

L. M. Compton, No. 6, the schools in Minnesota with the exception of those in northeastern Minnesota.

Dr. L. W. White, No. 7, the schools of northeastern Minnesota, of northern Wisconsin and of northern Michigan.

Peyton Carter, No. 8, the schools of the southern portion of North Dakota and the northern portion of South Dakota.

J. F. House, No. 9, Pine Ridge and Rosebud schools in South Dakota.

Evan W. Estep, No. 10, Tongue River and Crow schools in Montana and the Shoshone school in Wyoming.

C. H. Ashbury, No. 11, the schools in Utah and in southern Idaho.

Frederick Snider, No. 12, the Ute schools in Colorado and the schools in northern and eastern New Mexico.

Reuben Perry, No. 13, the Navajo and Hopi schools and the Pueblo day schools in western New Mexico and in Arizona.

J. B. Brown, No. 14, the southern schools of Arizona.

Harwood Hall, No. 15, the schools in northern Arizona, southern Utah and Southern Nevada.

F. M. Conser, No. 16, the schools of California with the exception of those in the northeastern portion of California.

James B. Royce, No. 17, the schools of northeastern California and the western portion of Nevada.

William B. Freer, No. 18, the schools of Oregon (except Chemawa).

C. F. Peirce, No. 19, the schools of northern Montana and of northern North Dakota.

F. F. Avery, No. 20, the Colville Agency day schools and the schools of the northern two-thirds of Idaho.

Dr. Charles M. Buchanan, No. 21, the schools of Tulalip Agency, Cushman Agency, Neah Bay Agency, Quinalt Agency and Yakima Agency in Washington, and, in addition thereto, the Salem School at Chemawa, Oregon.

Under date of January 15, 1916, Circular No. 1069, the Commissioner sent out, throughout the entire field, a statement of his plans and desires with relation to the new course of study and the work which the field in general and the corps of supervising superintendents in particular would be expected to accomplish in connection therewith. In the words of the Commissioner himself:

“Regardless of the merit of the course of study, the benefits to be derived from its use will depend very largely upon the hearty co-operation of all those who are locally responsible for the schools in which the course is used. With the new course of study, which has been so carefully thought out and planned, and which is so rich in helpful suggestions, especially with reference to vocational education, and with almost every school in the country filled to its utmost capacity with