopped at the home where the regular monthly meeting of the Home Demonstration Club was being held. Each stop was scheduled for two hours. During
this time, the members of the club and the citizens of the community were privileged to borrow books. Occasionally films were shown to the clubwomen.

This service has not been extended to the other counties of the region as yet. However, the librarian has contacted key persons in the four additional counties for the names of responsible people who might be willing to accept a small deposit of books in their homes so that local people could borrow them.

**Budget and Holdings**

There is no separate budget for the King Street Branch. The overall budget of the West Georgia Regional Library however, in 1958 was $56,000.37. The branch librarian orders books and other necessary materials for the branch through the central office staff.

The King Street Branch has a total of 5,778 volumes of which approximately 75 percent are for children and young adult readers. There are no records which indicate exactly how many books are designed for adults and how many are children's books.

**Beginning of Adult Education**

The King Street Branch as it grew in the mind of the regional director, was visualized as a center of the Negro community's activity and planning. She also had the belief that the individual could be served very effectively through group activity and discussion. With this idea in mind, the branch library was opened to the public with
the announcement that special meetings of clubs, churches and
community groups in the county could be held at the branch. A
roster of groups in the county was compiled and each of these
groups was invited to use the facilities of the library.

No records are available concerning the number of groups
that met in the library during its early days but some groups did
meet. As these groups met, the part-time librarian and on occasions
the regional director, welcomed them with remarks about the library,
itself facilities and its program.

Cooperation With Other Agencies

Jeanes Supervising Teacher.—The King Street Branch Library
since its organization has had the support of the Jeanes supervising
teacher of Carroll County. The library in turn has given its
support and cooperation to programs which have been sponsored by
the Jeanes teacher. The first activity sponsored by the Jeanes
teacher for Negro adults of the county was held in the library. This
activity, a distributive education program, was sponsored to teach
food handling to the adults of the county.

Thirty-five adults registered for the classes, which were
to lead to certificates in food handling, upon the completion of
10 courses and 100 clock hours of work. The work was divided into
two sessions, one of six weeks and the other of four weeks. One
session was held in the fall of 1950 and the other in the fall of
1951.

Classes were held for two hours, five nights each week and
each week a unit of study was completed. These free courses were taught by a state paid consultant in distributive education. Each session closed by having a food show to which the public was invited. In 1951, 16 persons, not quite half of the original 35, were awarded the state certificate in food handling. This was the first group of Negroes in the state to complete the state sponsored program.

The library gave assistance to the program by providing the building with light and heat and by making available its projector, record player and books and materials on subjects that were being studied by the group.

The library provided the same kind of assistance to the Jeanses teacher when she had in-service training programs for the teachers of Carroll County. Special consultants were called upon for workshops in art, recreation, health, reading and elementary school science. The supervisor notified the librarian a month before each workshop was scheduled and the librarian then compiled bibliographies of available books and materials in the library on each subject, for the teachers. On occasion, special books were ordered for the workshops.

County teachers.—Before the library was opened to the public, the monthly meetings of the teachers of Carroll County were held in the churches of Carrollton. Since the library has been opened, these meetings have been held in the library. The Carroll County Unit of the Georgia Teachers and Education Association, until 1958, also held its meetings in the library and made use of the library's facilities.
These meetings are now held in the various schools of the county. The librarian is invited yearly to speak to the group on some phase of library service.

American Red Cross.—During a meeting of a local film discussion group, held in the library in 1956, the need for adult instruction in first aid was discussed. The librarian was a member of a committee appointed to approach the local Red Cross representatives about the possibility of its offering such a course. These officials also recognized the need for the instruction and offered to provide it.

For publicity the committee sent out cards, had announcements made over the local radio station, sent notices to the newspapers and had announcements made in all of the Negro churches in Carroll county. The librarian also contacted several persons personally asking each to use his influence to get people to register for the course.

Fifteen adults registered for the course in first aid, which was held at the branch library. It was taught by local doctors who donated their time. Ten people received first aid certificates and four of these continued to study in order to complete requirements for the instructor's certificate. At the completion of the course, the materials used in instruction (charts, splints, etc.) were given to the library to be made available for the use of the newly trained instructors if and when another course should be sponsored.

The Red Cross also uses the branch library as a meeting place during its drive for funds among Negro citizens of the county.
Mental Health Association.—The Carroll County Chapter of the Mental Health Association has made many attempts to include the Negroes of the county in its program and has on several occasions loaned its speakers to Negro groups which met at the branch library. On one occasion, the librarian was asked to submit the name of a notable Negro in the field of psychology to be added to the list of prospective speakers. The name of Dr. Paul I. Clifford, of Atlanta University, was submitted and he was subsequently invited to address the chapter.

In 1955, an effort was made to encourage the development of a Negro chapter of the Mental Health Association to study mental health as it relates to Carroll County. For this purpose the librarian submitted a list of the names and addresses of 23 persons, who had taken part in previous meetings and discussions at the library. Then the Association and these people were invited to meet at the library to organize a Negro chapter.

