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THE CAROLINA WATCHMAN.

BRUNER & JAMES, *Editors & Proprietors.*

"KEEP A CHECK UPON ALL YOUR RULERS."

DO THIS, AND LIBERTY IS SAFE." *Gen'l. Harrison.*

NEW SERIES, NUMBER 43, OF VOLUME IV.

SALISBURY, N. C., THURSDAY, FEBRUARY 24, 1848.

CAROLINA WATCHMAN.

TUESDAY EVENING, FEBRUARY 22.

SALISBURY, Feb. 9, 1848.

J. L. Clemmons, Esq.

DEAR SIR: The Executive Committee of the Salisbury Institute, having listened with the highest gratification to your very able and instructive Lecture of last evening, respectfully request in behalf of the Society, a copy of the same for publication.

With the highest regard,
Your obd't serv'ts,
J. CLARKE, J. W. ELLIS, J. B. LORD. } *Com'tee.*

SALISBURY, Feb. 9, 1848.

Gentlemen: I herewith enclose a copy of my Lecture delivered on last evening before the Salisbury Institute, which you have done me the honor to request for publication. However sensible I may be of its defects, it is due from me to allow the society to make any use of it they may deem proper.

I take this occasion to acknowledge with profound sensibility, the honor which has been done me by the Institute, and in an especial manner to recognize the kind attentions which I have met from each of its members.

Accept for yourselves, gentlemen, my sentiments of regard,
J. L. CLEMMONS.

J. CLARKE, J. W. ELLIS, J. B. LORD, Executive Committee.

LECTURE,

Delivered before the Salisbury Institute 7th February, 1848, by JUNIUS L. CLEMMONS, *of Lexington, N. C.*

MR. PRESIDENT:—I understand the object of this association to be the promotion of knowledge generally, and especially the spread of education among our people. Such being its design, I propose to offer you this evening, a few reflections upon the importance of adopting of our educational systems to the genius of our government, and to the spirit of the age.

Education has indeed become a hackneyed theme, and has been so thoroughly discussed, that nothing new remains to be said upon it. It has been demanded by the wants of our race in every age of the world, and as a thing of prime necessity has been a subject of deep and anxious study for many centuries, and will doubtless continue to be so in all ages to come.

The familiar truths connected with the education of the moral and intellectual powers of man are not however, to be thrown aside, merely because they are familiar, but they are to be oft repeated, and again and again pressed home upon the minds of all those who wield to any extent the destinies of our race.

The influence of education in forming the character of a whole people is now universally acknowledged. Its conquests have become complete, and opposition is no longer any where to be found. Its benefits have flowed in such copious, and fertilizing streams all over the land, that the humblest citizen in the obscurest corner, however obstinate his father's may have been, is now imploring for the benefit of his children, the blessings of education. He has seen how it abridges labour—how it enhances the enjoyments of the domestic circle—how it aids the law in maintaining order—how it bears up and illustrates his holy religion—how it perpetuates his civil and religious liberty, and how it adds to the wealth, character, power, and greatness of his country. The uneducated man has been made to see the deformities of ignorance, and to feel the immense distance he is left behind the age in which he lives. And while the masses are being elevated around him, as if by some magic power, he feels himself deserted and alone.

I believe the time has come Mr. President, when our people are willing to make immense sacrifices, if it were necessary, to secure the education of their families, and when the statesman need not fear the consequences of taxing a general system of primary establishments upon the treasury of the State.

The *practicability* of establishing free schools by law, has been well tested not only in Scotland, Prussia and the New England States, but also in most of our Southern and Western States.

The *policy* of a free system in a government like ours cannot for a moment be doubted; for it is an axiom in our system that the stability and perpetuity of our government must depend upon the intelligence of the people. It cannot therefore be impolitic for government to lend its aid in securing its own perpetuity.

The *success* of free schools in the South has by some been doubted, and certainly less has been done for their establishment in the South than elsewhere; I believe, however, that our people are at last fairly awake to their importance, and that their universal prevalence has become inevitable.

