

The health of the school child / by W. Leslie Mackenzie.

Contributors

Mackenzie, W. Leslie 1862-1935.

Publication/Creation

London : Methuen & Co., 1906.

Persistent URL

<https://wellcomecollection.org/works/qc532hb4>

License and attribution

Conditions of use: it is possible this item is protected by copyright and/or related rights. You are free to use this item in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s).



Wellcome Collection
183 Euston Road
London NW1 2BE UK
T +44 (0)20 7611 8722
E library@wellcomecollection.org
<https://wellcomecollection.org>

THE HEALTH OF THE
SCHOOL CHILD

W. LESLIE MACKENZIE

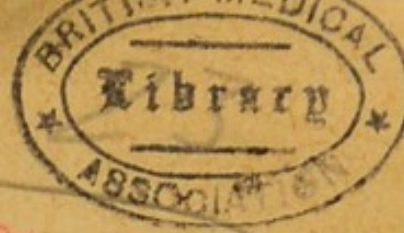
K

54658

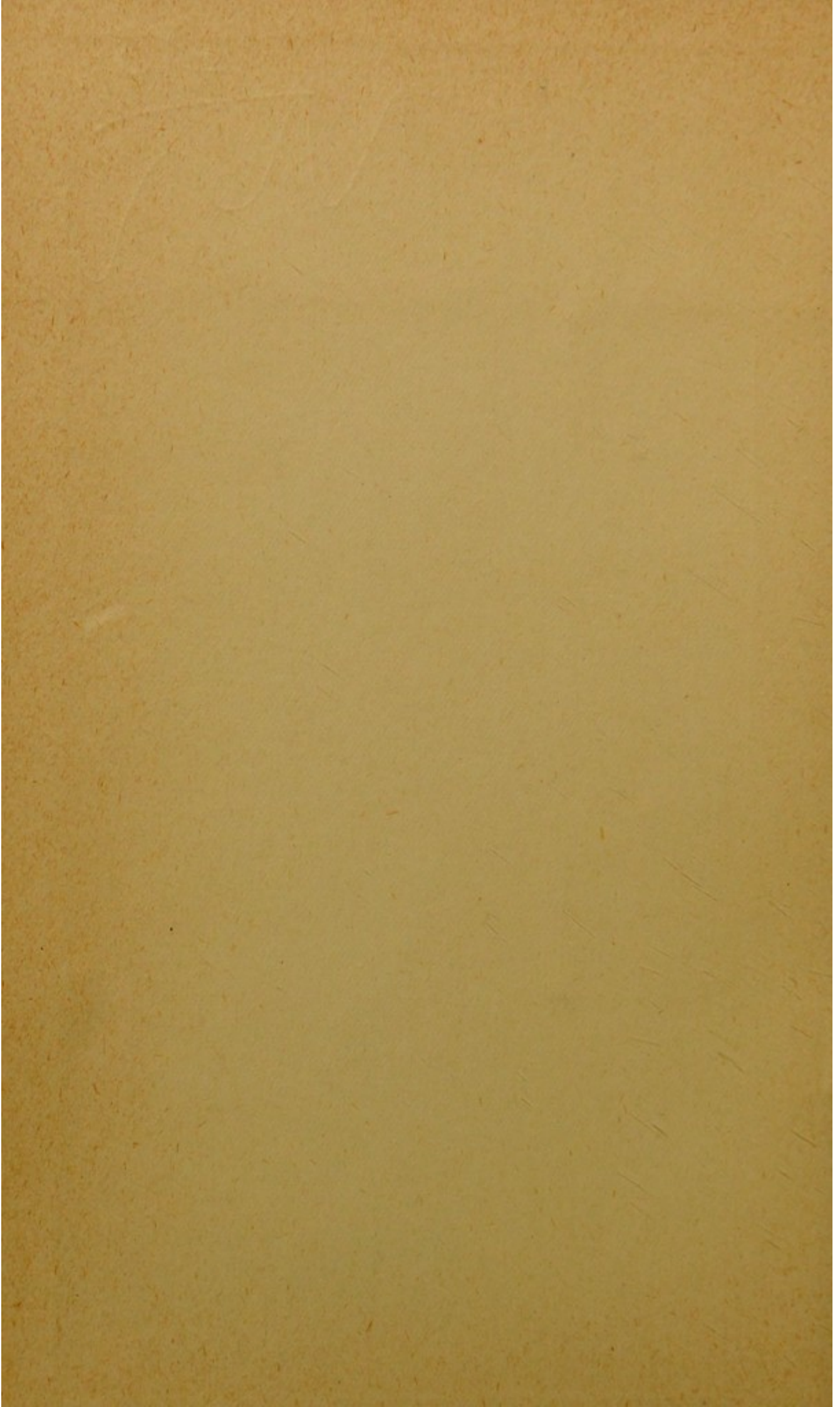
197^c



22102161931



NATIONAL ASSOCIATION FOR THE
PREVENTION OF TUBERCULOSIS
TAVISTOCK HOUSE NORTH
TAVISTOCK SQUARE W.C. 1.



THE HEALTH OF THE
SCHOOL CHILD



THE PREVENTION OF CONSUMPTION, etc.,
20 Hanover Square, LONDON, W.

THE HEALTH OF THE SCHOOL CHILD

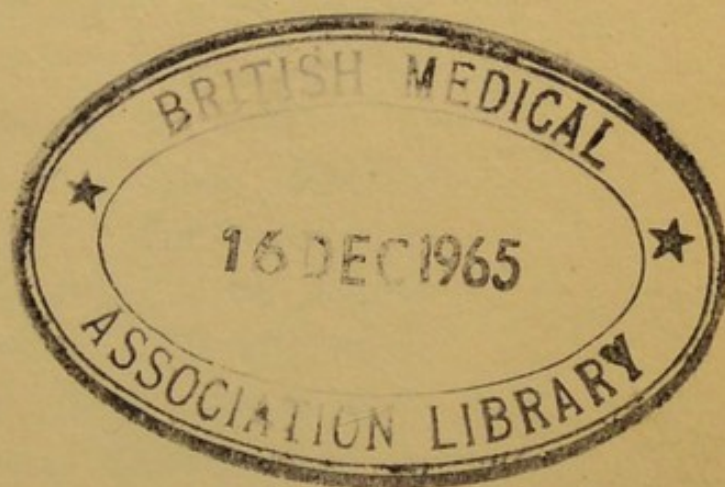
PRESENTED TO THE LIBRARY
BY CHEST & HEART ASSOCIATION

BY

W. LESLIE MACKENZIE, M.A., M.D.

D.P.H., M.R.C.P.Ed., F.R.S.E.

MEDICAL MEMBER OF THE LOCAL GOVERNMENT BOARD
FOR SCOTLAND



METHUEN & CO.
36 ESSEX STREET W.C.
LONDON

First Published in 1906

WELLCOME INSTITUTE LIBRARY	
Coll.	welMOmec
Call	
No.	
	K54658

PREFACE

THE papers here reprinted are offered as a contribution to the practical side of the medical inspection of schools. In every civilised country the doctor and the school child are coming closer together. In Scotland, no less than in England, the interest is widespread and intense. This must be my apology for the present papers.

The first paper was read at a Congress of sanitary administrators, official and unofficial. The second was read at a Congress of the Parents' National Union, where the majority were in a position to choose for their children the best education afforded by our present-day schools. The third was read before the Royal Society of Edinburgh, by whose kind permission it is now printed. On all three occasions, I found, as indeed in many places elsewhere in Scotland, that the Royal Commission on Physical Training (Scotland) and the Committee of Physical Deterioration had aroused the minds of every class of the community to the importance of personal hygiene in schools. The medical supervision of school children appeals to every class of the community. It is responded to by every class. It is no longer a topic for special pleaders. It is

already "on the town," and parents everywhere are either asking for it or preparing themselves to accept it. In the Education Bill now before Parliament, a clause has been inserted to make medical inspection obligatory in all English State-aided schools. Mr. Tennant, M.P. for Berwickshire, who moved the clause, must have been greatly gratified at the amazing unanimity of the House.

It seems worth while to give some detail of the methods followed in two German cities, if only to show that the medical examination of school children is after all a very simple matter, and does not involve any reconstruction in our theory of the State or of its relation to local authorities. If we force the child to school, we have no right to force him to read with defective eyes, or to expect him to hear with defective ears. I have never met a single parent that disputes this proposition. On the contrary, I have met scores that, on having their attention called to the importance of good eyes and ears, have forthwith taken their children to the doctor to learn whether things were all right.

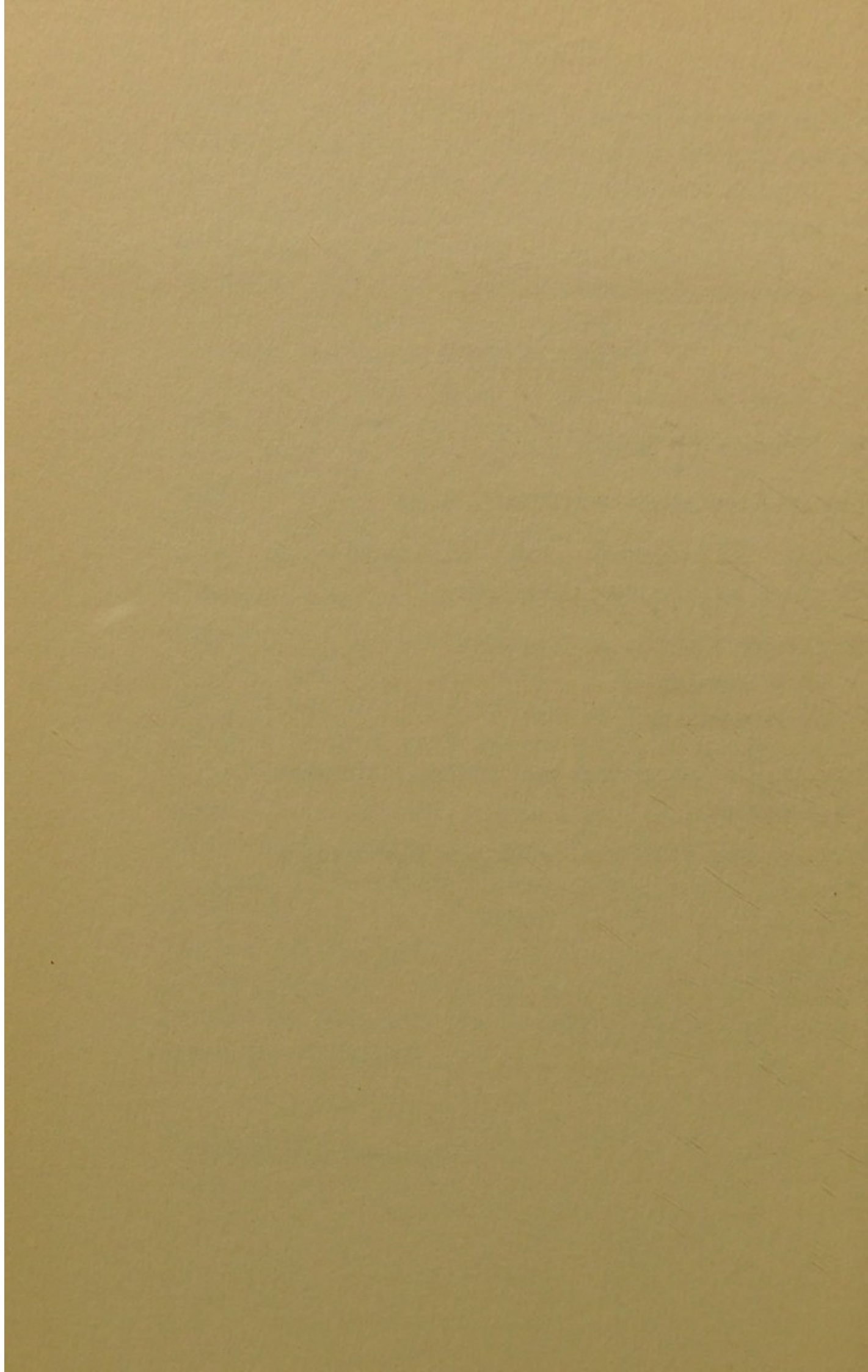
I have to thank the Council of the Royal Society of Edinburgh, the Council of the Incorporated Sanitary Association of Scotland, and the Council of the Parents' National Education Union for permission to print the papers prepared for their respective Societies.

W. L. M.

EDINBURGH, *October 1906.*

CONTENTS

	PAGE
THE HYGIENE OF SCHOOL LIFE	I
NORMAL GROWTH IN THE SCHOOL AGES	21
MEDICAL EXAMINATION AND SUPERVISION OF SCHOOLS AND SCHOOL CHILDREN	49
THE SCHOOL DOCTOR IN GERMANY	88
(a) WIESBADEN	89
(b) NUREMBERG	101
NOTE ON RE-VACCINATION OF SCHOOL CHILDREN IN GERMANY	115
NOTE ON THE PLAN OF A GERMAN ELEMENTARY SCHOOL	119



THE HEALTH OF THE SCHOOL CHILD

THE HYGIENE OF SCHOOL LIFE¹

I. WHY IS THE HYGIENE OF SCHOOL LIFE IMPORTANT?

THE answer is as easy as it is conclusive. In the school age the child for the first time is subjected to definite responsibilities. Up till now he has been his own master. His every day was a holiday. He wakened in the morning to no duty prescribed. He went to sleep at night with no duty done. In this day of freedom he was allowed to grow in body and in mind much as accident determined. When his parents were good, he was cleaned, clothed, fed, and educated. When his parents were bad, he remained dirty, ragged, hungry, and untaught. And the goodness of his parents to him was not all their virtue, nor their badness to him all their blame. If he was one of six, his nurture

¹Opening paper of discussion on "The Hygiene of School Life" at the Annual Congress of the Incorporated Sanitary Association of Scotland ; held at Inverness, September 1905.

2 THE HEALTH OF THE SCHOOL CHILD

had to fall off as his years increased. If he was an only child, he was over-petted, mentally and physically. In the one case, the social currents of the immediate neighbourhood became his principal schoolmasters. In the other, the sentimentalism of half-trained minds, or the conscientious labour of the tenderest love, became his support in every moment of his day. How many types might we sketch out of the endless chaos of evil, or degenerate, or drunken, or ignorant, or incompetent, or idle, or overdriven, or poor parents! How many more types out of all their contraries! From the good or from the bad the school child emerges when the school bell rings. His holiday from the beginning of time has ended. His duty to the end of time has begun. He will never know "glad, confident morning again." He has now another outlook, another programme, another destiny. He keeps touch, indeed, with his parents, but he can no longer rest in his home. He goes where he will learn the knowledge of a wider world, the duties of a greater community, the secrets of the old and new gospel of work. Tender, timorous, mysterious, the "heir of all the ages," he is taken by the hand for reasons he cannot know, to enter a kingdom he can never all explore, to learn a lesson he can never all understand, to live a life he can never all explain. He is the hope of his father and mother, he is the problem of his teacher, he may become the despair of himself.

In the Tate Gallery in London, in a corner of one of the rooms, you will find a picture of the "last night at home." It is an English scene more than

a Scottish, but it has its like in every country where there are fathers and mothers, and children leaving for school. It is the last night. Everything is ready for the journey of the morning. There are sisters, there is the mother, and there stands the father by the sideboard; there, too, stands the boy. To-night they will be all as happy as they can be. They will drink a parting glass together. The little man in knickerbockers looks up at his father, and the sparkle in his glass is not brighter than the tender smile in his eyes. The father, too, all smiles, raises his glass, and the mother smiles with them. You cannot tell how long it will last; for love is drinking the wine of its parting sacrament, the heart is bursting, the whole of what joy is and love is and sorrow is plays there with its last moments of life. To-morrow, their hands will be at their lips bidding adieu to that which can never be recalled. A new life in the armour of love and sacrifice has fared forth into the world. Is there anything more sad, more beautiful, more holy?

But these are the visions of the ideal. The child, we know well, does not always come from an atmosphere like this. Yet come he from the heights or the depths, he has in him that which makes a man great or small, good or evil, a citizen or a rogue. He will be one of the men that make nations, that make worlds, that make civilisations. He is the greatest problem of his hour; he is the greatest danger of his time; he is the greatest product of the world's energies. Is this language extravagant? Is it not, on the contrary, the sober, scientific truth?

4 THE HEALTH OF THE SCHOOL CHILD

Only look round and see. The peoples of every land, East and West, Far East and Far West, are awakening to the problem of the school child—his nurture, his education, his discipline. They have already learned the first lesson of civilised progress—the parent is, indeed, the past and the present ; the child is also the future.

2. THE SCHOOL AS FUNCTIONAL ENVIRONMENT

Why functional environment? By this phrase I wish to indicate that the primary thing to consider in the hygiene of a school is the point where the actual structure affects the living, actual child. From nine in the morning to three or four in the afternoon, the child is acting in the school, and the school is reacting on the child. He must breathe. Is the air over-night fresh? He must move about. Have the floors and forms been properly cleared of dust? He must sit down. Are the seats the correct height? He must write. Are the desks the correct height for his size? Are they too near him, or too far from him? He must read. Does the light shine from his left side? He must see the black-board or the wall card. Is it placed in the correct light for him to see? He sits for most of an hour. Is the room warm enough? Are the heating appliances in working order? Has he on clothes enough? He reads aloud in his class, or shouts, or sings in concert, he coughs, or sneezes, or otherwise clears his air-passages ; in a thousand ways he fills the air with pollutions from his mouth, nose, and lungs.

Are the walls cleaned? Are the maps cleaned? He spits on his slate, if he is allowed to use one; he bites his pen; he chews his pencil. Are slates, are pens, are pencils cleaned? At the word of command, he springs to his feet, marches, marks time. Has he wiped his shoes on the mat? Are the floors cleaned? Are the doors and windows opened to keep the beaten room clear of dust? He swings his arms, he creates a thousand currents round his body. Are his clothes clean? Is his head clean? Are his hands clean? So, through the whole day he is in living touch with some part of the school. He is continually using and abusing. He is collecting and redistributing dirt and dust all day long. I say nothing of the major matters—lavatories, water supplies, closets, drainage; these are all to be assumed. They need the most stringent supervision, and they do not always get it. What I should wish to paint is the restless, growing, skin-shedding, mucus-shedding, dust-distributing, spitting, coughing, and shouting demon that the school boy, at his worst and best, always is. Where one boy is, it takes a woman to keep the house clean. Where a thousand boys are, it takes a local authority.

That is what I mean by functional environment; it is the environment that the boy captures and handles as his own in the school. When you think of it thus in detail, you have no difficulty in understanding why we are, in season and out of season, insisting on the necessity for fitting the boy to the school and the school to the boy. Let there be water, drainage, lavatories, cloak-rooms, systems of

6 THE HEALTH OF THE SCHOOL CHILD

heating, systems of ventilation, fires, opening and closing windows, under-floor ventilators, good walls, good floors, good roofs, good playgrounds. But let it be remembered that the health of the school child depends on the use that he is able to make of these appliances and the way they are adapted to his needs. It is not ventilating appliances alone that are wanted; it is ventilation. It is not water alone; it is washing with water. It is not heating pipes or fires alone; it is heating with heat to the degree necessary for the physical comfort of a delicate, growing organism. In a word, it is not only the statics of hygiene that we want; it is the dynamics as well. That is why the school and the school child must be studied together as organism and environment; the needs of the one must find an answer in the conditions of the other, the needs of the child in the structure and management of the school.

3. THE STRESSES OF SCHOOL LIFE

The primary stress of school life falls on the nervous system; for the primary business of the school is to educate the incompletely developed but rapidly maturing brain. Many children break down at the outset; many break down towards the end; many suffer in minor ways that are never noticed at the time; all are liable to suffer in growth and in nutrition. This fact alone makes good hygienic environment and good hygienic administration imperative. The stresses that more openly and

directly concern the sanitarian are the infectious diseases, the skin diseases, the results of bad atmosphere, and the results of filthy homes. The diseases I leave alone. Two good topics for discussion are, how best to secure a good atmosphere, and how to deal with dirty children.

4. VENTILATION

In town schools, the problem practically is, Should a system of mechanical ventilation be installed, or a differential temperature system? Both systems have advantages, and both have disadvantages. The mechanical systems sometimes give satisfaction in the working, sometimes not. So far as I am aware, the highly favourable report made by Professor Carnelley to the Dundee School Board in 1889 has not been overturned by any equally thorough investigation of other systems. Dr. J. S. Haldane has confirmed Carnelley's general results. With the increased facilities for obtaining electric power, mechanical systems have become more practicable. But, as Dr. Kerr of the London County Council Education Department has shown, the engineering difficulties demand more thinking out than they sometimes receive. The moving fan is only one factor. The relation of inlet to outlet, the dangers of short-circuiting, the size of ducts, the methods of heating are all equally important. A mechanical system needs a capable mechanic to work it, and where it is properly worked the results are excellent.

8 THE HEALTH OF THE SCHOOL CHILD

Of the other systems it would be impossible to speak with any detail. I always feel that our attitude to ventilation is too much determined by our foolish domestic habits. It is the custom to take off coats "in the house"; "you feel the good of it when you go out." This time-and-custom-honoured platitude is repeated thousands, millions of times a year; but I have long had a doubt of it. It is based rather on our liking for warmth than on our scientific knowledge of bodily temperature. Three simple points it is well to remember—first, that in the coldest winter known to this country, the air is never too cold to breathe; secondly, that children will remain healthier and physiologically better through the school day if they are made to keep their bodies warm and to breathe cool, fresh air; third, that where fires or other heating appliances fail, warm coats and shoes may be a good substitute. There is no law against wearing enough clothes to maintain comfort. Further, training does a great deal, and any person—child or adult—can be systematically trained to tolerate floods of pure cold air in the coldest weather. One important fact, however, should never be forgotten—a child's body, being smaller, cools much more rapidly than an adult's.

5. FILTHY CHILDREN

Later, in this paper, I shall indicate how filthiness is prevented in German schools. Here, I should like to say that on no point are parents more sensitive than on the cleanliness or dirtiness of

their children or their children's clothes. This is reasonable and honourable. I am satisfied that when, as was proposed in the recent Education Bill, the children are placed under systematic medical supervision, dirtiness of children and clothing will tend to vanish. When every school has adequate washing facilities, the dirt will grow still more rapidly less.

6. TEETH

Is there still any educated person that does not believe in the hygiene of the mouth? There may be yet a few in practice; in theory, there should be none. For in this limited and well-worked field the facts are all one way, and there can be no dispute. It is a plausible speculation that we are, as a race, beginning to lose our teeth permanently; but it is admitted that some millions of generations will yet appear before the normal man will emerge toothless. In the meanwhile we have time enough to clean the teeth we have and to keep them clean. Doubtless, some varieties of food tend to make decay come on faster. But that is only a reason for more care at the earlier ages. Doubtless, too, some children show decay more rapidly than others, and possibly the condition of the nervous system has something to do with the vanishing of the teeth. But this is only a still stronger reason for ensuring that the teeth, such as they are, get every protection we can give them. It is now accepted among dentists that the decay of teeth is due to micro-organisms, acting

most readily in certain acid conditions of the mouth and eating away the enamel. At once we infer that if you protect the teeth against those micro-organisms, you delay, or arrest, or prevent decay. And, on the whole, this is true. But the mouth is an ideal incubator for germs, and nothing short of a thorough toilet once or twice a day will answer the purpose. But all the same, daily cleansing of teeth and washing out of the mouth can do a great deal. The dentist will do the rest. From the appearance of the teeth right through the period of the milk-teeth and continuously through life the teeth should be attended to daily. This is a counsel of perfection; but the school can do something either by systematic teaching or by practical drill. For my part, I am always glad to see a good figure and well-proportioned muscle, but if it is a choice between good muscle at school and good teeth, I prefer good teeth. The muscles will assert their rights without too much stimulation; good guidance in a scientific system of training is all they want. But on the teeth the whole growth and nutrition of the body depend. It is now the exception to find, at the age of ten or twelve, a whole mouthful of sound teeth. And in other countries the tale is the same. I have seen the mouths of some two hundred German children, and the conditions were practically a repetition of what our own country produces. If this be so, is there anything absurd in suggesting tooth inspection and tooth-brush drill?¹ We should

¹ If it be said, a dirty, germ-laden tooth-brush is worse than none, and may spread disease among the teeth, we may at once agree. But

find fewer toothless recruits for all our services if the recruits at school were well looked after.

7. MISCELLANEOUS

There were other points that I intended to touch, but they would load the discussion too heavily. The hygiene of school life is now vast enough to justify an International Congress by itself. The first Congress, which met at Nuremberg last year, resulted in four large volumes, containing a total of more than 2000 pages of investigation and discussion. As a further result, an international magazine of school hygiene has been inaugurated. Every civilised country was represented at the Congress, and the magazine represents a body of workers now numbered by thousands. It is hopeless even to attempt to indicate the enormous range of subjects that bear on the hygiene of the school. I have selected only one or two for a passing remark. As an instance of the growing importance and complexity of the problems, I may note one book, the *Enzyklopaedisches Handbuch der Schulhygiene*, which reckons among its contributors many of the foremost physiologists and educational thinkers of the world. The book runs to 1055 double-column, closely printed pages. The bibliographies appended to the articles show

means should always be present to disinfect the brush. An American dentist declares it to be practically impossible to disinfect a dirty tooth-brush, and recommends pieces of sterile cotton for rubbing the teeth clean. But I do not grant the contention that a brush cannot be disinfected.

the enormous variety and amount of work devoted to the school careers of our children.

8. A VISIT TO TWO GERMAN ELEMENTARY SCHOOLS

In Wiesbaden last summer, I had the privilege of going on two occasions with a school doctor to make one of the fortnightly visits to an elementary school. I was anxious to see how medical supervision of public elementary schools is conducted in a town where the system has been in force for more than nine years. And I found the system, as one naturally expects in Germany, working smoothly, simply, unpretentiously. As one of the doctors said, "It is our policy in everything; we *must*. It is different in England." The German "thoroughness" (*Gruendlichkeit*) was as manifest in the medical supervision of the schools as in so many other departments of their great organisations. Whether the ultimate results will be better than our own I cannot tell; but I felt we had something to learn from them, and I did my best to learn it.

One morning, at nine o'clock, I went with one of the school doctors to an elementary school in one of the poorest quarters of Wiesbaden. The poverty is unmistakable, but, unlike our poverty, it is not chiefly manifested in dirty children dirtily clothed. It is difficult to discover either a dirty child or a dirty mother on the Wiesbaden streets, even their meanest streets, and we have seen most of these. This school, like all the *Volksschulen*, or elementary

schools, of the town, is large enough to accommodate 1300 children or thereby. The work of this particular morning was to examine some 35 new entrants—that is, children just turned six years of age. The school year begins at Easter, and these were probably part of the annual influx.

We proceeded direct to the department where the infant boys were. The class teacher, a man, had already received notice of the visit. He had, in a simple portfolio, a series of schedules, printed back and front. On these schedules he had already entered the names, addresses, ages, names of parents, occupations, class, the height and weight, and one or two other particulars. The portfolio was handed, with some explanations, to the doctor, who forthwith proceeded to examine the children in their order. He did so in the class-room, for in this school there is not a doctor's room. He had meanwhile secured from a higher class two boys, whose duty it was to assist in undressing and re-dressing the children. He examined first the general condition, and I must say most of the children were thin. They did not seem to me any better nourished than our own children of the same grade; but, as simple inspection is very deceptive, I make this remark subject to the correction afforded by the heights and weights. The doctor recorded the nature of the constitution as good, medium, bad. He examined the throat and teeth, using a separate piece of wood as a tongue depressor for each child, and throwing it away to be burned afterwards. He examined nose, ears, eyes, skin, bones, joints, spine, heart, lungs,

ascertained the presence or absence of hernia (rupture), measured the chest, tested the speech by making the child repeat certain test words, tested the eyesight roughly, and the hearing roughly. In suspected cases, eyes and ears are afterwards examined more thoroughly. Any defects requiring correction or further expert examination are referred to the parents, who receive either a verbal or a written message saying that the child should be taken to the family doctor. Where the parents are very poor, they are directed to take the child to the town hospital or an eye dispensary. To this dispensary the Municipality contributes a certain sum in payment of the work undertaken. Similarly with every other condition requiring treatment, the parents are advised, inquiry is afterwards made as to the steps taken, and if nothing has been done further inquiry is made, and the child is ultimately attended to. The purpose of the immediate inspection is not to treat, but to discover. But indirectly the steady pressure put on the parents ultimately results in treatment. Every defect discovered is entered on the schedule, with the date of the examination. The portfolio of schedules is then handed back to the teacher, who is responsible for its safe keeping. He hands it on to the teacher of the next class when the time comes for the passing of the class to the next stage.

So far the entrants. Those found not fit are not permitted to proceed. The parents are communicated with and advised. As to those just leaving school, a similar examination is undertaken.

They have been under supervision all through their school course. The doctor is familiar with their history. He has already examined them at least twice. He now examines them a last time. He advises as to their fitness for this or that trade, and consults with the parents if need be. Education does not wholly stop at thirteen or fourteen, as with us. The child must attend, at least part of the day, at a continuation school or technical school, where the elements of the crafts are taught. He must be certified fit for this work, which is a sort of parallel to our "half-time" system. With us, however, the technical part of the training is carried out in the factory; with the Germans, it is carried out in the school. In both countries there may be wage-earning; but I formed the impression that with the Germans the educational side was primary.

After we had thus scrutinised some thirty-five children, taking about an hour and a half to the process, we hurriedly looked through the sanitary arrangements of the school; the dining-place, where, from charitable funds, free breakfasts and dinners are given in the winter-time or other times of stress; the heating and ventilating appliances, and the shower baths. These I touch on again.

A week later, I was able to visit a somewhat superior and more recently built school. This time I went with another school doctor on his regular fortnightly visit. He received from the chief master a sheet containing some sixteen names. These were marked as from different classes. We took them in order. The doctor went direct to each

room, received from the teacher the schedules of the particular children that in that class required examination, picked out the children and directed them downstairs to the doctor's room. The collection of the sixteen children from some six different classes in different rooms was the work of a few minutes. Two senior boys, as before, attended as assistants. Each child was taken, his complaint examined, and advice given as before; eyes, ears, etc., of any newcomers were also investigated. Two children were to be examined with a view to having six weeks in a holiday school in the forest some miles away and higher up country. Two or three cases of eyes were referred to the eye dispensary. A case of skin disease was diagnosed, and the boy requested to inform his father (who wanted to know) that the disease was not infectious. There were one or two very young children showing signs of feeble-mindedness or backwardness. And so on through the day's list. This is done every fortnight. The doctor assured me that once a month or once in two months would be quite enough; the short period of a fortnight was somewhat exacting to a man in medical practice, and was sometimes apt to give occasion for trivial complaints. But practically, on any one occasion, an hour suffices.

In both schools it was easy to see that the doctor was an ordinary and accepted part of the school service. He seemed to be readily welcomed by the teachers, and was sometimes waited for by the parents, who wished to get his personal opinion of their children. So simply and unostentatiously and

rapidly were the cases disposed of that one wonders why there ever should be any objection to such systematic inspection.

Afterwards I was taken to see the children in the bathroom. In Wiesbaden, as in Nuremberg, the elementary schools, and the higher schools too, are all fitted with shower baths. Pipes are carried round at a height of about seven feet from the floor. The floor itself is tiled. In some cases an area is sunk about a foot deep, constituting a shallow large bath. To the pipes are attached shower-roses—six or eight in all. Each rose gives a shower sufficient to serve three to five boys. They stand under on a wooden board about $3\frac{1}{2}$ feet square, and wash themselves thoroughly with soap. The temperature of the water is regulated by an attendant, who, through a window, commands a full view of the bathroom, and turns on warm, mixed, and cold water at the right stages. The apparatus is simple. The water is supplied strictly in accordance with the thermometer. When the washing is sufficient a cool shower is given, and the boys proceed to the drying-room. There each has a towel. There are lockers or other places for the clothes. Undressing, washing, and re-dressing occupy about half an hour. On the occasion of my visit thirty-four boys were washing at once. They were certainly clean. They certainly enjoyed the game. Those suffering from any ailment may be exempted from the baths. In no case are they forced to bathe against the wish of the parents or the certificate of the family doctor. The whole

matter is directly under the control of the school doctor. The two lowest classes, which contain the very young children, are not subjected to the shower bath at school. But it is obvious that cleanliness is an ideal much sought after, for in the fifty or more children carefully examined only two were found not clean, and they were new-comers, who had not yet come under the spell. Among the children higher than the lowest two classes, there was no such thing as an unclean child, and unclean clothing was conspicuous by its rarity.

Of the six upper classes all the children have a washing shower bath once a week. In an ordinary elementary school in Wiesbaden there are normally about 900 such children. At the rate of 160 a day these can all be washed with clean water in a week. As we have seen, 34, or, say, 35, can be washed effectively in half an hour, that is 70 in an hour. In three hours of each day, with one male and one female attendant, the whole work can be done with perfect ease and without hurry.

The shower bath has many advantages over the ordinary bath—it is cheap, it is practically self-cleansing, it can be controlled for a large number at one time, it can be gone through more rapidly, and the water is current and therefore always clean. It has been found that it is an advantage to have the children passed through in groups rather than singly. The interest is greater, they help one another, and the number overtaken is greater. In some German schools there is also a swimming pond; but this is for exercise, not for cleansing.

The installations in Nuremberg were more luxurious than those of Wiesbaden, but all on the same fundamental plan. Obviously, the system has been found a good one. The results were certainly admirable. In the report for 1903 I find that in one of the Wiesbaden schools the shower baths were regularly used by 36 per cent. of the boys and 33 per cent. of the girls; in another, by 62 per cent. boys and 83 per cent. girls; in another, by 84.7 per cent. boys and 44 per cent. girls; in another, by 74 per cent. of the school; in another, by 80 per cent. boys and 14 per cent. girls. The two lowest classes are excluded from those figures.

How much does the service of school doctors cost? A relatively trifling sum. In the elementary schools of Wiesbaden, a town of 98,000 or thereby, there are approximately 10,000 elementary school children. The amount allowed for the work of medical inspection is 5000 marks, or £250 a year. This is divided among seven doctors, there being seven main schools and two small schools. Each doctor has a school. He examines systematically all entrants and all pupils leaving; he examines in each year the whole children of the third, fifth, and eighth classes; he visits the school once a fortnight to deal with current cases. He has many other duties, such as supervision of the lavatories, ventilation, heating, bathing. He receives for this from £30 to £50 a year, and no one can say that he is overpaid, even as payment goes in Germany.

The Wiesbaden schools are only a type of what is done, in some degree or another, in every German

State and in most European and American States. Japan is perhaps more advanced than any of the Western States in the detailed care given to her population. I have no doubt that, as already in London and many of the great English towns, so in Scotland we shall in a short time have the school doctor as one of the most important officers of the school service—welcomed by the teacher and waited for by the parent. And the figures rapidly accumulating from Glasgow, from Edinburgh, from Aberdeen, from Dundee are already demonstrating to us that the less we delay this improvement in our methods, the better for the individual children themselves and for the State, whose life-blood they are.

NORMAL GROWTH IN THE SCHOOL AGES¹

I. WHAT IS GROWTH?

WHAT is growth? What is the school age? What is normal growth? Why do we select the school ages?

If we consider the life of the human being from the cradle to the grave, we find it roughly divided into a period of growth, a period of maturity, and a period of decay. The period of growth may be set down as the first twenty-one years of life. And this is the period we wish to study. If we were thinking of the race, we should have to date from long before the cradle to long after the grave; for, with very little reflection, we should discover that the individual has a history as old as the race, which is as old as the world. But growth in its widest sense we cannot here consider. We are thinking only of the short sections from five to fifteen, which is the elementary school age, and from fifteen to eighteen, which is the secondary school age. Scotland and England differ somewhat in this matter; for in Scotland, at least in the North, we habitually think of the elementary school as passing into the secondary

¹ Read to the Edinburgh Meeting of the Parents' National Educational Union, 1904.

school, and of the secondary school as passing into the University. In Edinburgh, however, we are becoming more accustomed to the conceptions prevalent in the great English schools, which reckon the school age practically as from ten to eighteen or nineteen. In the Merchant Schools of Edinburgh, both for boys and for girls, the school age would run to seventeen or eighteen. Similarly with the other secondary schools. But I am less concerned with a rigid limit of years than with the leading fact that the school age on the whole coincides with the age of growth.

2. THE STRESS OF SCHOOL LIFE

The school is an artificial environment devised to teach the child how to abstract, how to select from the chaos of the world some guiding lines for his future life. Unlike the family, which is the focus of so many diverse purposes, the school has been devised for one sole purpose—to direct, to develop, to mould, in a word, to educate. Even the phrase “to educate” is too wide; for the school is only one among many agencies designed to prevent the scattering and the wasting of character. In a society like ours, it may be regarded as a specialisation of one function of the family. It assumes that the individual is incapable in his short lifetime of himself attaining to the best that the race has achieved; that, if left to himself, he may develop, but the development will so diverge from the good and the useful that the ultimate result to him is futility for himself and evil for the race. To prevent this

relapse, to economise the energies, to make the most of him for the short time that he has to live, to enable him, in a word, to realise himself to the best purpose, we place him in restraint, we put upon him heavy burdens, we check, we curb him, we break him under the yoke of civilisation—pain, sacrifice, duty. We drive him into system; we catch in him what is good and preserve it; we restrain what is evil and blot it out; we order his day that he shall learn in the shortest time, by the quickest method, with the least effort, all that we conceive for him of the good and the beautiful and the true. For these ultimate aims and for nothing less, we place him—tender, fragile, variable, full of mysterious activities—in a new world full of difficulties and depressions and disciplines and broken hopes. The school is the novitiate for the Service of Man. Is it a wonder if we begin to ask fundamental questions about growth? Are we not right to inquire whether the task be not too great, the strain too terrible, the trial too prolonged, for a personality so mysterious and so delicate, for a mind so bursting with impulses, for a nervous system so fluid? Is it not well that we should know how the strains and stresses and burdens fit the needs of growth?

It is in the school age that this life normally begins. It is, therefore, our business to discover how the child should grow during this period, how he should develop, what we should provide for, what encourage, what prevent. I assume, too, that whether he remain at home or go abroad into the world, every child comes to his school age, the age

when the family is too small, too inadequate for the unfolding mind. And the school age passes. Soon or late, a day comes when Freedom, which is responsibility, sounds the trumpet-call, and the novice passes out to his post. Then there is anguish, there is breaking of hearts, but the division of child and parent is accomplished. To every regret, to every tender remonstrance, to every entreaty, each in his own dialect utters the same reply: "Woman, wist ye not that I must be about my Father's business?"

3. BRAIN AND MUSCLE

The primary intention of the school is to train the mind. In an era of predominant muscle-worship this may sound like a paradox. But by the mind, I understand the whole character as it is influenced by the discipline of intelligence applied to life. In this wide sense everyone will accept the view. But at the basis of the prevailing practice there seems to lurk the suspicion that the specific work of school, the exercise of the brain and the formation of mental habits, has in it something hostile to physical development. It is quite true that the neglect of the general organism may result in conditions that make good mental work impossible. It is equally true that, on occasion, the healthy boy or girl whose time is taken up mainly with the care of physique, with the exercise of muscle, with the direct improvement of every organ except the brain and nervous system, may pass in the race many that care only for mental work, or in physical language,

the improvement of the brain. But so far as my observation goes, the danger of long continued mental work is largely imaginary. Nor am I prepared to accept the idea that no young mind should ever be put on the strain. I cannot understand why, without the slightest reproof, a boy may play all day long to his own hurt, but he may not work for a few hours without the risk of observation or comment from the parent or the friend. All work and no play is said to make a dull boy. It may be so. But the most interesting boys of my acquaintance have all been workers, and some of them played a good deal. These half-expressed truths are apt to be the cover for laziness. They can never be a sound guide for school life. I doubt if anything has been done anywhere to show by definite scientific proof that the amount of work done in any of the ordinary schools, whether regulated by Code or by the demands of the special class for whom the school is provided, affects seriously the physical growth of any boy or girl. It is very difficult to bring those notions to the test of facts, but the experience of the great school physicians, like Dr. Clement Dukes, of Rugby, should go some way to dissipate our fears. I am inclined to think that more physical damage results from excess of physical exercise, or erroneous pressure of exercise, under unskilled management than from any excess of head-work. If we always have regard to the symptoms of fatigue and act promptly upon them, the risk of excessive head-work in boys of school age is small. I do not see why high pressure should be quite an expected thing in games,

a thing to work up to, to train for, to guide the life, while strain of the head, the same head that manages the muscles, is reprobated as dangerous. It is so easily forgotten that muscular fatigue means also indirectly cerebral fatigue. It is the same brain that works the muscles as works the senses. It is governed by similar limits whether the exercise be predominantly of the motor centres or of the sensory centres. Whatever can be properly named "work," whether it be muscular or whether it be purely cerebral, involves cerebral exhaustion as its ultimate stage.

4. WORK, PLAY, AND GROWTH

The relation of growth to work is very complex, because the children that "work" (in the ordinary economic sense of work for a living) are the poorer children; their nurture in every respect is less adequate than the children of the richer classes enjoy, and it is consequently difficult to disentangle how much of their defective growth is due to labour and how much to deficient or incorrect food or bad housing or want of sleep. But broadly, it is proved that the working children at any given age up to the cessation of growth are smaller in stature and lighter in weight than the children of the leisured or richer classes. It is hardly necessary to prove by figures a fact that has been established in almost every civilised country, not least conclusively in Britain itself. The causes of the differences are, as I have indicated, manifold; but broadly they may be summed up in this—that the children of the

poorer classes do more work and the children of the richer classes have longer play. Perhaps it would be nearer the truth to say that both the parents and children of the richer classes have more play, they have better houses, they can arrange that their children shall have better food, more sleep, a longer period of irresponsibility.

5. THE RELATION OF GROWTH TO NUTRITION

"Growth is in some way and in some degree influenced by nutrition, that is, by the food and air supply of the organism. It is a question for evidence whether a child badly nourished in the early years of life ever attains to the same stature as it would have attained to had its nourishment been sufficient. Some have maintained that early starvation does not ultimately affect growth, provided the food is sufficient in the later growing years. Others, on the contrary, maintain that where nutrition in early life is bad the full stature is never attained. It is certain that, whatever be the effect of nutrition on the ultimate limit of growth, the rate of growth varies, according as nutrition is sufficient or insufficient" (*Med. Inspect. of School Children*, p. 206).

"*Influence of Nutrition on Growth.*—There has been much discussion on the influence that nutrition, or alimentation, or the social condition, may have. As far back as 1829, Villermé declared that the stature is higher and growth more active in the communities that are richer, better nourished, and better protected against inclement weather.

Quetelet gave out the same opinion, and the majority of those that have studied the question come to the same conclusion; for example, Cowell (1883), who has compared the statistics of 1062 factory children and of 228 children of the leisured classes; Bowditch also, but with him the defective conditions of existence act more on the height than on the weight, and this is seen in the fact that children of the working classes are heavier, height for height, than children of the leisured classes; these latter being absolutely taller and heavier. On the other hand, opinions diverge; Boudin does not quite believe in the nutritional conditions, and maintains that there is a considerable race effect; Donaldson admits certain action, but maintains that this affects the male sex more than the female. Porter admits that a considerable difference in social condition and in material prosperity may exist without much influence on growth up to the acceleration that precedes puberty. Key says that want prolongs the period of feeble growth anterior to puberty, and that the period of rapid development consequently supervenes at a later epoch. . . . On the whole, there would be a delay in time; but the final condition would not be altered. Roberts comes to a different conclusion—from the establishment of puberty, growth is more active in the non-working classes, ceasing at nineteen or twenty years of age; in the artisan class, growth is more uniform, and continues up to twenty-three or thereby. Still he points out a fact analogous to that spoken of by Key. For him, the growth that precedes puberty

begins a year or two earlier in the leisured class, and in these the average stature is greater. The Anthropometrical Committee of England admits also that the leisured classes are, at every age, taller and heavier than the working classes. Gussler and Uhlitch have compared the children of the Burger-schule of Fribourg with those of the inhabitants of the surrounding country, and they have found that in stature at the same age the former exceed the latter. The figures following indicate the excess in size of the pupils of the Burgerschule over the children of both sexes of peasants (in centimetres):—

Age	.	.	.	6½	7	8	9	10	11	12	13
Boys	.	.	.	2.4	2.7	2.3	5.1	2.7	2.3	3.8	4.7
Girls	.	.	.	3.9	3.6	2.8	3.8	4.5	3.9	3.1	5.1

“Hence the conclusion that ‘the children of the peasant *females* are, on the average, and without exception, smaller; the children of the Burger-schule are greater than the average of the whole. It seems, then, permissible to conclude that the different social conditions in which the children live exercise an essential influence on their physical development’” (*Dict. de Physiologie*—Richet, art. “Croissance”).

