

will, if the case be urgent, further delay the School; if not, he will respectfully request the parent to withdraw him, and if he be not removed in a reasonable time, he will dismiss him.

Another important feature in the Discipline, resulting from the Christian principles of the School, will be the abstinence of the motives held up to the Students elegant and exhortatory. All the implements to excite emulation, which address the pride and worldly ambition of the pupil, will be systematically excluded from the Institution. A spirit of emulation and rivalry among Students would surely be out of place in a Christian Seminary. The ordinary methods of exciting them must therefore be avoided. No honors or distinctions in scholarship will be given at the Examinations. These inducements to study, were they lawful, only influence a comparatively small portion of a class, while they leave the large majority untouched by their influence. Besides, these motives are like mechanical springs, which operate no longer than they are applied. They cease, of course, when the youth quits the Institution. Many a young man under these artificial stimulants, has highly distinguished himself at College, and awakened in the bosom of his delighted friends the most sanguine hopes of his future eminence, only to sink into early and hopeless obscurity.

On the contrary, it should be the aim of Christian education, to bring, as early as possible, the youthful mind under the habitual influence of those conscientious motives which should regulate the conduct of maturer years.

But the radical objection to these motives, in a course of Christian education, is, that they are inconsistent with the spirit of the Christian religion. No Christian parent would rejoice to see his own sons acting towards each other under the influence of these passions. "Emulation," which has been well defined "a desire of surpassing others for the superiority," has been justly pronounced "an unhallowed principle;" it can scarcely, if at all, be distinguished from jealousy and envy—from pride and contention. It is a principle of such potency, as to be likely to engross the whole mind, especially of the young and ardent, and to turn it habitually and violently from those motives which it should be the great business of education to cherish and render permanent in the mind; namely, a sense of duty, and gratitude, and love to God. "Instead, therefore, of these temporary, partial, and 'unhallowed' excitements to exertion, the Episcopal School will appeal only to those that are truly Christian in their character and influence; and which may continue to operate, with increasing force, during the whole period of existence. The Committee, therefore, feel that none but Christian motives can, consistently with its character, be introduced into a Christian School, to promote Christian diligence and good behavior.

The same principles will govern the Rector's treatment of offending pupils. He will deal with them precisely as a Christian parent should with his own children. His great object being to make them, sensible of their faults; and to lead them, by all the methods which the Christian religion sanctions, to genuine repentance and amendment of life. The parental authority with which the Rector is clothed, accompanied by that real fatherly anxiety for the welfare of his pupils, which it is hoped he will always feel, will enable him to manage offenders and reform offenders more successfully than minute pre-established regulations. And as the responsibility of the Rector to the School Committee will be in exact proportion to the extent of his authority, that will be the best security that his discretionary powers will not be improperly used.

Studies, Sessions, &c.

The Studies are to embrace a thorough course of instruction in the English language, from reading and writing, to its correct use in speaking and composition. The Greek and Latin languages to any required extent, with the History of Greek and Latin Literature, from written lectures. The French, German, Italian, and Spanish Languages and Literature.

Pure and mixed Mathematics; Natural Philosophy and Astronomy. The application of Trigonometry to the measurement of Heights and Distances, Surveying and Levelling, will be taught both theoretically and practically, by Field Exercises.

Ancient and Modern History, and Chronology—Ancient and Modern Geography, and Statistics.

Logic, Rhetoric; English composition; the History of English Literature; and the cultivation of the powers of taste.

Book-keeping; the statement of Accounts, the drawing of ordinary Instruments of Business; and in general, to furnish a young man with such information as will fit him to discharge, with ease and accuracy, the duties and business of ordinary life.

Religious Studies.—Regular and systematic instructions will be given in the HOLY SCRIPTURES; in natural Theology, Moral Philosophy, the evidences of revealed Religion, the History of the Church, the Doctrines, Discipline, and Worship of the Protestant Episcopal Church. The Students, in company with their Teachers, will also regularly attend Public Worship in Christ Church, Raleigh; except such of the day-schoolers as may be required by their parents to go with them to other places of worship.

