

compensation the county should pay during the year."

A writer in the *Amer. Journal of Education*, suggests the feasibility of organizing a teacher's aid society. The writer thinks a society might be formed which would provide for the family of the teacher, after death, with less expense than is now incurred by patronizing insurance companies, and with more certainty of deriving benefit. As other professions have instituted societies of this kind with success, we see no reason why the teachers cannot associate themselves for benevolent purposes.

In order to establish a uniformity in text books, and cheapen their cost, the legislature of Minnesota has recently contracted with certain parties to furnish the text books in bulk, at one half the retail rates now charged, and to enjoy the monopoly for fifteen years. The matter for the books is subject to the approval of three educators, and the books required to be as good in every respect as those furnished by the trade. The legislatures of Wisconsin, Michigan, Ohio and New York have this same project before them, it is said. This scheme is assailed on the ground that it throws the monopoly of text books in the hands of a few. If the monopoly within the state can furnish the requisite books at a figure far below that of the book combination outside of the state, the state certainly is the gainer. It is not denied that the various book publishers have, by combination, kept up the high prices of books. Well now, if the state can publish its own school books, in the way proposed by the Minnesota scheme, and thus place books at a comparatively low price in the hands of all, especially the poorest class. It is a blessing to them, and can but result in advantage to the state. The tendency of the age, among all trades and professions, is to combine for monopolizing purposes. The most effective means of breaking up book rings, and monopolies of all kinds,

is by encouraging monopolies in opposition, thus creating a competition between them.

---

### CLIPPINGS.

---

—"The chief glory of a woman is her hair." That's all very well, but we don't want any glory in our outter.—*Ex.*

—Professor in Chemistry: "There are several steps to be taken in finding the exact chemical composition of bone. For example,—when you boil it what is given off?" Student: "Soup."—*Ex.*

—The dogs of the Dartmouth students have become so regular in their attendance at chapel prayers that the President has announced that either they or their owners must leave college.—*Ex.*

—Scene: Recitation room in Natural History. Instructor—"Mr. X., have you ever put your head down upon any one's breast and listened to the heart-beats, as Huxley describes them?" Mr. X. (blushing)—"Yes, sir." Class winks up.—*Ex.*

—A Fresh commences his social culture in College by attending a church sociable, and of course escorts to the paternal doorstep a bundle of smiles and dry goods. He lingers at the door until he hears within a matronly voice saying, "Hannah, why don't you fetch your mess of greens in?"—*Ex.*

—A maiden lady said to her little nephew: "Now, John, you go to bed early, and always do so and you'll be rosy-cheeked and handsome when you grow up." Johnny thought over this a few moments, and then observed: "Well, you must have set up a deal when you were young."—*Ex.*

—We were invited to dine with a "club" the other day, and as we sat down to the disheveled hash we could but murmur:

Now I sit me down to eat  
This hash of ancient, chopped up meat;  
If I should choke upon a tack,  
I pray the cook to pound my back.—*Ex.*