Youth's Corner.

DILIGENCE AND ATTENTION.

There was a little boy named John Smea-He would often leave his play to watch men at their work. He would ask how the thing was to be used when it was done. If money was given him to buy it on tools, and tried to do what he had seen done with them.

Once he was seen at the top of his father's barn, fixing something like a windmill. At another time he saw some men than they wanted, so they cut off a bit. The pardon," little boy asked if he might have the bit. It was given to him, and with it he made a little real pump, with which he could raise useful things. He found better ways than had been known before of making mills, to be turned by wind or water: and he built a tall light-house on the top of a rock in the sea, the way they should go, and warn them where there is danger. By this means many lives have been saved, and many people have had reason to be glad that John Smeaton was not a careless, idle boy.

Another boy named Isaac Newton, lived at a farm, and was often set to mind the sheep and cattle or to assist in driving them to market. But while he did what he was told to do in this way, he tried also to get learning, and was much pleased when he was sent to school. He amused himself by making a windmill and a wooden clock; and was once found in a hay loft, trying to do a very hard sum. Once he saw an apple fall from a tree in the garden. Many boys would only have picked it up and eaten it. But Isaac Newton was set thinking how and why it was that when the stalk broke, the apple fell to the ground. Did you ever think why this is? If you wish to know, ask your papa or mamma to explain it to you; i is well worth knowing. By thinking about this common thing, Isaac Newton was led to find out more than was ever known before about how the sun, and moon, and stars. and earth, keep their right places, and move about in such beautiful order. This led him to admire and adore the wisdom and goodness of God, who rules the whole. As you grow older, it will be very pleasant to you to learn what this great man found out, and the use of the knowledge he gained by minding what he saw.

One little boy, named Benjamin West, was set to mind a little baby in its cradle. He looked at it kindly, and felt pleased to see it smile in its sleep. He wished he could draw a picture of the baby; and, seeing a piece of paper on the table and a pen and ink, he tried what he could do. When his mother came in, he begged her not to be angry with him for touching the pen and ink and paper: and he showed her the picture he had made. His mother knew at once what it was meant for. She was much pleased, and kissed her little boy. out your thoughts by asking twenty ques-Then he said, if she liked it, he would tions. The questions were to be put plainmake pictures of some flowers she held in ly, though in the alternative if desired; the her hand; and so he went on, trying to do answers to be also plain and direct. The better, till he became one of the finest object of your thoughts not to be an abstract painters in the world.

useful, though he may not be able to become into the knowledge of the company; but one of the most useful among men. Boys something well known to the present day, or also might become useful much sooner than to general history. It might be any name they are apt to do, if they would only watch of renown, ancient or modern, man or the opportunity when there is something to woman; or any work or memorial of art well be done to which they are equal. Some known, but not a mere event, as a battle, for have lost their parents before they were ten years old, and they were placed with people who looked to their work to pay for their board and clothing, and who have been very well satisfied with their bargain. If a boy can do so when he must, it would be a very noble thing if a boy would, before the trials of life compel him to it.

THE HARDENED CRIMINAL SOFTENED.

The following anecdote was related by Dr. Barth of Wurtemberg at the annual meeting of the United Brethren, held in London for the especial object of imploring description. With these as the preliminaries, the divine blessing on their missions in and the parties sitting face to face, on op-Labrador, and a prosperous voyage to the vessel which carries out to their settlements yearly supplies of such necessaries, as the inhospitable climate of that northern latitude cannot afford.

