

Mohiley—capital of the Government of Mohiley.

Kovno—capital of the Government of Kovno.

Stavropol—capital of the Government of Stavropol.

Kostroma—capital of the Government of Kostroma.

This is all the information given, except that the populations are added. I submit that this is no information at all; that it is utterly and entirely useless; that it is obstruction to the digestion of the intellect; and that the pupil would be better without it.

But, in the matter of smothering the learner's mental powers under masses of names, there are worse sinners than the writer I have just quoted from. In a Junior Geography, which I suppose is intended for learners of from twelve to fifteen years of age, the author insists that, in Spain alone, junior classes shall get up the names and positions of eighty-two towns and sixty-seven rivers. These rivers embrace such names as the *Miero*, the *Vouga*, the *Xamara*, and so on. But who wants to know about the *Miero* and the *Vouga*? No one. We not only do not want to know anything about them; we go further, we do want *not* to know anything about them. In France, the junior pupil has to learn one hundred and twenty-nine towns and ninety-five rivers. The list of towns contains such names as *Mont de-Mazan*, *Laval*, *Sable*, *Gannat*, *Apt*, etc., etc., which I suppose occupy the same position in France that little Pedlington and Much Wycombe do in England. In Austria the same writer will not let his junior friend off a river in which he can catch a trout; and the unhappy child has to get up the *Katsbach*, the *Bode*, the *Whipper*, the *Seberkörös*, the *Ahi*, the *Itz*, the *Aa*, and several score more.

This is a fair specimen of the Junior Geography. But in his Senior Geography, which is intended for the ages of fifteen to eighteen, and for that much suffering class called in the Education Reports "Pupil-Teachers," the author fairly revels in his power of emptying the contents of overcrowded maps into the pages of his book. The index to this book contains nearly 12,000 names. Let us suppose that a boy has two lessons a week in Geography, and that he gets up and retains thirty names every week. This would give 1,200 names of places got up every year; and we should also have to make the extreme supposition that these names were retained by the learner. At this rate, he would take ten years to get through the book: he would begin it at the age of fifteen, he would be five and twenty before he had mastered it. And what would he have mastered? He would have mastered, in Russia alone, the names of 346 towns and of 186 rivers. He would know where *Potshirki* and *Bobrov* and *Perejaslav* and *Slonim* and *Slutsk* and *Mglin* and *Restavl* are and what their populations are. But about the inner existence or the causes of the existence of *Potshirki*, *Bobrov*, *Slonim* and the rest he would know nothing at all. I suppose that, if an educated Englishman knows the position and trade of some half dozen towns and cities in Russia, he knows enough to enable him to examine into the social and political life of that wonderful country. In England, the Senior Geography gives the names and positions of 719 towns to be got up. Among these are *Brampton*, *Dalton*, *Neston*, *Bruton*, *Minchin-Hampton*, *Padstow*, and hundreds more of similar small country towns, with a church, a churchyard, an inn and a semi-occasional visitor.

One shudders at this kind of slave-labour. One asks why the writer was