From the beginning, attendance (an average of four persons per meeting) at mental health meetings was very poor. Finally nobody attended and the effort was abandoned. The library, however, still receives pamphlets and news from the Association and cooperates with it in whatever way possible. On occasion, films which the Association recognizes as important are recommended to the librarian. These films are shown at the branch library to Negro groups.

Public Health Department.—The State and County Health Departments have called upon the library for assistance in many of its
programs. In calling for assistance from the library, the Chief Nurse explained that the branch library's lines of communication to the Negro population are more effective than are those of the Health Department.

The County Health Department in 1951 deposited a pamphlet file of health information in the branch library. The file contained nine subject categories including: mental health, maternal and child health, sex education, heart diseases, dental health education, nutrition, communicable diseases, and other miscellaneous subjects. Current additional materials are available at the County Health Department and new pamphlets are added regularly. This file now includes all of the Department's pamphlets which are available for the public. The file is used very sparingly by the general public. It is, however, used regularly by the teachers of Carroll County.

Veterans' groups.—From 1947 to 1957, veterans "On the Farm Training" classes were conducted in Carroll County. These classes were open to veterans of World War II and of the Korean conflict who were farmers and who desired training in agriculture. Though they were designed for adults, these classes were taught on the elementary and secondary levels. The librarian was called upon to provide suitable films and reading materials for the students in these classes. The instructors came to the library at the beginning of each year to select films from a film catalog issued by the State Department of Education and the librarian ordered the needed films
for the dates specified by the instructors. Since a great number of films were used, it became necessary for the librarian to teach these teachers how to thread and operate the projector.

As indicated in the United States Census, the reading level of the majority of the adult students was very low (see Table 2). This fact was further ascertained by observing the students while they were in classes. The librarian therefore worked to supply reading materials which could easily be read and interpreted by the low level reading students. A few of the books selected for this purpose were Basketful, Daily Bread and Other Foods, A Fish Pond on the Farm, and the Story Book of Food From the Fields. Those with reading problems were encouraged to come to the library so that the librarian could offer personal guidance and materials.

These veterans, who all lived on farms some distance from the city, did not visit the library. The instructors, however, invited the librarian to accompany them on visits to the homes of individuals where reading problems and materials were discussed. The librarian found that in most cases there were no reading materials available in the homes other than the children's school books. He

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3Charlotte Thomas, A Fish Pond on the Farm (Lexington, Ky.: Bureau of School Service, University of Kentucky, 1941).
4Maud and Miska Petersham, Story Book of Foods From the Field (Eau Claire, Wis.: E. M. Hale and Co., 1936).
recommended that magazines be purchased and children's books be purchased as gifts, feeling that in acquiring these items, the veteran would become interested in reading them. This proved true in approximately 35 cases.

There were three classes in the county in 1956. The classes were limited to 25 students each, totaling 75 students. The records concerning ages and educational levels are not available. However, Mr. William Brown, one of the former instructors, estimates that the ages ranged from 21 to 16 years and that approximately 85 percent were on the elementary school level and that 15 percent were on the high school level. There was none who had completed high school.  

Parent Teacher Association groups.—The P.T.A. groups of the region have called upon the Branch Library for assistance more consistently than any other organized group. This is possibly due to the fact that these groups played such an important part in raising funds to initiate the library program for Negroes and are more familiar with the roles and services of the library. The librarian has provided assistance to the P.T.A.'s in program planning and whenever possible has taken an active part in presenting discussion type programs at various meetings. Realizing

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1Interview with Mr. William Brown, Former Instructor of Veteran's Classes, Carrollton, Georgia, August 25, 1959.
again that the reading level of the majority of the P.T.A. members in the region was very low, the librarian encouraged program chairmen to use film as much as possible as a basis of discussion and to use speakers who along with their knowledge of their subjects would be familiar with low educational level rural people and their problems. In addition to this, the librarian provided easy reading material for programs on the reading level of the groups such as elementary books on science, citizenship, etiquette and conduct. The librarian also encouraged parents to read stories from recommended books to their pre-school children.

The library has loaned, to P.T.A. groups in the region, its motion picture projector and films obtained through the Georgia State film service whenever requests have come. During the past year, approximately 12 requests were made. Since the library is not open to the public at night, the librarian has been available most of the time to attend meetings and to operate the projector.

Churches.—The churches of the region, through P.T.A. groups, have been encouraged to use the facilities of the library. However, only the churches of Carroll County have made any requests. The library during the year 1958, was requested on nine occasions to provide films for programs in the churches of Carrollton. These requests include films on conduct, ethics, fairy tales, crafts and religions of the world. More generally, however, churches have asked for materials for their youth programs. To fill the requests for this material, such as *50 Children's Sermons*,\(^1\) *What Is God*

Like?\(^1\), and How to Plan Informal Worship,\(^2\) the library had to acquire more of it.

The librarian also has been called upon to appear on various church programs. Most of the requests have been to speak on Men’s Day programs. Generally the subject is left to the librarian and he usually takes the opportunity to talk about the library and its role in a Christian community. The librarian speaks or appears on such church programs in the region three or four times a year.