How far this difference in growth is to be counted a gain mentally or physically is a question that may well be debated. It may be forced growth and, like all forcing, may carry with it certain dangers. The boy of the professional classes grows more rapidly than the poorer boy, but ceases to grow at an earlier age. It would be wrong to say that he goes to leaf

rather than to seed ; but there is always that danger. In any given case, this would be extremely difficult to establish. One must take account of so many factors : first and mainly, the size and growth of the parents ; next, the total physical capacity of the child as tested by his total output of work, mental and physical. It is not enough that the bigger and stronger boy should have more staying power on the football field. He must prove his superiority also in the schoolroom, in his college classes, in his profession. In Scotland, we are not inclined to admit that the greatest mental capacity and the best physical form are uniformly found together, or that the one is a necessary index of the other. We delight to see fine physical development in men and women, but we delight still more in seeing the fine flower of all development, the clear head, the enduring will, the capacity to devote oneself day by day, year by year, for a lifetime, to the realisation of lofty purposes, to the slavery of the ideal. I do not say one word against the fine results we sometimes see from the muscle-worship of the present hour ; but I cannot help wondering whether it is always informed of the same spirit or a breath of it that made great the lives of two men for whom we still mourn, Professor Alexander Bain and Herbert Spencer. These two, almost from the cradle to the grave, consecrated their every activity to the Service of Man, cultivating every organ, yet living a life of the most severe asceticism, and leaving to the world a great inheritance of thought ordered and made. They were, it is true, giants of a great breed ; but

they lived their long lives because they applied intellect to their every day. We cannot expect the same severity to become very common; but it is more common than we are apt to think, and if we could be sure that the fine form of the public schools did, even on the average, do something to encourage these greatnesses of character, these potencies of will, these finer issues of the spirit, we should utter not one carping word against the games and the races and the exacting disciplines that the sons of our richer orders are made to follow for the whole of the growing ages and sometimes for long after. Even then, the final test is not the immediate growth in form. The test is the life lived through and the work done. And that has its measure in the insurance offices, not in the standard tables of heights and weights. If you want to prove to me that the training of your son has been good, let me see him cross the bar of middle age without mischance or exhaustion. We know but too well that, in the poorer orders, middle age and pauperism often mean one and the same fact. We know that, in the artisan order, middle age is the time of great peril. It is so also with the richer orders; but I am willing to be persuaded that the early training in the field does in some measure prolong the age of maturity as it certainly hastens the age of growth. "A sound mind in a healthy body" is what the whole world is striving for; but mind as much as muscle is the product of function. It has to be made. It must be built up by exercise of its proper organs. Thoughts are made by thinking, not by waiting for inspiration

from trained muscles. And a "healthy body" does not always mean a muscular body, nor is a highly developed muscular system a necessary condition of sound thinking. It is sometimes, on the contrary, a hindrance. These passing remarks are made here only as a qualification to the undoubted fact that properly regulated physical exercise not only promotes growth, but is essential to it. And by exercise, I mean irresponsible exercise, which is "play"—not responsible muscular labour, which is "work."

6. HEIGHT AND WEIGHT AS EVIDENCE OF GROWTH

If a human being were a jelly-fish, we should have to test his growth—not by measuring the height and weight, but—by taking the specific gravity and measuring the total volume. But as he is a vertebrate, we have a simple means of testing his growth from year to year. For this purpose, it is a convenient accident that after a certain age the boy stands upright. We therefore call it a measurement of height. But all this means is that the bony skeleton grows slowly, and forms a convenient rigid framework for measurement. Every skeleton is normally "padded round with flesh and fat," which also grow with more or less regularity to a possible maximum. Measurement of height alone would be a good index of progress in growth. The measurement of weight is an important supplement. If we have boys enough, and if we measure and weigh them, we are able to fix roughly certain standards

of height and weight for every age, and so constant are the averages that we are able to make useful practical tables whereby to test the individual's growth at any given period of his life. In these measurements, we exclude the deformed and those suffering from acute disease. We consider mainly, if not solely, healthy children. Let us look at a few figures compiled for us by the great authorities. In order not to confuse our minds with too many quantities, we shall keep to the figures for boys and girls of ages from five to twenty-two, and we shall use for our illustrations figures collected by the Anthropometrical Committee of the British Association (see Report of the Royal Commission on Physical Training (Scotland), p. 64).

BOYS.

Age.	Average Height in inches.				Increase in inches.			
5	.	.	.	41.03	.	.	.	2.57
6	.	.	.	44.00	.	.	.	2.97
7	.	.	.	45.97	.	.	.	1.97
8	.	.	.	47.05	.	.	.	1.08
9	.	.	.	49.70	.	.	.	2.65
10	.	.	.	51.84	.	.	.	2.14
11	.	.	.	53.50	.	.	.	1.66
12	.	.	.	54.99	.	.	.	1.49
13	.	.	.	56.91	.	.	.	1.92
14	.	.	.	59.33	.	.	.	2.42
15	.	.	.	62.24	.	.	.	2.91
16	.	.	.	64.31	.	.	.	2.07
17	.	.	.	66.24	.	.	.	1.93
18	.	.	.	66.96	.	.	.	.72
19	.	.	.	67.29	.	.	.	.33
20	.	.	.	67.52	.	.	.	.23
21	.	.	.	67.63	.	.	.	.11
22	.	.	.	67.68	.	.	.	.05

GIRLS.

Age.	Average Height in inches.				Increase in inches.			
5	.	.	.	40.55	.	.	.	2.22
6	.	.	.	42.88	.	.	.	2.33
7	.	.	.	44.45	.	.	.	1.57
8	.	.	.	46.60	.	.	.	2.15
9	.	.	.	48.73	.	.	.	2.13
10	.	.	.	51.05	.	.	.	2.32
11	.	.	.	53.10	.	.	.	2.05
12	.	.	.	55.66	.	.	.	2.56
13	.	.	.	57.77	.	.	.	2.11
14	.	.	.	59.80	.	.	.	2.03
15	.	.	.	60.93	.	.	.	1.13
16	.	.	.	61.75	.	.	.	.82
17	.	.	.	62.52	.	.	.	.77
18	.	.	.	62.44	.	.	.	—
19	.	.	.	62.75	.	.	.	.23
20	.	.	.	62.98	.	.	.	.23
21	.	.	.	63.03	.	.	.	.05
22	.	.	.	62.87	.	.	.	—

These figures show, for the general population of town and country, averages based on somewhat limited observations, but corresponding with figures subsequently collected. It is to be noticed that the increase in height is not constant. It amounts almost to three inches in the year from five to six. It sinks to about one inch in the year seven to eight. It rises again to nearly three inches at the year eight to nine, falls to a little over two inches at the year nine to ten, to one and a half inch at the year ten to eleven and eleven to twelve. It rises to nearly two inches at the age twelve to thirteen, to two and a half inches at the age thirteen to fourteen, to almost three inches at the age of fourteen to fifteen. From that period onwards the rate of

increase in height gradually slows down until, at the year twenty-one to twenty-two, the increase is only one-twentieth of an inch. This is for boys. The first great acceleration after infancy is towards the end of the first seven years; the second acceleration is about the years of nine to ten; and the third great acceleration is about the years of thirteen to fifteen. Thus, at the beginning of school life, and at the end of the elementary school course, we have two great periods of expansion.

With girls, the rate of increase is somewhat more uniform. Growth begins to slow down at the age of twelve. By the age of seventeen, it has sunk to less than one inch in the year.

Let us now turn to weight. For the corresponding ages in boys, the average weights in pounds are given below:—

Age.	Average Weight in lbs.				Increase in lbs.		
5 .	.	.	39.9	.	.	.	2.6
6 .	.	.	44.4	.	.	.	4.5
7 .	.	.	49.7	.	.	.	5.3
8 .	.	.	54.9	.	.	.	5.2
9 .	.	.	60.4	.	.	.	5.5
10 .	.	.	67.5	.	.	.	7.1
11 .	.	.	72.0	.	.	.	4.5
12 .	.	.	76.7	.	.	.	4.7
13 .	.	.	82.6	.	.	.	5.9
14 .	.	.	92.0	.	.	.	9.4
15 .	.	.	102.7	.	.	.	10.7
16 .	.	.	119.0	.	.	.	16.3
17 .	.	.	130.9	.	.	.	11.9
18 .	.	.	137.4	.	.	.	6.5
19 .	.	.	139.6	.	.	.	2.2
20 .	.	.	143.3	.	.	.	3.7
21 .	.	.	145.2	.	.	.	1.9
22 .	.	.	146.2	.	.	.	1.0

The corresponding figures for girls are :—

Age.	Average Weight in lbs.				Increase in lbs.			
5 .	.	.	39.2	.	.	.	.	3.1
6 .	.	.	41.7	.	.	.	.	2.5
7 .	.	.	47.5	.	.	.	.	5.8
8 .	.	.	52.1	.	.	.	.	4.6
9 .	.	.	55.5	.	.	.	.	3.4
10 .	.	.	62.0	.	.	.	.	6.5
11 .	.	.	68.1	.	.	.	.	6.1
12 .	.	.	76.4	.	.	.	.	8.3
13 .	.	.	87.2	.	.	.	.	10.8
14 .	.	.	96.7	.	.	.	.	9.5
15 .	.	.	106.3	.	.	.	.	9.6
16 .	.	.	113.1	.	.	.	.	6.8
17 .	.	.	115.5	.	.	.	.	2.4
18 .	.	.	121.1	.	.	.	.	5.6
19 .	.	.	123.8	.	.	.	.	2.7
20 .	.	.	123.4	.	.	.	.	—
21 .	.	.	121.8	.	.	.	.	—
22 .	.	.	123.4	.	.	.	.	—

From these tables we observe that, in boys, the increase in weight roughly follows the increase in height. The two increases do not, however, move precisely together. There seems first to be a spurt of growth, then a spurt of increase in weight. A great expansion takes place in the years between twelve and sixteen.

With girls, the great expansion takes place in the years between twelve and fourteen.

If, with these averages for the whole country, we compare averages for the labouring classes, we find that, on the whole, for boys, the labouring classes, even in the country, are equal to the averages for the ages from five to ten, and almost equal for the ages up to fourteen. The number of observations,

however, is very small, and little importance can be placed on this comparison. The female children of town artisans, again, are distinctly below the average height at all ages up to sixteen.

If, on the other hand, we take the professional classes in town and country, we find that for such of the ages as are recorded in these tables (age nine upwards) the heights of boys are distinctly above the average at all ages. Girls of the same classes are also distinctly above the average at all ages.

If we consider weight, we find that on the whole the same relation holds, the labouring classes in the country being about equal to the average, and the artisans of the towns perceptibly lower than the average. The same is true both of boys and girls. On the other hand, the professional classes come out distinctly over the average in weight; but the difference in favour of the girls of the professional classes is not so marked in weight as it is in height.

Among the commercial classes of the towns, it is found that the deviation from the average height is perceptible both in boys and girls. But the increase is not very striking; sometimes the commercial classes are even below the average. In weight, boys of the commercial classes vary considerably, being sometimes a little above the average and sometimes perceptibly below. The girls, on the whole, approach to the average weights, but tend to fall a little below.

These figures, and the multitudes like them that have been accumulated in many countries, must be studied very minutely if they are to yield guidance

in practical life. Here it is enough to emphasise the broad fact that the richer classes show greater height and weight. From this we may draw the general inference that good nurture promotes growth. As we have already pointed out, however, we must not assume that growth is entirely a matter of height and weight. We must check these two indicators by the health and capacity of all the organic systems.

It would be difficult to prove that these differences are radical differences in biological capacity. They are probably only differences due to differences of economic condition. It is probable that the poorer child suffers from long before birth, because the mother is not permitted to rest during pregnancy. It suffers after birth from all the causes that we deplore under the names of bad housing, bad feeding, overcrowding, over-stimulation, over-work. Whatever be the final and complete account of these facts, the broad contrast is there—the public school boy grows more rapidly and grows more than his relative of the other orders.

7. DIET AND GROWTH

So much for the general relation of good nutrition to growth. Let us specialise a little to indicate what the actual diet of a school boy should aim at. As Dr. Burney Yeo points out:—"It should be remembered that the education of the mind is, and should be, a 'lifelong' process—there is no need of hurry, but that the development of the body is

strictly limited to a certain period of existence, and becomes finally and irrevocably arrested at a given date" (*Food in Health and Disease*, p. 268). Our chief authority here again must be Dr. Clement Dukes, whose thirty years' experience of Rugby gives him a unique title to our attention. Dr. Dukes insists that the likes and dislikes of school children should be considered. Fats and starches are essential, but fat is very frequently repulsive to children. It is possible that education might reduce the revulsion, and certainly the effort should be made; but, failing this, more sugar is essential. For the younger boys, Dr. Dukes recommends meat in some form at least once a day. For the public school boy proper, who is growing rapidly, he recommends meat twice a day. What quantities? Here Dr. Dukes' figure sounds high to our Scottish ears. He insists that in the twenty-four hours, the meat or nitrogenous food supplied "should be one pound of uncooked meat, including fat, which means 20 per cent. of weight of bone, 20 per cent. of weight which is lost in cooking, therefore giving 60 per cent. of fat and lean cooked meat, or 9.6 ounces" (*The Book of Health*, p. 693, art. "Health at School").¹ He adds: "I have given the full amount of meat that is wholesome for the strongest and biggest boys, or those who are growing rapidly. I have done this purposely, though I am aware that younger and less robust boys could not get through the amount I have

¹ See also *The Essentials of School Diet*, by Clement Dukes, M.D., B.S., Lond. Rivingtons, London, 1899.

specified; for them the three-quarters of a pound of uncooked meat is the usual amount required." Fish he strongly recommends. But though he wrote twenty years ago, he might repeat his lament that this excellent food is yet waiting an adequate means of distribution. Vegetables he also, of course, insists upon. He found that in the autumn and winter, when fresh vegetables fell off, there was always "plenty of eczema." I am inclined to question which was the chief factor in producing the eczema—the excess of meat or the deficiency of vegetables. The two chief meals of the day must be breakfast and mid-day dinner. Otherwise, the working capacity of the boy is seriously interfered with. In this, most workers with the brain will agree. Nothing can well be less scientific than loading the stomach in the evening with a staple meal and then expecting the brain to turn on its full power. Where heavy meals are taken late, the sleep cannot be good, and the head-work will be worth little or nothing. It was Professor Bain's custom for over fifty years to do his intellectual work at least several hours after he had had food—on a fasting stomach, in fact. The brain works best when the stomach has least to do. Even in growing boys this is true. From all I can gather, the chief danger of many schools is the danger of over-feeding. But on this matter I speak without authority.

For those that would study more fully the diet of the growing school boy, no better guide can be found than the writings of Dr. Dukes. As I have

said, he takes the strong English view of meat and its substitutes. Perhaps it is our Scottish training that makes us hesitate on the point, but I cannot help feeling that meat occupies too large a place in the economy of every public school, as, indeed, in most other economies. It is right to add, however, that Dr. Dukes intends his "pound of meat" to be rather the standard for "nitrogenous food" than an absolute prescription of so much ox-flesh (see *Essentials of School Diet*, 2nd edition, p. 185). In this, as in other matters, Dr. Dukes' opinions are based on extended concrete experience, checked by scientific theory.

8. ALCOHOL AND GROWTH

It is, I believe, the custom in some English public schools to supply the boys with beer or other such alcoholic drink for supper. I do not know whether any Scottish boarding-school follows this custom or not. Stimulants of all kinds doubtless affect growth in some way, but the parent that imagines alcohol in any form to be essential to boys of any age from five to fourteen, or for that matter from five to twenty-five, should be recommended to study elementary physiology for a few days. If, after that, and after reading what Dr. Clement Dukes¹ has to say on the topic, he still persists in his curious opinion, he should consult his family physician in his own, if not in his child's, interest.

¹ *Alcohol and Childhood*, Church of England Temperance Publication Depot, 9 Bridge Street, Westminster, price one halfpenny.

There may be forms of beer or wine that do boys little harm, but I have not yet met with them, and if their use is sanctioned by custom anywhere, it is a "custom more honoured in the breach than the observance." At any rate, if the parent, knowing what the results are, feeds his boy on beer, he might at least spare us the hypocrisy of lamenting the vicious consequence of his prescription.

9. SLEEP AND GROWTH

What relaxation is to the muscles, sleep is to the brain. For the growing boy, abundant sleep is essential; for the growing boy whose brain is under training, sleep is still more essential. Boys of ten, according to Dr. Dukes, "require eleven hours of sleep, and the best time for it is, except on the very hottest nights in summer, from 8.30 p.m. to 7.30 a.m. For boys under thirteen years of age, ten hours and a half should be set apart, from 9 p.m. to 7.30 a.m. For boys above thirteen, the eight and a half or nine hours permitted, but never obtained, are not too much, if enough, considering their active period of growth, and the amount of bodily and mental exercise they undergo. In bed at 10 p.m., which means sleep not much before 11 p.m., and called at 6.30 a.m. for chapel at 7 or 7.30 a.m., is, I believe, the rule in most public schools. With only this amount of sleep boys seem weary, and look as if they did not get sufficient rest" (*Book of Health*, p. 688).

It seems to me that a simple rule for all boys is

that, given good health and vigour, they should sleep when they are sleepy, never attempt mental work when drowsy, rise early only if they can do so with vigour and not without too great unwillingness. One mother known to me has a very tall son of sixteen years of age. He is a hard head-worker and a fairly hard player. He has often pleaded to be permitted to sit up late to his work, but permission has been refused until he shows signs of being ready to get up in the morning when called. It is, I quite recognise, a severe test; but it is physiologically sound, and boys brought up on that principle will go farther and, in the end, do more than those whose natural appetite for sleep is compelled to conform to the occasionally morbid habits of their parents. If there is no disease, the appetites of the organism are a safer guide for practice than the theories of any school.

10. SOME DANGER POINTS

The saints of sport are not long-lived. They have consecrated themselves to the worship of muscle. They forget that the same brain that should enable them to think is equally exhausted by the discipline of the muscles and the discipline of the mind. Persistent stimulation to muscular exertion has its dangers for the growing youth. Dr. Clement Dukes, to whom, in so many ways, this country owes so much, has shown by concrete facts that at the onset of adolescence there is great danger to the kidney, and that the indiscriminate

indulgence in the hard physical sports of the public schools results very frequently in temporary or permanent damage to it. The reason he offers is simple and convincing. It ought to be in the mind of the careful parent when his son or daughter is passing into the expansive age. It is this—As adolescence supervenes, the heart grows rapidly. This is not all. It grows more rapidly in proportion than the other blood vessels. The result is that it is for the time too strong a pump for the size of the vessels it has to keep filled. The result of this is too great pressure in the vessels of the kidney, and the result of this, in turn, is inflammation or congestion. This he has found very common among the boys at public schools. The damage done by excessive exercise when this condition threatens can hardly be over-estimated. It may mean lifelong enfeeblement. It may mean damage not to the kidney alone, which would be bad enough, but to the heart also and the organs directly and indirectly depending on it. I do not particularise this to alarm, but it is a fact of experience, and it should be always kept in mind as among the possibilities of development. That Dr. Dukes should be able to record case after case is proof sufficient that we are dealing with a fairly common result of the ordinary school exercises of our great schools. Doubtless the headmasters of the schools are alive to these facts, but the parents should equally know them and have them for a guide.

I am not able to give parallel facts of the dangers

that attend the onset of adolescence in the girl. These are perfectly well known, but it is open to question whether they are always handled with perfect wisdom.

II. GENERAL TESTS OF HEALTHY GROWTH

How shall we tell whether a boy is growing at the correct rate? How are we to know whether his life at school interferes with the increase of his muscles, his bones, his nervous system? The parent cannot always be consulting tables of height and weight. He cannot be always weighing his child, week by week, to see whether he is maintaining his pace upwards. Neither can he be for ever calling in the doctor. He—should I not rather say she, for it is normally to the mother that this work falls—she ought to have some guide safe enough to enable her to prevent injury to the child. Does physiology offer any such guide? I think it does.

Let us assume that a child of competent parents has come to the age of five, that he has had all the advantages of good food, cleanliness, good air, freedom of play, in a word all that constitutes good nurture as it is organised by the parent devoted to the scientific care of children. The parents are confronted with the problem—Shall we send him to school? How shall the problem be answered? If it were put to me, I should recommend the following course.

Let the child be examined with minute care by the family physician, who knows the family history,

the family habits, what reliance can be placed on the parents' undertaking, what ailments the child has passed through, what in reason he may yet have to encounter, what rate his mental and physical development has maintained. Let there be a detailed examination of the whole body, both in its general aspects and in its particular organs. Let the physician observe and record the state of development, the state of the nutrition, the sufficiency of fat, of muscle, the condition of the blood, the condition of bones, joints, skin, glands, heart and circulation, lungs and respiration, eyes and vision, ears and hearing, nose and nasal respiration, throat, teeth, digestion, capacity for action, capacity for sensation. Let him ascertain what sleep is taken, what the readiness for play is, what the mental capacity in general as shown by the child's history. Whatever defects in any of these relations he may discover, he should, as far as possible, rectify before the child enters on the new life. Let us assume that he has found certain defects of eye and ear and throat. He must either have them forthwith rectified or so inform the parent that the defect may be watched to an issue and not permitted to interfere with development. Let the parent study the record. Let it be the guide at every stage. If the child is found fit for school, let the experiment be tried. Let the effects on his nervous system be watched. If it be found that he maintains his vigour, his nutrition, his diet, his sleep, his readiness to play, then he does not find the load too heavy. If the new life results in restlessness, if the child grows

nervous, if he readily breaks down, if he shows signs of fatigue, if he cannot sleep peacefully for the full time, if he dreams of his lessons, if he acts in his sleep the work of the day, if he complains of headache, if he has no disposition for play, if he grows pale, if he loses appetite, if he loses fat, then once more the physician should be consulted. We have assumed that the school he attends is hygienically good, that the air-space during work-time is adequate, that work is kept at a fitting quantity. If any of these symptoms persist, let the child be freed from every care and permitted to play. If, on the contrary, he shows none of these signs, it may be inferred that the new life will not touch his growth. But as a safeguard he should be examined at least once, if not twice, in every school year, in the detailed way I have indicated. So long as the physiological systems work well, the rate of growth is of little consequence.

12. CONCLUSION

Did time permit, I should have wished to go a little farther along these tracks. I should like to analyse the concept of growth as it is manifested in some of the individual organs of the body. I should like to show how the heart increases; how the brain grows in complexity; how the muscles keep up a perpetual rhythm in response to the demands of mind; how the intellect grows synthetically from its first germs to its final revelations in science and action and institutions; how, in a sense,

the whole world we live in is of our own making and is our own. But were I to follow these lines of speculation, I should have to call my paper by another name; although I should still be but showing forth the relations of the infinitely subtle mind of the child to the world he has come awake in, to the world where he will one day fall asleep again, leaving to it his work, evil or good.

“They are but sailing foam-bells
Along Thought’s causing stream,
And take their light and sun-colour
From Him that sends the dream.”

MEDICAL EXAMINATION AND SUPERVISION OF SCHOOLS AND SCHOOL CHILDREN¹

INTRODUCTORY

I THANK the Council of the Royal Society of Edinburgh for inviting me to lecture on the Medical Examination and Supervision of Schools and School Children. It is always an honour and a privilege to be permitted to address so distinguished a Society. It is also a great responsibility. Where the exact sciences are in the ascendant, where the traditions of clear thinking are so powerful, any man naturally hesitates to bring forward any proposition not capable of direct verification by experiment, or any practice not founded on fully thought out scientific concepts. Still more naturally may he hesitate when his subject is taken from the confused world of actuality, where the isolation of facts is difficult, where exact observation is almost impossible, where coherent science is still a distant ideal, where nevertheless concrete problems of immeasurable importance are pressing for solution. If I have dared to bring before you matters that are not yet scientific, it is because the presenting of crude facts

¹ Afternoon Lecture before the Royal Society of Edinburgh. Delivered, by request of the Council of the Society, 13th March 1905.

to a scientific Society may hasten the application of scientific methods to one immediate social problem—What can the practice of medicine do to develop the mental and physical potentialities of the rising generation?

The present universal ferment of social ideas is not without a meaning. If any clear issue at all has yet emerged, it is that we are entering on an era of Personal Hygiene. As the beginning of the last century witnessed the great movement towards an improved environment, so the beginning of this century is witnessing a movement towards the improvement of the organism. It has taken a century to persuade the ordinary citizen that his environment of house and street and atmosphere is after all in some measure his own creation, a thing plastic and manageable, a form answering to his will. Perhaps, with the greater pace of to-day, it may take less than a century to persuade him that when he has put his house in order, it is then his duty to fit himself to live in it. The vastness of the problem need not appal us. Time is on our side, and many little things point the way to practice. One truth we have already realised—if we would fit the man for his environment, we must begin with the child. "The child is father of the man."

Two years ago the Physical Training Commission (Scotland) presented its Report. Last year the Physical Deterioration Committee presented its Report. Neither of these Reports professed to be exhaustive. The Scottish Commission started with the intention of discovering how the youth of the

country could best be physically trained into an athletic manhood, and ended with a proposal for further investigation of the facts. The Deterioration Committee started with the question, Is racial dereriation a fact?—and likewise ended with a demand for further investigation. In both Reports the school child is the focus of interest. This is not because the younger children or the adults are in themselves less interesting, or present more difficult problems; but because the school child has for a generation been under the direct control of the State in one of his many relations. And the school child, easily seen, easily examined, easily described, has enabled us to crystallise the conception of personal hygiene and to test the possibilities of remedial measures. I may say at once that I have no fears for the present or the future of our races. It has not been demonstrated that racial degeneration in the true sense has assumed to-day greater proportions than in any past period. Such deterioration as the various investigators have discovered is less a matter of inheritable defects than of defective environment. It is mainly a generational degeneration, and does not destroy the potency of the races to recover any ground they may have, for the moment, lost. It is the natural tendency of social reformers to look for a remedy before they have understood the disease. It is well to know that the facts will now be subjected to the criticism of cool science, and it is well to remember that the high priest did not fare well when he “trembled for the ark of God.”

In the matter of school children, the need for facts is paramount. By an accident it fell to me to have a share in the examination of 1200 children, of whom 600 belonged to Edinburgh schools. When the facts, such as they were, first became known, we were freely accused of gross exaggeration. Because we said that some children were dirty when they were dirty, and others thin when they were thin, and others deaf when they were deaf, and others undergrown when they were undergrown, we were adjudged guilty of scientific heresy. When further, for one reason or another, the 600 children from Aberdeen showed a smaller proportion of the same defects, we were declared to have traduced the community we live in. This afternoon, I propose to put before you some leading facts of those investigations, and some facts even more striking from Glasgow, London, Manchester, Bradford, and Dundee. The charges of exaggeration, of gross error, of sensational misapplication of common knowledge, may or may not be true; it is certain that up to the present those charges have been founded in prejudice and want of knowledge. The only way to disprove alleged facts is to produce other equivalent facts obtained by more exact methods. So far, as I think I shall persuade you, any facts obtained have rather confirmed than controverted the results published by the Royal Commission on Physical Training (Scotland).

One word more in introduction. Such results as the various investigators have been able to produce have already persuaded the Parliamentary

mind. In their Scottish Education Bill of last year (1904) the Government included provision for the medical examination and supervision of school children. In England, the new education authorities have similar powers. The examination of school children is, therefore, no longer a question of doubtful politics. If it were, I should not have chosen this subject for a lecture. It has now all but passed into the region of administration, and that is why I offer you some suggestions towards practical administrative methods.

1. MEDICAL SUPERVISION OF SCHOOL BUILDINGS

It is proper to separate the medical supervision of schools from the medical inspection of school children. The separation of the two is founded on one important practical consideration. Already, the Public Health Acts provide for the medical inspection of school buildings. Without any increase of powers, it is already possible practically to secure that the structure of school buildings is in accord with the latest hygienic ideas, and that the premises are kept in a sanitary condition. The local authority for public health has the same control over schools as it has over dwelling-houses. The local authority is ultimately responsible to the Local Government Board, who can enforce within certain limits a sufficient sanitary inspection. Further, school buildings are scrutinised by My Lords of the Scotch Education Department, who satisfy themselves both in general and in detail that the plans

are executed on hygienic lines. It is true that many schools, especially in the rural districts, are unsatisfactory; but it is equally true that the local authorities and their officers are steadily pressing modern views of sanitation on all those responsible, and I have no doubt that, with the extension of the School Board areas, there will come an increased acceleration of school improvement. In cities there are few points of structure that need really give the administrator serious concern; but there are many points of management where a closer medical scrutiny would result in improvement. Later, I shall mention one or two points; but I refer to the matter here merely to indicate that administratively we are already in a position to deal with school buildings.

2. INFECTION AND DISINFECTION OF SCHOOLS

Perhaps it is well here also to dispose of infection and disinfection. Already, the powers of the Notification and Public Health Acts are entirely adequate. If the medical officer of health suspects that infection exists in any school, he has the right to enter and to examine the children. If a school child is notified as suffering from any notifiable infection, or discovered to be suffering from any infection whether notifiable or not, he must be excluded from school until the medical officer of health or a medical practitioner certifies him free from disease and infection, and certifies that the house and everything in it exposed to infection have been disinfected to his satisfaction. At

the same time, the parent is under obligation to procure the certificate ; the teacher is under obligation to exclude the child from school until the parent produces the certificate ; both parent and teacher are under a penalty of £2 for failing in these duties. As to disinfection, the school is a house within the meaning of the Act, and what applies to an infected house applies equally to an infected school. In the rural districts a good deal of administrative difficulty has resulted from these drastic clauses ; but, on the whole, the results have been excellent.

There is room for improvement and adjustment between the local authority for public health and the School Boards ; but this is a matter of detail, not a matter of principle. In Germany, the public health and the education authorities are practically one and the same. The *ad hoc* principle there applies rather to officials than to Corporations. In England, by the recent Act the public health and the school authorities are also practically identical ; but in many cases the officers are specialised for public health purposes or for school purposes. In Scotland, as I have indicated, the public health authority already has in a limited number of places the control of buildings, and has everywhere the control of infection and sanitation. The Bill introduced last year made no difference in this principle.

What then remains to do ? There remains the inspection of the school child, not for infectious diseases alone, but for all the diseases and conditions that in any degree unfit him for school life. How in practice are we to realise this end ?

3. GENERAL SCHEME OF MEDICAL INSPECTION

The recent investigation made for the Royal Commission on Physical Training was directed to one special object—to ascertain whether there was any substantial ground for advising medical inspection. The schedule of particulars offers a model that, with a little adaptation, may be made suitable for routine inspection. The schedule, it is right to record, was primarily devised by Professor Matthew Hay of Aberdeen; it was discussed by both investigators, and finally approved by the Commission. It included a large number of anthropometrical measurements, which could not well be expected from a routine inspection, but form nevertheless a valuable item in a general physical census of children. I refer to this schedule for two reasons, first, to indicate the scope of the particular inquiry, and second, to indicate how much is practicable in regular and periodic inspection.

4. ROUTINE SCHEDULE

On the basis of the Commission's Schedule, I have devised another, which has been subjected to a fairly severe test in Edinburgh, in Glasgow, and in Dundee.¹ It has been used to guide the examination of over 3000 children. It is comprehensive, but not exhaustive. It indicates what is actually possible within school conditions in Scottish schools. It has been objected to as rather elaborate for

¹ See *Medical Inspection of School Children*, p. 73 and Appendix.

routine purposes; but the objectors have always difficulty in saying what ought to be left out.

The schedule aims at treating the child as related at once to the home and to the school. If we are to secure the full advantage of medical inspection of school children, we must maintain a perfectly definite relation between the School Boards and the public health authorities. That is the primary purpose of relating the school child to his home. In Glasgow it has been found, as the result of the examination of 750 children, that many conditions discovered in the school inspection have the most direct bearing on the cleanliness, the ventilation, the lighting, and the overcrowding of the homes. In Dundee the experience has been the same. Although, therefore, a number of the headings are not medical, they have a medical or hygienic reference. For these reasons I have suggested that whether used at the moment or not, they should be retained in any adequate system of examination. The school child is not an abstraction. He carries with him everywhere the evidences of his daily nurture. He is well-fed or ill-fed, he is well-cleaned or ill-cleaned, he is well-clad or ill-clad, he is well-slept or ill-slept, and he is always one or the other because the home he comes from is wealthy or poor, clean or dirty, overcrowded or uncrowded, quiet or noisy. These facts offer an immense field for scientific study. The fitness of a child to begin a day's work at nine o'clock depends on his hours of sleep, on the food he has eaten, on the air he has breathed within the preceding twelve hours. One broad result

emerges—the house that suits the eating and sleeping necessities of the adult father and mother does not suit the necessities of the school child from five to fourteen. This fact at once opens up the question of nervous fatigue and its measurement. On this matter, I have no results to show; but any physiologist would, I think, agree that school fatigue is, in mathematical terms, a “function” of the home life.

The other items of the schedule bear on the life at school—regularity of attendance, physical exercises, height, weight, etc. As I am able to give illustrations on some of the other headings, I need not discuss them generally now.

5. MEDICAL INSPECTION IN NUREMBERG

In many localities of Germany, Austria, and Switzerland, medical examination of children has proceeded for many years. I take a single illustration from Nuremberg. The schedule and certificates (pp. 110–114) indicate at once the duties of a school doctor and the range of his examination. On the whole, the ground covered is much the same as it is in our own schedules. Nuremberg is a city of some 270,000 inhabitants. It has fifteen school doctors, who give part of their time to the examination of children admitted, and the periodic re-examination of the children in attendance. The school doctor subjects each child of school age to a full examination—height, weight, chest measurement, eyes, ears, throat, heart, lungs, muscular condition, spine, bones,

nervous system, mental condition, degree of development, etc. The parent receives notice of the day of examination and may be present. If the child, though of school age, is not fit for school duty, he is not admitted. If he is found to have any defect, he is recommended for treatment. If, though suffering from some slight defect, he is found fit to begin work, he is kept under supervision from year to year. All the children are kept under general supervision through their whole school life. Infectious diseases are dealt with much on the same lines as we deal with them in this country.¹ In the recent Report by Mr. Andrews, H.M. Inspector of Schools, on the Examination of Schools at Charlottenberg and Berlin, similar details are recorded, and from the Report of the International Congress on School Hygiene at Nuremberg, 1904, many more illustrations might be derived.

It is nowhere suggested that the medical inspector of a school should be responsible for treatment. Each country develops its own method of dealing with this problem. Parents frequently know nothing of defects in the eyes or ears or throats of their children, and, as is recorded in the Dundee Report, have been found only too glad to be informed. Many parents will of course remain indifferent. But many children suffering from defects will find their way to the dispensaries and the hospitals. There will, however, be a small remnant of children that, with our defective administration of charities, are not at present provided for, and may have to be

¹ See p. 106.

dealt with by some new organisation—the School Board or another. But my impression is that, in most localities, the remnant of diseased or defective children whose treatment is unprovided for will be small. In any case, it is our duty to discover how large or how small it is. The experience of London is that the work of the medical officer of the School Board has to be supplemented by the visits of trained nurses. New York has moved on the same lines.

As a type of the child unprovided for, I single out the case of the child with scabies. The hospitals as a rule do not admit this disease. The dispensaries cannot conveniently treat the case to a finish. The parents are usually too ignorant or too ill-trained or too dissipated to carry out the cure. The public health authorities do not, for the present, accept the burden except in special cases. The result is that cases may become chronic and school departments become infected. In actual fact, however, the amount of scabies in Scotch schools has not been found great; but it ought to be better provided for than our present machinery makes possible. The same is in greater or less degree true of favus, ringworm, and impetigo, which usually occur among the poorly nourished and poor children.

6. INSTRUCTION OF TEACHERS

In the three schedules I have mentioned it is presupposed that the teacher must play a primary part in any system of medical inspection. This is too

obvious to need enforcing. All over Scotland the teachers themselves have given evidence of a strong desire to become familiar not only with the general hygiene of school buildings, but with the more obvious signs of unfitness in the children as well. The School Boards, the Normal Training Colleges, and the Scotch Education Department have in their several ways responded to this desire. For many years the Department has required some instruction in the Laws of Health as part of the curriculum of the Training Colleges. At present all the Training Colleges in Scotland are arranging or have arranged such courses of instruction both theoretical and practical. These courses are specially designed to put the teacher in a better position to scrutinise the class for obvious defects of eyesight, hearing, breathing, and the like. It goes without saying that the teacher's interest in the physical and mental growth of the child is thus intensified. If the labour of the school is for the moment made greater, the value of the teaching is not made less. The more the teacher knows about the health of the children entrusted to him, the simpler and the easier will the work of medical inspection become. And it may be said at once that without the co-operation of the teacher the organisation of medical inspection is impossible.

In the course of my observation I have found abundant proof that the teachers will welcome the installation of a regular medical inspection. Apart from the Normal Training College courses referred to, several School Boards have arranged courses for

acting teachers. In one city some 300 teachers are at present (1905) attending a course of expositions covering all the important points where the teacher is concerned with the health and fitness of the child. Doubtless these courses will be multiplied everywhere, until every teacher has had an opportunity of becoming familiar with the practical aspects of school hygiene and the health of school children. Now that, in Scotland, the training of teachers has been placed on a national footing, we may reasonably expect that the movement already begun will be developed with greater precision and detail. It is right also to add that a general inspector of physical training for the whole of Scotland has been at work for a considerable time. He is organising the collection of general facts about height, weight, occupation, and certain defects of eyes, ears, etc. The beginnings thus made are preparing the way for the more elaborate physical examination that the new Education Act will make possible.

7. MEDICAL INSPECTOR'S ROOM

At present, our school plans do not provide for a special medical inspector's examination room. Until such a room is provided, on the same lines as the headmaster's room and others, the work of medical inspection will tend to cause a certain disturbance in the daily work of the school. Such disturbance will be reduced to a minimum when the medical room is a recognised functional part of the

school. In Nuremberg I have not found any evidence that a medical room is provided; but Professor Burgerstein of Vienna, a leading authority on school hygiene, informed me that in the new schools of Austria a medical doctor's room will be provided.

8. NUMBERS OF SCHOOL CHILDREN TO BE EXAMINED

The number of school children attending Board schools in Scotland is over 800,000. We cannot hope to see this large army of civil recruits examined all at once. But if we assume that the new admissions amount to 10 per cent., that is 80,000, the task of examination becomes much less formidable. The majority of those children attend town schools, where medical service of every variety is easily obtained. When you distribute 80,000 children into small parcels varying from five or ten up to 200, and spread their examination over half a year, the practical difficulties begin to disappear. In the town of Zürich in the year 1902, 2994 had attained school age. These were all examined on admission, and 4.7 of them were rejected as still unfit. What a town like Zürich finds to be possible, the towns and districts of Scotland will find to be equally possible. A detailed examination of children on admission will steadily reduce the amount of defects found among the older children, and the work of medical supervision will steadily become easier.

9. STARTING-POINT OF THE RECENT INVESTIGATIONS

In Britain the study of the school child owes an incalculable amount to the thirty years' labour of Dr. Francis Warner. He gives us a summary of his results with 50,000 London school children.¹ The facts he details so minutely in his books have been lying before us for nearly a generation. The popular interest in them was stimulated once more by the lament over the results of the recruiting agencies. The table now shown indicates the grounds for these complaints and the causes of the many rejections.¹

It is natural to inquire whether the defects found in the recruits of the fighting army may not be common to the recruits of all armies, and whether the facts incidentally revealed by the examination for war do not point the way to an examination for the ends of peace.

10. ILLUSTRATIONS OF RESULTS

So far the form and organisation of medical inspection. I shall now indicate some of the results already obtained.

11. HEIGHT AND WEIGHT

In Appendix XIX. to the Report of the Inter-Departmental Committee on Physical Deterioration,

¹ See Report of Royal Commission on Physical Training (Scotland), pp. 45 *et seq.*

Dr. Alfred Eichholz, of the English Board of Education, has given a series of valuable and interesting charts to illustrate the physique of school children. These charts he has constructed on a basis of height measurements. He has found that "height curves are easier to obtain, and display discrepancies better than weight curves. They are, therefore, preferable for purposes of statistical examination." This, no doubt, is generally true; but, as I shall show you, the weight curve where it can be obtained is of extreme significance as a test of immediate nutrition. Before showing you some selected curves from this series, I should say that Dr. Eichholz's general conclusions are these:—

1. "London shows greater extremes of excellence and superiority than provincial towns. The difference between the good and the poor types is very grave.

2. "The best children are practically equally good in all towns.

3. "In the case of younger children, the worst in London are lower in stature than the worst elsewhere—Manchester, Salford, Leeds.

4. "The curves in Manchester and Salford are flatter than elsewhere, due possibly to the wider prevalence of rickets, but associated also probably with the Celtic strain in the population."

12. SELECTION OF STANDARD

A good type of London school—Honeywell Road Board School, Wandsworth Common—was taken as

a standard. In this school physical exercises were a speciality in all departments. The rate of growth was found more uniform than in either of the country schools compared with it, and as the selection of children seemed to represent a good quarter, the results were taken as a basis of comparison. One small country town from the South and another from the North showed distinct deviations from the standard. The Southern town showed heights distinctly lower up to the age of eight, and perceptibly higher from age eight to age thirteen. The Northern town showed, for most of the available ages, heights slightly lower than the standard. These curves are based on the average height of twenty children of each year of school age. The heights shown are an average of boys and girls. This somewhat impairs the charts for the purpose of comparison, but the differences as shown are sufficiently striking.

13. A LOW GRADE TOWN SCHOOL IN A NEGLECTED DISTRICT (LONDON)

In comparison with the standard, Johanna Street Board School, representing this district, showed "irregular growth and severe retardation of a very grave nature." This is in entire conformity with observations taken in Edinburgh, Glasgow, and elsewhere. In another school,—St. Clement's Road Board School,—which represented a criminal and neglected area of London, the same general retardation in growth was conspicuous.

14. MANCHESTER

In Manchester, two schools were compared with the standard. One, Ducie Avenue Board School, a school of the best type, on the whole held its own with the standard. Another school, Sharp Street, a notably bad slum area, fell distinctly below the standard at all ages. The curve serves to show that—"good population in Manchester is practically as good as best in London. Apparent falling off in Ducie Avenue at later ages probably associated with the transference of the best children to the Central Higher Grade School and other higher schools." In comparing schools, it is always important to remember causes of variation such as these.

In Salford and Leeds the same general difference was found to prevail. In a poor grade school in Bethnal Green, where the London County Council have been erecting modern dwellings, the heights of the children were found at the earlier ages to be as good as the best, and at the later ages to be little short of the best. We are not to suppose that the erection of dwellings is in itself a cause of improved heights in the children. Rather we must assume that the better dwellings attract the better class of people.

15. ELTRINGHAM STREET BOYS' SCHOOL,
WANDSWORTH

This school is situated in a poor industrial neighbourhood; but for twelve years drill exercises and

organised games appear to have been maintained. Towards the later years of school life the increase in height seems to approach the standard. One hesitates to assign this improvement in growth to the improvement in physical discipline; but possibly, in general, this will be found associated with better feeding, and may on the whole be accepted as a factor in improved growth.

In a Board school frequented by alien immigrants (Jewish), Dr. Eichholz found a high grade rate of growth. For the earlier ages up to eight, this school was perceptibly above the standard. For the other ages, it was a shade below.

16. A SCHOOL FOR FEEBLE-MINDED CHILDREN

Dr. Eichholz has had special experience of feeble-minded children in London schools. In one school, St. Clement's Road Centre, Nottinghill, he found conditions that indicated irregular and much retarded growth. Children of ten years of age show nearly five inches of deficiency in height. The curve of the feeble-minded is very irregular, and suggests sudden alterations in the rate of growth.

17. WEIGHT CURVES

As an illustration of differences in weight, a country school (Ripon), a good town school (Brudenell School, Leeds), and a poor town school (St. Peter's, in Sweet Lane, Leeds) were compared. Generally, the weight curve shows the same

differences as height curves. The poor children are always lighter as they are smaller. The rural schools on the whole approach the better town schools.

18. SCOTCH SCHOOLS—EDINBURGH, GLASGOW, ABERDEEN

These charts indicate generally what we have recently found verified among the school children of Scotland. In the investigation made for the Royal Commission on Physical Training, the numbers of children chosen from Aberdeen and Edinburgh were admittedly too small to form an adequate statistical basis for general conclusions; but, so far as the figures go, they follow the same general trend as those I have described. Recently, Dr. Chalmers, the Medical Officer of Health for Glasgow, has completed and recorded a physical and medical examination of 750 Glasgow children. The general result has been the same. In the poorer quarters the children are smaller and lighter than in the better quarters. In at least one of the Glasgow schools the children were found distinctly smaller and lighter than in Edinburgh. In the Report of the Physical Training Commission you will find a comparative table made from the British Anthropometric Committee's standard, the Boston standard, and the results of the Aberdeen and Edinburgh investigations. Both for boys and girls, the heights of the Edinburgh children are almost uniformly lower than the standard either of the Anthropometric Committee or of Boston. The Aberdeen children run much the

same course as the standard, but perceptibly below Boston.

I do not here raise any question of the validity of these figures as representing either the Edinburgh or Aberdeen children. Nor do I need to emphasise the fact that the British standard and the Boston standard are based on an examination of many thousands of children, whereas the Aberdeen and Edinburgh figures are based on an examination of 600 children for each city. It is beyond question that both Aberdeen and Edinburgh can show children of all ages to reach the British standard; but it is equally certain that both towns contain children that fall distinctly below. Edinburgh, as the larger city, naturally contains a greater aggregate of poorer children, and this fact naturally is manifested in any given school in a more striking way than in Aberdeen. Glasgow, again, has a still greater aggregate of poor children, and, as I have said, the heights for the poor areas fall perceptibly below Edinburgh.

