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(Interviewee, print) (Interviewer, print)

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Willie B. Cobb
(Interviewee's signature)

Address 8680 Choccolocco Rd.
Anniston, Al.

Date 3/18/96

Phone _____

Gretchen Cobb
(Interviewer's signature)

Address 8794 Choccolocco Road
Anniston, AL 36207

Date 3/18/96

Phone 236-6534

Interviewee Background Information

Name: Willie B. Cobb

Address: 8680 Checcoocco Rd. Anniston, Al.

Phone Number(s):

Approximate age or date of birth:

Mother's name: Lonnie H. Love

Father's name: Pink Love

Places lived and when: Choccolocco Valley 1920's to 1955 -
1960's to Present. Tallapoosa, Georgia 1956-64

Education: B.S. JSU - 1956

M. Ed - Auburn - 1962

Religion: Protestant

Business, political and social memberships (past and present):

AEA, NEA,

Present occupation: Retired

Former occupation(s): Teacher - Elem. & Middle Schools

Special skills: Crocheting & Quilting

Major Accomplishments:

Local events in which you have participated:

State and/or regional events in which you have participated:

National events in which you have participated:

International events in which you have participated:

Natural born U.S. citizen? (Yes)/No

Naturalized Citizen: Yes/No Date:

Country from which you emigrated:

Documents, photographs, and artifacts which are in your possession:

Individuals you recommend who might be candidates for an oral history interview:

Additional information:

STOP THE CLOCK:

Primer 5

Living on the farm was the only life I knew until I was 25 years old. My father was a farmer and owned an 80 acre farm in Chocoma Valley. I still live on this farm, but it is now used to raise cattle. When people began to move away from Cotton farming, my parents ~~being growing~~ ~~now~~ began ~~to~~ to grow more vegetables and fruits along with butter, eggs, etc. to sell at the Farmer's Market in Aniston. The two things I despised being more than anything on the farm was hoeing and picking cotton. Picking cotton was the worse because I often had to miss school. ~~and my~~ ~~income~~ cotton was our principle source ~~of~~ ~~my~~ ~~income~~ ~~and~~ had to be gathered as soon as possible after becoming thick enough to pick. ~~Sometimes~~ ~~schools~~ would help the farmers by using a half-day schedule. Classes would be jammed together with no study periods, no lunch periods and no P.E. periods. This allowed ^{us} students to return ^{home} by 12:30, grab a bite of lunch and be in the cotton field by 1:00. After the cotton was picked, I would

and clean half of the house on Saturday. My sister and I had some pretty good fights doing the supper dishes, but we always got through in time to hear "Lama and Abner" and "Amos and Andy" on the battery radio my brother had finally earned enough money to buy.

③ There were many animals on the farm. There were 4 mules for farming, several cows and calves for beef, butter and milk. He raised chickens for food and eggs. My mother would buy 250 ^{2 day old} baby chicks in the spring which she raised in a brooder ^{had to be delivered quickly} so we would ^{have} young chickens to fry for ourselves and to sell on the market along with the eggs. There were geese on the farm for a few years. Some people prefer geese eggs. The geese were plucked to provide soft feathers for feather beds and pillows. ~~That was one job I never did was pluck a goose.~~

Every spring
I own a
"Mack Day"
mules worked
runaway -
field with
equip.
④ out of pasture
or kitchen

④ The main crops grown were cotton, corn and hay. My father was a good farmer and worked from early to late, but many years there was not enough money to buy seed and fertilizer

(Q2)) Lard was made by cutting all the fat meat from the hog except the Bacon was cut into about 1 1/2" squares. There is a lot of excess fat on all parts of the meat that is trimmed off - so much so that this fat is cooked outdoors in a black pot over a wood fire. The fat must be cooked down until the squares of meat become small and very brown. Thin cloth is tied over the lid cans and liquid drips out separating the liquid from the

meat. The cooking time is allowed to dry over buckets so as much of the greasy liquid will drain out. The cooked meat is called cracklin's and is mixed with corn meal and made into cracklin bread. Have you ever eaten a glass of milk with hot cracklin bread? yum, yum, Good!

