



By T. A. T. T. T.

John Kingsbury

JOHN KINGSBURY.

ON the fifth day of February, 1858, Mr. John Kingsbury withdrew from the charge of the "Young Ladies' High School," in Providence, established by him in 1828, and over which he had presided with signal success for precisely thirty years. The occasion, as was most fitting, was celebrated by a reunion of his pupils, both past and present, who assembled in the Chapel of Brown University, which was offered for the purpose by the corporation. Of the interesting exercises which marked that occasion, we subjoin an account, and at the same time, we gladly seize the opportunity to present a brief outline of Mr. Kingsbury's career, not only as a teacher, but also as a citizen, and a man, in the community where he has so long resided.

JOHN KINGSBURY was born at South Coventry, Connecticut, May 26th, 1801. His father was a farmer in moderate circumstances, and the son was trained to agricultural labor, and worked on the paternal farm till he was twenty years of age. The education by which his boyhood was instructed and trained, was such as he could obtain by attending, during the winter months, the district school of his native town, till he was fifteen years of age, and then by becoming himself a teacher for four successive winters, in the same or in a neighboring town. In September, 1822, having now attained his majority, he entered Brown University, after such preparation in classical studies, as he was able to make during a brief period, under the instructions of Rev. Chauncey Booth, a worthy minister, at that time settled in South Coventry. The expenses of his college residence for four years, he was obliged to defray almost entirely by his own exertions, and this made it necessary that he should continue the practice of teaching during a part of each year, as he had done before entering college. He, however, allowed nothing to repress his aspirations or diminish his industry as a student, and at the college commencement in 1826, he graduated with the second honors in a class, which numbered in its lists, with other distinguished names, those of George Burgess, now the bishop of the Episcopal church in Maine, and Edwards A. Park, the eminent Professor of Christian Theology at Andover.

A few months before graduating, he had become associated with the late Mr. G. A. Dewitt, in the management of what was then the

leading school in Providence, which had been established by that gentleman. He continued in this association with Mr. Dewitt, for nearly two years, when he commenced the "Young Ladies' High School," first as a department of the school with which he had before been connected, and afterwards as a separate and independent institution. It was commenced at the outset, as it has been always continued, purely as a private enterprise, with no patronage and with no guarantees of support, save such as might be found in its own intrinsic merits and claims on the public estimation. But the history of the school, and the exposition of the principles by which it was managed, we leave to be given by its founder himself in the address which he delivered to his assembled pupils on the occasion to which we have referred, while we briefly sketch the other useful services with which his life has been filled.

Though he had embarked thus early after leaving college, in an enterprise which was destined to depend for its success almost entirely on his own unassisted labors, he was yet not unmindful of the duties which an educated man, whatever may be his calling, owes to the community in which he lives. The interests of general education, and of philanthropy and religion, early enlisted his active exertions, and we only record what we know to be the general verdict of his fellow citizens in Providence, when we say that few persons in that city, within the past thirty years, have rendered so eminent services to all these high interests of his fellow men. He united himself with the Richmond Street Congregational Church in Providence, and there became a teacher in the Sunday School at a period when such places of instruction were comparatively in their infancy. He also became a member of the Providence Franklin Society—an association for the study of science, especially of the sciences of nature, and was for many years its Secretary, and afterwards the keeper of its cabinet, and its President.

The pupils whom he instructed in his school, belonged, for the most part, to the more affluent and cultivated classes of society, and the fidelity and care which his daily life as an instructor, constantly exemplified, inspired to an unusual degree the confidence of the community. A multitude of those labors of various kinds, which in every considerable town, demand education and skill, executive ability and a knowledge of public opinion, were thus constantly devolved upon him. Many of these, he was, of course, compelled to decline; but there were very many others which he performed with signal advantage to the several interests—whether religious, social, or scientific—to which they pertained. He thus, to a degree that is seldom

reached in the secluded and laborious profession of a teacher, became identified with most of the higher interests and institutions of the city in which his lot was cast.

