# Science of hygiene: a text-book of laboratory practice for public heatlh students / by Walter C.C. Pakes.

#### **Contributors**

Pakes, Walter C. C.

#### **Publication/Creation**

London: Methuen, [1912]

#### **Persistent URL**

https://wellcomecollection.org/works/t7ezuf8f

#### License and attribution

The copyright of this item has not been evaluated. Please refer to the original publisher/creator of this item for more information. 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.

See rightsstatements.org for more information.



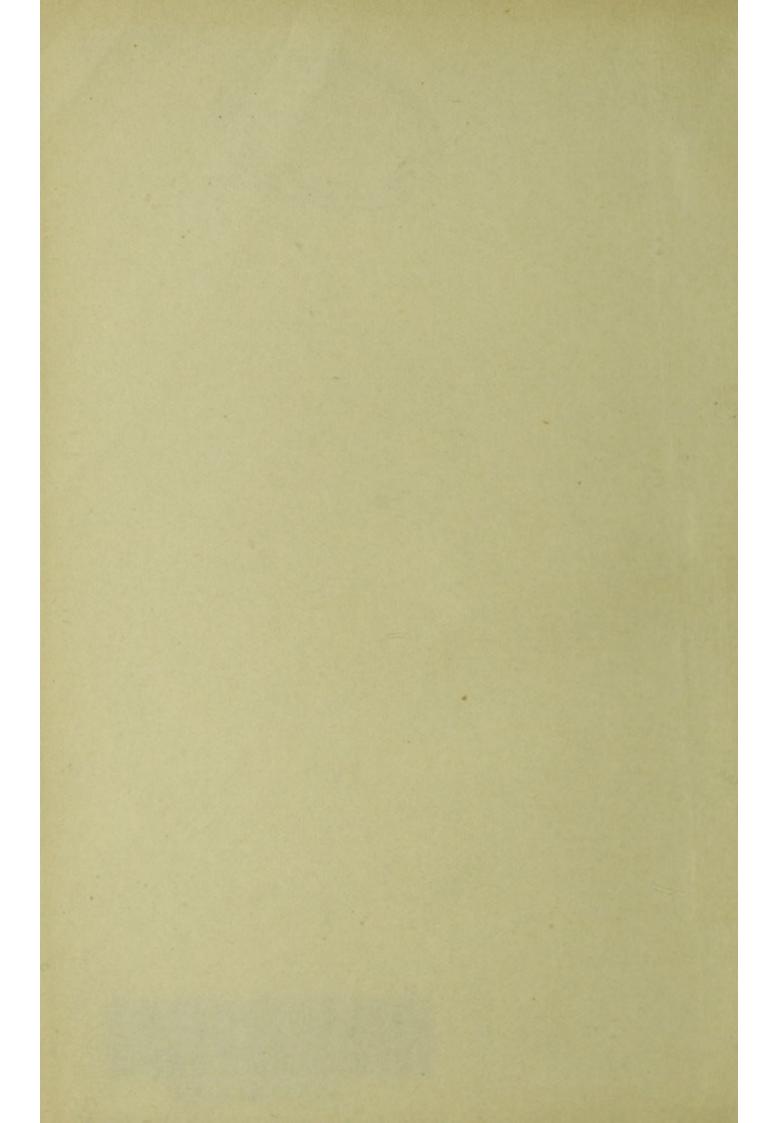
Wellcome Collection 183 Euston Road London NW1 2BE UK T +44 (0)20 7611 8722 E library@wellcomecollection.org https://wellcomecollection.org THE SCIENCE OF
HYGIENE
W.C.C.PAKES & A.T.NANKIVELL



22101840736

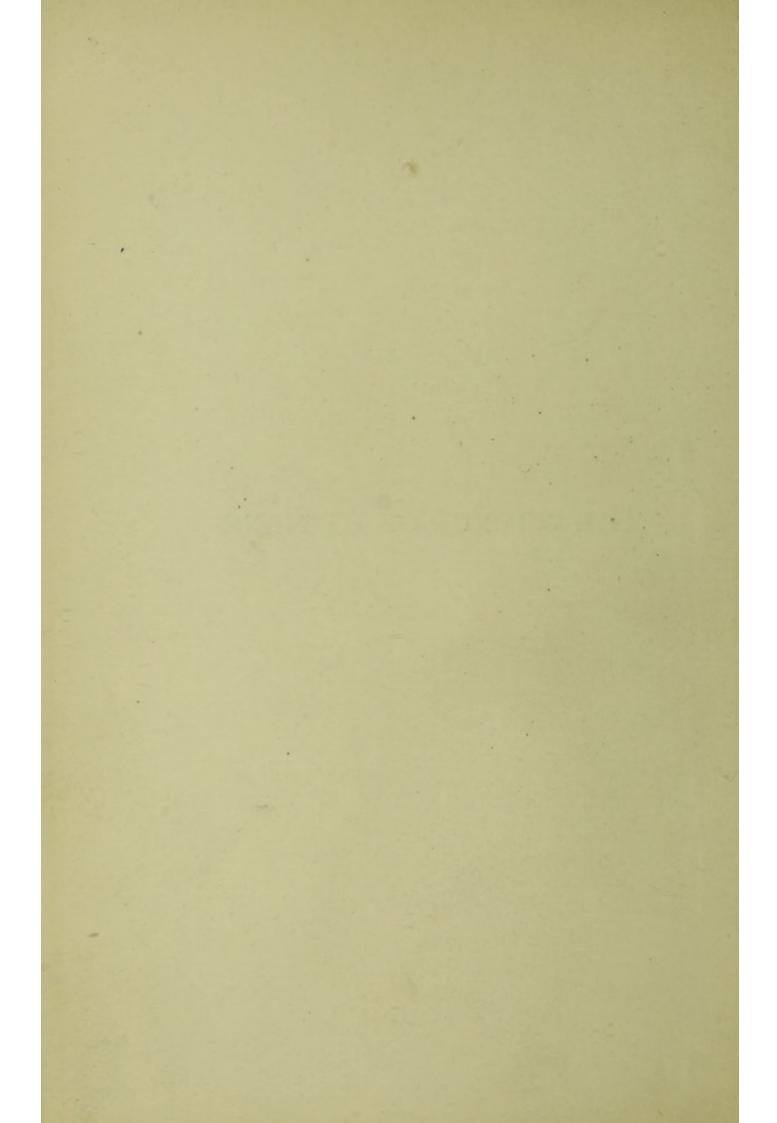
Med K23717







# THE SCIENCE OF HYGIENE



# THE SCIENCE OF HYGIENE

A TEXT-BOOK OF LABORATORY PRACTICE OF THE FOR PUBLIC HEALTH STUDENTS

BY

# WALTER C. C. PAKES

D.P.H. (CAMB.), F.I.C.

LATE DEMONSTRATOR OF SANITARY SCIENCE AND BACTERIOLOGIST TO GUY'S HOSPITAL, ETC. ETC.

# NEW EDITION REVISED BY A. T. NANKIVELL

M.D. (STATE MEDICINE), B.S. LOND., D.P.H. (CAMB.), ETC.

DEMONSTRATOR OF PUBLIC HEALTH, KING'S COLLEGE,

UNIVERSITY OF LONDON



First Published (Demy 8vo) . . . October 1900 Second Edition, Revised (Crown 8vo) . March 1912

16217976

LIBRARY
welMOmec
WA



# PREFACE TO THE REVISED EDITION

THIS book is intended for the use of students who are working for a diploma in public health; and it is hoped that they will find it useful not only before their examinations, but afterwards, should they happen to work again in public health laboratories.

When I was working for my D.P.H. I found the first edition of Dr. Pakes' book more valuable than any other text-books on laboratory work: the arrangement of the subject matter was simple and concise, there was no unnecessary overlapping, and what the Author had to say he said plainly and directly. I have tried, in this new edition, to attain the same standard of excellence.

All the practical laboratory work, apart from bacteriological methods, required by D.P.H. students, is included in this volume; and no effort has been spared to make the book complete. Many modern text-books have been consulted; but nothing has been merely transferred from these.

The first edition of this book contained chapters on physics, bacteriology, and vital statistics. It was felt, however, that such subjects were better treated in other, and necessarily larger, books; and that much of these sciences could hardly be considered as laboratory work. For these reasons, no part of this volume is devoted to these subjects.

On the other hand, many additions have been made, and much of the text has been re-written.

The illustrations in this volume, which appeared also in the first edition, are the admirable work of Dr. T. G. Stevens.

My thanks are especially due to Dr. A. J. Malcolm, my fellowdemonstrator in the Public Health Laboratories of King's College, for his help and suggestions.

A. T. N.

KING'S COLLEGE
UNIVERSITY OF LONDON



# **CONTENTS**

				PAGE
WATER ANALYSIS	1			I
INTERPRETATION OF	RESULTS	1.		35
STANDARD SOLUTIONS				59
MILK ANALYSIS .				65
BUTTER ANALYSIS				75
FLOUR ANALYSIS				83
BREAD ANALYSIS				85
COFFEE ANALYSIS				87
SPIRITS ANALYSIS				89
WINES ANALYSIS				91
BEER ANALYSIS				92
VINEGAR ANALYSIS				93
Analysis of Air				95
Analysis of Soil				106
DISINFECTANTS .				111
MICROSCOPY .				116
MEAT INSPECTION	. 3			146
APPENDIX .				159
INDEX				162

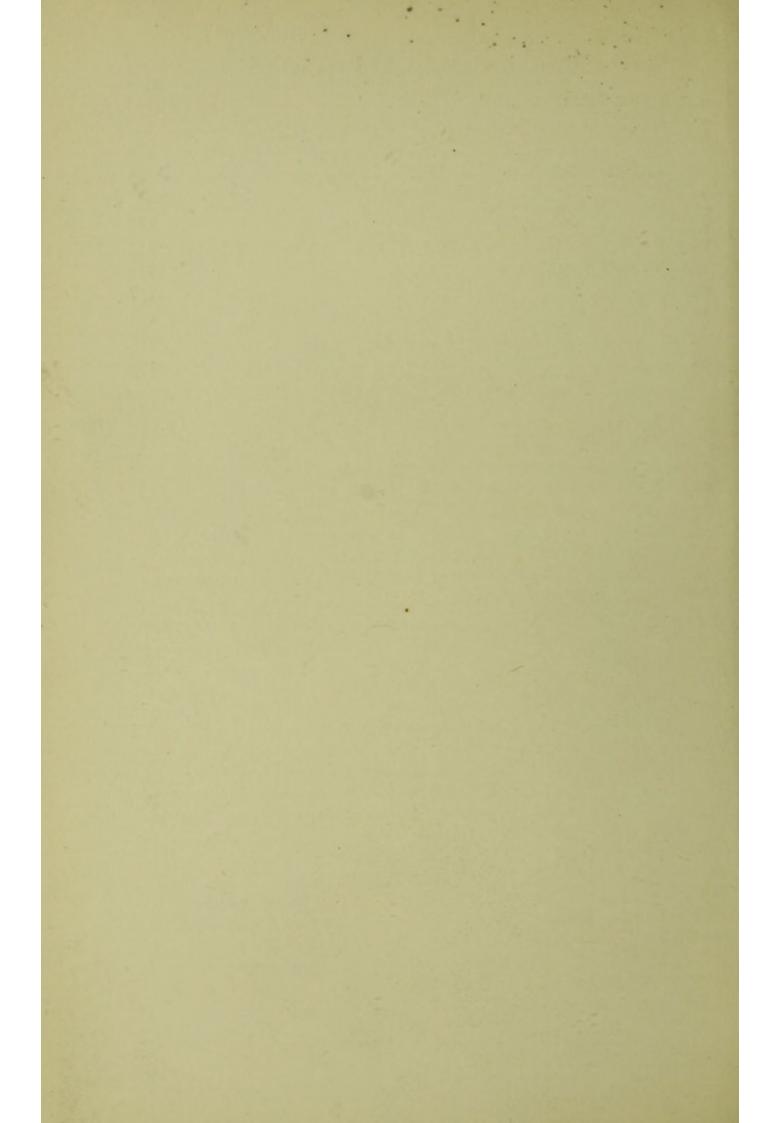


# LIST OF ILLUSTRATIONS

FIG.							PAGE
I.	HEMPEL'S BULB						96
2.	WHEAT STARCH						118
3.	BARLEY ,,						118
4.	RYE ,,		*.				118
5.	POTATO ,,						119
6.	ARROWROOT,,						119
7.	PEA ,,						119
8.	BEAN ,,						119
9.	MAIZE ,,					-	119
10.	RICE ,,						120
II.	Оат ,,				-		120
12.	SAGO ,,				13		121
13.	TAPIOCA ,,		-				121
14.	CALANDRA GRANAR	IA					121
15.	ACARUS FARINÆ						121
16.	BRUCHUS PISI						122
17.	TYLENCHUS TRITICI			. 1.			122
18.	PENICILLIUM GLAUG	CUM					123
19.	ASPERGILLUS						124
20.	MUCOR .						124
21.	PERONOSPORON			1			125
22.	PUCCINIA .						125
23.	USTILAGO SEGETUM					1.14	126
24.	TILLETIA CARIES						126
25.	,, ,,						126
26.	CLAVICEPS PURPURE	EA					127
27.	"		-	. /			127
28.	BUTTER .						128
29.	MARGARINE						128
30.	COFFEE .	-					129

x	THE	SCIENCE	OF HYC	HENE			
FIG.	Courses					F	PAGE
31.	CHICORY .						129
32.	,, ·				•		129
33.	TEA .						130
34.							130
35.	Cocoa .						131
36.	COTTON .						133
37.	LINEN .				•		133
38.	JUTE .					*	134
39.	Немр .		•				134
40.	Wood .						135
41.	Wool .						135
42.	SILK .						136
43.	PULEX IRRITANS						137
44.	PULEX PENETRA	INS .					137
45.	CIMEX .						138
46.	PEDICULUS CAP						138
47.	PEDICULUS VEST						139
48.	PEDICULUS PUB	is .					139
49.	ACARUS SCABEI						140
50.	IXODES RICINU	s .					141
51.	DIATOMS .						142
52.	DESMIDS .						142
53.	VORTICELLA						142
54.	EUGLENA VIRII	ois .					142
55.	SPIROGEIRA.						142
56.	BEGGIATOA .						143
57-	Volvox .						143
58.	ULOTHRIX .						143
59.	HUMAN HAIR						143
60.	Dog's HAIR						143
61.	Cow's HAIR						144
62.	RABBIT'S HAIR						144
63.	Амсева .						144
64.	PARAMŒCIUM						144
65.	DAPHNIA .						144
66.	OVA OF WORMS	s .					145
67.	TRICHINA SPIR	ALIS .					151
68.	,, ,,						151

		LIST	OF	ILLUS	TRAT	IONS		xi
FIG.								PAGE
69.	TÆNIA M	IEDIOCANE	LLATA					153
70.	,, .	,,	4-					153
71.	,,	,,						153
72.	BOTHRIO	CEPHALUS	LATUS					154
73.	,	,	,,					155
74-	. ,	,	,,					155
75.	,	,	,,					155
76.	DISTOMA	HEPATIC	JM					158
77-	,,	,,						158
78.	,,	,,						158
79.	,,	,,						158
80.	,,	,,						158



# THE SCIENCE OF HYGIENE

#### WATER ANALYSIS

#### COLLECTION OF SAMPLES

In collecting samples of water for chemical analysis, attention should be paid to two points: first, to the cleanliness of the vessel in which the water is to be collected; and, secondly, to the actual sample itself. With regard to the first, a glassstoppered Winchester quart bottle is by far the best for a collecting vessel: this bottle should be thoroughly cleansed. should be well rinsed with strong sulphuric acid, subsequently with distilled water until all trace of acid has disappeared, and finally with ammonia-free water. The stopper should be replaced and tied down but not sealed. In actually collecting the samples the bottle should first be filled with the water to be collected and emptied, and this should be done a second time. After this a true sample should be allowed to run in the bottle if collected from a tap, or the bottle should be sunk into the water so that the mouth is about two inches below the surface if collected from a reservoir or river. The water should not fill the bottle, but should come just above the shoulder. In sending the water to a laboratory for examination, it is convenient, after having replaced the glass stopper and tied it down, to place the bottle in the well-known baskets made for that purpose.

With regard to the second point, the actual collection of the sample, it should be borne in mind that the sample should really be one to test the potentiality for evil of the water in question. For instance, if the water is suspected of containing lead, it would be obviously unfair to send for analysis the water which has been standing for some hours in lead pipes, since the consumers do not drink this water as a matter of common practice.

In other words, in order to collect a water sample for examination, that sample should be such as is ordinarily consumed.

If the water be one from a reservoir or tank, it should be collected as it is flowing from such reservoir or tank into the mains.

In the case of a well water the same would hold, that is to say, the pipe should not be emptied of the water if this is not done

as a matter of ordinary practice.

It sometimes happens that owing either to a leaden or leaky pipe, the water from a well may be quite good as it comes from the well, but bad as it is delivered. In this case it may be necessary to examine samples of the water collected from both ends of the pipe. Again, the tap is sometimes contaminated, and it may be necessary to clean that thoroughly before collecting the

samples.

In the case of a river it is obvious that the water may be taken from either above or below any sources of contamination or pollution that may flow into the river. If therefore we wish to analyse such a water, it must be taken into consideration whence the water from the river is usually removed for drinking purposes. For example, if the intake of a company is at a certain point in the river the sample should be collected at a point as near the actual intake as possible.

The water should be examined as soon after collection as possible, as there is no doubt that changes do occur after a lapse of a short time only, in the water kept even in a well-stoppered bottle.

This is especially the case with unstable waters, such as sewage effluents, or superficial wells liable to pollution. If the water therefore has to be transmitted a considerable distance it is advisable, wherever possible, to surround the Winchester quart with ice. By doing so the changes in the water are retarded, and the water as analysed is practically the water as collected.

The bottle should have a label attached to it. The label

should bear the following particulars:-

I. The name and address of sender.

2. The date of collection of the sample.

3. Source of water (river, well, etc.).

If the water is from a well, further details should be added to the above:

I. The Depth of the well.

2. The nature of the Geological formation from which the water is obtained.

3. Proximity to Sea or Tidal River.

4. Proximity of Drains, Cess-pools, Manured Lands, or collec-

tions of decaying organic matter.

5. Any other details which may seem to bear upon the purity of the sample.

#### WATER REPORT

A chemical water report should contain a statement of the salts and organic material present in the water. These figures, while they afford evidence as to possible pollution, either recent or remote, enable us to judge of the general fitness of the water

for drinking or domestic purposes.

A considerable amount of confusion has been caused by the fact that different analysts return their results in different forms. It will be understood that the amount of these materials must, in a sample of water, be extremely small. In order therefore to state the results without necessitating the use of fractions of a milligram, it is usual to express results as parts per 100,000, per 1,000,000, per 100,000,000, or in grains per gallon. It may be stated that there are advantages in each of these methods. In England a fairly large number of analysts still return their results in grains per gallon. On the Continent, however, it is universally the case that they are reported either in parts per 100,000 or in parts per 1,000,000. It will be seen therefore that reports expressed in parts per 100,000 can be compared with the Continental reports without previously converting.

It is sometimes the custom to express the ammonia in parts per 1,000,000 or in parts per 100,000,000, while the rest of the report is expressed in parts per 100,000. This method is adopted in order that the ammonia should be returned in units and not in decimals, but the disadvantage of having two forms of return in the same report would appear to be greater than that of having the ammonia expressed in decimals. If one accustoms oneself to the quantities expressed in parts per 100,000, it is merely a matter of remembering that 0.005 is the limit instead of 5. In the following pages, therefore, the results will all be

tabulated in parts per 100,000.

When a report is expressed in grains per gallon and it is necessary to convert these figures into parts per 100,000, it is obviously only necessary to multiply these results by  $\frac{10}{7}$ . If, on the other hand, we require to convert parts per 100,000 into

grains per gallon, it is necessary only to multiply by 0.7. The reasons for this, of course, are that there are 100,000 grammes in 100,000 c.c. and 70,000 grains in a gallon.

#### PHYSICAL CHARACTERS

Before proceeding to the analysis of the water by the various chemical methods which are adopted, it is generally necessary to make some preliminary observations on the physical characters of

the sample.