Pickles were more using homemade or bought vinegar. I remember a large stone baking jug that my mother used to make several gallons of vinegar from the apples we had. Beets, cucumbers, were the main types of pickles made. (Now we did not pickle the pig's feet.) We dried beans, peas butterbeans, apples and peaches. Sheets of tin were put where the heat from the sun would be best. Sliced apples and peaches were spread in thin layers. In a few clear days the fruit would be dry. If a rain shower came there would be a mad scramble to get the fruit in a shed before it got wet. When the fruit was dry it had to be heated in an oven until no insects or eggs remained to hatch and ruin the fruit. It was then put in large jars to be stored away for fried pies in the winter.

(Q17) I remember the hogs we grew as being very, very fat. This was necessary because the fat was used to make lard for cooking. Lard was stored in cans holding maybe 5 gallons. Large families needed maybe 3 cans or more because frying was a favorite way of cooking. Although we always had from 3 to 5 hogs and plenty of lard, my mother always cautioned us about using so much lard when cooking, of course she was right but maybe it was because she came from a family of 10 members and they never had enough to last a whole year.

Hogs needed to be slaughtered when there would be several days of cold weather ahead because the meat needed to be cooled to remove the animal heat before it was salted down. The meat to be salted down or cured were hams, shoulders and side meat (or bacon). ^{wooden} boxes 3x3x3 or 3x4x3 was covered with a layer of salt on bottom. Pieces of meat were added in layers and completely surrounded by salt until all the meat was covered. The length of time the meat stayed in the box was judged by the size of the pieces. After the meat was removed from the salt it was washed or wiped clean of salt. (over)

This meant many people sold their hopes and moved out, but since getting the community was bought and sold to H. McMillan for a part of the 60's, 70's & 80's. (over) in this community in the 60's, 70's & 80's. This was especially true of those who had moved away a chance to come back and meet or set up a house in the community was home.

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Recreation
Recreation was not a word on my vocabulary when I was a child. All I knew was that if there was no work to do then "play" was in order. My sister and I knew nothing better than when our mother would say, "You may go play with your friends, but be sure and come home at 3:30 because we have work to do then. We would get our friends mother to tell us when 3:30 came because if we didn't get the work done there would be no visiting for a long time. Playhouses were the main activities when visitors came to play even when I was as old as 11 or 12 years old. We also played skip the rope - soj ball, jack stones, hide & seek, hop scotch or just swinging in swings. Every porch had a swing and many had swings hung from trees. In the summer Sunday afternoons were spent walking in the woods, to a friends house or to a store a couple of miles away for a pack of gum. As a teenager there were Ukinkner roasts and Candy drawings - At a Candy dr. there also a jar with sticks of candy mainly peppermint and slip 2 of paper with numbers maybe up to five written on them. When you arrived the chairs were placed around the room and you sat with your boyfriend or just friends laughing and talking. When the drawing began someone usually your boyfriend or some other boy would ask you to go draw with him. The piece of paper you drew would tell how many sticks of candy you got. Of course most of the slips would say on 1, 2, or 3 sticks. At the party would be over too quick. Couples sort of took turns drawing. The boy might give the girl all the candy or they might divide it between them. If you were a popular girl you might have candy to carry home for your friends and relatives. Rainy days were used for unaccustomed naps, reading, mending clothes or extra cooking. Almost every community had a church which was an important part of social activities. During the hard years of the 30's & 40's Country churches could afford to full time pastor. In my childhood pastor preached only one Sunday per month, but Sunday school was held every Sunday. In the months of May and June most churches would have a Decoration Day or Homecoming Day. Preceding this the church would be cleaned and shined, the cemetery would be raked and swept to clean all the area, flowers would be collected on Saturday and tied in bunches. After the Sunday morning services flowers would be put on all graves - especially the graves that had no relatives to care for them.

Recreation
Recreation for me was to be far enough away from my mother so she could yell what was to be done just.

It was told of one son that he stole eggs from the hen nests of his neighbor, then took the eggs to the neighborhood store and traded them for his smoking tobacco. When they moved there was no problem finding other tenants because the land in this valley was good and my father believed in using plenty of fertilizer. Some unmarried men might board with a family and help make the crop for a certain percent of it. This would be a neat thing to do in the community.