The Episcopal School will reward the critical study of the Greek and Roman Classics; as the very foundation of its course of liberal instruction; as the basis of all true learning and taste; as capable of being made to exercise an important influence in favor of the Christian Religion; and, when studied in connexion with pure Mathematics, as the very best discipline of the mind. It will also, therefore, to produce thorough Scholars in Classical learning by leading the pupils into an accurate study of the Historians, Poets, Orators, and Philosophers of Antiquity; and a familiar acquaintance with Ancient Geography, Mythology, History, and Antiquities, as indispensable for understanding and relishing the various allusions in the Classic Authors.

Written exercises in Latin and Greek, and the process of double translations in writing, will be begun early, and continued throughout the whole course of study. Written lectures on the History and principal Authors of Greek and Latin literature, will also be delivered when the Students are sufficiently advanced to profit by them.

But in this unaffected zeal for Classical learning, the Christian character of the School will not be lost sight of; nor the importance of guarding against the lax principles and impurities of the heathen Classics. That these Classics may be taught, not only without harm to the Christian principles, but so as to afford assistance to the cause of the Christian faith, is abundantly confirmed by the fact that "the great champions of the Christian Religion, Grocius, Stillingfleet, Lardner, Paley, Todd, Mead, Bishop Newton, and a host of others, have had all classic antiquity under contribution for materials" for the defence of revealed truth. But, not to exhaust this argument, who, that has read the Christian poem of "Paradise Lost," distinct as it is with classic feeling and allusion, shall deny to his child the study of antiquity? and what the greater impossibility of guarding against the impurities of Anacreon, Horace, and Ovid, than those of Sappho, Lucan, and Tasso?

Expurgated editions of the classics will not invariably be used, where good ones can be had; but the chief reliance for shielding the pupil from the immoral influences of ancient authors, will be placed on the Christian character and vigilance of the Teachers. It will be their aim to teach the classics on Christian principles; and sedulously to avert themselves of the favorable opportunities which it is believed they will afford for showing the truth, inculcating the distinguished principles, and infusing the spirit of Christianity into their pupils.

It is not intended, however, to over-estimate the importance of classical studies. They are highly important, but the study of the English language is absolutely essential. The English Grammar; the study of the English classics; a faculty of English composition; Arithmetic; a knowledge of Accounts; Geography; a

good hand-writing, and even correct spelling, are of the first importance, because necessary to persons of all professions and pursuits. In the course of study in the Episcopal School, the claims of English learning will be fully acknowledged and amply provided for. It will aim to effect both these objects: to secure a complete course of English instruction to classical scholars, and to furnish Students, who do not study the classics, with a liberal English education, as will thoroughly fit them for Farming, Merchandizing, or any other active business of life which does not require a knowledge of the learned languages. The best methods of teaching the different branches of learning, both by lectures and by recitations, will be constantly adopted, according to successive improvements of the best Seminars, both in this country and in Europe.

In teaching, great reliance will be placed on oral instruction, for, without doubt, no set of School Books can supersede the necessity of the Teacher, or render unimportant his viva voce instruction. The Teachers will be assisted in these "Oral Lectures," as they have been happily called, by the use of Maps, Charts, Globes, Landscapes, Models, or Prints of Ancient and Modern objects of interest.

There will be two sessions in the year; each ending with a public Examination. The winter session to begin in January, and to end on the third Thursday in June. The summer session to begin on the Friday after the fourth Thursday in June, and to end on the Wednesday after the fourth Monday in November. The winter vacation will be seven weeks; and the summer recess, one week. The length of each Examination, and consequently the day on which it begins, will be determined by the School Committee. And that it may be a real test of the scholarship and improvement of the pupils, it will be conducted by an examining Committee, previously appointed. The Teachers of the School to be present at the Examination of the several classes, but to take no part therein, unless particularly requested by the Examiners. No report, however, on the relative merits of the Students will be made.

New Students can be admitted into the School at any time; but a punctual attendance at the opening of each session, is much desired. Boys will be received at any age at which parents are willing to trust them from their parental roof.

It will be seen, that the School is avowedly Episcopal in its character; but it is open to all who may choose to send their children; and on application for admission, no inquiry will be made as to the Religious Creed, either of the parent or scholar.

