

about seven miles from the British frontier; he found that the greater portion of the settlers employed themselves in buffalo hunting, and that while the men were absent on the hunt the town had on several occasions been attacked and plundered by the Indians. The bend of the Pembina, near St. Joseph, is entirely within the American territory; but as the river for a great portion of its course flows through British ground, it had been carefully surveyed. After visiting the Turtle Mountains, the expedition reached Fort Ellice on the 15th of August. From thence Dr. Hector proceeded with a party to examine an alleged coal mine which was stated to exist at some distance, and found coal of a very fair quality. On the 13th of September, the expedition reached the Qui Appelle Lakes, on which is the most western station now occupied by the Company's traders. The Indians who come there for trade are beginning to feel the difficulty of finding buffaloes to hunt, and might with little difficulty be induced to turn their attention to agriculture. On the 14th of September the expedition started for the elbow of the Saskatchewan, and in the course of their journey they were for the first time obliged to carry a supply of wood with them. The country which they passed was overrun with buffaloes. It formed the great battle ground between the Black Feet and the Cree Indians, and as the herds were not hunted, they had become extremely numerous. On reaching the Saskatchewan, they found it a large stream, and the observations made left no doubt that it was navigable from the point which they had reached, 109 degrees of longitude, to the Red River for large boats or small steamers. On the 9th of October, Captain Pallisser started for Fort Carlton, the winter-quarters of the expedition. From thence he proceeded by the most direct route to Fort Pelly, and thence to Detroit and Montreal. On his way back he had engaged guides and a party of men for his intended operation in the coming summer, when he would start for the south branch of the Saskatchewan, and as his route lay through the territory of the Black Feet he did not think it desirable to travel with a smaller party than thirty men. Sir R. Murchison bore testimony to the qualification of Captain Pallisser for the task he had undertaken, and expressed a hope that next summer his expedition would meet and join that which government were about to dispatch to the Rocky Mountains.

2. THE INTERIOR OF NORTH AMERICA.

Professor Henry, of the Smithsonian Institution, has collected facts respecting the interior of the United States, which will command the attention of scientific men and statesmen. The induction from these facts is, that the entire region of the United States west of the 97th degree, west longitude, (say the western boundary of Minnesota) with the exception of a small portion of Western Texas, and the narrow border along the Pacific, (including California,) is a sterile waste, of comparatively little value, and which can never be available to the agriculturist. The importance of this statement will be more fully comprehended when it is considered that the line of Professor Henry, which extends southwards from Lake Winnipeg to the Mexican Gulf, will divide the surface of the United States into two nearly equal parts. The intense heat and extreme dryness of this region, which will make the Great American Plains a barren waste forever, is caused to a large extent, according to Professor Henry's theory, by the fact that the returning Trade Winds, sweeping over the elevated masses of the Rocky Mountains, are deprived of their moisture; in other words, the heated air which ascends at the equator, saturated with moisture it has extracted in its passage over the ocean, after depositing a portion of its vapour in the tropics at the "rainy seasons," is farther desiccated by the ridges and mountains which it meets, the vapor being condensed on the windward side by the cold due to the increased vertical height, and it finally passes over and strikes the plains as dry as a sponge that has been thoroughly squeezed. Without moisture there can be no fertility, no agriculture; and a great portion of this wilderness, according to Professor Henry, is as irredeemably barren, for the purposes of agriculture, as the deserts of Africa. If this theory be true, it will greatly modify the opinions which have been entertained by politicians and statesmen, of the future destiny of the Great West.