Summary

The King Street Branch Library was developed through the efforts of the director of the West Georgia Regional Library and interested Negro citizens of the county. Its doors were opened to the public in 1948. The branch is housed in a building which was formerly a war surplus barracks.

The Carroll County Board of Education is the legally constituted library board. There is one full-time person employed to staff the King Street Branch and a part-time maid is employed to clean the building. It is opened to the public only two afternoons per week from one to five o’clock.

In order to render better service to the region, which has


grown from three counties in 1948 to five counties in 1958, the
library has a bookmobile which was donated by the Delta Sigma Theta
Sorority upon the recommendation of the Iota Sigma Chapter in
Atlanta, Georgia. The bookmobile serves nine schools and six com-
munities.

There is no separate budget for the King Street Branch. The
overall budget of the West Georgia Regional Library in 1958 was
$56,000.37. The branch librarian orders books and other necessary
materials for the branch through the central office staff.

In its effort to serve the adults of the region, the library
has loaned its facilities and services to other adult education or-
ganizations such as; the P.T.A., the American Red Cross, the Public
Health Department, the Carroll County Chapter of the Mental Health
Association, Veterans' Study Groups, Churches of Carroll County, the
Jeanes Supervising Teacher of Carroll County and the Carroll County
Teachers Association. The branch librarian has actively participated
in the planning and execution of the programs of all of these agencies.
This has involved organizational work, publicity, seeking leadership
people, preparing bibliographies, selecting and purchasing books,
selecting and ordering films, operating projectors as well as teaching
others to operate them and providing reading guidance.

These programs were generally successful and added to the
educational well-being of the persons who participated. The branch
library in the meantime gained new friends and patrons.
CHAPTER III

LIBRARY SPONSORED ADULT EDUCATION ACTIVITIES

American Heritage

The American Heritage Discussion Series was a program of community discussions based upon fundamental American ideas. This program was sponsored on a national level by the American Library Association and was initiated in 1951 when the Fund for Adult Education, an independent organization established by the Ford Foundation, granted the Association $150,000 to carry out a demonstration project.\(^1\) The purpose of the program was stated in a newsletter from the Association in February 1951:

> To assist public libraries in providing opportunities for adults to meet together regularly and discuss the problems of today in the light of the basic documents, ideas, and experiences which constitute our American Heritage... aiming always at helping people to become better informed, more aware of their responsibilities as citizens in a democracy, and in achieving a willingness to apply their own thinking in building better communities.\(^2\)

In 1952, 20 libraries in the State of Georgia were given an opportunity to take part in the American Heritage Program. These libraries were given assistance by the American Library Association

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\(^2\)American Heritage Project of the American Library Association, Newsletter (February, 1951) 2.
in program planning, providing publicity materials, and providing materials for leaders. The State Department of Education with money from a grant-in-aid ($10,000) from the American Heritage Project, set up clinics for training leaders. It also purchased books and other materials for the discussion groups and acted in an advisory capacity. The responsibility for selecting local leaders, planning programs, publicizing local programs and providing quarters was left to the local libraries.

The King Street Branch Library was one of 20 libraries which agreed to take part in the program. During October, the Jeanes Supervising Teacher of Carroll County, was selected as leader for the series. In November, 1952, she, along with the librarian attended a three-day training session at the West Hunter Branch of the Atlanta Public Library in Atlanta, Georgia. The librarian was given training to enable him to follow the program more closely and to act as an emergency leader, should the need arise. Mr. R. E. Dooley from the American Library Association headquarters in Chicago, directed the three-day training session.

The librarian and Miss Lillian A. Price, the leader, returned to Carrollton to plan and develop the discussion series. During the week of November 25th, announcements of the coming program were sent to the local newspaper and radio station. Announcements were also sent to the churches of the county and postal cards were sent to key persons in each community.

The first two sessions held on December 2nd and 4th were planning meetings. Those persons who expressed a desire to become
members of the discussion group decided at these meetings what subjects they would like to discuss. It was felt that people would discuss more freely, topics which they had chosen and in which they were interested. Subjects were selected from three books which were provided by the State Department of Education. They were This American People by Johnson,\(^1\) Living Ideas in America by Commanger,\(^2\) and Let’s Join the Human Race by Barr.\(^3\) Mimeographed copies of the Declaration of Independence were also provided. Fifteen copies of each book were loaned to the library. Using the materials named, the group listed many topics and then decided upon eight which were to be discussed in eight sessions. These topics were: The Declaration of Independence, The Constitution of the United States, Foreign Policy, Free Enterprise, Propaganda and Pressure Groups, State’s Rights, The Church Versus the State, and Freedom of Opportunity.

The group decided also that films on the topics selected should be secured if available. This would help to stimulate discussion especially for those persons who had reading difficulties. The librarian assured the group that films on most subjects could be obtained through the Film Service of the State Department of Education.

\(^1\)Gerald W. Johnson, This American People (New York: Harper and Brothers, 1951).