Each Student must be provided with a copy of the Holy Scripture, and of the Book of Common Prayer.

Teachers.

Whatever time and labour may be bestowed in devising the discipline of a School, and in marking out its course of instruction, the Committee are fully aware, that, after all, its real value must depend chiefly upon the character and qualifications of the Teachers; and they are willing that the late of the Episcopal School should be decided on these grounds.

While, from the Christian character of the Institution, the School Committee have felt constrained to take especial care that none be employed as Teachers who are not communicants of the Church; they cannot but think themselves fortunate in having secured the services of a gentleman, as Rector of the School, who, from personal character, from unusual opportunities, and from long and successful experience, is so admirably qualified for the business of Education. Mr. GOSWELL, the Rector of the School, is a graduate of Harvard University, in Cambridge, and was afterwards Professor of Mineralogy in that University. For the benefit of Foreign travel, and to inform himself beyond what the institutions of this country afforded, he went to Europe, where he spent six years, visiting the most important countries, and observing and comparing with one another, the most celebrated Seminars of learning on the Continent of Europe. He studied the languages and literature of Germany, France and Italy, in those cities, of the several countries, which were most esteemed for their accomplishments, and for the elegance and accuracy with which they spoke their native tongues. Two years were passed by him in Germany, attending the Lectures of the most eminent Professors, and prosecuting his Studies in the celebrated Universities of that country. He resided sometime in the University of Berlin, on account of the purity with which the German language was spoken in that city; but his chief residence, was in Göttingen; by the University of which city, the degree of Doctor in Philosophy was in due form conferred upon him.

At this time, Mr. Goswell had formed the design of devoting himself to the Education of youth in his own country. The first Prospectus of the Round Hill School, states that "even while abroad," he cherished the hope of the liberal education of boys; and that to it himself for the whole, he spent much time in visiting and comparing those places of Education which were in greatest esteem. After his return to the United States, such was his desire to realize his long cherished hope of establishing, on an improved plan, an Institution designed for the early system of Education, that he voluntarily resigned the Professorship which he then held in the University at Cambridge; and in company with another Gentleman, opened the Round Hill School for the liberal education of boys. For more than ten years, he has had the direction of that Institution. After having become familiar, by personal observation, with the Literary Institutions of Europe, evergreen, and after having his observation of foreign Seminars improved by ten years' personal experience in the business of Education, he chooses to take charge of the Episcopal School of North Carolina. The entire government and discipline of the School; and a superintending control over the instruction and every other department of the Institution, are placed in his hands. It is the decided opinion of the School Committee, that the friends of sound learning, of thorough mental discipline, and of religious and philosophical Education in our State, have good cause to rejoice at such an addition to the band of instructors at the South.

The Rev. Mr. Saunders, the Chaplain of the School, it is supposed, is generally known to the Diocese. He is a graduate of our University, and for four years was Tutor in that Institution; afterwards, he had charge of the classical department of an Academy in our State for five years. To his care, the religious instruction and training of the pupils, will be particularly entrusted.

Mr. Hooper, the third Teacher, is also an alumnus of our University, where he was graduated some years since. From that time until the last Commencement, he was Tutor in the University, and discharged the duties of his office to the entire satisfaction of the authorities of the College.

With these three Teachers, the Episcopal School will be opened; but it is the design of the Committee to add to their number so soon as the state of the School shall require it.

Expenses.

It will not be expected that Education in all its branches, intellectual, religious, and physical, is to be provided by the Episcopal School, can be afforded at the ordinary price of board and tuition at an Academy where professionally nothing but literary instruction is to be given. When Parents, therefore, are considering the difference between the expenses of the Episcopal School, and of a common Academy, we wish them also to take into their estimate the nature and the general objects of the two institutions. According to the usual practice of Academies in our State, the time which Students are present with their Instructors is about 6 or 7 hours a day. The remainder of the 24 hours, that is about 17 of the whole time, is spent by the Teacher and Students entirely separate from each other; the latter perhaps at their boarding houses, or at less proper places. During the whole of this time, the Teachers exercise no supervision over their scholars; no inspection of their morals and habits; no control of their ass-

ociation, or the places of their resort. They can exert no religious and moral influence, over their minds and feelings; by affectionate and familiar intercourse: they can impart no useful information by free conversation, in answering their inquiries. In short, during the greater part of their time, they can do nothing to guide, train, and educate their pupils, in the paths of virtue, religion, and knowledge.