1. Turbidity. Waters vary somewhat in the amount of turbidity they show, although as a rule the best waters are perfectly clear. It is of course possible that a perfectly safe drinking water might have been rendered turbid through the shaking up with it of some mineral matter, but, speaking generally, a water that shows any marked turbidity will prove, upon further examination, to be unfit for drinking purposes. One expresses the degrees of turbidity as "clear," "slightly turbid," or "very turbid," the last applying more especially to sewage or sewage effluents.

2. The next point to be considered is the colour.

In order to determine the colour it is necessary first of all to allow any sediment to deposit. The clear supernatant water is then poured into what is known as a two-foot tube. This consists of a glass cylinder, at each end of which a piece of plate glass is screwed. When the water is poured in, the plate which has been removed in order to allow of this should be screwed down, and the whole apparatus carefully wiped. The eye should then be placed at one end, and at the other a white porcelain slip or piece of paper. Good waters are generally slightly blue when seen through this tube; if there is any yellowish or brownish colour, there will be some suspicion of sewage contamination unless the water happens to have been collected from a peaty soil. Occasionally the water possesses a decidedly green colour owing to the presence of the green algæ, which are of course, in themselves, harmless.

3. Taste. This is by no means a valuable test; the pleasant taste of a water is generally due to the solution of gases, and even the best of waters when not aerated are insipid. When it is remembered that a smaller quantity of sodium chloride than 75 grains to the gallon or 100 grammes to the 100,000 cannot be

tasted, it will be seen of what little worth the taste is. Some algae, however, when they decompose liberate volatile oils, of which even a trace may cause a water to taste and smell unpleasantly. Such algae are found chiefly in reservoirs and filter beds: their decomposition products, although they make the water objectionable, do not seem to make it, in any way, dangerous to health.

4. Smell. A good drinking water should, of course, be absolutely inodorous. If there is a marked degree of contamination, or the water has been collected from a peaty soil or from the neighbourhood of some dye or chemical works, it is possible that the water may possess some odour. It by no means follows, however, that a water which is so contaminated as to be utterly unfit to drink possesses any odour at all.

In order to detect the odour, the most convenient method is to place about 250 c.c. in a glass-stoppered bottle, which is then placed in a water bath or oven at about 30° C. for a few minutes. The stopper should then be removed and the nose applied to the bottle at once. This is necessary, since the odour is extremely

evanescent.

5. As has been before stated, a palatable water is **well** aerated. In order to test this properly it is generally only necessary to pour some of the water into an open beaker, and notice the evolution of small bubbles of gas. This test is of no value as regards the fitness of the water for drinking purposes,

but is merely evidence of its palatability.

6. Reaction. The reaction of most drinking waters is alkaline. Occasionally a drinking water is found to be acid, and is then held not to be suitable for a water-supply because of the facility with which it takes up lead. This has been found to be the great objection to the Yorkshire moor supply for Sheffield, etc. Such a water derived from peaty soil contains humic and ulmic acids. The alkalinity or acidity of a water in itself is no criterion of the pollution of the water by sewage, since most waters which are highly contaminated by sewage still retain their alkalinity. The waters drawn from the neighbourhood of dye or chemical works are sometimes acid, but other criteria of their unsuitability for drinking purposes will be found on further analysis.

7. The Sediment. As has been before stated, a good water should contain no sediment, but the mere presence of a slight sediment will not necessarily condemn the water. The sediment may consist either wholly of mineral matter, or of vegetable

matter, or of both. Its nature is generally discovered by microscopical examination, and will be treated under that head.

#### TOTAL SOLIDS

# Apparatus required

1. A platinum dish.

2. A flask graduated at 200 c.c.

3. A water bath.
4. A water oven.

5. A desiccating chamber.

6. A balance which will turn to  $\frac{1}{5}$  of a milligram.

#### The Process

In a clear water with no sediment it is obvious that the solids will be those in solution. In turbid waters the total solids may be either those in solution plus those in suspension, or those in solution alone. Most analysts determine the total solids in solution; if, therefore, the water is turbid, it must be allowed to sediment, or must be filtered before proceeding with the determination.

1. 200 c.c. of the clear water should be measured out into the graduated flask.

2. The platinum dish should be thoroughly well cleansed with HCl, and subsequently with distilled water; then heated in the Bunsen flame and placed in the desiccator over H<sub>2</sub>SO<sub>4</sub> until it is cold. It must then be weighed, and a note of its weight taken.

3. Into the dish as much of the 200 c.c. as it will conveniently hold is poured. The dish is then placed over a water bath and covered with an inverted funnel in order to protect the contents from the dust. From time to time more water is added until the whole of the 200 c.c. has been evaporated to dryness.

4. The dish with the evaporated contents is now removed from the water bath and placed in the water oven and kept at 100° C. for from 20 minutes to half an hour.

5. Now remove the dish from the oven and place it in the desiccator over H<sub>2</sub>SO<sub>4</sub> until it is cool.

6. Now weigh it carefully two or three times, replacing it in the desiccator for 5 or 10 minutes between each weighing.

Instead of heating the dish in the water oven at 100° C. some analysts heat it in an air oven at 120° C. This latter method ensures the disappearance of the water of crystallization from any of the salts which may be present with their water of crystallization in the residue evaporated at 100° C.

#### EXAMPLE

Weight	dish residue of	200	c.c. of v	vater +	dish.	29.7834
	residue solids per		000 = 0·	2196×	500 =	0·2196 109·800

#### Notes

If it is necessary to determine the total solids in a short time, a less quantity of water than 200 c.c. may be taken; but as the residue is sometimes only very small the error of experiment must necessarily be greater. In a sample of water which is known to be very hard, or to be very saline, 100 c.c. will be ample.

#### LOSS ON IGNITION

After the total solids have been ascertained, the platinum dish containing the residue is heated over the flame of a Bunsen burner to a white heat for some time, allowed to cool and reweighed. The loss in weight is then recorded as Loss on Ignition.

Whilst the solids are being ignited, blackening will take place if much organic matter is present, and this fact should be noted.

The loss on ignition represents to a large extent the organic matter present, since the ignition causes this to be oxidized, and CO<sub>2</sub> and H<sub>2</sub>O to be given off. It is not, however, altogether a measure of the amount of organic matter, since the water of crystallization and the ammonium salts are also driven off.

#### EXAMPLE

Weight of dish + total solids . . 30.0030 grammes , + total solids (after ignition) 29.9939 ,,

Loss on ignition (200 c.c.) . . . 0.0091 gramme . . Loss on ignition per 100,000 = 4.55 grammes.

#### ESTIMATION OF CHLORIDES

#### Apparatus, etc., required

- 1. A white porcelain evaporating dish.
- 2. A small glass stirring rod.
- 3. A 50 c.c. pipette.
- 4. A burette graduated in o'1 c.c.
- 5. Potassium chromate solution.
- 6. Standard silver nitrate solution.

# The Process

- 1. Fill the burette with the standard silver solution.
- 2. Measure 50 c.c. of the water to be examined in the graduated pipette and run it into the white evaporating dish.
- 3. Add one or two drops of the solution of K<sub>2</sub>CrO<sub>4</sub> to the water and stir.
- 4. Allow the silver solution to run into the water drop by drop until the evanescent brown colour remains.
- 5. Read off the height of the solution in the burette and note it.

# Explanation of the Process

When a solution of silver nitrate is added to an alkaline solution of a chromate a reddish brown precipitate of silver chromate is formed. If, however, any chloride is present, the silver will combine with this chloride before it combines with the chromate. The interactions taking place are expressed by the following equations:—

$$\begin{aligned} &\operatorname{NaCl} + \operatorname{AgNO}_3 = \operatorname{NaNO}_3 + \operatorname{AgCl} \\ &\operatorname{K}_2\operatorname{CrO}_4 + 2\operatorname{AgNO}_3 = 2\operatorname{KNO}_3 + \operatorname{Ag}_2\operatorname{CrO}_4 \end{aligned}$$

When, therefore, the permanent brown precipitate is formed, all the chloride will have combined with the silver, and the amount of the silver used at this juncture will be a measure of the chlorides present in the water.

#### EXAMPLE

1st read	ding	of burette		6.6	c.c.
2nd	,,	,,		8.9	,,
Amoun	t of	silver used		2'3	,,

Now I c.c. of silver nitrate solution = I milligram of chlorine

But this quantity was present in 50 c.c. of the water in 100 c.c. there will be 4.6 milligrams of chlorine

i.e. there will be 4.6 parts of chlorine in 100,000 parts of water.

The quantity of chlorine is frequently expressed in terms of NaCl as well as in terms of Cl itself. In order to express the Cl in terms of NaCl it is only necessary to multiply the weight of Cl

by  $\frac{58.5}{35.5}$ . In our example we found that 4.6 parts of Cl were present. Expressed as NaCl this will be 1.648 × 4.6 = 7.5 parts.

Our report should read :-

Chlorine . . . 4.6 parts per 100,000 Expressed in NaCl . . . . . . . . . . . , ,

#### Notes

The estimation should always be repeated. If we know when to expect the "end point," we are able to estimate more easily

the exact point when the colour changes.

Before filling the burette it must be scrupulously clean. A new burette should be washed out with strong sulphuric acid and subsequently with distilled water until all traces of the acid have disappeared. After it is clean, a few c.c. of the solution should be poured in and (holding it horizontally) allowed to run over the whole of the surface. The burette must be emptied and filled with the solution. A few drops must now be allowed to run out, in order to fill the nozzle, and any drop which hangs on the nozzle must be removed. The height of the fluid in the burette must be carefully read and noted. In the case of colourless fluids it is customary to read off the division of the scale which corresponds to the bottom of the meniscus. In the case of indigo, however, it is convenient to read off the division of the scale which corresponds to the top of the meniscus.

# TOTAL HARDNESS

# Apparatus, etc., required

1. A small glass-stoppered bottle (about 125 c.c. capacity).

2. A burette graduated in tenths of a c.c.

3. An Erlenmeyer flask.

4. A 50 c.c. pipette.

5. A 100 c.c. measure graduated in c.c.

6. Standard soap solution.

#### The Process

1. Fill the burette with the standard soap solution, and read off the height.

2. Measure 50 c.c. of recently boiled distilled water into the

bottle.

3. Add o'5 c.c. of soap, replace the stopper, and shake the bottle well. Add more soap, a few drops at a time, until a permanent lather is formed after brisk shaking.

4. Read off the height of the soap in the burette.

The difference between the two readings will be the amount

of soap required to form a lather with perfectly soft water.

(*Note.*—It is well for a beginner to do this several times before he begins to try to determine the hardness, so as to familiarize himself with the appearance of a permanent lather, and in order that he may find for himself the amount of soap which must subsequently be deducted from that used to form a lather with the water under examination.)

After having done this, proceed to the examination of the water.

1. By means of the 50 c.c. pipette, run 50 c.c. of the water into the bottle.

2. Add I c.c. or less of the standard soap at a time to the water and shake well. When a certain amount of the soap has been added, the lather, which is at first very transient, begins to remain for a short time. When this point has been reached, the soap must be added only a few drops at

a time, in order not to overshoot the mark.

3. When sufficient soap has been added the bubbles on the surface of the water will break very slowly; the bottle should then be laid on its side for five minutes. If at the end of this time the lather is still present, even if it is diminished in thickness, the estimation is done, and it only remains to read off the height of the soap in the burette, and deduct from it the height observed before beginning the estimation. The difference will be the amount of soap required, and from this is calculated the hardness.

# Explanation

A soap is a salt, the base of which is a metal and the acid one of the fatty acids. Some of these salts, as those of sodium and potassium, are soluble in water, and when rubbed up with or

shaken up in water cause a lather. Others, such as those of calcium and magnesium, are insoluble in water, and therefore are precipitated; being precipitated, they are incapable of forming a lather. If a soluble calcium salt is present in water and a solution of a sodium soap is added, the insoluble calcium soap is formed.

The cause of hardness in water is the presence in it of soluble salts of calcium and magnesium. So long as either of these salts exists unprecipitated in the water, it will be impossible to form a lather. Directly they have been precipitated only a slight addition of soap is required to form a lather. The amount of soap required to form a lather is therefore the measure of the amount of the salts of calcium and magnesium present in the water.

#### EXAMPLE

It was found that it took o.8 c.c. of the soap solution to form a lather with 50 c.c. of distilled water.

The sample of water to be examined took 7.6 c.c. of soap to form a lather with 50 c.c.

Soap solution required to precipitate Ca and Mg salts = 6.8 c.c. But 1 c.c. of the Standard soap solution = 1 milligram of CaCO<sub>2</sub>.

:. 50 c.c. of the water contain 6.8 milligrams of Ca and Mg (expressed as CaCO<sub>3</sub>).

:. 100 c.c. of the water contain 13.6 milligrams.

In other words, the sample has a hardness of 13.6 parts per 100,000.

#### Notes

It will have been noticed that the hardness is expressed in terms of CaCO<sub>3</sub>, whether it is due to calcium or magnesium. This is merely for convenience, so that one need only have one standard solution. As a matter of fact, more soap is required to form a lather with a certain amount of magnesium than is required for an equivalent quantity of calcium.

The soap solution does not remain permanently of the same strength. After the lapse of a certain time it undergoes certain changes and becomes weaker. Unfortunately this change does not show any degree of constancy. The solution may remain up to standard for weeks, and then suddenly change.

In order, therefore, to ascertain the hardness of any sample

of water with great accuracy, three determinations should be made:—

1. The soap required to lather 50 c.c. of distilled water.

2. The soap required to lather 50 c.c. of distilled water containing 6 c.c. of the standard calcium solution.

3. The soap required to lather 50 c.c. of the sample.

#### EXAMPLE

No. 1 required . 1 o c.c. No. 2 ,, . 84 ,,

No. 3 ,, . 15.6 ,, (diluted 1 in 2 took 7.8 c.c.)

6 c.c. Ca solution required 8.4 - 1 = 7.4 c.c. Hardness in sample 15.6 - 1 = 14.6 ,

But 7.4 c.c. of soap solution = 6 milligrams of CaCO<sub>3</sub>.

:. 14.6 c.c. ,  $=\frac{14.6}{7.4}$  of 6 milligrams of CaCO<sub>3</sub> = 11.8 milligrams of CaCO<sub>3</sub>.

Thus 50 c.c. of the sample contain 11.8 ,, and 100 c.c. ,, ,, 23.6 ,, ,,

: 100,000 parts contain 23.6 parts of hardness, expressed as CaCO<sub>3</sub>.

## PERMANENT HARDNESS

Hardness is spoken of as either temporary or permanent. The former consists of calcium bicarbonate and is held in solution by the carbonic acid in the water. When the carbonic acid is expelled from the water as by boiling, the bicarbonate is converted into the carbonate and is at the same time precipitated, as it is insoluble in water.

$$Ca(HCO_3)_2 = CaCO_3 + H_2O + CO_2$$

The permanent hardness is due to the sulphates, chlorides, and nitrates of calcium and magnesium, and these are unaffected by boiling.

# The Process

1. Measure 100 c.c. of the water to be examined in a graduated cylinder and pour it into an Erlenmeyer flask.

2. Boil over a piece of wire gauze until the bulk is reduced to

about one-half.

3. Allow it to cool and filter through a hard white filter-paper which has been well washed with distilled water.

4. Make up the volume to 100 c.c. with distilled water.

5. Take 50 c.c. of this and estimate the hardness as before.

This estimation is also expressed in terms of CaCO<sub>3</sub>.

Having estimated the total and the permanent hardness, the difference will obviously be the temporary hardness.

## Notes

The hardness is expressed in grains per gallon (degrees), or in parts per 100,000 of CaCO<sub>3</sub>. Although this does not represent the actual truth, since other salts have their share in producing this hardness, it is an expression for the factor of practical importance, i.e. the soap-destroying power of the water.

In laundry work the whole work of the water used exercises its soap-destroying power, and it is only when the soap is in excess

of this, that the detergent action of the latter begins.

It will occur to the reader that in washing one's hands, only the small quantity of water adhering to the hands need affect the soap, before a lather is obtained. Therefore it is possible to wash the hands with comfort in a much harder water than can be used in the laundry without a great waste of soap.

#### FREE OR SALINE AMMONIA

# Apparatus, etc., required

- 1. A 32-ounce glass retort, or a long-necked two-litre glass flask.
- 2. A condenser.

3. Clamps and burner.

4. 12 Nessler glasses to hold 100 c.c. with a graduation at 50 c.c.

5. White glazed porcelain slab.

- 6. 50 c.c. burette graduated in tenths of a c.c.
- 7. 200 c.c. Erlenmeyer flask.

8. A 2 c.c. pipette.

9. Nessler's reagent.

10. Standard solution of Ammonia (1 c.c. = 0.01 milligram of NH<sub>3</sub>).

Before beginning the process for the estimation of ammonia it is advisable to practise the method first on known quantities of ammonia added to water, and secondly on unknown quantities which are also added to the water. 1. In order to do this add 1 c.c., 2, 3, etc., up to 10 and 15 c.c. of the standard ammonia solution to each of ten of the Nessler glasses, fill each up to the 50 c.c. mark with distilled ammonia-free water, and add 2 c.c. of Nessler's solution. Allow this to stand for two minutes after well shaking.

2. Compare these tints carefully in order to get an idea of the depth of tint produced by the varying quantities of ammonia. After having become familiar with these tints, add a small unknown quantity of ammonia to the 50 c.c. of distilled water in a Nessler glass and estimate the amount added.

3. Repeat this several times in order to get an idea of the approximate amount of ammonia which a certain tint

indicates.

Suppose that we find that 5 c.c. of the standard ammonia solution gives a darker tint than the unknown quantity, we add 3 c.c. and find this too little; next we add 4 c.c. and also find this too little; the addition of 4.5 exactly matches, that is to say, our unknown quantity contains the equivalent of 4.5 c.c. of the standard ammonia solution. As the standard ammonia contains o'or milligram per c.c. it is evident that the 50 c.c. of water contains 4.5 × '01 = 0.45 milligrams. There is another method of determining the amount present in a Nessler glass when the tint cannot be exactly matched by any of the standard solutions we have made. For example, the unknown quantity is found to be less than the equivalent of 5 c.c. of the standard ammonia. By means of a clean pipette remove some of the fluid in the standard solution until, when both glasses are looked at from above over the white slab, the tints are exactly alike; next measure the fluids left. Suppose 35 c.c. are left of the standard solution, and match 50 c.c. of the test solution; then the ammonia in the test-glass equals 35 of the standard. But the standard contains 5 c.c. of the ammonia solution; therefore the test-glass contains 35 of 0.05 milligrams of NH<sub>2</sub>, and this equals 0.035 milligrams of ammonia.

If the fluid contained in the test-glass is deeper than that in the standard glass with the 5 c.c. of the ammonia solution, some of the fluid from the test-glass must now be removed until the tints are exactly alike. Suppose 10 c.c. have to be removed, then 40 of the test equal 50 of the standard; therefore 50 of the sample equal  $\frac{50}{40}$  of 50 c.c. of the standard. But the standard contains 0.05 milligrams of ammonia; therefore our test contains

0.0625 milligrams of ammonia.

#### The Process

I. Rinse out the retort or flask with strong HCl, and subsequently with good tap water, until all traces of the acid have disappeared, then rinse out well with two or three lots of distilled ammonia-free water and empty.

2. Fix the retort or flask in a good clamp and attach the con-

denser, which is also supported by a clamp.

3. When the retort and condenser are fitted together, connect the outside case of the condenser with the water tap, remembering to connect it in such a way that the water runs

in from below upwards. Do not turn on the tap yet.

4. Pour about 500 c.c. of ammonia-free distilled water into the flask or retort, add a few grains of pure sodium carbonate and a few pieces of broken pumice. The latter will prevent "bumping." Light the burner and put it under the flask, the bottom of which should be protected with wire gauze.

5. Distil until the steam has issued from the lower end of the condenser for several minutes, and then turn on the water

through the outer casing of the condenser.

6. Collect about 200 c.c. of the water, and as each 50 c.c. comes over add 2 c.c. of Nessler. If the condenser and retort are perfectly clean there will be no colour in the third or fourth distillates.