\(^3\)Stringfellow Barr, Let’s Join the Human Race (Chicago: University of Chicago Press, 1952).
December 16, 1952 was decided upon as the date for the opening session. It was also decided that the next session would begin on January 6, 1953, after Christmas, and the remaining sessions would be held every other week with the series ending on March 31st. Each session was to be a two-hour period from 7:30 to 9:30 P.M.

Twenty-three persons registered for the discussion series on December 16th. This was three persons above the number recommended in the training session for the series. They represented a cross-section of occupations in the county including eight teachers, five housewives, four farmers, three laborers, one funeral director, one cement worker, and one school bus driver. Three of these persons were functionally illiterate while eight were college graduates. The other 12, had not completed high school. The group was composed of 14 men and nine women and represented four communities in the county. Eight came from Bowdon, five from Temple, five from Villa Rica, and five from Carrollton. Their ages ranged from 22 years to 60 with the average age being 36 years.

The librarian and Miss Price, the project director, in discussing the program, had decided that the success of the project would to a great extent be determined by the success of the first session. Every effort was made to create an atmosphere in which every one would feel at ease. It was necessary to impress upon the group that during the discussions, everyone had the right to express an opinion but that opinion should be based upon fact.

Each session was opened with informal talk in order to help
the participants to relax. Miss Price then asked questions which would stimulate thinking as well as give a starting point for discussion. Everyone was urged to express his opinion and to also question other members. The leader tactfully guided the group, keeping pertinent issues before it and discouraging any person who talked too much or too long.

Near the end of each session, Miss Price reminded the group of the next topic to be discussed and made references to books in which information could be found concerning this topic. The librarian, at the conclusion of each session, loaned books to those persons who wanted to borrow them.

Refreshments, generally coffee and cookies, were served at the close of each session. During the coffee period, the discussion was usually continued and the meetings generally ran longer than the two hours allotted.

The cost of the American Heritage Series was almost negligible on the local level. Books and other reading materials were furnished by the State Department of Education and left in the library at the conclusion of the series. The expense of training the librarian and the leader was paid by the State Department of Education and films used in the series were loaned by the State Department of Education. There was no appreciable increase in light or heat costs. The only library expenditures were for postage ($3.75) and for refreshments ($20.00).

Attendance during the eight sessions of the series was considered good. Of the 23 persons registered, an average of 18
persons attended each session.

**Film Forums**

During the winter of 1954, approximately eight requests came to the library, from persons who had participated in the American Heritage series, for some type of continuing activity. These requests came from Negro citizens in Bowdon, Temple, Villa Rica, and Carrollton communities. The librarian called a meeting of five of these persons, who indicated interest, for the purpose of exploring ideas about a program to be offered. At this meeting, the group decided that a discussion series, using films as a basis for discussion, would be profitable. The sessions would be held every two weeks on Monday night for two hours from 7:30 to 9:30. The complete series would include six sessions beginning on April 5, 1954 and ending June 7th. The group was given a film catalog, issued by the State Department of Education, from which films were selected. Six films on various subjects, but concerned with some aspect of social and political life in America, were selected. These films were *Due Process of Law Denied*, *The River*, *Productivity: Key to Plenty*, *Public Opinion in Our Democracy*, *Responsibilities of American Citizenship*, and *County Government*.

The librarian was given the responsibility of publicizing the program. Cards were sent to those persons who had participated in the American Heritage series and announcements again were sent to the local newspapers and radio station.

Fifteen persons registered for the film forums. Each of
these had taken part in the American Heritage series. They repre-
sented four communities, Bowdon, Temple, Villa Rica and Carrollton.
Represented in the group were four teachers, four farmers, four
housewives and three laborers. Of these, 11 had not completed high
school training and four had completed four years of college training.
The average age of the participants was 32 years. Miss Lillian A.
Price, who was discussion leader in the American Heritage Series, was
also a discussion leader for the film forums. The librarian altern-
nated with her in leading the discussions.

The leaders concentrated upon having every one recognize the
issues to be discussed as portrayed in the films. The members were
constantly reminded that some value could be derived from anything
that they said about the subject and that if there were no differences
of opinion, there could hardly be discussion. Every one voiced
opinions in each session, though some spoke more freely than others.
After each session, coffee and cookies were served.

Attendance during the series averaged 11 persons at each
session. When the series ended, several of the participants ex-
pressed a desire to have this type of activity in their own communi-
ties. This expressed desire led to the organization of study groups,
later in the year, in the four communities represented in the forums.
For this program, the library spent $1.25 for postage and $15.00 for
refreshments.

Leadership Training Clinic

The Leadership Training Clinic was sponsored by the King
Street Branch for the purpose of helping young adults, those persons
between the ages of 18 and 25, become more efficient officers and members of civic and social clubs in Carroll County. The clinic concentrated on four subject areas: how to conduct a meeting, how to keep records and minutes, what to wear and how to wear it, and recreational activities for clubs.

In planning the clinic, the librarian called upon Miss Virginia Courtney, the Rural Worker for the White Methodist Churches in Carroll County, for advice. She consented to act as coordinator for the clinic and suggested the names of persons who might act as consultants in the various subject areas. It was decided that one, two hour session would be held each week on Monday from 8:00 to 10:00 P.M. for four weeks.

