



THE STAR.

RALEIGH, DEC. 9, 1840.

The Electoral College met in the Senate Chamber on Wednesday last. Gen. James Wellborne, of Wilkes, was chosen President of the College, and P. B. Freeman, Esq. Secretary. Messrs. Chas. McDowell and D. F. Caldwell were absent, Gen. Edmond Jones, of Wilkes, and Dr. Samuel R. Ford, of Davidson, were chosen to supply their places. The College then voted unanimously by ten, President and Mr. Taylor for President and Vice President. Mr. Heart Editor of the Hillsborough Recorder, was unanimously elected messenger to carry the vote to Washington.

Hugh Waddell Esq has been elected Senator from Orange, in the place of Judge Macon, resigned by 155 majority; and James Graham Esq to the House of Commons in place of Hon. Wm. A. Graham by 352 majority.

Mr. CALHOUN has been unanimously re-elected to the U. S. Senate for six years from the 3th of March next.

LEGISLATURE OF VIRGINIA.

The General Assembly of Virginia assembled at Richmond on Tuesday the 1st inst., and was organized by the election of John W. Nash, (Loco Foco,) as Speaker of the Senate, and Valentine W. Southall, (Whig,) as Speaker of the House of Delegates.

The Hon. JOHN C. CALHOUN passed through this City, on his way to Washington, on Monday last.

CONGRESS met on Monday; but the mails have yet brought us no account of their proceedings.

The Beauties of Modern Democracy.

The last accounts from Millidgeville left the Legislature of Georgia in a great ferment. The unavoidable absence of three or four Whig Senators, gave the Locos a majority in the Senate; and it appears that so soon as they discovered the power which accident had thus thrown into their hands, they forgot right, and proceeded to use it to defeat the just wishes and expectations of the people, in an attempt to lay the resolutions for the election of U. S. Senator on the table for the balance of the session, and thereby to prevent the election of Senator at the present session. But the Whigs, feeling that such a measure, very properly withdrew from the House, and left them without a quorum.

Failure of the Mails.

No mail from the North has been received in this City in three days. This may be the result of accident—but we have heard complaints of irregularity and failures from other points, which show clearly that there is gross neglect, or something worse, among the deputies of the Post Office Department, somewhere. They had better look sharp. The hour is at hand when they will be required to render an account of their stewardship.

Awful effects of Intemperance.

Mr. John Carroll, of Johnston county, was found frozen to death in this City, on Saturday morning last. He is said to have been in a state of intoxication the night previous.

We should be glad to learn the cause of the prevailing irregularity with which the Richmond Whig comes to this office; and we should be still better pleased to find this cause of complaint not only to ourselves, but to all the subscribers of that paper in this quarter, removed.

Nothing very important has been done by the Legislature since our last. Several ineffectual resolutions have been had for Attorney General, as follows:

Table with 6 columns: Name, 1st, 2nd, 3d, 4th, 5th, 6th. Rows: McQueen, Daniel, Hedell, Scatterling.

South Carolina has voted for Mr. Van Buren for President, and for Mr. Tagwell, of Virginia, for Vice President. Mr. Van Buren, then, has received the votes of New Hampshire, Virginia, Illinois, Missouri, Arkansas, Alabama, and South Carolina—60 Electoral votes. General Harrison all the rest—154; majority 74.

COMMON SCHOOL EDUCATION.

