

a chain-cable which may be thought faulty, so that it cannot break; the rocket-store; the life-preservers; the powder-magazine; the obviously prevailing system that there is a place for everything, and everything must be in its place,—all these things denote a degree of foresight and order that reflect the highest credit upon the service, as well as the officer who superintends them.

The men are promoted according to seniority and good conduct. It is a high honour to be made a lamp-lighter. He must be a steady man, of much light-boat experience, and be able to read and write. Why must a man be able to read and write in order to rise to the post of a lamp-lighter, we enquired? We were informed that it was expected of him to keep a reckoning of his "oil and wicks," of which a strict account was always required. The senior lamp-lighter becomes mate; the senior mate becomes master.

In vessels requiring such an exact performance of duties, where great precision like this, relating to all the lamps and their apparatus, is imperatively necessary, in addition to the care of the ship under her perilous circumstances; it may be imagined that many hours of the time not devoted to sleep are fully occupied. Still, there will be spare time; and the men are ordered to make mats and other articles. Still there will be more spare time; and as this might be filled up by "grog and tobacco," it has been thought prudent to encourage reading, writing, and the employment of leisure in any sort of industry for which the men have a "turn." This has brought to light many an original genius (of a sort), and some have had a sudden fancy that they could paint a portrait, or a ship-wreck, or a church, with a sailor and his lass going to be married; and others have shone forth as makers of nautical Tunbridge-ware; some have knitted purses and stockings, and nightcaps and comforters; and others have made shoes and ankle-jacks—to say nothing of "fashionable" coats and trousers—all self-taught. Occasionally the heterogeneous collection of these works of art and utility which is brought ashore as the product of the extra spare time, forms an exhibition of an amusing, and yet more interesting kind, as the product of those honest active minds, and huge mahogany hands.

These Light-ships, thus nobly manned, are the grand floating sentinels of the British Channel; and in conjunction with the buoys, are the great protection against shipwreck along our perilous coast. Experience shows that it is much better these things should be thus managed by a regular system laid down by a competent Board, than by any individual speculations.

HOW THEY MANAGE MATTERS IN THE HOUSE OF COMMONS.

The circumstances under which the Maynooth debate was brought to an abrupt conclusion, or rather, to no conclusion at all, have not yet been fully explained; but they are so curious that it were a pity they should be lost, to history. It so happens, that though all parties professed to feel a consuming anxiety that the question should be debated fully, and that a division should take place upon it, there was not a single section of politicians who did not in their hearts wish to get rid of the affair in some such way as that in which it was finally disposed of. At the very moment that one portion of the Irish Brigade were affecting to be fiercely indignant at the idea of there being no division, two or three others of the same clique were arranging among themselves in the lobby to speak against time, so as to throw the debate over till Wednesday, when the whole affair would be smashed, in consequence of their being no house on the Derby day. Mr. Hayter again, as representing the late Whig ministry, was the person who did the counting out part of the business, when he ascertained that there were only thirty-eight members present; while Mr. Robert Bateson, one of the whippers-in of the Derby government, played into Mr. Hayter's hands, by standing outside the door and preventing the entrance of those members who

belonged to the Conservative party. He actually seized one honourable gentleman by the arm and by sheer physical force kept him from entering, but it is due to the Derby government to say, that they had other and very powerful reasons than those connected with the Maynooth question, for getting the house counted out on Tuesday. The motion of Lord Robert Grosvenor, in reference to attorneys, was fixed for the evening, and ministers knew that they would be beaten upon it. A defeat, under any circumstance, is not particularly pleasant to a ministry, and still less pleasant would it have been for the Derby government in their present pliable position. We must not, therefore, be surprised at their anxiety to get the house counted out on Tuesday evening.—*Morning Advertiser.*

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TORONTO, SATURDAY, JULY 21, 1852.

ADELAIDE ACADEMY.