The causes which have heretofore retarded the establishment of free schools in the South are very apparent. Our private schools have generally been good, and our people have very generally been able to support them liberally. The facilities they have afforded have superceded to some extent the free system. Besides, fears have been entertained that these private establishments would be broken down by adopting the free system, and incompetent teachers would take the place of those who have hitherto done well. These apprehensions in my estimation have been proved to be groundless, since primary schools may be placed by government upon an equal footing with the best regulated private establishments. If competent teachers are not sufficiently numerous, schools for their education may easily be made a part of the system.—Free schools in the South have doubtless been retarded by an aversion on the part of some, to having their children intermingle indiscriminately with the children of the masses, while many of the poor on the other hand, look upon them as charitable institutions, and from a foolish fear that it may be thought, they patronize them from necessity rather than choice, refuse to sustain them. These prejudices, however, I am happy to believe are fast wearing out, and will perhaps completely vanish during the present generation.

Free schools are now no longer regarded as charitable establishments, but as sufficient and necessary educational agencies, as well for the rich as for the poor; and lying at the very foundations of our national prosperity. To render them adequate to the purposes of their creation, they must of course be placed upon a scale of excellency which may challenge the patronage of all classes. To bring the system to perfection will require much time, but the work is going bravely on, and will ere long it is to be hoped, meet the most sanguine expectations of its warmest advocates.

Upon what plan these primary establishments should be laid, and what studies are to be pursued it is not my purpose now to enquire. Much light may be had upon this interesting subject from the experience of those countries where the free system has been long enough in vogue to furnish an example. Whether gymnastics, military tactics, music, agriculture, business habits or religious creeds should be taught.—Whether corporeal punishments, awards of merit, or appeals to the better feelings of the heart should be adopted—whether libraries, cabinets, and lyceums should be attached to each school, are all questions of very grave importance, and deserve the most enlightened consideration of those upon whom the duty of laying their foundations may devolve.

There is one requisite, however, which must be attended to in all our schools of learning whether they be high or low—they must be made to conform to our political institutions, and to the spirit of the age, or rather, they should keep in advance of the age, since it is their business to teach. They must meet the constantly increasing wants of each successive generation; for as the accumulation of knowledge gives rise to new branches of science, our systems of instruction should be so modified from time to time, as promptly to embrace each new improvement. It is to be feared that some of our schools and colleges have allowed their course of instruction to become somewhat antiquated. Most of the learning and philosophy of the ancients, which was once thought to be the perfection of wisdom, has now become useless lumber, and indeed many of the philosophical theories of recent date, have been entirely exploded by the superior intelligence of the present day. It would be a guilty wasting of the precious time of the students, to compel him to explore the charnal-house of dead learning. While on the other hand a failure to instruct him in the great improvements of the age, and to acquaint him with the mighty agencies which move the moral and physical world around him, would be equally censurable.

Suppose, Mr. President, that one of the ancient philosophers, Socrates for instance, could suddenly appear among us, endowed only with the knowledge of his day, how transcendently ignorant would he appear in one of our well educated and intelligent circles! Why? Because all the great historical events which have occurred during the last two thousand years—the rise and fall of nations, and the causes producing these changes—the wonderful period of the dark ages with all its instructive lessons—the revelations of the New Testament, with its floods of light upon the deep things of the human heart—the discovery of America—the ten thousand discoveries of science, and the wonderful trophies of modern genius would all be to him unknown, and unanticipated. An intelligent boy of ten years could teach him! Why, therefore, need we to be always discoursing upon the wisdom of the ancient philosophers, and holding them up as the great exemplars of virtue and knowledge, when both their virtue and knowledge fall infinitely below the commonest standard of our day. I do not believe with those who charge intellectual and moral degeneracy upon the present age—I am one of those who believe that there is more useful knowledge—more true piety, and more pure morality now existing in the world than has been at any former period of its history. It is believed that many of our Colleges while they are striving to inculcate the useless wisdom of the ancients, are far behind the present age in many of the modern sciences. Take, for example, the science of Mineralogy, and I will venture to say there is not a college in the United States which has kept pace with the practical miner. And yet mining is a pursuit eminently scientific, and in our country, of immense importance. I have seen, sir, a graduated mineralogist from one of our best Universities, thunderstruck at his own ignorance upon this subject, when brought to the test. But why this deficiency of learning upon one of the most interesting branches of science? It is because our mineralogical learning in the schools has not kept pace with the actual experience of the world. It is because too many of our professors are antiquated men; and while they are dozing over their ancient lore in the cloister, the out door world is leaving them far behind it.