7. After thus cleaning the condenser and flask, add 500 c.c. of the water to be examined. The small amount of Na<sub>2</sub>CO<sub>3</sub> present in the flask will neutralize any acid in the sample water, and leave the ammonia free to be distilled off.

place the stopper or cork and begin to distil.

8. Distil over 50 c.c. into a Nessler glass. When this is done collect the next distillate in a fresh Nessler glass and add 2 c.c. of Nessler to the first distillate. If a colour is developed upon the addition of the Nessler, determine the amount of ammonia present as explained above. When the second Nessler glass is full remove that and place the third. Add 2 c.c. of Nessler to the second distillate and if there is still a colour produced determine the amount of ammonia in the second distillate. Continue to do this until the addition of Nessler to the distillate produces no colour. (It is generally found that the whole of the saline ammonia comes off in the first 150 c.c. of the distillate, so that one always expects to find no ammonia in the fourth 50 c.c. distilled over.)

9. Having determined the quantity of ammonia present in each of the distillates, add these quantities together and it will represent the quantity of saline ammonia present in 500 c.c. of the water. From this the amount present can be readily expressed in parts per 100,000.

#### EXAMPLE

The first distillate of 50 c.c. was matched by 1.5 c.c. of standard NH<sub>2</sub>.

The second distillate of 50 c.c. was matched by 1'o c.c. of

standard NH<sub>3</sub>.

The third distillate of 50 c.c. was matched by 0.5 c.c. of standard NH<sub>3</sub>.

The fourth distillate gave no colour with Nessler's solution.

: the three distillates, or all the free and saline ammonia in the 500 c.c., were matched by 3 c.c. of the standard NH<sub>3</sub> solution.

In other words, 500 c.c. contained 0.03 milligrams of ammonia.

.. 100 ,, ,, 0.006 ,, ,, ,,

Or there were '006 parts of free and saline ammonia in 100,000 parts of the sample.

#### ALBUMINOID AMMONIA

# The Process

- 1. While the saline ammonia is being distilled off, 50 c.c. of the alkaline permanganate solution should be poured into an Erlenmeyer flask and about 150 c.c. of ammonia-free water added. This must now be boiled until the bulk is reduced to 100 c.c.
- 2. When all the free and saline ammonia has been distilled off and the distillation stopped, the alkaline permanganate is poured carefully into the flask or retort, the stopper is replaced, and the distillation begun again.

3. As the water comes off it should be collected in the Nessler

glasses as before, and the Nessler reagent added.

4. The quantity of ammonia must be estimated as in the case of the saline ammonia.

# Explanation

The nitrogenous matter in the water is reduced by boiling with alkaline permanganate, and converted into ammonia, which is distilled off.

#### Notes

The preliminary boiling of the permanganate ensures the absence of both ammonia and organic matter, and therefore all the ammonia distilled over must come from the water under examination.

The organic matter is not all reduced instantaneously, but more or less gradually. The ammonia does not therefore come off necessarily in the first 150 c.c. of the distillate as does the saline ammonia.

Every 50 c.c. of water as it comes off must therefore be tested with Nessler reagent until there is no reaction.

If a sample of water contains a considerable quantity of organic matter, it sometimes happens that there is a danger of the retort boiling almost dry. When this occurs 100 or 200 c.c. of organically pure ammonia-free water must be added to the retort, and the distillation continued.

#### TESTS FOR THE PRESENCE OF NITRITES

#### BY POTASSIUM IODIDE AND STARCH

## Apparatus, etc., required

1. Two Nessler glasses.

2. Potassium iodide solution.

3. Starch solution.

4. Dilute sulphuric acid (about 10%).

1. Pour 50 c.c. of the water to be tested in a Nessler glass and 50 c.c. of distilled water into another.

2. Add a few drops of the KI solution to each of the Nessler glasses and then a few drops of the starch solution.

3. Add a few drops of dilute sulphuric acid to each tube.

If nitrites are present, a blue colour will be immediately formed, the depth of the colour depending on the amount of nitrites present.

Explanation

The sulphuric acid liberates nitrous acid from the nitrites. The free nitrous acid then liberates iodine from the potassium iodide, and this iodine combines with the starch and gives the blue colour

This is an extremely easy method of determining the presence

of nitrites, but care must be taken to make the observations at once, since nitrates may give the same reaction after the lapse of a short interval.

# BY METAPHENYLENE-DIAMINE-HYDROCHLORIDE

#### GRIESS'S METHOD

# Apparatus required

1. Two Nessler glasses.

2. Solution of metaphenylene-diamine-hydrochloride.

1. Pour 50 c.c. of the water to be tested into a Nessler glass, and 50 c.c. of distilled water into another.

2. Add to each glass r c.c. of the solution of metaphenylenediamine-hydrochloride, and a few drops of hydrochloric acid.

If nitrites are present a brown colour will be formed in the sample, due to the production of Bismarck Brown.

# Explanation

Metaphenylene-diamine-hydrochloride is a colourless solution which in the presence of nitrous acid gives rise to triamido-azobenzol or Bismarck Brown, and hence colours the solution. The hydrochloric acid is added to liberate nitrous acid from the Nitrites present in the water.

$${}_{2}C_{6}H_{4}(NH_{2})_{2}\cdot HCl + HNO_{2} = C_{6}H_{4}\cdot NH_{2}\cdot N: N\cdot C_{6}H_{3}(NH_{2})_{2}\cdot HCl + {}_{2}H_{2}O$$

# Notes

Metaphenylene-diamine-hydrochloride, when dissolved in water, tends to become dark in colour, and this interferes with the delicacy of the test. The solution is better when made fresh; failing this it must be filtered through animal charcoal until it is colourless.

# QUANTITATIVE ESTIMATION OF NITRITES

# GRIESS'S METHOD

# Apparatus required

1. Nessler glasses.

2. Solution of metaphenylene-diamine-hydrochloride.

3. Standard nitrite solution.

#### The Process

1. Into each of ten Nessler glasses put varying amounts of the standard nitrite solution—1 c.c., 2 c.c., etc., to 10 c.c.

2. Fill each glass up to the 50 c.c. mark with distilled water.

Add to each a few drops of HCl.

3. Add 50 c.c. of the sample water to another Nessler glass, together with a few drops of HCl.

4. Add 1 c.c. of metaphenylene-diamine-hydrochloride solution

to each glass.

5. Compare the various tints, and see with which of the ten

glasses the sample water matches.

6. If the sample is too dark, dilute with twice or more times the volume of distilled water and repeat the process from the beginning.

#### EXAMPLE

It was found that the Nessler glass containing the sample water matched the Nessler glass in which there were 5 c.c. of the standard nitrite solution.

Now I c.c. of the standard nitrite solution = o'oI milligrams

of No as nitrite.

... 5 c.c. of the standard nitrite solution = 0.05 milligrams of N<sub>2</sub> as nitrite.

Thus in 50 c.c. of the water under examination there were

0.05 milligrams of N2 as nitrite.

So in 100 c.c. there were 0'1 milligrams of N<sub>2</sub> as nitrite, or, in other words, 0'1 part per 100,000.

# Notes

Griess's method estimates nitrites alone.

The principle involved is the same as in Nessler's method of estimating ammonia, and the student will find that when he has mastered the one method the other will come easily to him.

# TESTS FOR THE PRESENCE OF NITRATES

# BRUCINE METHOD

- 1. 2 c.c. of the suspected water are placed in a perfectly clean white porcelain dish and evaporated to dryness.
- 2. A drop of pure HoSO4 is allowed to drop on the residue.
- 3. A minute crystal of Brucine is now added.

If nitrates are present, a pink colour will appear. This test is an extremely delicate one, a reaction being obtained when the nitrate is present in the proportion of only 1 in 10,000,000.

#### DIPHENYLAMINE TEST

1. A few crystals of diphenylamine are put into a porcelain dish.

2. 1 c.c. of pure H2SO4 is added.

3. A little of the suspected water is poured into the dish. If nitrates are present a blue colour will appear. Nitrites give no colour with this test.

#### BY POTASSIUM IODIDE AND STARCH

The method is the same as in testing for nitrites, and is of no use for detecting the presence of nitrates if the nitrites are also there. If, however, no colour comes at once, but does come after the lapse of a few minutes, it may be inferred that nitrates, and not nitrites, are present in the water. The test, however, is not so satisfactory as those already mentioned.

### QUANTITATIVE ESTIMATION OF NITRATES

### PHENOL-SULPHONIC ACID METHOD

### Apparatus, etc., required

1. Evaporating dishes.

2. Nessler glasses.

3. Phenol-sulphonic acid solution.

4. Standard nitrate solution.

### The Process

1. Place 10 c.c. of water in the dish and evaporate to dryness on the water bath.

2. Place in another dish I c.c. of the standard nitrate solution

and evaporate to dryness in the same manner.

3. To each of the dried residues add 1 c.c. of phenol-sulphonic acid, 1 c.c. of distilled water, and 2 or 3 drops of sulphuric acid.

4. Warm gently over the water bath.

5. Distilled water is now added and excess of ammonia, and the bulk of each is made up to 100 c.c.

- 6. 50 c.c. of the solutions are pipetted into two Nessler glasses.
- 7. Compare the tints and pipette off from the darker tinted glass as much of the water as is necessary to make the tints alike when viewed from above.
- 8. Calculate from the quantities remaining in the glasses the amount of nitrate present.

# Explanation

The nitrates present in the water convert the phenol-sulphonic acid into a mixture of nitro compounds, the chief of which is trinitrophenol, the ammonium salts of which are coloured.

 $C_6H_4(OH)SO_3H + 3HNO_3 = C_6H_2(OH)(NO_2)_3 + H_2SO_4 + 2H_2O$ 

The depth of the colour is then a measure of the amount of these compounds present, and so of the nitrates originally present in the water.

#### Notes

The phenol-sulphonic acid method estimates nitrates alone. It cannot be used for the estimation of nitrates if the water under examination contains much organic matter (as, for example, does a sewage effluent), because such organic matter gives much charring when the water is evaporated, and so interferes with the colour of the trinitrophenol. In such a case one of the following methods which estimate both nitrites and nitrates must be employed, and when the result is obtained the nitrate value of the water is determined by subtracting from the result the figure for nitrites obtained by Griess's method, the remainder, of course, being the amount of nitrates present.

### QUANTITATIVE ESTIMATION OF NITRITES AND NITRATES

### I. INDIGO METHOD

### Apparatus, etc., required

- 1. A small beaker holding about 60 c.c.
- 2. A small glass stirring rod.
- 3. A 20 c.c. pipette.
- 4. A graduated glass cylinder to hold 20 c.c.
- 5. A burette graduated in o'1 c.c.
- 6. Pure redistilled nitrate-free concentrated sulphuric acid.
- 7. Standard indigo solution.

### The Process

1. Fill the burette with the standard indigo, and make a note of the height of the indigo, reading the top of the meniscus.

2. Pipette 20 c.c. of the water into the beaker, taking care to

drain the pipette.

3. Measure 20 c.c. of H2SO4 in the cylinder.

4. Pour the H<sub>2</sub>SO<sub>4</sub> into the beaker, stirring briskly, and do not

wait for the last drops of the acid to drain.

5. At once allow the indigo to run into the now hot mixture drop by drop, until the greenish evanescent colour becomes permanent.

6. Read off the height of the indigo in the burette.

The estimation must now be repeated, in a slightly different order, as follows:—

1. Pipette the 20 c.c. of water into the beaker.

2. Allow about 0.5 c.c. less of the indigo than was required in the first estimation to run into the beaker.

3. Now pour in the H<sub>2</sub>SO<sub>4</sub>, and stir briskly.

4. Immediately the colour is discharged, add more indigo drop by drop, until the colour is once more permanent.

5. Now read off the height of the indigo.

## Explanation

The concentrated H<sub>2</sub>SO<sub>4</sub> decomposes the nitrites and nitrates present and liberates free nitric acid. This then oxidizes the indigo, forming isatin, which is colourless. Directly all the nitric acid has been used up a further addition of indigo will not be oxidized and will therefore retain its colour. The amount of indigo required to give a permanent colour will indicate the quantity of nitrates and nitrites present in the 20 c.c. of water.

### EXAMPLE

But this amount was contained in 20 c.c. of the water. in 100 c.c. there will be 0.968 milligrams of N<sub>2</sub> or 0.968 parts per 100,000 of the water.

### Notes

It is common practice to standardize the indigo for the amount of water that is to be used. The same quantity should therefore always be used. 20 c.c. has been found to be convenient.

If the nitrates are present in considerable amount, the solution becomes so dark that it is very difficult to determine the "end point" with accuracy. In these cases it becomes necessary to dilute the water, generally from 1 to 4 times. Very occasionally it becomes necessary to dilute 10 or even 20 times. If it is necessary to dilute 4 times, 10 c.c. should be thoroughly well mixed with 30 c.c. of distilled water, and 20 c.c. of the diluted water pipetted into the beaker and treated as in the case of the undiluted water.

When 20 c.c. of the concentrated H<sub>2</sub>SO<sub>4</sub> are added, the right amount of heat is generated to allow the oxidation of the indigo by the liberated nitric acid. The estimation must therefore be done as quickly as possible. It is in order that this temperature may be maintained up to the end point that the second order of procedure given above is adopted.

### II. COPPER-ZINC COUPLE METHOD

### Apparatus, etc., required

1. Zinc foil, about 9 sq. inches.

2. 3% solution of CuSO<sub>4</sub>.

- 3. Wide-mouthed, glass-stoppered bottle of about 8 oz. capacity.
- 4. 100 c.c. graduated measuring-glass.

5. 10 c.c. pipette.

6. Apparatus as in the estimation of free and saline ammonia.

### The Process

- 1. Immerse the zinc foil in the copper sulphate solution until the surface of the zinc is coated with metallic copper.
- 2. Wash the foil in ammonia-free water.

3. Place the foil in the glass-stoppered bottle.

- 4. Put about 120 c.c. of the water to be examined into the bottle.
- 5. Stopper tightly, and put the bottle away in a warm dark place until the following day.

6. Then remove 10 c.c. of the water and test for the presence of nitrites by Griess's method.

7. If nitrites are present, restopper the bottle, put it away again

for 12 hours and then test again.

8. If nitrites are absent, measure out 100 c.c. of the water, transfer it to a flask or retort, and estimate the ammonia in the ordinary way.

From the amount of ammonia obtained, the nitrogen as nitrites

and nitrates is readily calculated.

It will be evident that by this process any ammonia which is present in the water originally, will be present after the conversion of the nitrates and nitrites into ammonia, and therefore the ammonia found will represent the ammonia reduced from the nitrates plus the original ammonia. The amount of original ammonia must be deducted in order to find the true amount of nitrates and nitrites.

# Explanation

The zinc copper couple liberates nascent hydrogen from the water, and this reduces the nitrates and nitrites to ammonia.

$$HNO_3 + 8H = NH_3 + 3H_2O$$
  
 $HNO_2 + 6H = NH_3 + 2H_2O$ 

#### OXYGEN ABSORBED

### TIDY'S PROCESS

### Apparatus, etc., required

- 1. Two glass-stoppered bottles holding about 350 c.c.
- 2. A water bath or incubator regulated at 27° C.
- 3. A 50 c.c. burette graduated in tenths of a c.c.
- 4. Organically pure ammonia-free water.

5. Thiosulphate solution.

6. Starch solution.

7. Potassium iodide solution.

8. 25% sulphuric acid.

9. Standard permanganate solution.

### The Process

1. Measure 250 c.c. of good distilled water into one bottle (the control), and 250 c.c. of the water under examination into the other.

2. Into each of these measure 10 c.c. of the standard potassium permanganate solution and 10 c.c. of the specially prepared, organically pure 25% H<sub>2</sub>SO<sub>4</sub>.

3. Shake the bottles up and place in the water bath at 27° C. for

four hours.

4. At the end of this time add a few drops of the KI solution to each bottle. The pink colour will disappear and be replaced by a yellow one.

5. Fill the burette with thiosulphate solution, and carefully read

the height of the fluid.

6. Run the thiosulphate into the control bottle until the yellow colour is almost discharged and then add a few drops of starch solution. The colour will now turn blue. Add the thiosulphate cautiously until all the colour is discharged, and read off the height of the fluid in the burette.

7. Repeat this with the bottle containing the sample of water.

## Explanation

The potassium permanganate in the presence of sulphuric acid oxidizes the organic matter in the water.

$$K_2Mn_2O_8 + 3H_2SO_4 = K_2SO_4 + 2MnSO_4 + 3H_2O + 5O_4$$

The amount of this organic matter is to a certain extent gauged

by the quantity of permanganate used up.

The control bottle, containing only distilled water and therefore no organic matter, will use up no oxygen, and so will contain permanganate at the end of the four hours, the equivalent of 1 milligram of oxygen.

The potassium iodide is decomposed by the permanganate,

and iodine is liberated.

$$K_2Mn_2O_8 + 8H_2SO_4 + 10KI = 6K_2SO_4 + 2MnSO_4 + 8H_2O + 5I_2$$

The amount of iodine liberated will be in proportion to the amount of permanganate in solution (i.e. not used up). In this case it will be the equivalent of 1 milligram of oxygen.

The amount of iodine liberated is now measured by the quantity of thiosulphate required to decolourize the solution, which it does according to the following equation:—

$$2 \text{Na}_2 \text{S}_2 \text{O}_3 + \text{I}_2 = 2 \text{NaI} + \text{Na}_2 \text{S}_4 \text{O}_6$$

The starch solution is added towards the end of the operation in order the more easily to determine the actual end point. It performs no other function.

#### EXAMPLE

Control (C) took 15.2 c.c. of the thiosulphate to decolourize the iodine.

The sample of water took 13.4 c.c. to decolourize it.

15'2 c.c. of thiosulphate therefore represent 10 c.c. of the permanganate solution, and this equals 1 milligram of available oxygen.

The sample of water required 13.4 c.c. The difference between this and 15.2 c.c. represents the amount of oxygen absorbed

by the water. This difference is 1.8 c.c.

Now as 15.2 c.c. of thiosulphate = 1 milligram of oxygen, 1.8 c.c. will be  $\frac{1.8}{15.2}$  of 1 milligram, which equals 0.118 milligrams.

But 250 c.c. of the water was taken; therefore 100 c.c. will absorb 0'047 milligrams; or, in other words, the oxygen absorbed during four hours at 27° C. is equal to 0'047 parts per

100,000.

### Notes

The results obtained by this method merely give an indication as to whether or not there is much oxidizable organic matter in the water. Various analysts take various times and temperatures in performing this experiment. For examination purposes the student will find that three hours at room temperature will be the most convenient conditions under which to perform the

experiment.

One of the chief reasons for making a control examination for each sample tested, is that the solution of thiosulphate undergoes changes and gradually becomes weaker. The trouble of constantly having a standard solution, therefore, would be found in practice far greater than making a control each time. The purpose in allowing the control to stand along with the sample is to eliminate the possibilities of error due to the destruction of the permanganate by any condition other than the organic matter present in the sample.

If, as sometimes happens with a bad water such as sewage, the 10 c.c. of permanganate is totally decolourized before the expiry of the four hours, a further 10 c.c. should be added, and if necessary a third 10 c.c., and the amount of thiosulphate used to decolourize the iodine liberated deducted from twice or three

times that required to decolourize the control, in order to obtain the equivalent of oxygen absorbed, in terms of thiosulphate.

This method of ascertaining the amount of organic matter present in a sample of water is useless in the presence of iron in the ferrous state, since this takes up the permanganate with great avidity.

#### POISONOUS METALS

A. LEAD

## 1. Qualitative Tests

## a. With Sulphuretted Hydrogen

Pipette about 100 c.c. of the water into a Nessler glass, add two or three drops of acetic acid, and then several drops of a saturated aqueous solution of H<sub>2</sub>S. Stir the mixture well. If there is an appreciable amount of lead in the water, there will be a brown colour developed directly.

#### b. With Potassium Chromate

If the H<sub>2</sub>S gives a decided colour with the sample of water, add a few drops of KCrO<sub>4</sub> to a fresh 100 c.c. If lead is present,

a yellow precipitate will be formed.

If only a very faint darkening is observed with the H<sub>2</sub>S it is necessary to concentrate the water. This is done by evaporating about 250 c.c. in an evaporating dish to 20 c.c. and then adding the KCrO<sub>4</sub>. By this means the precipitate is much more easily seen.