But in addition to all these comparatively private labors, which have often come to him in large proportion, he has also long been distinguished by his activity and good services in behalf of those wider agencies of beneficence which extend beyond the community in which he lives. In the year 1830, the American Institute of Instruction was established—that well known Association of American Teachers, whose influence has contributed so largely to the elevation and improvement of our national education. Mr. Kingsbury was among its original founders, and has always been one of its most active and efficient officers. From 1830 to 1837 he was a councillor in its Board, from 1837 to 1855, he was one of its Vice-Presidents, and in 1855 was chosen President, and presided at its annual meetings in 1856 and 1857, when he declined a re-election, and again accepted the subordinate post of Vice-President.

In 1845, soon after the reorganization of the public schools of Rhode Island, the Rhode Island Institute of Instruction was formed, for the purpose of elevating the professional character of teachers, and of securing the coöperation of all classes of the community in carrying into effect the system of public instruction which had then just been commenced in that State. Of this Association, Mr. Kingsbury, though at the head of a private school, whose interests were wholly aloof from the system in question, was one of the earliest originators, and held the office of President from 1845 to 1856, a period, during which it accomplished very important results in behalf of the public education of that State. The aim of this Association was to remove prejudices, to diffuse information respecting common schools, and also to secure a general coöperation in their behalf. In promoting these several objects, as well as in raising among the friends of education, the funds which were required for the purpose, the greater part of the labor was always performed by the President. In resigning the office of Commissioner of Public Schools in 1849, Mr. Barnard expressed his obligations for the valuable coöperation he had received from the Institute, and particularly from the gentleman who had presided over it from its first organization: "To the uniform personal kindness of *Mr. Kingsbury*, to his sound, practical judgment in all matters relating to schools and education, to his prompt business habits, to his large spirit, to his punctual attendance, and valuable addresses in every meeting of the Institute which has been held out of the city, and to the pecuniary aid

which his high character and influence in this community has enabled him to extend to the various plans which have been adopted by this department, he desired to bear this public testimony, and to make his grateful acknowledgements, both personal and official."

Nor have his public sympathies been by any means restricted to the interests with which he has always had a professional connection. In November, 1839, having long been connected with the Sunday School of the church to which he was attached, he commenced a Bible class for young men, as a branch of that school. That Bible class he has continued, uninterrupted by the other labors of his life, to the present time,—a period of nearly nineteen years, during which he has taught the lessons of the Bible to about four hundred young men who have been members of the class, and among them have been more than one hundred and fifty students of the University at which he received his education. In this connection, we may also mention that when, in 1851, a portion of the church with which he was connected decided to form a new religious society, and erect a house of worship near their own places of residence, Mr. Kingsbury was placed at the head of the movement, and it was by his personal efforts that the greater part of the subscriptions was obtained, by which that important enterprise was accomplished, and the Central Congregational Church successfully established. A similar service he had already performed in behalf of the Young Men's Bible Society, of which he was for many years the President, and at two different periods, he provided the means and superintended the agency for supplying every destitute family in the State with the Word of God. He has also been, for nearly eight years, a corporate member of the American Board of Commissioners for Foreign Missions, and is at the present time a Trustee of the Butler Hospital for the Insane,—an institution which always makes no inconsiderable demand on the time and services of those who are charged with its management.

In 1844, Mr. Kingsbury was chosen a member of the Board of Trustees of Brown University, and immediately became one of its active managers and guardians. In 1850, when a subscription to the amount of \$125,000 was raised for its more complete endowment, he was placed upon the committee to whom the work was intrusted, and it was to his faithful and experienced services that the success of this enterprise was in no small degree to be ascribed. In 1853, he was raised to the Board of Fellows of the University, and at the same time was chosen Secretary of the corporation; and in these offices he still continues to labor for the promotion of the interests of this venerable seat of learning. In token of the estimation in which his pub-

lic services are held at the University, he received from its Fellows, in 1856, the honorary degree of Doctor of Laws.