Announcements were sent to the civic and social clubs of the county explaining the purpose of the program and inviting them to send representatives. Special letters were sent to some persons and notices were also sent to the local newspapers and the radio station.

Two clubs composed of young ladies whose ages ranged from 16 to 23 registered their entire memberships. One of these had a roster of 12 members and the other had 16 members. The other young men and women who registered were contacted through letters or heard about the clinic through friends. The total registration for the clinic was 41 and the average weekly attendance was 33.

The librarian provided books and films relating to the particular subject being discussed. An aid to this was a bibliography, which the librarian received from the coordinator, of materials from which books were selected and added to the library's collection.
Two resource persons, in addition to the coordinator, donated their services. One was a young minister, Rev. Russell C. Taylor, who conducted the discussion on keeping records and minutes. The other person was Miss Miriam Merrell, owner of a local clothing store for women, who conducted the discussion on what to wear. She included in her talk, information on types of clothes which were suitable for certain occasions such as church, school, recreational activities, sports events, and formal and informal parties. She also discussed good grooming and the proper use of accessories. The highlight of this discussion was a fashion show arranged by Miss Merrell. The clothes used in the show were from her store and they emphasized points brought out in the discussion; that is, clothes for church, school, recreational activities, sports events, and formal and informal parties including the proper accessories. The models were young local customers of Miss Merrell's store. Miss Courtney, the coordinator, conducted the other two discussions.

The costs of the clinic included paper for lists of recreational activities, postage, and refreshments and were paid from the library's budget. The services of the coordinator and the consultants were free.

**Library Clinic**

The bookmobile makes a stop at each of the nine schools in the region once each month. At this time, the teachers in the schools are privileged to request books from the bookmobile. In Carroll County there are no teachers who have had library training.
Because of this and because these teachers are called upon at times to process books purchased through their library matching funds, the Jeanes teacher asked the regional librarian to give as much aid as possible to these teachers.

The librarian felt that along with aid to individuals, a one-day clinic with the teachers in a group would be most helpful. The Jeanes teacher arranged for a scheduled day during the preschool planning period. The clinic was to be held on August 27, 1957 in the King Street Branch Library.

The librarian contacted Miss Margaret L. Walker, State Library Consultant, who consented to conduct the clinic. The clinic proposed to aid in the three areas which the librarian had observed were needed mostly. These were book selection, processing and ordering. The teachers were asked to bring books from their schools for practice purposes as well as materials for processing: cards, pockets, a stylus, transfer paper and paste.

The librarian, had in previous contacts with the teachers, advised the purchase of catalog cards from the State Department of Education Catalog Service. Each of the schools in the county had made application and was eligible for the service. Through this service, one set of catalog cards is furnished with each library book which is purchased through the State Department of Education. Each set contains an author, subject and title card and may be purchased for five cents per set. This card service is a tremendous aid to the untrained persons who are responsible for library books.
Forty-four teachers and the Jeanes teacher were present for the clinic and each teacher brought new books for processing. The librarian assisted Miss Walker as much as possible. At the close of the clinic, each teacher was given materials from the State Library office concerning the subjects that were discussed.

There were no expenses involved for the clinic except lunch for the consultant which was paid from the library's budget.

Study Nights and the Joint Committee
On Adult Education

Origin of the joint committee.—In May 1951, the King Street Branch librarian was one of 10 Negroes who were invited to meet with the Panel on Religion of the Carroll Service Council, which is a non-profit, county wide organization, supported by contributions. The purpose of the meeting was to discuss problems of adult education as related to Negroes in the county. The librarian took the opportunity to explain the various programs sponsored by the branch library and that several persons were interested in discussion programs in their local communities.

As a result of the report made by the librarian, the Panel authorized the organization of a committee made up of members of both races, to pursue the idea of community study groups in cooperation with the branch library. The committee was named the Joint Committee on Adult Education and membership was open to any person interested in Negro adult education. Thirty-one persons formed the committee and made plans to initiate adult programs in communities
that desired them. Miss Lillian Price was appointed chairman and Mrs. Vivian Childs as secretary. Meetings were planned for once each month. In addition to giving assistance to study groups, the committee planned to study materials and methods in adult education.

Study nights.—The librarian asked the committee to begin immediately to assist with study groups in the towns of Temple, Villa Rica and Bowdon. These communities were chosen because patrons representing them had expressed, to the librarian, a desire for some type of local study group.

The committee decided that representatives should be sent to each community to poll interested patrons on the subjects to be studied. It was felt at the outset that interest would be in the area of the humanities, but the meetings proved that interest was generally in the area of fundamental education.

On June 2, 1954, the librarian and the committee met with the patrons of the Bowdon community at the Negro school. There were only six persons present because of the inclement weather. Those present, however, reported that they had contacted others and that at least 30 people were interested. They reported that the major interest was in reading, writing and arithmetic.