The weight curve follows closely the same course as the height curve. At the higher ages, the Aberdeen and Boston figures shoot upwards, but in Aberdeen at least this is probably due to the small numbers examined. The Edinburgh girls of thirteen and upwards rise rapidly above the standard. This also is probably due to the error of small numbers.

Perhaps it is more instructive to compare the Edinburgh schools with one another. Naturally, the curves are somewhat more irregular, because the numbers compared are smaller. But the same

general truth is made manifest—children from the better quarter are taller and heavier than children from the poorer quarter. The two extremes are Bruntsfield School, a higher grade school, drawing its pupils from a varied and good population, and North Canongate, drawing its pupils from a very poor population. The children from Bruntsfield School on the whole maintain the same level as the British standard, occasionally surpassing it. The children of this school are much more properly comparable with the children of Aberdeen. They do not, of course, represent the wealthier classes of Edinburgh, which would more properly be shown in the Merchant Company's schools and in the Academy. Incidentally, it is gratifying to learn that recently the Edinburgh Merchant Company have appointed two lady doctors to examine the girls in their Girls' Colleges. I do not happen to have figures for the children of the wealthier classes in Edinburgh, but I have little doubt they will show the same general superiority as elsewhere. More money means better nurture.

19. DUNDEE SCHOOLS

In the excellent Report just issued by the Social Union of Dundee, we find another mass of confirmatory observations. In the tables of height and weight the "median" average is used instead of the arithmetical mean. This makes it inadvisable to compare the small numbers at any one age in Edinburgh, Aberdeen, or Glasgow with the figures

from Dundee.¹ But, as the tables indicate, the contrasting figures within the city of Dundee itself are enough to show that there also the same general truth is verified. The children of the elementary schools are perceptibly less in height and weight than the children of the Harris Academy. In some respects the conditions found seem to have been distinctly worse than either in Edinburgh or in Glasgow.

These figures, being so uniform, in various localities, even though they are so small, cannot be accidental. It is to be hoped that before long we shall have a much more extended basis of comparison. The returns now being organised by Captain Alan Foster, Inspector for Physical Education in Scotland, will enable us to build up more reliable averages. I trust that the teachers and School Boards everywhere will extend to Captain Foster's work the cordial co-operation that is indispensable to the success of it.

I have given you these illustrations of heights and weights not so much for their individual interest, as to point the way for much more extended records. The Grammar School in Aberdeen, for example, maintains a physical register such as I should wish to see in every other Board school. There is room here for a wholesome rivalry among schools. Height and weight, it should always be remembered, are fundamental facts both in growth

¹ But on working out the Edinburgh figures by the "median" method, I found that the differences between the "median" and the arithmetical mean were always merely fractional.

and in nutrition. They are the first step to medical examination. Every teacher knows how to record them. Every school should have its weighing machine and its measuring standard. Every school should have its charts of height and weight for all ages. In Nuremberg, I noticed that the measuring standard was fixed on the side of the door of every class-room. This is also necessary for fitting the children to the desks. There the measuring of the children is a matter of routine. Before many months are over I hope it will be a matter of routine in every Scottish school. If by taking thought we cannot add a cubit to our stature, we may at least take means to discover where the cubit is wanting.

20. MENTAL CAPACITY AND THE SENSES

In every school there is a certain percentage of mentally deficient children. The School Board have under the present Code some powers of dealing with the mentally defective. The powers may need extension. But the percentage of the really defective in our Board schools is small. The percentage of dull children, however, is considerable. The discovery of the causes of mental dulness and retardation is one of the most important purposes of medical inspection. The teacher does not take long to find out that there is an intellectual better and an intellectual worse in every class, even if the class number but two or three. It is not so easy to prove that, in a vast number of such cases, the dulness is due to some defect of the primary senses

of eye and ear. But that such defects account for a great deal of mental backwardness is beyond question. As a concrete instance, let us look at the results of the Dundee investigation. Out of the thousand children examined, not less than 87, that is 8.7 per cent., were returned by the teachers as mentally dull. They were found by the medical examiners to be suffering from defects of eye and ear or both. That list alone is enough to justify the instituting of a systematic medical inspection. How shall the half-blind be taught to read, or the deaf to understand?

Is it quite fair that a child should be handicapped for life because in his nine years at school he found no one to suggest that an oculist should examine his eyes and an aurist his ears? What a waste of public money it is to keep teachers working lamed senses like these!

Into the general question of the testing of mental capacity, I do not enter. It is a matter for the specialist in insanity and the educational psychologist. There is material enough for them both.

21. GLANDS

Why is it important to examine glands? The question hardly needs answering. If you look at a picture showing the superficial glands of the neck, and another picture showing the deep glands of the neck, you will see at once why the examination of glands is indispensable. The glands are the sentinels of the lymphatic system. The lymphatic system is the absorptive system of the body. You cannot

prick the skin anywhere without entering some branch of a lymphatic vessel or canal. In vaccination, for example, a few superficial scratches of the skin may, without drawing a drop of blood, penetrate to the lymphatics and secure the absorption of the vaccine. The neck glands are of two orders—deep and superficial. Some lie more to the front of the neck, others more to the back. Where the teeth are bad, the front neck glands are readily affected. Further, where the tonsils are inflamed, or the back of the throat, the glands associated with those regions forthwith become inflamed. Absorption by the glands, therefore, is of primary importance. They are the first halting-place of all infectious organisms entering from the surface. They may soften and break down, as commonly occurs when they are infected with tubercle. They may become hard and painful, as in acute inflammations of the throat or tonsils. They may become chronically enlarged, as is common in feeble and ill-nourished children. In short, they are always, either positively or negatively, a good indicator of the physical conditions. Among well-fed children, whose teeth are good, whose skins are clean, whose heads are free from vermin, whose throats are free from chronic inflammation, neck glands are very rarely enlarged. They are almost always enlarged to some degree in children whose teeth are bad, whose heads are verminous, whose skins are dirty, whose throats are inflamed. In one of the Edinburgh schools only seven cases of enlarged glands were found in 160 children. In another,

some 45 cases of enlarged glands were found in the same number. All over, 18 per cent. were found in Edinburgh schools. In one Glasgow school 29 per cent. were found, and in the best school there the percentage was 12. For Aberdeen children the percentage was 2. In the best Edinburgh school the percentage was about 4. In Dundee the percentage was 37.3 among boys; 2 among girls. In the best Edinburgh school none worth recording occurred among girls. Swollen glands are so easily observed that every teacher is capable of observing them.

22. DEFECTS OF RESPIRATION—ENLARGED TONSILS AND ADENOIDS

The normal child breathes through the nose. If, when not excited, he usually or even occasionally breathes through the mouth, it is because he is suffering from some obstruction of the nasal passages or from some defect in the shape of the mouth or palate. It is not to be assumed that every child with an open mouth breathes through the mouth; for the tongue may press against the roof of the mouth while the lips remain open, and thus the mouth-breathing is sometimes only apparent. As a rule, however, mouth-breathing indicates some degree of nasal obstruction. Obstruction may be due to enlarged tonsils, to chronic inflammation of the nose, to the narrowness of the nasal openings, to the overgrowth of the nasal septum, or, more commonly, to the overgrowth of

the delicate lymph tissue lining the back parts of the nose and throat. Such growth of lymph tissue is now familiarly known to everyone as adenoids (or gland-like growths), or nasal vegetations. They vary in degree from an almost imperceptible elevation of the tissue to large hanging masses that entirely obstruct the nasal passages. The results to the child are serious. He is backward in development. He is stupid. He is liable to repeated colds. He is more open to infection. His speech is affected. His hearing is affected. His whole nutritional tone is affected. Here I should like to show you the nose as it would appear from behind in a bad case of adenoids. It is obviously impossible through so small an opening to transmit freely the air necessary for correct respiration. I should like also to show the tonsils in their normal development. Very frequently adenoids go with increased size of tonsils. The chronic inflammation that leads to enlarged tonsils inflames also the back of the throat and blocks the air tube between the throat and the middle ear (the Eustachian tube). The result is that the air within the middle ear is not renewed as often as it should be; on the contrary, it becomes absorbed, and then, by the pressure from the outer air, the ear drum is forced inwards. Technically, this is known as retracted membrane. Retraction of the membrane affects the hearing for all purposes. It may result in absolute deafness. It usually results in dulness of hearing. It probably, almost certainly, interferes with the perception of musical pitch. A "bad ear" for music may be literally a bad ear.

If these be some of the consequences that flow from enlarged tonsils and adenoids, it is surely more rational to waste a little time in medical diagnosis and treatment than to waste the teacher's voice in compelling the infant to hear. Enlarged tonsils and adenoids are so common in some communities that they are by many physicians reckoned practically normal. Normal in one sense they may be—they are the results of structural defects or wrong habits in breathing or in nurture. But whatever the cause, it is usually possible to apply some remedy. It is fortunate that nasal obstruction so rapidly leads to a feature so easily observed by the teacher as mouth-breathing must always be. If I were a teacher, my first scrutiny of my class every morning would be a scrutiny for mouth-breathers. My first order would be, "Shut your mouths." Any child that cannot breathe freely and easily with his mouth shut ought to be set aside for the medical inspector.

23. ASPECT DUE TO ADENOIDS

When a child is cured of adenoids the open mouth and the somewhat stupid expression give place to the closed mouth and a look of greater intelligence. Even in adults the removal of nasal obstructions seems occasionally to work a similar transformation.

24. TEETH

The question of bad teeth has been agitated so long, and the resulting issues are so grim, that I

may pass the subject with a word. Elsewhere, at the risk of appearing ridiculous, I have suggested tooth-cleansing drill as a possible addition to the innumerable disciplines of the school. The suggestion would be ridiculous did we not know that all the digestive functions, which involve the whole nutrition of the body, depend on the teeth. Nor this only. It is known that infective germs may live in the teeth and produce chronic ill-health. In one city, the mention of tooth-cleansing drill resulted in a proposal to establish prizes for the best and the cleanest teeth. Good and clean teeth are at least as worthy of a prize as well-developed muscle. A clean mouth means a great deal to the child. However long the school medical inspector may be delayed, the school dental surgeon should certainly be hastened.

An English dental surgeon, with whom I visited two orphanages at Nuremberg, assured me that he could keep the teeth of each institution right at an expenditure of thirty shillings a year on material. He had had large experience of Poor Law schools in England.

25. EARS AND HEARING

The teacher has endless opportunities of testing the hearing. Every hour of the day he is applying the voice test. He should have no difficulty in knowing every case of defective hearing in his class. If a child cannot hear the words "twenty-two" whispered clearly at twenty feet distance, he ought to be carefully examined. If he cannot hear a

watch ticking at a foot away from the ear, he is certainly deaf. Before a child is assumed to be feeble-minded or backward, his eyes and ears should be examined. Unfortunately, the conditions of school work make it difficult to apply precise tests to the hearing; but the teacher, as I have said, is always applying a test that is of the highest value. He should be able at least to pick out the grosser cases of defective hearing.

26. EYES AND VISION

A short time ago I was consulted by a schoolmaster who suffered all day from headaches. He had suffered for years. He suffered most when he read most. He had consulted a physician, who prescribed sedatives, possibly bromides. The headaches occasionally disappeared when the drug was taken, but only at the expense of great nervous depression. He awoke every morning in the same dull, aching condition. The first thing I asked him was, "Can you see properly?" He thought he could. I set up before him the usual test types at twenty feet distance. With one eye, he was able to read what was normal for his age. With the other eye, he could scarcely read at all without some straining for distant vision and a great deal of straining for nearer vision. I found that the defect in his defective eye was due in part to a small inflammatory adhesion dating from the time when he had measles, about the age of three. As a boy he had suffered slightly. As a student he

had suffered a good deal. As a teacher he had suffered enough to compel him to act rationally. I took him to a nerve specialist, who carefully examined his whole system, and found nothing but this trifling defect to account for the facts. Nothing except one thing—I had discovered that he heard very badly, and on examining his ears I found him suffering from great retraction of the membranes. His deafness had supervened on a bad throat cold two years before. He had himself attributed it to advancing years, and for the first time I learned that a teacher regards himself as old before he is forty-five! His ears, indeed, turned out to be worse than his eyes. I took him to an ear specialist, who did, with only partial success, all that modern aural surgery could suggest. As for the eye, it was ultimately fitted with proper spectacles, and the teacher became a new man.

This is an extreme case. The eye defects became most troublesome in adult life. But when one reflects that from twenty to thirty per cent. of our school children in Scotland suffer from eye defects needing correction or attention, we have no difficulty in imagining the sum total of misery that school work must entail. Every oculist will entertain you with scores upon scores of eye troubles in children, whose days and nights have been made wretched, whose health has been impaired, whose career at school has suffered, whose adult life has been permanently handicapped.

Dr. Kerr, of the London County Council, found that with a little care the teachers were able to find out

almost all the children that suffered from eye defects. The percentage discovered by the teacher and the percentage verified by the oculist came very near each other. It is not intended that the teacher should become a skilled oculist, but he ought to know enough about eyes to tell when something is decidedly wrong. He ought at least to know that an eye defect may be at the root of his own headaches.

27. SKIN DISEASES

The skin diseases that give the teacher most trouble are ringworm, favus, impetigo, and itch. Fortunately, a specific diagnosis is rarely necessary. Each of these skin diseases constitutes so striking an abnormality that no one can miss it.

28. INFECTIOUS DISEASES

Probably no diseases of school life are better understood by the teacher than scarlet fever, diphtheria, measles, chickenpox, mumps, and whooping-cough. Every sanitary student ought to be familiar with the early symptoms of these diseases. He should not be required to use the clinical thermometer; but he ought to know that the normal temperature is 98.4° Fahrenheit, and that departures from it upwards or downwards are indicated by specific symptoms, such as pallor or flushing, depression or excitement, sickness, rapid pulse, rapid respiration. He should know the dangers of the various infections, the common modes of diffusion,

the chief symptoms. He should know how to direct the cleaning of a school, and the more he knows about the methods of disinfection the better for his own peace and the health of his children.

29. HEART AND CIRCULATION

How should the teacher know anything of the child's heart and circulation? It is not easy to give practical directions here. But a teacher may at least observe whether a child is too pale, or suddenly flushes up, or easily goes short of breath, or faints, or exhibits the blue, unhealthy look of feeble circulation. It is not desirable that his pulse should be frequently felt, nor can any teacher be expected to diagnose defects of the heart that often puzzle the experienced physician. But sometimes in the schoolroom, and frequently in the gymnasium, symptoms of heart feebleness may appear. Fortunately, the percentage of serious heart disease in school children is not very great; but still it amounts to from 1 to 6 per cent., and I know of no sure method of discovery short of examination with the stethoscope at the hands of a competent medical man. Slight ailments of the heart and circulation are common enough, and they are usually indicated by the poor nutrition of the children.

30. VENTILATION AND HEATING

It goes without saying that every teacher should know what good ventilation is, what the usual means

of securing it are, and how every ventilation mechanism in a school is operated. He should also know what the correct temperature for a schoolroom is, in summer and in winter, and he should know how to regulate his own and his pupils' feelings by the thermometer. He should remember the difference in size between himself and his pupils. He should know that a small body exposes a greater radiating surface proportionally than a large one. The air cannot be too fresh, and if the choice lies between cool fresh air and warm foul air, the cool fresh air must have the preference. But teachers and children naturally complain of cold. Let it, therefore, be understood that it is no disgrace to wear the clothing necessary to keep the body warm. In the poorer schools, certainly it would contribute both to comfort and to work if, in the cold weather, the children systematically wore clothing suited to a cold room. It is, I think, accepted generally that cool air is preferable to warm, and no air can be too cold for a healthy person to breathe. If, therefore, the body is kept warm, the air may be of any degree of coolness without risk to the person. To my mind, the secret of comfortable rooms and schoolrooms is—warm floors, warm walls, warm furniture, bathed in free draughts of cool air. The air, you will remember, cools an object much more slowly than the radiant heat of a fire warms it.

In Dr. Kerr's last annual Report you will find excellent illustrations of the variations that occur in the air of a schoolroom during the hours of work.

31. LIGHTING

The lighting of the schoolroom is a difficult problem, but it is rarely within the power of the teacher to improve it. He usually has to accept what the school architect chooses to give him. He should, however, concern himself to secure as far as possible that the children's faces are not set directly to the light, which, of course, should come from the left side. Beyond this, it is difficult to give any general direction. In certain Swiss schools, I am told, a form of blind has been devised to preserve the light and yet exclude the rays of the sun when these are too strong. The mechanism I mean is simply this,—the blind-roller instead of being fixed at the top of the window is fixed at the bottom, and the blind, instead of being pulled down, is pulled up as far as necessary. The general light of a schoolroom may thus be maintained and the offending rays at the same time excluded.

Experts have worked very minutely over this field, and their results will ultimately find their place in the administrative mind. If the choice of school sites were unlimited, to secure good lighting would be an easy enough problem. But in cities the school must often be adapted to the small area available; the design suffers, and the architect sacrifices lighting to other considerations.

32. SCHOOL SEATS

It is impossible to discuss all the problems associated with school desks and school seats. At

the Nuremberg Congress this was one of the points that excited the keenest discussion. The market has been flooded with patterns of every variety. In the Nuremberg schools the favourite seemed to be the school bench that accommodated two children and could be tilted over to make the cleaning of the floor easy. In most cases the desks were not adapted for standing. In order to stand, the children had to step out into the gangway. But whatever be the form of desk, the business of the teacher is to see that the child sits straight when he is sitting. I know it is the ideal of the teacher to make the child sit still, straight, and uniform. Personally, I hope that ideal will remain permanently unrealised. Attempts have been made to give the child a movable seat. But if the child is not allowed to move, the movable seat will not help him physiologically. Dr. Kerr, whose experience of school hygiene entitles him to be heard, strongly favours the isolated individual seat. Of course, the sizes must be adjusted ; but the main point is that the individual seat allows greater liberty of movement to the child and greater facility for adjusting himself to his neighbour.

33. GENERAL SANITATION OF THE SCHOOL

The teacher ought to know something of school sanitation. This, it is true, is on the whole well provided for under the Public Health and Education Acts. But the teacher ought to know generally as much about lavatories and drains as will enable him to report any defects that may occur. Fortunately,

in the modern school all sanitary appliances are so simple, and so easily managed, that the town teacher has little trouble with them. Still, I have known of a Higher Grade school of the most modern design where, for want of a little effective supervision by a responsible official, the sanitary conveniences had passed into a state of such unspeakable filth as to be a danger to the whole school. This condition is not so rare as we should all wish it to be.

34. CONCLUSION

Many other points remain; but we cannot be exhaustive in a single paper. Every teacher will naturally study the proper division of the day into periods of work, of rest, of recreation. He will want to know the physiology of fatigue, the rise and fall of nervous energy through the twenty-four hours, the relation of acquisitive capacity to the meal-times, what work to require when the mind is fresh, what routine to order when the attention flags, what limits to place on muscular exercise. But these problems are rather problems of physiology than of medicine, and in any case they are too difficult to be dealt with in a phrase.

If, in what I have said, some things appear to you trivial, do not let this be your last thought about them. From the right point of view, there is nothing unclean or common. And the Service of Man knows no holier ritual than the nurture of the child. "Inasmuch as ye have done it unto the least of these, My brethren, ye have done it unto Me."

THE SCHOOL DOCTOR IN GERMANY

AN ounce of example is worth a pound of description. For this reason, I here translate two sets of Regulations for School Doctors. These Regulations have in them nothing vague, nothing doubtful. They contain certain points that concern Germany alone, and do not concern any British organisations. But those points may be neglected, and they are given here only to preserve the sets of Regulations complete.

Of the two sets, the Nuremberg set is the more formal; the Wiesbaden set, the more practical. But the actual work is much the same in each town. The Regulations, with the Health Schedule and Certificate forms, constitute a Code of duties for School Doctors.

If for the "Magistracy" we substitute the School Board or the Education Authority, we may apply almost every one of these rules to an English or a Scottish system of Medical Inspection. The essential points are always the same—general constitution, height, weight, chest, heart, eyes, ears, etc.

Ten years of practice in Wiesbaden and seven years in Nuremberg, not to speak of the years of systematic examination in many other cities, show that Medical Inspection may be carried out in great

detail within the ordinary conditions of school life. The Regulations require nothing excessive. They are strictly practical. They combine general hygiene with personal hygiene. I have seen them at work in Wiesbaden, and I can say that they are there applied with the simple thoroughness that seems to mark the best German work everywhere.

The Wiesbaden Health Schedule seems to me the better adapted for its purpose. The subject-headings run across the top of the paper; the school years run downwards. Both back and front of the schedule are used. The single sheets are easily arranged and preserved in a leather portfolio. This passes on from class teacher to class teacher. The schedules lie quite loose in the portfolio, and thus are easily removed and replaced. They are large enough not to go readily amissing.

For the information obtained in Wiesbaden, I have to thank Dr. Cuntz, Senior School Doctor, Member of the Town Council and Medical Representative on the School Commission, and also Dr. August Stricker, School Doctor. I was able to accompany each of those gentlemen—one, at an examination of new entrants; the other, at a general fortnightly inspection (see pp. 12 *et seq.*).

REGULATIONS FOR THE SCHOOL DOCTORS ATTACHED TO THE MUNICIPAL ELEMENTARY AND MIDDLE SCHOOLS OF WIESBADEN

It is the duty of the School Doctors to supervise the conditions of health of the pupils assigned to

them, to co-operate in the medical examination of the rooms and installations belonging to the school, and to execute in this regard all the orders of the Magistracy.

In particular, the following rules must be carried out :—

1. The School Doctors must carefully examine the bodily condition and the health condition of all newly entered pupils, in order to determine whether they require a prolonged medical supervision or special attention during instruction at school, *e.g.* exclusion from instruction in particular branches, *e.g.* gymnastics and singing, or limitation in time given to instruction, assigning of a special seat on account of defects in sight or hearing, etc.

Besides this detailed examination, which must be undertaken in the first four to six weeks of the school year, the newly entered pupils must, within the first two to three days, be subjected to an external examination for communicable diseases and vermin.

For each child examined a health schedule must be filled up, and this must accompany the pupil through his whole school period. If a child appears to require constant medical supervision, the entry

“Medical Supervision” must be made on the top right corner of the first page. The column “general constitution” is to be filled up at the entering examination of each child, the categories “good,” “middle,” and “bad” being used.

Children whose general constitution is entered as “bad” are to be treated as under medical super-

vision until the School Doctor enters them expressly on the health schedule as no longer in need of supervision.

(The term "good" is to be used only in perfectly sound health conditions, and "bad" only in pronounced dispositions to disease or chronic illnesses.)

The other headings are to be filled up only in case of necessity and that at the entering examination, or in the case of illnesses supervening in the course of the later school years. The weighing and measuring are undertaken by the special class teacher in charge, and must be entered for each half year in the appropriate column, correct to half a centimetre (less than a quarter of an inch), and a quarter of a kilogramme (about half a pound). The measurement of the chest is taken by the Doctor, but only in children that are suspected of lung disease or whose general constitution has been entered in the health schedule as "bad."

2. In the same way as has been described under Section 1 for the detailed examination of new entrants, the School Doctors have to examine the whole children of the third, fifth, and eighth school year. These examinations are to be carried through in the month of October or November.

Here it is expressly to be noted and entered in the health schedule whether and in what way diseases noted at an earlier period have altered. The constitution and its alterations are to be given in each case.

It is desirable that, after the examination of the pupils of the eighth year that are ending their term

at school, a final opinion on the total development of the child during the school period be entered on his school schedule and, in particular, a reference made to any noteworthy illnesses that have occurred during that time. These are to be noted in the last column by the class teachers.

On these examinations of the later school years a special report must be filled up in the form used at the first examinations and transmitted to the Senior School Doctor in terms of Section 9.

3. Every fortnight, and more frequently if infectious diseases are prevalent, the School Doctor holds a consultation at the school with the School Director on a day previously arranged; for example, the first and third Thursday of the month. Time: at ten o'clock in the forenoon, and not later than twelve o'clock. For this purpose, if at all possible, the Doctor should have a special room put at his disposal.

If the Doctor wishes to visit the school on a day other than that previously arranged, he must intimate the fact to the School Director at least three days in advance.

If any unforeseen difficulties occur, the day of visit should be postponed till the following week. The first half of the consultation should consist of a visit of ten to fifteen minutes' duration to Classes 2 to 5, while instruction is going on.

Each class must, if possible, be visited twice during the half year. At those visits the whole of the children should be subjected to an external inspection. When any special observations suitable

for immediate discussion are made, information is asked from the teacher, and given him, in return, if he wishes.

If, on those occasions, individual children appear to require more precise examination, this is afterwards undertaken in the Doctor's room.

At the same time, those visits serve for the inspection of the school premises and their arrangements, as well as for the supervision of the ventilation, heating, deportment of the children, etc.

In reference to the teaching, the Doctor is warned that he should tactfully avoid all exposure of a teacher before his class.

At the second part of the consultation, any necessary investigations of a more precise kind are to be undertaken.

Further, children from classes other than those visited on the particular day are to be brought to the Doctor, but only in really pressing cases, and especially where there is a suspicion of illness from infectious disease.

The health schedules of all the children to be submitted for examination must be laid before the Doctor or sent to him by the class teacher. The teacher concerned must, if at all possible, be present at the medical examination. For the notification of the other classes and the provision for the care of the children concerned, the School Director is responsible. This is best done by circulating among all the classes, a day in advance, a form on which the individual teachers note whether any children and how many require medical examination.

The medical treatment of sick children is not the business of the School Doctor. If such treatment appears necessary, the parents concerned are to be advised of the fact. To them is left the choice of a doctor; but it is recommended that where necessary in special cases (eyes, throat, nose, etc.) any necessary directions to specialists be given. With the older children this can be done verbally.

If an intimation of this sort is without result, and always in younger children, the printed report forms are to be filled in.

But this is to be done only in serious and important illnesses, where the interest of the child or of the school necessitates energetic measures.

In the filling in of the particular form, all harshness and rudeness of expression are to be avoided.

The School Director is responsible for sending the form to the parents concerned.

4. The health schedules for each class are to be preserved in a durable portfolio and remain in the school so long as they are not required by the School Inspector.

The schedules with the entry "Medical Supervision" are to be laid before the Doctor at every visit to the class. If a child passes into another school, his health schedule must be sent thither by the School Director.

5. The School Doctors must, at the request of the School Director, examine individual children in their homes in order to ascertain whether, in cases where the parents bring no other satisfactory medical evidence, absence from school is justified.

6. The School Doctors must at least once in the summer and once in the winter inspect all the rooms, lobbies, etc., and their fittings and furnishings. At this, as at other visits, any appropriate observations on the condition of the matters to be supervised, as well as on the maintenance of the cleansing, ventilation, heating and lighting, also any recommendations arising out of these observations, are to be entered by the School Doctors in the book kept by the School Director for the purpose.

7. The School Doctors have no authority to give any direct instructions to the School Directors or Teachers or to the Janitors or other school servants. If they consider that any recommendations made by them in relation to the treatment of the children or the hygiene of the premises have not been satisfactorily carried out, they must report their complaints to their Representative on the Health Committee.

In pressing cases, they may also give intimation to the Town School Inspector, and, as regards nuisances that require the attention of the sanitary police, they give intimation also at the same time to the Imperial District Medical Officer.

8. With a view to regular and rapid procedure, the Representative of the School Doctors on the Health Committee will summon his colleagues to general consultations, to which the Imperial District Medical Officer of Health is to be specially invited if there is any question of the health conditions of the premises. In winter, the School Doctors will, at the teachers' meetings, as far as desirable and prac-

ticable, give short contributions on the most important questions of school hygiene.

9. The School Doctors must, by the 15th of May at the latest, send to the Senior School Doctor a written report on their work during the school year just ended.

The Senior School Doctor must, by 1st June at the latest, present to the Magistracy these individual reports with a short critical general report. In the preparation of the reports the following seven points are to be attended to :—

- (1) Tabular numerical statement of the results of the examinations of the entering classes, and on a special form the examinations of all the later years.
- (2) The number of the consultations held or medical visits made to the classes.
- (3) The number and nature of the more important cases of illness that have been submitted for examination at the consultations.
- (4) Any resulting special medical orders (limitation of hours of instruction, of gymnastics, etc.).
- (5) The number of the written reports sent to the parents and the result.
- (6) The number of school children remaining under medical supervision.
- (7) A summary of the defects recorded in the hygiene book in reference to the rooms, etc.

10. If a School Doctor has to leave the city for

more than a week, except during the time of school holidays, he must report the fact at the time to the Magistracy, and provide at his own expense a suitable deputy.

11. The School Doctors, besides a fixed yearly honorarium payable in quarterly instalments, receive from the Town Treasury also an amount calculated according to the number of school children examined in the third, fifth, and eighth years. The account must be presented in the month of December.

12. The Magistracy may at any time, on proof of negligence, dismiss the School Doctor. In other cases, the engagement can be terminated only on the giving of three months' notice by School Doctor or Magistracy.

13. The Magistracy reserve the right to alter or extend this order.

WIESBADEN, *2nd January* 1903.

98 THE HEALTH OF THE SCHOOL CHILD

(Front) HEALTH SCHEDULE

For.....Son.....Daughter.....of.....

Born.....19... School.....from.....19...

Vaccinated19...

Re-vaccinated.....19...

Date and School Year.	General Constitution.	Height.	Weight.	Chest Measurement.	Chest and Abdomen.	Skin Diseases (Parasites).	Spine and Extremities.
		Cm.	Kg.				
I. M.							
	F.						
II. M.							
	F.						
III. M.							
	F.						
IV. M.							
	F.						
V. M.							
	F.						
VI. M.							
	F.						
VII. M.							
	F.						
VIII. M.							
	F.						

(Back)

Date and School Year.	Eyes and Acuteness of Vision.	Ears and Hearing.	Mouth, Nose, and Speech.	Special Observations and Directions for Treatment in School.	Reports to Parents.	Remarks of Teacher.
I. M.						
	F.					
II. M.						
	F.					
III. M.						
	F.					
IV. M.						
	F.					
V. M.						
	F.					
VI. M.						
	F.					
VII. M.						
	F.					
VIII. M.						
	F.					

REPORT TO PARENT ON POSTPONEMENT OF SCHOOL ATTENDANCE

The medical examination ordered by the Magistracy in regard to the supervision of your child
.....born.....
.....has shown that he (she)
is suffering from.....
.....

For the health of your child, as well as in the interest of the school, it is urgently necessary that.....
.....

WIESBADEN,.....189 .

The Magistracy,

.....

To

.....

.....

REPORT TO PARENT ON DISCHARGE OF CHILD FROM SCHOOL

By the medical observation of your child.....
.....born.....
.....it has been ascertained,
as shown on the Health Schedule, that your child's
health is not very good ; in particular that.....
.....

On the approaching discharge of your child from school attendance, you are recommended to take

medical advice on the selection of an occupation for him.

WIESBADEN,.....

.....

School Doctor.

REGULATIONS FOR THE SCHOOL DOCTORS OF THE TOWN OF NUREMBERG

1. It is the duty of the School Doctors, on the order of the Magistracy and the School Authority, to co-operate with the Imperial District Physician in the general health inspection prescribed by the State for municipal schools as well as for private educational institutions, infant schools, and kindergartens.

2. The School Doctors must visit the public and private schools assigned to them at least three times a year, and particularly before Christmas, before Easter, and before the Summer holidays. On these occasions, they must pay attention to the proper condition of all the arrangements for the health of the children and teachers, above all to the arrangements for warming, lighting, ventilating, and cleansing of the schoolrooms, including the gymnasiums, school-baths, and lavatories.

Further, they have to observe the deportment of the children, and to record their observation as to whether each child has had assigned to it the school desk corresponding to its size.

In the schools assigned to them, they must also,

on invitation, take part in the regular yearly visitations of the Municipal School Committee.

Of their official actions and their observations at their visits, they must on every occasion make short notes on the prescribed form. These, along with the statistical information, are submitted at Christmas, Easter, and the close of the year, for the inspection of the Magistracy, who, as occasion requires, have copies prepared, and send back the originals for preservation in the records of the School Doctor.

3. The School Doctors must visit all the infant schools and kindergartens in their district at least three times a year and at the same intervals as they visit the town schools, and if any neglect is found to exist, they must report it as soon as possible to the Magistracy.

4. The School Doctors must, further, subject all new entrants to a detailed examination in order to ascertain which of them requires special supervision during instruction (assigning of a place in the front benches, relief from instruction in particular branches and the like), or medical supervision during the school period. This examination is divided into three parts.

The first is undertaken at the beginning of the school year, and must be completed by the end of the month of September. It consists of an external inspection of the children, and its object is to ascertain whether those fit for school—that is, according to their bodily and mental development—can undergo instruction at school without injury and with satisfactory results. If the School Doctor, in agreement with the teacher, finds that, in the interest of the child himself, as well as in the interest of the

general school teaching, it is necessary to postpone school attendance for a year, he records this in a certificate, of whose contents the relatives of the particular child are informed through the Inspectorate, who are responsible for the further measures necessary.

The second examination must be completed by the close of the Winter half year—that is, by Easter.

For the carrying out of this examination the children must be presented to the School Doctor with the upper part of the body exposed, so that it shall be possible to examine precisely their bodily development and their health condition.

To this second examination, which may be conducted either in the class-room or in another special room, and in the case of boys in the presence of the class teacher, in the case of girls in the presence of the class mistress or her representative, the mothers of the children are invited. It is accordingly necessary that a definite day be agreed upon between the teacher and the School Doctor, and that this be intimated to the mothers concerned.

This examination is recorded on the health schedule provided, in the columns of which the teacher has already entered the personal facts concerning the child, and the School Doctor adds in the shortest possible way the condition of each child.

The third examination is to be undertaken in the Summer half year, and must be finished by the beginning of the summer holidays. The children must have their hearing and eyesight tested. On the defects and diseases found the School Doctor must enter a brief remark in the health schedule.

5. The health schedule is to be attached to the register and preserved with it.

The health schedule of those children that on account of their unhealthy condition require repeated inspection by the School Doctor is to be marked "Medical Supervision," and submitted by the teacher to the School Doctor at the subsequent visits. This is to be continued until the School Doctor relieves the child from his supervision. The note referred to is then scored out.

6. At his visits to the school, the School Doctor, in addition to the children under medical supervision, must also examine those children whose examination appears to him necessary or is proposed by the teacher. The results of the examination are briefly noted in the health schedule. In a given case a new schedule is to be used.

7. Where on examination a child is reported to be suffering from serious disease or defect, the parents are informed by a printed report and requested to put the child under medical treatment. This report is to be signed by the School Doctor and the School Inspector and sent to the parents by the latter.

8. No examination of the children is made by the School Doctor if an examination by the family physician has been recorded on the proper form and the corresponding certificate produced by the parents.

9. A detailed examination of the girls from the fourth school year onwards can be undertaken by the School Doctor only with the consent of the parents.

On the other hand, the boys in the last quarter

before removal from the ordinary school must, if the parents so wish, be subjected to a detailed examination, in order that special advice in relation to the choice of a profession may be given.

10. Besides the provisions contained in Sections 4 and 6, examinations are to be undertaken by the School Doctor:—

- (a) When it is desired to admit a child to the ordinary school before the end of the sixth year, or when, in the case of boys of the ordinary or preparatory school, and girls of the ordinary or girls' Sunday school, it is proposed on account of their health to set them free before they are of school age ;
- (b) When, in the case of individual children, it is desired to keep them back from school for a year or to free them from taking part in special branches of study ;
- (c) When, in the case of children that have contracted infectious disease, it is necessary to bring a certificate that they can be again admitted to school without danger to the other pupils ;
- (d) When there is a doubt whether absences from school are really due to illness ;
- (e) When there is reason to suppose that a child, reported by its relatives as ill without a more precise description of the illness, is suffering from an infectious disease.

These investigations take place on the order of the acting School Inspector. They do not, however, take place when medical certificates are produced.

In specially pressing cases, the teachers are authorised to propose to the Inspectorate special examinations of individual children in their classes. These examinations may be undertaken during the consultation hour of the School Doctor attached to that school.

If, notwithstanding the presence of a medical certificate, a request for medical examination of a child is made, this can be undertaken through the Inspectorate only with the sanction of the Magistracy.

The certificate of the examination by the School Doctor is to be preserved with the schedule of the particular child; in the town trade schools it is preserved with the rector's records.

11. On the occurrence of measles, scarlet fever, diphtheria, and typhoid fever in the municipal and private schools, as well as in the infant schools and kindergarten, a report must be made to the School Doctor by the teacher or the head of the institution, and more especially when only one case of a particular illness has occurred. On receiving such a report, the School Doctor must forthwith proceed to make a thorough examination of all the children present in the particular class or institution, and as soon as possible report the result direct to the Imperial District Medical Officer. On receiving this report, the latter will give the necessary instructions to the district police authority—for example, the temporary closing of particular classes. In these investigations the School Doctor is entitled to send home from school such children as he finds to be suffering from infectious disease or suspicious symptoms.

The occurrence of German measles and whooping-cough is to be reported by the teacher and attended to by the School Doctor in the manner given above only when several cases of these illnesses occur in rapid succession or simultaneously.

The occurrence of cerebro-spinal meningitis is to be reported by the teacher in every individual case.

Children that have passed through one of the diseases named in the last three paragraphs may be again admitted to school only when it is certified by medical certificate that the resumption of school work can be undertaken without danger to other children (Ministerial Orders of 15th February 1844, 16th January 1867, and 8th June 1875). According to the local regulation of 22nd March 1903, the certificate in the case of scarlet fever must state that desquamation over the whole body is complete, and in the case of whooping-cough that the convulsive cough has ceased. When no other medical certificate can be produced, the certificate is to be given by the School Doctor.

12. Wholesale examinations of school children for the purpose of settling scientific questions can be undertaken by the School Doctors only when the Magistracy, by agreement with the Imperial District Medical Officer and the Local School Commission, have given permission.

13. The School Doctors have no authority to give independent instructions. At the same time, it is their duty, on discovering any defect in the health conditions and arrangements of schoolrooms, to direct the attention of the Inspectors, the senior

teachers, the teachers, and the house masters to the conditions discovered. Further, on any requests or complaints that may be made to them in regard to the health conditions, as well as on any defects observed by themselves, they must report forthwith to the Magistracy.

14. The School Doctors must also take a regular part in the conferences summoned by the Imperial District Medical Officer. These are to take place, as a rule, three times a year, and questions affecting the health service of the school, and particularly the observations made at the visits to the schools, come up for discussion.

They must further attend the conferences of the Royal School Inspectorate when summoned. They have a consulting voice in those deliberations.

15. At the end of every school year, and at latest by the 1st of September, the School Doctors must send to the Magistracy a written report on their work. This report must contain—

- (1) The number of ordinary and extraordinary visits made to the classes of the schools assigned to them.
- (2) A general statement of the number of children examined in the regular way and of the results of the examinations, classified according to the individual years.
- (3) A similar statement of the number of children examined for special reasons in the schools named, in institutions and at home, and the results of these.
- (4) The number of medical certificates issued.

- (5) The number of reports sent to the parents.
- (6) The number of school children remaining under medical supervision.
- (7) A short statement of proposals made.
- (8) Any general remarks.

On the basis of the yearly reports made by the individual School Doctors there is prepared a general report. Of this report a Doctor permanently entrusted with this work prepares the purely medical part, giving in particular a general exposition of the examinations made.

16. Medical treatment of the school children examined constitutes no part of the School Doctor's duty.

17. For their official actions the School Doctors must keep a day-book, which is preserved along with all official documents. The entries made by them are preserved as official minutes, and accordingly are the property of the Magistracy. They are to be preserved by each School Doctor, and in the case of resignation they are transferred to his successor.

18. If, during a school year, a School Doctor is obliged to go off duty, he must receive leave of absence from the Magistracy.

In his application for leave, it must be stated which of the other School Doctors undertakes his duty during the period of his leave.

19. The School Doctors are appointed by the Magistracy for three years, subject on both sides to three months' notice. They may, however, at the end of their term be re-elected.

FORMS OF CERTIFICATES, NOTICES, AND
HEALTH SCHEDULES

(1) POSTPONEMENT CERTIFICATE

You are hereby informed that the child.....
.....must, on account of a certificate granted
by the School Doctor, be kept back from school for
a year, since he (or she), in view of his present
development, does not yet appear to be fitted for
school attendance.

NUREMBERG,.....

Government Inspectorate.

(2) INVITATION TO EXAMINATION

On.....the.....a medical
examination of the child.....takes
place in the school..... You are
hereby invited to be present personally at the
examination.

NUREMBERG,.....19 .

.....

Class Teacher.

(3) HEALTH SCHEDULE

Medical Supervision, or not.

For.....son, daughter, of.....
 Born onvaccinated on.....
 Admitted to school on.....re-vaccinated on.....

No.	Subject.	1st School Year.	2nd School Year.	3rd School Year.	4th School Year.	5th School Year.	6th School Year.	7th School Year.
		Class.	Class.	Class.	Class.	Class.	Class.	Class.
1	General bodily condition.							
2	Height in cm.							
3	Chest measure in cm.							
4	Lung, Heart, Abdominal organs.							
5	Skin and Parasitic diseases.							
6	Spinal Column and Extremities.							
7	Eyes and Acuteness of Vision.							
8	Ears and Hearing.							
9	Mouth, Nose, and Speech.							
10	Special observations or directions for treatment in school.							
11	Date of Examination.							
	Signature of Doctor.							
12	Reports to Parents (date).							
13	Remarks of teacher, especially on the mental development and on any special physical peculiarity of the child.							

REMARKS

a.—The general statements, as well as the designation of the class (at the head of the table) and the columns corresponding to the Nos. 2, 12, and 13, are to be filled in by a teacher; the remaining columns are to be filled in as far as possible by the School Doctor, with the assistance of the teacher.

b.—No. 1. The general bodily condition is to be indicated by numbers:—1 (good), 2 (medium), 3 (bad). Thus, by 1 when the condition is perfectly healthy, by 3 when there is definite evidence of disease or chronic ailment, by 2 in all other cases. Continued medical supervision must be exercised over all whose bodily condition is marked 3. Where necessary, the words "Medical Supervision" are to be entered in the closed space at the right-hand corner of the schedule.

c.—No. 2. Height taken with shoes on.

d.—No. 3. Expiration and inspiration with arms hanging, to be measured at the level of the nipple and the middle of the scapula.

e.—No. 4. Suspected tuberculosis, hernia.

f.—No. 6. Curvature of breast, loins, spinal column. Extremities; club foot, flat foot, shortening, diseases of the bones, congenital dislocation of hip, paralysis.

g.—No. 7. Test of acuteness of vision for each eye separately by means of test letters.

h.—No. 8. Whispering at 6 metres. Test of right and left ears separately.

i.—No. 9. Breathing through the nose, stuttering, stammering, audible and distinct utterance.

(4) CERTIFICATE OF ILLNESS

The examination of your child.....
by the School Doctor
 has shown that (or she) is suffering from.....

You are urgently recommended to place the child
 as soon as possible under medical treatment.

Signature.....

School Doctor.

Signature.....

Government Inspector.

NUREMBERG,.....19 .

(5) CERTIFICATE OF INFECTION

NUREMBERG,.....19 .

*Notice as to Illnesses from Infectious Diseases of
 Children.*

Remarks.— In measles, scarlet fever, cerebro-
 spinal meningitis, typhoid, and diphtheria, each
 separate illness is to be reported.

Inspection district.....

Class.....

School locality (street, storey, and number of class-
 room).....

Number of child (boy or girl) in class.....

On.....the child.....
was reported as suffering
 from.....

Any observations on the dwelling-house of the
 children,—

Signature of intimating Teacher.....

To the Municipal School Doctor,

NUREMBERG,.....19 .

To the Imperial District Medical Officer,

Dr.....

The class was visited to-day by the undersigned,
 and the following report made.

Signature.....

(6) CERTIFICATE OF FREEDOM FROM INFECTION

.....has recovered from
 his (or her) illness, and may from (date).....
 again attend school.

Remark 1 (in illness from scarlet fever). The
 desquamation is complete over the whole body.

Remark 2 (in whooping-cough). The attacks of
 convulsive coughing have completely ceased.

NUREMBERG,19 .

Signature of the Doctor.....

N.B.—In case of other illnesses, Remarks 1 and 2
 are to be struck out.

NOTE ON RE-VACCINATION OF SCHOOL CHILDREN IN GERMANY

GERMAN school children are re-vaccinated just before they leave the elementary school. Through the good offices of Dr. Bruce Low, of the English Local Government Board, I was able to be present at the re-vaccination of some seventy school children from a Wiesbaden elementary school. The vaccinator was Dr. August Stricker, to whom I have been indebted for much information on the practical aspects of medical inspection.

The children, on this occasion girls only, were assembled in a room of the Municipal Buildings. They were in charge of a teacher, who directed the necessary exposure of the arms. There was also in attendance a Nursing Sister, who cleansed with ether the arms to be vaccinated. The cleansing was done immediately before the operation, and, as the ether evaporates in a few seconds, no trace of antiseptic was left to disturb the effect of the lymph.

Meanwhile, the two clerks had prepared a complete list of the children. Forms of certificate were at hand and partly filled in, ready for signature.

