

tell you, but her neighbours, the maples and hemlocks, heard her that night singing a more beautiful hymn to the wind and the stars than ever before ; and when morning came, and brought the men with their axes, she beckoned with all her boughs till one of them, though he did not understand her, cried, " Here is a fine tree, let us cut this first of all." —*Ex.*

BETTER WHISTLE THAN WHINE.

As I was taking a walk, I noticed two little boys on their way to school. The smaller one stumbled and fell, and, though not much hurt, he began to whine in a babyish way—not a regular roaring boy-cry, as though he were half killed, but a little cross whine.

The older boy took his hand in a kind, fatherly way, and said :

" Oh, never mind, Jimmy ; don't whine ; its a great deal better to whistle." And he began in the merriest way a cheerful boy-whistle.

Jimmy tried to join the whistle. " I can't whistle as nice as you, Charlie," said he, " my lips won't pucker up good."

" Oh, that is because you have not got all the whine out yet," said Charlie. " But you try a minute, and the whistle will drive the whine away."

So he did, and the last I saw or heard of the little fellows they were whistling away as earnestly as though that was the chief end of life.—*Early Dew.*

—ASK your pupils in grammar to copy the following sentences, filling the blanks with some form of *lie* or *lay*.

1. The cat is——on a mat.
2. Please——the book on the table and let it——there.
3. Has the horse——here long ?
4. I must——down to rest.
5. These books have——here two days.
6. You——in bed late yesterday morning.
7. I——the pointer on the table yesterday and it——there now.
8. The men were——brick when we passed the house.
9. Will you——on the sofa if I get a pillow ?
10. The doll was——on the porch by the child.

—Do not explain what you pupils already know. Give no muddy explanations to conceal your ignorance. Do not ask pointless questions, or such as can be answered by