

the State provisions for expert teaching (examination, licensing, and training of teachers); expert supervision (township, country, and city); material and intellectual environment of pupils; *buildings*—kinds, plans, furnishing, etc.: *text-books*—free, uniform, renting, loaning, provision for revision, manufacture by State, edited within the State, authorized; *course of study*—uniform, provision for revision. Such are a few of the important questions to be considered.

These two courses afford an excellent preparation for the important investigation of the city school system. Just as in the case of States it is impossible to secure efficient results by general lectures, and therefore the comparative method ought again to be used. For this purpose a typical city should be investigated by each member of the class, and compared with the city in which the university is situated or some other city easy of access, so that there may be observation at first hand. A system in operation is worth many in reports. This observation should be regular and systematic, the results reported upon and conferences held for the interpretation of these observations—otherwise the observation loses its educational value. The city in its sociological aspects is studied that there may be a setting for the educational life, and the question of how the educational problems are solved is supplemented by the important one of how successfully they are solved. It is impossible in the time to explain the method of investigation except to say that, as in the case of States, it must follow a fairly well defined plan, so that the progress in class work may be regular and valuable and at the end of the study the students may have, as in the case of the State, a complete study of these cities in usable form, a valuable handbook on contemporary educational practice. The points of investigation are too numerous to mention in any detail, so I shall indicate but a few: *The government of education*—the Board of Education, how elected, for what term, number of members, methods of organization, powers and duties, resources; *the housing of the pupils*—plans for buildings, repairs, janitor service, powers of expropriation of land, provision for playgrounds, supplies, etc.; *the teaching of the pupils*—the superintendent, the principals and teachers,