Then the doctor appeared. He took from his case a conserve of calf lymph and emptied it into a small glass saucer. He next opened a piece of aseptic gauze, which contained about one hundred small lancets.

The lancet deserves a word of description. It was made by a firm of steel-pen makers at Bonn. It consisted of a flat piece of steel, two inches long, about half an inch broad at one end, tapered to an arrow-head shape at the other. The edges of the arrow-head are thinned, but not sharp. The whole is kept rigid by a depression round the margin and passing right to the tip. This lancet can be used for superficial scratching with the edge of the arrow-head or for puncture with the point. All these lancets had been sterilised. A lancet was provided for each child. Each lancet after use was thrown into an antiseptic solution, and would be afterwards cleaned for future use.

The method of vaccination was—superficial blunt scratches on the left arm. Each scratch was about an inch long. The lancet was dipped into the lymph; the arm was grasped firmly and the skin thus stretched; four longitudinal scratches were made with pressure sufficient to penetrate to the lymphatics, and the arm then let go. A reasonable time was given to dry. The vaccination and checking off of the lists took rather less than an hour, and might have taken much less but that the vaccinator explained to us as he went along his whole mode of procedure.

A week later I had the privilege of seeing all those cases again. Any induration that could be distinctly felt was recorded as positive. Where no reaction of any kind had occurred, the patient was instructed to reappear for re-vaccination in the following year.

In the great mass of cases the children showed good marks of primary vaccination. In many cases, particularly those vaccinated in the town of Wiesbaden, there were six good marks—three on each arm. Four good marks were the rule. In one child, who had come from Switzerland, there was no mark. In one or two, the marks were indifferent. Of the seventy children, seven showed no reaction on re-vaccination. They were certified accordingly, and would come up again in the following year.

One could not but be impressed with the precision, simplicity, quietness of the whole proceeding. The children were all clean and well-nourished. None of them, either on their own behalf or on their parents' behalf, offered any objection. The most scrupulous care was taken to prevent infection, and in no single case was there a "bad arm" either from accidental infection or from the specific action of lymph. This was a decisive testimony at once to the thoroughness of the primary vaccination and to the asepticity of the re-vaccination.

I append a translation of directions issued to the parents.

If it be said that the orderliness of these and the other proceedings of German school children is due to the predominance of military discipline, I am not concerned to deny the fact. But I have formed the impression that if military discipline predominates in the civil life of Germany, it is because it finds in the German character a suitable medium. Probably the military system is as much an expression of the German sense of order as a

creator of German orderliness. Some other nations are as military, but not as orderly. I am inclined, therefore, to think that we habitually attribute more influence to military discipline as such than it deserves.

PRECAUTIONS FOR RE-VACCINATED CHILDREN

1. No children must come for re-vaccination on the ordinary day from any house in which there are infectious diseases, such as scarlet fever, measles, diphtheria, croup, whooping-cough, typhus, erysipelas, or small-pox.

2. At the time of vaccination, the children must appear with clean skin, clean linen, and clean clothing.

3. After vaccination the greatest care must be taken that the child is kept as clean as possible.

4. The development of the vaccination mark takes place in from three to four days, and as a rule is attended with so slight disturbance of the general condition that absence from school on that account is not necessary. Only when exceptional fever comes on is the child to remain at home. If the vaccination marks show excessive redness and swelling, they are to be treated with dressings soaked in cold water previously boiled. The dressings must be frequently changed. The children may continue their usual bath. The physical exercise must be dropped from the third to the fifth day in all those that show vaccination vesicles. The vaccination marks, so long as they are not healed, must be carefully protected from dirt, scratching, and bruising, as

well as from the rubbing of tight clothing and from external pressure. Communication with persons suffering from running sores, skin eruptions, or erysipelas, and all objects used by them, must be avoided.

5. In every illness coming on after vaccination the doctor is to be called in; the vaccinator is to be informed of every illness that occurs before re-inspection or within fourteen days after it.

6. On a day to be fixed at the time of vaccination, the vaccinated child must appear for reinspection. If a child, on account of serious illness or the existence of infectious disease in the house (Section 1), cannot attend at the vaccination station on the day of inspection, the parents or their representatives must intimate this at latest on the vaccination day.

7. The vaccination certificate is to be carefully preserved.

NOTE ON THE PLAN OF A GERMAN ELEMENTARY SCHOOL

To judge by the schools of Wiesbaden and Nuremberg, the favourite plan of a German elementary school resembles the letter E, with the plain side of the letter facing the south-east, the three wings projecting to the north-east. Sometimes the long wings of the E are either very short or lopped off. In the basement are the school baths, the heating and ventilating plant, cleansing stores, and the like.

On the ground floor are the administrative rooms, the school inspector's room, the director's room, the

teachers' rooms, and some of the class-rooms. The front door is in the centre of the block. When you pass right through the hall, you come to the main corridor, which runs the whole length of the building and continues into the wings. On this corridor, which is lit by the back windows of the school, are doors opening into the class-rooms. The central limb of the E contains, on the ground floor, the gymnasium; on the first floor, the drawing room.

The second and third floors contain the remainder of the class-rooms, cooking-rooms, and the "carcer," or solitary confinement room.

Each flat is provided with lavatories and water-closets.

Each class-room is seated for sixty pupils. In every case the school desks are so arranged that the light comes from the left side.

The ordinary method of ventilation is a system of ducts fitted with steam pipes. All the ducts pass into a ventilation tower, which is also fitted with a forest of steam pipes. The whole system is regulated from the basement.

What impresses one most is the roominess of the stairs and corridors.

The schools accommodate from 1000 to 1500 children.

It is forbidden to enter a class-room while a lesson is in progress; but entry is possible by order.

Protestants and Catholics are accommodated in the same school, but in separate class-rooms.



THE MEDICAL INSPECTION OF SCHOOL CHILDREN

A TEXT-BOOK FOR MEDICAL OFFICERS OF SCHOOLS
MEDICAL OFFICERS OF HEALTH
SCHOOL MANAGERS AND TEACHERS

BY

W. LESLIE MACKENZIE. M.A., M.D.

M.R.C.P.E., D.P.H., F.R.S.E.

MEDICAL MEMBER TO THE LOCAL GOVERNMENT BOARD FOR SCOTLAND

ASSISTED BY

EDWIN MATTHEW, M.A., M.B., C.M.

F.R.C.P.E.

ASSISTANT PHYSICIAN, LEITH HOSPITAL; CLINICAL TUTOR
EDINBURGH ROYAL INFIRMARY

Demy 8vo, pp. xviii. 455. Price 10s. 6d. net

SOME PRESS OPINIONS

The Times. — "This comprehensive text-book . . . Professor Matthew Hay and Mr. Gray contribute descriptions and illustrations of their anthropometrical appliances."

The Glasgow Herald. — "A text-book that leaves little to be desired, and fully demonstrates the philosophic grasp with which Dr. Mackenzie has tackled his subject. . . . It deserves, and will doubtless obtain, a place among the books of reference of everyone, be he teacher, School Board member, medical officer, or otherwise interested in the education of our children, who desire the improvement of the race."

SOME PRESS OPINIONS

Saturday Review.—"We agree with the authors of this admirable text-book in the necessity for compulsory and regularised medical inspection in all State schools. . . . What strikes us most in the book is the immense aid such school inspection as is here described would render to sociological inquiries and vital statistics ; and hardly less than this, the vast unlooked for extension of State action which is implied in the existence of compulsory education. In all its phases, whether social or political or medical, the subject is as interesting as it is important."

Dundee Advertiser.—"A valuable work. . . . Should be in the hands of everyone who is interested in the welfare of school children, and especially of those who are particularly concerned with their education."

Education.—"This important work, which deals with the subject in a broad and statesmanlike manner. . . . We must for the present content ourselves with heartily recommending it to the serious consideration of the various education authorities and their officers. It contains a vast amount of valuable and authoritative information."

The Lancet.—"Will be valued as one of the few standard works that have appeared on this subject."

The Scottish Medical and Surgical Journal.—"This book is a very useful and practical one, and the authors are to be congratulated on having produced a work which can be so cordially commended to those to whom it is addressed."

The British Medical Journal.—"This book can be commended to all who are interested in medical knowledge as a sociological factor."

The Sanitary Record.—"The time has come for a systematic medical inspection of school children being undertaken, and Dr. Mackenzie's work is intended to lay the foundations for such a system. The endeavour to present a complete system of the character indicated is breaking new ground, and Dr. Mackenzie has accomplished the task in a manner that leaves little to be desired."

The County and Municipal Record.—"For Dr. Mackenzie's book we have nothing but praise. It is extremely well written, and is full of mature thoughts and reflections. After reading it carefully, one will at once conclude that Dr. Mackenzie has cleared a way through a forest of difficulties. One can see daylight beyond, and the subject of medical inspection of school children has had a great and even alluring interest added to it by his excellent work."

Internationales Archiv für Schulhygiene.—"The most important book of the year on subjects of school hygiene."

From *La Lutte contre la Dégénérescence en Angleterre*, issued by *l'Institut de Sociologie, Brussels*.—"La traité . . . est un livre vraiment neuf sur l'hygiène scolaire . . . il contient d'idées fort intéressantes, originales et généreuse . . . nous pensons que tout médecin-inspecteur y trouvera un guide précieux et une véritable mine de renseignements."

A CATALOGUE OF BOOKS PUBLISHED BY METHUEN AND COMPANY: LONDON 36 ESSEX STREET W.C.

CONTENTS

	PAGE		PAGE
General Literature,	2-20	Little Galleries,	27
Ancient Cities,	20	Little Guides,	27
Antiquary's Books,	20	Little Library,	27
Arden Shakespeare,	20	Little Quarto Shakespeare,	29
Beginner's Books,	21	Miniature Library,	29
Business Books,	21	Oxford Biographies,	29
Byzantine Texts,	21	School Examination Series,	29
Churchman's Bible,	22	School Histories,	30
Churchman's Library,	22	Textbooks of Science,	30
Classical Translations,	22	Simplified French Texts,	30
Classics of Art,	23	Standard Library,	30
Commercial Series,	23	Textbooks of Technology,	31
Connoisseur's Library,	23	Handbooks of Theology,	31
Library of Devotion,	23	Westminster Commentaries,	32
Illustrated Pocket Library of			
Plain and Coloured Books,	24	Fiction,	32-37
Junior Examination Series,	25	The Shilling Novels,	37
Junior School-Books,	26	Books for Boys and Girls,	39
Leaders of Religion,	26	Novels of Alexandre Dumas,	39
Little Books on Art,	26	Methuen's Sixpenny Books,	39

FEBRUARY 1908

A CATALOGUE OF MESSRS. METHUEN'S PUBLICATIONS

Colonial Editions are published of all Messrs. METHUEN'S Novels issued at a price above 2s. 6d., and similar editions are published of some works of General Literature. These are marked in the Catalogue. Colonial editions are only for circulation in the British Colonies and India.

I.P.L. represents Illustrated Pocket Library.

PART I.—GENERAL LITERATURE

- Abbott (J. H. M.).** Author of 'Tommy Cornstalk.' AN OUTLANDER IN ENGLAND: BEING SOME IMPRESSIONS OF AN AUSTRALIAN ABROAD. *Second Edition.* Cr. 8vo. 6s.
A Colonial Edition is also published.
- Acatos (M. J.).** See Junior School Books.
- Adams (Frank).** JACK SPRATT. With 24 Coloured Pictures. *Super Royal* 16mo. 2s.
- Adeney (W. F.), M.A.** See Bennett and Adeney.
- Æschylus.** See Classical Translations.
- Æsop.** See I.P.L.
- Ainsworth (W. Harrison).** See I.P.L.
- Alderson (J. P.).** MR. ASQUITH. With Portraits and Illustrations. *Demy* 8vo. 7s. 6d. net.
- Aldis (Janet).** MADAME GEOFFRIN, HER SALON, AND HER TIMES. With many Portraits and Illustrations. *Second Edition.* *Demy* 8vo. 10s. 6d. net.
A Colonial Edition is also published.
- Alexander (William), D.D.,** Archbishop of Armagh. THOUGHTS AND COUNSELS OF MANY YEARS. *Demy* 16mo. 2s. 6d.
- Alken (Henry).** THE NATIONAL SPORTS OF GREAT BRITAIN. With descriptions in English and French. With 51 Coloured Plates. *Royal Folio.* Five *Guineas* net. The Plates can be had separately in a Portfolio. £3, 3s. net.
See also I.P.L.
- Allen (C. C.)** See Textbooks of Technology.
- Allen (Jessie).** See Little Books on Art.
- Allen (J. Romilly), F.S.A.** See Antiquary's Books.
- Almack (E.).** See Little Books on Art.
- Amherst (Lady).** A SKETCH OF EGYPTIAN HISTORY FROM THE EARLIEST TIMES TO THE PRESENT DAY. With many Illustrations. *Demy* 8vo. 7s. 6d. net.
- Anderson (F. M.).** THE STORY OF THE BRITISH EMPIRE FOR CHILDREN. With many Illustrations. Cr. 8vo. 2s.
- Anderson (J. G.), B.A.,** Examiner to London University, NOUVELLE GRAMMAIRE FRANÇAISE. Cr. 8vo. 2s.
EXERCICES DE GRAMMAIRE FRANÇAISE. Cr. 8vo. 1s. 6d.
- Andrewes (Bishop).** PRECES PRIVATAE. Edited, with Notes, by F. E. BRIGHTMAN, M.A., of Pusey House, Oxford. Cr. 8vo. 6s.
- Anglo-Australian.** AFTER-GLOW MEMORIES. Cr. 8vo. 6s.
A Colonial Edition is also published.
- Anon.** FELISSA; OR, THE LIFE AND OPINIONS OF A KITTEN OF SENTIMENT. With 12 Coloured Plates. *Post* 16mo. 2s. 6d. net.
- Aristotle.** THE NICOMACHEAN ETHICS. Edited, with an Introduction and Notes, by JOHN BURNET, M.A., Professor of Greek at St. Andrews. *Cheaper issue.* *Demy* 8vo. 10s. 6d. net.
- Atkins (H. G.).** See Oxford Biographies.
- Atkinson (C. M.).** JEREMY BENTHAM. *Demy* 8vo. 5s. net.
- Atkinson (T. D.).** A SHORT HISTORY OF ENGLISH ARCHITECTURE. With over 200 Illustrations. *Second Edition.* *Fcap.* 8vo. 3s. 6d. net.
- A GLOSSARY OF TERMS USED IN ENGLISH ARCHITECTURE.** Illustrated. *Second Ed.* *Fcap.* 8vo. 3s. 6d. net.
- Auden (T.), M.A., F.S.A.** See Ancient Cities.
- Aurelius (Marcus) and Epictetus.** WORDS OF THE ANCIENT WISE: Thoughts from. Edited by W. H. D. ROUSE, M.A., Litt.D. *Fcap.* 8vo. 3s. 6d. net. See also Standard Library.
- Austen (Jane).** See Little Library and Standard Library.
- Bacon (Francis).** See Little Library and Standard Library.
- Baden-Powell (R. S. S.), Major-General.** THE DOWNFALL OF, PREMPEH. A Diary of Life in Ashanti 1895. Illustrated. *Third Edition.* *Large Cr.* 8vo. 6s.
A Colonial Edition is also published.

THE MATABELE CAMPAIGN, 1896. With nearly 100 Illustrations. *Fourth Edition. Large Cr. 8vo. 6s.*

A Colonial Edition is also published.

Bailey (J. C.), M.A. See Cowper.

Baker (W. G.), M.A. See Junior Examination Series.

Baker (Julian L.), F.I.C., F.C.S. See Books on Business.

Balfour (Graham). **THE LIFE OF ROBERT LOUIS STEVENSON**. *Fourth Edition, Revised. Cr. 8vo. 6s.*

A Colonial Edition is also published.

Ballard (A.), B.A., LL.B. See Antiquary's Books.

Bally (S. E.). See Commercial Series.

Banks (Elizabeth L.). **THE AUTOBIOGRAPHY OF A 'NEWSPAPER GIRL.'** *Second Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

Barham (R. H.). See Little Library.

Baring (The Hon. Maurice). **WITH THE RUSSIANS IN MANCHURIA**. *Third Edition. Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

A YEAR IN RUSSIA. *Second Edition. Demy 8vo. 7s. 6d.*

Baring-Gould (S.). **THE LIFE OF NAPOLEON BONAPARTE**. With over 150 Illustrations in the Text, and a Photogravure Frontispiece. *Royal 8vo. 10s. 6d. net.*

THE TRAGEDY OF THE CÆSARS. With numerous Illustrations from Busts, Gems, Cameos, etc. *Sixth Edition. Royal 8vo. 10s. 6d. net.*

A BOOK OF FAIRY TALES. With numerous Illustrations by A. J. GASKIN. *Third Edition. Cr. 8vo. Buckram. 6s.*

OLD ENGLISH FAIRY TALES. With numerous Illustrations by F. D. BEDFORD. *Third Edition. Cr. 8vo. Buckram. 6s.*

THE VICAR OF MORWENSTOW. Revised Edition. With a Portrait. *Third Edition. Cr. 8vo. 3s. 6d.*

A BOOK OF DARTMOOR: A Descriptive and Historical Sketch. With Plans and numerous Illustrations. *Second Edition. Cr. 8vo. 6s.*

A BOOK OF DEVON. Illustrated. *Second Edition. Cr. 8vo. 6s.*

A BOOK OF CORNWALL. Illustrated. *Second Edition. Cr. 8vo. 6s.*

A BOOK OF NORTH WALES. Illustrated. *Cr. 8vo. 6s.*

A BOOK OF SOUTH WALES. Illustrated. *Cr. 8vo. 6s.*

A BOOK OF BRITTANY. Illustrated. *Cr. 8vo. 6s.*

A BOOK OF THE RIVIERA. Illustrated. *Cr. 8vo. 6s.*

A Colonial Edition is also published.

A BOOK OF THE RHINE: From Cleve to Mainz. Illustrated. *Second Edition. Crown 8vo. 6s.*

A Colonial Edition is also published.

A BOOK OF THE PYRENEES. With 24 Illustrations. *Crown 8vo. 6s.*

A Colonial Edition is also published.

A BOOK OF GHOSTS. With 8 Illustrations by D. MURRAY SMITH. *Second Edition. Cr. 8vo. 6s.*

OLD COUNTRY LIFE. With 67 Illustrations. *Fifth Edition. Large Cr. 8vo. 6s.*

A GARLAND OF COUNTRY SONG: English Folk Songs with their Traditional Melodies. Collected and arranged by S. BARING-GOULD and H. F. SHEPPARD. *Demy 4to. 6s.*

SONGS OF THE WEST: Folk Songs of Devon and Cornwall. Collected from the Mouths of the People. By S. BARING-GOULD, M.A., and H. FLEETWOOD SHEPPARD, M.A. New and Revised Edition, under the musical editorship of CECIL J. SHARP, Principal of the Hampstead Conservatoire. *Large Imperial 8vo. 5s. net.*

A BOOK OF NURSERY SONGS AND RHYMES. Edited by S. BARING-GOULD, and Illustrated by the Birmingham Art School. *A New Edition. Long Cr. 8vo. 2s. 6d. net.*

STRANGE SURVIVALS AND SUPERSTITIONS. *Third Edition. Cr. 8vo. 2s. 6d. net.*

YORKSHIRE ODDITIES AND STRANGE EVENTS. *New and Revised Edition. Cr. 8vo. 2s. 6d. net.*

See also Little Guides.

Barker (Aldred F.). See Textbooks of Technology.

Barker (E.), M.A. (Late) Fellow of Merton College, Oxford. **THE POLITICAL THOUGHT OF PLATO AND ARISTOTLE**. *Demy 8vo. 10s. 6d. net.*

Barnes (W. E.), D.D. See Churchman's Bible.

Barnett (Mrs. P. A.). See Little Library.

Baron (R. R. N.), M.A. **FRENCH PROSE COMPOSITION**. *Second Edition. Cr. 8vo. 2s. 6d. Key, 3s. net.*

See also Junior School Books.

Barron (H. M.), M.A., Wadham College, Oxford. **TEXTS FOR SERMONS**. With a Preface by Canon SCOTT HOLLAND. *Cr. 8vo. 3s. 6d.*

Bartholomew (J. G.), F.R.S.E. See C. G. Robertson.

Bastable (C. F.), M.A. **THE COMMERCE OF NATIONS**. *Fourth Ed. Cr. 8vo. 2s. 6d.*

Bastian (H. Charlton), M.D., F.R.S. **THE EVOLUTION OF LIFE**. Illustrated. *Demy 8vo. 7s. 6d. net.*

Batson (Mrs. Stephen). **A CONCISE HANDBOOK OF GARDEN FLOWERS**. *Fcap. 8vo. 3s. 6d.*

Batten (Loring W.), Ph.D., S.T.D. **THE HEBREW PROPHET**. *Cr. 8vo. 3s. 6d. net.*

Bayley (R. Child). **THE COMPLETE PHOTOGRAPHER**. With over 100 Illustrations. *Second Ed. With Note on Direct Colour Process. Demy 8vo. 10s. 6d. net.*

Beard (W. S.). **EASY EXERCISES IN ALGEBRA**. *Cr. 8vo. 1s. 6d.* See Junior Examination Series and Beginner's Books.

- Beckford (Peter).** THOUGHTS ON HUNTING. Edited by J. OTHO PAGET, and Illustrated by G. H. JALLAND. *Second Edition.* Demy 8vo. 6s.
- Beckford (William).** See Little Library.
- Beeching (H. C.),** M.A., Canon of Westminster. See Library of Devotion.
- Begbie (Harold).** MASTER WORKERS. Illustrated. Demy 8vo. 7s. 6d. net.
- Behmen (Jacob).** DIALOGUES ON THE SUPERSENSUAL LIFE. Edited by BERNARD HOLLAND. Fcap. 8vo. 3s. 6d.
- Bell (Mrs. A.).** THE SKIRTS OF THE GREAT CITY. *Second Ed.* Cr. 8vo. 6s.
- Belloc (Hilaire),** M.P. PARIS. With Maps and Illustrations. *Second Edition, Revised.* Cr. 8vo. 6s.
- HILLS AND THE SEA.** *Second Edition.* Crown 8vo. 6s.
- Bellot (H. H. L.),** M.A. THE INNER AND MIDDLE TEMPLE. With numerous Illustrations. Crown 8vo. 6s. net.
- Bennett (W. H.),** M.A. A PRIMER OF THE BIBLE. *Fourth Ed.* Cr. 8vo. 2s. 6d.
- Bennett (W. H.) and Adeney (W. F.).** A BIBLICAL INTRODUCTION. *Fourth Edition.* Cr. 8vo. 7s. 6d.
- Benson (Archbishop)** GOD'S BOARD: Communion Addresses. *Second Edition.* Fcap. 8vo. 3s. 6d. net.
- Benson (A. C.),** M.A. See Oxford Biographies.
- Benson (R. M.).** THE WAY OF HOLINESS: a Devotional Commentary on the 119th Psalm. Cr. 8vo. 5s.
- Bernard (E. R.),** M.A., Canon of Salisbury. THE ENGLISH SUNDAY. Fcap. 8vo. 1s. 6d.
- Bertouch (Baroness de).** THE LIFE OF FATHER IGNATIUS. Illustrated. Demy 8vo. 10s. 6d. net.
- Beruete (A. de).** See Classics of Art.
- Betham-Edwards (M.).** HOME LIFE IN FRANCE. Illustrated. *Fourth and Cheaper Edition.* Crown 8vo. 6s.
A Colonial Edition is also published.
- Bethune-Baker (J. F.),** M.A. See Handbooks of Theology.
- Bidez (M.).** See Byzantine Texts.
- Biggs (C. R. D.),** D.D. See Churchman's Bible.
- Bindley (T. Herbert),** B.D. THE OECUMENICAL DOCUMENTS OF THE FAITH. With Introductions and Notes. *Second Edition.* Cr. 8vo. 6s. net.
- Binns (H. B.).** THE LIFE OF WALT WHITMAN. Illustrated. Demy 8vo. 10s. 6d. net.
A Colonial Edition is also published.
- Binyon (Lawrence).** THE DEATH OF ADAM, AND OTHER POEMS. Cr. 8vo. 3s. 6d. net.
See also W. Blake.
- Birnstingl (Ethel).** See Little Books on Art.
- Blair (Robert).** See I.P.L.
- Blake (William).** THE LETTERS OF WILLIAM BLAKE, TOGETHER WITH A LIFE BY FREDERICK TATHAM. Edited from the Original Manuscripts, with an Introduction and Notes, by ARCHIBALD G. B. RUSSELL. With 12 Illustrations. Demy 8vo. 7s. 6d. net.
- ILLUSTRATIONS OF THE BOOK OF JOB.** With a General Introduction by LAWRENCE BINYON. Quarto. 21s. net.
See also I.P.L. and Little Library.
- Blaxland (B.),** M.A. See Library of Devotion.
- Bloom (J. Harvey),** M.A. SHAKESPEARE'S GARDEN. Illustrated. Fcap. 8vo. 3s. 6d.; leather, 4s. 6d. net.
See also Antiquary's Books
- Blouet (Henri).** See Beginner's Books.
- Boardman (T. H.),** M.A. See Textbooks of Science.
- Bodley (J. E. C.),** Author of 'France.' THE CORONATION OF EDWARD VII. Demy 8vo. 21s. net. By Command of the King.
- Body (George),** D.D. THE SOUL'S PILGRIMAGE: Devotional Readings from his writings. Selected by J. H. BURN, B.D., F.R.S.E. Demy 16mo. 2s. 6d.
- Bona (Cardinal).** See Library of Devotion.
- Boon (F. C.).** See Commercial Series.
- Borrow (George).** See Little Library.
- Bos (J. Ritzema).** AGRICULTURAL ZOOLOGY. Translated by J. R. AINSWORTH DAVIS, M.A. With 155 Illustrations. Cr. 8vo. *Third Edition.* 3s. 6d.
- Botting (C. G.),** B.A. EASY GREEK EXERCISES. Cr. 8vo. 2s. See also Junior Examination Series.
- Boulting (W.)** TASSO AND HIS TIMES. With 24 Illustrations. Demy 8vo. 10s. 6d. net.
- Boulton (E. S.),** M.A. GEOMETRY ON MODERN LINES. Cr. 8vo. 2s.
- Boulton (William B.).** THOMAS GAINSBOROUGH With 40 Illustrations. *Second Ed.* Demy 8vo. 7s. 6d. net.
- SIR JOSHUA REYNOLDS, P.R.A.** With 49 Illustrations. Demy 8vo. 7s. 6d. net.
- Bowden (E. M.).** THE IMITATION OF BUDDHA: Being Quotations from Buddhist Literature for each Day in the Year. *Fifth Edition.* Cr. 16mo. 2s. 6d.
- Boyd-Carpenter (Margaret).** THE CHILD IN ART. Illustrated. *Second Edition.* Large Crown 8vo. 6s.
- Boyle (W.).** CHRISTMAS AT THE ZOO. With Verses by W. BOYLE and 24 Coloured Pictures by H. B. NEILSON. Super Royal 16mo. 2s.
- Brabant (F. G.),** M.A. See Little Guides.
- Bradley (A. G.)** ROUNDABOUT WILTSHIRE. With 30 Illustrations of which 14 are in colour by T.C. GOTCH. *Second Ed.* Cr. 8vo. 6s.
- Bradley (J. W.).** See Little Books on Art.
- Braid (James) and Others.** GREAT GOLFERS IN THE MAKING. By Thirty-Four Famous Players. Edited, with an Introduction, by HENRY LEACH. With 34 Portraits. *Second Ed.* Demy 8vo. 7s. 6d. net.
A Colonial Edition is also published.

Brailsford (H. N.). MACEDONIA: ITS RACES AND ITS FUTURE. Illustrated. *Demy 8vo.* 12s. 6d. net.

Brodrick (Mary) and Morton (Anderson). A CONCISE HANDBOOK OF EGYPTIAN ARCHÆOLOGY. Illustrated. *Cr. 8vo.* 3s. 6d.

Brooks (E. E.), B.Sc. See Textbooks of Technology.

Brooks (E. W.). See Byzantine Texts.

Brown (P. H.), LL.D., Fraser Professor of Ancient (Scottish) History at the University of Edinburgh. SCOTLAND IN THE TIME OF QUEEN MARY. *Demy 8vo.* 7s. 6d. net.

Brown (S. E.), M.A., Camb., B.A., B.Sc., London; Senior Science Master at Uppingham School. A PRACTICAL CHEMISTRY NOTE-BOOK FOR MATRICULATION AND ARMY CANDIDATES: EASIER EXPERIMENTS ON THE COMMONER SUBSTANCES. *Cr. 4to.* 1s. 6d. net.

Browne (Sir Thomas). See Standard Library.

Brownell (C. L.). THE HEART OF JAPAN. Illustrated. *Third Edition.* *Cr. 8vo.* 6s.; also *Demy 8vo.* 6d.

Browning (Robert). See Little Library.

Buckland (Francis T.). CURIOSITIES OF NATURAL HISTORY. Illustrated by H. B. NEILSON. *Cr. 8vo.* 3s. 6d.

Buckton (A. M.). THE BURDEN OF ENGELA: a Ballad-Epic. *Second Edition.* *Cr. 8vo.* 3s. 6d. net.

KINGS IN BABYLON. A Drama. *Crown 8vo.* 1s. net.

EAGER HEART: A Mystery Play. *Sixth Edition.* *Cr. 8vo.* 1s. net.

Budge (E. A. Wallis). THE GODS OF THE EGYPTIANS. With over 100 Coloured Plates and many Illustrations. *Two Volumes.* *Royal 8vo.* £3, 3s. net.

Buist (H. Massac). THE MOTOR YEAR BOOK AND AUTOMOBILISTS' ANNUAL FOR 1906. *Demy 8vo.* 7s. 6d. net.

Bull (Paul), Army Chaplain. GOD AND OUR SOLDIERS. *Second Edition.* *Cr. 8vo.* 6s.

Bulley (Miss). See Lady Dilke.

Bunyan (John). THE PILGRIM'S PROGRESS. Edited, with an Introduction, by C. H. FIRTH, M.A. With 39 Illustrations by R. ANNING BELL. *Cr. 8vo.* 6s. See also Library of Devotion and Standard Library.

Burch (G. J.), M.A., F.R.S. A MANUAL OF ELECTRICAL SCIENCE. Illustrated. *Cr. 8vo.* 3s.

Burgess (Gelett). GOOPS AND HOW TO BE THEM. Illustrated. *Small 4to.* 6s.

Burke (Edmund). See Standard Library.

Burn (A. E.), D.D., Rector of Handsworth and Prebendary of Lichfield. See Handbooks of Theology.

Burn (J. H.), B.D. THE CHURCHMAN'S TREASURY OF SONG. Selected and Edited by. *Fcap 8vo.* 3s. 6d. net. See also Library of Devotion.

Burnand (Sir F. C.). RECORDS AND REMINISCENCES. With a Portrait by H. v. HERKOMER. *Cr. 8vo.* *Fourth and Cheaper Edition.* 6s.

A Colonial Edition is also published.

Burns (Robert), THE POEMS OF. Edited by ANDREW LANG and W. A. CRAIGIE. With Portrait. *Third Edition.* *Demy 8vo, gilt top.* 6s.

Burnside (W. F.), M.A. OLD TESTAMENT HISTORY FOR USE IN SCHOOLS. *Third Edition.* *Cr. 8vo.* 3s. 6d.

Burton (Alfred). See I.P.L.

Bussell (F. W.), D.D., Fellow and Vice Principal of Brasenose College, Oxford. CHRISTIAN THEOLOGY AND SOCIAL PROGRESS: The Bampton Lectures for 1905. *Demy 8vo* 10s. 6d. net.

Butler (Joseph). See Standard Library.

Caldecott (Alfred), D.D. See Handbooks of Theology.

Calderwood (D. S.), Headmaster of the Normal School, Edinburgh. TEST CARDS IN EUCLID AND ALGEBRA. In three packets of 40, with Answers. 1s. each. Or in three Books, price 2d., 2d., and 3d.

Cambridge (Ada) [Mrs. Cross]. THIRTY YEARS IN AUSTRALIA. *Demy 8vo.* 7s. 6d.

Canning (George). See Little Library.

Capey (E. F. H.). See Oxford Biographies.

Careless (John). See I.P.L.

Carlyle (Thomas). THE FRENCH REVOLUTION. Edited by C. R. L. FLETCHER, Fellow of Magdalen College, Oxford. *Three Volumes.* *Cr. 8vo.* 18s.

THE LIFE AND LETTERS OF OLIVER CROMWELL. With an Introduction by C. H. FIRTH, M.A., and Notes and Appendices by Mrs. S. C. LOMAS. *Three Volumes.* *Demy 8vo.* 18s. net.

Carlyle (R. M. and A. J.), M.A. See Leaders of Religion.

Channer (C. C.) and Roberts (M. E.). LACEMAKING IN THE MIDLANDS, PAST AND PRESENT. With 16 full-page Illustrations. *Cr. 8vo.* 2s. 6d.

Chapman (S. J.). See Books on Business.

Chatterton (Thomas). See Standard Library.

Chesterfield (Lord), THE LETTERS OF, TO HIS SON. Edited, with an Introduction by C. STRACHEY, and Notes by A. CALTHROP. *Two Volumes.* *Cr. 8vo.* 12s.

Chesterton (G. K.). CHARLES DICKENS. With two Portraits in photogravure. *Fifth Edition.* *Demy 8vo.* 7s. 6d. net.

A Colonial Edition is also published.

Childe (Charles P.), B.A., F.R.C.S. THE CONTROL OF A SCOURGE: OR, HOW CANCER IS CURABLE. *Demy 8vo.* 7s. 6d. net.

- Christian (F. W.).** THE CAROLINE ISLANDS. With many Illustrations and Maps. *Demy 8vo.* 12s. 6d. net.
- Cicero.** See Classical Translations.
- Clarke (F. A.), M.A.** See Leaders of Religion.
- Clausen (George), A.R.A., R.W.S.** AIMS AND IDEALS IN ART: Eight Lectures delivered to the Students of the Royal Academy of Arts. With 32 Illustrations. *Second Edition. Large Post 8vo.* 5s. net.
- SIX LECTURES ON PAINTING.** *First Series.* With 19 Illustrations. *Third Edition, Large Post 8vo.* 3s. 6d. net.
- Cleather (A. L.).** See Wagner.
- Clinch (G.).** See Little Guides.
- Clough (W. T.).** See Junior School Books and Textbooks of Science.
- Clouston (T. S.), M.D., C.C.D., F.R.S.E.,** Lecturer on Mental Diseases in the University of Edinburgh. THE HYGIENE OF MIND. With 10 Illustrations. *Fourth Edition. Demy 8vo.* 7s. 6d. net.
- Coast (W. G.), B.A.** EXAMINATION PAPERS IN VERGIL. *Cr. 8vo.* 2s.
- Cobb (W. F.), M.A.** THE BOOK OF PSALMS: with a Commentary. *Demy 8vo.* 10s. 6d. net.
- Coleridge (S. T.).** POEMS OF. Selected and Arranged by ARTHUR SYMONS. With a photogravure Frontispiece. *Fcap. 8vo.* 2s. 6d. net.
- Collingwood (W. G.), M.A.** THE LIFE OF JOHN RUSKIN. With Portraits. *Sixth Edition. Cr. 8vo.* 2s. 6d. net.
- Collins (W. E.), M.A.** See Churchman's Library.
- Colonna.** HYPNEROTOMACHIA POLIPHILI UBI HUMANA OMNIA NON NISI SOMNIUM ESSE DOCET ATQUE OBITER PLURIMA SCITU SANE QUAM DIGNA COMMEMORAT. An edition limited to 350 copies on handmade paper. *Folio.* £3, 3s. net.
- Combe (William).** See I.P.L.
- Conrad (Joseph).** THE MIRROR OF THE SEA: Memories and Impressions. *Third Edition. Cr. 8vo.* 6s.
- Cook (A. M.), M.A., and Marchant (C. E.), M.A.** PASSAGES FOR UNSEEN TRANSLATION. Selected from Greek and Latin Literature. *Fourth Ed. Cr. 8vo.* 3s. 6d.
- LATIN PASSAGES FOR UNSEEN TRANSLATION.** *Third Ed. Cr. 8vo.* 1s. 6d.
- Cooke-Taylor (R. W.).** THE FACTORY SYSTEM. *Cr. 8vo.* 2s. 6d.
- Corelli (Marie).** THE PASSING OF THE GREAT QUEEN. *Second Ed. Fcap. 4to.* 1s.
- A CHRISTMAS GREETING.** *Cr. 4to.* 1s.
- Corkran (Alice).** See Little Books on Art.
- Cotes (Everard).** SIGNS AND PORTENTS IN THE FAR EAST. With 24 Illustrations. *Second Edition. Demy 8vo.* 7s. 6d. net.
- Cotes (Rosemary).** DANTE'S GARDEN. With a Frontispiece. *Second Edition. Fcap. 8vo.* 2s. 6d.; leather, 3s. 6d. net.
- BIBLE FLOWERS.** With a Frontispiece and Plan. *Fcap. 8vo.* 2s. 6d. net.
- Cowley (Abraham).** See Little Library.
- Cowper (William),** THE POEMS OF. Edited with an Introduction and Notes by J. C. BAILEY, M.A. Illustrated, including two unpublished designs by WILLIAM BLAKE. *Demy 8vo.* 10s. 6d. net.
- Cox (J. Charles), LL.D., F.S.A.** See Little Guides, The Antiquary's Books, and Ancient Cities.
- Cox (Harold), B.A., M.P.** LAND NATIONALISATION AND LAND TAXATION. *Second Edition revised. Cr. 8vo.* 3s. 6d. net.
- Crabbe (George).** See Little Library.
- Craigie (W. A.).** A PRIMER OF BURNS. *Cr. 8vo.* 2s. 6d.
- Craik (Mrs.).** See Little Library.
- Crane (Capt. C. P.).** See Little Guides.
- Crane (Walter).** AN ARTIST'S RE-MINISCENCES. *Second Edition.*
- Crashaw (Richard).** See Little Library.
- Crawford (F. G.).** See Mary C. Danson.
- Crofts (T. R. N.), M.A.** See Simplified French Texts.
- Cross (J. A.), M.A.** THE FAITH OF THE BIBLE. *Fcap. 8vo.* 2s. 6d. net.
- Cruikshank (G.).** THE LOVING BAL-LAD OF LORD BATEMAN. With 11 Plates. *Cr. 16mo.* 1s. 6d. net.
- Crump (B.).** See Wagner.
- Cunliffe (Sir F. H. E.),** Fellow of All Souls' College, Oxford. THE HISTORY OF THE BOER WAR. With many Illustrations, Plans, and Portraits. *In 2 vols. Quarto.* 15s. each.
- Cunynghame (H. H.), C.B.** See Connoisseur's Library.
- Cutts (E. L.), D.D.** See Leaders of Religion.
- Daniell (G. W.), M.A.** See Leaders of Religion.
- Danson (Mary C.) and Crawford (F. G.).** FATHERS IN THE FAITH. *Fcap. 8vo.* 1s. 6d.
- Dante.** LA COMMEDIA DI DANTE. The Italian Text edited by PAGET TOYNBEE, M.A., D.Litt. *Cr. 8vo.* 6s.
- THE PURGATORIO OF DANTE.** Translated into Spenserian Prose by C. GORDON WRIGHT. With the Italian text. *Fcap. 8vo.* 2s. 6d. net.
- See also Paget Toynbee, Little Library, Standard Library, and Warren-Vernon.
- Darley (George).** See Little Library.
- D'Arcy (R. F.), M.A.** A NEW TRIGONOMETRY FOR BEGINNERS. With numerous diagrams. *Cr. 8vo.* 2s. 6d.
- Davenport (Cyril).** See Connoisseur's Library and Little Books on Art.
- Davey (Richard).** THE PAGEANT OF LONDON. With 40 Illustrations in Colour by JOHN FULLEYLOVE, R.I. *In Two Volumes. Demy 8vo.* 15s. net.
- Davis (H. W. C.), M.A.,** Fellow and Tutor of Balliol College, Author of 'Charlemagne.' ENGLAND UNDER THE NORMANS AND ANGEVINS: 1066-1272. With Maps and Illustrations. *Demy 8vo.* 10s. 6d. net.
- Dawson (Nelson).** See Connoisseur's Library.