We intended to have adverted to the Quarterly Examination of this academy at an earlier date; but countervailing circumstances intervened to prevent that attention which the subject demanded from us, yet, as we profess to be, for the defence of whatever aims at making home happy,—either by operating upon society directly as a whole, or more indirectly by exerting a hallowed influence on some of its component parts, which influence will again be reflected on the social circle, and blended with all its sweetest associations, and these harmonious feelings like so many concentric circles on the bosom of a placid lake, will widen and expand until they are lost in one general whole. If any one department of instruction is calculated to have this hallowing effect, it is that of Female Education. "The child's the father of the man," and it is as veritably true, that "the mother's the father of the child," so that whatever tends to enlighten, elevate, and ennoble woman, goes in the most direct, important and influential degree, to give to society a healthy, moral, sympathetic, and happy tone. Ten men may be polished by education, and may be only so much better fitted to seclude themselves from society for the more arduous prosecution of their respective studies in art or science; but ten women cannot be educated and refined, without diffusing around them the genial influences of such a refinement. The light, in the one case, so far as general society is concerned, may be placed under a corn measure; but in the other, it will be so elevated, that all may behold it. This is, perhaps, a long introduction to the statement that Adelaide Academy is established for the Education of Young Ladies in all the Solid and Ornamental branches of a comprehensive Education. It is under the management of J. B. Hurlburt, A. M., B. C. L. and Mrs. Hurl-

burt, and since its removal to the foot of Bay Street presents superior attractions. No expense has been spared in providing every facility necessary for imparting a thorough education. The studies are divided into four departments, with experienced teachers over each department. Some of these teachers we know personally, and are satisfied that so far as professional knowledge and a desire to impart that knowledge in the most pleasing and acceptable way, are concerned, these teachers are eminently fitted for the high position which they occupy. It is enough to say of the examination that it went off well, and testified to the care and attention which had been devoted to the pupils during the past quarter. The attendance was not so large as on previous occasions, a circumstance which may be accounted for by the facts that, first, the day was most relentlessly wet, and second, that that most gigantic deception—Barnum's Museum, had that morning made its appearance in town. But those who were present were exceedingly gratified with the display, and felt pleased with the thought, that the succeeding generation of mothers would be so much better qualified to fulfil their heavy responsibilities than the one which had preceded it. An idea of the kind of instruction attended to might be thus briefly stated:—

The pupil is first taught a thorough knowledge of the subjects embraced in the first department, as the foundation of all solid learning—viz.—Reading, Orthography, Writing, Geography, Arithmetic, Grammar and Plain Needle Work. After these, or at the same time, the pupil studies General History, giving the outlines of the rise, progress and decay of the various nations from the earliest antiquity, with the distinguished personages who have flourished in every age, followed by the history of particular nations, and the history of the Jewish and Christian Churches. How many lessons of wisdom may be learned from the history of the past! From the constant examples of the wise and the good kept before the pupil, she is led, sometimes it may be, unconsciously, to imitate them. History, by furnishing entertaining reading, guards the young against that most fascinating and pernicious of all kinds of reading—*novel reading.* Next is introduced the Natural History of Insects and Animals, giving an account of their appearances, numbers, habits, ages, &c. The elements of Natural Philosophy may also be advantageously taught at this period. Composition is early commenced and continued through the entire course. Geology—imparting a knowledge of the crust of the earth, with the various formations, changes, hills and valleys, rocks and mountains, rivers, lakes and oceans, the change of climate, fossil remains, &c., &c. Chemistry—giving a knowledge of the elements which enter into the composition of all bodies, and the laws which regulate their composition and decomposition. Natural Philosophy—treating of the laws of motion and rest in masses of matter. Astronomy—showing the magnitude, motions, distances, periods of revolution, and eclipses of the heavenly bodies, unfolding to the mind the most stupendous works of God. Physiology—giving us a knowledge of the wonderful mechanism of our frames, with their organs, the laws of health, &c. Botany—teaching the structure of plants, with their uses, and showing the wisdom and goodness of God displayed in their formation. The Evidences of the truth of our holy religion also occupy the special attention of advanced pupils, guarding them against infidelity. Intellectual and Moral Philosophy—treating of the powers of the mind, as memory, imagination, reason, &c.; of the will, of conscience, justice, veracity, compassion, benevolence, friendship, love, and gratitude. Watt's admirable Treatise on the Mind, embodying the experience of age for the acquisition of knowledge and the cultivation of the mind.