

the equipment for instruction as simple as possible. It is thought that we can develop efficiency by mastery of principles and their application rather than by elaboration of mechanical equipment. Faraday made many of his greatest discoveries, and so too did Sir Humphrey Davy, without scientific equipment but with ordinary domestic utensils—which is really a proof of one's mastery of principles. All throughout the course we should economize and capitalize time, making every moment productive and wasting none. One of the greatest eventual economies of time and effort is to come through the provision for regular, systematic and progressive industrial instruction. This should increase the efficiency and productivity of both students and employees, enabling them to accomplish more work, more easily, more efficiently and in less time. Eventually the students should not only acquire efficiency but should incidentally double their output. This is the truest earnest and best way of saving both time and people, as well as effort. This should lead to the development of student foremen and student supervision (among the advanced students). The preparations of outlines and for outlines will improve the efficiency of employees as well as the pupils. Outside mechanics do not "rust" because they constantly rub up against fellow mechanics, shop competition and trade conditions. Indian Service employees must do something equivalent to this or their values to themselves, their earning capacities will continually deteriorate. The intelligent preparation and following out of the suggested outlines will go far toward preventing such deterioration.

The culmination of the conference was the consummation of a new plan of organization for supervision whereby the Indian country is divided into 21 districts for school supervision purposes incidental to the introduction of the new course of study. A great deal of discussion also related to the plans for such organization and its successful maintenance.

Superintendents of schools, field men of experience, have been designated as supervising superintendents for the said 21 districts as follows:

O. H. Lipps, No. 1, Eastern Cherokee, Mt. Pleasant, and the schools in southern Wisconsin, including Carlisle School too, of course.

John R. Wise, No. 2, Haskell Institute, the Potawatomi and Kickapoo schools in Kansas; the Osage, Seneca, Sac and Fox, Pawnee, and Shawnee schools in Oklahoma.

A. S. Wyly, No. 3, the five tribes schools in Oklahoma.

E. A. Allen, No. 4, the Otoe and Ponca schools, the Cheyenne and Arapaho schools and the schools for the Kiowa, Comanche and Apache in western Oklahoma.

Sam B. Davis, No. 5, the schools in Nebraska and also in southeastern South Dakota.