From the foregoing account of the Episcopal School, it has been seen, that it is the high aim of that Institution to accomplish all these objects; and by the blessing of God, we believe they will be effected in some good degree. As the School will constitute one family, the Students, it has been seen, will eat at the same table with the Rector, and be, while in their sleeping apartments, under the supervision of a Teacher; they will do all their studying in the school room, where a Teacher will be constantly present; and all their recreations and exercises will be regularly taken under the eye of the Rector. By these means, the whole time of the Students, both by night and by day, will be spent in company with the Rector and with some other Teacher; and a constant, affectionate, and unrestrained intercourse, will be kept up between them. The Teachers will have no other business, no other livelihood; their whole time will be devoted to the improvement of their pupils in morals, health, religion, and knowledge. For such advantages, surely a parent will be willing to pay more than for merely the usual quantity of instruction at a common Academy.

It should also be borne in mind, that more Teachers will be necessary to carry on such a system of Education than would be sufficient to give the usual instruction 6 or 7 hours in the day; besides, when a Teacher gives up his whole time and talents, to the improvement of his pupils, it is but reasonable that he should receive a more liberal compensation.

The Committee are aware of no Institution at the South of the same nature with the Episcopal School, with which to compare it in the item of expense; but such Seminars exist in other parts of our country; and to enable those who are interested, to make a fair comparison between the expenses of the Episcopal School and other institutions having the same objects, the Committee have obtained, and present, the best information in their power. There is one such institution in Massachusetts, and there are three in the middle States; and from the printed documents published by the proprietors of these Schools, the prices of board, tuition &c. have been extracted, and they are as follows:

1. The Round Hill School, Massachusetts, price \$275—formerly it was \$300.
 2. The Flushing Institute, Long-Island, New-York, under the care of the Rev. W. A. Muhlenberg, price \$250, with a matriculation fee of \$25 for each new Student, and an extra charge of \$80 per year for instruction in French and Instrumental Music.
 3. The Select Preparatory School of the Bristol College Institution, Pennsylvania, price \$300.
- These are public Schools, extensively known, of established character, and aiming at the same general objects as the Episcopal School.
4. The remaining two are of the same kind, but more limited in their accommodations; the Students living in the private families of the Instructors, viz: A Select Classical School, Westchester County, New-York, price \$280; and
- A private School in New-Jersey, on the Delaware, price \$250.

These institutions, too, it should be remarked, are none of them situated in Cities, but all in country villages, where provisions are at a low price.

It is however proper to state, that the rate of expense in the Episcopal School was not determined by an examination of the prices of similar institutions; but by a patient and careful estimate. In fixing the annual charge at \$175, the Committee believe that they have put it as low as Christian Education in all its branches of secular and religious instruction, constant moral supervision, mental and religious training and provision for health, could be afforded in North-Carolina; and this belief is strengthened by a consideration of the prices in other Schools in the above list.

On this subject of expense, it may be satisfactory to mention, that it is intended to keep a full and exact account of the Revenues of the School derived from Donations and Tuition, and of its expenditures. This account will be made public annually, and if, contrary to the expectation of the Committee, any sum shall remain in the Treasury at the end of any third session, the price of board and tuition will be reduced on the succeeding year. It is the purpose of the Committee, that the funds shall be managed with the greatest possible economy: To secure for the School the ablest Instructors, no expense shall be spared; but, this object being attained, the other expenses of the School shall be restricted by a reasonable frugality. The friends of the School may rely that all the funds of the Institution shall be applied exclusively to the purposes of education, and that there shall be no attempt to accumulate for the School, or to make one cent of profit for any purpose.

The general experience of boarding-schools has shown, that in the end, it is a true economy for the Students to own their Books, Stationery, Beds, bed-clothes, and some other articles used by them. By this means, the boys feel the interest of property in their articles, and they consequently take more care of them, and wear out or destroy a less amount during the course of their education. Each Student of the Episcopal School, will have to furnish his own School-Books, and Stationery, and his mattress and the necessary bedding. These articles will be entirely the property of the Student; and when he quits the School, he will of course take them with him.