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The Community - The community probably 4 to 5 miles along the Meccalocco Road. It was a farming community made up of hard working farming people with a fair number of children in the family. There was 1 church, 1 school for elementary students, 1 community store and 1 family who keep soap, matches, jar lids etc in their house to sell to the community. The community store did not sell cloth, clothes or shoes. A justice of the peace lived in the community. He did some legal work with deeds, settled minor disputes and performed marriages. The pastor of the church usually lived in another community and had another occupation because churches were unable to pay a full time person. The doctor lived in a community nearby. Until the mid forties, we did not go to the Dr's office - He made house calls. The Dr. delivered babies at home because of cost. During WWII soldier wives could have their babies delivered free and paid for by the Govt. This was a great change and showed that mothers and babies lives could be saved by having better medical care and equipment. The school teachers were usually from another community. They were important people in the community and had no trouble finding families who would board them for the extra income it would provide. Single women would have better prospects for marriage in a community away from their home. Many took leading parts in social activities of the community. Teachers guided their pupils in staging plays and other activities such as egg hunts and fiddlers contests involving people in the community who played musical instruments. There were very few communities that didn't have at least 2 groups who met together to combine their musical skills. Many Saturday nights were spent going to hear some group "make music".

Neighbors would always rally around to help families when they had problems they couldn't handle themselves. accidents might call for help in planting or harvesting a crop. illnesses might call for round the clock care. Various families would donate a portion of their time day or night until the family was able to handle it again.

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Schools - The community school taught grades 1-6 and later grades 1-4 before being closed and students sent to a high school about 3 miles away. The school had 2 rooms and was divided by a wall of doors that could be opened, folded & pushed back to a large room for assemblies & shows.

a store owner might allow credit buying if a family has a record of not paying you. But if you had a record of not paying you, no credit would be allowed. "Rolling starts" became popular in the 40's. They made things go forward and would trade their goods for produce, chickens etc. from the farm.

over

porch. Three tubs of water had to be drawn by hand and well bucket on the day, my mother decided to wash. The well was deep, but during dry summers we often had to haul water from the creek for washing clothes. Water was heated out side in a wash pot and if the weather was warm all the washing & rinsing was done outside. If cold the tubs were moved inside a shed. Every house had a fairly large dining table and it was used regularly because hard work mean large appetites. At our house 3 meals were cooked each day, breakfast & a large dinner - with enough left over for supper.

(B)

Growing Cotton Cotton was the main source of income for us for many years. It was probably the most unstable crop we grew. Weather too cold, too much rain, to little rain and the boll weevil all worked against a good crop. A mild winter could give the boll weevil such an early start that production would be very low. Cotton needed fertilizer and the rotation of crops to keep from depleting the soil. Cotton was planted very thick to assure a good stand of plants. Then the excess plants had to be chopped out. Haying and plowing were necessary during May and June to keep grass and weeds from crowding out the cotton plants. If crops were poor prices would be high, but there would be little cotton to sell. If crops were good the markets would be flooded and prices would be so low loans could not be paid. I remember about 15 bales of cotton standing in our yard because the price was so low my father was trying to hold them until spring hoping there would be more demand then and prices would rise. Finally the Govt came up with a plan to limit the amount of acres planted to cotton, to help farmers get loans to last from planting season until harvest time and encourage diversified farming so that there would be other ways of bringing in cash. Cotton was the main crop controlled. The farmer was allotted so many acres to be planted. When the crop reached a certain age, people came to measure the acreage. If over planting had occurred, the crop was destroyed by plowing. If the cotton crop was poor, only the interest would be paid and the farmer would wonder whether the bank would loan him additional money the next spring to start another crop. Sometime

(over)

JACKSONVILLE STATE UNIVERSITY

AN ORAL HISTORY OF FARM LIFE (1927-1944)