"In a town in the North of Germany, a man was convicted of murder, and from the time of his condemnation, several ministers, with much zeal and Christian love. endeavoured to render him sensible of the heinousness of his sin, hoping to lead him to employ his short remaining time, in seeking peace with God through the merits of our gracious Redcemer. But their efforts seemed all unavailing:-his disposition remained savage, his heart obdu- Eighth.—Is it historical, or only existent rate, his mind unconvinced, and the time of his execution drew night almost unregarded ment or use 1—Both. Ninth.—For ornament or use 1—Both. Tenth.—Has it any by him, to the deep pain and anxiety of connexion with the person of the King?his spiritual advisers. The day before that No. Eleventh.—Is it carried, or does it appointed for his paying the penalty due to support itself?-The former. Twelfth .the outraged law of his country and his Does it pass by succession? [Neither God, he was standing before the window Lord Granville nor myself being quite cerof his cell, looking upon the scene without, tain on this point, the question was not and watching a little child of three years answered; but, as it was thought that the old, playing by the side of a river which very hesitation to answer might serve to

the child fell into the water. The prisoner, alarmed and horrified at the imminent danger, immediately raised his voice and shouted -the mother was within hearing, and instantly saw her child struggling in the river-she plunged into the stream, and succeeded in rescuing her child from a how one part was to be fitted to another, and watery grave. In the gratitude of her heart, she hastened to the prison, to thank the person who had been the means of cakes or playthings, he chose rather to spend saving the life of her child. The poor criminal took the child into his arms, and his feelings so overpowered him, that the hardened man shed tears.

" Sympathy with another's danger, and joy over his rescue had softened the heart fixing a pump and took great notice of all which before was closed to every entreaty they did. They had a thick piece of wood of his ministers, and he was now led to with a hole bored through it; it was longer feel that he was a sinner, and to seek for

This anecdote told powerfully in illustration of the blessing which attends the endeavours of Christians for the salvation When John Smeaton became a of the heathen. Hearts which had reman, he contrived many very clever and mained shut up in selfishness, and had enjoyed no happiness in themselves neither, in the midst of their unconcern about their fellow-creatures' good, have been melted into tenderness at the discovery which serves as a lantern to show sailors of suffering abroad, and have become solicitous about their own wants, while learning to feel for the destitution of others. The hardened criminal, unconcerned about the destruction of his own body and soul, is roused with a concern for the loss of a mother's best treasurehe sounds the alarm—the child is rescued, and a thankful mother hastens to carry to the outcast her thanks for a service rendered to her even by him: he sees himself in a new light—has even he been the instrument of conferring a benefit? and if the overjoyed parent cannot be satisfied without expressing her gratitude to the criminal who has done her good, will the criminal stand back and not yield thanks to the perfect Being who left a throne of than your middle finger, and, as such, justiglory to rescue the hopeless sinner from the wrath to come?

Ah Saviour! make the tidings which come to us, of the triumphs achieved by the Gospel in distant lands, melt the hearts of careless sinners! Let them become conscious of their own want of a Saviour, and may they throw themselves into the arms of Him who will draw them out of the perilous waters of alienation from God, and bring them to the safe landing of a firm trust in the best Deliverer, and a consistent walk in imitation of his bright example!

TRIAL OF SAGACITY. A GAME OF TWENTY QUESTIONS.

Parliament having just risen, Mr. Canning, and his two colleagues of the Cabinet, Mr. Huskisson and Mr. Robinson, seemed like birds let out of a cage. There was much small talk, some of it very sprightly. Ten o'clock arriving, with little disposition to rise from table, Mr. Canning proposed that we should play "Twenty Questions." This was new to me and the other members of the diplomatic corps present, though we had all been a good while in England The game consisted in endeavours to find

idea, or anything so occult, scientific, or one, if he will try, may become technical, as not to be supposed to enter instance. These were mentioned as among the general rules of the game, serving to denote its character. It was agreed that Mr. Canning, assisted by the Chancellor of the Exchequer, who sat next to him, should put the questions; and that I, assisted by Lord Granville, who sat next to me, should give the answers. Lord Granville and myself were, consequently, to have the thought or secret in common; and it was well understood, that the discovery of it, if made, was to be the fair result of mental inference from the questions and answers, not of signs passing, or hocus poeus of any posite sides of the table, we began the battle. First question (by Mr. Canning).- Does what you have thought of belong to the animal or vegetable kingdom? - Answer. -To the vegetable. Second question .-Is it manufactured, or unmanufactured ?-Manufactured. Third.—Is it a solid or a liquid? -A solid. (Flow could it be a liquid, said one of the company, slily, unless vegetable soup?) Fourth.-Is it a thing entire in itself, or in parts ?- Entire. Fifth. -Is it for private use or public ?-Public. Sixth. Does it exist in England or out of it ?-In England. Secenth .- Is it single, or are others of the same kind ?-Single.

