

the position of a place to be at the mouth of an "ab" or "in," a river. Familiar examples are Aberdeen, Aberystwyth, Aberconway; Liverness and Inverary. Again, Fifeness and Holderness are clearly situated at or near capes; Milford and Haverford (Norse, fiord), Oxford and Guildford (Saxon, ford), are situated on inlets and river-fords respectively. Fal-mouth, Weymouth, etc., need no explanation. Ey, ea, a, are all forms of a Norse word meaning island. Angle-sea, Battersea, Thorney, Sheppey, Isla, Ailsa, etc. As bearing testimony to change of conditions, coed (Welsh), wold, wyld, weald, wald, hurst,holt—all meaning wood or forest—may readily be found in scores of places, cleared and inhabited centuries since. So with mere, moor, etc.

As evidence of ethnological change, it can be pointed out that the Celtic race can be traced all through Europe by the place-names they deposited *in transitu*, and the rule of the Moors in Spain left numerous names which exist to this day—e.g., Guadalquiver—"Wadi-el-Kebir," the great river or valley. I have already adduced a number of instances where the existence of individuals has been preserved in English place-names; it will be sufficient to add Cherbourg, or "Cesar's burg," Edinburgh, or "Edwin's citedal," and Augsburg, that of Augustus. There are yet other place-names which preserve the accidental characteristics which may or may not have been lost, as Bath, Wells, Bex (*baix*), Baden; and the prefix "new" to many places now ancient, as Newgate, Newcastle, New Forest, New College, Neufchatel.

All that I have adduced is but a "drop in the bucket" of illustration with which an able teacher can illumine the subject of geography. With this subject there is the greatest freedom for the play of individual taste, and this is another point in its favour.

In teaching it, it is well to bear in mind how much better it is to *handle* the subject than merely to point at it. Let the teacher take hold of the law or fact he may be describing, let him set it up on end as it were, and turn it about from side to side, so that the pupils' thoughts may freely play about it, and their minds' eyes take it in from every point. Let him apply the test of practice to theory, and of proof to principle. Let him proceed, *gradually*, from the known to the unknown, from particulars to generals. Especially let him insist on the pupil working out his own ideas, clothing them in his own words, forming definitions for himself, and arriving at conclusions which his collection and subsequent arrangement of facts have rendered imminent, if not inevitable. Above all, let the teacher suppress himself sometimes—it is difficult—and give his pupil "his head." It may surprise him to find how much that pupil has learnt, and what feats he can perform in constructive geography.

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Speaking recently at a meeting in Newcastle, Sir Robert Ball hinted at the approach of a time when posterity might have to construct machinery that would be worked with heat obtained by the direct action of the sun's rays. He showed on the screen a machine which, by means of a reflector, heated the water in a boiler large enough to generate the steam required to move a small printing press.—*London Inventions*.

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UNDERGROUND LONDON is getting to be many stories deep. The new City and Waterloo underground electric railway, in traversing Queen Victoria Street, passes for a considerable distance directly underneath the low level sewer, which in its turn runs beneath the underground railroad. The electric road at this point is sixty-three feet below the surface.