It may be useful to apprise parents that each Student should have his name distinctly and durably marked on his wearing apparel and his bed-clothes. The Committee, believing it will be a matter of convenience to parents, will take the necessary steps for having School-Books and Stationery, and the necessary mattresses, supplied to Students, on reasonable terms.

The annual charge of \$175, for board and tuition, is to be paid semi-annually at the beginning of each session.

The children of parents resident in town or in the immediate vicinity of the School, will be received as day-scholars at a charge of \$50 per annum, also to be paid half yearly in advance.

It is hoped, that the preceding Prospectus is sufficiently full and distinct, to give a correct notion of the Episcopal School; of the objects which it aims to accomplish; and of the means by which, under the divine blessing, it hopes to effect them.

It will be seen, that its standard is high; that, not content with accomplishing one branch of Education, while all the other arts are neglected, it aspires to furnish a full Christian Education in all its provinces, and not mere instruction; that it aims at thorough scholarship in classical and other learning; at a thorough system of intellectual culture and discipline, at sound and practical instruction in the principles and duties of our holy religion, and in the Doctrines, Discipline, and Worship, of the Church; at a constant supervision, both by night and by day, in a Christian and parental spirit, of the morals of the pupils, and at a course of systematic exercise for the preservation and improvement of their health.

It will be further seen, that Christianity will not simply be taught in its walls as a science, but that the Christian character is to be stamped upon every thing connected with it; that the instruction is to be given on Christian principles and in a Christian spirit; that the discipline is Christian in its nature and tendency, and to be entirely administered in a Christian manner; that the motives held out to the Students are to be exclusively Christian; and that the every day intercourse of the Teachers with their pupils, is strictly to be that of Christian parents with their own children, endeavoring under divine assistance, to train them up for active usefulness in life, and for a happy immortality in the life to come; and all this with the least possible expense of money and time to the parents and the scholars.

It should be remembered that all who contribute by subscription or by tuition, to the support of the School, for their children and for the Church of God, it has been intimated, that it has not been got upon any

paltry motive of profit to any one, but solely for the great purpose of advancing true religion and diffusing moral knowledge—for the glory of God, and the public good.

Such a School, the Committee can, without hesitation, recommend to their fellow Churchmen and to the friends of sound learning and piety throughout the State. Upon such a School they can, with humble assurance, invoke the blessing of Almighty God. And therefore, with their fervent prayers for "the dew of his heavenly grace" to rest upon the Institution, they confidently entrust it to his Providence, and commit it to the liberal patronage of the members and friends of the Episcopal Church in the Diocese of North-Carolina.

- L. S. IVES, Chairman,
GEORGE E. BADGER,
JAMES B. BUNTON,
DUNCAN CAMERON,
T. P. DEVEREUX,
GEO. W. FREEMAN,
W. M. GREEN,
FREDERICK J. HILL,
JOS. H. SAUNDERS,
GEO. E. SPRUIELL,
E. L. WINSLOW,
School Committee.

Raleigh, January 8, 1834.



Western Carolinian.

SALISBURY:

SATURDAY: MARCH 1, 1834.

REVOLUTION.

Politically speaking, a revolution is a change in the form or principles of government, effected either by force, or by the agreement of the people, or by the encroachments of the rulers and the acquiescence of the people. The revolution which separated the old thirteen Colonies from England, and established their independence, was effected by force, and produced a change not only in the form, but in the principles, of their Government; subsequently, a revolution was effected, not in the form, but in the principles, of our Federal Government, by the means of construction which gradually threw down the barriers of the Constitution;—this was, for a while, acquiesced in by the people; but they were aroused to a sense of their danger in 1798 by the celebrated Resolutions of Virginia and Kentucky, and in 1801 achieved a counter-revolution by agreement, expressed in the election of Thomas Jefferson, who restored the Government to its true principles.