It has often been said that a professional man is always a debtor to his profession, and the sketch which we have given, shows in what manner the gentleman to whom it relates has acknowledged and paid this debt to his profession. He might have done it by the publication of text-books or by contributions to the science or the learning of the teacher's calling, or by smoothing the professional pathway of others, by the lessons of his own experience and endeavors. He has, however, chosen another mode, and has paid the debt due to his profession by giving to it his most assiduous and life-long devotion; and still more by linking his untiring labors with every beneficent agency and institution in the community to which he belongs. He has in this manner, done his part to exalt the profession of a teacher, and to illustrate its native affinities for whatever is pure and useful and of good report among men.

But the period of thirty years during which he had presided over the school which he founded, was now drawing to a close, and he had long been instructing the daughters of those who were his earlier pupils. It was the period to which he had always designed to restrict his active labors as an instructor, and he took the necessary steps to provide a successor* in the post which he had created, as well as occupied for so many years. No sooner, however, was it known that he was about to liberate himself from the daily toils and cares of his profession, than he was solicited by the friends of education in Rhode Island, to accept the office of Commissioner of Public Instruction, then just made vacant by the resignation of Rev. Robert Allyn. Before he had been able, entirely, to close his labors as a teacher, he received from the governor of the State, a commission for the office in question. Upon the duties of that office he entered in October 1857, bringing to them qualifications, such as a mature experience in the practical details of education, and a large acquaintance with its broadest and most comprehensive interests cannot fail to bestow.

We have thus hastily sketched an outline of the course of professional fidelity and success, and of public service and usefulness, which Mr. Kingsbury has, for thirty years, quietly and unostentatiously pursued in the community with which he has been identified. We now turn from the instructor to the school, and especially to the interesting occasion which closed his connection with it on the morning of the fifth day of February, 1858. The account of the exercises, for the greater part, we have taken from the reports that appeared in the Providence Journal.

* Mr. Amos Perry.

REUNION OF THE YOUNG LADIES' HIGH SCHOOL, FEBRUARY 5TH, 1858.

It was to celebrate this retirement of Mr. Kingsbury from the charge of the school, that the ladies' both matrons and maidens—who had been his pupils, assembled on that day, with their friends, in the Chapel of the University.

The occasion, though private in its nature, brought together a considerable company of the leading citizens of Providence, among whom we may mention the Governor of the State, the Mayor of the City, the President and several of the Professors of the University, and several clergymen of different denominations. President Wayland occupied the chair, and Rev. Dr. Swain commenced the exercises with a prayer, after which the following lines, written by a recent member of the school, were sung by the assembly to the tune of Old Hundred :

"A grateful band we come to-day,
Within these sacred walls to pay
A parting tribute to our guide,
Who led our steps to wisdom's tide.

Here are the friends we loved of yore,
With whom we studied earthly lore ;
Who trod with us the paths of truth,
In those light hearted days of youth.

Gone from us now those sunny hours,
Vanished like dew drops from the flowers ;
Passed like the mist from off the hill,
Yet memory fond recalls them still.

Within a generation's span,
The union ends which then began ;
Above, in heaven, oh, may there be,
A union for eternity."

Dr. Wayland then arose, and after a brief explanation of the origin and import of the scene before him, made in substance the following address :

This occasion sufficiently explains itself, yet I cannot refrain from offering a few additional words by way of personal testimony. To me this gathering possesses a peculiar interest, for I have known this institution from its commencement, and have observed its progress to the present hour. It arose, as the sun frequently arises on the morning of a most brilliant day, amidst clouds and mist. The greater part of our citizens at that time looked at the attempt as very public spirited, but very chimerical. Our population was but about one-third of its present number. It was seen that such schools as we needed could be sustained in Boston, New York and Philadelphia, but very few believed that we could sustain one in Providence. Mr. Kingsbury thought differently. He knew us better than we knew ourselves. He commenced his school in the full belief that any thing which deserves success, is as sure to succeed in