It is not intended by these remarks to under value the ancient classes; for as a branch of study, their importance in acquainting the student with the philosophy of language, and imparting a correct and elegant taste is at once acknowledged by every well educated man. Yet the extent to which even these are to be pursued should be regulated by the demands of the age.

Nor do I wish to be understood as advocating the introduction of speculative theories, and unascertained truths into our schools for the education of youth; for which they should promptly keep pace with the improvements of the age, their teachings should be confined to known truths, and well established doctrine.—The work of pioneering into the unexplored regions of science must be left to learned societies, and erudite men; whose experience and mental discipline may be a safe guard against the facinating influences of new-fangled theories, and who may be able to sift the truth from that which is erroneous.

There is another element which should be incorporated into all our educational systems—I mean *moral suasion.* This is emphatically the great reforming agent of the present day. It is a feature of the age which naturally results from the freedom of thought so universally enjoyed by our people. No enterprize depending upon the popular will can succeed without it. Force is no longer adequate to any purposes of good in the intellectual or moral reformation of our race. In legislation—in religious teaching—in every effort to move the masses—even in the administration of justice itself, the power of moral suasion has become indispensible. And certainly there is no department of human labour where it is so signally appropriate as in that of instructing youth. The understanding is reached through the heart, and the moral man is improved by the very process of cultivating the intellectual. And what indeed is the most splendidly endowed intellectual without a corresponding moral power? It is a ship without a rudder—a poison without an antidote—a burning curse without the hope of redemption!

While it is the bounden duty of our schools of learning to enforce a rigid morality, and to teach such fundamental principles of religion as are admitted to be orthodox by all our people, there is a point, beyond which, neither public sentiment, nor the legitimate business of literary teaching will allow this to be carried.—It must always be remembered that the business of our schools is to impart a thorough course of literary and scientific instruction, and they cannot be permitted to usurp the prerogatives of the Church.—To the pulpit—to parental instruction—to bible, missionary, and other religious societies must be entrusted under our political system, the main responsibility of superintending the religious culture of our people. In this country we have no established creeds or authoritative code of morals inforced by law. Here the religious character of our people must be moulded by voluntary effort, and the supreme authority in this great work must be conceded to the church and its dependences. For the faithful performance of this work the church is held responsible to public opinion, and whenever enlightened public opinion shall perceive any thing pernicious in its teachings, it is due to ourselves, and the integrity of our government boldly to censure. Indeed, the only way in which the church and the dependences can remain potent for good, is by maintaining their distinct classification as the only lawful religious teachers, and the chief moral instruction of our people.

It must not be supposed that because our schools of learning cannot properly make religious creeds a department of study, that therefore our youth will go untaught in these interesting and important matters. Every where our happy country abounds with the means of religious instruction. In addition to the teaching of the pulpit—of the fireside—of the public press, and the voice of universal nature; there are many regularly organized theological seminaries under the patronage of different denominations, where creeds, and doctrines are ably, and systematically taught. There is no other country upon the globe where the wants of man's moral nature are so adequately supplied; and owing to our peculiar political organization, there is no other country where such an entire separation between literary, and theological instrumentalities is so imperatively demanded.