We have still the form of a Confederate Republic, composed of independent States with a common government consisting in three nominally distinct departments; but the form is all that remains of it. A revolution has been gradually accomplished by the Federal authorities, more extensive and radical than any heretofore witnessed in our country since the adoption of the Constitution. In the first place, the Federal Government has arrogated power which extinguishes the reserved rights of the States; in the next place, the Executive, the President of the United States, has assumed authority which was vested by the Constitution in the other branches of the Government the Legislature and the Judiciary.

The popularity acquired by General Jackson by his military achievements, and the unlimited confidence that was felt in his patriotism, led the people into a false security and repose, of which ambitious men have taken advantage.

As in all large armies, so in all large parties, there will be some mercenaries—some reckless adventurers who enlist, not from motives of patriotism, but for the sake of gold; and, where two contending parties are struggling for power, that will generally succeed which has the greatest means to corrupt the timid, or to allure the aspiring. We mean not to impute that the great mass of the present dominant party is corrupt; for we entertain a better opinion of human nature—we will even admit the most of them to be honest in their intentions, that many are deceived by the deceitfulness of the human heart, which really persuades men that their duty and their interest run parallel; and, added to these two demerits, there are enough of hangerson for the spoils and the bounty, to create a majority.

Whether, however, the motives and the designs of the President, and of those who support him in his abuses, be pure or corrupt, the consequences to the country will be the same. Our public affairs have reached an alarming crisis;—so far, the people have acquiesced in the progress of the bloodless revolution; but it is time, high time, for them to pause and look into the abyss whose verge they have reached. The form of our Government is not yet irrevocably changed, but even that will not long survive the extinction of the principles which impart to it all those valuable qualities so dear and so important to the preservation of Liberty. Twelve months have barely elapsed since the Representatives of the People placed the sword in the hands of the President;—unsuspicious of his stratagem, mistaken as to the propriety and necessity of the measure, and looking not to its probable tendency, the People acquiesced in that ill-omened act. More recently, the President, emboldened by this acquiescence, has ventured the step farther in the career of usurpation, and assumed the control of the purse—the Treasury of the country! And will the People still tremble! Will they disregard the dictates of common sense, and the admonitions of history, so far as to submit to an act which must, if submitted to, preclude all hope of a peaceful revolution, and permit corruption and usurpation to go on until the only available remedy will be arms? We trust not. We hope they are still a generous spirit in the country, which will show itself adequate to this great emergency. Thoughtless slaves of Liberty, which pervaded the country in the days that "tried men's souls" has long since sunk yet the fire has never been extinguished;—it will last forth—it has already arisen anew in parts which it seemed to be quenched—and it will go on to spread its moral illumination and warmth until reason and patriotism regain the ascendancy.

We know the struggle will be a fearful one; but he odds against the friends of Constitutional Liberty are not so great as they were in the days when a single County dared to proclaim itself free; and we therefore indulge the hope that a counter-revolution will be effected without the shedding of blood.

* See an able article on this subject, from the Philadelphia Examiner, published in the Capital on the 26th of February.
* See Charleston, in 378.

Carolina the Senate of the United States; it does not deem himself like the suppliant of a predominant corporation, at the footstool of an Emperor, but in a manner becoming a high-minded and independent Representative of a Sovereign State, in an assembly of political equals.

We are not surprised, however, at Judge Mangum's course; for we remember an interesting anecdote, which we were constrained to applaud his eloquence and the ability and spirit with which he delivered a vote given in opposition to our own wishes. As it is a certain dignity and energy which will command respect even from the tyrant whose designs are frustrated by their possessor, so there is a more extensive energy which dignifies him while it administers to his ambition or cupidity.

Our readers will find in another column a splendid speech, delivered by Mr. Mangum, in which he repeats the oft-repeated charge that those who remove the deposits were under the personal influence of the Bank.