On June 9, 1954, the librarian and the committee met with the patrons of the Villa Rica community at the Negro school. Twenty-two patrons expressed a desire to study and enrolled for the study series. The group was unanimous in its decision on high school education or work which would lead to a high school certificate. The
committee knew that there would not be enough volunteer personnel available to undertake a project of such magnitude. However, the committee agreed to examine the possibility of examinations, which when passed, would be equivalent to credits from high school and certificates could be issued with the approval of the local board of education. In the meantime, the group decided upon a series of eight sessions which would meet once every other week beginning June 23rd. The first sessions would deal with the Bible and its history and the next four sessions would deal with public speaking. Each session would last for two hours from eight to ten o'clock in the evening.

On June 10, 1954, the librarian and the committee met with the patrons of the Temple community at a local Negro church. The group was divided in its choice of subjects for the anticipated study series. The men who were present were interested in practical mathematics, while the women were interested in practical home economics and regular school courses such as reading, arithmetic, civics and history. The group finally decided upon a three session series of science subjects which would end in July. The closing date was decided upon because the annual church revival services would be held in August and it was feared that attendance would drop too much to continue the series. Twenty-four persons registered for the series.

The Joint Committee met at the branch library on August 20, 1954 to hear reports from the librarian on the progress of the study
groups. The librarian gave the report as is shown in Table 4.

TABLE 4
LIBRARIAN'S REPORT OF PROGRESS OF STUDY GROUPS,
AUGUST 20, 1954

<table>
<thead>
<tr>
<th>Town</th>
<th>Number Enrolled</th>
<th>Number of Meetings</th>
<th>Average Attendance</th>
<th>Subjects Studied</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowdon</td>
<td>28</td>
<td>4</td>
<td>25</td>
<td>Elementary courses in Language Arts, Citizenship, Arithmetic, Beginning Reading and Writing</td>
<td>Excellent</td>
</tr>
<tr>
<td>Temple</td>
<td>24</td>
<td>2</td>
<td>18</td>
<td>Elementary Science</td>
<td>Excellent</td>
</tr>
<tr>
<td>Villa Rica</td>
<td>22</td>
<td>2</td>
<td>18</td>
<td>The Bible and Its History</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

Included in this report was the observation by the librarian that they did not have suitable textbooks available for this type of adult study.

Plans were made at the meeting to continue study groups in the three communities and to assist one other community, Clem, in setting up a study group. The study series would begin in September with no closing date set.

In September, study sessions reconvened at Bowdon, Temple and
Villa Rica. At Bowdon, each former adult member registered and decided to continue its study in fundamental education. At Temple, each former adult member registered and decided to study elementary science, manners and conduct and elementary home economics. At Villa Rica, each former adult member registered and decided to have one other session on the Bible and then to continue with public speaking and human relations. Twenty-four persons registered for the Clem study group and agreed to pursue the study of a variety of subjects including simple banking, family life, simple insurance and law. These adults planned to meet every other week from eight to ten o'clock in the evening.

These study groups continued to meet regularly until April at which time the committee planned a night of recognition. At Bowdon 28 adults received certificates of recognition and at Villa Rica, 23 adults received certificates. This activity ended the study sessions until the fall.

In September 1955, the study groups at Bowdon, Temple and Villa Rica resumed their studies. The group at Clem could not muster enough members to continue on the local level, so members who were interested, were invited to join one of the other groups. However, because of travel difficulties, they did not affiliate.

Each group at its initial meeting agreed to study elementary language arts, science, arithmetic and citizenship and to meet every other week from eight to ten o'clock in the evening. Thirty adults enrolled at Bowdon, 28 at Villa Rica and 24, at Temple. These study groups continued until April 1956 when they recessed for the summer.
The attendance for the meetings during the year was very good. At Bowdon the average attendance was 27, at Temple it was 18, and at Villa Rica it was 20. Interest was maintained at a very high peak during the year.

**Budget and staff.**—Funds for the Study Night program were provided by the Carroll Service Council from funds granted by the Fund for Adult Education. Fifteen dollars a month was allocated to each center to defray the expense of the transportation of the volunteer teachers to and from the centers and to and from Joint Committee meetings in Carrollton. In addition to this, $20,00 were allocated to pay transportation and food expenses for Dr. E. R. Brazeal, Dean of Morehouse College, Atlanta, Georgia, when he served as a consultant. All other consultants either lived in the County, were guests in the County or were state paid consultants. The total amount spent in 1954-1955 was $360.00. In 1955-1956, the total amount was $380.00. The Carroll County Board of Education gave permission for free use of school buildings which also provided heat and light.

The regular staff of the series was Mr. A. A. Chambliss and Mrs. V. W. Childs at Bowdon, Mr. Y. C. McCleary at Villa Rica, Miss L. A. Price and Mrs. Laura Robinson at Temple and the librarian who served as coordinator and resource person at all centers. Mrs. J. H. McGiboney served as staff person for the Clem group when it was organized in 1955.