- Dawson (Mrs. N.).** See Little Books on Art.
- Deane (A. C.).** See Little Library.
- Dearmer (Mabel).** A CHILD'S LIFE OF CHRIST. With 8 Illustrations in Colour by E. FORTESCUE-BRICKDALE. *Large Cr. 8vo. 6s.*
- Delbos (Leon).** THE METRIC SYSTEM. *Cr. 8vo. 2s.*
- Demosthenes.** AGAINST CONON AND CALLICLES. Edited by F. DARWIN SWIFT, M.A. *Second Edition. Fcap. 8vo. 2s.*
- Dickens (Charles).** See Little Library, I.P.L., and Chesterton.
- Dickinson (Emily).** POEMS. *Cr. 8vo. 4s. 6d. net.*
- Dickinson (G. L.), M.A.,** Fellow of King's College, Cambridge. THE GREEK VIEW OF LIFE. *Sixth Edition. Cr. 8vo. 2s. 6d.*
- Dilke (Lady), Bulley (Miss), and Whitley (Miss).** WOMEN'S WORK. *Cr. 8vo. 2s. 6d.*
- Dillon (Edward).** See Connoisseur's Library and Little Books on Art.
- Ditchfield (P. H.), M.A., F.S.A.** THE STORY OF OUR ENGLISH TOWNS. With an Introduction by AUGUSTUS JESSOPP, D.D. *Second Edition. Cr. 8vo. 6s.*
- OLD ENGLISH CUSTOMS:** Extant at the Present Time. *Cr. 8vo. 6s.*
- ENGLISH VILLAGES.** Illustrated. *Second Edition. Cr. 8vo. 2s. 6d. net.*
- THE PARISH CLERK.** With 31 Illustrations. *Third Edition. Demy 8vo. 7s. 6d. net.*
- Dixon (W. M.), M.A.** A PRIMER OF TENNYSON. *Second Edition. Cr. 8vo. 2s. 6d.*
- ENGLISH POETRY FROM BLAKE TO BROWNING.** *Second Edition. Cr. 8vo. 2s. 6d.*
- Doney (May).** SONGS OF THE REAL. *Cr. 8vo. 3s. 6d. net.*
A volume of poems.
- Douglas (James).** THE MAN IN THE PULPIT. *Cr. 8vo. 2s. 6d. net.*
- Dowden (J.), D.D.,** Lord Bishop of Edinburgh. See Churchman's Library.
- Drage (G.).** See Books on Business.
- Driver (S. R.), D.D., D.C.L.,** Canon of Christ Church, Regius Professor of Hebrew in the University of Oxford. SERMONS ON SUBJECTS CONNECTED WITH THE OLD TESTAMENT. *Cr. 8vo. 6s.*
See also Westminster Commentaries.
- Dry (Wakeling).** See Little Guides.
- Dryhurst (A. R.).** See Little Books on Art.
- Du Buisson (J. C.), M.A.** See Churchman's Bible.
- Duguid (Charles).** See Books on Business.
- Dumas (Alexander).** MY MEMOIRS. Translated by E. M. WALLER. With Portraits. *In Six Volumes. Cr. 8vo. 6s. each. Volume I.*
- Dunn (J. T.), D.Sc., and Mundella (V. A.).** GENERAL ELEMENTARY SCIENCE. With 114 Illustrations. *Second Edition. Cr. 8vo. 3s. 6d.*
- Dunstan (A. E.), B.Sc.** See Junior School Books and Textbooks of Science.
- Durham (The Earl of).** A REPORT ON CANADA. With an Introductory Note. *Demy 8vo. 4s. 6d. net.*
- Dutt (W. A.).** THE NORFOLK BROADS. With coloured Illustrations by FRANK SOUTHGATE. *Second Edition. Cr. 8vo. 6s.*
- WILD LIFE IN EAST-ANGLIA.** With 16 Illustrations in colour by FRANK SOUTHGATE, R.B.A. *Second Edition. Demy 8vo. 7s. 6d. net.*
See also Little Guides.
- Earle (John),** Bishop of Salisbury. MICRO-COSMOGRAPHIE, OR A PIECE OF THE WORLD DISCOVERED. *Post 16mo. 2s. net.*
- Edmonds (Major J. E.).** See W. B. Wood.
- Edwards (Clement), M.P.** RAILWAY NATIONALIZATION. *Second Edition Revised. Crown 8vo. 2s. 6d. net.*
- Edwards (W. Douglas).** See Commercial Series.
- Egan (Pierce).** See I.P.L.
- Egerton (H. E.), M.A.** A HISTORY OF BRITISH COLONIAL POLICY. New and Cheaper Issue. *Demy 8vo. 7s. 6d. net.*
A Colonial Edition is also published.
- Ellaby (C. G.).** See Little Guides.
- Ellerton (F. G.).** See S. J. Stone.
- Ellwood (Thomas),** THE HISTORY OF THE LIFE OF. Edited by C. G. CRUMP, M.A. *Cr. 8vo. 6s.*
- Epictetus.** See Aurelius.
- Erasmus.** A Book called in Latin EN-CHIRIDION MILITIS CHRISTIANI, and in English the Manual of the Christian Knight.
From the edition printed by Wynken de Worde, 1533. *Fcap. 8vo. 3s. 6d. net.*
- Fairbrother (W. H.), M.A.** THE PHILOSOPHY OF T. H. GREEN. *Second Edition. Cr. 8vo. 3s. 6d.*
- Fea (Allan).** SOME BEAUTIES OF THE SEVENTEENTH CENTURY. With 82 Illustrations. *Second Edition. Demy 8vo. 12s. 6d. net.*
- Ferrier (Susan).** See Little Library.
- Fidler (T. Claxton), M.Inst. C.E.** See Books on Business.
- Fielding (Henry).** See Standard Library.
- Finn (S. W.), M.A.** See Junior Examination Series.
- Firth (J. B.).** See Little Guides.
- Firth (C. H.), M.A.** CROMWELL'S ARMY: A History of the English Soldier during the Civil Wars, the Commonwealth, and the Protectorate. *Cr. 8vo. 6s.*

- Fisher (G. W.), M.A.** ANNALS OF SHREWSBURY SCHOOL. Illustrated. *Demy 8vo.* 10s. 6d.
- FitzGerald (Edward).** THE RUBÁIYÁT OF OMAR KHAYYÁM. Printed from the Fifth and last Edition. With a Commentary by Mrs. STEPHEN BATSON, and a Biography of Omar by E. D. ROSS. *Cr. 8vo.* 6s. See also Miniature Library.
- FitzGerald (H. P.).** A CONCISE HANDBOOK OF CLIMBERS, TWINERS, AND WALL SHRUBS. Illustrated. *Fcap. 8vo.* 3s. 6d. net.
- Fitzpatrick (S. A. O.).** See Ancient Cities.
- Flecker (W. H.), M.A., D.C.L.,** Headmaster of the Dean Close School, Cheltenham. THE STUDENT'S PRAYER BOOK. THE TEXT OF MORNING AND EVENING PRAYER AND LITANY. With an Introduction and Notes. *Cr. 8vo.* 2s. 6d.
- Flux (A. W.), M.A.,** William Dow Professor of Political Economy in McGill University, Montreal. ECONOMIC PRINCIPLES. *Demy 8vo.* 7s. 6d. net.
- Fortescue (Mrs. G.).** See Little Books on Art.
- Fraser (David).** A MODERN CAMPAIGN; OR, WAR AND WIRELESS TELEGRAPHY IN THE FAR EAST. Illustrated. *Cr. 8vo.* 6s.
A Colonial Edition is also published.
- Fraser (J. F.).** ROUND THE WORLD ON A WHEEL. With 100 Illustrations. *Fifth Edition Cr. 8vo.* 6s.
- French (W.), M.A.** See Textbooks of Science.
- Freudenreich (Ed. von).** DAIRY BACTERIOLOGY. A Short Manual for the Use of Students. Translated by J. R. AINSWORTH DAVIS, M.A. *Second Edition. Revised. Cr. 8vo.* 2s. 6d.
- Fulford (H. W.), M.A.** See Churchman's Bible.
- Gallaher (D.) and Stead (W. J.).** THE COMPLETE RUGBY FOOTBALLER, ON THE NEW ZEALAND SYSTEM. With an Account of the Tour of the New Zealanders in England. With 35 Illustrations. *Second Ed. Demy 8vo.* 7s. 6d. net.
- Gallichan (W. M.).** See Little Guides.
- Gambado (Geoffrey, Esq.).** See I.P.L.
- Gaskell (Mrs.).** See Little Library and Standard Library.
- Gasquet, the Right Rev. Abbot, O.S.B.** See Antiquary's Books.
- George (H. B.), M.A.,** Fellow of New College, Oxford. BATTLES OF ENGLISH HISTORY. With numerous Plans. *Fourth Edition.* Revised, with a new Chapter including the South African War. *Cr. 8vo.* 3s. 6d.
- A HISTORICAL GEOGRAPHY OF THE BRITISH EMPIRE. Second Edition.** *Cr. 8vo.* 3s. 6d.
- Gibbins (H. de B.), Litt.D., M.A.** INDUSTRY IN ENGLAND: HISTORICAL OUTLINES. With 5 Maps. *Fifth Edition. Demy 8vo.* 10s. 6d.
- THE INDUSTRIAL HISTORY OF ENGLAND. Fourteenth Edition.** Revised. With Maps and Plans. *Cr. 8vo.* 3s.
- ENGLISH SOCIAL REFORMERS. Second Edition. Cr. 8vo. 2s. 6d.
See also Commercial Series and R. A. Hadfield.**
- Gibbon (Edward).** THE DECLINE AND FALL OF THE ROMAN EMPIRE. Edited with Notes, Appendices, and Maps, by J. B. BURY, M.A., Litt.D., Regius Professor of Greek at Cambridge. *In Seven Volumes. Demy 8vo. Gilt top, 8s. 6d. each.* Also, *Cr. 8vo.* 6s. each.
- MEMOIRS OF MY LIFE AND WRITINGS.** Edited by G. BIRKBECK HILL, LL.D. *Cr. 8vo.* 6s.
See also Standard Library.
- Gibson (E. C. S.), D.D.,** Lord Bishop of Gloucester. See Westminster Commentaries, Handbooks of Theology, and Oxford Biographies.
- Gilbert (A. R.).** See Little Books on Art.
- Gloag (M. R.) and Wyatt (Kate M.).** A BOOK OF ENGLISH GARDENS. With 24 Illustrations in Colour. *Demy 8vo.* 10s. 6d. net.
- Godfrey (Elizabeth).** A BOOK OF REMEMBRANCE. Edited by. *Fcap. 8vo.* 2s. 6d. net.
- Godley (A. D.), M.A.,** Fellow of Magdalen College, Oxford. LYRA FRIVOLA. *Fourth Edition. Fcap. 8vo.* 2s. 6d.
- VERSES TO ORDER. Second Edition.** *Fcap. 8vo.* 2s. 6d.
- SECOND STRINGS. Fcap. 8vo. 2s. 6d.**
- Goldsmith (Oliver).** THE VICAR OF WAKEFIELD. *Fcap. 32mo.* With 10 Plates in Photogravure by Tony Johannot. *Leather, 2s. 6d. net.*
See also I.P.L. and Standard Library.
- Goodrich-Freer (A.).** IN A SYRIAN SADDLE. *Demy 8vo.* 7s. 6d. net.
A Colonial Edition is also published.
- Gorst (Rt. Hon. Sir John).** THE CHILDREN OF THE NATION. *Second Edition. Demy 8vo.* 7s. 6d. net.
- Goudge (H. L.), M.A.,** Principal of Wells Theological College. See Westminster Commentaries.
- Graham (P. Anderson).** THE RURAL EXODUS. *Cr. 8vo.* 2s. 6d.
- Granger (F. S.), M.A., Litt.D.** PSYCHOLOGY. *Third Edition. Cr. 8vo.* 2s. 6d.
- THE SOUL OF A CHRISTIAN. Cr. 8vo. 6s.**
- Gray (E. M'Queen).** GERMAN PASSAGES FOR UNSEEN TRANSLATION. *Cr. 8vo.* 2s. 6d.
- Gray (P. L.), B.Sc.** THE PRINCIPLES OF MAGNETISM AND ELECTRICITY: an Elementary Text-Book. With 181 Diagrams. *Cr. 8vo.* 3s. 6d.
- Green (G. Buckland), M.A.,** late Fellow of St. John's College, Oxon. NOTES ON GREEK AND LATIN SYNTAX. *Second Ed. revised. Crown 8vo.* 3s. 6d.

Green (E. T.), M.A. See Churchman's Library.

Greenidge (A. H. J.), M.A. A HISTORY OF ROME: From 133-104 B.C. *Demy 8vo. 10s. 6d. net.*

Greenwell (Dora). See Miniature Library.

Gregory (R. A.). THE VAULT OF HEAVEN. A Popular Introduction to Astronomy. Illustrated. *Cr. 8vo. 2s. 6d.*

Gregory (Miss E. C.). See Library of Devotion.

Grubb (H. C.). See Textbooks of Technology.

Gwynn (M. L.). A BIRTHDAY BOOK. New and cheaper issue. *Royal 8vo. 5s. net.*

Haddon (A. C.), Sc.D., F.R.S. HEAD-HUNTERS BLACK, WHITE, AND BROWN. With many Illustrations and a Map. *Demy 8vo. 15s.*

Hadfield (R. A.) and Gibbins (H. de B.). A SHORTER WORKING DAY. *Cr. 8vo. 2s. 6d.*

Hall (R. N.) and Neal (W. G.). THE ANCIENT RUINS OF RHODESIA. Illustrated. *Second Edition, revised. Demy 8vo. 10s. 6d. net.*

Hall (R. N.). GREAT ZIMBABWE. With numerous Plans and Illustrations. *Second Edition. Royal 8vo. 10s. 6d. net.*

Hamilton (F. J.), D.D. See Byzantine Texts.

Hammond (J. L.). CHARLES JAMES FOX. *Demy 8vo. 10s. 6d.*

Hannay (D.). A SHORT HISTORY OF THE ROYAL NAVY, 1200-1688. Illustrated. *Demy 8vo. 7s. 6d. each.*

Hannay (James O.), M.A. THE SPIRIT AND ORIGIN OF CHRISTIAN MONASTICISM. *Cr. 8vo. 6s.*

THE WISDOM OF THE DESERT. *Fcap. 8vo. 3s. 6d. net.*

Hardie (Martin). See Connoisseur's Library.

Hare (A. T.), M.A. THE CONSTRUCTION OF LARGE INDUCTION COILS. With numerous Diagrams. *Demy 8vo. 6s.*

Harrison (Clifford). READING AND READERS. *Fcap. 8vo. 2s. 6d.*

Harvey (Alfred), M.B. See Ancient Cities.

Hawthorne (Nathaniel). See Little Library.

HEALTH, WEALTH AND WISDOM. *Cr. 8vo. 1s. net.*

Heath (Frank R.). See Little Guides.

Heath (Dudley). See Connoisseur's Library.

Hello (Ernest). STUDIES IN SAINTSHIP. Translated from the French by V. M. CRAWFORD. *Fcap 8vo. 3s. 6d.*

Henderson (B. W.), Fellow of Exeter College, Oxford. THE LIFE AND PRINCIPATE OF THE EMPEROR NERO. Illustrated. *New and cheaper issue. Demy 8vo. 7s. 6d. net.*

AT INTERVALS. *Fcap 8vo. 2s. 6d. net.*

Henderson (T. F.). See Little Library and Oxford Biographies.

Henderson (T. F.), and Watt (Francis). SCOTLAND OF TO-DAY. With many Illustrations, some of which are in colour. *Second Edition. Cr. 8vo. 6s.*

Henley (W. E.). ENGLISH LYRICS. *Second Edition. Cr. 8vo. 2s. 6d. net.*

Henley (W. E.) and Whibley (C.). A BOOK OF ENGLISH PROSE. *Cr. 8vo. 2s. 6d. net.*

Henson (H. H.), B.D., Canon of Westminster. APOSTOLIC CHRISTIANITY: As Illustrated by the Epistles of St. Paul to the Corinthians. *Cr. 8vo. 6s.*

LIGHT AND LEAVEN: HISTORICAL AND SOCIAL SERMONS. *Cr. 8vo. 6s.*

Herbert (George). See Library of Devotion.

Herbert of Cherbury (Lord). See Miniature Library.

Hewins (W. A. S.), B.A. ENGLISH TRADE AND FINANCE IN THE SEVENTEENTH CENTURY. *Cr. 8vo. 2s. 6d.*

Hewitt (Ethel M.) A GOLDEN DIAL. A Day Book of Prose and Verse. *Fcap. 8vo. 2s. 6d. net.*

Heywood (W.). PALIO AND PONTE: A Book of Tuscan Games. Illustrated. *Royal 8vo. 21s. net.*

See also St. Francis of Assisi.

Hill (Clare). See Textbooks of Technology.

Hill (Henry), B.A., Headmaster of the Boy's High School, Worcester, Cape Colony. A SOUTH AFRICAN ARITHMETIC. *Cr. 8vo. 3s. 6d.*

Hind (C. Lewis). DAYS IN CORNWALL. With 16 Illustrations in Colour by WILLIAM PASCOE, and 20 Photographs. *Second Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

Hirst (F. W.) See Books on Business.

Hoare (J. Douglas). ARCTIC EXPLORATION. With 18 Illustrations and Maps. *Demy 8vo, 7s. 6d. net.*

Hobhouse (L. T.), Fellow of C.C.C., Oxford. THE THEORY OF KNOWLEDGE. *Demy 8vo. 10s. 6d. net.*

Hobson (J. A.), M.A. INTERNATIONAL TRADE: A Study of Economic Principles. *Cr. 8vo. 2s. 6d. net.*

PROBLEMS OF POVERTY. *Sixth Edition. Cr. 8vo. 2s. 6d.*

THE PROBLEM OF THE UNEMPLOYED. *Third Edition. Cr. 8vo. 2s. 6d.*

Hodgkin (T.), D.C.L. See Leaders of Religion.

Hodgson (Mrs. W.) HOW TO IDENTIFY OLD CHINESE PORCELAIN. *Second Edition. Post 8vo. 6s.*

Hogg (Thomas Jefferson). SHELLEY AT OXFORD. With an Introduction by R. A. STREATFEILD. *Fcap. 8vo. 2s. net.*

Holden-Stone (G. de). See Books on Business.

Holdich (Sir T. H.), K.C.I.E. THE INDIAN BORDERLAND: being a Personal Record of Twenty Years. Illustrated. *Demy 8vo. 10s. 6d. net.*

A Colonial Edition is also published.

Holdsworth (W. S.), M.A. A HISTORY OF ENGLISH LAW. *In Two Volumes. Vol. I. Demy 8vo. 10s. 6d. net.*

Holland (H. Scott), Canon of St. Paul's. See Library of Devotion.

Holt (Emily), THE SECRET OF POPULARITY: How to Achieve Social Success. *Cr. 8vo. 3s. 6d. net.*

A Colonial Edition is also published.

Holyoake (G. J.), THE CO-OPERATIVE MOVEMENT TO-DAY. *Fourth Edition. Cr. 8vo. 2s. 6d.*

Hone (Nathaniel J.), See Antiquary's Books.

Hoppner, See Little Galleries.

Horace, See Classical Translations.

Horsburgh (E. L. S.), M.A. WATERLOO: A Narrative and Criticism. With Plans. *Second Edition. Cr. 8vo. 5s.*
See also Oxford Biographies.

Horth (A. C.), See Textbooks of Technology.

Horton (R. F.), D.D. See Leaders of Religion.

Hosie (Alexander), MANCHURIA. With Illustrations and a Map. *Second Edition. Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

How (F. D.), SIX GREAT SCHOOL-MASTERS. With Portraits and Illustrations. *Second Edition. Demy 8vo. 7s. 6d.*

Howell (A. G. Ferrers), FRANCISCAN DAYS. Translated and arranged by. *Cr. 8vo. 3s. 6d. net.*

Howell (G.), TRADE UNIONISM—NEW AND OLD. *Fourth Edition. Cr. 8vo. 2s. 6d.*

Hudson (Robert), MEMORIALS OF A WARWICKSHIRE PARISH. Illustrated. *Demy 8vo. 15s. net.*

Huggins (Sir William), K.C.B., O.M., D.C.L., F.R.S. THE ROYAL SOCIETY; OR, SCIENCE IN THE STATE AND IN THE SCHOOLS. With 25 Illustrations. *Wide Royal 8vo. 4s. 6d. net.*

Hughes (C. E.), THE PRAISE OF SHAKESPEARE. An English Anthology. With a Preface by SIDNEY LEE. *Demy 8vo. 3s. 6d. net.*

Hughes (Thomas), TOM BROWN'S SCHOOLDAYS. With an Introduction and Notes by VERNON RENDALL. *Leather. Royal 32mo. 2s. 6d. net.*

Hutchinson (Horace G.), THE NEW FOREST. Illustrated in colour with 50 Pictures by WALTER TYNDALE and 4 by LUCY KEMP-WELCH. *Third Edition. Cr. 8vo. 6s.*

Hutton (A. W.), M.A. See Leaders of Religion and Library of Devotion.

Hutton (Edward), THE CITIES OF UMBRIA. With many Illustrations, of which 20 are in Colour, by A. PISA. *Third Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

THE CITIES OF SPAIN. *Third Edition.* With many Illustrations, of which 24 are in Colour, by A. W. PUMINGTON. *Demy 8vo. 7s. 6d. net.*

FLORENCE AND NORTHERN TUSCANY. With Coloured Illustrations by WILLIAM PARKINSON. *Cr. 8vo. 6s.*

A Colonial Edition is also published.

ENGLISH LOVE POEMS. Edited with an Introduction. *Fcap. 8vo. 3s. 6d. net.*

Hutton (R. H.), See Leaders of Religion.

Hutton (W. H.), M.A. THE LIFE OF SIR THOMAS MORE. With Portraits. *Second Edition. Cr. 8vo. 5s.*
See also Leaders of Religion.

Hyde (A. G.) GEORGE HERBERT AND HIS TIMES. With 32 Illustrations. *Demy 8vo. 10s. 6d. net.*

Hyett (F. A.), A SHORT HISTORY OF FLORENCE. *Demy 8vo. 7s. 6d. net.*

Ibsen (Henrik), BRAND. A Drama. Translated by WILLIAM WILSON. *Third Edition. Cr. 8vo. 3s. 6d.*

Inge (W. R.), M.A., Fellow and Tutor of Hertford College, Oxford. CHRISTIAN MYSTICISM. The Bampton Lectures for 1899. *Demy 8vo. 12s. 6d. net.* See also Library of Devotion.

Innes (A. D.), M.A. A HISTORY OF THE BRITISH IN INDIA. With Maps and Plans. *Cr. 8vo. 6s.*

ENGLAND UNDER THE TUDORS. With Maps. *Second Edition. Demy 8vo. 10s. 6d. net.*

Jackson (C. E.), B.A. See Textbooks of Science.

Jackson (S.), M.A. See Commercial Series.

Jackson (F. Hamilton), See Little Guides.

Jacob (F.), M.A. See Junior Examination Series.

James (W. H. N.), A.R.C.S., A.I.E.E. See Textbooks of Technology.

Jeans (J. Stephen), TRUSTS, POOLS, AND CORNERS. *Cr. 8vo. 2s. 6d.*
See also Books on Business.

Jeffreys (D. Gwyn), DOLLY'S THEATRICALS. Described and Illustrated with 24 Coloured Pictures. *Super Royal 16mo. 2s. 6d.*

Jenks (E.), M.A., Reader of Law in the University of Oxford. ENGLISH LOCAL GOVERNMENT. *Second Edition. Cr. 8vo. 2s. 6d.*

Jenner (Mrs. H.), See Little Books on Art.

Jennings (Oscar), M.D., Member of the Bibliographical Society. EARLY WOODCUT INITIALS, containing over thirteen hundred Reproductions of Pictorial Letters of the Fifteenth and Sixteenth Centuries. *Demy 4to. 21s. net.*

Jessopp (Augustus), D.D. See Leaders of Religion.

Jevons (F. B.), M.A., Litt.D., Principal of Bishop Hatfield's Hall, Durham. RELIGION IN EVOLUTION. *Cr. 8vo. 3s. 6d. net.*

See also Churchman's Library and Handbooks of Theology.

Johnson (Mrs. Barham), WILLIAM BODHAM DONNE AND HIS FRIENDS. Illustrated. *Demy 8vo. 10s. 6d. net.*

Johnston (Sir H. H.), K.C.B. BRITISH CENTRAL AFRICA. With nearly 200 Illustrations and Six Maps. *Third Edition.* Cr. 4to. 18s. net.

A Colonial Edition is also published.

Jones (R. Crompton), M.A. POEMS OF THE INNER LIFE. Selected by. *Thirteenth Edition.* Fcap. 8vo. 2s. 6d. net.

Jones (H.). See Commercial Series.

Jones (H. F.). See Textbooks of Science.

Jones (L. A. Atherley), K.C., M.P. THE MINERS' GUIDE TO THE COAL MINES REGULATION ACTS. Cr. 8vo. 2s. 6d. net.

COMMERCE IN WAR. Royal 8vo. 21s. net.

Jonson (Ben). See Standard Library.

Juliana (Lady) of Norwich. REVELATIONS OF DIVINE LOVE. Ed. by GRACE WARRACK. *Second Edit.* Cr. 8vo. 3s. 6d.

Juvenal. See Classical Translations.

'Kappa.' LET YOUTH BUT KNOW: A Plea for Reason in Education. Cr. 8vo. 3s. 6d. net.

Kaufmann (M.). SOCIALISM AND MODERN THOUGHT. *Second Edition.* Cr. 8vo. 2s. 6d. net.

Keating (J. F.), D.D. THE AGAPE AND THE EUCHARIST. Cr. 8vo. 3s. 6d.

Keats (John). THE POEMS OF. Edited with Introduction and Notes by E. de Selincourt, M.A. *Second Edition.* Demy 8vo. 7s. 6d. net.

REALMS OF GOLD. Selections from the Works of. Fcap. 8vo. 3s. 6d. net.

See also Little Library and Standard Library.

Keble (John). THE CHRISTIAN YEAR. With an Introduction and Notes by W. LOCK, D.D., Warden of Keble College. Illustrated by R. ANNING BELL. *Third Edition.* Fcap. 8vo. 3s. 6d.; padded morocco, 5s.

See also Library of Devotion.

Kelynack (T. N.), M.D., M.R.C.P., Hon. Secretary of the Society for the Study of Inebriety. THE DRINK PROBLEM IN ITS MEDICO-SOCIOLOGICAL ASPECT. Edited by. With 2 Diagrams. Demy 8vo. 7s. 6d. net.

Kempis (Thomas à). THE IMITATION OF CHRIST. With an Introduction by DEAN FARRAR. Illustrated by C. M. GERE. *Third Edition.* Fcap. 8vo. 3s. 6d.; padded morocco, 5s.

Also Translated by C. BIGG, D.D. Cr. 8vo. 3s. 6d. See also Library of Devotion and Standard Library.

Kennedy (Bart.). THE GREEN SPHINX. Cr. 8vo. 3s. 6d. net.

A Colonial Edition is also published.

Kennedy (James Houghton), D.D., Assistant Lecturer in Divinity in the University of Dublin. ST. PAUL'S SECOND AND THIRD EPISTLES TO THE CORINTHIANS. With Introduction, Dissertations and Notes. Cr. 8vo. 6s.

Kimmins (C. W.), M.A. THE CHEMISTRY OF LIFE AND HEALTH. Illustrated. Cr. 8vo. 2s. 6d.

Kinglake (A. W.). See Little Library.

Kipling (Rudyard). BARRACK-ROOM BALLADS. 82nd Thousand. *Twenty-third Edition.* Cr. 8vo. 6s.

A Colonial Edition is also published.

THE SEVEN SEAS. 65th Thousand. *Eleventh Edition.* Cr. 8vo. 6s.

A Colonial Edition is also published.

THE FIVE NATIONS. 42nd Thousand. *Third Edition.* Cr. 8vo. 6s.

A Colonial Edition is also published.

DEPARTMENTAL DITTIES. *Sixteenth Edition.* Cr. 8vo. 6s.

A Colonial Edition is also published.

Knight (Albert E.). THE COMPLETE CRICKETER. Illus. Demy 8vo. 7s. 6d. net.

A Colonial Edition is also published.

Knight (H. J. C.), M.A. See Churchman's Bible.

Knowling (R. J.), M.A., Professor of New Testament Exegesis at King's College, London. See Westminster Commentaries.

Lamb (Charles and Mary), THE WORKS OF. Edited by E. V. LUCAS. Illustrated in Seven Volumes. Demy 8vo. 7s. 6d. each.

See also Little Library and E. V. Lucas.

Lambert (F. A. H.). See Little Guides.

Lambros (Professor). See Byzantine Texts.

Lane-Poole (Stanley). A HISTORY OF EGYPT IN THE MIDDLE AGES. Fully Illustrated. Cr. 8vo. 6s.

Langbridge (F.), M.A. BALLADS OF THE BRAVE: Poems of Chivalry, Enterprise, Courage, and Constancy. *Third Edition.* Cr. 8vo. 2s. 6d.

Law (William). See Library of Devotion and Standard Library.

Leach (Henry). THE DUKE OF DEVONSHIRE. A Biography. With 12 Illustrations. Demy 8vo. 12s. 6d. net.

See also James Braid.

GREAT GOLFERS IN THE MAKING. With 34 Portraits. Demy 8vo. 7s. 6d. net.

Le Braz (Anatole). THE LAND OF PARDONS. Translated by FRANCES M. GOSTLING. Illustrated in colour. *Second Edition.* Demy 8vo. 7s. 6d. net.

Lee (Captain L. Melville). A HISTORY OF POLICE IN ENGLAND. Cr. 8vo. 3s. 6d. net.

Leigh (Percival). THE COMIC ENGLISH GRAMMAR. Embellished with upwards of 50 characteristic Illustrations by JOHN LEECH. Post 16mo. 2s. 6d. net.

Lewes (V. B.), M.A. AIR AND WATER. Illustrated. Cr. 8vo. 2s. 6d.

Lewis (Mrs. Gwyn). A CONCISE HANDBOOK OF GARDEN SHRUBS. Illustrated. Fcap. 8vo. 3s. 6d. net.

Lisle (Fortunéde). See Little Bookson Art.

Littlehales (H.). See Antiquary's Books.

Lock (Walter), D.D., Warden of Keble College. ST. PAUL, THE MASTER-BUILDER. *Second Ed.* Cr. 8vo. 3s. 6d. THE BIBLE AND CHRISTIAN LIFE. Cr. 8vo. 6s.

See also Leaders of Religion and Library of Devotion.

Locker (F.). See Little Library.

Lodge (Sir Oliver), F.R.S. THE SUBSTANCE OF FAITH ALLIED WITH SCIENCE: A Catechism for Parents and Teachers. *Eighth Ed. Cr. 8vo. 2s. net.*
Lofthouse (W. F.), M.A. ETHICS AND ATONEMENT. With a Frontispiece. *Demy 8vo. 5s. net.*

Longfellow (H. W.). See Little Library.

Lorimer (George Horace). LETTERS FROM A SELF-MADE MERCHANT TO HIS SON. *Sixteenth Edition. Cr. 8vo. 3s. 6d.*

A Colonial Edition is also published.

OLD GORGON GRAHAM. *Second Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

Lover (Samuel). See I. P. L.

E. V. L. and C. L. [G.] ENGLAND DAY BY DAY: Or, The Englishman's Handbook to Efficiency. Illustrated by GEORGE MORROW. *Fourth Edition. Fcap. 4to. 1s. net.*

Lucas (E. V.). THE LIFE OF CHARLES LAMB. With 25 Illustrations. *Fourth Edition. Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

A WANDERER IN HOLLAND. With many Illustrations, of which 20 are in Colour by HERBERT MARSHALL. *Eighth Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

A WANDERER IN LONDON. With 16 Illustrations in Colour by NELSON DAWSON, and 36 other Illustrations. *Sixth Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

FIRESIDE AND SUNSHINE. *Third Edition. Fcap. 8vo. 5s.*

THE OPEN ROAD: a Little Book for Wayfarers. *Twelfth Edition. Fcap. 8vo. 5s.; India Paper, 7s. 6d.*

THE FRIENDLY TOWN: a Little Book for the Urbane. *Third Edition. Fcap. 8vo. 5s.; India Paper, 7s. 6d.*

CHARACTER AND COMEDY. *Third Edition.*

Lucian. See Classical Translations.

Lyde (L. W.), M.A. See Commercial Series.

Lydon (Noel S.). See Junior School Books.

Lyttelton (Hon. Mrs. A.). WOMEN AND THEIR WORK. *Cr. 8vo. 2s. 6d.*

Macaulay (Lord). CRITICAL AND HISTORICAL ESSAYS. Edited by F. C. MONTAGUE, M.A. *Three Volumes. Cr. 8vo. 18s.*

The only edition of this book completely annotated.

M'Allen (J. E. B.), M.A. See Commercial Series.

MacCulloch (J. A.). See Churchman's Library.

MacCunn (Florence A.). MARY STUART. With over 60 Illustrations, including a Frontispiece in Photogravure. *New and Cheaper Edition. Cr. 8vo. 6s.*

See also Leaders of Religion.

McDermott (E. R.). See Books on Business.

M'Dowall (A. S.). See Oxford Biographies.

Mackay (A. M.). See Churchman's Library.

Macklin (Herbert W.), M.A. See Antiquary's Books.

Mackenzie (W. Leslie), M.A., M.D., D.P.H., etc. THE HEALTH OF THE SCHOOL CHILD. *Cr. 8vo. 2s. 6d.*

Mdile Mori (Author of). ST. CATHERINE OF SIENA AND HER TIMES. With 28 Illustrations. *Demy 8vo. 7s. 6d. net.*

Magnus (Laurie), M.A. A PRIMER OF WORDSWORTH. *Cr. 8vo. 2s. 6d.*

Mahaffy (J. P.), Litt.D. A HISTORY OF THE EGYPT OF THE PTOLEMIES. Fully Illustrated. *Cr. 8vo. 6s.*

Maitland (F. W.), LL.D., Downing Professor of the Laws of England in the University of Cambridge. CANON LAW IN ENGLAND. *Royal 8vo. 7s. 6d.*

Malden (H. E.), M.A. ENGLISH RECORDS. A Companion to the History of England. *Cr. 8vo. 3s. 6d.*

THE ENGLISH CITIZEN: HIS RIGHTS AND DUTIES. *Seventh Edition. Cr. 8vo. 1s. 6d.*

See also School Histories.

Marchant (E. C.), M.A., Fellow of Peterhouse, Cambridge. A GREEK ANTHOLOGY. *Second Edition. Cr. 8vo. 3s. 6d.*

See also A. M. Cook.

Marr (J. E.), F.R.S., Fellow of St John's College, Cambridge. THE SCIENTIFIC STUDY OF SCENERY. *Second Edition. Illustrated. Cr. 8vo. 6s.*

AGRICULTURAL GEOLOGY. Illustrated. *Cr. 8vo. 6s.*

Marriott (J. A. R.). THE LIFE AND TIMES OF LORD FALKLAND. With 20 Illustrations. *Second Ed. Dy. 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

Marvell (Andrew). See Little Library.

Masefield (John). SEA LIFE IN NELSON'S TIME. Illustrated. *Cr. 8vo. 3s. 6d. net.*

ON THE SPANISH MAIN. With 22 Illustrations and a Map. *Demy 8vo. 10s. 6d. net.*

A SAILOR'S GARLAND. Edited and Selected by. *Second Ed. Cr. 8vo. 3s. 6d. net.*

Maskell (A.). See Connoisseur's Library.

Mason (A. J.), D.D. See Leaders of Religion.
Massee (George). THE EVOLUTION OF PLANT LIFE: Lower Forms. Illustrated. *Cr. 8vo. 2s. 6d.*

Masterman (C. F. G.), M.A., M.P. TENNYSON AS A RELIGIOUS TEACHER. *Cr. 8vo. 6s.*

Matheson (Mrs. E. F.). COUNSELS OF LIFE. *Fcap. 8vo. 2s. 6d. net.*

May (Phil). THE PHIL MAY ALBUM. *Second Edition. 4to. 1s. net.*

Mellows (Emma S.). A SHORT STORY OF ENGLISH LITERATURE. *Cr. 8vo. 3s. 6d.*

Methuen (A. M. S.). THE TRAGEDY OF SOUTH AFRICA. *Cr. 8vo. 2s. net. Also Cr. 8vo. 3d. net.*

A revised and enlarged edition of the author's 'Peace or War in South Africa.'

ENGLAND'S RUIN: DISCUSSED IN SIXTEEN LETTERS TO THE RIGHT HON. JOSEPH CHAMBERLAIN, M.P. *Seventh Edition.* Cr. 8vo. 3d. net.

Miles (Eustace), M.A. LIFE AFTER LIFE, OR, THE THEORY OF REINCARNATION. Cr. 8vo. 2s. 6d. net.

Millais (J. G.). THE LIFE AND LETTERS OF SIR JOHN EVERETT MILLAIS, President of the Royal Academy. With many Illustrations, of which 2 are in Photogravure. *New Edition.* Demy 8vo. 7s. 6d. net.

See also Little Galleries.

Millin (G. F.). PICTORIAL GARDENING. Illustrated. Cr. 8vo. 3s. 6d. net.

Millis (C. T.), M.I.M.E. See Textbooks of Technology.

Milne (J. G.), M.A. A HISTORY OF ROMAN EGYPT. Fully Illus. Cr. 8vo. 6s.

Milton (John). A DAY BOOK OF. Edited by R. F. Towndrow. Fcap. 8vo. 3s. 6d. net.

See also Little Library and Standard Library.

Minchin (H. C.), M.A. See R. Peel.

Mitchell (P. Chalmers), M.A. OUTLINES OF BIOLOGY. Illustrated. *Second Edition.* Cr. 8vo. 6s.

Mitton (G. E.). JANE AUSTEN AND HER TIMES. With many Portraits and Illustrations. *Second and Cheaper Edition.* Cr. 8vo. 6s.

A Colonial Edition is also published.

Moffat (Mary M.). QUEEN LOUISA OF PRUSSIA. With 20 Illustrations. *Fourth Edition.* Demy 8vo. 7s. 6d. net.

'Moil (A.).' See Books on Business.

Moir (D. M.). See Little Library.

Molinos (Dr. Michael de), See Library of Devotion.

Money (L. G. Chiozza), M.P. RICHES AND POVERTY. *Fourth Edition.* Demy 8vo. 5s. net.

Montagu (Henry), Earl of Manchester. See Library of Devotion.

Montaigne. A DAY BOOK OF. Edited by C. F. Pond. Fcap. 8vo. 3s. 6d. net.

Montmorency (J. E. G. de), B.A., LL.B. THOMAS A KEMPIS, HIS AGE AND BOOK. With 22 Illustrations. *Second Edition.* Demy 8vo. 7s. 6d. net.

Moore (H. E.). BACK TO THE LAND. An Inquiry into Rural Depopulation. Cr. 8vo. 2s. 6d.

Moorhouse (E. Hallam). NELSON'S LADY HAMILTON. With 51 Portraits. *Second Edition.* Demy 8vo. 7s. 6d. net.

A Colonial Edition is also published.

Moran (Clarence G.). See Books on Business.

More (Sir Thomas). See Standard Library.

Morfill (W. R.), Oriel College, Oxford. A HISTORY OF RUSSIA FROM PETER THE GREAT TO ALEXANDER II. With Maps and Plans. Cr. 8vo. 3s. 6d.

Morich (R. J.), late of Clifton College. See School Examination Series.

Morris (J.). THE MAKERS OF JAPAN. With 24 Illustrations. Demy 8vo. 12s. 6d. net.

A Colonial Edition is also published.

Morris (J. E.). See Little Guides.

Morton (Miss Anderson). See Miss Brodick.

Moule (H. C. G.), D.D., Lord Bishop of Durham. See Leaders of Religion.

Muir (M. M. Pattison), M.A. THE CHEMISTRY OF FIRE. Illustrated. Cr. 8vo. 2s. 6d.

Mundella (V. A.), M.A. See J. T. Dunn.

Munro (R.), LL.D. See Antiquary's Books.

Naval Officer (A.). See I. P. L.

Neal (W. G.). See R. N. Hall.

Newman (Ernest). HUGO WOLF. Demy 8vo. 6s.

Newman (George), M.D., D.P.H., F.R.S.E., Lecturer on Public Health at St. Bartholomew's Hospital, and Medical Officer of Health of the Metropolitan Borough of Finsbury. INFANT MORTALITY, A SOCIAL PROBLEM. With 16 Diagrams. Demy 8vo. 7s. 6d. net.

Newman (J. H.) and others. See Library of Devotion.

Nichols (J. B. B.). See Little Library.

Nicklin (T.), M.A. EXAMINATION PAPERS IN THUCYDIDES. Cr. 8vo. 2s.

Nimrod. See I. P. L.

Norgate (G. Le Grys). THE LIFE OF SIR WALTER SCOTT. Illustrated. Demy 8vo. 7s. 6d. net.

Norregaard (B. W.). THE GREAT SIEGE: The Investment and Fall of Port Arthur. Illustrated. Demy 8vo. 10s. 6d. net.

Norway (A. H.). NAPLES. With 25 Coloured Illustrations by MAURICE GREIFFENHAGEN. *Second Edition.* Cr. 8vo. 6s.

Novalis. THE DISCIPLES AT SAÏS AND OTHER FRAGMENTS. Edited by Miss UNA BIRCH. Fcap. 8vo. 3s. 6d.

Oldfield (W. J.), M.A., Prebendary of Lincoln. A PRIMER OF RELIGION. BASED ON THE CATECHISM OF THE CHURCH OF ENGLAND. Fcap. 8vo. 2s. 6d.

Oldham (F. M.), B.A. See Textbooks of Science.

Oliphant (Mrs.). See Leaders of Religion.

Oman (C. W. C.), M.A., Fellow of All Souls', Oxford. A HISTORY OF THE ART OF WAR. The Middle Ages, from the Fourth to the Fourteenth Century. Illustrated. Demy 8vo. 10s. 6d. net.

Ottley (R. L.), D.D. See Handbooks of Theology and Leaders of Religion.

Overton (J. H.). See Leaders of Religion.

Owen (Douglas). See Books on Business.

Oxford (M. N.), of Guy's Hospital. A HANDBOOK OF NURSING. *Fourth Edition.* Cr. 8vo. 3s. 6d.

Pakes (W. C. C.). THE SCIENCE OF HYGIENE. Illustrated. Demy 8vo. 15s.

- Parker (Gilbert).** A LOVER'S DIARY. *Fcap. 8vo. 5s.*
- Parkes (A. K.).** SMALL LESSONS ON GREAT TRUTHS. *Fcap. 8vo. 1s. 6d.*
- Parkinson (John).** PARADISI IN SOLE PARADISUS TERRESTRIS, OR A GARDEN OF ALL SORTS OF PLEASANT FLOWERS. *Folio. £3, 3s. net.*
- Parmenter (John).** HELIO-TROPES, OR NEW POSIES FOR SUNDIALS, 1625. Edited by PERCIVAL LONDON. *Quarto. 3s. 6d. net.*
- Parmentier (Prof. Leon).** See Byzantine Texts.
- Parsons (Mrs. Clement).** GARRICK AND HIS CIRCLE. With 36 Illustrations. *Second Edition. Demy 8vo. 12s. 6d. net.*
A Colonial Edition is also published.
- Pascal.** See Library of Devotion.
- Paston (George).** SOCIAL CARICATURE IN THE EIGHTEENTH CENTURY. With over 200 Illustrations. *Imperial Quarto. £2, 12s. 6d. net.*
See also Little Books on Art and I.P.L.
- LADY MARY WORTLEY MONTAGU.** With 24 Portraits and Illustrations. *Second Edition. Demy 8vo. 15s. net.*
A Colonial Edition is also published.
- Paterson (W. R.) (Benjamin Swift).** LIFE'S QUESTIONINGS. *Cr. 8vo. 3s. 6d. net.*
- Patterson (A. H.).** NOTES OF AN EAST COAST NATURALIST. Illustrated in Colour by F. SOUTHGATE. *Second Edition. Cr. 8vo. 6s.*
- NATURE IN EASTERN NORFOLK.** A series of observations on the Birds, Fishes, Mammals, Reptiles, and Stalk-eyed Crustaceans found in that neighbourhood, with a list of the species. With 12 Illustrations in colour, by FRANK SOUTHGATE. *Second Edition. Cr. 8vo. 6s.*
- Peacock (N.).** See Little Books on Art.
- Peake (C. M. A.), F.R.H.S.** A CONCISE HANDBOOK OF GARDEN ANNUAL AND BIENNIAL PLANTS. With 24 Illustrations. *Fcap. 8vo. 3s. 6d. net.*
- Peel (Robert), and Minchin (H. C.), M.A.** OXFORD. With 100 Illustrations in Colour. *Cr. 8vo. 6s.*
- Peel (Sidney),** late Fellow of Trinity College, Oxford, and Secretary to the Royal Commission on the Licensing Laws. PRACTICAL LICENSING REFORM. *Second Edition. Cr. 8vo. 1s. 6d.*
- Petrie (W. M. Flinders), D.C.L., LL.D.,** Professor of Egyptology at University College. A HISTORY OF EGYPT, FROM THE EARLIEST TIMES TO THE PRESENT DAY. Fully Illustrated. *In six volumes. Cr. 8vo. 6s. each.*
- VOL. I. PREHISTORIC TIMES TO XVTH DYNASTY. Sixth Edition.**
- VOL. II. THE XVIIITH AND XVIIIITH DYNASTIES. Fourth Edition.**
- VOL. III. XIXTH TO XXXTH DYNASTIES.**
- VOL. IV. THE EGYPT OF THE PTOLEMIES.** J. P. MAHAFFY, Litt.D.
- VOL. V. ROMAN EGYPT.** J. G. MILNE, M.A.
- VOL. VI. EGYPT IN THE MIDDLE AGES.** STANLEY LANE-POOLE, M.A.
- RELIGION AND CONSCIENCE IN ANCIENT EGYPT.** Illustrated. *Cr. 8vo. 2s. 6d.*
- SYRIA AND EGYPT, FROM THE TELL ELAMARNATABLETS.** *Cr. 8vo. 2s. 6d.*
- EGYPTIAN TALES.** Illustrated by TRISTRAM ELLIS. *In Two Volumes. Cr. 8vo. 3s. 6d. each.*
- EGYPTIAN DECORATIVE ART.** With 120 Illustrations. *Cr. 8vo. 3s. 6d.*
- Phillips (W. A.).** See Oxford Biographies.
- Phillpotts (Eden).** MY DEVON YEAR. With 38 Illustrations by J. LEY PETHYBRIDGE. *Second and Cheaper Edition. Large Cr. 8vo. 6s.*
- UP ALONG AND DOWN ALONG.** Illustrated by CLAUDE SHEPPERSON. *Cr. 4to. 5s. net.*
A volume of poems.
- Plarr (Victor G.).** See School Histories.
- Plato.** See Standard Library.
- Plautus.** THE CAPTIVE. Edited, with an Introduction, Textual Notes, and a Commentary, by W. M. LINDSAY, Fellow of Jesus College, Oxford. *Demy 8vo. 10s. 6d. net.*
- Plowden-Wardlaw (J. T.), B.A.,** King's College, Cambridge. See School Examination Series.
- Podmore (Frank).** MODERN SPIRITUALISM. *Two Volumes. Demy 8vo. 21s. net.*
A History and a Criticism.
- Poer (J. Patrick Le).** A MODERN LEGIONARY. *Cr. 8vo. 6s.*
- Pollard (Alice).** See Little Books on Art.
- Pollard (A. W.).** OLD PICTURE BOOKS. Illustrated. *Demy 8vo. 7s. 6d. net.*
- Pollard (Eliza F.).** See Little Books on Art.
- Pollock (David), M.I.N.A.** See Books on Business.
- Potter (M. C.), M.A., F.L.S.** A TEXT-BOOK OF AGRICULTURAL BOTANY. Illustrated. *Second Edition. Cr. 8vo. 4s. 6d.*
- Power (J. O'Connor).** THE MAKING OF AN ORATOR. *Cr. 8vo. 6s.*
- Prance (G.).** See R. Wyon.
- Prescott (O. L.).** ABOUT MUSIC, AND WHAT IT IS MADE OF. *Cr. 8vo. 3s. 6d. net.*
- Price (L. L.), M.A.,** Fellow of Oriel College, Oxon. A HISTORY OF ENGLISH POLITICAL ECONOMY. *Fifth Edition. Cr. 8vo. 2s. 6d.*
- Primrose (Deborah).** A MODERN BÆOTIA. *Cr. 8vo. 6s.*
- Protheroe (Ernest).** THE DOMINION OF MAN. GEOGRAPHY IN ITS HUMAN ASPECT. With 32 full-page Illustrations. *Cr. 8vo. 2s.*

Pugin and Rowlandson. THE MICRO-COSM OF LONDON, OR LONDON IN MINIATURE. With 104 Illustrations in colour. In Three Volumes. Small 4to. £3, 3s. net.

'Q' (A. T. Quiller Couch). THE GOLDEN POMP. A PROCESSION OF ENGLISH LYRICS. Second Edition. Cr. 8vo. 2s. 6d. net.

Quevedo Villegas. See Miniature Library.

G.R. and E.S. THE WOODHOUSE CORRESPONDENCE. Cr. 8vo. 6s.

A Colonial Edition is also published.

Rackham (R. B.), M.A. See Westminster Commentaries.

Ragg (Laura M.). THE WOMEN-ARTISTS OF BOLOGNA. With 20 Illustrations. Demy 8vo. 7s. 6d. net.

Ragg (Lonsdale). B.D., Oxon. DANTE AND HIS ITALY. With 32 Illustrations largely from contemporary Frescoes and Documents. Demy 8vo. 12s. 6d. net.

Rahtz (F. J.), M.A., B.Sc., Lecturer in English at Merchant Venturers' Technical College, Bristol. HIGHER ENGLISH. Second Edition. Cr. 8vo. 3s. 6d.

Randolph (B. W.), D.D. See Library of Devotion.

Rannie (D. W.), M.A. A STUDENT'S HISTORY OF SCOTLAND. Cr. 8vo. 3s. 6d.

