HINTS TO TEACHERS ON THE CUR-RENT LESSONS.

(From Peloubet's Select Notes.) May 10,-Phil. 2 . 5.16

SUGGESTIONS TO TEACHERS.

THE BIBLE sparkles with beautiful truths. They may be found everywhere over its pages. There are texts adapted to the com-prehension of the little child, and there are others adapted to the intelligence of mature-years. Let us use judgment and discrimi-ation in making selections to place before-our scholars. If text cards are to take the place of the whole chapters which formerly the children were required to commit to memory, let us see to it that the verses are iven entire, and that nothing is offered which is so dissevered from its connection as to be without meaning, otherwise we give our children only a broken shell from which LIE of THE BOXES. ur children only a broken shell from which he verv kernel of the nut has dropped ov!. -Chris. ian Intelligencer. th

TEMPERANCE PHYSIOLOGY.

FOR USE IN SCHOOLS AND BANDS OF HOPE. (Published by A. S. Barnes, New York, under the direction of the National W.C. T.U.)

CHAPTER VI.-BONES.

SUGGESTIONS TO TEACHERS. Naturally, in teaching this lesson, we dwell briefly on the Episile to the Philip-pians, when and where written, and the cri-cumstances that led to it. The subject of the lesson is, imitation of Christ. Show the need of an ideal and an example, and the highest and the best. Note it is the mind or spirit rather than the outward forms that we must imitate. Illustration. From the aiming high with an arrow. Illustrations. (1) Improvement in any Kind of werk comes from knowing each Mark and the big with the state of the fatty tissue and the the fatty tissue and the subject of the body are called tis-sum arrow.

CROWTH OF THE BONES. Like the rest of the body, the bones are fed by the food we cat. Mix some bright coloring-matter that is not poisonous, as madder, with the food given to the young pigs for a time, and then given to the young pigs for a time, and then the animal has be killed after a short time, each bone will show the color of the madder. This proves that the bones were made from the food the animal had eaten. LIFE OF THE BONES. In infancy, bones begin their life as a sort of jelly, which hardens into gristle, or carl:-

lage, as the child grows. This cartilage re-ceives from the blood several kinds of food, the most important of which are certain forms of line ; these, little by little, change the soft gristle to hard bone. Farmers give their hens oystar-shells, which contain line, so that they may have material for the shells of the eggs they lay. Human beings get line from milk and other foods containing it. When the bones have too little line they are soft and weak. A fatty m. iter, called marrow, is in the centre of the long bone, with blood vessels passing through it and through very small holes in the bone itself, carrying food for its life and growth. Covering each bone is a very thin, tough skin.

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