

Texas Intelligence.

From the N. O. Bulletin, June 21.

TEXAS.—By the prisoners in the fort C. H. Rusk, 4 days from California, we learn that the Waco and Tiowockey Indians, supposing that the Mexicans had conquered Texas (and like all Indians prone to join the conquering party) had come into a small village, call'd Velasco, high up on the Brazos River, for the purpose of plundering, and had killed 9 persons on the same. Gen. Green and gen. Felix Huston had marched against them with three hundred men. The effective force of Tex is now in the field was about 2,000 men. Gen. Rusk was at Galveston with 600 men, he having possession of the whole sea coast, and his advance posts extended to the Rio del Norte. The bark C. S. Williams had sailed from Galveston for Matagorda with her cargo, and the schooner Elmira and a sloop has also sailed for the same destination with supplies for the Texian army.

The captive Santa Anna was at Velasco under guard of a company sent by gen. Rusk to take charge of him. No disturbance had happened among the volunteers, and every thing was tranquil.

We give room to the agreement concluded, ~~between the Texian government and Gen.~~ ~~Ant. Lopez de Santa Anna, hoping however, at the same time, that such intimacy will not prevail among the Texans as to liberate the most daring enemy of Tex. Such an enemy as will return with a bold bitterness against them, in spite of all pledges to the contrary.~~

The brig Good Hope brings intelligence of the capture of the schr. Watchman in the Bay of Copano, by a party of Texian cavalry, in a colored man in the service of mr. Bankhead, who was claimed as a runaway slave, by a gentleman named Keene. It was alledged by Jeffers that mr. Bankhead had consented to the Texian army, with which he was shown to be a principally leader, while a party of the Texian cavalry, having information of its supposed proclivities, ~~arrested~~ ~~therein and taken therefrom by force,~~ ~~and then pulled for the Watchman. Upon ministry and adjuged him to be dismissed~~ ~~approaching the schooner, these on board took from officer.~~

The president and directors of the New Orleans and Nashville rail road company have made their first report. They speak confidently of the speedy completion of the work and dwell with a rational enthusiasm upon the almost incalculable advantages that must result from it. The N. O. Bulletin, in its comments upon the report, says: "When we look to the nature and extent of the country through which this road is to pass, it does appear to us that the most sanguine calculations that have been made on the favorable result of the undertaking, are any thing but exaggerated, and its completion must, in the great enhancement of land, the immense transit of freight and passengers upon it, secure an ample return to all who have invested their funds in it."

ARTICLE 1st.
Between Santa Anna and the Texian Government.

Articles of an agreement entered into between his excellency David G. Burnet, president of the republic of Texas, of the one part, and his excellency gen. Santa Anna, president general in chief of the Mexican army, of the other part:

ARTICLE 1st.

General Antonio Lopez de Santa Anna agrees that he will not take up arms, nor will he exercise his influence to cause them to be taken up against the people of Texas, during the present war of independence.

ARTICLE 2d.

All hostilities between the Mexican and Texian troops will cease immediately, both by land and water. **ARTICLE 3d.**

The Mexican troops will evacuate the territory of Texas, passing to the other side of the Rio Grande del Norte.

ARTICLE 4th.

The Mexican army in its retreat shall not take the property of any person without his consent and just indemnification, using only such articles as may be necessary for its subsistence, in cases when the owner may not be present, and remitting to the commander of the army of Texas, or to the commissioners to be appointed for the adjustment of such matters, an account of the value of the property consumed, the place where taken, and the name of the owner if it can be ascertained.

ARTICLE 5th.

That all private property, including cattle, horses, negro slaves or indentured persons of whatever denomination, that may have been captured by any portion of the Mexican army, or may have taken refuge in the said army, since the commencement of the late invasion, shall be restored to the commander of the Texian army, or to such other persons as may be appointed by the government of Tex as to receive them.

ARTICLE 6th.

The troops of both armies will refrain from coming into contact with each other, and to this end the commander of the army of Texas will be careful not to approach within a shorter distance than five leagues.

ARTICLE 7th.

The Mexican army shall not make any other delay on its march than that which is necessary to take up their hospitals, baggage, &c, and to cross the rivers; and delay not necessary to these purposes to be considered an infraction of this agreement.

ARTICLE 8th.

