

abetted a feeling of depression among farmers, and this sense of discouragement has resulted in neglect; farmers have lost that pride so necessary to true success, which consists in maintaining the neat and tidy appearance of their farms. The teaching of Agriculture in public schools will do much, and the interest stimulated along agricultural lines by farmers' institutes is doing much to solve all these agricultural problems, while the success of young men sent out from the various agricultural colleges of the United States, and one at least in Canada, testifies to the value of such an education.

In conclusion then we would say in regard to weeds, learn from every available means the most advantageous methods of preventing their introduction and of destroying them, and put your knowledge so acquired into practice, because from an economic standpoint it will pay, and because from a moral standpoint their presence has a most demoralizing effect on the minds of the farmer who permit their presence.

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## The Farmer as an Investigator.

*By Wm. N. Hutt, B. S. A.*

There is probably no occupation that has so many problems to solve as agriculture. It is the oldest of known arts, yet truly the most recent. The history of agriculture is coincident with the history of war, yet for all its antiquity it is still full of unsolved problems, while many of its secrets are so deep as to seem almost past finding out.

At first sight the evolution of agricultural thought seems to have been a very slow process. In the literature of agriculture from the Classic Georgics to the latest production of Rothamstead, Guelph or Cornell, the renaissance finds itself in the last two decades. The question arises, why in all these centuries has not agriculture, like some other branches of knowledge, been removed from the realm of haphazard to the position of a more exact science. In mathematics, given certain fixed data or axioms, we can from these premises arrive at a certain positive result. Give the farmer the soil, the seed, and means of