This is a subject of deep and absorbing interest to the people of North Carolina; and we esteem it a most fortunate circumstance that at this particular juncture the voice of one of the ablest and warmest advocates in the Union of a cause so glorious should have been heard in our Capitol. This was realized in the inexpressible joy and delight of many hearts on the evening of 30th ult., and 2nd inst., when Professor J. ORVILLE TAYLOR, of New York, for hours enchained the attention of every large, and as enlightened assembly as were ever convened in this City, of both sexes, among whom were almost the entire representation of the State in the Legislature. His first lecture (on Monday night) was devoted principally to the importance of education, as the chief bulwark of liberty and law, morality and religion. The second went into the details of the subject, and presented much interesting statistical information, with many profound and judicious observations, interspersed with eloquent and soul-stirring appeals. He first took a view of the measures which had been adopted by the different States of the Confederacy. Massachusetts, he said, had not raised a common school fund; her schools were supported by direct taxes, mostly upon real estate. The people met annually in their respective towns, and voted how much should be raised for the purpose. This he regarded as a defective system. Connecticut appropriated \$1 15 to every child in the State annually. The schools were supported as long as the money lasted; which was but a short time. The people felt but little interest in it, on the principle that what we neither pay for nor ask for, we care but little about. The consequence was that the public schools there had degenerated; and so would a church, if the minister were made independent of the people for his salary. The people, he thought, ought to be made interested by direct contributions. They ought to pay a tax of two dollars for every one furnished from the fund set apart for that object. If the bookseller here, Mr. Hughes, were to give you a book, you would probably lay it down without a perusal; but if you had purchased the book at a cost of \$3, you would doubtless read it enough at least to get the worth of your money. So would the people, if they contributed of their substance to their support, feel a sufficient interest in, to get the benefit of common schools. The schools in Massachusetts, for this reason were in a much better condition than those in Connecticut, Vermont and New Hampshire had raised a school fund. But he regarded the New York system as the best. That State required the people to raise by taxation, one dollar and fifty cents for every child paid out of her school fund, which amounts to about \$2 00,000. For this total, she has a literary fund of \$217,000 set apart for the support of 17 colleges and academies for the education of common school teachers; \$40,000 of which are annually appropriated to that object; and in these noble institutions there are 700 young men annually preparing themselves for the God-like employment of teaching.

Ohio and Michigan, he said, had adopted the New York system. Illinois had almost surrendered the portion of the public domain that had been granted her for the purposes of education, by selling the lands at \$1 25 per acre, &c. But Michigan had adopted a worse law, which provided that not one acre of her land would be sold for less than a minimum of \$6 per acre; and the consequence is, she will have a school fund of \$8,000,000. Pennsylvania had adopted a system which had not been carried out, because the people are not enlightened on the subject. In that State there are two hundred thousand children destitute of education; and the people are too ignorant to sympathize with them in their wretched condition. As an evidence of this, the speaker related an anecdote which shook the sides of his audience with laughter. He said, while there on a certain occasion, he was conversing with the Governor on the subject, when there came in a sturdy old farmer, who, after listening for a while to what was said, asked him if he really believed education did any good. He was surprised at the question, and replied, certainly it does. Education gives happiness and liberty and honor; it took Roger Sherman from the obscurity of a village school teacher, and placed him at the head of the nation's affairs.

John Franklin from the tobacco chamber's shop and to bid him the pride and ornament of his country. "Ah!" replied the old man, "you have not lived as long as I have, I have found them what goes to school and gets learnin' never gets rich; they are lazy and wont work. One of my neighbors had one three sons. He sent two to college, and one made a lawyer and the other a doctor; and the other stayed at home and learned to work. The lawyer lives in New York, and his father has to send him six hundred dollars a year to support him; the doctor stays at home and is lazy, good for nothing, and can't work an hour in the day; while the one that he's sent to learnin' works hard, makes money, and is the joy of the old man's heart." I cannot attempt to reason with such ignorance as this, said the speaker. The horizon of ignorance is so low you cannot get an argument into it. You might as well attempt to show a blind man the beauty of the rainbow, as to convince such a man of the importance of education.

