

representative to live in the strictest union with his constituents. Their wishes ought to have great weight with him ; their opinion nigh respect. It is his duty to sacrifice his repose, his pleasure, his satisfaction to theirs ; and above all, ever, and in all cases to prefer their interest to his own. *But, his unbiased opinion, his mature judgment, his enlightened conscience, he ought not to sacrifice to you, to any man, or to any set of men living.* These he does not derive from your pleasure ; no, nor from the law and the constitution. They are a trust from Providence, for the abuse of which he is deeply answerable. Your representative owes you not his industry only, but his judgment ; and he betrays instead of serving you, if he sacrifices it to your opinion."

We can hardly expect these opinions to prevail with Ministers so long as they retain their present dread of adverse votes. This makes them the abject followers of public opinion rather than its leaders.

PREPARATION AND STANDING OF ELEMENTARY TEACHERS IN GERMANY.

BY DR. C. BALZER, OF EISENACH.

SUPPOSE I write the life of a teacher. After having gone through a public elementary school, beginning at six years of age and continuing till he reaches his fifteenth year, he enters a preparatory school ; in Prussia there are so-called "Präparanden-Schulen ;" in Saxe-Weimar, where I now am living, "Secundar-Schulen," in which the young men are better grounded in the subjects of the elementary school, and continue the course of its teaching, with a view of preparation for the training college. While in England a boy preparing for the teaching profession begins with teaching under the eyes of a practical teacher, in most cases at thirteen years of age, here he neither teaches nor even acts as a monitor ; he merely continues his usual studies, to which the practice of instrumental music (violin and piano, and sometimes the organ) is added. The curriculum of these schools generally lasts four

years. He then submits to an entrance examination for the training college, being now nineteen years of age. The greater part of those colleges are, as in England, boarding-schools ; but there are also day-schools, as, for instance at Eisenach, where the boys live in town. It may here be remarked that it is a very difficult question to decide which of the two systems is preferable. I incline to boarding-colleges situated either in the country or in small towns of not above 10,000 inhabitants ; for the young men, after leaving college, will in most cases be thrown into similar surroundings ; their living in a large town while they are being trained will not make them fitter for their after-life. They stay in the training-college for three years, occupied with whatever is necessary for their profession theoretically ; the studies in instrumental music are continued, and neither here nor in the preparatory school is vocal music neglected—on the contrary, the choir in the church and at funerals is composed of these young people. In the training college practical preparation is not neglected. The first two years are, besides their own lessons, mostly spent in attendance at the lessons of the ordinary teachers in the training-college school, and in pointing out in writing what they have seen and heard. In the third, and generally last year, the pupils themselves begin to teach, a master and one or more co-pupils are present, and all *doings of the young teacher* are afterwards criticised. The college teachers themselves are chosen from among the best in the country ; their lessons are model lessons, and their influence for good or bad is, of course, very great. The training-college school is divided into three or four classes. In Prussia there is generally a second training-college school, which in one class contains pupils of all ages from six to fourteen ; for the greater part of the village schools are one-class schools, and one teacher must be able to teach all the children, by him divided into subdivisions, which in turn receive his attention, and give him full occupation. In his third year the teacher-in-training has to give lessons, and to criticise