DEPARTMENT OF HISTORY

BY

GRETCHEN LEIGH COBB

JACKSONVILLE, ALABAMA

APRIL 1, 1996

Mrs. Willie Betty Cobb's Life

January 10, 1927	Born in Choccolocco, Alabama
1933	Attended school at Pleasant Ridge
1944	Graduated from White Plains High
April 1, 1944	Married Eston Raymond Cobb
April 1944	Husband drafted for World War II
April 4, 1945	Son, Gary Cobb, born
February 1946	Husband discharged from World War II
January 27, 1947	Son, Harmon Cobb, born
November 10, 1948	Daughter, Peggy Cobb, born
1952	Began college at Jacksonville State
1956	Graduated from Jacksonville State
1956-1964	Taught at Tallapoosa Elementary
1964-1987	Taught at Oxford Middle School
1987	Retired

Historical Chronology Sheet^{1,2}

1920	†	U.S. Census showed that, for the first time, the majority of Americans lived in urban areas
1920	-	U.S. Senate rejected American participation in the League of Nations
1920	-	The 18th and 19th Amendments became law
1922	-	Government raised tariffs to the highest level ever
1925	-	Scops Trial upheld a state's right to ban the teaching of evolution
1925	-	Golden Age of Radio Broadcasting began
1927	-	Charles Lindbergh made the first solo flight across the Atlantic Ocean
1929	-	Stock Market crashed
1930's	-	Great Depression
1933	-	Roosevelt began the New Deal
1940's	-	Rise in political conservatism
1940's	-	Redstone Arsenal in Huntsville became a center of rocket and spacecraft research
1941-1945	-	World War II
1945	-	U.S. airplane dropped the first atomic bomb used in warfare
1945	-	U.S. became a charter member of the U.N.
1947	-	Truman announced the Truman Doctrine
1950's	-	Television became part of most American homes
1950	-	Joseph McCarthy shared that Communists had infiltrated the Federal Government
1950-1953	-	U.S. fought in Korean War

- | | |
|------|--|
| 1954 | - Supreme Court ruled compulsory segregation in public schools unconstitutional |
| 1955 | - Martin Luther King, Jr. began organizing a movement to protest discrimination against blacks |
| 1956 | - Supreme Court ordered Montgomery to desegregate public bus system |
| 1957 | - The Soviet Union launched Sputnik I |
| 1960 | - George C. Marshall Space Flight Center was established in Huntsville |
| 1961 | - Alan Shepard, Jr. became the first American in space |
| 1962 | - Soviet Union removed missiles from Cuba |
| 1964 | - Congress passed important civil rights laws |
| 1965 | - American combat troops entered Vietnam War |
| 1965 | - Selma March |
| 1969 | - Neil Armstrong became the first person to step foot on the moon |
| 1973 | - U.S. removed last of ground troops from Vietnam |
| 1974 | - Richard Nixon became first American President to resign from office |
| 1975 | - Vietnam War ended |

History¹ The World Book Encyclopedia. 1989 ed., s.v. "Alabama History"

²The World Book Encyclopedia. 1989 ed., s.v. "United States History"

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 - C. bring in wood
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Questions for the Interview

1. What were your duties on the farm?
2. What kind of animals were on your farm?
3. What crops were grown?
4. What kinds of equipment were used?
5. What kinds of food did you eat?
6. What did you do for recreation?
7. What role did the church play in your life?
8. What was sharecropping like?
9. Describe your community.
10. Describe your home.
11. Describe your school.
12. What was it like to grow cotton?
13. Was it hard work?
14. What was your mother's role?
15. What was your mother's role?
16. What were some memorable events that occurred while living on the farm?
17. Did you have any involvement in politics?
18. Did you family participate in the New Deal Programs?
19. What were the agreements between the land owners and the renters?
20. Were there any bad years of crops?
21. How long did school last?
22. How often did you go to town?
23. What did you use for transportation?
24. Describe a normal day of a farmer.

25. How did the Great Depression affect your family?
26. Did you have any exposure to other races?
27. Did you have separate schools?
28. What did your farm look like?
29. How many people were in your community?
30. How was sickness treated?
31. Did you have a good doctor?
32. What were the roles of important people in your community?
33. Do you remember any bad storms that damaged your crops?
34. Did you attend any state fairs?

Mrs. Willie Betty Cobb was born January 10, 1927, in Choccolocco, Alabama. The Choccolocco community was a farming community made up of "hard working farming people with a fair number of children in the family." There was one church, one elementary school, a community store, and a family store that "kept soap, matches, jar lids, etc. in their house to sell to the community."