In addition to the regular staff members, other teachers and
resource persons were asked to give assistance from time to time. Included among these were: Dean B. R. Brazeal of Morehouse College, Atlanta, Georgia; Miss Lucia Massee, Public Health Nurse of Carrollton, Georgia; Mr. and Mrs. Jess Ogden of the University of Virginia, Charlottesville, Virginia; Miss Rebecca Davis of the State Department of Education, Atlanta, Georgia; Dr. Mildred English of Peabody College, Nashville, Tennessee; Dean W. H. Row of West Georgia College, Carrollton, Georgia; the Reverend Dewey Gable of Carrollton, Georgia; the Reverend J. C. Pritchard of West Georgia College in Carrollton, Georgia and the Reverend V. A. Edwards of Tuskegee Institute, Tuskegee, Alabama.

Materials used.—The materials used in the Study Night series were basically elementary school textbooks which were loaned by the Carroll County Board of Education. These were science, arithmetic, English, and civics books. In addition to these, the librarian furnished supplementary books in these areas from the library's collection.

The Joint Committee made efforts to locate materials designed especially for adults in the area of fundamental education that would meet the needs of the low reading level members of Study Night groups. The United States Office of Education recommended a Workbook in Arithmetic\(^1\) and a Workbook in Learning to Read Better.\(^2\) One copy of

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each workbook was purchased and given to the Bowdon group for experimentation. The instructor used these materials in three meetings but found that because of the varying educational levels, it was impossible to use them as standard materials. He did, however, use them for supplementary materials.

A representative of the Reader’s Digest Association was directed to the Joint Committee. He brought with him the Reader’s Digest Reading Skill Builder, a group of stories which gave advice of noted experts in improving reading skills. Three sets of books were left with the Committee for examination and were introduced at Bowdon, Villa Rica and Temple. The librarian found that the stories were not read at home by the patrons, so no true concept of their practical value could be ascertained.

Reasons and results of participation.—The reasons for participation in the Study Night series by communities and patrons were varied. The people who participated reported that they felt the need of some type of community activity, other than the church, which could promote community growth and development. They cited the need of recreational facilities, understanding of school problems and understanding juvenile problems. They felt that by "going back to school", as many termed it, they could better understand these problems.

As the groups met to plan the series, individual problems

came forth. The following are some of the reasons that individuals gave for joining the group: to improve mastery of language in order to do a better job as a church official; to improve mastery of language in order to be able to do public speaking; to improve general knowledge in order to help children in school; to obtain high school credits in order to secure promotion on the job; to improve general knowledge in order to shop, budget and bank more efficiently; to learn to read and write in order to communicate with relatives in other cities; and to learn to read road maps to improve one's self as a truck driver.

The teachers in their planning were aware of the varied reasons for participation and during the series they made plans to satisfy these individual desires. The Study Night committee could not give high school credits; however, the County Board of Education was made aware of the need and asked to give the matter some attention. It had been suggested that examinations might be given to adults and credits be given on the basis of scores made.

In other cases results were gratifying. In Villa Rica, Mr. Doyle McCain reported that as a direct result of the Study Night series, a local recreation committee was organized and plans were made to purchase land for a playground. A patron in Bowdon addressed an envelope to her daughter in Ohio for the first time. Another patron in Bowdon wrote and cashed a check in a bank for the first time. Twenty persons learned to read and write their names. Several patrons reported that they learned to perform their church
duties better. The Joint Committee noted that, because of its meetings with these various groups, it had become aware of general county problems and as a result was better prepared to direct the attention of the proper local and state agencies to them.

Summary

The King Street Branch Library has sponsored a number of programs for the adults of Carroll County. Included in these have been American Heritage Discussion Groups, Leadership Training Clinic, Film Forums, Library Clinic and Study Nights. These programs with the exception of Study Nights, which were held in various communities, were held in the branch library at Carrollton.

The programs which were held in the library attracted approximately 1/4 Negro adults from four communities of Carroll county – Bowdon, Villa Rica, Temple and Clem. These adults represented a variety of occupations including teachers, housewives, cement workers, laborers, school bus drivers, domestic servants and a funeral director. Of these persons, the ages ranged from 16 to 60 years and as indicated in the Census reports, the majority had not completed the sixth grade.

These programs involved very little expense, approximately $50.00, which was mainly for postage and refreshments and paid from the library budget. Wherever possible, consultants were used who donated their services.

The Study Night program was conducted in four communities
of Carroll County and received assistance and financial support from the Joint Committee on Adult Education of the Carroll Service Council. The communities that participated in the program were Temple, Bowdon, Villa Rica and Clem.

Persons who participated in the Study Night programs were given the opportunity to choose the subjects that they would like to study. Many subjects were suggested but each community accepted the decision of the majority. Villa Rica people studied the Bible, public speaking and human relations. Those of Bowdon studied elementary language arts, elementary arithmetic, elementary citizenship and beginning reading and writing. Temple people studied elementary science, home economics and manners and conduct and Clem people studied simple banking, simple insurance and law and family life. These sessions were held, generally every other week, however at Bowdon, sessions were held weekly.