## c. With Sulphuric Acid

Add a few drops of H<sub>2</sub>SO<sub>4</sub> to 100 c.c. of the water and allow it to stand for some time. A white precipitate of lead sulphate will be formed.

# 2. Quantitative Estimation

Having now determined that lead is present in the water, it remains to find the quantity.

1. Measure 100 c.c. of the water into a Nessler glass, add a few drops of acetic acid and several drops of sulphuretted

hydrogen.

2. Run 100 c.c. of distilled water into another Nessler glass, add a few drops of acetic acid and several of sulphuretted hydrogen.

3. Allow the standard solution of lead (1 c.c. = o'1 milligram of Pb) to run into this, drop by drop, stirring constantly until the depth of colour is the same in both glasses.

4. Read off the quantity of lead solution used, and calculate the

quantity of lead in the sample.

#### EXAMPLE

100 c.c. of the water were found to contain as much lead as was present in 2 c.c. of the standard lead solution.

I c.c. = 0'1 milligrams of lead : 2 c.c. = 0'2 milligrams of lead But this was present in 100 c.c., i.e. there are 0'2 parts of lead in 100,000 of the water.

#### Notes

If a very small quantity of lead is present in the water, and it is necessary to know the exact amount, 250 or 500 c.c. of the water acidified with acetic acid should be evaporated almost to dryness. The residue should be poured on to a small filter-paper, and the dish and filter-paper washed well with small quantities of distilled water acidified with acetic acid. The washing should be collected in a Nessler glass and made up to 50 c.c.

The determination is now proceeded with, and the quantity

found will be that present in 250 c.c. of the original water.

If copper is present as well as lead, the above method will estimate both these metals. The copper must be estimated separately, as will be seen later, and the amount thus obtained deducted from that obtained by the H<sub>2</sub>S method.

The difference will be the quantity of lead.

#### B. COPPER

# 1. Qualitative Tests

a. With Sulphuretted Hydrogen

This test is performed in exactly the same manner as was described under lead.

### b. With Potassium Ferrocyanide

1. Place about 100 c.c. of the water in a Nessler glass and acidulate with a little dilute hydrochloric acid.

2. Add a few drops of potassium ferrocyanide and stir up well. A brown or chocolate colour will be developed if copper is present, owing to the formation of copper ferrocyanide.

# c. By the Platinum-Steel Couple

This is an extremely delicate test, and is very simple.

Half fill a platinum dish with the water and acidulate with HCl. Then lay a large polished steel needle in the dish so that one end rests on the bottom, and the other on the edge. Part will thus be immersed and part dry. After being in this position for about half an hour the needle is withdrawn and examined. If copper is present in the water there will be a deposit on the needle. This deposit can be made more conspicuous, if necessary, by allowing it to come in contact with bromine vapour for a few seconds.

# 2. Quantitative Estimation

Having determined that copper is present, it remains to estimate the amount.

1. Measure 100 c.c. of the water into a Nessler glass, add a few drops of dilute HCl, and then sufficient K<sub>4</sub>Fe(CN)<sub>6</sub> to produce the maximum colour.

2. Measure 100 c.c. of distilled water into another Nessler glass, add the same quantities of HCl and K<sub>4</sub>Fe(CN)<sub>6</sub> as were

added to the sample.

3. Allow the standard solution of copper to run into this drop by drop until the colours match. When this occurs, read off the quantity used, and calculate the amount of copper present per 100,000.

### Notes

In testing for copper, controls should always be made in a similar manner to those described for the determination of the presence of lead.

#### C. IRON

# 1. Qualitative Tests

## a. With Ammonium Sulphide

Take about 100 c.c. of the water in a Nessler glass, add a few drops of ammonia solution and also a few drops of solution of ammonium chloride. Now add about 2 c.c. of a solution of ammonium sulphide. If iron is present, there will be a brown colour developed.

## b. With Potassium Ferrocyanide and Ferricyanide

To 100 c.c. of the water add a few drops of dilute HCl and a few drops of  $K_4Fe(CN)_6$  and  $K_3Fe(CN)_6$ . If a blue colour develops, iron is present either as a ferrous or a ferric salt.

# c. With Potassium Sulphocyanide

To about 100 c.c. of the water add a few drops of pure dilute HNO<sub>3</sub> and a crystal of KCNS. If iron is present a red colour will be formed.

# 2. Quantitative Estimation

- 1. Measure 100 c.c. of the water into a Nessler glass, and add a few drops of nitric acid and a few drops of a solution of potassium ferrocyanide until the blue colour produced reaches the maximum.
- 2. Measure 100 c.c. of distilled water into another Nessler glass, add a few drops of potassium ferrocyanide solution, and then add the standard ferric chloride solution until the blue colour developed matches that in the first glass.

3. Measure the amount of standard iron solution used, and thus calculate the amount of iron present in the sample water.

Another method is to use potassium sulphocyanide instead of the ferrocyanide as an indicator.

#### D. ZINC

# 1. Qualitative Tests

### a. With Ammonium Sulphide

Take about 100 c.c. of the water in a Nessler glass, add a few drops of NH<sub>4</sub>HO, and also a few drops of NH<sub>4</sub>Cl solution. Now add about 2 c.c. of a solution of fresh (NH<sub>4</sub>)<sub>2</sub>S. If zinc is present in any but the minutest traces, a white precipitate of zinc sulphide will be produced.

### b. With Potassium Ferrocyanide

Acidulate 100 c.c. of the water with a few drops of HCl and add a few drops of K<sub>4</sub>Fe(CN)<sub>6</sub>. If zinc is present in any but the smallest traces, a white precipitate will be formed.

If the presence of zinc is suspected, and no precipitate is

obtained with either of the above reagents, half a litre of the water should be evaporated to a small bulk and tested in the above manner.

# 2. Quantitative Estimation

1. Having determined that neither lead nor copper is present in the water, measure 250 c.c. into an evaporating basin and evaporate over the water bath until the bulk is about 50 c.c.

2. Add solution of NH<sub>4</sub>HO and filter any precipitated hydrated oxide of iron. To the filtrate add (NH<sub>4</sub>)<sub>2</sub>S in slight excess.

3. Filter the water through an ashless filter-paper, and wash the

precipitate with dilute (NH<sub>4</sub>)<sub>2</sub>S solution.

4. Dry the precipitate in the water oven, transfer it together with the filter-paper to a tared porcelain crucible, and care-

fully ignite over a Bunsen burner.

5. Allow it to cool, and reweigh. The gain in weight represents the weight of oxide of zinc, and from this the amount of zinc present is calculated.

# Notes on Poisonous Metals in Drinking Waters

Copper and zinc are rarely found in drinking waters, and when they are present they are derived from copper and zinc storage vessels. Iron is present naturally in some waters, especially in those collected from the greensand strata. Lead, the metal occurring most frequently in waters, is derived from the action of the water on the lead pipes through which the supply is distributed to the consumers.

The kinds of water which have a marked solvent action on lead are:—

- 1. Soft waters.
- 2. Waters not aerated.
- 3. Waters containing excess of nitrate.
- 4. Acid waters as from peaty soils.

From the hygienic point of view, the presence of lead in water is one of very great importance, and therefore the estimation of the lead when it is present, or even the detection of the lead, is a very important point. The consumption of water containing lead gives rise, as is well known, to symptoms of chronic lead-poisoning, and it is laid down by many authorities that not more than to grain per gallon (0.025 parts per 100,000) should ever be present in a water intended for human consumption. Other

authorities who are not quite so rigid lay down that  $\frac{1}{30}$ th grain is the limit, but it follows from what has been said above that when two sources of water are available, that which contains no lead, or will take up no lead from the pipes, should always be chosen in preference to one which would take up lead.

#### GASES IN WATER

The detection and estimation of the gases contained in various samples of water are interesting, but are of questionable hygienic import. One gas is, however, of some importance, namely oxygen, and a brief account of the estimation will be given. Should the reader require to estimate other gases, he can find all the details in several text-books more pretentious than this.

#### OXYGEN IN WATER

#### WINKLER'S METHOD

### Apparatus, etc., required

1. Two glass-stoppered bottles of 350 c.c. capacity.

2. Solution of MnCl<sub>2</sub> (40 grammes to 100 c.c.).

3. Solution of KOH (33%) and KI (10%) in water.

4. 100 c.c. burette, graduated in o'1 c.c.

5. Freshly prepared starch solution.

6. Sodium thiosulphate solution (1 c.c. = 0.25 milligrams of oxygen).

7. Two large porcelain dishes.

8. Pure H<sub>2</sub>SO<sub>4</sub>.

### The Process

1. Fill one of the bottles with distilled water, shaking it well so that as much oxygen as possible shall be dissolved.

2. Fill the other bottle by means of a syphon with the water under examination. Do not splash the water or shake the bottle.

3. To each bottle add I c.c. of the strong solution of manganous chloride.

4. To each bottle add 2 c.c. of the solution containing KOH

and KI.

5. Replace the stoppers, taking care that each bottle is quite full and no air bubbles are included.

- 6. Invert both bottles several times, so as to mix the solutions in them.
- 7. Put the bottles away in a dark cupboard for fifteen minutes.
- 8. Remove the bottles from the cupboard, and pour their contents carefully, and without splashing, into the two porcelain dishes.
- 9. Label the dishes.

10. To each dish add 3 c.c. of H<sub>2</sub>SO<sub>4</sub>. The brown colour that

appears is due to free iodine.

phate solution to discharge the brown colour. Use the starch solution, as in Tidy's process, to estimate the end point.

12. Read the burette, and note the amounts of thiosulphate

solution used in both the dishes.

# The Explanation

The  $MnCl_2$  with the KOH forms manganous hydrate:—  $MnCl_2 + 2KOH = 2KCl + Mn(OH)_2$ 

And when this Mn(OH)<sub>2</sub> is in contact with water containing dissolved oxygen, it takes up the oxygen and is oxidized to manganic hydrate:—

$$4Mn(OH)_2 + 2H_2O + O_2 = 4Mn(OH)_3$$

The amount of Mn(OH)<sub>3</sub> formed is an index, therefore, of the

amount of dissolved oxygen in the water.

On addition of H<sub>2</sub>SO<sub>4</sub>, the Mn(OH)<sub>3</sub> is converted into manganic sulphate, which latter reacts with the KI and liberates free iodine.

$$_{2}Mn(OH)_{3} + _{3}H_{2}SO_{4} = Mn_{2}(SO_{4})_{3} + _{6}H_{2}O$$
  
and  $Mn_{2}(SO_{4})_{3} + _{2}KI = _{2}MnSO_{4} + K_{2}SO_{4} + I_{2}$ 

The amount of iodine liberated is proportionate to the amount of  $Mn_2(SO_4)_3$ , and so proportionate to the amount of  $Mn(OH)_3$ , and to the oxygen dissolved in the water.

#### EXAMPLE

The dish containing the distilled water shaken with air was found to require 14'4 c.c. of sodium thiosulphate solution, in order that the colour of the iodine might be discharged.

Now 1 c.c. of thiosulphate solution = 0.25 milligrams of oxygen

in 350 c.c. of distilled water there were 3.6 milligrams of oxygen

in 100 c.c. of distilled water there were 1'02 milligrams of

oxygen

or 1'02 parts of oxygen per 100,000 of the water.

Again, it was found that the dish containing the water under examination required 12.6 c.c. of sodium thiosulphate solution, in order that the brown colour of the iodine might be discharged.

And since I c.c. of thiosulphate solution = 0.25 milligrams of oxygen

:. 12.6 c.c. of thiosulphate solution = 3.12 milligrams of oxygen

: in 350 c.c. of the sample water there were 3.15 milligrams of oxygen

in 100 c.c. of the sample water there were 0.90 milligrams of oxygen

or 0'9 parts of oxygen per 100,000 of the water.

But we have seen that a fully saturated water takes up 1'02 parts of oxygen; and if this represents 100 per cent, then the water under consideration will give a percentage saturation with

oxygen of 
$$\frac{0.9 \times 100}{1.02} = 88.2\%$$
.

The result may be returned either as a percentage or in terms of the actual amount of oxygen present in the water. Both results are given in this example.

## Notes

The estimation of the amount of oxygen dissolved in water is of some value, as the oxygen becomes much diminished in the presence of organic matter. A low figure for dissolved oxygen is, at least, confirmatory evidence in condemning a water of which suspicion is entertained.

When decolourizing with thiosulphate solution, it often happens that the colour returns two or three times. The estimation, therefore, should not be considered as completed until the

water remains colourless for four or five minutes.

Although the thiosulphate is made up to a definite strength, it will not keep constant; so it is advisable to standardize it occasionally against standard potassium permanganate.

#### THE INTERPRETATION OF AN ANALYSIS OF WATER

The attention of the Public Health Student is especially directed to the importance of grasping the fundamental principles laid down in this chapter; and he is asked to give very careful attention to the analyses of various waters, with which the lessons of this chapter are illustrated.

Every water sample must be treated on its own merits, and local circumstances and the history of the water must be taken into consideration before the analyst gives a favourable or an adverse judgment. It is easy to say when a water is good; equally easy to determine when it is very bad; but often extremely difficult to decide on many waters which are neither excellent nor foul. It is in judgment on these indifferent waters that a student will be most troubled; and it is here that some knowledge of geology, and of the composition of waters from various strata, will be of use to him in deciding whether or not the sample under his consideration deviates from the type to which it should conform.

In the first place it must be remembered that no water must be passed or condemned, unless it contain poisonous doses of lead or copper, on any single figure in the analysis. All the figures must be taken together; this will be seen by the following notes upon the individual estimations.

# **Physical Characters**

Almost all waters used for drinking purposes have excellent physical characters. The colour is faintly blue as seen in the two-foot tube, the water is bright and free from opacity, and has no smell nor taste. Any odour or opacity should at once arouse suspicion about the sample. If the water is brown in colour this may be due to salts of iron, or to the colouring matter extracted by the water from peat and upland surfaces. There should be no sediment, or very little, and in a good water this sediment . should contain neither epithelium nor hairs nor matter of obvious animal origin.

## **Total Solids**

These vary very much in different samples of water. Rain water may have about 3 parts per 100,000 of total solids, and a water derived from the greensand as much as 110 parts per 100,000. A well, polluted by sea water, may, of course,

show still higher figures. Generally speaking, a good drinking water should not contain more than 100 parts per 100,000 of total solids.

On ignition some of these total solids are removed, and the proportion removed is of some importance. Salts, except for their water of crystallization, are not affected by ignition; but organic matter present is driven off. If, therefore, there is much loss on ignition, and if the residue shows signs of blackening, the sample should be regarded as suspicious.

#### REACTION OF THE WATER

Most drinking waters are alkaline. Some, however, derived from upland surfaces, may be acid, and even markedly so. Now an acid water will dissolve lead pipes and take lead into solution, greatly to the detriment of the consumer: so, if a water is acid, search should be made for lead, and the water condemned if this is found in any amount exceeding 0.025 parts per 100,000. In itself, and without the lead, an acid water is of no harm.

#### HARDNESS

The hardness of a water is not of very great hygienic importance. It is maintained by many medical men that water which is excessively hard, say above 30 parts per 100,000, causes a certain amount of dyspepsia, and a water containing such a degree of hardness could not be recommended for drinking purposes. The chief objection to having a hard water is a purely economical one. It is said that since Glasgow has been supplied with water from Loch Katrine the saving to the city of Glasgow in soap per annum has been about £30,000. Speaking generally, the hardest waters are those which are derived from superficial wells. The softest is of course pure rain water. The average hardness of the London water is about 16 parts per 100,000, and this is looked upon generally as the limit of hardness for a water for drinking purposes.

#### CHLORIDES

The sources of chlorides in water are various. Rain water, especially when collected near the sea, always contains traces of salt. Certain geological formations also contain considerable quantities of chlorides. This being so, the purest water would be expected to contain certain traces of chlorides, and this is found to be invariably the case. The water drawn from districts

in which there are manufactories, such as alkali works, mines, etc., is also found to be rich in chlorine. Urine contains about 1% of chlorides, and therefore the addition of sewage to any drinking water would probably raise the quantity of chlorine. In considering the percentage of chloride which is to be allowed, it is necessary in the first place to know something about the

geological stratum from which the water is drawn.

If the chlorine content of a water is found to be uniform throughout the year, any deviation from the usual figure may well give rise to suspicion that the water has been contaminated. Well waters from the chalk and limestone generally have a chlorine figure not over 3 parts per 100,000; from the greensand and some of the marls, and in the neighbourhood of salt mines or the sea, the chlorine figure may be very high. Rain water collected in or near towns contains more chlorine than that collected in the open country.

#### FREE AND SALINE AMMONIA

Waters from all sources contain ammonia. Even rain water from the country shows some traces. Many very pure waters from deep wells have large quantities of ammonia, which is derived from the reduction of nitrates and nitrites: the green-sand waters are examples of this. Speaking generally, free and saline ammonia should not exceed 0.005 parts per 100,000. If it exceeds this, the albuminoid ammonia figure should be low. Water which is derived from rivers, sewage, or known polluted sources contains large quantities of ammonia.

#### ALBUMINOID AMMONIA

It will be understood from what has been said in the sections on the actual analysis of water that the albuminoid ammonia does not exist as such in the water, but is simply a laboratory product from the organic matter present in the water. From this it will be seen that even where albuminoid ammonia exists in considerable quantities, there is no method of determining whether the organic material present in the water is derived from vegetable or animal sources. Nor is the amount of albuminoid ammonia found in the water a very accurate test of the amount of organic material present in the water. Waters which are derived from deep wells, or even from surface wells where there is no possibility of contamination, do not, however, yield much albuminoid ammonia. Indeed, many deep well waters, that is

waters derived from beneath the impervious layers, contain practically no albuminoid ammonia at all. The consideration, however, of the quantities of free ammonia and albuminoid ammonia together, often gives a good clue to the presence or no of contamination.

As a rule the figure for albuminoid ammonia should not exceed 0.005 parts per 100,000. If it exceeds this, the figure for free and saline ammonia should be low. In other words, the free ammonia and the albuminoid ammonia should not both be high in a water; if the one is raised, the other should not also exceed the standard.

The albuminoid ammonia figure is high in waters that have been polluted with animal matter; and is also raised in upland surface waters, in which latter case the free ammonia figure is invariably low.

NITRITES

Nitrites may be found in waters that have been polluted by sewage or excrement. Lower greensand waters also may contain nitrites from the reduction of nitrates by the ferrous salts of the stratum. Unless it can be shown that nitrites are present in a drinking water in consequence of such reduction of nitrates, the water, if it contains even traces of any nitrites, must be considered as highly suspicious.

NITRATES

Nitrates may be regarded as one of the end products of the oxidation of organic matter, and their presence in water is therefore an index of past organic contamination. Certainly, the organic contamination may be very remote, and the nitrate may have been produced many years before the water comes to be analysed. If the other figures of the analysis are good, and the nitrate figure is high, this excess over the average may be accounted for by the nitrates in the stratum, and is of little consequence; but if the rest of the analysis throws doubt upon the water, a raised nitrate figure (together, possibly, with increased chlorine) will turn the balance against the water under consideration. Some geological strata contain nitrates in considerable degree, but a large proportion of nitrates is by no means so common as in the case of chlorine. Peaty upland waters and waters derived from the Liassic strata may be rich in nitrates; but, speaking as a rule, to which, of course, there are notable exceptions, a good drinking water ought not to contain more than o'5 parts per 100,000 of nitric nitrogen.

# Oxygen Absorbed from Permanganate

Waters which contain a considerable amount of organic material absorb an amount of oxygen which to some degree corresponds to the organic material present. Organic material animal in origin absorbs oxygen more readily than does that derived from vegetable sources. If this were all, the oxygen process would be an extremely valuable one, but unfortunately this is not the case. Certain other matters, particularly the protosalts of iron, etc., will absorb oxygen when in a water containing absolutely no organic material. If, therefore, any of these salts are present, a considerable allowance must be made for the amount of oxygen absorbed, and if in the water any sediment is present which consists of these, the water must be carefully filtered before being submitted to the process.

Frankland and Tidy give the following table, which may be useful as forming some standard to which waters should comply in regard to the average absorbed

in regard to the oxygen absorbed.