Mrs. Cobb's father was a farmer and owned eighty acres of farmland. He rented forty acres of this land to sharecroppers. Her father furnished the renters with a house, mules, farm equipment, seeds, and fertilizer. In return, the renters "shared their crops at a rate called thirds and fourths. Since they raised mainly cotton and corn, the renters were to pay a third of one and a fourth of the other" to her father. The renters "were hard workers and good farmers, yet they were never able to raise enough crops to carry them from one year until the next. They were continually borrowing money to carry them through until fall when the next crop would be sold. The sharecroppers usually did not stay long, but "there was no problem finding other tenants because the land in the valley was good."

In addition to the renters, Mrs. Cobb's father also farmed the other forty acres. Mrs. Cobb and her siblings were involved in the work required to run the farm. Mrs. Cobb's chores were to "feed shelled corn to the chickens, gather the

eggs, bring in wood for the cook stove, and milk a cow." She also helped her mother with the housekeeping.

Mrs. Cobb lived in a house with "three rooms on each side with an enclosed hall through the center." The house was built in 1912, from pine trees grown in the valley. The ceilings were high, and the roof was pointed and made of tin." There were three fireplaces in various rooms, plus the kitchen stove that was used for heating and cooking. Two-thirds of the house was surrounded by porches where a lot of work was done if there was a cool breeze blowing. A hand dug well was on the back porch which was used for drinking water, cooking, and washing clothes.

In addition to the house, there was a barn in which the animals were held. There were four mules that were used for planting--two for Mrs. Cobb's family and two for the sharecroppers. Several cows were raised for beef, milk, and butter. Chickens were also raised for meat and eggs. "My mother would one hundred two-day old baby chicks in the spring which she raised in a brooder so we would have young chickens to fry for ourselves and to sell at the market." Geese were also used for feather beds and pillows. Hogs were also raised and they were of great importance. They provided lard for cooking, and the hogs were the main source of food during the winter.

Although Mrs. Cobb worked on the farm, she was able to attend school. The school not only taught reading and arithmetic, but the high school also had vocational agriculture

classes for the boys and Home Economics classes for the girls. These courses taught "up-to-date methods of farming, cattle raising, conservatism, sewing, and cooking." 4-H Clubs also played a part in Mrs. Cobb's life. The local 4-H club was an integral part of the community. 4-H clubs emphasized useful information in agriculture, home economics, and the application of the subjects. 4-H clubs would have projects that were designed to accomplish "certain specified teaching objectives and to prove a sense of personal achievement and satisfaction." the projects also emphasized useful and practical information and knowledge and applied these to real-life situations.³ Mrs. Cobb remembers one project done by her brother: "His project was to show the difference between fertilized crops and not fertilized crops. He planted a corn patch by the side of the road where people could see it. One-half of the corn was fertilized with nitrate soda and the other half was not. Signs were put up so that people would know it was an experiment. When it got time to harvest the corn, the corn that had the fertilizer added to it had three or four big ears of corn per stalk and the other half

³H.C. Sanders, ed., The Cooperative Extension Service (Englewood Cliffs: Prentice-Hall, 1966). 267.

might have one big ear and two or three small ears. It convinced many people to use fertilizer because there was proof right before their eyes."

Mrs. Cobb also remembers the help of the Home Demonstration Clubs. Home Demonstration agents gave practical demonstrations of improved methods. The duties, responsibilities, and problems of all farm wives were so similar that this group method of teaching was both effective and efficient.⁴

"Home Demonstration Clubs were for the women of the community, and meetings were held once a month. The leaders came out to teach the women of the community better ways of doing things--better methods of canning, sewing, gardening practices, anything that seemed to be a problem or that would be of help to the people of the community the Home Demonstration Club could help." Not only did the schools help encourage children to be involved in projects to help their families and other farmers, but the schools also worked with the farmers when it was time to harvest their crops. "Sometimes the school would have a half-day schedule. Classes would follow one

⁴H.C. Sanders, ed., The Cooperative Extension Service (Englewood Cliffs: Prentice-Hall, 1966). 254

right after the other with no study periods and no P.E. School would dismiss at 12:00. There would be a mad rush to get home, eat lunch, and be in the field by 1:00. One year when the schools did not use this schedule, I had to miss the first two weeks of school to pick cotton."

