

Editor's foreword

It is interesting that when scholars meet with really difficult toponyms, all of them, and even Max Vasmer turn out to be no better than local historians who have no idea about history and linguistics and, in general, have a more than vague idea of how toponyms are formed. They always offer some nonsense as interpretations and can never answer the question: how did they come to their remarkable conclusions, and how likely, in general, is such a semantic transition that they suggest? When scholars face really difficult toponyms, a very thin layer of education, in fact, instantly flies off and only a dull desire to explain a toponym somehow remains. Education is actually not just knowledge of a set of facts, but, above all, a solid knowledge of research procedures.