

either of the first two classes mentioned, the ignorant or the disingenuous, and the man who succeeds Professor Bemis, whom the faculty recently asked to resign, or in other words turned out, will almost necessarily belong to one or the other of these classes.

A man has a perfect right to get what he pays for, says the *New York Recorder* in defending the act of the faculty. "Mr. Rockefeller and his associates," it says, "have a perfect right to employ professors and pay them roundly for teaching the Rockefeller views of political economy, and if they do not get the views they pay for they have also a clear right to stop the teaching and discharge the teacher." If Professor Bemis was employed with any such expectation there was some mistake about it. He became both in the class room and on the platform an exposé of the way in which these monopolies are bleeding the public, and an active public advocate of reform. He proclaimed that the Gas Trust was selling gas to the people which cost not more than sixty cents a thousand feet for a dollar and ten cents. He held that street railways should pay a percentage of their gross receipts into the city treasury in return for the profitable privileges they enjoy. It is easy seeing that this was flat blasphemy for a professor enjoying emoluments which had their origin in just such businesses, and that he deserved the "capital punishment" which followed. If the dismissal could have been the end of it it would have been nice for Dr. Harper, the revered president, and for Mr. John D. Rockefeller, the beneficent founder, and for Mr. Charles T. Yerkes, the donor of the greatest of telescopes. But it was not. There arose a general barking all over the country, just as there does in the farmers' yards when a menagerie is passing at night. The press

is all up about it, and asking if the universities, like the other institutions of the country, are going to be governed by plutocratic dictation. How are they going to get out of it? If the universities were controlled by state government they would be equally liable to dictation. Imagine a state university under a Republican Government teaching anything but protectionism, although there cannot be found an economist of any name at all who advocates protection. The remedy lies in the fact that there is, as Matthew Arnold put it, a power not ourselves which makes for righteousness. If the man who gets Professor Bemis's place advocates, as the *Recorder* says, the Rockefeller views of political economy, his words will, in view of the circumstances, fall emasculated and valueless on the ears of students who will be started on the path of independent inquiry by their necessary disrespect for dictated and purchased opinions.—*Montreal Daily Witness*.

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OBJECT LESSONS.—Young teachers are, as a rule, unwilling to allow Nature to tell her own story, and insist on taking the words out of her mouth, although, if properly interrogated by the pupil under the direction of an intelligent teacher, she is capable of teaching much more clearly and impressively than any human teacher. The business of a teacher in an object-lesson is not to teach at all, but to let Nature teach.

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There is almost no kind of literature that will not help the preacher (teacher) either by refreshing and enlightening the mind, or putting him on new lines of thought, or making him more familiar with the real motives of men and the actual issues of certain lines of conduct or by supplying him with illustrative matter. *Marcus Dods*.