## AMOUNTS OF OXYGEN ABSORBED BY 100,000 PARTS OF WATER

	Water from Upla Surfaces.	nd	Water from Sour other than Upla Surfaces.	
Water of great organic purity Water of medium purity Water of double purity Polluted water	Not more than "" More than	0'1 0'3 0'4	Not more than ,, ,, More than	0'05 0'15 0'2 0'2

# Examples of Waters from various Sources

The first two analyses given are those of a very good and a very bad water respectively; the remainder are analyses of waters from different sources and from some of the main water-bearing geological strata in this country.

Analyses 3-16 inclusive show uncontaminated waters; 17-22 show some river water analyses; and 23-30 are analyses of waters that are contaminated. In the light of what has already been said in this chapter, the careful consideration of these

various analyses should do much to help the student to appreciate the significance of the analytical figures.

	No. 1	No. 2
	A very good water.	A very bad water.
Physical characters .	Excellent	Excellent
Reaction	Slightly alkaline	Very alkaline
Total solids	16'4	42.8
Volatile	3.8	20.3
Appearance on igni-		,
tion	Nil	Marked blackening
Hardness	9.2	30
Chlorine	1.3	6.5
Free and saline ammonia	0.0008	0.030
Albuminoid ammonia .	0.001	0 018
Nitrites	Nil	A trace
Nitrates	10.0	0.96
Oxygen absorbed in 4		
hours at 27° C	10.0	0'34

## Notes on I and 2

All figures represent parts per 100,000. These two waters are good examples of the extremes of which it is easy to judge.

	No. 3 Rain water—country.	No. 4 Rain water—town.
Physical characters .	Excellent	Good
Reaction	Faintly alkaline	Slightly acid
Total Solids	3.5	2.1
Volatile	1.2	2.7
Appearance on igni-		
tion	Nil	Nil
Hardness	0.2	0.7
Chlorine	0.31	1.5
Free and saline ammonia	0.042	0.028
Albuminoid ammonia .	0.003	0.002
Nitrites	Nil	Nil
Nitrates	0.01	0'04
Oxygen absorbed in 4		
hours at 27° C	0'004	0 022

# Notes on 3 and 4

Both these waters show the low total solids and the low figure for hardness characteristic of rain water. The free ammonia figure is high in each; but the albuminoid ammonia and the oxygen absorbed are low, showing the freedom of these waters from much organic matter. Obviously, No. 3 is a better water than No. 4.

	No. 5 Upland surface water, not peaty.	No. 6 Upland surface water, peaty.
Physical characters .	Good	Brown
Reaction	Neutral	Acid
Total solids	5.0	10.0
Volatile	1.7	7.6
Appearance on igni- tion	Nil	Blackening
Hardness	2.9	3.4
Chlorine	0.0	0.0
Free and saline ammonia	0.003	0,001
Albuminoid ammonia .	0.004	0'020
Nitrites	Nil	Nil
Nitrates	0.06	0.04
Oxygen absorbed at 27°		
Ć. in 4 hours	0.02	0'14

# Notes on 5 and 6

Both these waters show low figures for hardness and for total solids, although No. 6 gives slightly higher readings in these respects than No. 5. No. 5 really is very much like the rain water analyses shown, except that the ammonia figure is less. No. 6 is typical of peaty waters, being acid and having a high figure for volatile solids: these latter it is noticed show charring on ignition, and are composed of organic matter derived from the peat. The high figure for albuminoid ammonia is due to this vegetable organic matter. Note that in No. 6 the figure for free ammonia is low. Both waters were free from contamination with animal organic matter.

	No. 7 Subsoil water. Shallow well in Sand.	No. 8 Subsoil water. Shallow well in Gravel.
Physical characters .	Excellent	Excellent
Reaction	Alkaline	Alkaline
Total solids	8.5	32.2
Volatile	2.7	10.1
Appearance on ignition	Nil	Nil
Hardness	5.7	25.5
Chlorine	2.0	2.0
Free and saline ammonia	Trace	Trace
Albuminoid ammonia .	0.002	0.0002
Nitrites	Nil	Nil
Nitrates Oxygenabsorbed at 27°C.	10,0	0*51
in 4 hours	0.02	0.01

# Notes on 7 and 8

Both these are very good waters. They show low ammonia figures, and low figures for the oxygen absorbed from permanganate. No. 7 does not show so much hardness as most shallow well waters; No. 8, however, is very hard. The nitrate figure of No. 8 is high, but of little import since the water is, in other respects, so excellent: probably these nitrates are from some very old organic pollution of the gravel from which the water was drawn. Shallow well waters are not usually so pure as these, and have frequently much larger quantities of ammonia, both free and albuminoid.

	No. 9 Deep well in the Chalk.	No. 10 Deep well in the Chalk.
Physical characters .	Excellent	Excellent
Reaction	Alkaline	Alkaline
Total solids	26.2	35.7
Volatile	9.0	10'4
Appearance on ignition	Nil	Nil
Hardness	20'4	21.6
Chlorine	1.2	1.7
Free and saline ammonia	0.0002	0.0012
Albuminoid ammonia .	0.0002	0,001
Nitrites	Nil	Nil
Nitrates	0.41	0'27
Oxygen absorbed in 4		
hours at 27° C.	10.0	0.03

## Notes on 9 and 10

Both of these are excellent chalk waters in which the hardness is fairly high: about half this hardness is temporary and can be removed by appropriate softening processes. The chlorides and nitrates are, of course, derived from the strata through which the water has passed. The ammonia figures and the oxygen absorbed are low. Some chalk waters contain much more total solids than do these.

	No. 11 Upper Greensand.	No. 12 Lower Greensand.
Physical characters .	Excellent	Good
Reaction	Alkaline	Alkaline
Total solids	13.1	100.0
Volatile	3.0	21.4
Appearance on igni-		
tion	Nil	Nil
Hardness	5.8	18.0
Chlorine	2.0	11'7
Freeandsaline ammonia	Trace	0.038
Albuminoid ammonia .	0.001	0.001
Nitrites	Nil	Trace
Nitrates	0'25	0.30
Oxygen absorbed at		3
27° C. in 4 hours .	Nil	0.36

# Notes on II and I2

No. 11 is obviously an excellent water, and otherwise has no special characteristics. No. 12, at first sight, might seem to be much polluted: the free ammonia figure is high, and the chlorides are excessive, moreover nitrates are present. This water on analysis showed a trace of iron, and to the reducing properties of this metal the figures on which I have commented are due. The nitrites are formed by the reduction of nitrates, and so is the free ammonia: the high chlorine figure is typical of some green-sand waters. Note the small amount of albuminoid ammonia, which points to the absence of organic pollution.

	No. 13	No. 14
	Oolite.	New Red Sandstone.
Physical characters .	Excellent	Excellent
Reaction	Alkaline	Alkaline
Total solids	74.6	33.2
Volatile	18.2	9.1
Appearance on igni-		
tion	Nil	Nil
Hardness	2.7	22.8
Chlorine	2.2	2.8
Freeand saline ammonia	0'0004	Trace
Albuminoid ammonia .	Trace	Trace
Nitrites	Nil	Nil
Nitrates	0.01	0.22
Oxygen absorbed at		
27° C. in 4 hours .	0.008	Nil

# Notes on 13 and 14

Both these are very good waters. No. 13 from the Oolite is very similar in composition to a chalk water. No. 14 is better than most sandstone waters: these vary greatly in their composition, depending on the nature of red sandstone deposit, which may be pure or impure, soft or hard. The total solids and hardness in these waters may in consequence be sometimes very high.

	No. 15 Coal Measures.	No. 16 Carboniferous Limestone
Physical characters . Reaction	Excellent Alkaline	Excellent Alkaline
Total solids	55'9	30.4
Volatile	14.7	8.7
Appearance on igni-		
tion	Nil	Nil
Hardness	35'7	23
Chlorine	1.2	1.7
Free and saline ammonia	0.006	0.005
Albuminoid ammonia .	0'002	100.0
Nitrites	Nil	Nil
Nitrates	0.004	0.27
Oxygen absorbed at		
27° C. in 4 hours .	0'4	0.026

# Notes on 15 and 16

Both these waters are of good quality, as far as absence of organic pollution is concerned. No. 15 is exceptionally hard, and for that reason would make the water unfitted for trade purposes, unless some softening process were adopted.

### River Waters

River waters may be divided into two classes—(a) those affected by the tide and (b) those not so affected.

The first class will obviously show the variations of the second class, but will have an additional variant in the greater or less

amount of sea water they contain at any moment.

The non-tidal river waters will vary with the sources from which they are derived. In the upper reaches the rivulets may consist of either upland surface, subsoil or deep well water, the two latter appearing as springs. In their lower reaches most probably all rivers consist of a mixture of all three, in different proportions in different rivers. All rivers drain the subsoil water of their basins.

In the following table these differences are well seen :-

#### RIVER WATERS

			PARTS PER 100,000						
No.	Source.	Total Solids.	Total Hardness.	Chlorine.	Saline NH3.	Albuminoid NH3.	Nitrites.	Nitric N.	Oxygen Absorbed.
17 18 19 20 21 22	Scotland . Westmorland Devon . Worcester . Wilts .	 4°I 4°3 5°0 23°I 54°5 70°2	2.4 2.4 2.7 11.0 38.8 51.4	1.0 1.0 1.1 5.8 2.4 2.2	Trace oos Trace or Trace oos	'005 '015 '005 '022 '076 '01	Nil Nil Nil Nil Nil Nil	Nil Trace Trace '07 Trace '09	·18 ·15 ·05 ·44 ·13 ·14

### Notes on 17-22

No. 17 is a pure water. No. 18 shows evidence of organic contamination, which is possibly vegetable in origin. No. 19 is a pure water. No. 20 is very foul. Nos. 21 and 22 show much hardness, and high figures for the albuminoid ammonia.

The following eight analyses are those of contaminated waters:—

	No. 23	No. 24
	Upland surface, peaty water.	Shallow well— Sand.
Physical characters .	Brown	Excellent
Reaction	Acid	Alkaline
Total solids	16.5	13.1
Volatile	13.1	8.3
Appearance on igni-		
tion	Blackening	Slight blackening
Hardness	2.8	5.0
Chlorine	1.2	2.2
Free and saline ammonia	0.008	0.013
Albuminoid ammonia .	0.026	0.033
Nitrites	Nil	Nil
Nitrates	0.32	0.47
Oxygen absorbed at		1000
27° C.lin 4 hours .	0'46	0.23

# Notes on 23 and 24

Both these waters are bad. Each shows high ammonia figures, increased nitrates and an excessive amount of oxygen absorbed from permanganate. Moreover, No. 23 shows a chlorine figure that is considerably above what is usually found in upland surface waters. Note that both these waters show some blackening when their total solids are ignited.

	No. 25 Shallow well in gravel.	No. 26 Shallow well in gravel.
Physical characters .	Slightly turbid	Excellent
Reaction	Alkaline	Alkaline
Total colida	24.6	46.7
Volatile	10.6	16.9
Appearance on igni-	100	10 9
tion	Marked blackening	Nil
Hardness	13.6	28.5
Chlorine	2.7	5.9
Freeand saline ammonia	0.010	0.001
Albuminoid ammonia .	0.022	0.003
Nitrites	Nil	Nil
Nitrates	0.01	1.95
Oxygen absorbed at		-
27° C. in 4 hours .	0.50	0.18

# Notes on 25 and 26

No. 25 is an analysis of a badly contaminated water, as shown by the blackening of the total solids on ignition and by the raised figures for the ammonia and nitrates. No. 26 shows an analysis of a well water that has been heavily polluted in the past; but which has oxidized almost all the organic matter into nitrates. The chlorine figure for this well is also high, and the nitrates, of course, excessive. This water is potentially very dangerous: it was badly contaminated once, and there is no reason why this should not happen again.

	No. 27 Shallow well in Chalk.	No. 28  Deep well in Chalk.
Physical characters .	Excellent	Excellent
Reaction	Alkaline	Alkaline
Total solids	60.0	72.8
Volatile	22'1	26.4
Appearance on igni-		
tion	Slight blackening	Nil
Hardness	23'4	20'0
Chlorine	2.8	2'I
Free and saline ammonia	0.002	0,009
Albuminoid ammonia .	800.0	0'005
Nitrites	Nil	Nil
Nitrates	0.84	0.2
Oxygen absorbed at		
27° C. in 4 hours .	0.093	0'07

# Notes on 27 and 28

The shallow well water, No. 27, shows increased ammonia figures and high nitrates. The well was near a heap of manure, and water percolated from this through the subsoil and so into the well, the sides of which were not protected. No. 28 shows the analysis of a deep well chalk water, which was liable to intermittent contamination through defects in the stratum. Although the figures for No. 28 are not in themselves very excessive, they are greatly above the average for this well, in the waters of which albuminoid ammonia usually occurs only as a trace. The normal chlorine figure for this well is 1.8.

	No. 29	No. 30
	Deep well in Chalk.	Deep well in Chalk.
Physical characters .	Excellent	Brackish taste
Reaction	Alkaline	Alkaline
Total solids	40'4	272'4
Volatile	12.7	36.0
Appearance on igni-		
tion	Faint blackening	Faint blackening
Hardness	20'5	50
Chlorine	1.7	120'4
Free and saline ammonia	0.005	0.002
Albuminoid ammonia .	0.003	0.005
Nitrites	Nil	Nil
Nitrates	0.35	1.07
Oxygen absorbed at		
27° C. in 4 hours .	0.02	0.071

# Notes on 29 and 30

No. 29 looks like the analysis of a good water. Normally, however, the chlorine content of this water is 1.5, and the nitrate figure 0.22. Usually there are only traces of albuminoid ammonia, the saline ammonia is less than 0.001, and no oxygen is absorbed from permanganate. With the knowledge of this past history, we can condemn water No. 29 as showing organic contamination. The analysis No. 30 is of a deep well water near a tidal river. In times of flood and high tides some of the salt water finds its way into the well, as is shown by the analysis.

In an examination, or where the student is required quickly to complete a water analysis, it is satisfactory to have a plan of work, and to adhere rigorously to this; by so doing, labour is saved and the worker is spared from having to improvise on a sudden some scheme of his own.

The following order of performing the various analyses of a water sample can be recommended: it is put forward as a useful scheme, but not necessarily the best. Whether the student adopts this or some other, let him adhere to one only; for by so doing he will save himself much confusion, and be able the better to co-ordinate his work.

1. Examine the physical properties of the water. Start the water evaporating for the estimation of the total solids; start some more boiling for the estimation of permanent hardness.

Set up and start the apparatus for estimating free and saline ammonia. Set some water boiling to concentrate for testing for poisonous metals. Start Tidy's process.

2. Test for nitrites and nitrates.

3. If nitrates are present start the phenol-sulphonic acid method of their estimation.

### Note

All the lengthy processes have now been begun. The student can now perform various smaller manipulations until the free

ammonia begins to come over.

4. Estimate the chlorine. Estimate the nitrites, if such are present. Estimate the total hardness. Using the water that has been boiling, estimate the permanent hardness. Calculate the temporary hardness, and make notes of all your results.

5. The free and saline ammonia should have distilled over by

now. Start the distillation of the albuminoid ammonia.

6. Estimate the free and saline ammonia.

7. The phenol-sulphonic acid method should now be ready for completion. Finish this.

8. Test the concentrated water for the poisonous metals. If

present, estimate them.

- 9. The albuminoid ammonia will now be distilled off. Estimate it.
- 10. Weigh the total solids. Ignite and weigh the residue of non-volatile solids.
  - 11. Finish off Tidy's method.

### Note

The wise student takes to examinations with him porcelain or platinum dishes of known weight. By so doing he saves much time and trouble. All results should be noted as they are obtained, and the last hour of the examination should be devoted to careful revision of the results and to the writing of the report.

In all practical examinations it is impossible to over-estimate the importance of the written part, for it is by this, very largely, that the examiner judges of the candidate's grasp of the practical work. In the case of a water examination, the report should be written and arranged as if it were issued from the laboratory of a public analyst, and should be headed after the following manner: "Report on sample of water marked X, received on

such a date and examined on such a date." Then should follow details of the source of the water, if this is known.

Workers in laboratories should aim at order and cleanliness in their methods. A messy and untidy bench does not impress an examiner favourably.

### SEWAGE ANALYSIS

THE composition of sewage varies within wide limits. Some towns have abundance of water to dilute their sewage; others have little; others, again, discharge trade refuse of every conceivable description into the sewers. There is no such thing as a standard sewage, for no two are alike. Even in one town or village the sewage varies in composition from day to day and from hour to hour.

In making a chemical analysis of sewage, the procedure described under water is adopted, but with slight modifications.

#### TOTAL SOLIDS

These may be estimated in two ways. The total solids both in suspension and solution may be estimated, or a portion of the sewage may be filtered. The residue is dried, weighed, and subsequently ignited, and the loss on ignition noted; the filtrate is then evaporated to dryness, dried, weighed, and subsequently ignited and weighed again.

## Chlorides

The chlorides of a sewage will be found to vary considerably. They are estimated in the way already described.

## Saline Ammonia

As this is usually very high, often as high as 1 to 2 parts per 100,000, and sometimes much higher, it is obvious that it will be useless to distil 500 c.c., since we should require no less than 500 c.c. of standard ammonia to match the distillates

Before determining what quantity to use for distillation it is useful to filter a little of the sewage. Take 10 c.c. of the filtrate and dilute it with 40 c.c. of ammonia-free water in a Nessler glass. Then add 2 c.c. of Nessler and match this with the standard ammonia. If the ammonia required is less than 10 c.c., use 20 c.c., and if more, use 10 c.c.

Suppose we decide to use 20 c.c. Pipette 20 c.c. of the sewage into the retort or flask and add half a litre of organically

pure ammonia-free water.

At this stage the reaction of the sewage should be determined, since in some places where the refuse matter from chemical works accompanies the domestic sewage, it may be neutral or even slightly acid. If it is not found to be distinctly alkaline, a very small quantity of freshly fused Na<sub>2</sub>CO<sub>3</sub> should be added, just sufficient to render it faintly alkaline.

The distillation is now proceeded with as in the case of

ordinary water.

Instead of estimating the amount of ammonia in each 50 c.c., the first 200 c.c. may be collected in a flask and well shaken. 20 c.c. of this may then be estimated and the result multiplied by 10.

### Albuminoid Ammonia

When all the saline ammonia has come over, the alkaline permanganate solution is added, and the distillation proceeded with

in the ordinary manner.

Instead of merely adding 50 c.c. of alkaline permanganate it is advisable to dilute this with as much as 200 c.c. or 250 c.c. of distilled water and boil the mixture well for a few minutes. By doing this there is much less chance of the flask boiling dry, since it often happens that 12 or 14 Nessler glasses are collected before the yield of ammonia ceases.

It is better to estimate the organic nitrogen by Kjeldahl's

method, as is described later.

### **Nitrites**

It is generally found that the reaction for nitrites is either not given or only very faintly. This is probably due to the fact that as fast as they are formed by reduction of the nitrates they are entirely reduced to ammonia.

### **Nitrates**

These salts are present only in minute traces. The reducing power of sewage is very great, so whatever nitrates are present are reduced rapidly to ammonia. The indigo method of estimating the nitrates should be used, and there is seldom any need previously to dilute the sewage.

# Oxygen Absorbed

20 c.c. is a very convenient quantity to take for this examination. 180 c.c. of organically pure ammonia-free water are added and the usual 10 c.c. of standard permanganate. Even with so small a quantity as 20 c.c. it sometimes happens that a further 10 c.c. of permanganate are required.

# Dissolved Oxygen

The dissolved oxygen figure for sewage and for sewage effluents can be determined by the method of Winkler, which has already been described.

The analysis of sewage effluents should be carried out on the same lines as laid down for crude sewage. The solids in suspension should be estimated; also the chlorides, nitrites, nitrates, and free ammonia. The albuminoid ammonia should be determined by Kjeldahl's method, as the ordinary means do not give reliable results.

# Total Nitrogen (exclusive of nitrites and nitrates)

## KJELDAHL'S METHOD

### Apparatus, etc., required

1. 200 c.c. flask of Jena glass.

2. 750 c.c. distilling flask.

- 3. Glass tube bent to a convenient angle with a bulb blown on the vertical arm.
- 4. Ordinary flask.