Rashdall (Hastings), M.A., Fellow and Tutor of New College, Oxford. DOCTRINE AND DEVELOPMENT. Cr. 8vo. 6s.

Raven (J. J.), D.D. See Antiquary's Books.

Rawstorne (Lawrence, Esq.). See I.P.L.

Raymond (Walter). See School Histories.

A Real Paddy. See I.P.L.

Reason (W.), M.A. UNIVERSITY AND SOCIAL SETTLEMENTS. Cr. 8vo. 2s. 6d.

Redpath (H. A.), M.A. See Westminster Commentaries.

Reynolds. See Little Galleries.

Rhoades (J. F.). See Simplified French Texts.

Rhodes (W. E.). See School Histories.

Rieu (H.), M.A. See Simplified French Texts.

Roberts (M. E.). See C. C. Channer.

Robertson (A.), D.D., Lord Bishop of Exeter. REGNUM DEI. The Bampton Lectures of 1901. Demy 8vo. 7s. 6d. net.

Robertson (C. Grant), M.A., Fellow of All Souls' College, Oxford, Examiner in the Honours School of Modern History, Oxford, 1901-1904. SELECT STATUTES, CASES, AND CONSTITUTIONAL DOCUMENTS, 1660-1832. Demy 8vo. 10s. 6d. net.

Robertson (C. Grant) and Bartholomew (J. G.), F.R.S.E., F.R.G.S. A HISTORICAL AND MODERN ATLAS OF THE BRITISH EMPIRE. Demy Quarto. 4s. 6d. net.

Robertson (Sir G. S.), K.C.S.I. CHITRAL: THE STORY OF A MINOR SIEGE. Third Edition. Illustrated. Cr. 8vo. 2s. 6d. net.

Robinson (A. W.), M.A. See Churchman's Bible.

Robinson (Cecilia). THE MINISTRY OF DEACONESSES. With an Introduction by the late Archbishop of Canterbury. Cr. 8vo. 3s. 6d.

Robinson (F. S.). See Connoisseur's Library.

Rochefoucauld (La). See Little Library.

Rodwell (G.), B.A. NEW TESTAMENT GREEK. A Course for Beginners. With a Preface by WALTER LOCK, D.D., Warden of Keble College. Fcap. 8vo. 3s. 6d.

Roe (Fred). OLDOAK FURNITURE. With many Illustrations by the Author, including a frontispiece in colour. Demy 8vo. 10s. 6d. net.

Rogers (A. G. L.), M.A. See Books on Business.

Romney. See Little Galleries.

Roscoe (E. S.). See Little Guides.

Rose (Edward). THE ROSE READER. Illustrated. Cr. 8vo. 2s. 6d. Also in 4 Parts. Parts I. and II. 6d. each; Part III. 8d.; Part IV. 10d.

Rowntree (Joshua). THE IMPERIAL DRUG TRADE. A RE-STATEMENT OF THE OPIUM QUESTION. Second and Cheaper Edition. Cr. 8vo. 2s. net.

Royde-Smith (N. G.). THE PILLOW BOOK: A GARNER OF MANY MOODS. Second Edition. Cr. 8vo. 4s. 6d. net.

Rubie (A. E.), D.D. See Junior School Books.

Russell (W. Clark). THE LIFE OF ADMIRAL LORD COLLINGWOOD. With Illustrations by F. BRANGWYN. Fourth Edition. Cr. 8vo. 6s.

Sainsbury (Harrington), M.D., F.R.C.P. PRINCIPIA THERAPEUTICA. Demy 8vo. 7s. 6d. net.

St. Anselm. See Library of Devotion.

St. Augustine. See Library of Devotion.

St. Bernard. See Library of Devotion.

Sales (St. Francis de). See Library of Devotion.

St. Cyres (Viscount). See Oxford Biographies.

St. Francis of Assisi. THE LITTLE FLOWERS OF THE GLORIOUS MESSER ST. FRANCIS AND HIS FRIARS. Newly translated by WILLIAM HEYWOOD. With an Introduction by A. G. F. HOWELL, and 40 Illustrations from Italian Painters. Demy 8vo. 5s. net.

See also Standard Library and Library of Devotion.

'Saki' (H. Munro). REGINALD. Second Edition. Fcap. 8vo. 2s. 6d. net.

Salmon (A. L.). See Little Guides.

Sargeant (J.), M.A. ANNALS OF WESTMINSTER SCHOOL. Illustrated. Demy 8vo. 7s. 6d.

Sathas (C.). See Byzantine Texts.

Schmitt (John). See Byzantine Texts.

Scott (A. M.). WINSTON SPENCER CHURCHILL. With Portraits and Illustrations. Cr. 8vo. 3s. 6d.

Scudamore (Cyril). See Little Guides.

Sells (V. P.), M.A. THE MECHANICS OF DAILY LIFE. Illustrated. *Cr.* 8vo. 2s. 6d.

Selous (Edmund). TOMMY SMITH'S ANIMALS. Illustrated by G. W. ORD. Ninth Edition. *Fcap.* 8vo. 2s. 6d. School Edition, 1s. 6d.

TOMMY SMITH'S OTHER ANIMALS. With 12 Illustrations by AUGUSTA GUEST. Fourth Edition. *Fcap.* 8vo. 2s. 6d. School Edition, 1s. 6d.

Settle (J. H.). ANECDOTES OF SOLDIERS. *Cr.* 8vo. 3s. 6d. net.

Shakespeare (William).

THE FOUR FOLIOS, 1623; 1632; 1664; 1685. Each £4. 4s. net, or a complete set, £12. 12s. net.

Folios 3 and 4 are ready.

Folio 2 is nearly ready.

See also Arden, Standard Library and Little Quarto Shakespeare.

Sharp (A.). VICTORIAN POETS. *Cr.* 8vo. 2s. 6d.

Sharp (Cecil). See S. Baring-Gould.

Sharp (Mrs. E. A.). See Little Books on Art.

Shedlock (J. S.). THE PIANOFORTE SONATA. *Cr.* 8vo. 5s.

Shelley (Percy B.). ADONAI; an Elegy on the death of John Keats, Author of 'Endymion,' etc. Pisa. From the types of Didot, 1821. 2s. net.

Sheppard (H. F.), M.A. See S. Baring-Gould.

Sherwell (Arthur), M.A. LIFE IN WEST LONDON. Third Edition. *Cr.* 8vo. 2s. 6d.

Shipley (Mary E.). AN ENGLISH CHURCH HISTORY FOR CHILDREN. A.D. 597-1066. With a Preface by the Bishop of Gibraltar. With Maps and Illustrations. *Cr.* 8vo. 2s. 6d. net.

Sime (J.). See Little Books on Art.

Simonson (G. A.). FRANCESCO GUARDI. With 41 Plates. *Imperial* 4to. £2. 2s. net.

Sketchley (R. E. D.). See Little Books on Art.

Skipton (H. P. K.). See Little Books on Art.

Sladen (Douglas). SICILY: The New Winter Resort. With over 200 Illustrations. Second Edition. *Cr.* 8vo. 5s. net.

Small (Evan), M.A. THE EARTH. An Introduction to Physiography. Illustrated. *Cr.* 8vo. 2s. 6d.

Smallwood (M. G.). See Little Books on Art.

Smedley (F. E.). See I.P.L.

Smith (Adam). THE WEALTH OF NATIONS. Edited with an Introduction and numerous Notes by EDWIN CANNAN, M.A. Two volumes. *Demy* 8vo. 21s. net.

Smith (Horace and James). See Little Library.

Smith (H. Bompas), M.A. A NEW JUNIOR ARITHMETIC. *Crown* 8vo. 2s. With Answers, 2s. 6d.

Smith (R. Mudie). THOUGHTS FOR THE DAY. Edited by. *Fcap.* 8vo. 3s. 6d. net.

Smith (Nowell C.). See W. Wordsworth.

Smith (John Thomas). A BOOK FOR A RAINY DAY: Or, Recollections of the Events of the Years 1766-1833. Edited by WILFRED WHITTEN. Illustrated. *Wide Demy* 8vo. 12s. 6d. net.

Snell (F. J.). A BOOK OF EXMOOR. Illustrated. *Cr.* 8vo. 6s.

Snowden (C. E.). A HANDY DIGEST OF BRITISH HISTORY. *Demy* 8vo. 4s. 6d.

Sophocles. See Classical Translations.

Sornet (L. A.). See Junior School Books.

South (E. Wilton), M.A. See Junior School Books.

Southey (R.). ENGLISH SEAMEN. Edited by DAVID HANNAY.

Vol. I. (Howard, Clifford, Hawkins, Drake, Cavendish). Second Edition. *Cr.* 8vo. 6s.

Vol. II. (Richard Hawkins, Grenville, Essex, and Raleigh). *Cr.* 8vo. 6s.

See also Standard Library.

Spence (C. H.), M.A. See School Examination Series.

Spicer (A. D.). THE PAPER TRADE. With Maps and Diagrams. *Demy* 8vo. 12s. 6d. net.

Spooner (W. A.), M.A. See Leaders of Religion.

Staley (Edgcumbe). THE GUILDS OF FLORENCE. Illustrated. Second Edition. *Royal* 8vo. 16s. net.

Stanbridge (J. W.), B.D. See Library of Devotion.

'Stancliffe.' GOLF DO'S AND DONT'S. Second Edition. *Fcap.* 8vo. 1s.

Stead (W. J.). See D. Gallaher.

Stedman (A. M. M.), M.A.

INITIALATINA: Easy Lessons on Elementary Accidence. Tenth Edition. *Fcap.* 8vo. 1s.

FIRST LATIN LESSONS. Tenth Edition. *Cr.* 8vo. 2s.

FIRST LATIN READER. With Notes adapted to the Shorter Latin Primer and Vocabulary. Seventh Edition. 18mo. 1s. 6d.

EASY SELECTIONS FROM CÆSAR. The Helvetian War. Third Edition. 18mo. 1s.

EASY SELECTIONS FROM LIVY. The Kings of Rome. 18mo. Second Edition. 1s. 6d.

EASY LATIN PASSAGES FOR UNSEEN TRANSLATION. Twelfth Ed. *Fcap.* 8vo. 1s. 6d.

EXEMPLA LATINA. First Exercises in Latin Accidence. With Vocabulary. Fourth Edition. *Cr.* 8vo. 1s.

EASY LATIN EXERCISES ON THE SYNTAX OF THE SHORTER AND REVISED LATIN PRIMER. With Vocabulary. *Eleventh and Cheaper Edition, re-written.* Cr. 8vo. 1s. 6d. *Original Edition.* 2s. 6d. KEY, 3s. net.

THE LATIN COMPOUND SENTENCE: Rules and Exercises. *Second Edition.* Cr. 8vo. 1s. 6d. With Vocabulary. 2s.

NOTANDA QUAEDAM: Miscellaneous Latin Exercises on Common Rules and Idioms. *Fifth Edition.* Fcap. 8vo. 1s. 6d. With Vocabulary. 2s. Key, 2s. net.

LATIN VOCABULARIES FOR REPETITION: Arranged according to Subjects. *Fourteenth Edition.* Fcap. 8vo. 1s. 6d.

A VOCABULARY OF LATIN IDIOMS. 18mo. *Fourth Edition.* 1s.

STEPS TO GREEK. *Third Edition, revised.* 18mo. 1s.

A SHORTER GREEK PRIMER. *Second Edition.* Cr. 8vo. 1s. 6d.

EASY GREEK PASSAGES FOR UNSEEN TRANSLATION. *Fourth Edition, revised.* Fcap. 8vo. 1s. 6d.

GREEK VOCABULARIES FOR REPETITION. Arranged according to Subjects. *Fourth Edition.* Fcap. 8vo. 1s. 6d.

GREEK TESTAMENT SELECTIONS. For the use of Schools. With Introduction, Notes, and Vocabulary. *Fourth Edition.* Fcap. 8vo. 2s. 6d.

STEPS TO FRENCH. *Eighth Edition.* 18mo. 8d.

FIRST FRENCH LESSONS. *Eighth Edition, revised.* Cr. 8vo. 1s.

EASY FRENCH PASSAGES FOR UNSEEN TRANSLATION. *Sixth Edition, revised.* Fcap. 8vo. 1s. 6d.

EASY FRENCH EXERCISES ON ELEMENTARY SYNTAX. With Vocabulary. *Fourth Edition.* Cr. 8vo. 2s. 6d. KEY. 3s. net.

FRENCH VOCABULARIES FOR REPETITION: Arranged according to Subjects. *Thirteenth Edition.* Fcap. 8vo. 1s.

See also School Examination Series.

Steel (R. Elliott), M.A., F.C.S. THE WORLD OF SCIENCE. With 147 Illustrations. *Second Edition.* Cr. 8vo. 2s. 6d.

See also School Examination Series.

Stephenson (C.), of the Technical College, Bradford, and **Suddards (F.)** of the Yorkshire College, Leeds. ORNAMENTAL DESIGN FOR WOVEN FABRICS. Illustrated. *Demy 8vo. Third Edition.* 7s. 6d.

Stephenson (J.), M.A. THE CHIEF TRUTHS OF THE CHRISTIAN FAITH. Cr. 8vo. 3s. 6d.

Sterne (Laurence). See Little Library.

Sterry (W.), M.A. ANNALS OF ETON COLLEGE. Illustrated. *Demy 8vo.* 7s. 6d.

Steuart (Katherine). BY ALLAN WATER. *Second Edition.* Cr. 8vo. 6s.

Stevenson (R. L.) THE LETTERS OF ROBERT LOUIS STEVENSON TO

HIS FAMILY AND FRIENDS.

Selected and Edited by SIDNEY COLVIN. *Third Edition.* Cr. 8vo. 12s.

LIBRARY EDITION. *Demy 8vo. 2 vols.* 25s. net.

A Colonial Edition is also published.

VAILIMA LETTERS. With an Etched Portrait by WILLIAM STRANG. *Sixth Edition.* Cr. 8vo. Buckram. 6s.

A Colonial Edition is also published.

THE LIFE OF R. L. STEVENSON. See G. Balfour.

Stevenson (M. I.). FROM SARANAC TO THE MARQUESAS. Being Letters written by Mrs. M. I. STEVENSON during 1887-8. Cr. 8vo. 6s. net.

LETTERS FROM SAMOA, 1891-95. Edited and arranged by M. C. BALFOUR. With many Illustrations. *Second Edition.* Cr. 8vo. 6s. net.

Stoddart (Anna M.). See Oxford Biographies.

Stokes (F. G.), B.A. HOURS WITH RABELAIS. From the translation of SIR T. URQUHART and P. A. MOTTEUX. With a Portrait in Photogravure. Cr. 8vo. 3s. 6d. net.

Stone (S. J.). POEMS AND HYMNS. With a Memoir by F. G. ELLERTON, M.A. With Portrait. Cr. 8vo. 6s.

Storr (Vernon F.), M.A., Lecturer in the Philosophy of Religion in Cambridge University; Examining Chaplain to the Archbishop of Canterbury; formerly Fellow of University College, Oxford. DEVELOPMENT AND DIVINE PURPOSE. Cr. 8vo. 5s. net.

Straker (F.). See Books on Business.

Streane (A. W.), D.D. See Churchman's Bible.

Streatfeild (R. A.). MODERN MUSIC AND MUSICIANS. With 24 Illustrations. *Second Edition.* *Demy 8vo.* 7s. 6d. net.

Stroud (H.), D.Sc., M.A. PRACTICAL PHYSICS. With many Diagrams. *Second Edition.* 3s. net.

Strutt (Joseph). THE SPORTS AND PASTIMES OF THE PEOPLE OF ENGLAND. Illustrated by many Engravings. Revised by J. CHARLES COX, LL.D., F.S.A. *Quarto.* 21s. net.

Stuart (Capt. Donald). THE STRUGGLE FOR PERSIA. With a Map. Cr. 8vo. 6s.

Sturch (F.), Staff Instructor to the Surrey County Council. MANUAL TRAINING DRAWING (WOODWORK). Its Principles and Application, with Solutions to Examination Questions, 1892-1905, Orthographic, Isometric and Oblique Projection. With 50 Plates and 140 Figures. *Foolscap.* 5s. net.

Suddards (F.). See C. Stephenson.

Surtees (R. S.). See I.P.L.

Symes (J. E.), M.A. THE FRENCH REVOLUTION. *Second Edition.* Cr. 8vo. 2s. 6d.

Sympson (E. M.), M.A., M.D. See Ancient Cities.

- Tacitus. AGRICOLA.** With Introduction Notes, Map, etc., by R. F. DAVIS, M.A., *Fcap. 8vo. 2s.*
- GERMANIA.** By the same Editor. *Fcap. 8vo. 2s.* See also Classical Translations.
- Tallack (W.). HOWARD LETTERS AND MEMORIES.** *Demy 8vo. 10s. 6d. net.*
- Tauler (J.).** See Library of Devotion.
- Taylor (A. E.). THE ELEMENTS OF METAPHYSICS.** *Demy 8vo. 10s. 6d. net.*
- Taylor (F. G.), M.A.** See Commercial Series.
- Taylor (I. A.).** See Oxford Biographies.
- Taylor (John W.). THE COMING OF THE SAINTS: Imagination and Studies in Early Church History and Tradition.** With 26 Illustrations. *Demy 8vo. 7s. 6d. net.*
- Taylor T. M.), M.A.,** Fellow of Gonville and Caius College, Cambridge. **A CONSTITUTIONAL AND POLITICAL HISTORY OF ROME.** *Cr. 8vo. 7s. 6d.*
- Teasdale-Buckell (G. T.). THE COMPLETE SHOT.** Illustrated. *Second Ed.*
- Tennyson (Alfred, Lord). THE EARLY POEMS OF.** Edited, with Notes and an Introduction, by J. CHURTON COLLINS, M.A. *Cr. 8vo. 6s.*
- IN MEMORIAM, MAUD, AND THE PRINCESS.** Edited by J. CHURTON COLLINS, M.A. *Cr. 8vo. 6s.* See also Little Library.
- Terry (C. S.).** See Oxford Biographies.
- Thackeray (W. M.).** See Little Library.
- Theobald (F. V.), M.A. INSECT LIFE.** Illustrated. *Second Edition Revised. Cr. 8vo. 2s. 6d.*
- Thompson (A. H.).** See Little Guides.
- Tileston (Mary W.). DAILY STRENGTH FOR DAILY NEEDS.** *Fourteenth Edition. Medium 16mo. 2s. 6d. net.* Also an edition in superior binding, 6s.
- Tompkins (H. W.), F.R.H.S.** See Little Guides.
- Townley (Lady Susan). MY CHINESE NOTE-BOOK** With 16 Illustrations and 2 Maps. *Third Ed. Demy 8vo. 10s. 6d. net.*
- Toynbee (Paget), M.A., D.Litt.** See Oxford Biographies.
- Trench (Herbert). DEIRDRE WEDDED AND OTHER POEMS.** *Cr. 8vo. 5s.*
An episode of Thirty hours delivered by the three voices. It deals with the love of Deirdre for Nais and is founded on a Gaelic Version of the Tragical Tale of the Sons of Usnach.
- Trevelyan (G. M.),** Fellow of Trinity College, Cambridge. **ENGLAND UNDER THE STUARTS.** With Maps and Plans. *Third Edition. Demy 8vo. 10s. 6d. net.*
- Troutbeck (G. E.).** See Little Guides.
- Tyler (E. A.), B.A., F.C.S.** See Junior School Books.
- Tyrrell-Gill (Frances).** See Little Books on Art.
- Vardon (Harry). THE COMPLETE GOLFER.** Illustrated. *Eighth Edition. Demy 8vo. 10s. 6d. net.*
A Colonial Edition is also published.
- Vaughan (Henry).** See Little Library.
- Vaughan (Herbert M.), B.A. (Oxon.). THE LAST OF THE ROYAL STUARTS, HENRY STUART, CARDINAL, DUKE OF YORK.** With 20 Illustrations. *Second Edition. Demy 8vo. 10s. 6d. net.*
- THE NAPLES RIVERIA.** With 25 Illustrations in Colour by MAURICE GREIFFENHAGEN. *Cr. 8vo. 6s.*
A Colonial Edition is also published.
- Voegelin (A.), M.A.** See Junior Examination Series.
- Waddell (Col. L. A.), LL.D., C.B. LHASA AND ITS MYSTERIES.** With a Record of the Expedition of 1903-1904. With 155 Illustrations and Maps. *Third and Cheaper Edition. Demy 8vo. 7s. 6d. net.*
- Wade (G. W.), D.D. OLD TESTAMENT HISTORY.** With Maps. *Fifth Edition. Cr. 8vo. 6s.*
- Wagner (Richard). MUSIC DRAMAS: Interpretations, embodying Wagner's own explanations.** By A. L. CLEATHER and B. CRUMP. *In Four Volumes. Fcap 8vo. 2s. 6d. each.*
VOL. I.—THE RING OF THE NIBELUNG. *Third Edition.*
VOL. II.—PARSIFAL, LOHENGRIN, and THE HOLY GRAIL.
VOL. III.—TRISTAN AND ISOLDE.
- Wall (J. C.). DEVILS.** Illustrated by the Author and from photographs. *Demy 8vo. 4s. 6d. net.* See also Antiquary's Books.
- Walters (H. B.).** See Little Books on Art and Classics of Art.
- Walton (F. W.).** See School Histories.
- Walton (Izaak) and Cotton (Charles).** See I.P.L., Standard Library, and Little Library.
- Warren-Vernon (Hon. William), M.A. READINGS ON THE INFERNO OF DANTE,** based on the Commentary of BENVENUTO DA IMOLA and other authorities. With an Introduction by the Rev. Dr. MOORE. *In Two Volumes. Second Edition, entirely re-written. Cr. 8vo. 15s. net.*
- Waterhouse (Mrs. Alfred). WITH THE SIMPLE-HEARTED: Little Homilies to Women in Country Places.** *Second Edition. Small Pott 8vo. 2s. net.*
See also Little Library.
- Watt (Francis).** See T. F. Henderson.
- Weatherhead (T. C.), M.A. EXAMINATION PAPERS IN HORACE.** *Cr. 8vo. 2s.* See also Junior Examination Series.
- Webber (F. C.).** See Textbooks of Technology.
- Weir (Archibald), M.A. AN INTRODUCTION TO THE HISTORY OF MODERN EUROPE.** *Cr. 8vo. 6s.*
- Wells (Sidney H.)** See Textbooks of Science.
- Wells (J.), M.A.,** Fellow and Tutor of Wadham College. **OXFORD AND OXFORD LIFE.** *Third Edition. Cr. 8vo. 3s. 6d.*
- A SHORT HISTORY OF ROME.** *Eighth Edition.* With 3 Maps. *Cr. 8vo. 3s. 6d.*
See also Little Guides.
- Wheldon (F. W.). A LITTLE BROTHER TO THE BIRDS.** With 15 Illustrations,

7 of which are by A. H. BUCKLAND. *Large Cr. 8vo. 6s.*

Whibley (C.). See W. E. Henley.

Whibley (L.), M.A., Fellow of Pembroke College, Cambridge. **GREEK OLIGARCHIES: THEIR ORGANISATION AND CHARACTER.** *Cr. 8vo. 6s.*

Whitaker (G. H.), M.A. See Churchman's Bible.

White (Gilbert). **THE NATURAL HISTORY OF SELBORNE.** Edited by L. C. MIALL, F.R.S., assisted by W. WARDE FOWLER, M.A. *Cr. 8vo. 6s.*

See also Standard Library.

Whitfield (E. E.). See Commercial Series.

Whitehead (A. W.). **GASPARD DE COLIGNY.** Illustrated. *Demy 8vo. 12s. 6d. net.*

Whiteley (R. Lloyd), F.I.C., Principal of the Municipal Science School, West Bromwich. **AN ELEMENTARY TEXT-BOOK OF INORGANIC CHEMISTRY.** *Cr. 8vo. 2s. 6d.*

Whitley (Miss). See Lady Dilke.

Whitten (W.). See John Thomas Smith.

Whyte (A. G.), B.Sc. See Books on Business.

Wilberforce (Wilfrid). See Little Books on Art.

Wilde (Oscar). **DE PROFUNDIS.** *Eleventh Edition. Cr. 8vo. 5s. net.*

A Colonial Edition is also published.

THE DUCHESS OF PADUA. *Demy 8vo. 12s. 6d. net.*

POEMS. *Demy 8vo. 12s. 6d. net.*

INTENTIONS. *Demy 8vo. 12s. 6d. net.*

SALOME, AND OTHER PLAYS. *Demy 8vo. 12s. 6d. net.*

LADY WINDERMERE'S FAN. *Demy 8vo. 12s. 6d. net.*

A WOMAN OF NO IMPORTANCE. *Demy 8vo. 12s. 6d. net.*

AN IDEAL HUSBAND. *Demy 8vo. 12s. 6d. net.*

THE IMPORTANCE OF BEING EARNEST. *Demy 8vo. 12s. 6d. net.*

A HOUSE OF POMEGRANATES and THE HAPPY PRINCE. *Demy 8vo. 12s. 6d. net.*

LORD ARTHUR SAVILE'S CRIME and OTHER PROSE PIECES. *Demy 8vo. 12s. 6d. net.*

Wilkins (W. H.), B.A. **THE ALIEN INVASION.** *Cr. 8vo. 2s. 6d.*

Williams (A.). **PETROL PETER: or Pretty Stories and Funny Pictures.** Illustrated in Colour by A. W. MILLS. *Demy 4to. 3s. 6d. net.*

Williamson (M. G.). See Ancient Cities.

Williamson (W.). **THE BRITISH GARDENER.** Illustrated. *Demy 8vo. 10s. 6d.*

Williamson (W.), B.A. See Junior Examination Series, Junior School Books, and Beginner's Books.

Willson (Beckles). **LORD STRATHCONA: the Story of his Life.** Illustrated. *Demy 8vo. 7s. 6d.*

A Colonial Edition is also published.

Wilmot-Buxton (E. M.). **MAKERS OF EUROPE.** *Cr. 8vo. Eighth Ed. 3s. 6d.*
A Text-book of European History for Middle Forms.

THE ANCIENT WORLD. With Maps and Illustrations. *Cr. 8vo. 3s. 6d.*

See also Beginner's Books.

Wilson (Bishop.). See Library of Devotion.

Wilson (A. J.). See Books on Business.

Wilson (H. A.). See Books on Business.

Wilson (J. A.). See Simplified French Texts.

Wilton (Richard), M.A. **LYRA PASTORALIS: Songs of Nature, Church, and Home.** *Pott 8vo. 2s. 6d.*

Winbolt (S. E.), M.A. **EXERCISES IN LATIN ACCIDENCE.** *Cr. 8vo. 1s. 6d.*

LATIN HEXAMETER VERSE: An Aid to Composition. *Cr. 8vo. 3s. 6d. KEY, 5s. net.*

Windle (B. C. A.), F.R.S., F.S.A. See Antiquary's Books, Little Guides, Ancient Cities, and School Histories.

Winterbotham (Canon), M.A., B.Sc., LL.B. See Churchman's Library.

Wood (Sir Evelyn), F.M., V.C., G.C.B., G.C.M.G. **FROM MIDSHIPMAN TO FIELD-MARSHAL.** With 24 Illustrations and Maps. *A New and Cheaper Edition. Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

Wood (J. A. E.). See Textbooks of Technology.

Wood (J. Hickory). **DAN LENO.** Illustrated. *Third Edition. Cr. 8vo. 6s.*

A Colonial Edition is also published.

Wood (W. Birkbeck), M.A., late Scholar of Worcester College, Oxford, and **Edmonds (Major J. E.)**, R.E., D.A.Q.-M.G. **A HISTORY OF THE CIVIL WAR IN THE UNITED STATES.** With an Introduction by H. SPENSER WILKINSON. With 24 Maps and Plans. *Second Edition. Demy 8vo. 12s. 6d. net.*

Wordsworth (Christopher). See Antiquary's Books.

Wordsworth (W.). **POEMS BY.** Selected by STOPFORD A. BROOKE. With 40 Illustrations by EDMUND H. NEW. With a Frontispiece in Photogravure. *Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

Wordsworth (W.) and Coleridge (S. T.). See Little Library.

Wright (Arthur), D.D., Fellow of Queen's College, Cambridge. See Churchman's Library.

Wright (C. Gordon). See Dante.

Wright (J. C.). **TO-DAY.** *Demy 16mo. 1s. 6d. net.*

Wright (Sophie). **GERMAN VOCABULARIES FOR REPETITION.** *Fcap. 8vo. 1s. 6d.*

Wrong (George M.), Professor of History in the University of Toronto. **THE EARL OF ELGIN.** Illustrated. *Demy 8vo. 7s. 6d. net.*

A Colonial Edition is also published.

Wyatt (Kate M.). See M. R. Gloag.
Wylde (A. B.). MODERN ABYSSINIA.
 With a Map and a Portrait. *Demy 8vo.*
15s. net.

A Colonial Edition is also published.

Wyndham (Rt. Hon. George). M.P. THE
 POEMS OF WILLIAM SHAKESPEARE. With an Introduction and
 Notes. *Demy 8vo. Buckram, gilt top.*
10s. 6d.

Wyon (R.) and Prance (G.). THE LAND
 OF THE BLACK MOUNTAIN. Being
 a Description of Montenegro. With 40
 Illustrations. *Cr. 8vo. 2s. 6d. net.*

Yeats (W. B.). A BOOK OF IRISH
 VERSE. Selected from Modern Writers.

Revised and Enlarged Edition. Cr. 8vo.
3s. 6d.

Young (Filson). THE COMPLETE
 MOTORIST. With 138 Illustrations.
Seventh Edition, Revised and Rewritten.
Demy. 8vo. 12s. 6d. net.

A Colonial Edition is also published.

THE JOY OF THE ROAD: An Apprecia-
 tion of the Motor Car. *Small Demy 8vo.*
5s. net.

Young (T. M.). THE AMERICAN
 COTTON INDUSTRY: A Study of
 Work and Workers. *Cr. 8vo. Cloth, 2s. 6d.;*
paper boards, 1s. 6d.

Zimmern (Antonia). WHAT DO WE
 KNOW CONCERNING ELECTRI-
 CITY? *Fcap. 8vo. 1s. 6d. net.*

Ancient Cities

General Editor, B. C. A. WINDLE, D.Sc., F.R.S.

Cr. 8vo. 4s. 6d. net.

CHESTER. By B. C. A. Windle, D.Sc. F.R.S.
 Illustrated by E. H. New.

SHREWSBURY. By T. Auden, M.A., F.S.A.
 Illustrated.

CANTERBURY. By J. C. Cox, LL.D., F.S.A.
 Illustrated.

EDINBURGH. By M. G. Williamson, M.A.
 Illustrated by Herbert Railton.

LINCOLN. By E. Mansel Sympson, M.A.,
 M.D. Illustrated by E. H. New.

BRISTOL. By Alfred Harvey. Illustrated
 by E. H. New.

DUBLIN. By S. A. O. Fitzpatrick. Illustrated
 by W. C. Green.

The Antiquary's Books

General Editor, J. CHARLES COX, LL.D., F.S.A.

Demy 8vo. 7s. 6d. net.

ENGLISH MONASTIC LIFE. By the Right
 Rev. Abbot Gasquet, O.S.B. Illustrated.
Third Edition.

**REMAINS OF THE PREHISTORIC AGE IN
 ENGLAND.** By B. C. A. Windle, D.Sc.,
 F.R.S. With numerous Illustrations and
 Plans.

**OLD SERVICE BOOKS OF THE ENGLISH
 CHURCH.** By Christopher Wordsworth,
 M.A., and Henry Littlehales. With
 Coloured and other Illustrations.

CELTIC ART. By J. Romilly Allen, F.S.A.
 With numerous Illustrations and Plans.

ARCHÆOLOGY AND FALSE ANTIQUITIES.
 By R. Munro, LL.D. Illustrated.

SHRINES OF BRITISH SAINTS. By J. C. Wall.
 With numerous Illustrations and Plans.

THE ROYAL FORESTS OF ENGLAND. By J.
 C. Cox, LL.D., F.S.A. Illustrated.

THE MANOR AND MANORIAL RECORDS.
 By Nathaniel J. Hone. Illustrated.

ENGLISH SEALS. By J. Harvey Bloom.
 Illustrated.

THE DOMESDAY INQUEST. By Adolphus
 Ballard, B.A., LL.B. With 27 Illustrations.

THE BRASSES OF ENGLAND. By Herbert
 W. Macklin, M.A. With many Illustrations.
Second Edition.

PARISH LIFE IN MEDIÆVAL ENGLAND. By
 the Right Rev. Abbott Gasquet, O.S.B.
 With many Illustrations. *Second Edition.*

THE BELLS OF ENGLAND. By Canon J. J.
 Raven, D.D., F.S.A. With Illustrations.
Second Edition.

The Arden Shakespeare

Demy 8vo. 2s. 6d. net each volume.

General Editor, W. J. CRAIG.

An edition of Shakespeare in single Plays. Edited with a full Introduction, Textual
 Notes, and a Commentary at the foot of the page.

HAMLET. Edited by Edward Dowden.

ROMEO AND JULIET. Edited by Edward
 Dowden.

KING LEAR. Edited by W. J. Craig.

JULIUS CAESAR. Edited by M. Macmillan.

THE TEMPEST. Edited by Moreton Luce.

[Continued.]

ARDEN SHAKESPEARE—continued.

OTHELLO. Edited by H. C. Hart.

TITUS ANDRONICUS. Edited by H. B. Baildon.

CYMBELINE. Edited by Edward Dowden.

THE MERRY WIVES OF WINDSOR. Edited by H. C. Hart.

A MIDSUMMER NIGHT'S DREAM. Edited by H. Cuninghame.

KING HENRY V. Edited by H. A. Evans.

ALL'S WELL THAT ENDS WELL. Edited by W. O. Brigstocke.

THE TAMING OF THE SHREW. Edited by R. Warwick Bond.

TIMON OF ATHENS. Edited by K. Deighton.

MEASURE FOR MEASURE. Edited by H. C. Hart.

TWELFTH NIGHT. Edited by Moreton Luce.

THE MERCHANT OF VENICE. Edited by C. Knox Pooler.

TROIUS AND CRESSIDA. Edited by K. Deighton.

ANTONY AND CLEOPATRA. Edited by R. H. Case.

LOVE'S LABOUR'S LOST. Edited by H. C. Hart.

THE TWO GENTLEMEN OF VERONA. R. Warwick Bond.

PERICLES. Edited by K. Deighton.

THE COMEDY OF ERRORS. Edited by H. Cuninghame.

KING RICHARD III. Edited by A. H. Thompson.

KING JOHN. Edited by Ivor B. John.

The Beginner's Books

Edited by W. WILLIAMSON, B.A.

EASY FRENCH RHYMES. By Henri Blouet. *Second Edition.* Illustrated. *Fcap.* 8vo. 1s.EASY STORIES FROM ENGLISH HISTORY. By E. M. Wilmot-Buxton, Author of 'Makers of Europe.' *Third Edition.* *Cr.* 8vo. 1s.EASY EXERCISES IN ARITHMETIC. Arranged by W. S. Beard. *Second Edition.* *Fcap.*

8vo. Without Answers, 1s. With Answers, 1s. 3d.

EASY DICTATION AND SPELLING. By W. Williamson, B.A. *Sixth Ed.* *Fcap.* 8vo. 1s.AN EASY POETRY BOOK. Selected and arranged by W. Williamson, B.A., Author of 'Dictation Passages.' *Second Edition.* *Cr.* 8vo. 1s.**Books on Business***Cr.* 8vo. 2s. 6d. net.

PORTS AND DOCKS. By Douglas Owen.

RAILWAYS. By E. R. McDermott.

THE STOCK EXCHANGE. By Chas. Duguid. *Second Edition.*

THE BUSINESS OF INSURANCE. By A. J. Wilson.

THE ELECTRICAL INDUSTRY: LIGHTING, TRACTION, AND POWER. By A. G. Whyte, B.Sc.

THE SHIPBUILDING INDUSTRY: Its History, Science, Practice, and Finance. By David Pollock, M.I.N.A.

THE MONEY MARKET. By F. Straker.

THE BUSINESS SIDE OF AGRICULTURE. By A. G. L. Rogers, M.A.

LAW IN BUSINESS. By H. A. Wilson.

THE BREWING INDUSTRY. By Julian L. Baker, F.I.C., F.C.S.

THE AUTOMOBILE INDUSTRY. By G. de H. Stone.

MINING AND MINING INVESTMENTS. By 'A. Moil.'

THE BUSINESS OF ADVERTISING. By Clarence G. Moran, Barrister-at-Law. Illustrated.

TRADE UNIONS. By G. Drage.

CIVIL ENGINEERING. By T. Claxton Fidler, M.Inst. C.E. Illustrated.

THE IRON TRADE OF GREAT BRITAIN. By J. Stephen Jeans. Illustrated.

MONOPOLIES, TRUSTS, AND KARTELLS. By F. W. Hirst.

THE COTTON INDUSTRY AND TRADE. By Prof. S. J. Chapman, Dean of the Faculty of Commerce in the University of Manchester. Illustrated.

Byzantine Texts

Edited by J. B. BURY, M.A., Litt.D.

A series of texts of Byzantine Historians, edited by English and foreign scholars.

ZACHARIAH OF MITYLENE. Translated by F. J. Hamilton, D.D., and E. W. Brooks. *Demy* 8vo. 12s. 6d. net.EVAGRIUS. Edited by Léon Parmentier and M. Bidez. *Demy* 8vo. 10s. 6d. net.THE HISTORY OF PSELLUS. Edited by C. Sathas. *Demy* 8vo. 15s. net.ECTHESIS CHRONICA. Edited by Professor Lambros. *Demy* 8vo. 7s. 6d. net.THE CHRONICLE OF MOREA. Edited by John Schmitt. *Demy* 8vo. 15s. net.

The Churchman's Bible

General Editor, J. H. BURN, B.D., F.R.S.E.

Fcap. 8vo. 1s. 6d. net each.

A series of Expositions on the Books of the Bible, which will be of service to the general reader in the practical and devotional study of the Sacred Text.

Each Book is provided with a full and clear Introductory Section, in which is stated what is known or conjectured respecting the date and occasion of the composition of the Book, and any other particulars that may help to elucidate its meaning as a whole. The Exposition is divided into sections of a convenient length, corresponding as far as possible with the divisions of the Church Lectionary. The Translation of the Authorised Version is printed in full, such corrections as are deemed necessary being placed in footnotes.

THE EPISTLE OF ST. PAUL THE APOSTLE TO THE GALATIANS. Edited by A. W. Robinson, M.A. *Second Edition.*

ECCLESIASTES. Edited by A. W. Streane, D.D.

THE EPISTLE OF ST. PAUL THE APOSTLE TO THE PHILIPPIANS. Edited by C. R. D. Biggs, D.D. *Second Edition.*

THE EPISTLE OF ST. JAMES. Edited by H. W. Fulford M.A.

ISAIAH. Edited by W. E. Barnes, D.D. *Two Volumes. With Map. 2s. net each.*

THE EPISTLE OF ST. PAUL THE APOSTLE TO THE EPHESIANS. Edited by G. H. Whitaker, M.A.

THE GOSPEL ACCORDING TO ST. MARK. Edited by J. C. Du Buisson, M.A. *2s. 6d. net.*

ST. PAUL'S EPISTLES TO THE COLOSSIANS AND PHILEMON. Edited by H. J. C. Knight, M.A. *2s. net.*

The Churchman's Library

General Editor, J. H. BURN, B.D., F.R.S.E.

Crown 8vo. 3s. 6d. each.

THE BEGINNINGS OF ENGLISH CHRISTIANITY. By W. E. Collins, M.A. With Map.

THE KINGDOM OF HEAVEN HERE AND HERE-AFTER. By Canon Winterbotham, M.A., B.Sc., LL.B.

THE WORKMANSHIP OF THE PRAYER BOOK: Its Literary and Liturgical Aspects. By J. Dowden, D.D. *Second Edition.*

EVOLUTION. By F. B. Jevons, M.A., Litt.D.

SOME NEW TESTAMENT PROBLEMS. By Arthur Wright, D.D. *6s.*

THE CHURCHMAN'S INTRODUCTION TO THE OLD TESTAMENT. By A. M. Mackay, B.A. *Second Edition.*

THE CHURCH OF CHRIST. By E. T. Green, M.A. *6s.*

COMPARATIVE THEOLOGY. By J. A. MacCulloch. *6s.*

Classical Translations

Edited by H. F. FOX, M.A., Fellow and Tutor of Brasenose College, Oxford.

Crown 8vo.

A series of Translations from the Greek and Latin Classics, distinguished by literary excellence as well as by scholarly accuracy.

ÆSCHYLUS—Agamemnon Choephoroe, Eumenides. Translated by Lewis Campbell, LL.D. *5s.*

CICERO—De Oratore I. Translated by E. N. P. Moor, M.A. *3s. 6d.*

CICERO—Select Orations (Pro Milone, Pro Mureno, Philippic II., in Catilinam). Translated by H. E. D. Blakiston, M.A. *5s.*

CICERO—De Natura Deorum. Translated by F. Brooks, M.A. *3s. 6d.*

CICERO—De Officiis. Translated by G. B. Gardiner, M.A. *2s. 6d.*

HORACE—The Odes and Epodes. Translated by A. D. Godley, M.A. *2s.*

LUCIAN—Six Dialogues (Nigrinus, Icaro-Menippus, The Cock, The Ship, The Parasite, The Lover of Falsehood) Translated by S. T. Irwin, M.A. *3s. 6d.*

SOPHOCLES—Electra and Ajax. Translated by E. D. A. Morshead, M.A. *2s. 6d.*

TACITUS—Agricola and Germania. Translated by R. B. Townshend. *2s. 6d.*

THE SATIRES OF JUVENAL. Translated by S. G. Owen. *2s. 6d.*

Classics of Art

Edited by DR. J. H. W. LAING

THE ART OF THE GREEKS. By H. B. Walters.
With 112 Plates and 18 Illustrations in the
Text. *Wide Royal 8vo.* 12s. 6d. net.

VELAZQUEZ. By A. de Beruete. With 94
Plates. *Wide Royal 8vo.* 10s. 6d. net.

Commercial Series

Edited by H. DE B. GIBBINS, Litt.D., M.A.

Crown 8vo.

COMMERCIAL EDUCATION IN THEORY AND
PRACTICE. By E. E. Whitfield, M.A. 5s.

An introduction to Methuen's Commercial
Series treating the question of Commercial
Education fully from both the point of view
of the teacher and of the parent.

BRITISH COMMERCE AND COLONIES FROM
ELIZABETH TO VICTORIA. By H. de B.
Gibbins, Litt.D., M.A. *Third Edition.* 2s.

COMMERCIAL EXAMINATION PAPERS. By H.
de B. Gibbins, Litt.D., M.A. 1s. 6d.

THE ECONOMICS OF COMMERCE. By H. de
B. Gibbins, Litt.D., M.A. *Second Edition.*
1s. 6d.

A GERMAN COMMERCIAL READER. By S. E.
Bally. With Vocabulary. 2s.

A COMMERCIAL GEOGRAPHY OF THE BRITISH
EMPIRE. By L. W. Lyde, M.A. *Sixth*
Edition. 2s.

A COMMERCIAL GEOGRAPHY OF FOREIGN
NATIONS. By F. C. Boon, B.A. 2s.

A PRIMER OF BUSINESS. By S. Jackson,
M.A. *Third Edition.* 1s. 6d.

COMMERCIAL ARITHMETIC. By F. G. Taylor,
M.A. *Fourth Edition.* 1s. 6d.

FRENCH COMMERCIAL CORRESPONDENCE. By
S. E. Bally. With Vocabulary. *Third*
Edition. 2s.

GERMAN COMMERCIAL CORRESPONDENCE. By
S. E. Bally. With Vocabulary. *Second*
Edition. 2s. 6d.

A FRENCH COMMERCIAL READER. By S. E.
Bally. With Vocabulary. *Second Edition.* 2s.

PRECIS WRITING AND OFFICE CORRESPOND-
ENCE. By E. E. Whitfield, M.A. *Second*
Edition. 2s.

A GUIDE TO PROFESSIONS AND BUSINESS.
By H. Jones. 1s. 6d.

THE PRINCIPLES OF BOOK-KEEPING BY DOUBLE
ENTRY. By J. E. B. M'Allen, M.A. 2s.

COMMERCIAL LAW. By W. Douglas Edwards.
Second Edition. 2s.

The Connoisseur's Library

Wide Royal 8vo. 25s. net.

A sumptuous series of 20 books on art, written by experts for collectors, superbly
illustrated in photogravure, collotype, and colour. The technical side of the art is
duly treated. The first volumes are—

MEZZOTINTS. By Cyril Davenport. With 40
Plates in Photogravure.

PORCELAIN. By Edward Dillon. With 19
Plates in Colour, 20 in Collotype, and 5 in
Photogravure.

MINIATURES. By Dudley Heath. With 9
Plates in Colour, 15 in Collotype, and 15 in
Photogravure.

IVORIES. By A. Maskell. With 80 Plates in
Collotype and Photogravure.

ENGLISH FURNITURE. By F. S. Robinson.
With 160 Plates in Collotype and one in
Photogravure. *Second Edition.*

EUROPEAN ENAMELS. By Henry H. Cunyng-
hame, C.B. With 54 Plates in Collotype
and Half-tone and 4 Plates in Colour.

