COUNTRY LIFE READERS: SECOND BOOK

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649496457

Country Life Readers: Second Book by Cora Wilson Stewart

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CORA WILSON STEWART

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COUNTRY LIFE READERS

SECOND BOOK

BY

CORA WILSON STEWART

FOUNDER OF MOONLIGHT SCHOOLS AND PRESIDENT KENTUCKY
ILLITERACY COMMISSION



B. F. JOHNSON PUBLISHING CO.
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Preface

Adults who have just learned to read and write, and also those who have been re-awakened to the pursuit of knowledge should be immediately stimulated and encouraged to seek more knowledge. To this end the Second, Book of Country Life Readers has been prepared. Like the First, it was written chiefly for a rural people, and it therefore deals largely with problems of farm life. Thrift is its keynote and progress is its aim.

While designed to be used by adults in the moonlight schools, this book is not unsuitable for adults in cities, for they need to become better acquainted with country life and its opportunities. It may also be used to advantage by children in both country and city schools.

For illustrations and permission to republish selections, the author and publishers desire to express their thanks to Hon. Robert Terrell, State Road Commissioner of Kentucky, Dr. William Goodell Frost, Miss Jessie O. Yancey, the United States Department of Agriculture, and the International Harvester Company. The poem "A-berrying," by Lucy Larcom, is used by special permission of and arrangement with Houghton Mifflin Company.

Suggestions to Teachers

To use the Second Book of Country Life Readers to the best advantage the teacher should follow these suggestions:

1. The script after the printed lesson should be used to give practice in writing.

Each letter in the book should first be used as a lesson in reading and then as a lesson in writing.

Some discussion could profitably follow many of the lessons, but such discussion should be wisely directed, and should not be permitted to drift.

4. A list of government bulletins should be secured from the congressman of the district, and those on gardening, silos, weeds, alfalfa, seed corn, bees, poultry, pigs, road drag, seed corn, cooking vegetables, etc., should be available to the pupils after the lessons on these subjects have been read.

The horticultural lessons can be made more attractive by a display of the varieties of fruits grown in the community, and by exhibiting a spray and explaining its use.

6. The forestry lessons should be combined with a discussion of the loss and destruction of forests, the estimated value of timber land, and the proper method of conserving trees. Forestry bulletins on these subjects will prove helpful.

7. The cost of building porches, of putting in screen doors and windows, of building silos, and the profit from keeping better live stock, from raising poultry and pigs furnish data for making interesting problems for the arithmetic class.

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