5. Burette.

6. Concentrated nitrogen-free H<sub>2</sub>SO<sub>4</sub>.

7. Nordhausen (or fuming) H<sub>2</sub>SO<sub>4</sub>.

8. Crystals of pure KMnO<sub>4</sub>.

9. KOH solution 50%.

10.  $\frac{N}{50}$  HCl or  $H_2SO_4$  and  $\frac{N}{50}$  NaOH.

11. Phenolphthalein or rosolic acid.

### The Process

1. Pipette 10 c.c. of the sewage into the small flask, add about 1 c.c. of H<sub>2</sub>SO<sub>4</sub>, mix well, and evaporate slowly over a small flame guarded by wire gauze.

2. When the fluid is reduced to rather less than half, add 20 c.c. of H<sub>2</sub>SO<sub>4</sub> and 3 c.c. of Nordhausen H<sub>2</sub>SO<sub>4</sub> and continue to

heat slowly.

- 3. From time to time add a small crystal of KMnO<sub>4</sub> until the colour disappears very slowly, and continue the heating for about 3 hours.
- 4. Allow the contents of the flask to cool, and carefully transfer them to the distilling flask. Wash the flask with a small quantity of distilled water two or three times and pour the washings into the distilling flask.
- 5. Add 70 c.c. of the KOH solution and allow the mixture to cool. After cooling, add 30 c.c. more of the KOH solution, drop in two or three pieces of clean granulated zinc and carefully insert an indiarubber stopper. Connect the flask by means of rubber tubing with the bent glass tube so that the free end dips down to the bottom of a clean Erlenmeyer flask containing 50 c.c. of  $\frac{N}{50}$ H<sub>2</sub>SO<sub>4</sub>, the bulb being a little distance above the mouth of the flask.
- 6. Carefully distil until the residue is rather less than half the amount of the original fluid.
- 7. Remove the flask containing the distillate, add a drop of rosolic acid, and add the  $\frac{N}{50}$ NaOH carefully until the reaction is neutral. Read off the amount of alkali required and calculate the amount of NH<sub>3</sub> therefrom.  $\frac{14}{17}$  of the ammonia calculated will represent the nitrogen.

### Explanation

Upon boiling nitrogenous organic matter with H<sub>2</sub>SO<sub>4</sub> under the conditions above described, the nitrogen is slowly converted into ammonium sulphate. When the process of conversion is completed, the  $H_2SO_4$  is over-neutralized with KOH, and free  $NH_3$  will then distil over.

#### EXAMPLE

After the distillation was finished it was found that the 50 c.c. of  $\frac{N}{50}$ H<sub>2</sub>SO<sub>4</sub> required 46.2 c.c. of  $\frac{N}{50}$ NaOH.

: 3.8 c.c. of  $\frac{N}{50}$  H<sub>2</sub>SO<sub>4</sub> had been neutralized by the NH<sub>3</sub> distilled

$$\therefore$$
 N<sub>2</sub> present =  $\frac{14}{17} \times \frac{3.8}{1000} \times 0.34$  gramme

= 1.06 milligrams.

But this was present in 10 c.c. of the sewage effluent.

: the sewage effluent contains 10.6 parts per 100,000 of nitrogen.

The distillation of the sewage effluent showed that there were 10'9 parts of saline ammonia per 100,000. This is equivalent to 8'97 parts of nitrogen.

Therefore the organic nitrogen in the sample of sewage effluent is 10.6 - 8.97 = 1.63 parts per 100,000.

### Notes

Great care must be exercised in heating the distilling flask at first, since there is a great tendency for the fluid to "bump." After a little time it will boil quite quietly until the ammonia has all been driven off, when it will once more begin to bump.

## General Considerations

From what has been said of the varying composition of sewage, it may be inferred that sewage effluents also show much variation: and this is indeed the case. It follows from this that a set standard of purity is neither obtainable nor desirable. Each sewage must be treated on its own merits, and the local circumstances taken into consideration before judgment is passed on an effluent.

Whether or not an effluent causes harm to a stream depends mainly on two factors: firstly, on the quantity and concentration of the effluent; secondly, on the size and volume of the stream. It is obvious that an effluent, approaching crude sewage in composition, would do much more harm to a small than to a large river; and, again, a small amount of a sewage effluent would do less damage than a larger amount. Doubtless it would be desirable to have local standards of purification for sewage, which standards should take into consideration such circumstances as these; and whatever standards of purity were established they should have for their main object the protection of rivers from contamination and harm.

The injury caused to a river by the inflow of sewage or a bad effluent may be considerable. The water may be deprived of its oxygen, and the fish of the river may die: trade refuse may cause a like mortality. Organic matter, deposited from the sewage, may stink, and, ultimately, silt up the river: sewage fungus may grow and decay: the river may be discoloured. Finally, the water may be poisoned by intestinal organisms, and be made unfit for drinking purposes to the detriment of cattle and man. An effluent should not be discharged into a stream if it is likely to harm the water in any of these ways.

# Satisfactory Effluents

The Royal Commission on Sewage Disposal, which was appointed in 1898, consider that the effect which an effluent has on a stream does not depend so much on the amount of organic matter present, as on the condition of this organic matter—whether or not it is easily putrescible, and is likely to take up oxygen from the water.

The Commissioners conclude that an effluent would generally

be satisfactory if it fulfilled the following conditions:-

1. That it should not contain more than 3 parts per 100,000 of suspended matter.

2. That after being passed through filter-paper it should not

absorb more than-

(a) 0.5 part by weight per 100,000 of dissolved or atmospheric oxygen in twenty-four hours; or

(b) 1'0 part by weight per 100,000 of dissolved or atmospheric

oxygen in forty-eight hours; or

(c) 1.5 parts by weight per 100,000 of dissolved or atmospheric oxygen in five days.

An effluent which fulfils these conditions will probably not be putrescible.

It may be laid down as a physical standard for all sewage effluents that they should not smell nor be offensive after

incubation for three days at 27° C. Effluents also should show

little opacity.

In contradiction to the Sewage Commissioners some authorities consider the organic ammonia figure to be the best index of a satisfactory effluent. A limit of o'I parts per 100,000 has been advocated by some chemists; o'I5 parts, and o'2 parts by others. Some have taken the oxygen absorbed figure as a standard, and said that no sewage effluent ought to absorb more than 1'4 parts of oxygen per 100,000 from permanganate.

It will be seen, therefore, that really there is no chemical standard for a sewage effluent; and the physical standards, combined with the incubation tests, are the best means at the present for arriving at a decision as to the suitability of an effluent for

discharge into a stream.

## PREPARATION OF REAGENTS

## Ammonia-free Water

THE following process is most usually adopted:

Distil from a large glass retort (or better, from a copper or tin vessel holding 15-20 litres) ordinary distilled water which has been rendered distinctly alkaline by the addition of sodic carbonate. A glass Liebig's condenser or a clean tin worm should be used to condense the vapour; it should be connected to the still by a short indiarubber joint. Test the distillate from time to time with Nessler's solution (which is described below), and when free from ammonia collect the remainder for use. The collection of water must be stopped when at least 2 litres (in such a sized still) remain.

# Ammonia-free Water-Organically Pure

Distilled water, to which I gramme of potassium hydrate and 0.2 gramme of potassium permanganate per litre have been added, is boiled gently for about 24 hours in a similar vessel to that used in preparing water free from ammonia, a redux condenser being fitted on to the top of the flask in order to return the condensed water. At the end of that time the condenser is adjusted in the usual way, and the water carefully distilled, the distillate being

tested at intervals for ammonia, as in preparing the ordinary ammonia-free water. When ammonia is no longer found, the remainder of the distillate may be collected, taking care to stop well short of dryness. The neck of the retort or still should point slightly upwards, so that the joint which connects it with the condenser is the highest point. Any particles carried up mechanically will then run back to the still, and not contaminate the distillate. The water thus obtained should be rendered slightly acid with sulphuric acid, and redistilled from a clean vessel, again stopping short of dryness.

# Alkaline Permanganate Solution

Dissolve 8 grammes of KMnO<sub>4</sub> and 200 grammes of NaOH in 1100 c.c. of distilled water. Boil until the bulk is reduced to 1000 c.c.

The object of the boiling is to drive off as ammonia any organic matter that may be present, either in the permanganate or the water.

# Metaphenylene-diamine-hydrochloride

I gramme of the base is dissolved in 200 c.c. of distilled water, and slightly acidulated with HCl.

## **Nessler Solution**

- 1. Dissolve 35 grammes of KI in 100 c.c. of NH3-free H2O.
- 2. ,, 17 ,, HgCl<sub>2</sub> ,, 300 ,, ,, ,, 3. ,, NaOH ,, 1000 ,, ,, ,,
- 3. " 200 " " NaOH " 1000 " " " The HgCl<sub>2</sub> dissolves more quickly on heating, but it must be subsequently cooled.
- 4. Pour the HgCl<sub>2</sub> solution into the KI solution until a permanent precipitate of HgI<sub>2</sub> is formed.
- 5. Dilute this mixture to 1000 c.c. with the NaOH solution. The precipitate will be re-dissolved.
- 6. Add more of the HgCl<sub>2</sub> solution until the permanent precipitate is again formed.
- 7. Allow the mixture to stand in a clean glass-stoppered bottle for 24 hours.
- 8. Pipette off the clear fluid from time to time as required.

When the Nessler is sensitive, it has a slight yellow colour. If it is colourless it will not be sensitive, and a little more HgCl<sub>2</sub> solution must be added and allowed to settle in order to saturate

the solution with HgCl<sub>2</sub>, since the sensitiveness of the Nessler depends upon this saturation.

# Phenol-Sulphonic Acid

32 c.c. of concentrated H<sub>2</sub>SO<sub>4</sub> are added to 4 c.c. of pure phenol. These are well mixed and heated to 100° C. for two or three hours. 110 c.c. of distilled water are then added and the solution is ready for use.

## Potassium Chromate Solution

A strong solution of pure neutral K<sub>2</sub>CrO<sub>4</sub> free from chlorine is

required.

Dissolve some crystals of pure  $K_2CrO_4$  in pure distilled water, and when the solution is made, add a drop or two of the standard solution of  $AgNO_3$  until a permanent red precipitate is formed. This ensures the absence of any chlorine in the solution. After the precipitate has settled, syphon or decant the clear yellow fluid into a small clean bottle.

# Potassium Ferrocyanide Solution

1 gramme of K<sub>4</sub>Fe(CN)<sub>6</sub> is dissolved in 100 c.c. of distilled water.

## Potassium Iodide Solution

This solution should be made as it is required, by adding a crystal of KI into a test-tube, and half filling it with distilled water.

Before being used, a little starch solution should be added to a few drops diluted with water, in order to ensure the absence of free iodine.

A solution of zinc iodide is frequently used instead of potassium iodide, since the former does not liberate free iodine on keeping, as does the latter.

# Starch Solution

This solution must be made up on each occasion as it is

required.

As much starch as will go on to an ordinary bacteriological platinum loop is dropped into a clean test-tube, and the test-tube is three-parts filled with distilled water and well shaken. It is then well boiled until the liquid becomes quite clear, and allowed to cool, when it is ready for use.

# Sodium Thiosulphate Solution

Dissolve 2 grammes of the thiosulphate in 1000 c.c. of distilled water.

The solution undergoes changes and becomes weaker, so that in practice it is standardized every time it is used, by making control or blank experiments side by side with the sample.

# Sulphuretted Hydrogen Water

This is made by acting on FeS with dilute HCl, passing the gas through a small quantity of water, and then into distilled water until no more H<sub>2</sub>S is dissolved by the water.

The H<sub>2</sub>S solution must be kept in a well-stoppered bottle, and

preferably in the dark.

#### STANDARD SOLUTIONS

General Considerations. Standard solutions are made to contain either a known or definite amount of a substance in a certain measure, or an amount sufficient to neutralize or precipitate a definite weight of another substance. Thus the standard ammonia is a solution of ammonium chloride of such a strength that each c.c. contains o'oor gramme of ammonia. The standard silver nitrate, on the other hand, contains that amount of silver nitrate in each c.c. which exactly precipitates o'oor gramme of chlorine.

In making the standard NH<sub>4</sub>Cl solution we require 1 gramme of NH<sub>3</sub> per litre. The combining weight of the former is

53.5, and of the latter 17. We require, therefore,  $\frac{53.5}{17}$  grammes

(i.e. 3'147 grammes) of NH<sub>4</sub>Cl in a litre.

In a similar manner we require sufficient AgNO<sub>3</sub> dissolved in a litre of water to precipitate 1 gramme of Cl. The c.w. of AgNO<sub>3</sub> is 169.7, and that of Cl 35.5. The amount of AgNO<sub>3</sub>

necessary is therefore  $\frac{169.7}{35.5}$  grammes; i.e. 4.780. Thus it remains to weigh 4.780 grammes of AgNO<sub>3</sub> and dissolve them in

I litre of water.

The labour involved in weighing out exactly 3'147 or 4'780 grammes is, for those who are not very adept at balance work, very great, and a simpler method is to weigh out a certain quantity exactly and to calculate the amount of water required.

Great accuracy can be obtained in measuring water with graduated flasks and pipettes. For instance, if 970 c.c. was the quantity required, a 1000 c.c. flask would be filled to the graduation mark, and 20 c.c. and 10 c.c. could be removed with pipettes graduated for these quantities. If 1270 c.c. were required, 1000 c.c. and 250 c.c. flasks could be filled and drained well into one holding 1500 or 2000 c.c. and 20 c.c. added by means of a 20 c.c. pipette.

All standard solutions should, of course, be always kept in

glass-stoppered bottles.

## Standard Ammonium Chloride

NH<sub>4</sub>Cl, m.w. 53.5; NH<sub>3</sub>, m.w. 17

A. Strong Socution

Weigh out as nearly as possible 3.15 grammes of dry anhydrous  $NH_4Cl$  and dissolve it in  $\frac{20}{3.15} \times 1$  litre of distilled ammonia-free water.

1 c.c. =0.001 gramme  $NH_3$ 

#### B. Weak Solution

Measure 10 c.c. of "A" very accurately by means of a 10 c.c. pipette, and add 990 c.c. of distilled ammonia-free water.

1 c.c. = 0'00001 gramme NH3

## Standard Calcium

Each c.c. of the standard must contain an amount of CaCl<sub>2</sub>

having the same weight of Ca as o'oo1 gramme of CaCO<sub>3</sub>.

Weigh as nearly I gramme of pure crystalline calcite as possible, and dissolve it in the least quantity of dilute HCl which will dissolve it, taking care to cover the vessel in which the solution is being made with a watch or clock glass to prevent the loss of calcium by the spitting. Evaporate to dryness over a water bath, dissolve again in water, and evaporate to dryness a second time; in order to ensure the absence of HCl it is advisable to repeat this a third time. Now dissolve the CaCl<sub>2</sub> in the proper quantity

of freshly boiled distilled water, i.e.  $\frac{w}{1} \times 1000$  c.c. where w is the weight of CaCO<sub>3</sub> taken.

# Standard Copper Solution 1

CuSO<sub>4</sub>: 5H<sub>2</sub>O, m.w. 249; Cu, c.w. 63

I gramme of copper is contained in 3.95 grammes of copper sulphate. Weigh out as nearly as possible 3.95 grammes of the crystals of  $CuSO_4$ , and dissolve them in  $\frac{w}{3.95} \times 1000$  c.c. of distilled water.

I cc. = 0.001 gram Cu

# Standard Indigo Solution

Weigh out approximately 2 grammes of indigo carmine. Digest this with 10 grammes of Nordhausen sulphuric acid for 24 hours. Add 30 c.c. of concentrated sulphuric acid and mix well. Pour this carefully into about 500 c.c. of distilled nitrate-free water. Wash the indigo out of the vessel with distilled water, a few c.c. at a time, until all the indigo has disappeared. Filter

and make up the solution to 1 litre.

In order to standardize the indigo solution, a burette graduated in  $\frac{1}{10}$ th c.c. is filled with the solution. 2 c.c. of the standard nitrate solution are mixed with 18 c.c. of distilled water and poured into a small wide-mouthed flask. 20 c.c. of strong  $H_2SO_4$  are quickly run into the flask and well mixed. The indigo is now run in, a few drops at a time, and the flask well shaken. After a certain quantity of indigo has been run in, the greenish colour, which quickly disappeared at first, becomes permanent. The amount of indigo required is next read off. Suppose the quantity required was found to be 2.2 c.c.

Then 2'2 c.c. of indigo = 2 c.c. of standard nitrate; but 1 c.c. of nitrate = 0'000014 gramme of nitrogen

1 c.c. of indigo =  $\frac{1}{2\cdot 2}$  of 0.000014 × 2 grammes of nitrogen = 0.0000127 gramme

Several experiments must be made to ensure the correctness of these figures, and when the true figures have been found, the indigo should be labelled

" 1 c.c. = 0'0000127 gramme N"

<sup>&</sup>lt;sup>1</sup> The standard solutions of lead, copper, and iron are made up so that I c.c. = 0'001 gramme. When using it is convenient to dilute at least ten times.

## Standard Iron Solution

A.

FeSO<sub>4</sub>. 7H<sub>2</sub>O, m.w. 278; Fe, c.w. 56

I gramme of iron is contained in 4.96 grammes of ferrous sulphate. Weigh out as nearly as possible 4.96 grammes of the crystals of pure FeSO<sub>4</sub>, and dissolve them in  $\frac{20}{4.96} \times 1000$  c.c. of distilled water.

I c.c = 0.001 gramme Fe

B.

(NH<sub>4</sub>)<sub>2</sub>Fe<sub>2</sub>(SO<sub>4</sub>)<sub>4</sub>. 6H<sub>2</sub>O, m.w. 640

Owing to the fact that absolutely pure FeSO<sub>4</sub> is difficult to procure, it is better to make up a standard solution with ammonium iron alum, which has the advantage that it is stable.

I gramme of iron is contained in 5.714 grammes of ammonium iron alum.

Weigh out as nearly as possible this quantity and dissolve it in  $\frac{70}{5.714} \times 1000$  c.c. of distilled water.

1 c.c. = 0'0001 gramme Fe

# Standard Lead Solution

Pb(C2H3O2)2. 3H2O, m.w. 378.4; Pb c.w. 206.4

I gramme of lead is contained in 1.83 grammes of lead acetate. Weigh out as nearly as possible 1.83 grammes of pure lead acetate and add it to about 500 c.c. of distilled water, and then add sufficient acetic acid to render the solution clear.

Add water to make up the quantity to  $\frac{w}{1.83} \times 1000$  c.c. 1 c.c. = 0.001 gramme Pb

# Standard Nitrate Solution

 $KNO_3$ , m.w. = 101.1; N, c.w. = 14

Weigh out as nearly as possible 1'011 grammes of KNO<sub>3</sub>. Dissolve this in  $\frac{vv}{1.011} \times 1000$  c.c. of distilled water. Each c.c. of the solution will contain 0.001 gramme of KNO<sub>3</sub>, or be equivalent to 0.000014 gramme of N.

## Standard Nitrite Solution

AgNO2, m.w. 153.7; Ag, c.w. 107.7

Weigh out as nearly as possible 0.406 gramme of pure silver nitrite. Dissolve it in boiling distilled water, and add sufficient sodium chloride to precipitate the whole of the silver. Make the solution up to  $\frac{w}{0.406}$  of 1000 c.c. with distilled water, and allow the silver chloride to settle. Remove 100 c.c. of the clear solution and dilute it to 1 litre with distilled water.

I c.c. = 0'00001 gramme  $NO_2$ 

# Standard Potassium Permanganate Solution

 $KMnO_4$ , m.w. 316;  $O_2$ , m.w. 32  $K_2Mn_2O_8 + 3H_2SO_4 = 2MnSO_4 + 3H_2O + 5O_4$ 

i.e. 316 grammes of KMnO<sub>4</sub> yield 80 grammes of oxygen. The solution has been found most convenient when 10 c.c. of it yield 0.001 gramme of O<sub>2</sub>. I litre of the solution must contain 0.1 gramme of available oxygen. The amount of permanganate required to allow this is  $\frac{316}{80} \times 0.1$  grammes in a litre; i.e. 0.395 gramme. Weigh out therefore as nearly as possible 0.395 gramme of pure potassium permanganate and dissolve it in  $\frac{w}{0.395} \times 1000$  c.c. of pure distilled water (w being the weight of the permanganate actually taken). The solution is then to be labelled

" 10 c.c. = 0'001 gramme O2"

# Standard Silver Nitrate

AgNO<sub>3</sub> + NaCl = AgCl + NaNO<sub>3</sub>

107.7 + 14 + 48 grammes of AgNO<sub>3</sub> are required to precipitate 35.5 grammes of Cl. Therefore  $\frac{169.7}{35.5}$  (i.e. 4.780) grammes of AgNO<sub>3</sub> will be necessary to precipitate 1 gramme of Cl.

