

will themselves develop and foster and strengthen the imperial spirit whereof I have spoken, and make it, as we trust, since it will rest even more upon moral than upon material bonds, a guarantee as well of peace as of freedom among the English-speaking races of the world.

"From these dreams of the future, I return to say a concluding word on the main theme of this address—the political aspects of the teacher's function. The teacher has charge of the future citizen at the time when he is most impressionable; the only time, it may happen, in his life when he is free enough from the pressing cares of daily employment to have leisure for thought about the functions to which the Constitution calls him, or to conceive a wish to understand the true bearing of those functions. On many, probably on most, pupils the teacher's efforts will make no great impression. But those most susceptible to the influence which stimulating teaching may exert will be those likely in the future to stir and guide their fellows, and on their guidance the beliefs and tendencies of their class will mainly depend. The dictum, Property has its duties as well as its rights, once received with surprise and even disgust, has become a commonplace. We now need to realize in the fulness of its application that other maxim, which Mazzini was never tired of enforcing, that Liberty also has its duties as well as its rights, and will begin to be in danger if it forgets them. The tie of duty to the State, though it cannot be as close as that which binds us to family and friends, ought to be just as clearly recognized to be a tie of absolute force.

"It is common to talk of ignorance as the chief peril of democracies. That it is a peril no one denies, and we are all, I hope, agreed that it has become more than ever the duty of the State to insist on a more penetrating and stimulative instruction.

"Democracy has, however, another foe not less pernicious. This is indolence. Indifference to public affairs shows itself not merely in a neglect to study them and fit one's self to give a judicious vote, but in the apathy which does not care to give a vote when the time arrives. It is a serious evil already in some countries, serious in London, very serious in Italy, serious enough in the United States, not indeed at Presidential, but at city and other local elections, for some reformer to have proposed to punish with a fine the citizen who neglects to vote, as in some old Greek city the law proclaimed penalties against the citizen who, in a sedition stood aloof, taking neither one side nor the other. For, unhappily, it is the respectable, well-meaning, easy-going citizen, as well as the merely ignorant citizen, who is apt to be listless. Those who have their private ends to serve, their axes to grind and logs to roll, are not indolent. Private interest spurs them on; and if the so-called 'good citizen' who has no desire or aim except that good government which benefits him no more than everyone else, does not bestir himself, the public funds may become the plunder, and the public interests the sport of unscrupulous adventurers. Of such evils, which have befallen some great communities, there are happily no present signs among ourselves; though it is much to be wished that here in Britain we could secure both at municipal and Parliamentary elections a much heavier vote than is usually cast. More common in all classes is that other kind of indolence which bestows so little thought upon current events and political questions—that it does not try to master their real significance, to extend its knowledge, and to base its opinion upon solid grounds. We need, all of us, in all classes and ranks of society, the rich and educated perhaps even more than others, because they are looked