XI. Papers on Practical Education.

1. INFLUENCE OF MOTHERS IN THE EDUCATION OF THEIR CHILDREN.

The various factors which combine to form the education of a child may be divided into three classes; education by *nature*, by *men*, and by *things*. The first comprises the growth and natural development of our organs and our bodily and mental powers. The second is the use which the child is taught to make of these powers. The third is that stock of wisdom and experience which the child gathers by coming in contact with, and observing the things around him. A

child can be well educated only when these three factors go hand in hand and act in perfect harmony. The education by nature does not all depend on men; nature goes her own way and acts according to her own laws. Neither does the education by things depend much on men; every child has an experience of his own, and he receives impressions and comes to conclusions entirely different from other children. The education by men is the only one which is in our control. But this control is a very feeble one, because it stands between nature and the individuality of the child; it ought to lean on the former and yet give fair play to the latter. Besides, it is divided between parents and teachers, relatives and strangers, friends and foes, all of whom have their short-comings and act seldom in union.

The child ought to be brought up as a *unit*, not as a fraction. The latter is done more than is needed by school and church, by society, business and the State. The first is therefore to be done in the family-circle at home. The father's employments usually call him from his family during the hours of the day. Morning and evening are the only periods when his children might be benefitted by his presence. Frequently a part of these hours is claimed by social gatherings, meetings of societies or other callings, so that to the greatest extent the education of the children devolves upon the mother.

The great cause of educating the young, or the duty of a mother to her children, may appear to different persons in a different light, entirely according to the standing-point taken by the observer. There is a bird's-eye view, which makes a fine steeple appear as a small dot, and a man of the same height as his own shadow. This view is taken by mothers who fulfil only those duties which are absolutely imposed upon them by nature. Writing or reading books, making fashionable calls and receiving visitors, necessary preparations for balls, parties, journeys, or the theatre,—these and many other engagements seem to compel mothers to leave the care of their dearest treasures almost exclusively in the hands of hired and often uncultivated domestics. When a nurse is hired to press the little child to her bosom, while the mother attends to her pleasures, how can such a child feel affectionate towards its parents? When the governess and teachers thus are made the nearest fountains of wisdom, how can the child be expected to come to its mother for advice and help? When world and fashion are the deities adored in the family, how can a child be hoped to bow its knee before the objects of religion?

There is a low or partial view, taken from an enclosed point of observation, which enables the observer only to see a part of the object, and by which part a conclusion is made upon the whole. Thus the Bunker Hill Monument may appear to a carpenter a huge mass of stone, to a countryman a puzzle, or to some professors an excellent point for teaching geography. There are mothers who constantly complain. If they have few children, they wish for many; if they have many, they desire to have but few. If children are well and lively, they require a great deal of care; and if they are sick and feeble, they cause much anxiety. Some mothers have their favorite wishes with regard to their children's talent or occupation, without examining whether these wishes agree with the peculiar gifts of their children. Others, by their anxiety to do all they can, or by their neglect to do what is needed, sow the seed of fear, irresolution, and doubt, or of daring boldness, lawlessness, and sin, in the hearts of the young, and are astonished when the moral weeds make their appearance. Many other instances might be mentioned, where mothers fail to take an all-sided, elevating view, fall short of doing their whole duty, and are finally disappointed.

Mothers will come nearest the truth by looking at the important subject of education from all sides, by close observation, by much thought and prayer. Comparatively little has been done to aid mothers in the discharge of their duties. The early nature of the young mind has been greatly disregarded. The season when influences are operating which modify the child's character for life, has been suffered to pass by disregarded, and mighty impressions have been left to the action of chance and circumstance. The books which have been written for mothers have been generally inadequate. Philosophers have seldom stepped into this important field of inquiry, in order to collect facts and establish principles to aid the mother. Rousseau began the work nobly; his *Emile* is even now unsurpassed as far as regards observation and application of principles. Most of the other books have been limited in their instructions to later stages, or restricted to the physical details of early nurture. The higher nature in the child is mostly passed over in silence. Mothers have too long been deemed more as the nurses of the child than as mental and moral guides; not as agents whose influence operates on the whole nature and determines the future character and happiness of the young.

If a mother wishes to proceed, the child must be her first and chief care; all other engagements are but collateral and secondary. Only by so doing will she gain an intelligent confidence in her labours and faith in their results.

The child is a living manifestation of its true wants, and, therefore, of what the mother is to do for it. The germs of its faculties and powers are committed to her for expansion and guidance.