As the solution must contain enough silver nitrate in each c.c. to precipitate o'oo1 gramme of Cl, it is evident that every litre should contain 4.780 grammes of the nitrate.

Weigh out accurately, as nearly as possible 4.780 grammes of pure recrystallized silver nitrate. Dissolve in about 500 c.c. of water in a perfectly clean chlorine-free flask; add more distilled

water, so that the total bulk of the water shall equal  $\frac{w}{4.780}$  × 1000 c.c. where w is the actual weight taken. When the dilution is completed the solution should be poured into a suitable glass-stoppered bottle and kept in the dark.

Suppose that w was found to be 5'124 grammes, then the total

must be  $\frac{5.124}{4.780}$  of 1000 c.c. = 1071.9 c.c.

# Standard Soap Solution

Each c.c. of the soap solution must contain an amount of soap

which will precipitate o'oo1 gramme of CaCO3.

Weigh out 10 grammes of sodium oleate or the Sapo durus of the B.P. and mix it with a litre of equal parts of methylated spirit and water.<sup>1</sup>

Shake well from time to time and set aside in a cool place for 24 hours. Filter into a flask which has been thoroughly well

washed out with distilled water.

In order to standardize the soap, it is necessary in the first place to find the amount of the soap which is required to make a permanent lather with 50 c.c. of distilled water. Suppose this is 0.6 c.c.

Into a 6-oz. bottle run 6 c.c. of the standard calcium solution, and add 44 c.c. of distilled water. Now find the quantity of the soap which is required to form a lather. Suppose that 5'3 c.c. are necessary. Then we have—

But the soap must be of such a strength that 6 c.c. are required. Therefore the volume of the standardized soap must be  $\frac{6}{4.7}$  of what it is unstandardized. Suppose that in this case

the volume is 940 c.c. Then the total volume must be  $\frac{6}{4.7}$  of

<sup>&</sup>lt;sup>1</sup> For the solution and subsequent dilution, exactly equal parts of methylated spirit and water should be mixed together and allowed to cool. The quantities of the cold mixture should be measured.

940 c.c. = 1200 c.c. That means that 260 c.c. of spirit and water must be added so that 1 c.c. of the soap shall exactly precipitate 1 c.c. of the standard calcium solution.

# Standard Thiosulphate Solution

Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>·5H<sub>2</sub>O, m.w. 248

This solution is made so that 1 c.c. = 0.00025 gramme of oxygen. On referring to Winkler's method for estimating the oxygen dissolved in water it is seen that, according to the equations, 16 grammes of oxygen will liberate 254 grammes of iodine.

On referring to the oxygen absorbed process it will be seen

that thiosulphate takes up iodine, thus

$$2Na_2S_2O_3 + I_2 = 2NaI + Na_2S_4O_6$$

that is, 316 grammes of thiosulphate combine with 254 of iodine. Thus since 16 grammes O liberate 254 grammes I, and 254 grammes I are converted into NaI by 316 grammes of Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>, 16 grammes O are equivalent to 316 grammes Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>.

Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub> has 5 molecules of water of crystallization;

 $\therefore$  316 grammes Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub> = 496 grammes Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>  $\cdot$  5H<sub>2</sub>O

I c.c. of our standard solution must therefore contain  $\frac{0.00025}{16}$  of 496 grammes of thiosulphate, i.e. 0.00775; or in other words, 7.75 grammes of crystalline sodium thiosulphate are dissolved in I litre of water.

## ANALYSIS OF MILK

Cow's milk contains proteins, carbohydrates, fats, salts and water.

The average composition is:-

Water 87.2%
Solids 12.8%, consisting of

Sugar, 4.8%
Fat, 3.7%
Proteins, 3.6%
Ash, 0.7%

Cow's milk, from the point of view of the hygienist, is the only kind of any importance. The results of a large number of analyses have shown that the milk of a healthy cow contains certain proportions of the various constituents. Although the composition varies with the time of year, the breed of the cow, the interval since calving, the lactation after first or subsequent parturition, etc., it has been found that no milk from a healthy cow is worse than a certain standard. If, therefore, a sample of milk is examined and found to fall below this standard, in some manner or other, the conclusion is arrived at that cream has been extracted, water added, etc.

It is therefore necessary to know what these standards are, in order to be able to say whether the sample of milk under exami-

nation is normal or no.

The determinations upon which the quality of the milk is decided are:—

1. The specific gravity. 2. The total solids. 3. The fat. 4. The total solids not fat. 5. The total ash. 6. The quality of the ash.

#### THE SPECIFIC GRAVITY

## Apparatus required

1. A specific gravity bottle.

2. A good balance (sensitive to o'oo1 gramme).

#### The Process

1. A specific gravity bottle holding 25 c.c. is thoroughly cleaned with strong HCl and washed with hot water. It is then dried outside, and rinsed with alcohol and finally with ether. The ether is expelled by blowing into the bottle with the nozzle of a blow-pipe.

The perforated stopper should be treated in the same

way.

2. About 50 c.c. of the milk and a like quantity of distilled water should be allowed to stand in glass-stoppered bottles in the laboratory for an hour or so, in order that the temperature of each may be that of the laboratory.

3. The bottle is carefully weighed with the stopper and the

weight noted.

4. The specific gravity bottle is now filled with the water to the top of the neck. The stopper is then carefully inserted so that no bubbles of air are contained, and the water fills the hole in the stopper. The bottle is carefully dried outside with a towel, care being taken not to heat the bottle with the hand in the operation.

5. The bottle containing the water is now weighed and the weight noted.

6. The bottle is next emptied, dried, and filled with the milk,

taking all the precautions as before.

7. It is again weighed, with the milk, and the weight noted.

#### EXAMPLE

## Notes

It will be observed that the temperature of both water and milk is that of the laboratory. This is, of course, not the theoretical manner of taking the specific gravity, but it is done in practice, and the error is very small. If it were called the relative density instead of the specific gravity, perhaps no objection could be raised either to the method or title.

A simpler method is to take the sp. gr. with a lactometer, or hydrometer, but this is rarely done by analysts of repute, as the error is greater than that obtained by weighing, owing to a variety of circumstances, including the temperature, the inaccuracy of the instrument, etc.

Before taking the sp. gr. the milk must be well shaken, so as to obtain a fair sample. This statement applies to all the other determinations.

#### THE TOTAL SOLIDS

This determination, as in the case of water, aims at finding the percentage of solid constituents in the liquid, by evaporating the milk and weighing the residue left.

#### The Process

1. Having thoroughly cleaned and dried a platinum dish, weigh it.

2. Weigh out in the tared dish 5 grammes of the milk after well

shaking it.

3. Evaporate to dryness over a water bath, inverting a glass funnel over the dish to prevent any dust from getting into the dish. The drying takes about two hours.

4. Heat in the water oven for half an hour, and weigh the dish

after it is cooled.

5. Replace in the oven for a further interval and again weigh. If there is no decrease in the weight, this is accepted. If there is a decrease, the dish is placed in the oven again for a short time and again weighed, until two successive weighings give no difference.

#### EXAMPLE

```
Platinum dish . . . = 10'324 grammes

,, ,, + milk . . = 15'324 ,,

,, ,, + solids . . = 10'964 ,,

Total solids . . = 10'964-10'324 grammes

= 0'64 gramme
```

But this is the quantity in 5 grammes;

$$\therefore \text{ total solids}\% . \qquad . \qquad . \qquad = 0.64 \times 20$$

$$= 12.8\%$$
Notes

The skin that forms on the surface of the milk delays the drying. The formation of this skin may be prevented, and the process therefore hastened, by the addition to the milk, before evaporation, of a few drops of a mixture of one part of acetic

acid with nine of methylated spirits.

In order to weigh out exactly 5 grammes of milk, the dish is tared and 5 grammes are added to the weights already counterpoising the dish. Now pipette the milk in a 5 c.c. pipette and allow 4'7 c.c. to run into the dish on the scale of the balance, taking care to have the balance down. Allow the milk to run into the dish after this drop by drop, until upon raising the beam it is found that there is just too much milk. With a clean, small-pointed, glass rod remove a trace of the milk and again weigh. Wipe the rod on a clean towel and continue to remove traces until the milk weighs exactly 5 grammes. A little practice will enable the experimenter to perform the weighing both quickly and accurately.

#### THE ASH

Having weighed the total solids, the dish is heated to dull redness over a Bunsen, or preferably over an Argand burner, until the whole of the organic matter is burnt.

The process is expedited by breaking up the masses of dried

milk with a somewhat stiff platinum wire from time to time.

When the whole of the contents are of a greyish white appearance, the dish is removed to a desiccator to cool and afterwards weighed.

#### EXAMPLE

#### THE FAT

#### Apparatus required

1. A Schmidt-Werner tube.

2. A stout test-tube, carrying a wash-bottle arrangement.

3. A platinum dish.

4. A 20 c.c. pipette.

## The Process

1. 10 grammes of milk are quickly and accurately weighed into

the platinum dish.

- 2. The Schmidt-Werner tube is clamped in a vertical position, after having been thoroughly cleaned and drained; and a small funnel (cut short as to its tube) is placed in the mouth of the tube.
- 3. The milk is poured down the funnel, the remains of the milk are then washed on to the funnel from the dish with the strong HCl (which must be pure) as contained in the extemporized wash-bottle. The milk is then washed out of the funnel with the acid, and finally the sides of the tube are washed down with the acid, and sufficient acid added so that the mixture of milk and acid reaches the 20 c.c mark.

4. The tube is shaken so as to mix the milk and acid well, and the milk is then boiled, the tube being constantly shaken. When the liquid is of a fairly deep brown colour, the heating is stopped.

5. The whole is then allowed to cool, by immersing the tube in

water if desired.

6. When the whole is cool, ether is poured in to the 50 c.c. mark. A cork is now inserted into the mouth, and the tube inverted gradually so that the whole of the brown liquid

collects in the upper end of the tube.

This must be repeated fifteen or twenty times, so that the ether may come into contact with, and take up all the fat. The tube is then held vertically and rotated quickly between the hands in order to get the débris to settle well, so that the level of the ether can be easily read.

7. A 20 c.c. pipette having indiarubber tubing at the upper end is now inserted into the tube, and exactly 20 c.c. of the ether are sucked out of the tube. The ether can be easily held in the pipette by pinching the indiarubber tubing.

8. The 20 c.c. of ether are then allowed to run into a clean platinum dish, which is then placed in a water oven, at

60° C., in order to drive off the ether.

9. When the ether is completely evaporated, the dish now con-

taining the fat is weighed.

10. The ether left in the tube is read off and noted for the subsequent calculation.

# Explanation

The fat in the milk being in the form of a perfect emulsion cannot be taken up by ether without previous treatment. Boiling with HCl converts the albuminous envelopes round the fat into soluble acid-albumin, the fat is set free and rises to the top. The ether is now able to dissolve it.

#### EXAMPLE

Weight of milk tak	cen				= 10'000 grammes
" dish					=42.312 ,,
,, dish + f					= 42.638 ,,
,, fat .					= 0.326 gramme
Ether left in tube					= 3.5 c.c.
Total fat = $\frac{23.5}{20} \times 6$	1976				
o·326 gramme o	f fat v	vas p	resent	t in	
20 c.c. of ether)					= o'383 gramme

But this quantity is present in 10 grammes of milk;
... 100 grammes contain 3.83 grammes; or the milk contains
3.83% of fat.

#### Notes

The Werner-Schmidt tube is fixed vertically to prevent the milk from getting into the upper bulb, and a funnel is used to the same end.

If several estimations are to be made, the 20 c.c. pipette should not be cleaned out, but the ether must be drained each time into the platinum dish.

After having done this, it will be noticed that there is a modicum of fat lining the pipette and this amount is constant. From this it is evident that the first estimation done with a new or clean pipette will be slightly under the proper figure.

In mixing the ether with the fat, HCl, etc., care must be taken not to shake the tube whilst the brown sediment and ether are mixed together. If it is done, a froth will be formed which is difficult to get rid of.

When all the ether is at one end, that end should be well shaken, in order to get the ether well in contact with the walls of the tube.

#### ADULTERATION OF MILK

When a milk vendor finds that the consumption of milk exceeds the production, there are certain courses open to him. Firstly, he may refuse to supply some of his customers; secondly, he may increase the production; thirdly, he may make the production fit the consumption. The last course is not altogether unknown; and, in order to follow it, the dishonest vendor adds water to the milk. Sometimes he wishes to sell cream, and then he may deplete some of his milk of fat, and sell the resulting skimmed milk as genuine.

If he abstracts cream he will raise the specific gravity of the milk; if he adds water he will lower it. It may possibly occur to him that some of his customers have lactometers; and so, judiciously, he abstracts cream and adds water. If these operations are carefully performed, the resulting product will have a normal specific gravity; and the dishonest milkman may trade unsuspected, until an inclement fortune sends some of his milk to an analyst. Such frauds in connection with milk are often referred to by the kindly name of sophistication.

## Standards for Milk

In order to detect a fraudulent milk vendor, it is necessary to have a standard to which milk should conform; if the milk fails to come up to the standard, then it can be said not to be genuine.

It has been ascertained that milk, if genuine, should contain:—

At least 3% of fat.
 At least 8.5% of solids not fat.

And that skimmed milk, if unwatered and genuine, should contain at least 9.0% of solids not fat.

These are legal standards; and if a milk sample fails to attain to these it is considered to be adulterated and not genuine.

## Addition of Water

When water is added to milk the specific gravity of the sample is lowered, and the solids both fatty and non-fatty are diminished. The amount of water added is determined from the amount of solids not fat. Thus a sample of milk was found to contain 8% of solids not fat; but 8.5% of solids not fat denotes 100% of genuine milk. Therefore 8% of solids not fat denotes  $\frac{8 \times 100}{8.5}$ = 94'1% of genuine milk; or, in other words, about 6% of water has been added to the milk.

Again, the amount of water added may be calculated from the ash. The ash in milk is fairly constant at 0.7%, although there is no legal standard for it. A milk sample was found to give 0.6% of ash: now 0.7% of ash shows 100% of pure milk; therefore o.6% of ash shows  $\frac{0.6 \times 100}{0.7} = 85.7\%$  of pure milk. about 15% of water has been added to this sample.

In legal work and ordinary routine work, however, it is more convenient to calculate the added water from the figure for solids not fat, as has been shown above.

## Abstraction of Cream

Removal of cream raises the specific gravity of milk, and lowers the amount of fat present. The amount of cream abstracted is measured by the estimation of the fat.

Thus a sample of milk was found to have only 2.5% of fat.

Now 3% of fat show that the fat in the milk is all present; or a figure of 3 denotes 100% of fat. Therefore 2.5 denotes  $\frac{2.5 \times 100}{3}$ 

=83.3% of fat originally present. So more than 16% of the

original fat has been abstracted.

Where the fat is low and the solids not fat are average, it may be inferred that the diminished fat figure is due to the abstraction of cream and not to the addition of water. Where the fat is much reduced, and the solids not fat slightly reduced, it may be inferred that cream has been abstracted and water added.

Rarely condensed milk is added to skimmed or watered milk in order to supply the deficiency in fat. The fraud is detected by the abnormally high figure for total solids, and by the increase in sugar. Condensed milk contains much sugar and solids—sometimes as much as 40%.

#### Note

It has been found that the specific gravity, total solids, and fat bear a somewhat constant relation to one another. Advantage has been taken of this fact, and a formula has been calculated for deducing the fat from the specific gravity and total solids. This is a great advantage when many samples of milk have to be estimated; because the estimation of the fat requires more attention than that of the total solids.

The formula is :-

T.S. = 
$$\frac{\text{Spec. Grav.} - 1000}{4} + 0.14 + \frac{6\text{F}}{5}$$

Where T.S. = Total solids, and F = fat.

#### **EXAMPLE**

A milk sample had a specific gravity of 1032, and had 12.34% of total solids. Then:—

$$12.34 = \frac{1032 - 1000}{4} + 0.14 + \frac{6F}{5}$$

$$\therefore F = 3.5.$$

# Preservatives

The most common additions to milk are sodium carbonate or bicarbonate, boric acid or borax, formalin, and occasionally salicylic acid.

## Sodium Carbonate or Bicarbonate

is added in order to neutralize the acidity generated by the growth of micro-organisms, and to delay the curdling.

These may be detected

1. By boiling the suspected milk for an hour. After prolonged boiling, normal milk has only a faint tinge, but milk to which either of these salts has been added assumes a fairly deep brown colour.

2. By the reaction on rosolic acid. To 10 c.c. of the milk add 10 c.c. of alcohol and a few drops of a 1% alcoholic

solution of rosolic acid.

Normal milk will show a brownish colour, whereas milk with NaHCO<sub>3</sub> added will turn the rosolic acid a rose colour.

## Boric Acid or Borax

The presence of these preservatives may be detected as follows:—

1. Evaporate 50 c.c. of the milk, which has been rendered slightly alkaline, to dryness, and incinerate.

2. Dissolve in the minimum quantity of HCl and again evaporate

to dryness.

3. Dissolve the residue in a small quantity of hot water and moisten a piece of turmeric paper with the solution. Dry the turmeric paper.

If boric acid or borax was present in the milk, the dry turmeric paper will assume a rose or cherry-red colour.

The quantitative estimation is a very lengthy and delicate

process, and beyond the scope of this work.

# Salicylic Acid

This acid may be detected as follows:-

1. Acidify about 25 c.c. of the milk with HCl and filter.

2. Shake up the filtrate well with ether and decant it.

3. Evaporate the ether and moisten the residue with ferric chloride.

The presence of salicylic acid is indicated by the development of a violet colour.

#### Formalin

The presence of small quantities of formalin in milk may be

detected by the method suggested by Hehner.

If a few c.c. of milk are poured into a test-tube, and a like quantity of strong commercial sulphuric acid is poured down the side of the tube so that the two do not mix freely; at the junction of the H<sub>2</sub>SO<sub>4</sub> with the milk, a purple ring will be formed which becomes more extensive upon gradually agitating the test-tube.

#### Notes

This test is only available for formalin in milk, since no such reaction can be obtained with pure formalin. Pure H<sub>2</sub>SO<sub>4</sub> also gives no such reaction, so that the commercial acid must be employed.

A still better test is as follows:-

10 c.c. are placed in a test-tube and 2 c.c. of 10% KOH solution and 1 c.c. of a watery solution of phloroglucinol are added. If formalin is present a pink colour will be at once produced.

# ANALYSIS OF BUTTER

THE term "butter" has been defined in the Margarine Act, 1887, to "mean the substances usually known as butter, and made exclusively from milk or cream or both, with or without salt or other preservatives, and with or without the addition of colouring matter."

As in the case of milk, the composition of butter varies within certain limits. An average pure butter has the following per-

centage composition:-

Fat		-		85.45
Curd				2.75
Salt				3.52
Water				8.22

but even in genuine butters the fat may vary from 82% to 87% and the water a corresponding amount, and no butter should be condemned as being adulterated with water unless it contains less than 80% of fat.

The proximate analysis of a sample of butter may be undertaken as follows:—

#### ESTIMATION OF WATER

## Apparatus required

- 1. A platinum dish and a piece of glass rod.
- 2. A water bath and a water oven.
- 3. A good balance.

## The Process

1. Weigh about 2 or 3 grammes of butter into the clean dry platinum dish.

2. Place the dish on the water bath and stir from time to time with the glass rod, leaving the latter in the dish the whole time.

3. When the visible water has evaporated, wash the fat off the rod with a little ether, and place the dish in the water oven until all the water and ether have disappeared.

4. Remove to a desiccator until the dish is cool, and weigh.

5. Replace in the oven for half an hour, again place in the desiccator and re-weigh.

If the two weighings are alike or very approximate the last weighing may be taken as the correct weight of the dry butter. The loss in weight of the butter represents the water present.

