

## Special Articles

### "HOWLERS" FROM ENTRANCE AGRICULTURE.

"Biennials come up every two years and then go to root."

"A good crop rotation is cows, corn and clover."

"Six legume crops—manure, straw, wood, clover, ashes, bone dust."

"Four legume crops are cultivator, harrows, disc, plough."

"The legumes are: 1 Humus, 2 loam, 3 sandy loam, 4 clay loam."

"A good crop rotation is manure and rotten straw."

"Crop rotation is very desirable because we can plant the seed again the next year."

"If wheat does not stand up well it lacks pep; it did not get enough silesia."

"If a farmer's land contains too little water, it must be irritated."

"If a farmer's land contains too little water, he can do little for it, the only thing he can do is to pray for rain."

"The insect pests are potato bugs, blight, rust and smut."

"The potato bug is caused by rust."

—H. W. Watson.

### TEACHING THE NON-ENGLISH

The Journal takes pleasure in publishing the following letter from one of our contributors. It is printed exactly as it came in. If we understand it aright, the argument appears to be that when English-speaking people wish to teach their children a foreign language they do it through the medium of English teachers, and that for the same reason non-English parents should have for their children teachers who use their own language. This, at least, should be the case in the first five grades, and it is true especially in country districts where often the only person who speaks English is the school teacher. For a full discussion of this question the reader is referred to Black's book on "English for the Non-English." He is also referred to some of the teachers in the Swedish district north of Minnedosa, to the work in a number of the Ruthenian schools where the home language is Ruthenian, and the school language English. It would be interesting to know just what success is being met with in such cases? It seems to the Journal about time that there was an authoritative announce-

ment upon this much debated question. Will not some of our teachers who are working in non-English school districts write us fully as to what success they are having. The letters should be both from those who speak English alone, and those who speak another language in addition to English.

Dear Editor:

Read your favorite Journal and beg to say that I have found some points or hints regarding non-English pupils.

It was said that we could do more good than they (non-English teachers) because we know thoroughly the language.

It seems to me that there is a little fault because when we study foreign we like better our own teachers than foreign, especially those who cannot talk a word in English.

It seems to me that to engage a foreign school where there are only of one nationality pupils, and out of town its of no use, and those who think not are only saying so, but when they try they will find it very difficult to begin. We always point to the town and city pupils who are learning better