

### History and Geography.

A correspondent asks if history and geography may not be taught together. In most cases they may, with the greatest advantage in increased interest and the saving of time.

Geography and history are related subjects. It could not well be otherwise. The facts of history are closely associated with geography; and few lessons in geography seem complete without being interwoven with something of historic or human interest.

Sometimes the lessons in geography cannot well be correlated with a history subject; and the same may be said of the history lesson. But on most occasions the combined history and geography lesson should be taught after the latest and most approved methods—so taught as to awaken in the child a desire to know more, to increase his interest in both subjects, and to lay a foundation for future growth and interest.

The reading and composition lessons will also form "pegs" upon which interesting facts of history and places in geography may be hung. The skilful teacher will find opportunity for correlation, not only in history and geography, but in other subjects; and thus find room for satisfying, vitalizing teaching instead of being harassed for "lack of time" to teach all the subjects in all their fulness.

Of what use is it to teach thousands of disconnected facts in geography, such as the location of unimportant capes, cities, etc., or the memorizing of pages of history or dates? The child acquainted with the location of a few capes or cities where important events have taken place, or those famous in exploration and discovery, is far better equipped in geography than if he had all the capes and cities of the world stored up in his memory. And the child who has the dates of battles or other events at his fingers' ends may be counted on as knowing very little of what is worth knowing in history.

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A certain father who is fond of putting his boys through natural-history examinations is often surprised by their mental agility. He recently asked them to tell him "what animal is satisfied with the least nourishment." "The moth!" one of them shouted confidently. "It eats nothing but holes."—*Youth's Companion*.

### Teachers and Tuberculosis.

In an article in the January REVIEW, it was shown that teachers are subject to tuberculosis or consumption to a greater degree than are persons in other occupations. The cause is chiefly found in the close and often foul atmosphere and the dust of school rooms. This should lead teachers to be especially careful to have pure surroundings and to educate their pupils to clean, wholesome habits. To aid in this work the REVIEW will devote some space to make clear how important are cleanly habits and pure air in preventing the ravages of consumption. We hope teachers will enter heartily into this work.

There is a disposition among too many people to look upon disease and death as "visitations of providence." It would be wiser to put the blame on ourselves and our neglect to live right and observe a few simple laws of health.

Tuberculosis or consumption is caused by the growth and multiplication in the body of an exceedingly minute plant, so small that it can only be seen by the aid of a powerful microscope. This is called the consumption bacillus or germ. These germs are in the air, especially the air of crowded and ill ventilated rooms. When they are breathed into the body they lay siege to the cells, which are also so small that they cannot be seen by the naked eye. If the cells are poorly nourished with fresh air and proper food, and are flabby and weak, they yield to the attack, just as a fort poorly manned by a weak, half starved garrison yields to the attack of a persistent foe. But if the garrison is strong it drives back the foe time after time. So do the cells drive back the consumption germs. But there is this difference: The fort may be attacked once or twice or many times, but finally the enemy, discouraged by defeat, retires and leaves the garrison in peace. Not so the germs. They attack always, night and day—especially at night—year in and year out. Every breath brings reinforcements. If they secure an entrance and intrench themselves consumption develops, the body falls into decline and death results. But if the cells are active and strong—there are many millions of such in a healthy well nourished body—they come off victorious.

(The teacher may illustrate by blackboard and other illustrations of attacks on forts.)

What are the means by which we can keep these cells—the brave defenders of our bodies—strong,