Providence as anywhere in New England. The result justified his anticipations. His school was immediately filled, and for thirty years without any solicitation, without even an advertisement, it has always been full to overflowing. At many times the applicants waiting for admission were numerous enough to have established another such school. And this much has been achieved without pandering, for a moment, to the ephemeral fancies of the day, without an effort to please men or women, mothers or daughters, except by the faithful, able and impartial discharge of every duty. Mr. Kingsbury determined to have a ladies' school which should be an honor to Providence, or he would have none at all. He has realized his idea, and the results are spread before the world. There is hardly a family amongst us, which, in some of its branches, does not acknowledge with gratitude the benefit of his instructions and personal influence. You can hardly collect a company of intelligent young ladies in any part of this city, without finding that a large portion of them, I was going to say the most intelligent portion of them, were the pupils of this school. But its influence has not ended here. From almost every portion of our country, young ladies have resorted hither for instruction, and of those who were to the manor born, a large number have been allured away from us to become stars of the first magnitude in almost every city in the land. The mother of the Gracchi pointed to her sons as her jewels; but I know no man among us who is so rich in this sort of jewelry as Mr. Kingsbury. Five hundred of his pupils look upon him with gratitude and veneration, and at this very moment are returning thanks to the man whose whole life has been so successfully devoted to labors for their intellectual and moral improvement.

But I may not stop here. Though you, ladies, have had so much, you have not had all of John Kingsbury. While he has thus labored for you, there has hardly been a benevolent effort undertaken in this city, which has not felt the benefit of his wise and disinterested efficiency. Whether a university was to be endowed, or a church to be established, or an association to be lifted out of difficulties, or a society of young men to be aided and directed in their labors to promote the cause of Christ, John Kingsbury was the man to do it; and now before you had fairly let him go, the State has seized upon him, to carry forward the cause of education, and raise the schools of Rhode Island to a point of eminence not yet attained by any similar institutions in our land. *Nihil tetigit quod non ornavit—quod non edificavit.* Such has been and is your honored instructor, and we come here to unite with you to-day to testify to the appreciation in which he is held by all good men in the city of Providence.

Mr. Kingsbury, being called upon by President Wayland, to give an account of the school, then narrated its history, and stated the principles on which it had been conducted, in the following interesting address:

The task which I now assume, in giving the history of a school that has rested entirely on a single individual, and that individual myself, is one of extreme difficulty. The "quorum pars magna fui," must be too prominent not to expose me to censure. Yet relying on your kindness,

I know of no other way but to proceed and use that little, but offensive word, which may subject me to the charge of egotism.

Just thirty-two years ago, I was sitting one evening in yonder college building, preparing for a morning recitation. A rap at the door, was followed by the entrance of a gentleman then well known in this community, and still held in grateful remembrance by all who know how much he did to give a healthful impulse to the cause of popular education in this city. That gentleman was the late Mr. G. A. Dewitt. He came to propose that I should become an associate principal with him in the instruction of the Providence High School—an institution which he had organized and which shared largely in the esteem of the public. The proposition was accepted; and on the first day of April 1826, just five months before I was graduated at Brown University, I entered upon the duties of this engagement. In this school, which was conducted on the monitorial system and which became very large, I remained nearly two years. During this period numerous intimations were made to me that a smaller and more select school for young ladies, was very much needed. Propositions were made to me to commence such an one. But as a separate school could not be established, without injuring the gentleman with whom I was associated, it was decided to make a separate department in the High School exclusively for young ladies, and hence the name "Young Ladies' High School." This name, it should be remembered, was not then used to designate the highest grade of Public Schools. Such was the origin of the school, whose thirtieth anniversary we celebrate to-day.

In the circular which was printed to announce the opening of this department of the High School—the only advertisement of any kind ever sent forth to secure public attention—the following language was used to express the leading idea: "Our object in the establishment of this department, is, to afford young ladies such facilities for education, that they will be under less necessity of spending abroad the most important period of their lives; a period in which a mother's judicious care is so necessary to the formation of character. In this undertaking, we look for support only among those, who wish their daughters to acquire a thorough education. No attempt will be made to gain the approbation of such as would prefer showy and superficial accomplishments, to a well regulated mind."

