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#### Harbison Trustee's Notice.

Notice is hereby given that the undersigned Trustee of Harbison township, will attend to township business on each Monday of the year at my office, and persons having township business to transact are required to present it to him on Mondays.

The township library will be kept at my home near Dubois.

JOHN L. HARDEN, Trustee.  
Jan. 5, 1908.

#### Jefferson Tp. Notice.

The undersigned trustee of Jefferson township, Dubois county hereby gives notice that he will attend to all business pertaining to the office of Trustee at his Drug Store in Birdseye Indiana on the Tuesdays of each week and requests all persons having township business to present it on office days.

JOHN W. ENLOW, Trustee.  
Jan. 5, 08 - 1yr

#### WEDDING

Invitations, Announcements, etc. 50 in script, two sets of envelopes, \$2.50. 100 visiting cards for \$60. Write to-day.  
Ben E. Doane, 365 W. 6th St. Jasper, Ind.

### THE HOME TELEPHONE CO.

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### DUBOIS CO. TELEPHONE CO.

#### Boone Township Trustee's Notice.

The undersigned, Trustee of Boone township, Dubois county, hereby gives notice that he will attend to all business pertaining to the office of Trustee, at his residence, four miles southwest of Portersville, on Saturdays of each week, and requests all persons having township business to present it on Saturday. Citizens desiring books from the Township Library, are notified that the Library is kept at my residence.

School books at James Mulky's, at Portersville. PETER J. SCHNARR, Trustee Boone Tp.  
Jan. 5, 1908 - y

#### Madison Township Trustee's Notice.

Notice is given that hereafter the Trustee of Madison township will be at his office each Saturday, at his residence, one mile south-west of Ireland, Ind., for the purpose of attending to township business and all persons having business with the township are expected to confine it to those days.

The township library is kept at Sam'l. Kean's in Ireland where all may obtain the books.

The Indiana School books will be found at Henry Summer's store at all times. SAMUEL A. GLEZEN, Trustee Madison Tp.  
Jan. 5, 1908. y

## AGAINST UNIFORMITY

### Leading Educators of Nation Condemn Indiana System.

### HOME RULE IS DEMANDED

Teachers' Journal Has Comprehensive Article On Subject of Books For Public Schools.

Journals devoted to education are getting into the fight against the state laws compelling uniformity of books used in the public schools. The Teachers' Journal, published at Marion, Ind., and edited by A. Jones, in its last issue devotes considerable space to an arraignment of the system. Following an editorial, a number of letters from leading educators all arguing against the uniformity laws are printed. Among these writers are President Eliot of Harvard, President Ansell of University of Michigan, Dr. G. Staley Hall of Clark University, Dr. Nicholas M. Butler of Columbia, Dr. A. S. Draper and Dr. Skinner of New York. Among the state superintendents of schools who are represented with letters are Prof. Olson of Minnesota, Bryan of Washington, Phillips of Alabama and Wright of Michigan.

In part, the editorial follows: The important problem in educational circles in Indiana today is the text-book problem. If it were left to the teachers and those who are directly responsible for the success of the schools, the question would be quickly settled. That Indiana has an efficient system of education no one competent to judge doubts. That she hangs on to a plan for selecting text-books that is not tolerated in a single eastern state and that has been discarded in every progressive western and southern state that has tried it for any considerable length of time, is the wonder of leading educators everywhere.

The predominant ideas in education today are the development of the individuality of the pupil and the adjustment of the schools to the need of the community. Uniform text-books, however good, are a serious obstacle in the way of pushing these ideas into practice.

#### Opens Way For Graft.

The principle of state uniformity is undemocratic. It takes away from the citizens of a community the right and privilege of choosing what they, through their representatives, want. It opens a way for graft, enormous graft.

State uniformity in text books is not new in the United States. The state of Vermont was one of the earliest to provide by law that the books should be uniform throughout the state. This law continued in force until the people of the state were scandalized by the adoption of a series of arithmetics prepared by the chief educational officer of the state and copyrighted for his benefit.

The prevailing laws in all the states of the union before the civil war left the choice of books in the hands of the same officers who controlled the schools with respect to the employment of teachers, the studies to be pursued, the building of school houses and their subsequent care. Immediately after the civil war, governments were organized in the southern states which became known popularly, and are now known historically, as "carpet bag governments." The carpet baggers were the inventors of the present kind of laws for state uniformity in school books.