The adults were taught by local volunteer teachers of the public school system and teachers and resource persons from other towns and states when they were in the county and were available. Each center was allocated $15.00 a month to help defray expense of transportation. In addition to this $20.00 was paid to Dean B. R. Brazeal of Morehouse College for expense incurred when he came to the county as a consultant. The total amount allocated over the two-year period was $7,400.00.

The materials used in the sessions were basically textbooks loaned by the County Board of Education and supplemented by books
from other sources in an effort to provide materials suitable for adult study.

Varied reasons were given by adults for participating in the program but the reason given most was to improve general knowledge in order to help children in school. These programs were generally successful. The adults who participated were pleased with their accomplishments. The major cost of the program was absorbed by the Carroll Service Council while the Board of Education provided quarters, heat and light.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Five counties in the west central part of Georgia, Carroll, Douglas, Haralson, Heard, and Paulding, make up the West Georgia Library Region and are served by the West Georgia Regional Library. This is a predominantly agricultural area with no large cities. The largest incorporated town is Carrollton with a population of 7,753. Of the 79,675 people in the region, 83.7 percent are white and 16.3 percent are non-white.

The educational level of the population of the region is very low. The median educational level of the non-white population is below fifth grade. Since 1950, however, extensive consolidation programs have provided modern schools for Negro children in each county of the region. It is hoped that with these modern facilities, the educational level will rise considerably.

The major occupation for Negro men in the region is farming and for Negro women it is private household work. Though the major occupation for Negro men is farming; in 1950, of the 1,179 non-white farm operators in the region, only 23 percent were full owners.

Each of the counties in the region, except Heard, is served adequately with transportation facilities. Each county is served by
bus and truck lines and Carroll, Douglas, Haralson and Paulding are served by railway systems with passenger and freight service.

The West Georgia Regional Library was organized in 1924 with two counties participating. By 1958, the region had grown to include five counties. The King Street Branch Library was organized in 1948 through the efforts of the Negro Jeanes Supervising Teacher, Miss Dannetta Sanders, and the library director, Miss Edith Foster. The library was housed in a war surplus barracks on land donated by the city of Carrollton. It opened to the public in the fall of 1949 on a part-time basis with the Jeanes Supervising Teacher, Miss Lillian A. Price acting as librarian. Because of the effort made to extend library service to rural Negroes, the Delta Sigma Theta Sorority donated a bookmobile equipped with books and a motion picture projector to the branch library.

A full-time person was employed in 1951 for the King Street Branch Library. The librarian encouraged adult group activity inside the library and worked with adult groups in schools and communities. Deposit stations for bookmobile visits were set up in the Negro schools of the region since there were no other suitable places. The bookmobile makes regular stops at these stations and at homes in Carroll County where Home Demonstration clubs hold monthly meetings.

There is no separate budget for the branch library. The money for operation of the branch and the main library are paid from the same fund. The branch is staffed by one full-time librarian, who operates the bookmobile and keeps the branch open two days each week.
for local patrons.

The library's philosophy has been to encourage adult group activity whenever and wherever possible. Adhering to this philosophy, the librarian has encouraged the use of the library by public and private agencies and has devoted most of his efforts to promoting and sponsoring adult group activity.

The agencies which have called upon the library and librarian for assistance and use of facilities are the Jeanes Supervising teacher, the American Red Cross, the County Public Health Department, the Mental Health Association, Veteran's Groups, Parent Teacher Associations and the churches of Carroll County. Through programs sponsored by these groups, the library has served the adults of the region in their educational endeavors by providing books, films, filmstrips, motion picture projector, assembly room and assistance in programming and planning.

Programs sponsored by the library from 1952 to 1958 have involved approximately 350 adults in Carroll County. These programs relied for success upon volunteer personnel, financial assistance from outside sources, and the resourcefulness of the librarian. A total of $802.50 was allocated for these programs. Of this amount $62.50 was paid from the library's budget and $740.00 was paid through the Joint Committee on Adult Education of the Carroll Service Council from a grant given by the Fund for Adult Education. The Joint Committee gave assistance and advice in the Study Night Program in the organization and recruitment of volunteer personnel.
These programs have brought out needs which should have immediate attention:

1. An additional full-time Negro librarian is needed in order to permit fuller use of the library building and the bookmobile.

2. A full-time clerical worker is needed to release the librarian from all clerical duties.

3. Full-time janitorial service should be provided.

Recommendations for improvement of adult education activities include the following:

1. A separate budget for the branch library should be provided which would include sufficient funds for resource persons other than volunteers.

2. The library's collection should be expanded to include more books that are suitable for adult education activities involving adults on low educational levels.

3. A suitable auditorium, to seat at least 100 persons should be added to the branch library building in order to release the reading room for full-time use of readers.

4. Adult education activities should be broadened to include adults in the region who are not now being included in present programs.

5. An adult education council composed of representatives from every adult education agency in the region should
be organized.

6. Provisions should be made to secure adequate finances and personnel to develop a satisfactory program of fundamental education.

7. The adult education program should encourage the local patrons, the local library board and the Library Division of the State Department of Education to provide more funds, books and personnel in order to assure more and larger adult education projects.
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