My remarks have thus far been confined to some of those features which, as I conceive, should characterise our schools for the instruction of youth. Learned societies, however, occupy a different sphere, and are also entitled to a distinctive classification. Schools of learning should be confined to known truths and well ascertained principles; but learned societies are designed to move in untrodden paths. Their labors should be directed to the discovery of new scientific truths—to new applications of known principles—to the correction of established error, and to the extension of human knowledge beyond its present limits. Our own country beyond all others, presents a splendid field for the researches of learned societies. All the natural, and moral laws of the universe are in operation here upon the most magnificent scale. The extent of our territory—the variety of our soil and climate—the diversity of our population and the fostering influences of our most excellent system of government, open up to the enquiring mind themes more abundant, and offer incentives more powerful than can elsewhere be found upon the globe.

Such societies have already done much for the advancement of knowledge in Europe, and promise to be still more successful here. They are in every way fraught with good. They concentrate talent, and bring together the scattered elements of knowledge from every corner of the land—they encourage timid merit by affording it an easy access to public attention and by sharing with it the responsibilities of its productions.

The Salisbury Institute from its locality has the power of rendering its labours pre-eminently useful. The researches of each of its members may be periodically made known at its meetings, through lectures and essays upon every variety of interesting topics. Subjects for investigation may be thrown out and the whole mind of the Institute put to work upon the large field of inquiry so happily presented by our great country. The philosophical, mathematical and natural sciences—Chemistry and its practical application—Natural History—Botany—Mineralogy—Geology—Agriculture—the educational systems of different countries—History—Statistic—New discoveries and inventions—Ethics, metaphysics, and poetry—Meteorological and astronomical observations—Electricity—Every theory of knowledge and a thousand kindred subjects, would afford abundant material for the most labored researches of each member of the Institute from year to year.—These and similar topics might occasionally be made the subjects of extemporaneous debate, and the Institute, in addition to its stated meetings, might hold protracted sittings once or twice a year, when it would resolve to consume days, or even weeks, in these interesting labors. Such protracted meetings are common among the promoters of religion and party politics, why may they not become equally so among the friends of learning? The Institute might also connect with it such auxiliary instrumentalities as would further its objects; among which a correspondence with learned men at home and abroad, upon scientific subjects, would be of much value.

The usefulness of the Salisbury Institute with its foundations thus broadly laid would be at once apparent, and its influence upon the reputation of upper North Carolina would very soon be felt.

The situation of the Southern States imperatively demands that our literary men should boldly strike for higher attainments in learning. It is not only our duty to push forward general education among the masses, but as there must be in every country that would sustain its literary reputation, an erudite few—giants in intellect, and prodigies in learning, whose controling influence gives nationality to the literature of the State—our efforts should also be directed to their production.

It has been said that we have no national literature in this country, and if that saying be true, it is because we have left the abstruse sciences to the plodding German, while we have been content to take second hand the result of his labors. It is because we have been satisfied with mere learning, while the educated in other countries seek to attain erudition.—Why may not the Hebrew, and Sanscrit be as well understood here as in Germany? Why may not the labors of La-Place and Newton be as well performed here as in Europe? The American mind is as vigorous, comprehensive and inventive as the mind of any other people, and the American hand is as skillful to execute. The myriads of worm eaten volumes piled in the crowded libraries of Europe are much less important to high attainments than is generally supposed. Books may soon be made sufficiently numerous here for all valuable purposes, for we have the wealth to purchase and the skill to select them. Any deficiency however, in this particular, is more than compensated by the superior vivacity and boldness of the American mind.

The time has come when there must be consert among the educated men of the South. Our text books, and particularly those designed for elementary schools, are becoming the insidious instruments for undermining our peculiar institutions.—They must be written by Southern men—the safety of the South demands it. Great events are approaching, and it is the dictate of wisdom and self-preservation to guard well every avenue to the vital parts.

