

**COUNTRY LIFE
READERS:
FIRST BOOK**

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Country Life Readers: First Book by Cora Wilson Stewart

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CORA WILSON STEWART

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FIRST BOOK

BY

CORA WILSON STEWART

FOUNDER OF MOONLIGHT SCHOOLS AND PRESIDENT KENTUCKY
ILLITERACY COMMISSION



B. F. JOHNSON PUBLISHING CO.

ATLANTA

RICHMOND

DALLAS

Preface

There is an increasing demand for the education of adult illiterates who have somehow missed their opportunity in early life, and also for the better education of adults that have a very limited degree of learning. The city has provided for this need to some extent with evening schools, designed mainly for foreigners. All the textbooks for evening schools have, therefore, been prepared strictly for immigrants and city dwellers. Rural America is coming to realize that there exists a need for education among adults in the rural sections as much as among those in the cities. For this reason moonlight schools, rural evening schools, which begin their sessions on moonlight evenings, have been established and have now been extended to fifteen States. The people attending these schools demand textbooks which deal with the problems of rural life and which reflect rural life, and to meet this demand this book has been prepared. The author has utilized the opportunity when the rural dweller is learning to read to stimulate a livelier and more intelligent interest in such subjects as agriculture, horticulture, good roads, home economics, health and sanitation, and those subjects, which, if taught to him, will make for a richer and happier life on the farm.

For illustrations and suggestions the author and publishers desire to express their thanks to the International Harvester Company, *The Country Gentleman*, The United States Forest Service, Mr. J. E. Barton, State Forester of Kentucky, Mr. Roy French, Prof. G. D. Smith, and Mrs. Cornelia Steketee Hulst.

Suggestions to Teachers

An excellent opportunity is offered in this Reader to introduce profitably certain objects and operations of rural life. If the teacher will utilize this opportunity, it will both give an added interest to the subject and impress the principles of the same. Therefore, the teacher is urged to study these suggestions and to follow them as carefully as possible.

1. The script, following the printed lesson, is designed to constitute the writing lesson of the evening's session, and should be copied at least ten times. The letters in script are intended for additional practice work in copying.

2. In connection with the road lessons on pages 10 and 11, a discussion of good and bad roads would be profitable, this discussion being based on the facts stated in these lessons. For instance, there may be an estimate of time lost and of injury to team and wagon by bad roads.

3. For teaching the banking lesson on page 17, a supply of blank checks should be provided in advance. After the lesson has been read, the checks should be distributed among the students. Then, after a line is read in concert, the action mentioned should be performed by the class. For example, after the class reads, "I write the date," all should write the date on their checks; after reading the next line, they should write the name of the payee.

4. The lessons on fruit will be more interesting if samples of good and bad fruit are exhibited, to show the results of spraying and of not spraying.

5. Make the letter on page 23 a real letter. Have it written to the student's mother or some other relative. After the envelope has been properly addressed by the student, have him stamp it and mail the letter.

6. The lesson on testing seed corn, pages 32-34, should be accompanied by the exhibition of a seed tester and a demonstration of its work. Get a farmer to prepare this in advance, giving time for the corn to sprout, and let him bring the seed tester before the class and explain its use and value.