What can be done in this country, demanded Mr. T., to arouse the ignorant? This important question was urged upon the audience by a most eloquent and thrilling appeal. All, he said, had observed the fatal indifference which extensively prevailed over the land, in regard to the education of youth. Men were alive to every thing else, but dead to this, the most interesting and important of all. This he illustrated very forcibly by drawing an impressive contrast. When a common laborer comes to seek employment, he is rigidly classified as to his qualifications. "Can you read?" "Can you write?" "Can you plough?" "Can you hoe?" "Can you sow?" "Can you reap?" &c. &c. And when he is set to work, he is closely followed and watched from furrow to furrow, and from field to field; and if his employer, from other engagements, cannot give his personal superintendence, he legs his neighbor to "keep an eye" upon him. But how is it when the scholar master presents himself for patronage? Why, the only question is "what do you ask?" and when the children are sent off to school, the parent manifests as little concern about the manner in which they will regard to his good fortune. He never goes near the school house, prior to examining his children, never inquires into the state of the school. This shows the importance of wise and beneficial legislative enactments on the subject. He always admitted the law of entail, which requires the court, when a child is put upon his trial to inquire whether he had received an education, and if not to cause the punishment to be inflicted by the parent, for his culpable neglect of the important duty of cultivating the mind and heart of his child. Parents are certainly morally responsible for these vices of their children, which result from a want of that instruction which they have the ability to give them. Suppose, asked the speaker, I had the power, and were to extinguish all the beacons light of the ocean, would I not be responsible for all the shipwrecks caused by an act so heartless and wicked?

He warned parents, in language the most earnest and impressive, not to withhold from their children the light of instruction. Man, he said, was made to be educated. God had entrusted that duty to the parent; and he earnestly exhorted parents to see the seeds of knowledge in the minds of their children plentifully, and to cultivate them carefully. He counseled young men to seek diligently for knowledge; it is better than rubies, and gold is not to be compared to it. A good education, he said, is a young man's best capital. We often see parents labor hard to lay up treasures for their children; a good start; but this, without a liberation, is like putting blindness under the arms to walk a boy to school; or to see if he does not sink with them, and go to the bottom.

He next adverted to the scarcity and lack of qualification of teachers. We never, he said, have had better education until we have had better teachers. Where are they to come from? It was a maxim of Dr. Franklin, build pigeon holes, and pigeons will come. Give young men good wages, and you will get teachers. If a man can get more for teaching than he can behind the counter, he will take it. You can also educate men for teachers. You must make teaching as honorable as the profession of the law. What is North Carolina doing? A man comes from Connecticut, and peddles over the country for plumb and trowels; he offers his services, and without possessing a single qualification, is employed and put in charge of a school. Can you trust your dear precious child to such hands? No! North Carolina educate her own teachers. He was happy to learn that there was an institution in the State ready to receive young men who wish to study without money and without price; and this State could do better than to appropriate a portion of its funds for the Education of teachers. Her Governor says, in his annual message, that the great obstacle in carrying out her new school system is the want of teachers. How are you to get them? Provide for their education. Mr. T. next mentioned an interesting view of the system of school government which prevailed throughout the country. He said if his audience would go with him to some of the schools, he would show them a perfect picture of a French revolution in a New York school, in fact, in many of the schools of the State, on the one hand, and the rudeness and insubordination of the scholars, on the other. Corporal punishment was the popular remedy, because it was more easier to give a blow than a reason, and there were many who could give blows who could not give a reason. This mode of correction was sometimes necessary, but it was too freely used. It should not be resorted to, except when absolutely necessary. No child should be whipped in the presence of the school, because visited at school in New York, and soon after he enters, the master went to work and told several of the smaller children on the head, with his birch, because they looked at him instead of at their books. He then called up a large boy, and ordered him to hold a stick of wood at such length as a punishment for laughing. As soon as the boy held the stick to his lips, the master said, "Now!" He was then put into a class, but instead of reading, he was made to recite out loud the master then seized him by the throat, and a fight ensued; when Mr. T. parted them, and took to the boy and attempted to reason with him; but he said all his reasoning, alike ineffectual to argument or persuasion; and the only answer he could get out of him was, never mind, the teacher shall be licked in less than a week; we never had one longer than a week before he got a licking. Had the punishment been a stroke in the nature of the office, all this confusion and disorder would have been prevented. He related another anecdote, to show the hardening influence of an injudicious use of the rod. A blacksmith had a son who had become incorrigible under it; and being, one day, much puzzled to handle a piece of steel, after hammering and beating, and beating and hammering for a long time, without effect, his hopeful son said to him, father, I can tell you what will mend it. "What my son?" "Why," he replied, "just freeze it!"