It is hardly necessary to add that the enterprise was regarded as somewhat chimerical, and that many were ready to predict that it would end in failure. How well it has succeeded, it is not for me to say. It is quite certain, that whatever measure of success may seem to others to have been secured, my own expectations and hopes have never been realized. No one knows so well as myself, what have been the defects of the school. Indeed every successive day has caused them to be more clearly revealed to me. Yet in justice to myself, I may say that I have struggled constantly to remedy these deficiencies; and so far as they have remained to this hour, it has been owing rather to the want of ability on my part, than to the want of an intense desire to remove them. I am happy to believe that it is the just appreciation of this desire and effort to make a

good school, which has resulted in the continued favor of this community to the present time.

The number of scholars was at first limited to thirty-six; but the accommodations allowing it, the number was soon increased to forty. Three more were added after the erection of the present building, and forty-three has been the fixed number ever since. No pressure of circumstances has ever induced me to add a single one beyond the prescribed number, except when by some mistake or misapprehension a member of the school was upon the point of being excluded. In such a case, the individual has been received as a supernumerary and gratuitous scholar. At the end of six months, the complement of scholars was full. Since this period, there has always been a list of applications in advance of the full number, varying from twenty to sixty. When I decided to bring my connection with the school to a close, there were *thirty-two* names on this list. The admissions for the whole period have been *five hundred and fifty-seven*. Eighty of these have died, of whom forty were married. Two hundred and eighty-two have been married; consequently two hundred and seventy-five remain single. It should be added, however, to prevent mistake, that a large part of these have scarcely yet reached a mature age. Eighty-one of the whole number have been named *Mary*, sixty-one *Sarah* or *Sally*, and fifty-one *Elizabeth* or *Eliza*.

For the last ten years I have been instructing the second generation. No circumstance is more grateful to me than the fact that almost every individual of this class, old enough and sufficiently near to attend school, has become or has sought to become a member of the school. By no persons has there been more regret expressed at my withdrawal from the office of instructor, than by my former scholars who wish to commit their daughters to my care.

To those who are familiar with public sentiment in regard to education now, but who know—except as a matter of history—little of the change which has taken place during the last thirty years, the establishment and successful operation of a school like this, may seem a very small affair. Could we, however, place them at the beginning of this series of years and with them trace all the circumstances adverse to success, it would be much easier to make that impression which is so necessary to a perfect understanding of the subject. Allow me to give two or three illustrations for this purpose. At that period the range of studies in female education was very limited in comparison with that of the present. In addition to the elementary branches, a little of History, a smattering of French, and a few lessons in painting or embroidery, were thought to be sufficient for the education of girls. The study of the Latin Language, of Algebra, of Geometry, and of the higher English branches, was introduced into few schools out of the city of Boston, and it was thought visionary to attempt the study of them here. In fact it was hardly possible to escape ridicule in making the experiment. Even the boys in the street were sometimes heard to say in derision, “there goes the man who is teaching the girls to learn Latin.” I need not say how great a change

has taken place in this respect. What was then thought to be extravagant and visionary is now a very common-place matter, and an approved and established fact.

The subject of vacations will furnish another illustration. Thirty years ago, the public schools were allowed the Friday after each quarterly examination. Thus the enormous amount of just four days in the year, in addition to the Fourth of July and Thanksgiving, was allowed for vacation. Private schools generally had no vacation at all. Such was the state of public opinion that in the organization of this school, it was not deemed politic to take more than four weeks vacation at first, and this was thought by some persons to be an unwarrantable liberty. The same public opinion will not now be satisfied with less than eight weeks vacation even in public schools.

The terms for tuition in private schools will furnish still another illustration. Thirty years ago the price of tuition in the highest classical school in this city, was five dollars a quarter. I had the temerity to charge twelve and a half dollars for the same time, or fifty dollars a year; and what is most marvellous, teachers were the most offended at the innovation. They did not perceive that if the experiment proved successful, it would be a benefit to them; and if unsuccessful it could do them no harm. Accordingly the teacher who felt himself most aggrieved by the extravagant price of tuition, could at the end of two years have as many scholars at ten dollars a quarter as he had previously taught at half that sum; and thus was so much injured that his income was doubled. I have never tried to avoid injuring teachers in this way.

