

Youth's Corner.

DILIGENCE AND ATTENTION.

There was a little boy named John Smeaton. He would often leave his play to watch men at their work.

Once he was seen at the top of his father's barn, fixing something like a windmill. At another time he saw some men fixing a pump and took great notice of all they did.

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.

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.

Any one, if he will try, may become useful, though he may not be able to become one of the most useful among men.

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 the divine blessing on their missions in Labrador, and a prosperous voyage to the vessel which carries out to their settlements yearly supplies of such necessities, 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 Redeemer.

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 watery grave.

"Sympathy with another's danger, and joy over his rescue had softened the heart which before was closed to every entreaty of his ministers, and he was now led to feel that he was a sinner, and to seek for pardon."

This anecdote told powerfully in illustration of the blessing which attends the endeavours of Christians for the salvation of the heathen. Hearts which had remained 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 of suffering abroad, and have become solicitous about their own wants, while learning to feel for the destitution of others.

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 out your thoughts by asking twenty questions. The questions were to be put plainly, though in the alternative if desired; the answers to be also plain and direct.

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.

the question should be counted as one in the progress of the game.] Thirteenth.—Was it used at the coronation?—Yes. Fourteenth.—In the Hall or Abbey? Probably in both: certainly in the Hall. Fifteenth.—Does it belong specially to the 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. Seventeenth.—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.]

Eighteenth.—Is it ever used by either House?—No. Nineteenth.—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 than your middle finger, and, as such, justifies all the answers given.—Rush's Residence at the Court of London.

HER MAJESTY'S RECEPTION AT THE PALACE OF BRUHL.

Monday, August 11th. The Palace of Bruhl, which is immediately 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.

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.

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 bad behaviour.

opposed at their first appearance: their beginning is as "the letting out of waters," easily checked at the commencement, but very difficult to control afterwards. In subduing any rising irregularities, quick decision is essential. Children greatly 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 placed next to the volatile and unruly. 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 dismissed; 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 seated. 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 class-book, 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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NOTICE. THE undersigned having entered into partnership, 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.

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