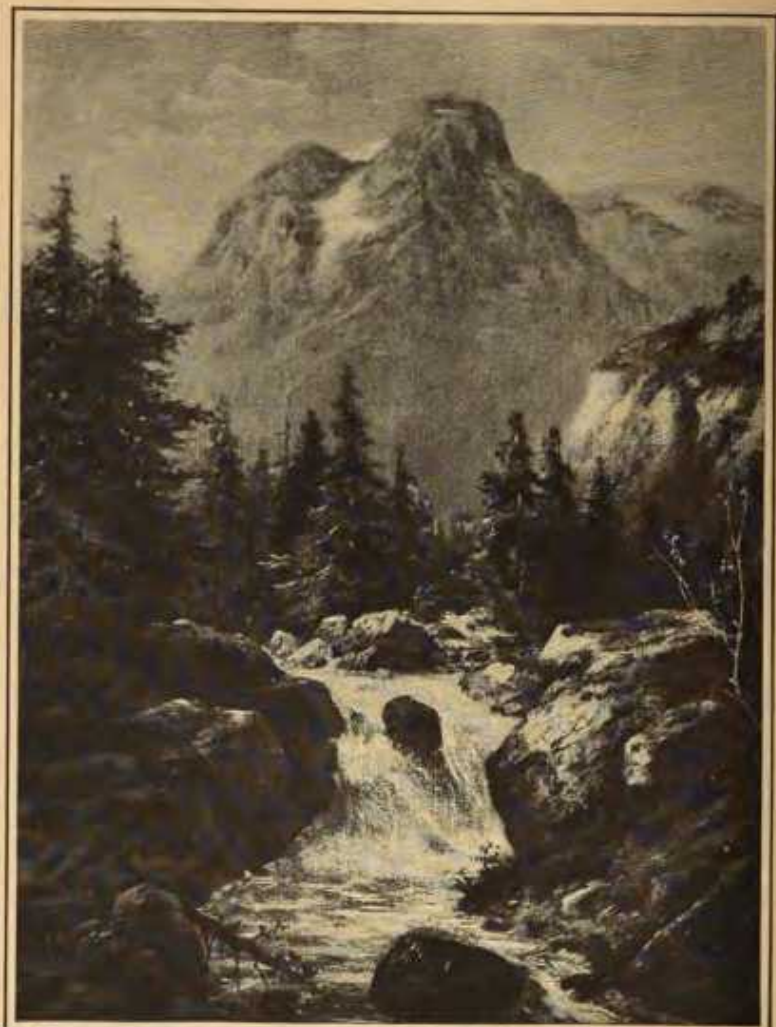
7. For use in the lesson on page 35 concerning a newspaper, the teacher should have at hand a supply of the latest edition of the local newspaper, and should provide each student with one, and follow the lesson with a brief exercise in reading from it.

8. The lessons on health, sanitation, and reform should be emphasized by discussion.

9. After the voting lessons on pages 53 and 54 have been read, an election should be held. A temporary voting booth can be arranged, election officers appointed, and blank ballots, previously prepared, should be voted. After the voting is over, the ballots that are imperfect should be destroyed; a careful count should then be made of the remaining ballots and the winners announced. The candidates may be chosen from the students present.

10. To impress the forestry lessons, discuss forest fires in the vicinity, their probable origin and cost.

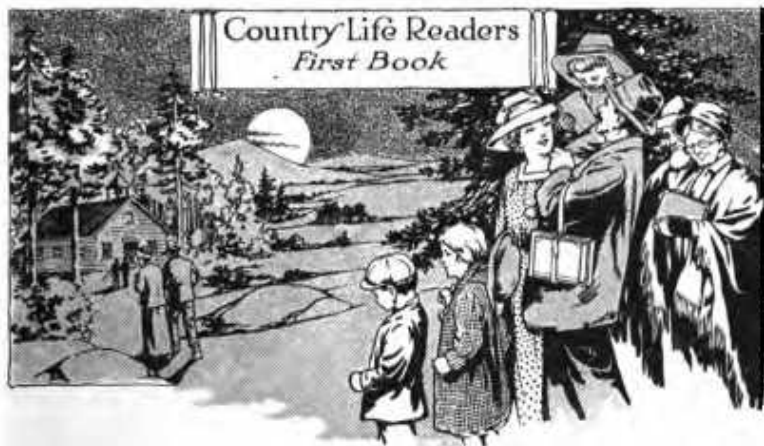
11. Before the lesson about wild flowers on pages 67 and 68 is read, the students should be requested to bring in as many varieties as possible of wild flowers. After reading the lesson, such of these flowers should be named as are known to the teacher and student. A book on wild flowers should be consulted in order to learn the names of others.



[6]

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THE MOUNTAIN BROOK



I
you

read
write

can
and

Can you read?

Can you write?

Can you read and write?

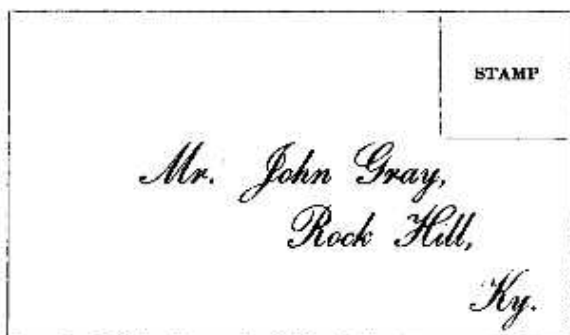
I can read.

I can write.

I can read and write.

I can read and write.

to let ter your moth er
my name will fa ther



I can write.

I can write my name.

I can write your name.

I can write a letter.

I will write to my mother.

I will write to my father.

I will write a letter to you.

I will write a letter to you.