It may be proper here to speak of the school-room and furniture. At the outset, it was deemed important to arrange and furnish the school-room in such a manner that the transition from well furnished homes to the place of study, should not present the wretched contrast which had been too common previous to that period. Frequently, a room set aside as unfit even for trade or for mechanical purposes, was selected and fitted up in the cheapest manner, as the place where the daughters of our richest and most respectable people were to be instructed. Therefore, in order to avoid this mistake, a building, which stood where the present one now stands, and which had been used as a school-room by the venerable Oliver Angell of this city, was procured, and entirely refitted for the purpose. The old desks and seats were removed, the walls were neatly papered, the whole floor was carpeted—a luxury until then unknown in this country so far as I have been able to learn—and the room was furnished with desks covered with broadcloth, and with chairs instead of stiff backed seats. Some very excellent people lifted up their hands in astonishment, and said that it was a pity to have so much money wasted! That this furniture would need to be renewed so often that the expense could not be sustained! The novelty of such a school-room attracted many visitors, not only from this city but from abroad. One gentleman from Kentucky, being in Hartford, came here solely to see it; and it was not till the example was followed in many places, and when even our public schools

had undergone a great change in this respect, that this room ceased to be an object of attraction.

The old room, however, was low studded and badly ventilated. Therefore, at the end of twenty years, and in accordance with the increased knowledge of physiology and school architecture, the old building gave place to the present structure; which for beauty, convenience, comfort and health, is surpassed by few, if any, in the country. So great was the regard for the old building on the part of some of the earlier members of the school, that it was, out of deference to that regard, taken down and much of it burned, lest, if it should be removed, it might be occupied as a residence by some degraded specimens of humanity. As beautiful as the new room is, I have been told by some of the earlier scholars, that the effect on their minds is not so great as that which was produced by their first entrance into the old one. The present room, though a great improvement on the former one, is by no means so far in advance of the times as was the old. Indeed it would have been a needless extravagance to have made it so. And here it may be proper to say that the desks and chairs, which were thought to be an expenditure so extravagant and wasteful at the organization of the school, are still standing in the new building. After having been used thirty years, they are so good, that with proper care they may last many years longer.

A punctual and regular attendance at school, I have deemed a very important element of success. As one of the means of accomplishing this end, a record of every minute's lateness and absence has been kept from the beginning; and from this record it would be easy to shew every individual the exact amount of her deficiency. But as the reading of this, would really "tell tales out of school," it shall be omitted on this occasion. Let me rather add that a very large number have manifested a praiseworthy zeal to keep their names free from any demerits. Sometimes this may have been carried too far; but probably the number who deserve any blame for their zeal in securing a perfect attendance, is very small. A large number have attended an entire year without a single mark for deficiency. And this may be considered quite an effort, when it is said that all who were not in their seats, though they may have been within the door or half-way from the door to their seats, have been marked, at least one minute late. Several have attended two entire years—one three years and one quarter, and another four years, without a single mark of deficiency. This last individual was not late during the whole of a course of nearly six years; nor absent during this period, with two exceptions—the one of five days, in her fifth school year, on account of the death of friends—the other, of ten days, near the close of her school, on account of her own sickness, by measles.

This young lady is one of the second generation, and the case is especially commended to the consideration of those who are inclined to suppose that all virtue and true worth belong to past generations. Since the commencement of the school, I have lost, at three different times, eleven weeks, and have been late one minute. But as I was within the

door when the clock finished striking, and as it has been the custom to remit the demerit for one minute's lateness, if that has been the only mark against a scholar, I, therefore, take this, the only occasion which will be presented to me, to ask for the removal of this one demerit. I will promise never to repeat the offense under similar circumstances. Shall it not be done?