Some Senators have endeavored to change the subject since they found it indefensible; they have been delivering speeches, and the collar-processes in presenting them, to persuade the People that the question whether there ought to be a Bank of the United States or not—Judge Mangum correctly remarks that the question is not "Bank or No Bank," but "Law or Law." The Bank may or may not be constituted, but that was a proper question for Congress to decide upon; the Bank was chartered, and it will be a proper whenever application shall be made for the renewal of the old charter, or the creation of a new one; but it is evidently a false issue now; and, although some may argue to the contrary may be led to such conclusions by strong hostility to an institution which they count as an enemy with the character of our Government, apprehend that far the greatest number form the best in order to divert public odium from the President, the United States, and to cast it upon the Bank. We think that the right of the President and his Secretary to nullify a charter, is at least as questionable as the right of Congress to grant the charter, and infinitely more so than the right of a Sovereign State to nullify an unconstitutional law.

CONGRESSIONAL EPITOME.

In the Senate, on the 11th February, Mr. Mangum presented certain resolutions adopted at a meeting of citizens of Burke County, in this State, condemning the removal of the Deposites by the President. On the 14th, on a motion to refer and print these resolutions, considerable debate took place between Messrs. Forsyth, Webster, Clay, Brown, Wright, Preston, and Mangum. We refer to an extract from a letter published in the "Richmond Whig," which will give our readers an idea of the attention which is bestowed on the petitions and remonstrances of the People, by the Administration Party.

In the House, on the 14th, the resolution offered some time since, by Mr. Lewis, in relation to the Alabama controversy, was taken up, and after some debate, was again laid on the table.

In the House, on the 18th, the Previous Question was taken on the motion to refer the Secretary's Reasons for the Removal of the Deposites, to the Committee of Ways and Means, and the motion passed by a majority of 32 votes.

In the Senate, the Debate on Mr. Webster's Report on the Secretary's Reasons, is going on; and the same subject will be again brought before the House by the Report of the Committee of Ways and Means.

On the 20th, both Houses adjourned to attend the funeral of the Hon. William Witt, whose demise occurred under our Obituary head.

The Annual Meeting of the Virginia Conference of the Methodist Episcopal Church, commenced its session in Raleigh on Thursday the 20th ultimo—Bishop Andrew presiding over its deliberations—there were upwards of one hundred and twenty Ministers in attendance. Divine Service was held three times every day, and on Sunday the Presbyterian and Baptist Churches were also occupied by Ministers attached to the Conference. On Sunday, Bishop Andrew explained a number of Doctrines, and twelve or fifteen Elders.

The South Carolina Conference of the Methodist Church, at a late meeting made the following appointments for the Land-Orator in this State: Charles Betts, Presiding Elder. Lincoln—Thomas C. Spath, John Coxington. Deep River—Allen McCasale, G. W. Huggins. Montgomery—Morgan C. Furminton, Solo Laney. Wadesboro—Kenneth Marchant. Center—David Derrick. Charlotte—David J. Allen. Charlotte Carcass—Trace R. Walsh. Rutherford—Allen Hanby, W. A. Gamewell. Morganton—Benjamin Hill, Jacob B. Anthony.

STATE REFORM.

We are pleased to observe in most of the Eastern Journals a conciliatory spirit on the vexed question of a Reform of our State Constitution. We have been opposed to a Convention, not because we did not think the West had just cause of complaint, but we feared change for the worse; though we have always admitted the right of a majority to change their form of Government whenever they should deem it proper. This subject has not been much discussed in this country, but we have no doubt, judging from the fairness and candour of the people, they will not hesitate to meet their western brethren in a just and equitable compromise.

The Western people have proposed specific amendments to the Constitution, to which we can see no very weighty objections, and we trust the East will take them in serious consideration, and act with that liberality which becomes a just and high-minded people. Should the East continue obstinately to reject all accommodation, the growing West will in a few years make her own terms. It is the part of wisdom to close the question now, while it may be effected on favorable terms.

The above is from the Oxford Examiner, and we hail it as an indication highly favorable to the hopes of those who are striving to effect a change in our Constitution. We have been indirectly charged with a want of resolution in consenting to wait another year, instead of calling upon the people after the rise of the late Legislature, to appoint delegates to a Convention, and proceed at once to amend the Constitution. But we felt so well assured, by some of our Eastern friends, of their co-operation, that we thought it nothing more than due respect to their feelings to give them an opportunity of recalculating the opposition and prejudices of their constituents.

WILLIAM R. DAVIS.

Who held a high rank among the revolutionary worthies of South Carolina, was born in England.