Mr. T. then proceeded to give a description of the plan of teaching, and pointed out its im- perfection at considerable length with masterly skill and ability. He enforced, with vigorous reasoning, the necessity of a religious, (not sectarian,) education; and also pointed out with force and beauty upon the necessity of music as an accompaniment. And he reasoned his observations with some very pleasant sallies of wit. The power of music, he said, had been seen in the late Presidential election. We can sing things into men, which we can't talk into them. Music exercises and refines the feelings of the heart. It is the gymnastic of the affections.

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He presented an excellent plan of the manner in which he would distribute the State. He would lay off the populous sections into districts of two or three square miles each, and every four of these districts should have a female teacher in charge. A higher character of teacher, he said, should be sent to the children under the female teachers should be sent when sufficient to do so. In the less populous sections, I thought of three female teachers would probably answer in each of which he should teach two or three days in a week. He concluded by insisting upon the importance of arousing the public and of enlightening among parents a sense of their obligations, which not only binds them to educate their offspring, but binds them to do so. He said that a man who would enlighten public sentiment in that manner would be doing his children, would be looked upon as a man who had visited a benevolent man like this man.

After he had taken his seat, a resolution of thanks for the able and instructive lectures with which he had favored his audience, submitted by Dr. F. J. Hill, was unanimously adopted; after which Prof. Taylor, being present, was called out amidst the enthusiastic applause of the assembly, and followed Professor Taylor in a loud, eloquent and increasing speech of half an hour's length, in which he, as he has stated in the news of Mr. T. in relation to the importance of appointing a Superintendent to pervade the State and center information on the subject of common schools, and of providing for the education of teachers.

WARRIED. Justice Grey, on Wednesday evening last, by the Rev. William M. Green, the Rev. Edwin Greer, Minister of Christ Church, Wakeborough, to Miss Margaret Ann, eldest daughter of John Beckwith, M. D. of this City.

In Philadelphia, Hon. Henry A. Wise, of Virginia, to Miss Margaret, daughter of Hon. John Sevier.

At the residence of Col. Nathan G. Blount, in Lenoir county, on Wednesday evening, the 13th ultimo, by the Rev. J. Sizemore, Mr. Littlejohn Topping, of Bath, to Miss Mary E. I. Blount.

DIED. In this City, on Monday last, after a lingering illness, Col. Henry H. Cook, one of our oldest residents.

In Newbern, on Monday, the 30th ultimo, in the 48th year of her age, Mrs. Elizabeth B. Dunn, sister of the late William Dunn, Esq.

In Craven county, on Wednesday, the 25th ultimo, Mr. Nathan White.

In Craven county, on Thursday, the 26th ult. Mr. John H. Jones.

PRINTING FOR SALE. Bring chairs of embarking in another business, I now offer the establishment of the Wilmington Advertiser for sale.

I do not know of a more eligible situation for persons desirous of embarking in the printing business, than Wilmington, North Carolina. Terms accommodating. Application must be post paid. Our exchange papers will oblige us by copying this advertisement until forbidden.

TO PHYSICIANS. ANY PHYSICIAN wishing to insert a notice in a series of notices in effect respecting dentistry, will please apply at the Star Office, for further information. Dec 9, 1840.

ance as witness; which was adopted. Mr. Morehead, from the Judiciary Committee, to whom was referred the memorial of Thos. H. Blount, reported a bill to secure title to, and grant jurisdiction over a tract of land on Boyd's Island to the United States; which passed its first reading.

The bill to incorporate the Concord Manufacturing Company was read the third time, passed, and ordered to be engrossed.

The engrossed resolution, authorizing the removal of the map of the Cherokee lands from Macon county, was read the third time, passed, and ordered to be enrolled.

Mr. Morehead, from the committee on the Judiciary, to whom was referred the resolution respecting the sale of land held by tenants in common, reported a bill to provide for the distribution of the proceeds of land sold for partition in certain cases, which was read the first time and passed.

Mr. Byn presented the memorial of the Raleigh and Gaston Rail Road Company, asking such relief as may be deemed sufficient and consistent with the interests of the State. Referred.