The question has often been asked why, for many years, there have been no examinations or exhibitions in this school. This question may demand an answer. At the end of the first six months of its existence, there was a brief examination and exhibition, which was limited to half a day. At the end of two years, a still more general and public one took place, in a hall which was capable of holding three hundred persons. The hall was filled to its utmost capacity. Afterwards, at intervals of two or three years, three classes of five members in each, were, at the time of leaving school, subjected to a critical examination for two or three days, before committees of intelligent gentlemen, who were specially invited to be present for this purpose, and who availed themselves of the opportunity given them, to take an active part in the examination. Testimonials expressing the results of these examinations were given by these several committees. That which was presented after the examination of the first of these classes, is in the hand-writing of the distinguished gentleman who presides on this occasion, and I will ask Professor Lincoln to read it.

PROVIDENCE, Dec. 8th, 1831.

MR. JOHN KINGSBURY:—

Sir:—The undersigned, who have, for the last three days, attended the examination of the young ladies who have completed the course of study pursued under your instruction in the Young Ladies' High School, would do injustice to the young ladies, and to yourself, as well as to themselves, if they did not communicate to you the impression which they have received from the exercises which it was their pleasure to witness.

The class was examined in Arithmetic, Algebra, as far as affected quadratic equations, Plane Geometry, Natural Philosophy, Chemistry, the Philosophy of Natural History, General History, the History of the United States, Logic, the Philosophy of Rhetoric, Virgil's *Æneid*, Cicero's Orations, and English Composition. We were informed that they had pursued also the study of Blair's Rhetoric, Intellectual Philosophy, Watts on the Mind, Botany, Political Economy, Moral Philosophy, and Natural Theology. In these latter departments of science the time allotted for these exercises did not allow of our witnessing their proficiency.

The examination was conducted, on your part, with the manifest desire of presenting to the committee a full and candid exhibition, both of the acquisitions of your pupils, and also of the modes of instruction under which those acquisitions had been made. It was your wish that we should test their knowledge by any questions which we might wish to propose. Having frequently availed ourselves of this privilege, we feel a confidence in our opinions which could not otherwise have been attained.

It is with great pleasure, that, under these circumstances, we are enabled to state that the young ladies evinced a thorough, free, and familiar acquaintance with every branch of science in which they were examined. It was also evident that they had so acquired knowledge as to expand and invigorate every power of the mind, thus accomplishing the highest object of education. And we particularly remarked that the thrilling desire to excel, by which they were animated, seemed unalloyed with the least appearance of rivalry; and that the confidence in the certainty of their knowledge which their attainments justly conferred, was

everywhere blended with that refined delicacy of character which forms the highest ornament of the female sex.

In presenting you with this wholly unsolicited testimonial, we assure you that your success fully realizes our most sanguine expectations, and that we know of no situation whatever, in which our daughters could be placed under better advantages for moral and intellectual cultivation, than are enjoyed in your institution.

Allow us to add that we believe you would render a valuable service to the cause of female education, by furnishing the public with an account of the mode of instruction which you have pursued with such signal success.

We are, Dear Sir, with sentiments of great respect, your obedient servants,
 F. WAYLAND, W. M. T. GRINNELL,
 Z. ALLEN, THOS. T. WATERMAN,
 HENRY EDES, R. ELTON.

After the third and last of these examinations, feeling that the character of the school was sufficiently well known, and that there were many disadvantages attending the more or less public display arising from these occasions, I determined to throw open the school, at all times, to parents and friends of education, and to discontinue all regular public examinations.