By express to be immediately despatched, this agreement shall be sent to gen. Vicente Filisola, and to gen. T. J. Rusk, commander of the Texian army, in order that they may be apprised of its stipulation—and to this end they will exchange engagements to comply with the same.

ARTICLE 9th.

That all Texian prisoners now in the possession of the Mexican army or its authorities be forthwith released and furnished with the necessary prospects to return to their homes, in consideration of which a corresponding number of Mexican prisoners, rank and file, now in possession of the government of Texas shall be immediately released. The remainder of the Mexican prisoners that continue in possession of the government of Texas to be treated with due humanity, any extraordinary comforts that may be furnished them, to be at the charge of the government of Mexico.

ARTICLE 10th.

General Antonio Lopez de Santa Anna will be sent to Vera Cruz as soon as it shall be deemed proper.

The contracting parties sign this instrument for the above-mentioned purposes, in duplicate at the part of Velasco, this 11th day of May, 1836.

DAVID G. BURNET, President.

JAMES COLLINSWORTH, Sec. of S.

ANT. LOPEZ DE SANTA ANNA.

B. HARDIMAN, Sec. of Treasury.

P. W. GRAYSON, Attorney Gen.

ARTICLE 11th.

That the Education forms the common mind, just as the twig is bent the tree's inclined?

While lately passing through a portion of this State, I was surprised to hear well informed citizens remark, that Education, although sustained by a general law, was not sufficiently attended to; from which assertion, I imagine they meant to infer that the fault lay exclusively in the people at large. I knew fully well, that the Indiana Legislature had done every thing in their power to promote public schools, and that reservations had been made by Congress to effect the New England system of Education—therefore, the great mystery was unravished at once, the people must be in fault; and if so, it seems rather curious to me, that they should prefer Ignorance to Science, or in other words, "darkness to light!" All the youthful indiscretion and depravity known to the law, and of which examples have been made, chiefly originated in ignorance—and in most instances, if impartial justice could be meted out, according to the usages of some of the nations of antiquity, parents should suffer instead of their children, for they are the true cause of the crimes thus committed. It is not my purpose to go into detail, as I usually do on subjects which I consider of public importance, nor to wound private feelings—I speak to all without reserve, and trust that an approving conscience will decide between me and my fellow man.

The common and insignificant plea, that the State of Indiana "is too young" to enter into the system of primary schools, or to do any other act whereby the public may be benefited, is to my mind, all a sham! I have travelled in 32 counties of this State, and wherever I have cast my eyes, I behold prosperity and abundance. God has amply blessed the land with a profusion of all the good things of this life; and it is positively absurd to declare in the face of Truth, that the State "is too young" to make those judicious improvements in the public morals, which Education only can impart, and which adorns the mind with those transcendent virtues, so necessary to form character in after years, when youth must enter on the great and perilous voyage of life, to participate in its pains, cares and pleasures. It is Virtue alone that can make this voyage pleasant and lovely—and how can Virtue act without Education? Surely none but an idiot would think that it could. Let us look around us, let us go to political meetings, and to public gatherings for other purposes, and behold the dissipated youth there assembled; strangers would surely express a slender opinion of the morality of the people by beholding the scenes enacted, although they might have seen the same thing in their own States. But I maintain, in spite of all contradiction, that such conduct is the immediate effect of ignorance; parents should recollect that they are not only agents, but the natural guardians of their children—to them they owe the boon of affection; and as long as life lasts, natural ties cannot be broken. But it would require much persuasion to induce me to believe, that parents are affectionate, who debar their children of the blessings of a good Education; and more especially, when that great benefit can be attained with such little exertion. There can be no affection where there are no natural ties—the world will censure when character is at stake, and there can be no character formed, unless the mind be illuminated by the light of knowledge. Poets have designated Man as "a wonderful being;" if I may judge from my own observations, for the last thirty years, and during an extensive tour throughout this Union, I should say that Man was not only "a wonderful being," but a kind of paradox, or undescribable something, contented to be ignorant, fond of pleasure, and at the same time, an aspirant to renown! How a person can expect to become popular without the aid of Education, is a problem which I never could solve, and I believe it would be equally difficult for others to solve it. It is true, that fools acquire wealth, while wise men remain poor—but how is this wealth obtained? surely, not by honest means. The lack of sense produces petty chicanery, and generates avarice; consequently open villainy is resorted to. Here then, are prominent instances of depravity, urged by necessity, in the absence of Education. Other instances might be mentioned, in which Ignorance operates far differently on the mind; but they are unnecessary, as many a parent's bleeding heart too well attests their feelings occasioned by infantile degeneracy!