#### Scheme for Plunder.

The funds of certain states were appropriated and when everything in sight was seized upon, some late comers in the struggle for plunder originated the notion that the schools of the state should be provided with uniform school books. It was not proposed that the state should buy them. That would be a clear waste of money that might otherwise be obtained for the personal benefit of the hungry office holders. The privilege of selling books to the people of the state was to be restricted to one firm which should have a monopoly of the trade of the state for a period of years.

One of the first northern states to create a legalized monopoly in school books was Minnesota. A law was passed in February, 1877, fixing the prices of each book and naming the favored contractor. He was not a publisher and did not own a single book.

At the end of 15 years the books were cast out and the people of the state rejoiced in the freedom to select for their children, without the aid of political state officials, such books as were needed in the schools.

#### System Broke Down.

A law was passed in 1870 in the state of California providing for uniform books throughout that state. Three adoptions were made under this law; but a new constitution was then enacted and under this, through the influence of "sand lot" oratory, the state itself undertook the manufacture of schoolbooks which were to be sold at "cost of manufacture" to the people and used uniformly in all the schools. The books were written by the citizens of the state and, notwithstanding the promise of cheapness, were sold at rates fully as high

as the prices of standard books. The state then, in the name of economy, fixed on each book and the several books were to be equal in size and quality to standard books named in the law and then in general use throughout the state. At the first bidding the Indiana School Book Company was practically the only bidder and the books supplied by that company were largely obtained from the contractor for the state of Minnesota. The readers secured were originally published for contract purposes in California. At later biddings the regular school book houses have competed either with special editions of standard books or with books made especially for that state. It is well known that the fixed maximum price has excluded from the state some of the best and most popular books in publication and changes have been so frequent and sweeping as to become burdensome to the people. The legislature therefore provided in 1905 that all books except history, copy books and geographies, shall be adopted for a period of 10 years.

#### Rejected By Missouri.

The state of Missouri passed a law establishing state uniformity in 1891. In 1903 an act was passed repealing the law which had created a school book commission. County boards of education are again the authorities to select books for their schools.

In 1897 Kansas passed a uniform law resembling the law of Indiana in naming a maximum price for each book. Nearly all the books have been changed at each adoption, thus forcing an entire purchase of books each five years, and these changes have made the cost of school books much more than the cost of the best books in the open market.

In 1904 Kentucky passed a law for contracting for uniform text books. This law, which is like the laws in Indiana and Kansas with respect to fixing maximum price at which books must be sold, differs radically from the laws in those states as to the method of their selection. The boards of education in each county of the state express their choice of books to be used throughout the state. These ballots are canvassed and tabulated by the state superintendent in an official capacity and the books having the greatest number of votes are contracted for.

The state of Washington had experience with uniformity and has gone to local selection and a choice of books from all that are in publication.

It is notorious that at state adoptions the character and quality are only talked about for show. The publishers' agents are present in person and by attorneys and each agent is allowed to present the claims of his series. Each claims as much as the control of the English language permits. Each one claims to have the best, and by the time a score of speeches have been made of about the same kind, the board has the impression that all the books are alike and of equal value.

#### Book Houses Combine.

The public and the agents are then shut out and in "executive session" the jockeying and trading begin. The chances are that some group of agents has pooled issues and agreed secretly upon a division of the list between houses that are in the combine. If in a board of seven the combine can control four votes, the deal is sure. It is customary at the outset for the members to resolve for appearance sake that all adoptions shall be unanimous. This enables the "combine" to conceal from the public their votes, and the four who are combined have the votes of the three outsiders in their pockets. It also enables the four who constitute the "combine" to divide among themselves any incidental income or advantage which may arise from their success in carrying through the scheme agreed upon.


Books adopted by a state board very seldom retain their sales by a second adoption. They are not the best books in the market and four or five years of experience of their use in the school room demonstrates this fact. Every adoption, therefore, brings a change in nearly every book in use. The people are forced to buy every four or five years an entirely new lot of books for each child, and property which has cost the people of the state a large amount of money is rendered valueless since these books can no longer be used.

State monopoly is no better than any other kind of monopoly. Free and constant competition in the open market and a close relation between buyer and seller is the most economical method of supply for any article—and school books are no exception.

#### Favors Home Rule.

The law requiring teachers to use uniform books throughout a state is comparable with a law that should require all carpenters to use uniform tools whether they are in the country or city factories, with this important difference—a bad school book is worse than worthless and a really good book has lasting value.

Uniformity laws for school books are simply devices for depriving the people of the power of selecting their own school books and for placing that power in the hands of state political officers.



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