Upon no other subject has there been a greater diversity of opinion among teachers, than that of emulation. While there are some minds that will be incited to go forward by the mere love of what is right, it is not so with mankind generally. God, himself, in his gospel, has condescended to appeal to our hopes and fears, as well as to our love; and I have not hesitated to suppose that we, hereby, may learn a useful lesson in adapting our instructions to the minds of the young. Though I have ever endeavored to place before them the highest motive, regard to the will of God, I have not hesitated, from the first to the last, to award, not prizes, but testimonials for excellence in every department of the school. These have been varied. Sometimes they have been graded lists of names posted up in the school-room, giving the relative rank of each scholar. At other times, they have been gold and silver medals, or books, or a simple vignette of the interior of the school-room. These have been the most effective for the longest period of time. I know that I can appeal to my beloved pupils now present, to bear me out in saying, that the desire to excel, however strong, has seldom, if ever, had a tendency to produce the ill will of one towards another, or to mar the sense of justice. There has never been a time when the judgment of the school in reference to true excellence in any particular individual has not been correct. The aggregate judgment has always been right.

It may be thought that the topic of government is too delicate for discussion on the present occasion; and yet in its bearing on education, it is second to none. There is no other, in which, after all my endeavors, I have come so far short of my ideal. It has been my aim to have the government as strictly parental as possible, and so to govern that the school might think that they were doing it all themselves.

I have endeavored to govern as little as the case would allow; yet regarding an ungoverned school as necessarily a bad one, I have been compelled, sometimes, to pursue such a course as has seemed to some unnecessarily rigid. In this respect, however, I am willing to appeal from the school girl to the woman. It gives me great pleasure to know that many

have already changed their opinions, and learned to approve what, in their school days, they were inclined to condemn. There cannot be a clearer deduction from the teachings of the past, than that no school can exist any great length of time, without requiring some things which will be distasteful to the young, and which will clash with the current sentiments of much of what is called good society. For though the tendency of such society is towards the largest liberty, yet this same society will not long tolerate a school which is conducted on this principle.

But the time is passing, and I must not extend my remarks. Were I to sum up, in few words, the characteristics of the school, or rather what I have aimed to make these characteristics, a part of them would be the following :

1. To have the moral sentiment of the school always right.
2. To have the scholars feel that no excellence in intellectual attainments can atone for defects in moral character.
3. To form exact habits, not only in study, but in every thing.
4. To have all the arrangements of the school such as are adapted to educate woman.
5. To educate the whole number well, rather than to elevate a few to distinction.
6. To train them to happiness and usefulness by a harmonious cultivation of all the powers of the mind, rather than to render them remarkable for genius or intellect.
7. To make them intelligent and efficient without being prone to ostentation or pretension.
8. To make them feel that common sense is more valuable than literary or scientific culture.
9. To make elementary studies prominent throughout the whole course ; so that spelling—old-fashioned spelling—and the higher ancient classics have sometimes been contemporaneous studies.

There are those who regard the school as a successful one. If it has been such as to justify this impression, some of the elements of that success, in addition to those already given, are the following ; all of them having reference to myself.

1. Unremitting labor from the beginning to the present time.
2. Never being so satisfied with past or present success as to indulge a tendency to inactivity.
3. Beginning every term with the same strong desire to make some additional improvement, as I at first felt for success itself.
4. Adopting every real improvement in education, whether it was demanded by public sentiment or not.
5. Rejecting every thing which did not approve itself to my judgment after examination and trial, though it might be demanded by public sentiment.
6. Never allowing the public to become better acquainted than myself with educational interests, especially such as related to the education of young ladies.

7. Daily seeking the special aid of Heavenly wisdom and guidance.

And now at the end of thirty years, I find myself but imperfectly satisfied with the result. Yet, as I look upon the long line of those, who have been members of the school, as I behold them adorning the stations of life allotted them by Divine Providence—whether or not I have been instrumental in any degree in preparing them for these stations—I am not unwilling to challenge the world to present a more intelligent, a more efficient, a wiser or a nobler band of women.

It has been well said, that though men die, institutions live. Though I leave the Young Ladies' High School to-day, the institution lives. May he who will assume the charge of it, meet with the same favor from this community, that I have received, and may the results which he shall produce, be far more satisfactory both to himself and others, than those which have attended my labors.

At the close of these remarks by Mr. Kingsbury, the following contributions from those who had been members of the school, were read to the audience by Professors Lincoln and Dunn, whose services in this respect, added much to the interest of the occasion. * * *