The bill to purchase a library, was read the third time, and on motion of Mr. A. Wright, amended, passed, and ordered to be enrolled.

Mr. Shepard presented a communication from the Hon. William Gaston, stating that a gentleman proposes to repair the statue of Washington, to receive pay when the work is done, and will make no charge unless he succeeds in its accomplishment. Sent to the other House with a proposition to refer.

Message from the House of Commons, stating that Messrs. Mendenhall and Reid from their branch of the committee to superintend the making of a list of votes given for Governor; and that the Commons are now ready to receive the Senate into their Hall for that purpose; which was read and adopted. The Senate then repaired to the House of Commons.

Mr. Spruill, the teller in behalf of the House, reported; when Colonel Joyner, the Speaker of the Senate, made the following announcement: Gentlemen of the Senate & of the House of Commons: The returns of votes given at the late election for Governor of this State, have been opened and published according to law, in the presence of a majority of the members of both Houses of the General Assembly. The tellers appointed by the two Houses to examine the returns, and to make a list of the votes, have reported that forty-four thousand four hundred and eighty-four votes were given for John M. Morehead, of the county of Guilford, being the highest number given for any person; and that thirty-five thousand nine hundred and three votes were given for Benjamin M. Swain, and that

the bill to compel militia officers to hold their commissions three years, and the bill directing the conveyance of the commons adjoining the town of Murphy to the Chairman of the Court, passed their third reading, and were ordered to be engrossed.

The proposition of the Commons, to appoint a joint select committee of five on the part of each house, to inquire into the necessity of holding an extra session of the Legislature, to legislate on the subject of the apportionment of representation in the General Assembly under the amended Constitution, was read and agreed to.

Mr. Mitchell presented a bill to amend and act for the better regulation of the town of Wilkesboro. Past first reading and ordered to be engrossed.

Mr. Spruill presented a resolution directing the Public Treasurer to lay before this Legislature certain information concerning the sale, &c. of the Revised Statutes; which was adopted.

Mr. Whitaker presented a resolution instructing the Judiciary committee to inquire into the expediency of amending the law relative to the appointment of Corporation officers; which was read and adopted.

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eral Convention in the Commons Hall, Mr. Spraker Joiner of the Senate in the Chair, and the Clerks of the two Houses, in presence of the Tellers, viz: H. G. Spruill of the Senate and Messrs. Mendenhall and Reid of the Commons, proceeded to examine the several returns of the Sheriffs and to declare the number of votes given in the several Counties of the State for Governor.

The President of the General Convention announced the result declaring John M. Morehead duly elected Governor of the State.

Saturday, Dec. 6. SENATE.

Mr. Spruill presented the following resolution, which was read and adopted: Resolved, That a message be sent to the House of Commons proposing that a committee of one on the part of the Senate, and two on the part of the House of Commons be appointed to visit to the Governor of New York, and to ascertain from him the first of January next, and to ascertain from him when he will suit his course to leave to appear before the two Houses of this State. And that each of the two Houses be requested to concur in the adoption of this resolution.

Mr. Wilson presented resolutions requesting the Governor to lay before the General Assembly a statement of the whole amount of property received by the University of North Carolina, &c. and to instruct the Judiciary committee to inquire into the expediency of repealing the second section of the act giving to the University the property which may hereafter be conveyed to the State. Read and adopted.

Mr. Wilson presented a bill concerning the Banks established, and those which may hereafter be established in this State; which passed its first reading, and was referred.

The bill to compel militia officers to hold their commissions three years, and the bill directing the conveyance of the commons adjoining the town of Murphy to the Chairman of the Court, passed their third reading, and were ordered to be engrossed.

The proposition of the Commons, to appoint a joint select committee of five on the part of each house, to inquire into the necessity of holding an extra session of the Legislature, to legislate on the subject of the apportionment of representation in the General Assembly under the amended Constitution, was read and agreed to.