One great question settled, and under the Providence of God, we think it will be settled, America must become the most remarkable of all nations. I believe the children are now being educated in this country, who will aid in framing laws for a hundred millions of people. They are now born who will witness a hundred sovreign States, controlled by our wonderful Constitution, and clustered together like a galaxy of brilliant stars, under the banner of our glorious Union. In the mean time the waters of the Atlantic and Pacific will be united by American enterprise, and the voyage from New Orleans to China will be made in eight weeks' time. Twenty years will not elapse before brother will hold daily and hourly converse with brother, the one standing upon the coast of Oregon, and the other sitting quietly in his chamber at New York. I believe before this generation shall pass away, the force of our example upon the governments of the Old World will defy all control, and at a moment when least expected, suddenly sweep before it the tottering dynasties of Europe. The day has already come, when our commerce has outstript that of every nation upon earth except Great Britain, and we are gaining upon her with rapid strides. That moment when we shall surpass her in extent of commerce will be the fatal crisis for Europe. The commercial supremacy of England is the only pillar which sustains the edifice, and whenever that is broken, the whole fabric of European Monarchy must fall. *England cannot sustain her unwieldly system as a secondary commercial power,* and a secondary commercial power she must become; besides the republican elements which now pervade the very foundations of European society, require but the application of a spark to produce the fatal explosion.—In this event revolution will succeed revolution until the purged elements will be formed a new, and the civil and political rights of man in the old world will stand fixed and defined upon new foundations.

This, Mr. President, is not prophecy—these great events must naturally, and inevitably follow as effects of causes now in operation, and which nothing but Almighty power can contravene. In the midst of these convulsions of the world, America will stand as the proud exemplar of all that is free in government, and great in intellect. How fearfully responsible will be the position of the next generation, and how deep and wide should the foundations of their intellectual and moral education be laid! It is yet a problem how high a whole people may be elevated in the scale of mental improvement. There is no other country on earth however, where that problem is so likely to be solved as in our own happy Union. The history of literature and science during the last seven centuries does indeed present a wonderful progress. Philosophy has triumphed over land and sea; she has, almost by power creative, pressed into the service of man the subtile agencies of the atmosphere and the magnet; she is every day, like the enchanted adventurer of the Arabian Nights, unlocking to view richer treasures, and developing to man still more splendid resources in the arcana of nature; she has marked her pathway in the fields of morals by a thousand trophies, and thrown around political science a grandeur which free men alone can appreciate; yet science has only commenced her career, and man is destined ultimately to stand "but little lower than the angels."

What changes, Mr. President, have been wrought by the lapse of years! Time was, when the short lived meed of physical valor, to be won at the joust and tournament, was the object of the highest ambition, and summit of the loftiest hope. Gallant youth saw no higher gem—age itself courted no honors more splendid. Success here, was indeed the surest passport to distinction, in every sphere of life. Mere animal courage was the pivot upon which all human affairs turned. But these were the dark ages of the world, when man erected an altar to himself, and offered oblations to brute force—when the human intellect chained down by a thousand years of ignorance and superstition, glimmered under the thick cloud only as the dying lantern fly in the darkness of a dungeon.—What though nature did spread before man all her rich and abundant themes for study—what though the star fretted canopy thickly studded with the gems of night, unrolled its majesty and grandeur above him—what though the "glad waters of the dark blue sea" invoked from him "thoughts as boundless and a soul as free" he was lost to all the beauties of nature, and insensible to the woolngs of his lofty destiny!—Man was an automaton, how could he think? He was an *ingens belua*, how could he philosophise?

But, Mr. President, it has already been announced that "the days of knight errantry are past," and the achievements of mere physical prowess have long since been forgotten in the triumphs of mind. Man stands to-day, "redeemed, regenerated, and disenthralled"; and when we contemplate him in his own greatness, and in the vast relationship which he bears to all that is around and above him—when we view him as the grand focus, where even the eminations of the great Deity himself are made to concentrate, or as the centre of creative design, around which the offerings of nature and of heaven are made incessantly to play, we are assured that the grand drama of human improvement is only just begun, and that the cultivation of the intellectual and moral nature of man, is fraught with an immortality of interest. Then let all those who bow at the shrine of knowledge, kindle up her fires afresh, and push forward with renewed ardor, her conquering banners! And let the work of education be laid upon foundations commensurate with the present and prospective greatness of our people!

No man ought to countenance immoral y in any way.

From the New Orleans Picayune, Feb

LATER FROM VERA CRUZ.

The ship Napier, Capt. Sanford, and ship Danvers, Capt. Gratton, arrived morning from Vera Cruz, having sailed 29th ult., three days later than the medes.

