

ty of views. When it comes to the actual process of education you are essentially it.

This is the age of machinery, and our people have sometimes thoughtlessly assumed that a machine, in charge of some high-priced superintendent, could educate children. If a New York paper correctly quotes your mayor, he seems to be one of those, for he is alleged to have said, "If I were obliged to reduce the fire department, I would cut down the number of men rather than reduce the engines that put out the fire." Putting out fires is essentially a mechanical operation. The perfection of the machine is the most important feature of it. If that principle is to apply to schools, we might as well get phonographs to do the teaching, and strap the children down to seats, releasing them all at a proper hour by an electric clock.

I cannot believe that all men who have given their lives to the study of education, who have announced with such positiveness that it depends entirely upon the personality of the teacher are wrong, and that your mayor is right, however expert he may be in the affairs of that department whose chief duty is to throw cold water. I think that the view of Huxley will continue to prevail, that, "Whenever educational funds fossilize into mere bricks and mortar, with nothing left to work with, the result is educationally nothing."

Where has the most successful education been secured? Garfield said it could be upon a saw-log,

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with a personality like that of Mark Hopkins. Who is the most eminent teacher you can mention? Will not Thomas Arnold rank among the first? I find in Dean Stanley's "Life of Dr. Arnold," this statement: "It was one of his main objects to increase in all possible ways the importance of the teachers and their interest in the place. It was his increasing delight to inspire them with general views of education and life." Dr. Arnold based his system upon the character and power of the teacher. Brains may make a scholar; but without the warming influence of sympathy, love and affection for children, they never make a teacher and never can. I am sure that anyone who studies the problem with an unprejudiced mind will reach the conclusion that the teacher is the vital means of education; and if the means of education are to be forever encouraged," this encouragement must be that which directly and personally encourages the teacher.

Now what are the means by which teachers can be encouraged? Evidently the means that encourage any one else: enough to eat, pleasant surroundings, respect, good position in society. These things give confidence to most people. In America these things are secured by money. We are not here to say that this ought to be so, but to remind you that it is so. The American public gauges its respect in a considerable degree by the amount of money it pays. Money is a convenient medium by which to show your estimation. The idea that education may be encouraged by money paid to