"Tis Knowledge—Knowledge to the soul—Bring health and happiness, and peace; And while terrestrial ages roll, The joys of Knowledge shall increase!"

If I may be permitted to recur to the theory and practice of other States, especially those of New England, where I travelled last year, what an admirable picture would be presented to public view! In each of these six enterprising States, primary schools are established, and districts by law—a small tax is levied on all free white male inhabitants, to pay the expenses of tuition; by this means, children of the poor and rich fare equally alike, and each class obtain the first rudiments of a good English Education before they emerge from infancy to youth. It is truly pleasing to a philanthropic mind, to visit these schools, and to behold the moral conduct, neat attire, attention to the instructions of their teachers, and the uniform respect which they constantly show to strangers. By instilling into their minds early habits of virtuous consistency, they are prepared to enter the arena of life, without being subjected to that degradation, so common among youth in other States—and it is important to mention, that no rogue can exist in New England; he must flee from the land of his fathers, and be seen there no more. Thus, by dint of a virtuous Education, and conformity to a pious life, each citizen is respected while living, and regretted when he dies. Those ingrates called "Yankees," who emigrate to the western country, and who abuse the confidence of the people, have undoubtedly left their homes to escape the vengeance of the law. But these are comparatively few, considering the great mass of New Englander's resident in the west. The State of Ohio has followed the above laudable example, by establishing primary schools in every county within its limits, and why cannot the State of Indiana do the same thing? She is not "too young," her Constitution has been established for twenty

For the Weekly Messenger.

EDUCATION.

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years, and she should now assume the pride of

maturity, put off her youthful garb, and take her rank among her sisters. To say that she is too

young, is to charge her with effeminacy. The

true cause of this apathy may be owing to local

causes, or to clashing interests, for I dare not aver

that the people here have adopted the monstrous

doctrine that "learning makes a rogue," a doc-

trine which has been disproved by natural causes

and events.

Horace speaks of a peasant who sat on a bank of a river, waiting for the water to leave its natural channel, in order that he might pass over in safety, not thinking that the stream would roll on forever. It is exactly so with those who pass their days in ignorance, vainly dreaming of future happiness, without endeavoring to gain that desirable end. Ignorance and idleness are so nearly connected, that it does not require the aid of philosophy to define them—God has put the seal of his sovereign displeasure on all who strive to arrest the progress of learning; and those who voluntarily remain ignorant, must expect no lenity from the world—they will be derided and impeded upon by those who falsely call themselves friends; such men have no friends. Natural and acquired talents, on the contrary, will always guide men to eminence, however poor they may be—solid learning is real wealth, and without that necessary qualification, life is only a sluggish dream. If then, Education is of such an insatiable value, why is it disregarded? the reason is obvious: a strange infatuation pervades the community in respect to Education, for which no just cause can be assigned.

Learning, like every other beneficent gift of

God, may be abused; because, as the gift is not

bestowed partially, it may sometimes be given to

bad men, who may abuse it. It is so in regard to

the common necessities of life—if used impetuously, they destroy health; but on the contrary

they promote it. Mental degradation is moral

death—it is not only a curse on society in general, but like the deadly vapors, or fell serpents of an

Arabian desert, prostrates all before it! No nation

can long prosper, if the fountains of knowledge

are permitted to be exhausted—wefrequent-

ly behold Ignorance riding in a splendid carriage,

while Genius in rags, trudges on foot; this

is all very proper, fools acquire their property by

petty artifice and meanness, but they are nothing

more than fools at last—men of letters are contented

to remain poor, and to submit to all the deprava-

tions and evils of poverty, rather than cleave a

follow being out of his lawful gains, in order that

they may become rich and popular—they do not

covet man worship, nor will they worship any

man on account of his riches. It is the principle

of Genius to be independent, and to breathe the

pure air of freedom unalloyed by gain—in suc-

cumb to worldly manners and customs, would be

the destruction of that principle which must ever

rule the hearts of wise men. There are a few ex-

ceptions to this rule of life adopted by some of our

learned men, who it seems have unfortunately

fallen into the common errors, so prevalent in this

age of fashionable pride and folly.

Education gives energy