GOLDSMITHS' AND SILVERSMITHS' WORK. By
Nelson Dawson. With many Plates in
Collotype and a Frontispiece in Photo-
gravure. *Second Edition.*

ENGLISH COLOURED BOOKS. By Martin
Hardie. With 28 Illustrations in Colour
and Collotype.

GLASS. By Edward Dillon. With 37 Illus-
trations in Collotype and 12 in Colour.

The Library of Devotion

With Introductions and (where necessary) Notes.

Small Pott 8vo, cloth, 2s. ; leather, 2s. 6d. net.

THE CONFESSIONS OF ST. AUGUSTINE. Edited
by C. Bigg, D.D. *Sixth Edition.*

THE CHRISTIAN YEAR. Edited by Walter
Lock, D.D. *Fourth Edition.*

THE IMITATION OF CHRIST. Edited by C.
Bigg, D.D. *Fourth Edition.*

A BOOK OF DEVOTIONS. Edited by J. W.
Stanbridge, B.D. *Second Edition.*

[Continued]

THE LIBRARY OF DEVOTION—*continued.*

- LYRA INNOCENTIIUM. Edited by Walter Lock, D.D. *Second Edition.*
 A SERIOUS CALL TO A DEVOUT AND HOLY LIFE. Edited by C. Bigg, D.D. *Fourth Edition.*
 THE TEMPLE. Edited by E. C. S. Gibson, D.D. *Second Edition.*
 A GUIDE TO ETERNITY. Edited by J. W. Stanbridge, B.D.
 THE PSALMS OF DAVID. Edited by B. W. Randolph, D.D.
 LYRA APOSTOLICA. By Cardinal Newman and others. Edited by Canon Scott Holland and Canon H. C. Beeching, M.A.
 THE INNER WAY. By J. Tauler. Edited by A. W. Hutton, M.A.
 THE THOUGHTS OF PASCAL. Edited by C. S. Jerram, M.A.
 ON THE LOVE OF GOD. By St. Francis de Sales. Edited by W. J. Knox-Little, M.A.
 A MANUAL OF CONSOLATION FROM THE SAINTS AND FATHERS. Edited by J. H. Burn, B.D.
 THE SONG OF SONGS. Edited by B. Blaxland, M.A.
 THE DEVOTIONS OF ST. ANSELM. Edited by C. C. J. Webb, M.A.
 GRACE ABOUNDING. By John Bunyan. Edited by S. C. Freer, M.A.
 BISHOP WILSON'S SACRA PRIVATA. Edited by A. E. Burn, B.D.

- LYRA SACRA: A Book of Sacred Verse. Edited by H. C. Beeching, M.A., Canon of Westminster. *Second Edition, revised.*
 A DAY BOOK FROM THE SAINTS AND FATHERS. Edited by J. H. Burn, B.D.
 HEAVENLY WISDOM. A Selection from the English Mystics. Edited by E. C. Gregory.
 LIGHT, LIFE, and LOVE. A Selection from the German Mystics. Edited by W. R. Inge, M.A.
 AN INTRODUCTION TO THE DEVOUT LIFE. By St. Francis de Sales. Translated and Edited by T. Barns, M.A.
 MANCHESTER AL MONDO: a Contemplation of Death and Immortality. By Henry Montagu, Earl of Manchester. With an Introduction by Elizabeth Waterhouse, Editor of 'A Little Book of Life and Death.'
 THE LITTLE FLOWERS OF THE GLORIOUS MESSIAH ST. FRANCIS AND OF HIS FRIARS. Done into English by W. Heywood. With an Introduction by A. G. Ferrers Howell.
 THE SPIRITUAL GUIDE, which Disentangles the Soul and brings it by the Inward Way to the Fruition of Perfect Contemplation, and the Rich Treasure of Internal Peace. Written by Dr. Michael de Molinos, Priest. Translated from the Italian copy, printed at Venice, 1685. Edited with an Introduction by Kathleen Lyttelton. With a Preface by Canon Scott Holland.

The Illustrated Pocket Library of Plain and Coloured Books

Fcap 8vo. 3s. 6d. net each volume.

A series, in small form, of some of the famous illustrated books of fiction and general literature. These are faithfully reprinted from the first or best editions without introduction or notes. The Illustrations are chiefly in colour.

COLOURED BOOKS

- OLD COLOURED BOOKS. By George Paston. With 16 Coloured Plates. *Fcap. 8vo. 2s. net.*
 THE LIFE AND DEATH OF JOHN MYTTON, ESQ. By Nimrod. With 18 Coloured Plates by Henry Alken and T. J. Rawlins. *Fourth Edition.*
 THE LIFE OF A SPORTSMAN. By Nimrod. With 35 Coloured Plates by Henry Alken.
 HANDLEY CROSS. By R. S. Surtees. With 17 Coloured Plates and 100 Woodcuts in the Text by John Leech. *Second Edition.*
 MR. SPONGE'S SPORTING TOUR. By R. S. Surtees. With 13 Coloured Plates and 90 Woodcuts in the Text by John Leech.
 JORROCKS' JAUNTS AND JOLLITIES. By R. S. Surtees. With 15 Coloured Plates by H. Alken. *Second Edition.*
 This volume is reprinted from the extremely rare and costly edition of 1843, which contains Alken's very fine illustrations instead of the usual ones by Phiz.
 ASK MAMMA. By R. S. Surtees. With 13 Coloured Plates and 70 Woodcuts in the Text by John Leech.
- THE ANALYSIS OF THE HUNTING FIELD. By R. S. Surtees. With 7 Coloured Plates by Henry Alken, and 43 Illustrations on Wood.
 THE TOUR OF DR. SYNTAX IN SEARCH OF THE PICTURESQUE. By William Combe. With 30 Coloured Plates by T. Rowlandson.
 THE TOUR OF DOCTOR SYNTAX IN SEARCH OF CONSOLATION. By William Combe. With 24 Coloured Plates by T. Rowlandson.
 THE THIRD TOUR OF DOCTOR SYNTAX IN SEARCH OF A WIFE. By William Combe. With 24 Coloured Plates by T. Rowlandson.
 THE HISTORY OF JOHNNY QUAE GENUS: the Little Foundling of the late Dr. Syntax. By the Author of 'The Three Tours.' With 24 Coloured Plates by Rowlandson.
 THE ENGLISH DANCE OF DEATH, from the Designs of T. Rowlandson, with Metrical Illustrations by the Author of 'Doctor Syntax.' *Two Volumes.*
 This book contains 76 Coloured Plates.
 THE DANCE OF LIFE: A Poem. By the Author of 'Doctor Syntax.' Illustrated with 26 Coloured Engravings by T. Rowlandson.

[Continued.]

ILLUSTRATED POCKET LIBRARY OF PLAIN AND COLOURED BOOKS—*continued*.

LIFE IN LONDON: or, the Day and Night Scenes of Jerry Hawthorn, Esq., and his Elegant Friend, Corinthian Tom. By Pierce Egan. With 36 Coloured Plates by I. R. and G. Cruikshank. With numerous Designs on Wood.

REAL LIFE IN LONDON: or, the Rambles and Adventures of Bob Tallyho, Esq., and his Cousin, The Hon. Tom Dashall. By an Amateur (Pierce Egan). With 31 Coloured Plates by Alken and Rowlandson, etc. *Two Volumes.*

THE LIFE OF AN ACTOR. By Pierce Egan. With 27 Coloured Plates by Theodore Lane, and several Designs on Wood.

THE VICAR OF WAKEFIELD. By Oliver Goldsmith. With 24 Coloured Plates by T. Rowlandson.

THE MILITARY ADVENTURES OF JOHNNY NEWCOME. By an Officer. With 15 Coloured Plates by T. Rowlandson.

THE NATIONAL SPORTS OF GREAT BRITAIN. With Descriptions and 51 Coloured Plates by Henry Alken.

This book is completely different from the large folio edition of 'National Sports' by the same artist, and none of the plates are similar.

THE ADVENTURES OF A POST CAPTAIN. By A Naval Officer. With 24 Coloured Plates by Mr. Williams.

GAMONIA: or, the Art of Preserving Game; and an Improved Method of making Plantations and Covers, explained and illustrated by Lawrence Rawstorne, Esq. With 15 Coloured Plates by T. Rawlins.

AN ACADEMY FOR GROWN HORSEMEN: Containing the completest Instructions for Walking, Trotting, Cantering, Galloping, Stumbling, and Tumbling. Illustrated with 27 Coloured Plates, and adorned with a Portrait of the Author. By Geoffrey Gambado, Esq.

REAL LIFE IN IRELAND, or, the Day and Night Scenes of Brian Boru, Esq., and his Elegant Friend, Sir Shawn O'Dogherty. By a Real Paddy. With 19 Coloured Plates by Heath, Marks, etc.

THE ADVENTURES OF JOHNNY NEWCOME IN THE NAVY. By Alfred Burton. With 16 Coloured Plates by T. Rowlandson.

THE OLD ENGLISH SQUIRE: A Poem. By John Careless, Esq. With 20 Coloured Plates after the style of T. Rowlandson.

PLAIN BOOKS

THE GRAVE: A Poem. By Robert Blair. Illustrated by 12 Etchings executed by Louis Schiavonetti from the original Inventions of William Blake. With an Engraved Title Page and a Portrait of Blake by T. Phillips, R.A.

The illustrations are reproduced in photogravure.

ILLUSTRATIONS OF THE BOOK OF JOB. Invented and engraved by William Blake.

These famous Illustrations—21 in number—are reproduced in photogravure.

ÆSOP'S FABLES. With 380 Woodcuts by Thomas Bewick.

WINDSOR CASTLE. By W. Harrison Ainsworth. With 22 Plates and 87 Woodcuts in the Text by George Cruikshank.

THE TOWER OF LONDON. By W. Harrison Ainsworth. With 40 Plates and 58 Woodcuts in the Text by George Cruikshank.

FRANK FAIRLEIGH. By F. E. Smedley. With 30 Plates by George Cruikshank.

HANDY ANDY. By Samuel Lover. With 24 Illustrations by the Author.

THE COMPLEAT ANGLER. By Izaak Walton and Charles Cotton. With 14 Plates and 77 Woodcuts in the Text.

This volume is reproduced from the beautiful edition of John Major of 1824.

THE PICKWICK PAPERS. By Charles Dickens. With the 43 Illustrations by Seymour and Phiz, the two Buss Plates, and the 32 Contemporary Onwhyn Plates.

Junior Examination Series

Edited by A. M. M. STEDMAN, M.A. *Fcap. 8vo. 1s.*

JUNIOR FRENCH EXAMINATION PAPERS. By F. Jacob, M.A. *Second Edition.*

JUNIOR LATIN EXAMINATION PAPERS. By C. G. Botting, B.A. *Fourth Edition.*

JUNIOR ENGLISH EXAMINATION PAPERS. By W. Williamson, B.A.

JUNIOR ARITHMETIC EXAMINATION PAPERS. By W. S. Beard. *Fourth Edition.*

JUNIOR ALGEBRA EXAMINATION PAPERS. By S. W. Finn, M.A.

JUNIOR GREEK EXAMINATION PAPERS. By T. C. Weatherhead, M.A.

JUNIOR GENERAL INFORMATION EXAMINATION PAPERS. By W. S. Beard.

A KEY TO THE ABOVE. 3s. 6d. net.

JUNIOR GEOGRAPHY EXAMINATION PAPERS. By W. G. Baker, M.A.

JUNIOR GERMAN EXAMINATION PAPERS. By A. Voegelin, M.A.

Junior School-Books

Edited by O. D. INSKIP, LL.D., and W. WILLIAMSON, B.A.

- | | |
|--|---|
| <p>A CLASS-BOOK OF DICTATION PASSAGES. By W. Williamson, B.A. <i>Thirteenth Edition.</i> Cr. 8vo. 1s. 6d.</p> <p>THE GOSPEL ACCORDING TO ST. MATTHEW. Edited by E. Wilton South, M.A. With Three Maps. Cr. 8vo. 1s. 6d.</p> <p>THE GOSPEL ACCORDING TO ST. MARK. Edited by A. E. Rubie, D.D. With Three Maps. Cr. 8vo. 1s. 6d.</p> <p>A JUNIOR ENGLISH GRAMMAR. By W. Williamson, B.A. With numerous passages for parsing and analysis, and a chapter on Essay Writing. <i>Fourth Edition.</i> Cr. 8vo. 2s.</p> <p>A JUNIOR CHEMISTRY. By E. A. Tyler, B.A., F.C.S. With 78 Illustrations. <i>Fourth Edition.</i> Cr. 8vo. 2s. 6d.</p> <p>THE ACTS OF THE APOSTLES. Edited by A. E. Rubie, D.D. Cr. 8vo. 2s.</p> <p>A JUNIOR FRENCH GRAMMAR. By L. A. Sornet and M. J. Acatos. <i>Second Edition.</i> Cr. 8vo. 2s.</p> | <p>ELEMENTARY EXPERIMENTAL SCIENCE. PHYSICS by W. T. Clough, A.R.C.S. CHEMISTRY by A. E. Dunstan, B.Sc. With 2 Plates and 154 Diagrams. <i>Fifth Edition.</i> Cr. 8vo. 2s. 6d.</p> <p>A JUNIOR GEOMETRY. By Noel S. Lydon. With 276 Diagrams. <i>Sixth Edition.</i> Cr. 8vo. 2s.</p> <p>ELEMENTARY EXPERIMENTAL CHEMISTRY. By A. E. Dunstan, B.Sc. With 4 Plates and 109 Diagrams. <i>Second Edition revised.</i> Cr. 8vo. 2s.</p> <p>A JUNIOR FRENCH PROSE. By R. R. N. Baron, M.A. <i>Third Edition.</i> Cr. 8vo. 2s.</p> <p>THE GOSPEL ACCORDING TO ST. LUKE. With an Introduction and Notes by William Williamson, B.A. With Three Maps. Cr. 8vo. 2s.</p> <p>THE FIRST BOOK OF KINGS. Edited by A. E. RUBIE, D.D. With Maps. Cr. 8vo. 2s.</p> |
|--|---|

Leaders of Religion

Edited by H. C. BEECHING, M.A., Canon of Westminster. *With Portraits.*

Cr. 8vo. 2s. net.

- | | |
|---|--|
| <p>CARDINAL NEWMAN. By R. H. Hutton.</p> <p>JOHN WESLEY. By J. H. Overton, M.A.</p> <p>BISHOP WILBERFORCE. By G. W. Daniell, M.A.</p> <p>CARDINAL MANNING. By A. W. Hutton, M.A.</p> <p>CHARLES SIMEON. By H. C. G. Moule, D.D.</p> <p>JOHN KEBLE. By Walter Lock, D.D.</p> <p>THOMAS CHALMERS. By Mrs. Oliphant.</p> <p>LANCELOT ANDREWES. By R. L. Ottley, D.D. <i>Second Edition.</i></p> <p>AUGUSTINE OF CANTERBURY. By E. L. Cutts, D.D.</p> | <p>WILLIAM LAUD. By W. H. Hutton, M.A. <i>Third Edition.</i></p> <p>JOHN KNOX. By F. MacCunn. <i>Second Edition.</i></p> <p>JOHN HOWE. By R. F. Horton, D.D.</p> <p>BISHOP KEN. By F. A. Clarke, M.A.</p> <p>GEORGE FOX, THE QUAKER. By T. Hodgkin, D.C.L. <i>Third Edition.</i></p> <p>JOHN DONNE. By Augustus Jessopp, D.D.</p> <p>THOMAS CRANMER. By A. J. Mason, D.D.</p> <p>BISHOP LATIMER. By R. M. Carlyle and A. J. Carlyle, M.A.</p> <p>BISHOP BUTLER. By W. A. Spooner, M.A.</p> |
|---|--|

Little Books on Art

With many Illustrations. Demy 16mo. 2s. 6d. net.

A series of monographs in miniature, containing the complete outline of the subject under treatment and rejecting minute details. These books are produced with the greatest care. Each volume consists of about 200 pages, and contains from 30 to 40 illustrations, including a frontispiece in photogravure.

- | | |
|---|---|
| <p>GREEK ART. H. B. Walters. <i>Third Edition.</i></p> <p>BOOKPLATES. E. Almack.</p> <p>REYNOLDS. J. Sime. <i>Second Edition.</i></p> <p>ROMNEY. George Paston.</p> <p>GREUZE AND BOUCHER. Eliza F. Pollard.</p> <p>VANDYCK. M. G. Smallwood.</p> <p>TURNER. Frances Tyrrell-Gill.</p> <p>DÜRER. Jessie Allen.</p> <p>HOPPNER. H. P. K. Skipton.</p> <p>HOLBEIN. Mrs. G. Fortescue.</p> | <p>WATTS. R. E. D. Sketchley.</p> <p>LEIGHTON. Alice Corkran.</p> <p>VELASQUEZ. Wilfrid Wilberforce and A. R. Gilbert.</p> <p>COROT. Alice Pollard and Ethel Birnstingl.</p> <p>RAPHAEL. A. R. Dryhurst.</p> <p>MILLET. Netta Peacock.</p> <p>ILLUMINATED MSS. J. W. Bradley.</p> <p>CHRIST IN ART. Mrs. Henry Jenner.</p> <p>JEWELLERY. Cyril Davenport.</p> |
|---|---|

[Continued.]

LITTLE BOOKS ON ART—*continued.*

- | | |
|---|-----------------------------------|
| BURNE-JONES. <i>Fortunée de Lisle.</i> Third Edition. | CLAUDE. Edward Dillon. |
| REMBRANDT. Mrs. E. A. Sharp. | THE ARTS OF JAPAN. Edward Dillon. |
| | ENAMELS. Mrs. Nelson Dawson. |

The Little Galleries*Demy 16mo. 2s. 6d. net.*

A series of little books containing examples of the best work of the great painters. Each volume contains 20 plates in photogravure, together with a short outline of the life and work of the master to whom the book is devoted.

- | | |
|-------------------------------|------------------------------------|
| A LITTLE GALLERY OF REYNOLDS. | A LITTLE GALLERY OF MILLAIS. |
| A LITTLE GALLERY OF ROMNEY. | A LITTLE GALLERY OF ENGLISH POETS. |
| A LITTLE GALLERY OF HOPFNER. | |

The Little Guides

With many Illustrations by E. H. NEW and other artists, and from photographs.

Small Pott 8vo, cloth, 2s. 6d. net.; leather, 3s. 6d. net.

Messrs. METHUEN are publishing a small series of books under the general title of THE LITTLE GUIDES. The main features of these books are (1) a handy and charming form, (2) artistic Illustrations by E. H. NEW and others, (3) good plans and maps, (4) an adequate but compact presentation of everything that is interesting in the natural features, history, archæology, and architecture of the town or district treated.

- | | |
|--|---|
| CAMBRIDGE AND ITS COLLEGES. By A. Hamilton Thompson. <i>Second Edition.</i> | HERTFORDSHIRE. By H. W. Tompkins, F.R.H.S. |
| OXFORD AND ITS COLLEGES. By J. Wells, M.A. <i>Seventh Edition.</i> | THE ISLE OF WIGHT. By G. Clinch. |
| ST. PAUL'S CATHEDRAL. By George Clinch. | KENT. By G. Clinch. |
| WESTMINSTER ABBEY. By G. E. Troutbeck. | KERRY. By C. P. Crane. |
| THE ENGLISH LAKES. By F. G. Brabant, M.A. | MIDDLESEX. By John B. Firth. |
| THE MALVERN COUNTRY. By B. C. A. Windle, D.Sc., F.R.S. | NORTHAMPTONSHIRE. By Wakeling Dry. |
| SHAKESPEARE'S COUNTRY. By B. C. A. Windle, D.Sc., F.R.S. <i>Third Edition.</i> | NORFOLK. By W. A. Dutt. |
| BUCKINGHAMSHIRE. By E. S. Roscoe. | OXFORDSHIRE. By F. G. Brabant, M.A. |
| CHESHIRE. By W. M. Gallichan. | SUFFOLK. By W. A. Dutt. |
| CORNWALL. By A. L. Salmon. | SURREY. By F. A. H. Lambert. |
| DERBYSHIRE. By J. Charles Cox, LL.D., F.S.A. | SUSSEX. By F. G. Brabant, M.A. <i>Second Edition.</i> |
| DEVON. By S. Baring-Gould. | THE EAST RIDING OF YORKSHIRE. By J. E. Morris. |
| DORSET. By Frank R. Heath. | THE NORTH RIDING OF YORKSHIRE. By J. E. Morris. |
| HAMPSHIRE. By J. Charles Cox, LL.D., F.S.A. | BRITTANY. By S. Baring-Gould. |
| | NORMANDY. By C. Scudamore. |
| | ROME. By C. G. Ellaby. |
| | SICILY. By F. Hamilton Jackson. |

The Little Library

With Introductions, Notes, and Photogravure Frontispieces.

Small Pott 8vo. Each Volume, cloth, 1s. 6d. net; leather, 2s. 6d. net.

- | | |
|---|---|
| ANON. ENGLISH LYRICS, A LITTLE BOOK OF. | NORTHANGER ABBEY. Edited by E. V. Lucas. |
| Austen (Jane). PRIDE AND PREJUDICE. Edited by E. V. Lucas. <i>Two Vols.</i> | Bacon (Francis). THE ESSAYS OF LORD BACON. Edited by EDWARD WRIGHT. |

[Continued.]

THE LITTLE LIBRARY—*continued.*

Barham (R. H.). THE INGOLDSBY LEGENDS. Edited by J. B. ATLAY. *Two Volumes.*

Barnett (Mrs. P. A.). A LITTLE BOOK OF ENGLISH PROSE. *Second Edition.*

Beckford (William). THE HISTORY OF THE CALIPH VATHEK. Edited by E. DENISON ROSS.

Blake (William). SELECTIONS FROM WILLIAM BLAKE. Edited by M. PERUGINI.

Borrow (George). LAVENGRO. Edited by F. HINDS GROOME. *Two Volumes.*

THE ROMANY RYE. Edited by JOHN SAMPSON.

Browning (Robert). SELECTIONS FROM THE EARLY POEMS OF ROBERT BROWNING. Edited by W. HALL GRIFFIN, M.A.

Canning (George). SELECTIONS FROM THE ANTI-JACOBIN: with GEORGE CANNING'S additional Poems. Edited by LLOYD SANDERS.

Cowley (Abraham). THE ESSAYS OF ABRAHAM COWLEY. Edited by H. C. MINCHIN.

Crabbe (George). SELECTIONS FROM GEORGE CRABBE. Edited by A. C. DEANE.

Craik (Mrs.). JOHN HALIFAX, GENTLEMAN. Edited by ANNE MATHESON. *Two Volumes.*

Crashaw (Richard). THE ENGLISH POEMS OF RICHARD CRASHAW. Edited by EDWARD HUTTON.

Dante (Alighieri). THE INFERNO OF DANTE. Translated by H. F. CARY. Edited by PAGET TOYNBEE, M.A., D.Litt.

THE PURGATORIO OF DANTE. Translated by H. F. CARY. Edited by PAGET TOYNBEE, M.A., D.Litt.

THE PARADISO OF DANTE. Translated by H. F. CARY. Edited by PAGET TOYNBEE, M.A., D.Litt.

Darley (George). SELECTIONS FROM THE POEMS OF GEORGE DARLEY. Edited by R. A. STREATFEILD.

Deane (A. C.). A LITTLE BOOK OF LIGHT VERSE.

Dickens (Charles). CHRISTMAS BOOKS. *Two Volumes.*

Ferrier (Susan). MARRIAGE. Edited by A. GOODRICH-FREER and LORD IDDESLEIGH. *Two Volumes.*

THE INHERITANCE. *Two Volumes.*

Gaskell (Mrs.). CRANFORD. Edited by E. V. LUCAS. *Second Edition.*

Hawthorne (Nathaniel). THE SCARLET LETTER. Edited by PERCY DEARMER.

Henderson (T. F.). A LITTLE BOOK OF SCOTTISH VERSE.

Keats (John). POEMS. With an Introduction by L. BINYON, and Notes by J. MASEFIELD.

Kinglake (A. W.). EOTHEN. With an Introduction and Notes. *Second Edition.*

Lamb (Charles). ELIA, AND THE LAST ESSAYS OF ELIA. Edited by E. V. LUCAS.

Locker (F.). LONDON LYRICS. Edited by A. D. GODLEY, M.A. A reprint of the First Edition.

Longfellow (H. W.). SELECTIONS FROM LONGFELLOW. Edited by L. M. FAITHFULL.

Marvell (Andrew). THE POEMS OF ANDREW MARVELL. Edited by E. WRIGHT.

Milton (John). THE MINOR POEMS OF JOHN MILTON. Edited by H. C. BEECHING, M.A., Canon of Westminster.

Moir (D. M.). MANSIE WAUCH. Edited by T. F. HENDERSON.

Nichols (J. B. B.). A LITTLE BOOK OF ENGLISH SONNETS.

Rochefoucauld (La). THE MAXIMS OF LA ROCHEFOUCAULD. Translated by Dean STANHOPE. Edited by G. H. POWELL.

Smith (Horace and James). REJECTED ADDRESSES. Edited by A. D. GODLEY, M.A.

Sterne (Laurence). A SENTIMENTAL JOURNEY. Edited by H. W. PAUL.

Tennyson (Alfred, Lord). THE EARLY POEMS OF ALFRED, LORD TENNYSON. Edited by J. CHURTON COLLINS, M.A.

IN MEMORIAM. Edited by H. C. BEECHING, M.A.

THE PRINCESS. Edited by ELIZABETH WORDSWORTH.

MAUD. Edited by ELIZABETH WORDSWORTH.

Thackeray (W. M.). VANITY FAIR. Edited by S. GWYNN. *Three Volumes.*

PENDENNIS. Edited by S. GWYNN. *Three Volumes.*

ESMOND. Edited by S. GWYNN.

CHRISTMAS BOOKS. Edited by S. GWYNN.

Vaughan (Henry). THE POEMS OF HENRY VAUGHAN. Edited by EDWARD HUTTON.

Walton (Izaak). THE COMPLEAT ANGLER. Edited by J. BUCHAN.

Waterhouse (Mrs. Alfred). A LITTLE BOOK OF LIFE AND DEATH. Edited by Tenth Edition.

Wordsworth (W.). SELECTIONS FROM WORDSWORTH. Edited by NOWELL C. SMITH.

Wordsworth (W.) and Coleridge (S. T.). LYRICAL BALLADS. Edited by GEORGE SAMPSON.

The Little Quarto Shakespeare

Edited by W. J. CRAIG. With Introductions and Notes

Pott 16mo. In 40 Volumes. Leather, price 1s. net each volume.

Mahogany Revolving Book Case. 10s. net.

Miniature Library

Reprints in miniature of a few interesting books which have qualities of humanity, devotion, or literary genius.

EUPHRANOR: A Dialogue on Youth. By Edward FitzGerald. From the edition published by W. Pickering in 1851. Demy 32mo. Leather, 2s. net.

POLONIUS: or Wise Saws and Modern Instances. By Edward FitzGerald. From the edition published by W. Pickering in 1852. Demy 32mo. Leather, 2s. net.

THE RUBÁIYÁT OF OMAR KHAYYÁM. By Edward FitzGerald. From the 1st edition of 1859, Fourth Edition. Leather, 1s. net.

THE LIFE OF EDWARD, LORD HERBERT OF CHERBURY. Written by himself. From the edition printed at Strawberry Hill in the year 1764. Demy 32mo. Leather, 2s. net.

THE VISIONS OF DOM FRANCISCO QUEVEDO VILLEGAS, Knight of the Order of St. James. Made English by R. L. From the edition printed for H. Herringman, 1668. Leather. 2s. net.

POEMS. By Dora Greenwell. From the edition of 1848. Leather, 2s. net.

Oxford Biographies

Fcap. 8vo. Each volume, cloth, 2s. 6d. net; leather, 3s. 6d. net.

DANTE ALIGHIERI. By Paget Toynbee, M.A., D.Litt. With 12 Illustrations. Second Edition.

SAVONAROLA. By E. L. S. Horsburgh, M.A. With 12 Illustrations. Second Edition.

JOHN HOWARD. By E. C. S. Gibson, D.D., Bishop of Gloucester. With 12 Illustrations.

TENNYSON. By A. C. BENSON, M.A. With 9 Illustrations.

WALTER RALEIGH. By I. A. Taylor. With 12 Illustrations.

ERASMUS. By E. F. H. Capey. With 12 Illustrations.

THE YOUNG PRETENDER. By C. S. Terry. With 12 Illustrations.

ROBERT BURNS. By T. F. Henderson. With 12 Illustrations.

CHATHAM. By A. S. M'Dowall. With 12 Illustrations.

ST. FRANCIS OF ASSISI. By Anna M. Stoddart. With 16 Illustrations.

CANNING. By W. Alison Phillips. With 12 Illustrations.

BEACONSFIELD. By Walter Sichel. With 12 Illustrations.

GOETHE. By H. G. Atkins. With 12 Illustrations.

FENELON. By Viscount St Cyres. With 12 Illustrations.

School Examination Series

Edited by A. M. M. STEDMAN, M.A. Cr. 8vo. 2s. 6d.

FRENCH EXAMINATION PAPERS. By A. M. M. Stedman, M.A. Fourteenth Edition.

A KEY, issued to Tutors and Private Students only to be had on application to the Publishers. Fifth Edition. Crown 8vo. 6s. net.

LATIN EXAMINATION PAPERS. By A. M. M. Stedman, M.A. Thirteenth Edition.

KEY (Sixth Edition) issued as above. 6s. net.

GREEK EXAMINATION PAPERS. By A. M. M. Stedman, M.A. Ninth Edition.

KEY (Fourth Edition) issued as above. 6s. net.

GERMAN EXAMINATION PAPERS. By R. J. Morich. Seventh Edition.

KEY (Third Edition) issued as above. 6s. net.

HISTORY AND GEOGRAPHY EXAMINATION PAPERS. By C. H. Spence, M.A. Third Edition.

PHYSICS EXAMINATION PAPERS. By R. E. Steel, M.A., F.C.S.

GENERAL KNOWLEDGE EXAMINATION PAPERS. By A. M. M. Stedman, M.A. Sixth Edition.

KEY (Fourth Edition) issued as above. 7s. net.

EXAMINATION PAPERS IN ENGLISH HISTORY. By J. Tait Plowden-Wardlaw, B.A.

School Histories

Illustrated. Crown 8vo. 1s. 6d.

- | | | |
|---|----|---|
| A SCHOOL HISTORY OF WARWICKSHIRE. By B. C. A. Windle, D.Sc., F.R.S. | By | A SCHOOL HISTORY OF SURREY. By H. E. Malden, M.A. |
| A SCHOOL HISTORY OF SOMERSET. By Walter Raymond. <i>Second Edition.</i> | By | |
| A SCHOOL HISTORY OF LANCASHIRE. By W. E. Rhodes. | by | A SCHOOL HISTORY OF MIDDLESEX. By V. G. Plarr and F. W. Walton. |

Textbooks of Science

Edited by G. F. GOODCHILD, M.A., B.Sc., and G. R. MILLS, M.A.

- | | |
|---|---|
| PRACTICAL MECHANICS. By Sidney H. Wells. <i>Fourth Edition. Cr. 8vo. 3s. 6d.</i> | THE COMPLETE SCHOOL CHEMISTRY. By F. M. Oldham, B.A. With 126 Illustrations. <i>Cr. 8vo.</i> |
| PRACTICAL CHEMISTRY. Part I. By W. French, M.A. <i>Cr. 8vo. Fourth Edition. 1s. 6d.</i> Part II. By W. French, M.A., and T. H. Boardman, M.A. <i>Cr. 8vo. 1s. 6d.</i> | AN ORGANIC CHEMISTRY FOR SCHOOLS AND TECHNICAL INSTITUTES. By A. E. Dunstan, B.Sc. (Lond.), F.C.S. <i>Illustrated. Cr. 8vo.</i> |
| TECHNICAL ARITHMETIC AND GEOMETRY. By C. T. Millis, M.I.M.E. <i>Cr. 8vo. 3s. 6d.</i> | ELEMENTARY SCIENCE FOR PUPIL TEACHERS. PHYSICS SECTION. By W. T. Clough, A.R.C.S. (Lond.), F.C.S. CHEMISTRY SECTION. By A. E. Dunstan, B.Sc. (Lond.), F.C.S. With 2 Plates and 10 Diagrams. <i>Cr. 8vo. 2s.</i> |
| EXAMPLES IN PHYSICS. By C. E. Jackson, B.A. <i>Cr. 8vo. 2s. 6d.</i> | |
| PLANT LIFE, Studies in Garden and School. By Horace F. Jones, F.C.S. With 320 Diagrams. <i>Cr. 8vo. 3s. 6d.</i> | |

Methuen's Simplified French Texts

Edited by T. R. N. CROFTS, M.A.

One Shilling each.

- | | |
|--|---|
| L'HISTOIRE D'UNE TULIPE. Adapted by T. R. N. Crofts, M.A. <i>Second Edition.</i> | LA CHANSON DE ROLAND. Adapted by H. Rieu, M.A. <i>Second Edition.</i> |
| ABDALLAH. Adapted by J. A. Wilson. | MÉMOIRES DE CADICHON. Adapted by J. F. Rhoades. |

Methuen's Standard Library

In Sixpenny Volumes.

THE STANDARD LIBRARY is a new series of volumes containing the great classics of the world, and particularly the finest works of English literature. All the great masters will be represented, either in complete works or in selections. It is the ambition of the publishers to place the best books of the Anglo-Saxon race within the reach of every reader, so that the series may represent something of the diversity and splendour of our English tongue. The characteristics of THE STANDARD LIBRARY are four:—1. SOUNDNESS OF TEXT. 2. CHEAPNESS. 3. CLEARNESS OF TYPE. 4. SIMPLICITY. The books are well printed on good paper at a price which on the whole is without parallel in the history of publishing. Each volume contains from 100 to 250 pages, and is issued in paper covers, Crown 8vo, at Sixpence net, or in cloth gilt at One Shilling net. In a few cases long books are issued as Double Volumes or as Treble Volumes.

- | | |
|--|--|
| THE MEDITATIONS OF MARCUS AURELIUS. The translation is by R. Graves. | THE PILGRIM'S PROGRESS. By John Bunyan. |
| SENSE AND SENSIBILITY. By Jane Austen. | REFLECTIONS ON THE FRENCH REVOLUTION. By Edmund Burke. |
| ESSAYS AND COUNSELS and THE NEW ATLANTIS. By Francis Bacon, Lord Verulam. | THE POEMS AND SONGS OF ROBERT BURNS. Double Volume. |
| RELIGIO MEDICI and URN BURIAL. By Sir Thomas Browne. The text has been collated by A. R. Waller. | THE ANALOGY OF RELIGION, NATURAL AND REVEALED. By Joseph Butler, D.D. |
| | THE POEMS OF THOMAS CHATTERTON. In 2 volumes. Vol. 1.—Miscellaneous Poems. |

[Continued.]

METHUEN'S STANDARD LIBRARY—*continued.*

- Vol. II.—The Rowley Poems.
 THE NEW LIFE AND SONNETS. By Dante.
 Translated into English by D. G. Rossetti.
 TOM JONES. By Henry Fielding. Treble Vol.
 CRANFORD. By Mrs. Gaskell.
 THE HISTORY OF THE DECLINE AND FALL OF
 THE ROMAN EMPIRE. By Edward Gibbon.
 In 7 double volumes.
 The Text and Notes have been revised by
 J. B. Bury, Litt.D., but the Appendices of
 the more expensive edition are not given.
 THE VICAR OF WAKEFIELD. By Oliver
 Goldsmith.
 THE POEMS AND PLAYS OF OLIVER GOLDSMITH.
 THE WORKS OF BEN JONSON.
 Vol. I.—The Case is Altered. Every Man
 in His Humour. Every Man out of His
 Humour.
 Vol. II.—Cynthia's Revels; The Poetaster.
 The text has been collated by H. C. Hart.
 THE POEMS OF JOHN KEATS. Double volume.
 The Text has been collated by E. de
 Selincourt.
 ON THE IMITATION OF CHRIST. By Thomas
 à Kempis.
 The translation is by C. Bigg, DD.,
 Canon of Christ Church.
 A SERIOUS CALL TO A DEVOUT AND HOLY
 LIFE. By William Law.
 PARADISE LOST. By John Milton.
 EIKONOKLASTES AND THE TENURE OF KINGS
 AND MAGISTRATES. By John Milton.
 UTOPIA AND POEMS. By Sir Thomas More.
 THE REPUBLIC OF PLATO. Translated by

- Sydenham and Taylor. Double Volume.
 The translation has been revised by
 W. H. D. Rouse.
 THE LITTLE FLOWERS OF ST. FRANCIS.
 Translated by W. Heywood.
 THE WORKS OF WILLIAM SHAKESPEARE. In
 10 volumes.
 Vol. I.—The Tempest; The Two Gentlemen
 of Verona; The Merry Wives of Windsor;
 Measure for Measure; The Comedy of
 Errors.
 Vol. II.—Much Ado About Nothing; Love's
 Labour's Lost; A Midsummer Night's
 Dream; The Merchant of Venice; As You
 Like It.
 Vol. III.—The Taming of the Shrew; All's
 Well that Ends Well; Twelfth Night; The
 Winter's Tale.
 Vol. IV.—The Life and Death of King John;
 The Tragedy of King Richard the Second;
 The First Part of King Henry IV.; The
 Second Part of King Henry IV.
 Vol. V.—The Life of King Henry V.; The
 First Part of King Henry VI.; The Second
 Part of King Henry VI.
 Vol. VI.—The Third Part of King Henry
 VI.; The Tragedy of King Richard III.;
 The Famous History of the Life of King
 Henry VIII.
 THE POEMS OF PERCY BYSSHE SHELLEY. In 4
 volumes.
 Vol. I.—Alastor; The Dæmon of the World;
 The Revolt of Islam, etc.
 The Text has been revised by C. D. Locock.
 THE LIFE OF NELSON. By Robert Southey.
 THE NATURAL HISTORY AND ANTIQUITIES OF
 SELBORNE. By Gilbert White.

Textbooks of Technology

Edited by G. F. GOODCHILD, M.A., B.Sc., and G. R. MILLS, M.A.

Fully Illustrated.

- HOW TO MAKE A DRESS. By J. A. E. Wood.
Fourth Edition. Cr. 8vo. 1s. 6d.
 CARPENTRY AND JOINERY. By F. C. Webber.
Fifth Edition. Cr. 8vo. 3s. 6d.
 MILLINERY, THEORETICAL AND PRACTICAL.
 By Clare Hill. *Fourth Edition. Cr. 8vo.*
2s.
 AN INTRODUCTION TO THE STUDY OF TEX-
 TILE DESIGN. By Aldred F. Barker. *Demy*
8vo. 7s. 6d.
 BUILDERS' QUANTITIES. By H. C. Grubb.
Cr. 8vo. 4s. 6d.
 RÉPOUSSÉ METAL WORK. By A. C. Horth.
Cr. 8vo. 2s. 6d.
 ELECTRIC LIGHT AND POWER: An Intro-
 duction to the Study of Electrical Engineer-
 ing. By E. E. Brooks, B.Sc. (Lond.)
 Second Master and Instructor of Physics
 and Electrical Engineering, Leicester
 Technical School, and W. H. N. James,
 A.R.C.S., A.I.E.E., Assistant Instructor
 of Electrical Engineering, Manchester
 Municipal Technical School. *Cr. 8vo. 4s. 6d.*
 ENGINEERING WORKSHOP PRACTICE. By
 C. C. Allen, Lecturer on Engineering,
 Municipal Technical Institute, Coventry.
 With many Diagrams. *Cr. 8vo. 2s.*

Handbooks of Theology

Edited by R. L. OTTLEY, D.D., Professor of Pastoral Theology at Oxford,
 and Canon of Christ Church, Oxford.

The series is intended, in part, to furnish the clergy and teachers or students of
 Theology with trustworthy Textbooks, adequately representing the present position

of the questions dealt with; in part, to make accessible to the reading public an accurate and concise statement of facts and principles in all questions bearing on Theology and Religion.

THE XXXIX. ARTICLES OF THE CHURCH OF ENGLAND. Edited by E. C. S. Gibson, D.D. *Fifth Edition. Demy 8vo. 12s. 6d.*

AN INTRODUCTION TO THE HISTORY OF RELIGION. By F. B. Jevons, M.A., Litt.D. *Third Edition. Demy 8vo. 10s. 6d.*

THE DOCTRINE OF THE INCARNATION. By R. L. Ottley, D.D. *Third Edition revised. Demy 8vo. 12s. 6d.*

AN INTRODUCTION TO THE HISTORY OF THE CREEDS. By A. E. Burn, D.D. *Demy 8vo. 10s. 6d.*

THE PHILOSOPHY OF RELIGION IN ENGLAND AND AMERICA. By Alfred Caldecott, D.D. *Demy 8vo. 10s. 6d.*

A HISTORY OF EARLY CHRISTIAN DOCTRINE. By J. F. Bethune-Baker, M.A. *Demy 8vo. 10s. 6d.*

The Westminster Commentaries

General Editor, WALTER LOCK, D.D., Warden of Keble College,
Dean Ireland's Professor of Exegesis in the University of Oxford.

The object of each commentary is primarily exegetical, to interpret the author's meaning to the present generation. The editors will not deal, except very subordina- tely, with questions of textual criticism or philology; but, taking the English text in the Revised Version as their basis, they will try to combine a hearty accept- ance of critical principles with loyalty to the Catholic Faith.

THE BOOK OF GENESIS. Edited with Intro- duction and Notes by S. R. Driver, D.D. *Sixth Edition. Demy 8vo. 10s. 6d.*

THE BOOK OF JOB. Edited by E. C. S. Gibson, D.D. *Second Edition. Demy 8vo. 6s.*

THE ACTS OF THE APOSTLES. Edited by R. B. Rackham, M.A. *Demy 8vo. Third Edition. 10s. 6d.*

THE FIRST EPISTLE OF PAUL THE APOSTLE TO THE CORINTHIANS. Edited by H. L. Goudge, M.A. *Demy 8vo. 6s.*

THE EPISTLE OF ST. JAMES. Edited with In- troduction and Notes by R. J. Knowling, D.D. *Demy 8vo. 6s.*

THE BOOK OF EZEKIEL. Edited H. A. Red- path, M.A., D.Litt. *Demy 8vo. 10s. 6d.*

PART II.—FICTION

Adderley (Hon. and Rev. James), 'Author of 'Stephen Remarx.' BEHOLD THE DAYS COME. *Second Edition. Cr. 8vo. 3s. 6d.*

Albanesi (E. Maria). SUSANNAH AND ONE OTHER. *Fourth Edition. Cr. 8vo. 6s.*

THE BLUNDER OF AN INNOCENT. *Second Edition. Cr. 8vo. 6s.*

CAPRICIOUS CAROLINE. *Second Edi- tion. Cr. 8vo. 6s.*

LOVE AND LOUISA. *Second Edition. Cr. 8vo. 6s.*

PETER, A PARASITE. *Cr. 8vo. 6s.*

THE BROWN EYES OF MARY. *Third Edition. Cr. 8vo. 6s.*

I KNOW A MAIDEN. *Third Edition. Cr. 8vo. 6s.*

Bagot (Richard). A ROMAN MYSTERY. *Third Edition. Cr. 8vo. 6s.*

THE PASSPORT. *Fourth Edition. Cr. 8vo. 6s.*

TEMPTATION. *Fifth Edition. Cr. 8vo. 6s.*

CASTING OF NETS. *Twelfth Edition. Cr. 8vo. 6s.*

DONNA DIANA. *Second Edition. Cr. 8vo. 6s.*

LOVE'S PROXY. *A New Edition. Cr. 8vo. 6s.*

Baring-Gould (S.). ARMINELL. *Fifth Edition. Cr. 8vo. 6s.*

URITH. *Fifth Edition. Cr. 8vo. 6s.*

IN THE ROAR OF THE SEA. *Seventh Edition. Cr. 8vo. 6s.*

CHEAP JACK ZITA. *Fourth Edition. Cr. 8vo. 6s.*

MARGERY OF QUETHER. *Third Edition. Cr. 8vo. 6s.*

THE QUEEN OF LOVE. *Fifth Edition. Cr. 8vo. 6s.*

JACQUETTA. *Third Edition. Cr. 8vo. 6s.*

KITTY ALONE. *Fifth Edition. Cr. 8vo. 6s.*

NOËMI. Illustrated. *Fourth Edition. Cr. 8vo. 6s.*

THE BROOM-SQUIRE. Illustrated. *Fifth Edition. Cr. 8vo. 6s.*

DARTMOOR IDYLLS. *Cr. 8vo. 6s.*

THE PENNYCOMEQUICKS. *Third Edition. Cr. 8vo. 6s.*

GUAVAS THE TINNER. Illustrated. *Second Edition. Cr. 8vo. 6s.*

DOMITIA. Illustrated. *Cr. 8vo. 6s.*
 BLADYS OF THE STEWPONEY. Illustrated. *Second Edition. Cr. 8vo. 6s.*
 PABO THE PRIEST. *Cr. 8vo. 6s.*
 WINEFRED. Illustrated. *Second Edition. Cr. 8vo. 6s.*

ROYAL GEORGIE. Illustrated. *Cr. 8vo. 6s.*
 CHRIS OF ALL SORTS. *Cr. 8vo. 6s.*
 IN DEWISLAND. *Second Ed. Cr. 8vo. 6s.*
 LITTLE TU'PENNY. *A New Edition. 6d.*
 See also Shilling Novels.