the progress of the game.] Thirteenth .-Was it used at the coronation !- Yes, easily checked at the commencement, but Fourteenth .- In the Hall or Abbey? Pro- very difficult to control afterwards. In bably in both : certainly in the Hall. Fif- subduing any rising irregularities, great teenth .- Does it belong specially to the decision is essential. Children quickly ceremony of the coronation, or is it used at other times ?-It is used at other times. Sixteenth.- Is it exclusively of a vegetable nature, or is it not, in some parts, a compound of a vegetable and a mineral !-Exclusively of a vegetable nature. Seventcenth .- What is its shape ! [This question was objected to as too particular; and the company inclining to think so, it was withdrawn; but Mr. Canning saying it would be hard upon him to count it, as it was withdrawn; the decision was in his favour on that point, and it was not counted.] Seventeenth. (repeated).-Is it decorated or simple! [We made a stand against this question also, as too particular; but the company not inclining to sustain us this time, I had to answer it, and said that it was simple.] Eighteenth .- Is it used in the ordinary ceremonial of the House of Commons, or House of Lords !- No. Nineteenthe-Is it ever used by either House? -No. Twentieth.-Is it stationary or moveable?-Moveable. The whole number of questions being now exhausted, there was a dead pause. The interest had gone on increasing as the game advanced until, coming to the last question, it grew to be like neck-and-neck at the close of a race. Mr. Canning was evidently under concern lest he should be foiled, as by the law of the game he would have been, if he had not now solved the enigma. He sat silent for a minute or two; then, rolling his rich eye about, and with a countenance a little anxious, and in an accent by no means over-confident, he exclaimed, "I think it must be the wand of the Lord High-Steward!" And it was-even so. This wand is a long, plain, white staff, not much thicker ties all the answers given .- Rush's Residence at the Court of London.

HER MAJESTY'S RECEPTION AT THE PALACE OF BRUHL.

Monday, Angust 11th.
The Palace of Bruhl, which is imme. diately opposite the station of the Cologne and Bonn Railway, was the scene of a reception, as the train containing the Royal party came up last night, such as is not often accorded even to Royalty. Not less than 600 musicians, composed of thirty of the bands of different regiments in the Prussian service, joined their efforts to produce a concert, or musical salute of welcome. The effect of such an enormous mass of sound, regulated as it was by the finest musical taste, and accomplished with the most perfect precision of execution, was more grand than any to which we are ordinarily accustomed. The accessories and associations connected with the occasion added still more to the interest of the scene. This monster band performed the English National Anthem and "Rule, Britannia," besides some of the marches of Beethoven and Meyerbeer, and some of the national Prussian airs. They also beat the tattoo in the Prussian fashion. Among the vast body of musicians there was an enormous number of drummers, whose skilful playing produced an effect that we do not often associate with the idea of that instrument. The execution was so perfect that a complete gradation of musical sounds was kept up, from the softest of the piano up to the most deafening forte that was ever inflicted on mortal ears. Great crowds of people were assembled around the palace, by whom the Queen and her Royal host were enthusiastically cheered. Her Majesty, after listening for some time to this new kind of military concert monstre, retired within the palace, and the Royal party soon after dined. -From the Times.

ON KEEPING ORDER IN A SUNDAY-

SCHOOL CLASS. Your scholars should be so placed that they may be immediately under your inspection. The teacher's eye is one of the best promoters of order. You may depend upon it, that some of the children will make a point of behaving badly if you give them an opportunity; and therefore they will require your strict and constant vigilance.