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Ohio and Michigan, he said, had adopted the New York system. Illinois had almost surrendered the portion of the public domain that had been granted her for the purposes of education, by selling the lands at \$1 25 per acre, &c. But Michigan had adopted a worse law, which provided that not one acre of her land would be sold for less than a minimum of \$6 per acre; and the consequence is, she will have a school fund of \$8,000,000. Pennsylvania had adopted a system which had not been carried out, because the people are not enlightened on the subject. In that State there are two hundred thousand children destitute of education; and the people are too ignorant to sympathize with them in their wretched condition. As an evidence of this, the speaker related an anecdote which shook the sides of his audience with laughter. He said, while there on a certain occasion, he was conversing with the Governor on the subject, when there came in a sturdy old farmer, who, after listening for a while to what was said, asked him if he really believed education did any good. He was surprised at the question, and replied, certainly it does. Education gives happiness and liberty and honor; it took Roger Sherman from the obscurity of a village school teacher, and placed him at the head of the nation's affairs.

John Franklin from the tobacco chamber's shop and to bid him the pride and ornament of his country. "Ah!" replied the old man, "you have not lived as long as I have, I have found them what goes to school and gets learnin' never gets rich; they are lazy and wont work. One of my neighbors had one three sons. He sent two to college, and one made a lawyer and the other a doctor; and the other stayed at home and learned to work. The lawyer lives in New York, and his father has to send him six hundred dollars a year to support him; the doctor stays at home and is lazy, good for nothing, and can't work an hour in the day; while the one that he's sent to learnin' works hard, makes money, and is the joy of the old man's heart." I cannot attempt to reason with such ignorance as this, said the speaker. The horizon of ignorance is so low you cannot get an argument into it. You might as well attempt to show a blind man the beauty of the rainbow, as to convince such a man of the importance of education.

What can be done in this country, demanded Mr. T., to arouse the ignorant? This important question was urged upon the audience by a most eloquent and thrilling appeal. All, he said, had observed the fatal indifference which extensively prevailed over the land, in regard to the education of youth. Men were alive to every thing else, but dead to this, the most interesting and important of all. This he illustrated very forcibly by drawing an impressive contrast. When a common laborer comes to seek employment, he is rigidly classified as to his qualifications. "Can you read?" "Can you write?" "Can you plough?" "Can you hoe?" "Can you sow?" "Can you reap?" &c. &c. And when he is set to work, he is closely followed and watched from furrow to furrow, and from field to field; and if his employer, from other engagements, cannot give his personal superintendence, he legs his neighbor to "keep an eye" upon him. But how is it when the scholar master presents himself for patronage? Why, the only question is "what do you ask?" and when the children are sent off to school, the parent manifests as little concern about the manner in which they will regard to his good fortune. He never goes near the school house, prior to examining his children, never inquires into the state of the school. This shows the importance of wise and beneficial legislative enactments on the subject. He always admitted the law of entail, which requires the court, when a child is put upon his trial to inquire whether he had received an education, and if not to cause the punishment to be inflicted by the parent, for his culpable neglect of the important duty of cultivating the mind and heart of his child. Parents are certainly morally responsible for these vices of their children, which result from a want of that instruction which they have the ability to give them. Suppose, asked the speaker, I had the power, and were to extinguish all the beacons light of the ocean, would I not be responsible for all the shipwrecks caused by an act so heartless and wicked?

He warned parents, in language the most earnest and impressive, not to withhold from their children the light of instruction. Man, he said, was made to be educated. God had entrusted that duty to the parent; and he earnestly exhorted parents to see the seeds of knowledge in the minds of their children plentifully, and to cultivate them carefully. He counseled young men to seek diligently for knowledge; it is better than rubies, and gold is not to be compared to it. A good education, he said, is a young man's best capital. We often see parents labor hard to lay up treasures for their children; a good start; but this, without a liberation, is like putting blindness under the arms to walk a boy to school; or to see if he does not sink with them, and go to the bottom.

He next adverted to the scarcity and lack of qualification of teachers. We never, he said, have had better education until we have had better teachers. Where are they to come from? It was a maxim of Dr. Franklin, build pigeon holes, and pigeons will come. Give young men good wages, and you will get teachers. If a man can get more for teaching than he