The main crops grown on the farm were cotton, corn, and hay. "My father was a good farmer and worked from early to late, but many years there was not enough money to buy seed and fertilizer for the next year. Cotton was the main source of income for us for many years. It was probably the most unstable crop we grew." Cotton prices were among the most erratic and fluctuating of all agricultural markets. Cotton shows an unusual sensitiveness to general conditions of demand and to the conditions of the domestic and world supplies. These extreme fluctuations have been a constant source of harassment and instability for the farmer.⁵ "Too cold of weather, too much rain, too little rain, and the boll weevil all worked against a good crop. A mild winter could give the boll weevil such an early start that production would be very low." Many new methods were invented to help farmers

⁵Charles S. Johnson, Edwin R. Embree, and W.W. Alexander, The Collapse of Cotton Tenancy (Chapel Hill: The University of North Carolina Press, 1935) 38

fight against the boll weevil. New systemic insecticides and sprays were developed. Insect parasites or predators of the boll weevil were released, and the development of cotton varieties that would be resistant to or tolerate the boll weevil damage.⁶ "If the crops were poor, prices would be high, but there would be little cotton to sell. If crops were good, the markets would be flooded and prices would be so low that loans could not be paid. I remember about fifteen bales of cotton standing in our yard because the price was so low my father was trying to hold them until spring--hoping there would be more demand then and the prices would go up. Finally, the government came up with a plan to limit the amount of acres planted to cotton, to help farmers get loans to last from planting season until harvest time, and encouraged diversified farming so there would be other ways of bringing in cash."

In 1933, Congress passed the Agricultural Adjustment Act. It had the support of a number of farm organizations and agricultural experts.⁷ The immediate aim of this act was to reduce the acreage planted. It also gave the secretary of agriculture the power to raise price levels and processing taxes.

⁷Herman Clarence Nixon, American Federal Government (New York: Charles Scribner's Sons, 1952) 280.

⁶David F. Young, Jr., Cotton Insect Control (Birmingham: Oxmoor House, 1969) 89.

For most of the crops the government rented the land from the farmer and did not plant anything. The government paid the farmers not to produce.⁸ Since it was assumed that the problem was overproduction, not underconsumption, the growers of the cotton were to be restricted in their plantings. As compensation, they were to receive subsidies and crop loans, and the government would hold the surpluses off the market.⁹ Between 1933 and 1935, the act reduced the output of cotton by ten to thirteen million bales.¹⁰ In January 1936, the Agricultural Adjustment Administration was declared unconstitutional by the Supreme Court. It was "an improper use of the taxing and spending power and a violation of the regulatory powers reserved to the states."¹¹

In February 1936, Congress passed the Soil Conservation and Domestic Allotment Act. This act "declared that the formally supported products now depleted the soil, and farmers should reduce their production of these commodities in order to conserve soil." The act also gave direct cash to farmers to use soil-conserving methods.

The Second Agricultural Adjustment Act of 1938 had a direct

⁸John T. Schlebecker, Whereby We Thrive (Iowa: The Iowa State University Press, 1975) 238.

⁹Louis M. Hacker and Benjamin B. Kendrick, The United States Since 1865 (New York: Appleton-Century-Crofts, 1949) 561.

¹⁰John T. Schlebecker, Whereby We Thrive (Iowa: The Iowa State University Press, 1975) 240

¹¹Herman Clarence Nixon, American federal Government (New York: Charles Scribner's Sons, 1952) 281

affect on Mrs. Cobb's farm. Each year the Department of Agriculture had to estimate the necessary acreage for each crop. The act provided for three classes of payment. The first went to the farmer for keeping within the allotted acreage. The second payment went to carrying on certain conservation programs. The third, parity payments, were designed to obtain normal granary with loans made by the Commodity Credit Corporation.¹² This is Mrs. Cobb's recollection of the government programs: "The farmer was allotted so many acres to be planted. When the crop reached a certain age, people came to measure the acreage. If over-planting had occurred, the crop was destroyed by plowing. If the cotton crop was poor, only the interest would be paid, and the farmer would wonder whether the bank would loan him additional money the next spring to start another crop. Sometimes farmers were reimbursed for the crops they did not grow."

