

in the schools below ; to draw into the public schools children from every class of families amongst us ; and to elevate the whole tone of public sentiment on the subject of popular education. Strangers are taken to see the products of mind in this school, as well as the triumphs of machinery and muscular labour in our mills.

BANGOR, Maine.—At the time our high schools were established, there were no less than three flourishing private schools for advancing scholars, and a large number of smaller establishments for younger pupils ; and the wealthier families were most of them, averse to the change of system. It was, indeed, carried through the city councils by the mechanics of the city. At first it was only a high school for boys. We succeeded in procuring a preceptor of first rate acquirements and capacity—our present teacher for that school. Such was the success of the experiment, and such the enthusiasm got up by this school, that in a few months, the private schools for boys failed from want of pupils. Shortly after, a high school for girls was instituted with no less success ; and since 1836—the first high school went into operation in 1835—private schools, except for small scholars, and for these mostly on account of the crowded state of our primary schools have ceased. And this, too, notwithstanding our high schools, and an intermediate grade between these and the primary, called select schools, have been crowded, so that the scholars have been kept back when their acquirements entitled them to advance. Nothing I have ever witnessed

in school improvement has equalled the change these schools wrought in the state of education here. We wrought out a system of our own, and with great labour, and in the face of no small opposition, have carried it through the schools in the city proper. Our schools are a regular grade from infant classes (those too young to study) to the high schools, four, or as it operates, five regular grades. In all cases the advance is controlled by attainments, so that each scholar is looking up to the next degree above him, until he reaches the high school, and then his next step, if pursuing a liberal education, is the university. And we have the fullest evidence that no pupils enter the universities of our state with a better preparation, or a more thorough training, than the young men who go directly from our public schools.

The improvement of the state of education in this city, which followed has been wrought out by the establishment of these schools, and the grading system which grew out of their establishment, is set low at fifty per cent. The comparison, indeed, is almost a contrast, and the alacrity with which money is voted to sustain our schools, even in times of severest pressure—and such times we have had with a vengeance—affords ample testimony to their excellence.

As to expense, our present system costs, I presume, not one half of the old. Few send their children abroad, which, among the wealthier families, was almost universally the practice before. We expend annually, for the support of our schools, aside from school-houses, between \$8000 and \$9000, to a population of about 12,000.

DIFFICULTIES AND SALARIES OF DISTRICT SUPERINTENDENTS.

In previous numbers of this Journal we have remarked upon the duties and responsibilities of District Superintendents ; we will now make some observations on their difficulties and salaries.

When the rare qualifications appropriate to the office of a District Superintendent are portrayed, and when the importance and advantage of his attending with sleepless vigilance to each of his varied duties is insisted upon, it is just and proper also to take into consideration the difficulties of his situ-