Barnett (Edith A.). A WILDERNESS WINNER. *Second Edition. Cr. 8vo. 6s.*

Barr (James). LAUGHING THROUGH A WILDERNESS. *Cr. 8vo. 6s.*

Barr (Robert). IN THE MIDST OF ALARMS. *Third Edition. Cr. 8vo. 6s.*
 THE STRONG ARM. *Second Edition. Cr. 8vo. 6s.*

THE MUTABLE MANY. *Third Edition. Cr. 8vo. 6s.*

THE COUNTESS TEKLA. *Fourth Edition. Cr. 8vo. 6s.*

THE LADY ELECTRA. *Second Edition. Cr. 8vo. 6s.*

THE TEMPESTUOUS PETTICOAT. Illustrated. *Third Edition. Cr. 8vo. 6s.*
 See also Shilling Novels and S. Crane.

Begbie (Harold). THE ADVENTURES OF SIR JOHN SPARROW. *Cr. 8vo. 6s.*

Belloc (Hilaire). EMMANUEL BURDEN, MERCHANT. With 36 Illustrations by G. K. CHESTERTON. *Second Ed. Cr. 8vo. 6s.*

Benson (E. F.). DODO. *Fifteenth Edition. Cr. 8vo. 6s.*

See also Shilling Novels.

Benson (Margaret). SUBJECT TO VANITY. *Cr. 8vo. 3s. 6d.*

Bretherton (Ralph). THE MILL. *Cr. 8vo. 6s.*

Burke (Barbara). BARBARA GOES TO OXFORD. *Third Edition.*

Burton (J. Bloundelle). THE FATE OF VALSEC. *Cr. 8vo. 6s.*

See also Shilling Novels.

Capes (Bernard). Author of 'The Lake of Wine.' THE EXTRAORDINARY CONFESSIONS OF DIANA PLEASE. *Third Edition. Cr. 8vo. 6s.*

A JAY OF ITALY. *Fourth Ed. Cr. 8vo. 6s.*

LOAVES AND FISHES. *Second Edition. Cr. 8vo. 6s.*

A ROGUE'S TRAGEDY. *Second Edition. Cr. 8vo. 6s.*

THE GREAT SKENE MYSTERY. *Second Edition. Cr. 8vo. 6s.*

Charlton (Randall). MAVE. *Second Edition. Cr. 8vo. 6s.*

Carey (Wymond). LOVE THE JUDGE. *Second Edition. Cr. 8vo. 6s.*

Chesney (Weatherby). THE TRAGEDY OF THE GREAT EMERALD. *Cr. 8vo. 6s.*

THE MYSTERY OF A BUNGALOW. *Second Edition. Cr. 8vo. 6s.*

See also Shilling Novels.

Conrad (Joseph). THE SECRET AGENT. *Fourth Edition. Cr. 8vo. 6s.*

Corelli (Marie). A ROMANCE OF TWO WORLDS. *Twenty-Eighth Ed. Cr. 8vo. 6s.*
 VENDETTA. *Twenty-Fifth Edition. Cr. 8vo. 6s.*

THELMA. *Thirty-Seventh Ed. Cr. 8vo. 6s.*

ARDATH: THE STORY OF A DEAD SELF. *Eighteenth Edition. Cr. 8vo. 6s.*

THE SOUL OF LILITH. *Fifteenth Edition. Cr. 8vo. 6s.*

WORMWOOD. *Fifteenth Ed. Cr. 8vo. 6s.*

BARABBAS: A DREAM OF THE WORLD'S TRAGEDY. *Forty-second Edition. Cr. 8vo. 6s.*

THE SORROWS OF SATAN. *Fifty-third Edition. Cr. 8vo. 6s.*

THE MASTER CHRISTIAN. *Eleventh Edition. Cr. 8vo. 6s.*

TEMPORAL POWER: A STUDY IN SUPREMACY. *150th Thousand. Cr. 8vo. 6s.*

GOD'S GOOD MAN: A SIMPLE LOVE STORY. *Twelfth Edition. 144th Thousand. Cr. 8vo. 6s.*

THE MIGHTY ATOM. *Twenty-sixth Edition. Cr. 8vo. 6s.*

BOY: a Sketch. *Tenth Edition. Cr. 8vo. 6s.*

CAMEOS. *Twelfth Edition. Cr. 8vo. 6s.*

Cotes (Mrs. Everard). See Sara Jeannette Duncan.

Cotterell (Constance). THE VIRGIN AND THE SCALES. Illustrated. *Second Edition. Cr. 8vo. 6s.*

Crane (Stephen) and Barr (Robert). THE O'RUDDY. *Third Edition. Crown 8vo. 6s.*

Crockett (S. R.). Author of 'The Raiders,' etc. LOCHINVAR. Illustrated. *Third Edition. Cr. 8vo. 6s.*

THE STANDARD BEARER. *Cr. 8vo. 6s.*

Croker (B. M.). THE OLD CANTONMENT. *Cr. 8vo. 6s.*

JOHANNA. *Second Edition. Cr. 8vo. 6s.*

THE HAPPY VALLEY. *Third Edition. Cr. 8vo. 6s.*

A NINE DAYS' WONDER. *Third Edition. Cr. 8vo. 6s.*

PEGGY OF THE BARTONS. *Sixth Edition. Cr. 8vo. 6s.*

ANGEL. *Fourth Edition. Cr. 8vo. 6s.*

A STATE SECRET. *Third Edition. Cr. 8vo. 3s. 6d.*

Crosbie (Mary). DISCIPLES. *Second Ed. Cr. 8vo. 6s.*

Dawson (A. J.). DANIEL WHYTE. *Cr. 8vo. 3s. 6d.*

Deane (Mary). THE OTHER PAWN. *Cr. 8vo. 6s.*

Doyle (A. Conan), Author of 'Sherlock Holmes,' 'The White Company,' etc. ROUND THE RED LAMP. *Tenth Edition. Cr. 8vo. 6s.*

Duncan (Sara Jeannette) (Mrs. Everard Cotes). THOSE DELIGHTFUL AMERICANS. Illustrated. *Third Edition. Cr. 8vo. 6s.* See also Shilling Novels.

Findlater (J. H.). THE GREEN GRAVES OF BALGOWRIE. *Fifth Edition. Cr. 8vo. 6s.*

THE LADDER TO THE STARS. *Second Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Findlater (Mary). **A NARROW WAY.** *Third Edition.* Cr. 8vo. 6s.

THE ROSE OF JOY. *Third Edition.* Cr. 8vo. 6s.

A BLIND BIRD'S NEST. With 8 Illustrations. *Second Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Fitzpatrick (K.) **THE WEANS AT ROWALLAN.** Illustrated. *Second Edition.* Cr. 8vo. 6s.

Francis (M. E.). **STEPPING WESTWARD.** *Second Edition.* Cr. 8vo. 6s.

MARGERY O' THE MILL. *Third Edition.* Cr. 8vo. 6s.

Fraser (Mrs. Hugh), Author of 'The Stolen Emperor.' **THE SLAKING OF THE SWORD.** *Second Edition.* Cr. 8vo. 6s.

IN THE SHADOW OF THE LORD. *Third Edition.* Crown 8vo. 6s.

Fry (B. and C. B.). **A MOTHER'S SON.** *Fifth Edition.* Cr. 8vo. 6s.

Fuller-Maitland (Ella), Author of 'The Day Book of Bethia Hardacre.' **BLANCHE ESMEAD.** *Second Edition.* Cr. 8vo. 6s.

Gates (Eleanor), Author of 'The Biography of a Prairie Girl.' **THE PLOW-WOMAN.** Cr. 8vo. 6s.

Gerard (Dorothea), Author of 'Lady Baby.' **HOLY MATRIMONY.** *Second Edition.* Cr. 8vo. 6s.

MADE OF MONEY. Cr. 8vo. 6s.

THE BRIDGE OF LIFE. Cr. 8vo. 6s.

THE IMPROBABLE IDYL. *Third Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Gissing (George), Author of 'Demos,' 'In the Year of Jubilee,' etc. **THE TOWN TRAVELLER.** *Second Ed.* Cr. 8vo. 6s.

THE CROWN OF LIFE. Cr. 8vo. 6s.

Gleig (Charles). **BUNTER'S CRUISE.** Illustrated. Cr. 8vo. 3s. 6d.

Hamilton (M.), Author of 'Cut Laurels.' **THE FIRST CLAIM.** *Second Edition.* Cr. 8vo. 6s.

Harraden (Beatrice). **IN VARYING MOODS.** *Fourteenth Edition.* Cr. 8vo. 6s.

HILDA STRAFFORD and THE REMITTANCE MAN. *Twelfth Ed.* Cr. 8vo. 6s.

THE SCHOLAR'S DAUGHTER. *Fourth Edition.* Cr. 8vo. 6s.

Harrod (F.) (Frances Forbes Robertson). **THE TAMING OF THE BRUTE.** Cr. 8vo. 6s.

Herbertson (Agnes G.). **PATIENCE DEAN.** Cr. 8vo. 6s.

Hichens (Robert). **THE PROPHET OF BERKELEY SQUARE.** *Second Edition.* Cr. 8vo. 6s.

TONGUES OF CONSCIENCE. *Third Edition.* Cr. 8vo. 6s.

FELIX. *Fifth Edition.* Cr. 8vo. 6s.

THE WOMAN WITH THE FAN. *Sixth Edition.* Cr. 8vo. 6s.

BYEWAYS. Cr. 8vo. 6s.

THE GARDEN OF ALLAH. *Sixteenth Edition.* Cr. 8vo. 6s.

THE BLACK SPANIEL. Cr. 8vo. 6s.

THE CALL OF THE BLOOD. *Seventh Edition.* Cr. 8vo. 6s.

Hope (Anthony). **THE GOD IN THE CAR.** *Tenth Edition.* Cr. 8vo. 6s.

A CHANGE OF AIR. *Sixth Ed.* Cr. 8vo. 6s.

A MAN OF MARK. *Fifth Ed.* Cr. 8vo. 6s.

THE CHRONICLES OF COUNT ANTONIO. *Sixth Edition.* Cr. 8vo. 6s.

PHROSO. Illustrated by H. R. MILLAR. *Sixth Edition.* Cr. 8vo. 6s.

SIMON DALE. Illustrated. *Seventh Edition.* Cr. 8vo. 6s.

THE KING'S MIRROR. *Fourth Edition.* Cr. 8vo. 6s.

QUISANTE. *Fourth Edition.* Cr. 8vo. 6s.

THE DOLLY DIALOGUES. Cr. 8vo. 6s.

A SERVANT OF THE PUBLIC. Illustrated. *Fourth Edition.* Cr. 8vo. 6s.

TALES OF TWO PEOPLE. *Third Ed.* Cr. 8vo. 6s.

Hope (Graham), Author of 'A Cardinal and his Conscience,' etc., etc. **THE LADY OF LYTE.** *Second Edition.* Cr. 8vo. 6s.

Housman (Clemence). **THE LIFE OF SIR AGLOVALE DE GALIS.** Cr. 8vo. 6s.

Hueffer (Ford Madox). **AN ENGLISH GIRL.** *Second Edition.* Cr. 8vo. 6s.

Hyne (C. J. Cutcliffe), Author of 'Captain Kettle.' **MR. HORROCKS, PURSER.** *Fourth Edition.* Cr. 8vo. 6s.

PRINCE RUPERT, THE BUCCANEER. Illustrated. *Third Edition.* Cr. 8vo. 6s.

Jacobs (W. W.). **MANY CARGOES.** *Thirtieth Edition.* Cr. 8vo. 3s. 6d.

SEA URCHINS. *Fourteenth Edition.* Cr. 8vo. 3s. 6d.

A MASTER OF CRAFT. Illustrated. *Eighth Edition.* Cr. 8vo. 3s. 6d.

LIGHT FREIGHTS. Illustrated. *Seventh Edition.* Cr. 8vo. 3s. 6d.

THE SKIPPER'S WOOING. *Eighth Edition.* Cr. 8vo. 3s. 6d.

DIALSTONE LANE. Illustrated. *Seventh Edition.* Cr. 8vo. 3s. 6d.

ODD CRAFT. Illustrated. *Seventh Edition.* Cr. 8vo. 3s. 6d.

AT SUNWICH PORT. Illustrated. *Eighth Edition.* Cr. 8vo. 3s. 6d.

James (Henry). **THE SOFT SIDE.** *Second Edition.* Cr. 8vo. 6s.

THE BETTER SORT. Cr. 8vo. 6s.

THE AMBASSADORS. *Second Edition.* Cr. 8vo. 6s.

THE GOLDEN BOWL. *Third Edition.* Cr. 8vo. 6s.

Keays (H. A. Mitchell). **HE THAT EATETH BREAD WITH ME.** Cr. 8vo. 6s.

Kester (Vaughan). **THE FORTUNES OF THE LANDRAYS.** Cr. 8vo. 6s.

Lawless (Hon. Emily). **WITH ESSEX IN IRELAND.** Cr. 8vo. 6s.

See also Shilling Novels.

Le Queux (W.). **THE HUNCHBACK OF WESTMINSTER.** *Third Ed.* Cr. 8vo. 6s.

THE CLOSED BOOK. *Third Ed.* Cr. 8vo. 6s.

THE VALLEY OF THE SHADOW.
Illustrated. *Third Edition.* Cr. 8vo. 6s.
BEHIND THE THRONE *Third Edition.*
Cr. 8vo. 6s.

Levett-Yeats (S.). ORRAIN. *Second Edition.* Cr. 8vo. 6s.

London (Jack), Author of 'The Call of the Wild,' 'The Sea Wolf,' etc. **WHITE FANG.** *Sixth Edition.* Cr. 8vo. 6s.

Lucas (E. V.). LISTENER'S LURE: An Oblique Narration. *Crown 8vo. Fourth Edition.* Cr. 8vo. 6s.

Lyall (Edna). DERRICK VAUGHAN, NOVELIST. *42nd Thousand.* Cr. 8vo. 3s. 6d.

M'Carthy (Justin H.), Author of 'If I were King.' **THE LADY OF LOYALTY HOUSE.** Illustrated. *Third Edition.* Cr. 8vo. 6s.

THE DRYAD. *Second Edition.* Cr. 8vo. 6s.

Macdonald (Ronald). A HUMAN TRINITY. *Second Edition.* Cr. 8vo. 6s.

Macnaughtan (S.). THE FORTUNE OF CHRISTINAMACNAB. *Fourth Edition.* Cr. 8vo. 6s.

Malet (Lucas). COLONEL ENDERBY'S WIFE. *Fourth Edition.* Cr. 8vo. 6s.

A COUNSEL OF PERFECTION. *New Edition.* Cr. 8vo. 6s.

THE WAGES OF SIN. *Fifteenth Edition.* Cr. 8vo. 6s.

THE CARISSIMA. *Fifth Ed.* Cr. 8vo. 6s.
THE GATELESS BARRIER. *Fourth Edition.* Cr. 8vo. 6s.

THE HISTORY OF SIR RICHARD CALMADY. *Seventh Edition.* Cr. 8vo. 6s.
See also Books for Boys and Girls.

Mann (Mrs. M. E.). OLIVIA'S SUMMER. *Second Edition.* Cr. 8vo. 6s.

A LOST ESTATE. *A New Ed.* Cr. 8vo. 6s.
THE PARISH OF HILBY. *A New Edition.*

Cr. 8vo. 6s.
THE PARISH NURSE. *Fourth Edition.*

Cr. 8vo. 6s.
GRAN'MA'S JANE. Cr. 8vo. 6s.

MRS. PETER HOWARD. Cr. 8vo. 6s.
A WINTER'S TALE. *A New Edition.*

Cr. 8vo. 6s.
ONE ANOTHER'S BURDENS. *A New Edition.* Cr. 8vo. 6s.

ROSE AT HONEYPOT. *Third Ed.* Cr. 8vo. 6s. See also Books for Boys and Girls.

THE MEMORIES OF RONALD LOVE. Cr. 8vo. 6s.

THE EGLAMORE PORTRAITS. *Third Edition.* Cr. 8vo. 6s.

THE SHEEP AND THE GOATS. *Third Edition.* Cr. 8vo. 6s.

Marriott (Charles), Author of 'The Column.' **GENEVRA.** *Second Edition.*

Cr. 8vo. 6s.
Marsh (Richard). THE TWICKENHAM PEERAGE. *Second Edition.* Cr. 8vo. 6s.

THE MARQUIS OF PUTNEY. *Second Edition.* Cr. 8vo. 6s.

A DUEL. Cr. 8vo. 6s.

IN THE SERVICE OF LOVE. *Third Edition.* Cr. 8vo. 6s.

THE GIRL AND THE MIRACLE. *Third Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Mason (A. E. W.), Author of 'The Four Feathers,' etc. **CLEMENTINA.** Illustrated. *Second Edition.* Cr. 8vo. 6s.

Mathers (Helen), Author of 'Comin' thro' the Rye.' **HONEY.** *Fourth Ed.* Cr. 8vo. 6s.

GRIFF OF GRIFFITHSCOURT. Cr. 8vo. 6s.

THE FERRYMAN. *Second Edition.* Cr. 8vo. 6s.

TALLY-HO! *Fourth Edition.* Cr. 8vo. 6s.

Maxwell (W. B.), Author of 'The Ragged Messenger.' **VIVIEN.** *Ninth Edition.*

Cr. 8vo. 6s.
THE RAGGED MESSENGER. *Third Edition.* Cr. 8vo. 6s.

FABULOUS FANCIES. Cr. 8vo. 6s.

THE GUARDED FLAME. *Seventh Edition.* Cr. 8vo. 6s.

THE COUNTESS OF MAYBURY. *Fourth Edition.* Cr. 8vo. 6s.

ODD LENGTHS. *Second Ed.* Cr. 8vo. 6s.

Meade (L. T.). DRIFT. *Second Edition.* Cr. 8vo. 6s.

RESURGAM. Cr. 8vo. 6s.

VICTORY. Cr. 8vo. 6s.
See also Books for Boys and Girls.

Melton (R.). CÆSAR'S WIFE. *Second Edition.* Cr. 8vo. 6s.

Meredith (Ellis). HEART OF MY HEART. Cr. 8vo. 6s.

Miller (Esther). LIVING LIES. *Third Edition.* Cr. 8vo. 6s.

'Miss Molly' (The Author of). **THE GREAT RECONCILER.** Cr. 8vo. 6s.

Mitford (Bertram). THE SIGN OF THE SPIDER. Illustrated. *Sixth Edition.*

Cr. 8vo. 3s. 6d.
IN THE WHIRL OF THE RISING. *Third Edition.* Cr. 8vo. 6s.

THE RED DERELICT. *Second Edition.* Cr. 8vo. 6s.

Montresor (F. F.), Author of 'Into the Highways and Hedges.' **THE ALIEN.** *Third Edition.* Cr. 8vo. 6s.

Morrison (Arthur). TALES OF MEAN STREETS. *Seventh Edition.* Cr. 8vo. 6s.

A CHILD OF THE JAGO. *Fifth Edition.* Cr. 8vo. 6s.

CUNNING MURRELL. Cr. 8vo. 6s.

THE HOLE IN THE WALL. *Fourth Edition.* Cr. 8vo. 6s.

DIVERS VANITIES. Cr. 8vo. 6s.

Nesbit (E.). (Mrs. E. Bland). **THE RED HOUSE.** Illustrated. *Fourth Edition.*

Cr. 8vo. 6s.
See also Shilling Novels.

Norris (W. E.). HARRY AND URSULA. *Second Edition.* Cr. 8vo. 6s.

Ollivant (Alfred). OWD BOB, THE GREY DOG OF KENMUIR. *Tenth Edition.* Cr. 8vo. 6s.

Oppenheim (E. Phillips). MASTER OF MEN. *Fourth Edition.* Cr. 8vo. 6s.

Oxenham (John), Author of 'Barbe of Grand Bayou.' A WEAVER OF WEBS. *Second Edition.* Cr. 8vo. 6s.

THE GATE OF THE DESERT. *Fifth Edition.* Cr. 8vo. 6s.

PROFIT AND LOSS. With a Frontispiece in photogravure by HAROLD COPPING. *Fourth Edition.* Cr. 8vo. 6s.

THE LONG ROAD. With a Frontispiece by HAROLD COPPING. *Fourth Edition.* Cr. 8vo. 6s.

Pain (Barry). LINDLEY KAYS. *Third Edition.* Cr. 8vo. 6s.

Parker (Gilbert). PIERRE AND HIS PEOPLE. *Sixth Edition.* Cr. 8vo. 6s.

MRS. FALCHION. *Fifth Edition.* Cr. 8vo. 6s.

THE TRANSLATION OF A SAVAGE. *Third Edition.* Cr. 8vo. 6s.

THE TRAIL OF THE SWORD. Illustrated. *Ninth Edition.* Cr. 8vo. 6s.

WHEN VALMOND CAME TO PONTIAC: The Story of a Lost Napoleon. *Sixth Edition.* Cr. 8vo. 6s.

AN ADVENTURER OF THE NORTH. The Last Adventures of 'Pretty Pierre.' *Third Edition.* Cr. 8vo. 6s.

THE SEATS OF THE MIGHTY. Illustrated. *Fifteenth Edition.* Cr. 8vo. 6s.

THE BATTLE OF THE STRONG: a Romance of Two Kingdoms. Illustrated. *Sixth Edition.* Cr. 8vo. 6s.

THE POMP OF THE LAVIETTES. *Third Edition.* Cr. 8vo. 3s. 6d.

Pemberton (Max). THE FOOTSTEPS OF A THRONE. Illustrated. *Third Edition.* Cr. 8vo. 6s.

I CROWN THEE KING. With Illustrations by Frank Dadd and A. Forrestier. Cr. 8vo. 6s.

Phillpotts (Eden). LYING PROPHETS. *Third Edition.* Cr. 8vo. 6s.

CHILDREN OF THE MIST. *Fifth Edition.* Cr. 8vo. 6s.

THE HUMAN BOY. With a Frontispiece. *Fourth Edition.* Cr. 8vo. 6s.

SONS OF THE MORNING. *Second Edition.* Cr. 8vo. 6s.

THE RIVER. *Third Edition.* Cr. 8vo. 6s.

THE AMERICAN PRISONER. *Fourth Edition.* Cr. 8vo. 6s.

THE SECRET WOMAN. *Fourth Edition.* Cr. 8vo. 6s.

KNOCK AT A VENTURE. With a Frontispiece. *Third Edition.* Cr. 8vo. 6s.

THE PORTREEVE. *Fourth Ed.* Cr. 8vo. 6s.

THE POACHER'S WIFE. *Second Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Pickthall (Marmaduke). SAID THE FISHERMAN. *Sixth Ed.* Cr. 8vo. 6s.

BRENDLE. *Second Edition.* Cr. 8vo. 6s.

THE HOUSE OF ISLAM. *Third Edition.* Cr. 8vo. 6s.

'Q,' Author of 'Dead Man's Rock.' THE WHITE WOLF. *Second Ed.* Cr. 8vo. 6s.

THE MAYOR OF TROY. *Fourth Edition.* Cr. 8vo. 6s.

MERRY GARDEN AND OTHER STORIES. Cr. 8vo. 6s.

MAJOR VIGOUREUX. *Third Edition.* Cr. 8vo. 6s.

Rawson (Maud Stepney), Author of 'A Lady of the Regency,' 'The Labourer's Comedy,' etc. THE ENCHANTED GARDEN. *Fourth Edition.* Cr. 8vo. 6s.

Rhys (Grace). THE WOOING OF SHILLA. *Second Edition.* Cr. 8vo. 6s.

Ridge (W. Pett). LOST PROPERTY. *Second Edition.* Cr. 8vo. 6s.

ERB. *Second Edition.* Cr. 8vo. 6s.

A SON OF THE STATE. *Second Edition.* Cr. 8vo. 3s. 6d.

A BREAKER OF LAWS. *A New Edition.* Cr. 8vo. 3s. 6d.

MRS. GALER'S BUSINESS. Illustrated. *Second Edition.* Cr. 8vo. 6s.

SECRETARY TO BAYNE, M.P. Cr. 8vo. 3s. 6d.

THE WICKHAMSES. *Fourth Edition.* Cr. 8vo. 6s.

NAME OF GARLAND. *Third Edition.* Cr. 8vo. 6s.

Roberts (C. G. D.). THE HEART OF THE ANCIENT WOOD. Cr. 8vo. 3s. 6d.

Russell (W. Clark). MY DANISH SWEETHEART. Illustrated. *Fifth Edition.* Cr. 8vo. 6s.

HIS ISLAND PRINCESS. Illustrated. *Second Edition.* Cr. 6vo. 6s.

ABANDONED. *Second Edition.* Cr. 8vo. 6s.

See also Books for Boys and Girls.

Sergeant (Adeline). BARBARA'S MONEY. Cr. 8vo. 6s.

THE PROGRESS OF RACHAEL. Cr. 8vo. 6s.

THE MYSTERY OF THE MOAT. *Second Edition.* Cr. 8vo. 6s.

THE COMING OF THE RANDOLPHS. Cr. 8vo. 6s.

See also Shilling Novels.

Shannon (W.F.). THE MESS DECK. Cr. 8vo. 3s. 6d.

See also Shilling Novels.

Shelley (Bertha). ENDERBY. *Third Ed.* Cr. 8vo. 6s.

Sidgwick (Mrs. Alfred), Author of 'Cynthia's Way.' THE KINSMAN. With 8 Illustrations by C. E. Brock. *Third Ed.* Cr. 8vo. 6s.

Sonnichsen (Albert). DEEP-SEA VAGABONDS. Cr. 8vo. 6s.

Sunbury (George). THE HA'PENNY MILLIONAIRE. Cr. 8vo. 3s. 6d.

Urquhart (M.). A TRAGEDY IN COMMONPLACE. *Second Ed.* Cr. 8vo. 6s.

Waineman (Paul). THE SONG OF THE FOREST. Cr. 8vo. 6s.

THE BAY OF LILACS. *Second Edition.* Cr. 8vo. 6s.

See also Shilling Novels.

Waltz (E. C.). THE ANCIENT LAND MARK: A Kentucky Romance. Cr. 8vo. 6s.

Watson (H. B. Marriott). ALARUMS AND EXCURSIONS. *Cr. 8vo. 6s.*

CAPTAIN FORTUNE. *Third Edition. Cr. 8vo. 6s.*

TWISTED EGLANTINE. With 8 Illustrations by FRANK CRAIG. *Third Edition. Cr. 8vo. 6s.*

THE HIGH TOBY. With a Frontispiece. *Third Edition. Cr. 8vo. 6s.*

A MIDSUMMER DAY'S DREAM. *Third Edition. Crown 8vo. 6s.*

See also Shilling Novels.

Wells (H. G.). THE SEA LADY. *Cr. 8vo. 6s.*

Weyman (Stanley), Author of 'A Gentleman of France.' UNDER THE RED ROBE. With Illustrations by R. C. WOODVILLE. *Twenty-First Edition. Cr. 8vo. 6s.*

White (Stewart E.), Author of 'The Blazed Trail.' CONJUROR'S HOUSE. A Romance of the Free Trail. *Second Edition. Cr. 8vo. 6s.*

White (Percy). THE SYSTEM. *Third Edition. Cr. 8vo. 6s.*

Williams (Margery). THE BAR. *Cr. 8vo. 6s.*

Williamson (Mrs. C. N.), Author of 'The Barnstormers.' THE ADVENTURE OF PRINCESS SYLVIA. *Second Edition. Cr. 8vo. 6s.*

THE WOMAN WHO DARED. *Cr. 8vo. 6s.*

THE SEA COULD TELL. *Second Edition. Cr. 8vo. 6s.*

THE CASTLE OF THE SHADOWS. *Third Edition. Cr. 8vo. 6s.*

PAPA. *Cr. 8vo. 6s.*

Williamson (C. N. and A. M.). THE LIGHTNING CONDUCTOR: Being the Romance of a Motor Car. Illustrated. *Seventeenth Edition. Cr. 8vo. 6s.*

THE PRINCESS PASSES. Illustrated. *Ninth Edition. Cr. 8vo. 6s.*

MY FRIEND THE CHAUFFEUR. With 16 Illustrations. *Ninth Edit. Cr. 8vo. 6s.*

THE CAR OF DESTINY AND ITS ERRAND IN SPAIN. *Fourth Edition. Illustrated.*

LADY BETTY ACROSS THE WATER. *Ninth Edition. Cr. 8vo. 6s.*

THE BOTOR CHAPERON. *Fourth Ed. Cr. 8vo. 6s.*

Wyllarde (Dolf), Author of 'Uriah the Hittite.' THE PATHWAY OF THE PIONEER (Nous Autres). *Fourth Edition. Cr. 8vo. 6s.*

Methuen's Shilling Novels

Cr. 8vo. Cloth, 1s. net.

Author of 'Miss Molly.' THE GREAT RECONCILER.

Balfour (Andrew). VENGEANCE IS MINE. TO ARMS.

Baring-Gould (S.). MRS. CURGENVEN OF CURGENVEN.

DOMITIA.
THE FROBISHERS.
CHRIS OF ALL SORTS.
DARTMOOR IDYLLS.

Barlow (Jane), Author of 'Irish Idylls.' FROM THE EAST UNTO THE WEST.

A CREEL OF IRISH STORIES.
THE FOUNDING OF FORTUNES.
THE LAND OF THE SHAMROCK.

Barr (Robert). THE VICTORS.

Bartram (George). THIRTEEN EVENINGS.

Benson (E. F.), Author of 'Dodo.' THE CAPSINA.

Bowles (G. Stewart). A STRETCH OFF THE LAND.

Brooke (Emma). THE POET'S CHILD.

Bullock (Shan F.). THE BARRYS.

THE CHARMER.

THE SQUIREEN.

THE RED LEAGUERS.

Burton (J. Bloundelle). THE CLASH OF ARMS.

DENOUNCED.

FORTUNE'S MY FOE.

A BRANDED NAME.

Capes (Bernard). AT A WINTER'S FIRE.

Chesney (Weatherby). THE BAPTIST RING.

THE BRANDED PRINCE.

THE FOUNDERED GALLEON.

JOHN TOPP.

THE MYSTERY OF A BUNGALOW.

Clifford (Mrs. W. K.). A FLASH OF SUMMER.

Cobb, Thomas. A CHANGE OF FACE.

Collingwood (Harry). THE DOCTOR OF THE 'JULIET.'

Cornford (L. Cope). SONS OF ADVERSITY.

Cotterell (Constance). THE VIRGIN AND THE SCALES.

Crane (Stephen). WOUNDS IN THE RAIN.

Denny (C. E.). THE ROMANCE OF UPFOLD MANOR.

Dickinson (Evelyn). THE SIN OF ANGELS.

Dickson (Harris). THE BLACK WOLF'S BREED.

Duncan (Sara J.). THE POOL IN THE DESERT.

A VOYAGE OF CONSOLATION. Illustrated.

Embree (C. F.). A HEART OF FLAME. Illustrated.

Fenn (G. Manville). AN ELECTRIC SPARK.

A DOUBLE KNOT.

- Findlater (Jane H.).** A DAUGHTER OF STRIFE.
- Fitzstephen (G.).** MORE KIN THAN KIND.
- Fletcher (J. S.).** DAVID MARCH. LUCIAN THE DREAMER.
- Forrest (R. E.).** THE SWORD OF AZRAEL.
- Francis (M. E.).** MISS ERIN.
- Gallon (Tom).** RICKERBY'S FOLLY.
- Gerard (Dorothea).** THINGS THAT HAVE HAPPENED. THE CONQUEST OF LONDON. THE SUPREME CRIME.
- Gilchrist (R. Murray).** WILLOWBRAKE.
- Glanville (Ernest).** THE DESPATCH RIDER. THE KLOOF BRIDE. THE INCA'S TREASURE.
- Gordon (Julien).** MRS. CLYDE. WORLD'S PEOPLE.
- Goss (C. F.).** THE REDEMPTION OF DAVID CORSON.
- Gray (E. M'Queen).** MY STEWARD-SHIP.
- Hales (A. G.).** JAIR THE APOSTATE.
- Hamilton (Lord Ernest).** MARY HAMILTON.
- Harrison (Mrs. Burton).** A PRINCESS OF THE HILLS. Illustrated.
- Hooper (I.).** THE SINGER OF MARLY.
- Hough (Emerson).** THE MISSISSIPPI BUBBLE.
- 'Iota' (Mrs. Caffyn).** ANNE MAULERVERER.
- Jepson (Edgar).** THE KEEPERS OF THE PEOPLE.
- Keary (C. F.).** THE JOURNALIST.
- Kelly (Florence Finch).** WITH HOOPS OF STEEL.
- Langbridge (V.) and Bourne (C. H.).** THE VALLEY OF INHERITANCE.
- Linden (Annie).** A WOMAN OF SENTIMENT.
- Lorimer (Norma).** JOSIAH'S WIFE.
- Lush (Charles K.).** THE AUTOCRATS.
- Macdonell (Anne).** THE STORY OF TERESA.
- Macgrath (Harold).** THE PUPPET CROWN.
- Mackie (Pauline Bradford).** THE VOICE IN THE DESERT.
- Marsh (Richard).** THE SEEN AND THE UNSEEN. A METAMORPHOSIS. MARVELS AND MYSTERIES. BOTH SIDES OF THE VEIL.
- Mayall (J. W.).** THE CYNIC AND THE SYREN.
- Meade (L. T.).** RESURGAM.
- Monkhouse (Allan).** LOVE IN A LIFE.
- Moore (Arthur).** THE KNIGHT PUNCTILIOUS.
- Nesbit, E. (Mrs. Bland).** THE LITERARY SENSE.
- Norris (W. E.).** AN OCTAVE. MATTHEW AUSTIN. THE DESPOTIC LADY.
- Oliphant (Mrs.).** THE LADY'S WALK. SIR ROBERT'S FORTUNE. THE TWO MARY'S.
- Pendered (M. L.).** AN ENGLISHMAN.
- Penny (Mrs. Frank).** A MIXED MARAGE.
- Phillpotts (Eden).** THE STRIKING HOURS. FANCY FREE.
- Pryce (Richard).** TIME AND THE WOMAN.
- Randall (John).** AUNT BETHIA'S BUTTON.
- Raymond (Walter).** FORTUNE'S DARLING.
- Rayner (Olive Pratt).** ROSALBA.
- Rhys (Grace).** THE DIVERTED VILLAGE.
- Rickert (Edith).** OUT OF THE CYPRESS SWAMP.
- Roberton (M. H.).** A GALLANT QUAKER.
- Russell, (W. Clark).** ABANDONED.
- Saunders (Marshall).** ROSE À CHARLITTE.
- Sergeant (Adeline).** ACCUSED AND ACCUSER. BARBARA'S MONEY. THE ENTHUSIAST. A GREAT LADY. THE LOVE THAT OVERCAME. THE MASTER OF BEECHWOOD. UNDER SUSPICION. THE YELLOW DIAMOND. THE MYSTERY OF THE MOAT.
- Shannon (W. F.).** JIM TWELVES.
- Stephens (R. N.).** AN ENEMY OF THE KING.
- Strain (E. H.).** ELMSLIE'S DRAG NET.
- Stringer (Arthur).** THE SILVER POPPY.
- Stuart (Esmè).** CHRISTALLA. A WOMAN OF FORTY.
- Sutherland (Duchess of).** ONE HOUR AND THE NEXT.
- Swan (Annie).** LOVE GROWN COLD.
- Swift (Benjamin).** SORDON. SIREN CITY.
- Tanqueray (Mrs. B. M.).** THE ROYAL QUAKER.
- Thompson (Vance).** SPINNERS OF LIFE.
- Trafford-Taunton (Mrs. E. W.).** SILENT DOMINION.
- Upward (Allen).** ATHELSTANE FORD.
- Waineman (Paul).** A HEROINE FROM FINLAND. BY A FINNISH LAKE.
- Watson (H. B. Marriott).** THE SKIRTS OF HAPPY CHANCE.
- 'Zack.'** TALES OF DUNSTABLE WEIR.

Books for Boys and Girls

Illustrated. Crown 8vo. 3s. 6d.

- | | |
|---|--|
| THE GETTING WELL OF DOROTHY. By Mrs. W. K. Clifford. <i>Second Edition.</i> | SYD BELTON : Or, the Boy who would not go to Sea. By G. Manville Fenn. |
| ONLY A GUARD-ROOM DOG. By Edith E. Cuthell. | THE RED GRANGE. By Mrs. Molesworth. |
| THE DOCTOR OF THE JULIET. By Harry Collingwood. | A GIRL OF THE PEOPLE. By L. T. Meade. <i>Second Edition.</i> |
| LITTLE PETER. By Lucas Malet. <i>Second Edition.</i> | HEPSY GIPSY. By L. T. Meade. 2s. 6d. |
| MASTER ROCKAFELLAR'S VOYAGE. By W. Clark Russell. <i>Third Edition.</i> | THE HONOURABLE MISS. By L. T. Meade. <i>Second Edition.</i> |
| THE SECRET OF MADAME DE MONLUC. By the Author of "Mdlle. Mori." | THERE WAS ONCE A PRINCE. By Mrs. M. E. Mann. |
| | WHEN ARNOLD COMES HOME. By Mrs. M. E. Mann. |

The Novels of Alexandre Dumas

Price 6d. Double Volumes, 1s.

- | | |
|---|--|
| ACTÉ. | HÉLÈNE DE CHAVERNY. Being the first part of the Regent's Daughter. |
| THE ADVENTURES OF CAPTAIN PAMPHILE AMAURY. | LOUISE DE LA VALLIÈRE. Being the first part of THE VICOMTE DE BRAGELONNE. Double Volume. |
| THE BIRD OF FATE. | MAÎTRE ADAM. |
| THE BLACK TULIP. | THE MAN IN THE IRON MASK. Being the second part of THE VICOMTE DE BRAGELONNE. Double volume. |
| THE CASTLE OF EPPSTEIN. | THE MOUTH OF HELL. |
| CATHERINE BLUM. | NANON. Double volume. |
| CECILE. | PAULINE; PASCAL BRUNO; and BONTEKOE. |
| THE CHEVALIER D'HARMENTAL. Double volume. | PÈRE LA RUINE. |
| CHICOT THE JESTER. Being the first part of The Lady of Monsoreau. | THE PRINCE OF THIEVES. |
| CONSCIENCE. | THE REMINISCENCES OF ANTONY. |
| THE CONVICT'S SON. | ROBIN HOOD. |
| THE CORSICAN BROTHERS; and OTHO THE ARCHER. | THE SNOWBALL and SULTANETTA. |
| CROP-EARED JACQUOT. | SYLVANDIRE. |
| THE FENCING MASTER. | TALES OF THE SUPERNATURAL. |
| FERNANDE. | THE THREE MUSKETEERS. With a long Introduction by Andrew Lang. Double volume. |
| GABRIEL LAMBERT. | TWENTY YEARS AFTER. Double volume. |
| GEORGES. | THE WILD DUCK SHOOTER. |
| THE GREAT MASSACRE. Being the first part of Queen Margot. | THE WOLF-LEADER. |
| HENRI DE NAVARRE. Being the second part of Queen Margot. | |

Methuen's Sixpenny Books

- | | |
|---|---|
| Albanesi (E. M.). LOVE AND LOUISA. | THE MUTABLE MANY. |
| Austen (Jane). PRIDE AND PREJUDICE. | Benson (E. F.). DODO. |
| Bagot (Richard). A ROMAN MYSTERY. | Brontë (Charlotte). SHIRLEY. |
| Balfour (Andrew). BY STROKE OF SWORD. | Brownell (C. L.). THE HEART OF JAPAN. |
| Baring-Gould (S.). FURZE BLOOM. | Burton (J. Bloundelle). ACROSS THE SALT SEAS. |
| CHEAP JACK ZITA. | Caffyn (Mrs.), ('Iota'). ANNE MAULEVERER. |
| KITTY ALONE. | Capes (Bernard). THE LAKE OF WINE. |
| URITH. | Clifford (Mrs. W. K.). A FLASH OF SUMMER. |
| THE BROOM SQUIRE. | MRS. KEITH'S CRIME. |
| IN THE ROAR OF THE SEA. | Corbett (Julian). A BUSINESS IN GREAT WATERS. |
| NOEMI. | Croker (Mrs. B. M.). PEGGY OF THE BARTONS. |
| A BOOK OF FAIRY TALES. Illustrated. | A STATE SECRET. |
| LITTLE TUPPENNY. | |
| THE FROBISHERS. | |
| WINEFRED. | |
| Barr (Robert). JENNIE BAXTER, JOURNALIST. | |
| IN THE MIDST OF ALARMS. | |
| THE COUNTESS TEKLA. | |

- ANGEL.
JOHANNA.
Dante (Alighieri). THE VISION OF DANTE (Cary).
Doyle (A. Conan). ROUND THE RED LAMP.
Duncan (Sara Jeannette). A VOYAGE OF CONSOLATION.
THOSE DELIGHTFUL AMERICANS.
Eliot (George). THE MILL ON THE FLOSS.
Findlater (Jane H.). THE GREEN GRAVES OF BALGOWRIE.
Gallon (Tom). RICKERBY'S FOLLY.
Gaskell (Mrs.). CRANFORD.
MARY BARTON.
NORTH AND SOUTH.
Gerard (Dorothea). HOLY MATRIMONY.
THE CONQUEST OF LONDON.
MADE OF MONEY.
Gissing (George). THE TOWN TRAVELLER.
THE CROWN OF LIFE.
Glanville (Ernest). THE INCA'S TREASURE.
THE KLOOF BRIDE.
Gleig (Charles). BUNTER'S CRUISE.
Grimm (The Brothers). GRIMM'S FAIRY TALES. Illustrated.
Hope (Anthony). A MAN OF MARK.
A CHANGE OF AIR.
THE CHRONICLES OF COUNT ANTONIO.
PHROSO.
THE DOLLY DIALOGUES.
Hornung (E. W.). DEAD MEN TELL NO TALES.
Ingraham (J. H.). THE THRONE OF DAVID.
Le Queux (W.). THE HUNCHBACK OF WESTMINSTER.
Levett-Yeats (S. K.). THE TRAITOR'S WAY.
Linton (E. Lynn). THE TRUE HISTORY OF JOSHUA DAVIDSON.
Lyall (Edna). DERRICK VAUGHAN.
Malet (Lucas). THE CARISSIMA.
A COUNSEL OF PERFECTION.
Mann (Mrs. M. E.). MRS. PETER HOWARD.
A LOST ESTATE.
THE CEDAR STAR.
ONE ANOTHER'S BURDENS.
Marchmont (A. W.). MISER HOADLEY'S SECRET.
A MOMENT'S ERROR.
Marryat (Captain). PETER SIMPLE.
JACOB FAITHFUL.
Marsh (Richard). THE TWICKENHAM PEERAGE.
THE GODDESS.
- THE JOSS.
A METAMORPHOSIS.
Mason (A. E. W.). CLEMENTINA.
Mathers (Helen). HONEY.
GRIFF OF GRIFFITHSCOURT.
SAM'S SWEETHEART.
Meade (Mrs. L. T.). DRIFT.
Mitford (Bertram). THE SIGN OF THE SPIDER.
Montresor (F. F.). THE ALIEN.
Morrison (Arthur). THE HOLE IN THE WALL.
Nesbit (E.). THE RED HOUSE.
Norris (W. E.). HIS GRACE.
GILES INGILBY.
THE CREDIT OF THE COUNTY.
LORD LEONARD.
MATTHEW AUSTIN.
CLARISSA FURIOSA.
Oliphant (Mrs.). THE LADY'S WALK.
SIR ROBERT'S FORTUNE.
THE PRODIGALS.
Oppenheim (E. Phillips). MASTER OF MEN.
Parker (Gilbert). THE POMP OF THE LAVIETTES.
WHEN VALMOND CAME TO PONTIAC.
THE TRAIL OF THE SWORD.
Pemberton (Max). THE FOOTSTEPS OF A THRONE.
I CROWN THEE KING.
Phillipotts (Eden). THE HUMAN BOY.
CHILDREN OF THE MIST.
'Q.' THE WHITE WOLF.
Ridge (W. Pett). A SON OF THE STATE.
LOST PROPERTY.
GEORGE AND THE GENERAL.
Russell (W. Clark). A MARRIAGE AT SEA.
ABANDONED.
MY DANISH SWEETHEART.
HIS ISLAND PRINCESS.
Sergeant (Adeline). THE MASTER OF BEECHWOOD.
BARBARA'S MONEY.
THE YELLOW DIAMOND.
THE LOVE THAT OVERCAME.
Surtees (R. S.). HANDLEY CROSS.
Illustrated.
MR. SPONGE'S SPORTING TOUR.
Illustrated.
ASK MAMMA. Illustrated.
Walford (Mrs. L. B.). MR. SMITH.
COUSINS.
THE BABY'S GRANDMOTHER.
Wallace (General Lew). BEN-HUR.
THE FAIR GOD.
Watson (H. B. Marriot). THE ADVENTURERS.
Weekes (A. B.). PRISONERS OF WAR.
White (Percy). A PASSIONATE PILGRIM.

Wellcome Library



