

movements in Putnam county for the past scholastic years from July 1, 1894, to July 1, 1896.

Need of New Buildings.--One among some others of the desired objects of our county after July, 1894, was to build new school houses, repair old ones, and equip them all with better paraphernalia. We have been unable to do this by reason of having our chief source of wealth-production cut off. In this, however, we have not been totally discouraged, for in my addresses to teachers and pupils when visiting schools and in my official intercourse with the patrons of this county, I have advised them to make obstacles stepping stones to success, and thus, being denied those greater privileges, we must labor harder for results. In many cases this has been done. We yet hope to be in such a financial condition as to be able to realize this longing desire of our anticipation.

Improvement Steady and Evident.--The advancement of our educational work has been slow and upward. We know improvement is being made all along the line. We know the methods and adopted under our present system are reaching the child's mind, and giving it wider range and activity. We see this demonstrated at almost every school we visit. A child that has entered school during the four years of my supervision and been trained under the new regime, responds freer and more intelligently--so far as his studies have taken him--to any question put to him, and with that satisfied air of knowing he is right, than many older ones who have been stumbling in a hap-hazard way over these things for many years. I have frequently called the teacher's attention to these things, and we have been unable to attribute it to any other cause than to the higher and more modern methods of instruction. Observing the strict letter of the new laws, we have not always been able to provide all of our schools with teachers, but we have managed to give the most important ones full terms, and the lesser ones shorter terms when the others were out.

School Enrollment.--Our general school enrollment has not increased during the past two years, over prior reports, owing to the removal of many persons to other places--seeking more lucrative fields of employment. Especially has this been true of many rural districts--in some of which it has been hard to support a school at all--where a goodly number of pupils and a fair average was once in attendance. The town and village schools, in many instances, have swelled in numbers, for there has been a tendency to remove from the remote country districts to the towns and villages.

Course of Study.--The first year of our official work we labored very hard to provide and issue a course of study. Some of it through experience we have seen fit to modify, extend and enlarge. In that course we set the mark high, and the percentage to be made on examination to advance to the higher grades, well up. We believe in a high standard in everything if we expect success and advancement. We have never attempted to define a teacher's duties other than to give a general outline. I rather like versatility in teaching, and while uniformity to a certain extent is good, if all the work in the school-room was done upon the same principle some pupils, by reason of their natural characteristics, would get no benefit. We first of all try to get such teachers as have a stock of knowledge to draw upon, and we expect every teacher to have a certain amount of tact to meet emergencies. If they do not, the school lags, complaints arise, and the teacher thus retires himself to other shades to seek more congenial callings.

Graded Schools.--We have several graded schools in this county, and this was