As the time for instruction is very brief in a Sunday-School, let no disorder shorten it or prevent its right appropriation. A settled, well digested plan of teaching is necessary, to save time and prevent disorder. The regular plan of instruction for each class should be written in the class-book and be known by the scholars; so that if the teacher be unavoidably absent, his substitute may be acquainted with the system. By consulting with the superintendent and your fellow-teachers, you will be enabled to draw up a suitable plan for your class, to which you should

steadily adhere. Let the children be fully employed; this will produce quietness and regularity. Keep up their attention to the full stretch, and their improvement and your comfort will be at the same time promoted. Give them no time to be restless, and talkative, and unruly. Study also so to vary your instructions, and to render them interesting, that the children may not be tempted to indifference, inattention, and

ran by the walls of the prison. Suddenly shed light upon the secret, it was agreed that Disorder and irregularity should be

the question should be counted as one in opposed at their first appearance: their beginning is as "the letting out of waters," find out those teachers who will be obeyed, and they respect them accordingly; they also soon discover those who are lax in their discipline, and take great advantage of such remissness. · Always maintain a powerful control over your scholars; and on no account allow any child to disobey you; to submit to this would be to slacken the reins of authority, and to encourage disorder and confusion. Harshness is not necessary, but judicious firmness is indispensable.

One of the best rules for promoting order is, to arrange your scholars properly. Some children possess such vivacity of mind, that they are sure to be disorderly, if they have an opportunity; and should two or three such children sit near together, confusion will necessarily ensue. Let those children who are inclined to be unruly be carefully separated one from another, and steady children be

To enforce good order, it is absolutely necessary that each teacher should exhibit an example of this excellence in his own conduct. If you be employed in talking with your fellow-teachers, or in paying attention to any other object besides your class, confusion will be the result, and you will be justly chargeable with the blame. Disorder and irregularity are not merely to be deprecated as injurious to the scholars; they will produce a bad effect on the minds and habits of teachers.

You should be particular not to leave your class till the children are regularly lismissed; and then you should see, as far as you can, that your children retire peaceably to their homes. When the children are conducted to the house of God, each teacher should accompany his scholars, and see them quietly scated.

The books, papers, &c., used in your class should be arranged with great regularity. Let there be a "place for every thing, and every thing in its place." The books which are the property of the school, are entrusted to your care; you are responsible for them; let them be kept carefully; and, when you lend any of them, make a minute in your classbook, and see that they are returned. You should write the name of the Sunday-School, and of your particular class, on every book which you receive to be used in your class; and, if you number each book, you will find this a further advantage.

It must be manifest to every reflecting mind, that the preservation of order is the individual duty of each teacher; and that the co-operation of all is necessary to secure complete regularity. It should never be considered that this may be entirely left to the superintendent's care, without exciting any of the teacher's solicitude; "one and all" must concur, and then the duty will be individually easy. The following comprehensive scriptural precept should be the motto of every teacher: "LET ALL THINGS BE DONE DECENTLY AND IN ORDER,' 1 Cor. xiv. 40.-Lloyd's Teacher's Manual.

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Quebec, June 26, 1815.

TO LET. THREE OFFICES on Arthur Stree Apply to CHRISTIAN WURTELE,

11th Feby. 1845.

NOTICE.

THE undersigned has been duly appointed Assignce to the Estate of the late Mr. W. B. JEFFERYS, Plumber and Painter. All persons having claims against the late Mr. Jefferys, are requested to send them in duly attested, without delay.

CHRISTIAN WURTELE, Quebec, 26th June, 1845.

St. Paul's Street.

NOTICE. THE undersigned having entered into patt-nership, will from and after the first of May next, carry on business in this City under the firm of WELCH & DAVIES. HENRY W. WELCH.

W. H. A. DAVIES. Arthur Street, Quebec, 25th April, 1845.

EDVCATION. MISS EVANS begs to inform her friends and the public, that she purposes opening a FRENCH and ENGLISH SEMINARY at No. 1 Des Grisons Street, Cope, on MONDAY, 5th MAY NEXT. Reference can be given to most respectable families in this city, where she has instructed as visiting Governess for some

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