Although Mrs. Cobb and her family had many problems and lots of hard work to do, there were times of fun and recreation. "The church was an important part of the social activities."

¹²John T. Schlebecker, Whereby We Thrive (Iowa: The Iowa State University Press, 1975) 242.

Sunday School was held every Sunday and the pastor would preach one or two Sundays a month. The church also had singins and revivals. Decoration Day was a time for all the members of the community to get together and have "dinner on the ground." Visiting friends was also fun and playing games and candy drawings were a way to pass the time.

As Mrs. Cobb grew up, people began to move away from cotton farming, and her family began to grow more vegetables and fruits along with butter, eggs, and pork to sell at the Farmer's Market in Anniston. "I still live on this farm, but it is now used to raise cattle."

Truly Mrs. Cobb led a simple yet fascinating life on her rural farm. After she was married in 1941, she took her cow with her, but her husband was unable to farm because of his injuries received during World War II. She went on to become a schoolteacher, yet she will never forget her memories on the farm.

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have more summer to me.
Being several years older than
I had thought him some more than
I should have picked for me. I
usually have his name.

and later we would pull ^{the put} seeds of this cotton to
be used in the quilts she made
for cover when the weather got cold.
If she was making a fancy quilt
she would card this cotton into
sluffy batts to make the quilt
light and soft. But for regular
quilts that would be used and washed
frequently the cotton was used
without carding it. One of the many
favorable things I can say about
the 31 years I taught was that teaching
never made my back hurt!

② - I was involved in almost all the work
on the farm in some way. But my brother,
sister and I had jobs that were
~~especially~~ ^{and} ~~especially~~ sure for which we were
punished if not done. My jobs were to

for the next year. ~~Everyone~~ had a watermelon patch, strawberry patch, peach & apple orchard, a popcorn and peanut patch. Any crops we raised were for home use first, then the rest could be sold or given away. If relatives came to spend the day, Apples, peaches, grapes or watermelons would be used as a mid-afternoon break.

affair
tree

⑤ Equipment such as wagons, turning plows, fenders, gearboxes, Cultivators, planters, mowers, ^{wags, saws, chocs,} etc were vital to the farmer. One room at the barn held the mules bridles, reins, plow points, ^{nuts,} bolts and other necessary ~~things~~ parts to keep everything going. Sometimes precious hours were wasted ^{burning} - a bolt was lost from a plow

because there was no replacement. Sometimes things were wired together until the right ^{part} could be bought. There was always a blacksmith shop ^{at the top in a community.} Here plow points were sharpened, mules ^{were} shod, pieces of metal ^{were} shaped into form through the ^{use of} the forge. ~~That~~ the ~~fire~~ of the forge had a bellows caused metal so hot that it could be hammered into replacements parts. ^{ingenuity} ^{cases of great value} on the farm.

some times
appeared
find a part
to get

⑥ I think it the farm as being a place for a while

(6)

and hung to be smoked. almost everyone had a smokehouse - which was a shed that was used mainly for meat smoking and storing.

Wires were suspended from the rafters of the shed and the ~~h~~ hams, shoulders, etc were hung maybe 5 ft. from the ground.

A small smothering fire (to make a lot of smoke) was built using hickory twigs to give the meat a hickory smoked flavor. The smoking went on for several days until the meat was thought to be flavored enough. The meat might be left hanging ^{over} until needed or covered with a paper bag. Some people used sugar or other spices in curing their meat. When ready to be used over ham's were fried in a black skillet and eaten with my mother's biscuits and red-eye gravy. I was still carrying ham and biscuits for my lunch when I was, in high school. I would trade a ham and biscuit to my friend for a Coca and sugar fried pie. Her parents did not raise hogs so ham & biscuit was a treat for her. (There were no lunchrooms when I was in school.)

Hog killing a long day - and extended most of week - Cook house meat + liver pudding delivered to some people, salt on market.