The following gentlemen, all belonging to the U. S. Navy, came passengers in Danvers: G. J. Van Brunt, commanding the Etna and late Governor of Tabasco; Lieut. S. W. Godon, late Governor of Tuxpa guna; and Lts. J. M. Berrien and Sartori.

The steam frigate Mississippi, the tra, the Flirt and the steamers Petrel, Water Witch were lying at Vera Cruz. The sloop of war Albany sailed on 29th ult. for the Island of Lobos. Commodore was to leave in a few on a cruise to the windward.

The train which left the city of on the 14th ult., arrived at Vera Cruz the 27th without accident or molestation. The train comprised about two hundred wagons, with the following escort, Major Caldwell, of the Voltiguers.

One squadron of cavalry, company and G, 2d Dragoons, commanded by Merrill, with Lts. Bicknell and Armstrong. One battalion of Infantry, commanded Capt. Ruggles, 5th Infantry, company A, 5th Infantry, 2d Lt. shot, commanding; company C, try, 1st Lt. O. F. Haller, cavalry company; company I, 2d infantry, Lt. commanding; one company of Voltigeurs, 1st Lieut. Tilton, commanding, with Cochran and Swan. The mountain howitzer battery, (6 pieces.) 1st Lieut. commanding, with Lieut. Walker. guers. Dr. Barnes, U. S. A., attending surgeon; Capts. O'Donnell and assistant quartermasters; Capt. commissary.

A large number of officers came with the train.

Several members of the Spanish matic company also came down Mexico on their way to Havana.

The train met Gen. Marshall and Miles, with their respective commands the 17th at Puebla.

Our files of papers from the city of ico are to the 14th ult. The American Star of this date thus mentions the ture of the train.

We have only room to say briefly the American troops are by degrees pying the mineral and other important points around us, and that the are being rapidly collected for the of the American army. This is in ance with the policy which the Home vernment has marked out. At our advices from Queretaro a quorum of gress was not in attendance, and was but little prospect that any would be transacted at present. Anaya had been succeeded by Pena na as President—the term of the having expired and the latter as President of the Court of Justice new President is to be chosen as Congress assembles. Who it will matitter upon which we can offer ion. There have been rumors that Trist has for some time been in ence with the Mexican commissioners and that certain terms have been upon, but we have nothing authentic the subject.

Gen. Marshall will probably city with his command some time week.

From the same number of we copy the following articles:

Father Jarauta barely escaped; not absolutely certain that he did his life at Teotihuacan, some twelve to the north-east of the city, on January, Col. Haynes, with about dred Rangers and a few of the unteers, reached that place in padre. Whilst his men were selves at a hacienda, their horses and unsaddled, Jarauta came them with a party of Mexicans. severe contest for some minutes About one hundred and fifty shots by the Rangers, and a hundred cans—the balls of the latter and not taking effect. Eight killed, and not an American wounded. Father Jarauta fled having received several severe wounds. last seen he was reeling in his in a few moments afterwards came back, saddled and bridled, running down his side. A lieutenant ken prisoner, who states that severely wounded. It was a very cape for him, and, if living, we not hold out much longer. instance, had not the Rangers napping," their horses without die, very few of the Mexicans escaped to tell the story. Those so lucky as to do so have which should be of advantage to

Gen. Bustamente, ex-President ican Republic, has issued an fellow-citizens, dated at 24th ult. He says that, the last drop of blood in defence try, he has not had the satisfaction ing in the honorable battles in trymen have been engaged. when Gen. Valencia in 1841 lic peace under the pretence his (Bustamente) being in the chair, he withdrew from a votes of the people had few other remarks in regard and return to his country, lows. We translate from the terday.

I should not wish to recall in the manifesto which I citizens on the 26th of September, ted that the hand of time view every action and deed, tain who had been elevated and infamy alone, would to shed tears of blood. mournful events in regard occasion of our present for me only to tell you that vented me from being at your and that no opportunity your trouble, which perhaps measure alleviated. I am