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EDITORIAL

Freedom to Teach.

Significant is the action of the Political Science Association in appointing a committee to report on freedom of speech and security of tenure for teachers of political science in American universities. The action implies an admission that there is ground for the charge that professors of political economy are not as free to teach the principles of that science as are other professors to teach facts connected with their specialties. Probably it is for this reason that political economy is represented in many universities as a vague and hazy subject instead of the exact science it is. But the very fact that professors may imperil their livelihood by teaching the truth is itself an illustration of the injustice of prevailing economic conditions.

S. D.

Immigration and Monopoly.

Wrecked sailors on an overcrowded raft in mid-ocean may be justified in refusing to take on an unfortunate struggling for life in the water. But such justification might be questioned should the crowding be due to a grant of half of the raft to one of the number, who would refuse to allow any one to use the empty space. If instead of a raft in mid-ocean we picture a great country abounding with unused natural resources the principle involved is the same. That is the case with the United States. So much of its land is monopolized and withheld from use that many believe it to be overcrowded, and demand that further immigration be stopped. Others who realize the true cause of this apparent overcrowding, nevertheless join in the anti-immigration cry. Realizing that the influence of the land monopolist is strong, the need of relief great, and the influence of the immigrant weak, they attack immigration instead of land monopoly, hoping to get quicker results. Much of the support given to the pending immigration bill is of that nature, although more of it comes from members who would defend land