Meat ground sausage - flavored with home made Sage and peppers. Ground hog hand - might take 3 or four hours, was packed in a cloth bag - mother made - being in cold fruit cellar to keep.

on other side
of page.

Q2

Meat

As late as when men went to
40 or a week jobs, morning services
were attended mainly by women & children
or were no longer held.

Then there would be "home ground". Church members
usually went to build tables to keep the feet away from
ants, bugs and small children.

Most churches had a revival in the summer that lasted a
week. The preacher would hold services morning and
night.

Churches were usually large with people coming from ^{neighboring} ^{night services}
churches. The regular pastor, usually got a different
person to run the revival. The pastor and the visiting
preacher would stay in the community all week
and families volunteered to cook on
night when they would be responsible for them -
their meals, beds, and a place of quiet for some sleeping.

Young girls would group together and after church
services would go to a different house each day
to eat. There was also much visiting among
families in the community.

The church was important in ^{the} life of people and
also at their deaths. People who were well-known or were
well-liked in a community would be recognized by
the number of people who attended the funeral, ^{and}
the amount of flowers put on the grave and whether
or not the church would hold all the people
came.

9) Sharecroppers.

The farm where I lived contained 80 acres, forty of
which belonged to my Uncle. When he moved away
my father bought it. Eighty acres was too much for
my father and my brother to handle so the land
was rented to other people on shares. They were
never called sharecroppers - just renters. The renters
would share their crops at a rate called thirds & fourth.

Since they raised mainly Cotton and Corn their
rent was to pay a 1/3 of one and a 1/4 of the other to the
owner. The families I remember the best consisted of the
parents with 3 boys and 3 girls, all were grown
except one girl. They were hard workers and good
farmers, yet they were never able to raise
enough crops to carry them from one year until
the next. Though their mules, equipment, etc. were

The land owner
furnished them
house to live
in, such
farming equipment

a pot-bellied stove was used for heating. Drinking water came from a nearby well. The teacher would teach a class or group - assign work then go to the next. First graders could get help from older students. Flash cards were used to teach the alphabet and new words for reading. Drill and memorization were primary ways of teaching. Since there were small classes little supervision was needed on the playground. Pupils played house, hide and seek, skip-rop, base ball etc.

The transition to high school was very traumatic thing because I was the only one from my community moving that fall and I knew no one in the new class. Another problem was that we had a good cotton crop that year and after enrolling the first day of school - which missed 2 weeks of school picking cotton. The high school had good teachers who were interested in the students. The PTA backed the school in their endeavors. One project was bringing in a piano teacher for parents who could afford to have their children take lessons. Vocational agriculture was taught for boys

and Home Economics for girls. The courses taught were up to date methods of farming, cattle raising, conservation, sewing, cooking etc. Time was provided for students to participate in 4-H Club. Extension leaders came to the school periodically. Every member had a project at home that would improve conditions and maybe bring in some cash. Boys who joined the 4-H Club and F.F.A. might raise a hog or calf to enter in the County fair.

The high school had a gym for basketball games, assemblies and plays. Country music groups were invited to come. A percentage of the admission went to the school.

Until electricity came to the Valley, a generator was used to provide lighting for the rooms and to pump water for drinking when the wind didn't blow hard enough to make the windmill pump the water. Many students saw high school as a road leading them away from the life of a farmer.

Warehouse was built ^{in 1912} from pine trees grown in the valley and probably used by a mill somewhere around. There were 3 rooms on each side with a enclosed hall through

Supplies
and another
subject at
could help
in finding
the side of
community

4-H
Home
Econ
Club

(B)

farmers were reimbursed some for the crops they didn't grow.

Schools tried to help the farmer and keep their students in school also. Sometimes the school would have a half day schedule. Classes would follow one right after the other with no study periods and no P.E. School would be dismissed at 12:00. There would be a mad rush to get home, eat lunch and be in the field by 1:00. One year when they didn't use this schedule I had to miss the 2 first weeks of school to pick cotton.

(14) Mother's Role -

Mother keeps house & all.

Housework in general -

Laundry

Yarn

Sewing - see house center is huge, quilts

Field work

Father Role

(15) - ① Farm work

② Cutting wood

③ looking after livestock

④ Hunting - fishing

feeding