EXAMPLE

Platinum dish				= 10'324	grammes
Weight of dish + bu	tter			= 13.524	,,
				-	
Weight of b				= 3.500	
Weight of dish + dr	ied but	ter		= 12.960	
Loss in weight				= 0.264	gramme
: percentage of	water :	$=\frac{3.3}{0.56}$	$\frac{54}{2} \times 10$	00 = 17.60	

## Note

Unless the butter is stirred from time to time during the process of evaporation, the melted butter floats on the surface of the water, and so prevents its evaporation.

Care must of course be taken to wash all the fat off the glass stirring rod.

#### ESTIMATION OF SALT

## Apparatus required

1. A separating funnel.

2. The apparatus for estimating chlorine in water.

## The Process

1. Weigh out 5 grammes of the butter to be analysed, and carefully transfer it to a clean filter funnel, washing the remnants off with hot water.

2. Pour about 200 c.c. of hot distilled water on to the butter and

shake up well.

3. Pour off the water into a measuring glass, pipette off 20 c.c. into a porcelain evaporating basin, and estimate the chlorine with standard silver nitrate as in the case of water.

#### EXAMPLE

Butter taken . . . 5'2 grammes
Measure of water after shaking with butter
Standard AgNO<sub>3</sub> required for 20 c.c. = 4'4 c.c.

... o'004 gramme Cl are present in 20 c.c. of the water ... butter contains

$$\frac{0.004}{1} \times \frac{58.5}{35.4} \times \frac{220}{20} \times \frac{100}{5.2}\% \text{ of NaCl}$$
= 1.42%

# Detection of Adulteration with Foreign Fats

The most important chemical examination of butter is the determination of the presence of fats which are not those of milk.

Margarine, which now is a good and cheap substitute for butter, is made chiefly of beef fat. According to the definition of butter given above, the addition of beef or other fat to butter is a legal offence, unless the mixture is sold as margarine, and it is illegal to mix more than 10% of butter fat with margarine.

In order to test the properties of butter fat and margarine fat it is necessary to obtain these free from water, curd, salt, etc.

Perhaps the simplest method of doing this is to fill a beaker of about 50 c.c. capacity with the butter and place it in the water oven at 100° C. until the butter has melted, and the water, curd, etc., have sunk to the bottom.

The supernatant fat is then carefully poured on to a dry filterpaper—care being taken that no water gets on to the paper—and

allowed to filter into a clean dry beaker in the oven.

The same method is adopted for margarine. In the process to be described, although butter only is used, it will be understood that exactly the same procedure is to be adopted for margarine.

The general compositions of butter and margarine fats are—

Olein	. ,		42'2I	 MARGARINE
Palmitin	and	stearin	20.00	 69.5
Butyrin			4.67)	
Caproin			3.05}	 0.4
Caprylin			0.10)	
			100,00	100.0

These fats are the salts of the respective fatty acids with glycerol. Oleic, palmitic and stearic acids are termed non-volatile or insoluble fatty acids, and butyric, etc., the volatile or soluble acids.

The differences in the composition of the fats are responsible for the chemical and physical properties which are next to be determined.

# Estimation of the Specific Gravity

The procedure is similar to that adopted for determining the

sp. gr. of milk.

Instead of weighing at the room temperature, however, the melted butter fat and the clean sp. gr. bottle are placed in an incubator whose temperature is 37° C., for an hour. The bottle is quickly filled, restoppered, wiped, and replaced in the incubator for a few minutes. It is then weighed as quickly as possible. The sp. gr. is then calculated from the figure thus obtained and that obtained on weighing the same bottle full of water at 37° C.

## EXAMPLE

Weight of bottle + water . . . = 
$$18.143$$
 grammes , . . =  $8.401$  , . Weight of water . . . =  $9.742$  ,

The sp. gr. of true butter fat is never below 0'911, whereas that of margarine never rises above 0'906.

If we are dealing with an adulterated butter, the estimation of the percentage of butter present is merely a proportion sum.

#### EXAMPLE

The sample had a sp. gr. of 908.5. Find the percentage of adulteration.

We must accept the lowest sp. gr. of butter, i.e. 911, and the highest of margarine, 906.

$$x \times 906 + (100 - x)$$
 911 = 100 × 908.5  
 $5x = 250$   
 $x = 50\%$ 

# The Valenta 1 Test Modified by Jean

This test depends upon the different amounts of glacial acetic acid taken up by butter and margarine respectively.

## Apparatus required

- 1. A graduated test-tube 1 cm. in diameter.
- 2. A graduated pipette.
- 3. Water bath.

## The Process

- 1. Pour 3 c.c. of the melted fat heated to 50° C. into the test-tube and place in the water bath at 50° C.
- 2. By means of the pipette add 3 c.c. of glacial acetic acid to the fat. Leave the tube in the water bath until the temperature of the whole of the contents is 50° C.
- The original Valenta test was as follows: Equal parts of the fat and acetic acid were mixed together and heated to 100° C. They were subsequently cooled and the temperature observed at which a cloudiness appeared. This was found to occur with margarine at 96.5° C. and with butter at 61.5° C.

3. Shake well two or three times and return to the bath. Allow the acetic acid to settle to the bottom and read off the height of the acid, i.e. the junction between the acid and the

The loss in volume of the acetic acid represents the amount dissolved by the fat.

#### EXAMPLES

Samples of butter and margarine were tested. The level of the acetic acid after the experiment was 1'2 c.c. in the butter tube, and 2'2 in the margarine tube.

.. acetic acid absorbed by butter 
$$= \frac{1.8}{3} \times 100 = 60\%$$
.. margarine 
$$= \frac{0.8}{3} \times 100 = 26.6\%$$
The average figures are
Butter
Butter
Margarine
Butter

If the sample submitted to analysis comes up to the standard of the above tests it can be certified as free from admixture with foreign fats. If, on the other hand, the sample is below the standards, it is well to apply a further test. This test consists in estimating either the volatile or the non-volatile fatty acids, or both.

# ESTIMATION OF THE VOLATILE FATTY ACIDS

## REICHERT-WOLLNY PROCESS

## Apparatus, etc., required

- 1. Globular flask about 300 c.c. capacity.
- 2. Small Thorpe's condenser.
- Graduated measures.
- 4. Graduated burette.
- 5. Two small pieces of freshly burnt pumice.
- 6. Filter funnel and paper.
- 7. Beakers or small flasks.
- 8.  $\frac{N}{10}$ NaOH.
- 9. Phenolphthalein.
- 10. 50% NaOH.
  11. 25% sulphuric acid.

#### The Process

- 1. 5 grammes of the filtered butter fat are poured into the flask and 2 c.c. of the 50% NaOH and 10 c.c. of absolute alcohol are added to the butter.
- 2. A reflux condenser is fitted to the flask, and the latter is placed over a water bath at 100° C. The flask is shaken from time to time and the boiling continued for about half an hour.

The condenser is disconnected from the flask and the alcohol is allowed to evaporate.

4. 100 c.c. of distilled water are poured in the flask, the whole shaken up well, and placed on the water bath for a quarter of an hour.

5. 4 c.c. of 25% H<sub>2</sub>SO<sub>4</sub> are mixed with 36 c.c. of distilled water and poured into the flask. At the same time the two small pieces of pumice are dropped in the flask.

6. A cork is inserted into the neck of the flask, carrying a tube bent at an obtuse angle and having a bulb blown on it close to the cork. The whole is then connected to a condenser and within 28-32 minutes exactly 110 c.c. are distilled into a measure through a funnel carrying a filter-paper.

7. 100 c.c. of the distillate are taken, and to this 1 c.c. of phenolphthalein is added.

8. The decinormal caustic soda is then run into the distillate until a permanent rose-pink is obtained. The number of c.c. of soda is noted. To the number used one-tenth is added.

9. This number of c.c. of decinormal soda is known as the "Reichert-Wollny Number" of the butter or fat. Butter gives a Reichert-Wollny number of not less than 24. Margarine gives a Reichert-Wollny number of not less than 3. Mixtures of margarine and butter give Reichert-Wollny numbers between 3 and 24.

# Explanation

Boiling the fat with alcoholic soda converts the glycerol salts into soda salts and glycerin.

$$C_3H_5(C_4H_7O_2)_3 + 3NaOH = C_3H_5(HO)_3 + 3NaC_4H_7O_2$$
(glycerin) (sod. butyrate)

The reaction for the butyrate is similar to that for all the others, oleate, stearate, etc.

The addition of the sulphuric acid decomposes the sodium butyrate, etc.; butyric acid, etc., are set free and are distilled over by heat

$$2NaC_4H_7O_2 + H_2SO_4 = Na_2SO_4 + 2C_4H_8O_2$$

The object of filtering the distillate is to free it from traces of

the non-volatile acids which almost invariably distil over.

Pumice is added to prevent the "bumping" which so often accompanies the distillation of any liquid containing sulphuric acid.

#### EXAMPLE

Five grammes of butter fat gave a distillate, 100 c.c. of which required 26.8 c.c. of  $\frac{N}{10}$ NaOH to neutralize it.

Observe that 110 c.c. were distilled and only 100 c.c. neutralized. The acidity of the whole distillate will therefore obviously be  $\frac{11}{10} \times 26.8$ , or one-tenth more than the observed quantity,

namely, 29.48. This is the Reichert-Wollny number of this butter fat, and shows genuine butter.

Suppose the figure obtained had been 18. What percentage

of adulteration with margarine would this show?

Let x = the percentage of adulteration (i.e. of margarine).

Then 
$$x + 3 + (100 - x)24 = 100 \times 18$$
  
 $21x = 600$   
 $x = 28.5\%$ 

# Notes

The Reichert-Wollny number does not give an exact estimation of the volatile fatty acids present in the butter fat. It is an empirical figure only, and in order that it may be obtained accurately, strict care must be taken in performing the various operations; the apparatus must be of standard Reichert-Wollny size; and the distillation must be completed within the specified time. Under such standard conditions butter fats invariably yield figures over 24; other fats (with the exception of cocoanut oil) give numbers of less than 3. Cocoanut oil may give a Reichert-Wollny number at 7–8.

#### ESTIMATION OF THE INSOLUBLE FATTY ACIDS

Instead of estimating the volatile, the insoluble fatty acids may be estimated. In order to do this, the fat is saponified as before. After saponification it is transferred to a litre flask, and the small flask is washed two or three times with hot water, the washings being added to the contents of the large flask. 4 c.c. of 25%  $H_2SO_4$  are mixed with 30 or 40 c.c. of hot water and poured into the flask, which is then carefully filled to within an inch of the top of the neck with hot water. The fatty acids will now collect on the top of the water.

The mouth of the flask is covered over, and the contents are allowed to cool. When the flask is cold, the mass of fatty acids can with a little care be loosened by means of a glass rod from the sides of the neck, and transferred *en masse* to a clean porcelain evaporating basin. The water remaining in the flask is now filtered through a filter-paper, and when the filtration is complete

both paper and flask are allowed to dry.

The mass of fatty acids is dissolved in ether and filtered through the dried filter-paper in a tared platinum dish, and the basin is washed free of fatty acids with a little ether. The large flask is now washed out with ether, and the ether filtered. Finally the filter-paper is washed with ether, so that all the fatty acids are in the platinum dish. The ether is next evaporated in the water oven, and the dish is weighed. The gain in weight represents the amount of the insoluble fatty acids.

## Note

In butter fat the insoluble fatty acids form about 88%. In margarine and other fats they are about 96%.

# Preservatives

The common preservative added to butter is boric acid or borax. The detection of this is performed in exactly the same manner as in the case of milk.

## ANALYSIS OF FLOUR

A GOOD wheaten flour has the following average percentage composition:—

Starch		59'7	Soluble	nitroger	1.	1.8
Dextrin		7'2	Fat .			1.5
Cellulose		1.7	Mineral	matter		1.6
Gluten		12.8	Water			14'0
		Total				100.0

The chemical analysis of a sample of flour for adulteration is usually confined to the determination of the percentage of water, gluten, ash, and mineral matter.

The best practical and domestic test to apply to flour is to use

it for making bread. A good flour makes good bread.

#### ESTIMATION OF THE PERCENTAGE OF WATER

5 grammes of flour are weighed in a platinum dish, and dried in the water oven until a constant weighing is obtained. The loss in weight represents the water present, and the percentage is calculated therefrom. In a good sample of flour the percentage of water should not exceed 18.

#### ESTIMATION OF THE ASH

After the dried flour has been weighed it is incinerated in the platinum dish, and the residue weighed.

The percentage of ash varies from 0.5% to 1%, but should not exceed this latter figure unless mineral matter has been added.

#### ESTIMATION OF THE GLUTEN

1. Weigh 50 grammes of flour, mix it carefully and thoroughly with 50 c.c. of distilled water, and allow it to stand for an hour.

2. Collect the paste thus made in a linen handkerchief, and make

the latter into a bag.

3. Allow water from a tap to run on the outside of the bag and knead the paste well until the water running away is clear.

4. Remove the paste from the bag and complete the kneading in the hand until the water which runs away is quite clear.

5. Squeeze the mass and remove all the extraneous water and weigh. The moist gluten should form from 25% to 30% of the weight of the flour.

6. Dry the gluten in a platinum evaporating basin and weigh again.

The dry gluten should be 12% to 15% of the flour.

#### Note

Old or musty flour will not produce an adhesive mass which can be kneaded, but a semi-liquid mass which easily washes away. No such mass of gluten can be obtained with rye flour, however good and new it may be.

# The Chloroform Test

If flour which contains added mineral matter be shaken up with chloroform the flour will float in the chloroform, whilst the mineral matter very quickly sinks to the bottom.

If the majority of the chloroform be poured off, and the sediment shaken up with fresh chloroform two or three times, the mineral matter can be obtained free from flour.

The sediment being washed out of the test-tube and the chloro-

form evaporated, is now ready for qualitative examination.

If alum has been added to the flour (a rare proceeding, since it is not usual to add it until the flour is in the process of breadmaking) it will be detected in the sediment, as it is only very sparingly soluble in chloroform.

#### ERGOT

Flour, and particularly rye flour, is liable to be ergotized, and it is necessary for the student to know how to detect the presence of this drug. This may be done by warming some of the suspected flour with a solution of KOH. If ergot is present the characteristic odour of propylamine will be detected.

Ergot may also be detected by shaking up 2 grammes of the suspected flour in 10 c.c. of 70% alcohol containing 10 HCl. If ergot is present, after a short time a blood-red colour will

develop.

## ANALYSIS OF BREAD

An average sample of bread has the following percentage composition:—

Starch, o	lext	rin,	maltose		51'3
Proteins					6.5
Fat					1,0
Ash		-			1.0
Water			1.1.1		40.0
					100'0

The chemical analysis of a sample of bread is usually confined to the determination of the acidity, the ash, and the presence of alum.

#### THE ESTIMATION OF THE ACIDITY

Acetic and lactic acids are both present in bread, but the

acidity is usually calculated in terms of acetic acid.

In order to ascertain the acidity, grate a certain quantity of the bread crumb and weigh 20 grammes of the crumbs. Transfer these into a beaker and add 100 c.c. of hot distilled water. Stir well and allow it to stand for two or three hours. Filter 25 c.c. into a flask or evaporating basin and add a drop of phenolphthalein.

Add  $\frac{N}{10}$ NaOH from a burette until the fluid is neutral. From the amount of alkali used calculate the amount of acid.

#### EXAMPLE

20 grammes of bread-crumb were taken.

25 c.c. of the extract took 9.6 c.c. of  $\frac{N}{10}$ NaOH.

The 20 grammes of bread yielded therefore an acidity equal to 38.4 c.c. of  $\frac{N}{10}$ NaOH. There was therefore as much acid as in 38.4 c.c. of  $\frac{N}{10}$  acetic acid. The molecular weight of acetic acid is 60. Therefore 100 c.c. of  $\frac{N}{10}$  acetic acid contain 0.6 gramme of acetic acid.

... 38.4 c.c. contain 
$$\frac{38.4}{100} \times 0.6$$
 gramme = 0.2304 gramme

100 grammes of the crumb would contain 5 x 0.2304, i.e. 1.15 grammes of acetic acid.

## ESTIMATION OF THE ASH

The estimation of the ash is performed in a manner similar to that which has been previously described.

If the ash exceeds 2% there will be a suspicion of added

mineral matter.

#### DETECTION OF ALUM

In order to detect the presence of alum in bread, a slice should be cut from the middle of the loaf and a few drops of a mixture of a fresh solution of logwood in alcohol and a saturated solution of ammonium carbonate should be poured on to the centre of the slice. When the fluid dries up a distinctly blue colour will develop if alum is present. If no alum is present the colour will be brown.

#### ESTIMATION OF ALUM

The estimation of alum is a somewhat lengthy process, but

may be performed in the following manner:-

dish until the ash does not decrease in weight. After cooling, 3 c.c. of pure strong HCl are added, and the whole diluted with 20 or 30 c.c. of water. The fluid is then boiled and filtered.

The residue should be dried, incinerated, weighed and returned

as silica.

The filtrate is now alkalized with ammonia, when the phosphates of calcium, magnesium, iron, and aluminium will be thrown down. The fluid is now made strongly acid with acetic acid, boiled, and filtered. The residue consisting of the phosphates of iron and aluminium is now dried and weighed. After the weight has been ascertained, the residue is dissolved, the iron estimated colorimetrically and deducted from the total residue. The remainder will represent the phosphate of aluminium, and from this the amount of alum can be calculated.

In order to be able to say whether alum has been added to bread it is first necessary to deduct the alumina which is present normally in bread. It has been found that in a normal sample of bread there is as much alum as silica. The weight of silica found must therefore be deducted from the amount of alum found, and any excess will represent added alum.

## ANALYSIS OF COFFEE

Coffee is frequently sold mixed with chicory, a preparation from the root of the wild endive. When it is sold as a mixture no legal objection can be taken to it. Sometimes it happens, however, that such a mixture is sold as pure coffee: this constitutes a fraud, and it becomes necessary to know whether any sample of coffee has been adulterated. The usual adulterant is chicory, and the detection of this substance only will be treated here.

# Qualitative Tests for Chicory

A. Put some of the suspected coffee upon the surface of some water in a tall beaker or cylinder. Roasted chicory sinks at once, making a brown trail in the water through which it passes; coffee will float for several minutes, and takes longer than chicory to colour the water.

B. The smell of chicory is different from that of coffee.

C. Examine with the microscope. Chicory shows typical "dotted ducts."

D. Heat some of the sample in a platinum dish until it is reduced to ash. The ash of coffee is almost white; chicory contains

more iron, and the ash has a reddish colour.

E. Take 5 grammes of the suspected coffee, and pour into it 30 c.c. of boiling water. Filter into a Nessler glass and add 5 c.c. of lead acetate solution. This will precipitate the colouring matter of coffee, leaving the supernatant fluid colourless; if chicory is present the column of fluid will retain its brown colour.

#### ESTIMATION OF AMOUNT OF CHICORY

#### FIRST METHOD

## Specific Gravity of a 10% Extract

1. Weigh exactly 10 grammes of the sample of coffee, and place the coffee in a beaker.

2. Make a paste of the coffee with a little distilled water, and then dilute so that exactly 100 c.c. of water are present.

3. Cover the beaker and leave it for 10 or 12 hours.

4. Filter 50 c.c., fill into a specific gravity bottle and weigh.

5. Calculate the specific gravity, and from this the percentage of adulteration.

#### EXAMPLE

The average specific gravities of 10% extracts of coffee and chicory are respectively 1'009 and 1'024. The specific gravity of the 10% extract of a sample of mixed coffee and chicory was found to be 1'0139.

If x is the percentage of coffee in the mixture it is obvious that

$$x \times 1009 + (100 - x)1024 = 100 \times 1013.9$$
  
 $x = 67.3$ 

That is, there is 32.7% of chicory.

Table giving the Approximate Percentages of Coffee in a Mixture of Coffee and Chicory from the Specific Gravity of a 10% Extract.

Percentage of Coffee	Sp. gr. of 10% Extract	Percentage of Coffee	Sp. gr. of 10% Extract
100	1009 00	45	1017'25
95	1009'75	40	1018.00
	1010'50	35	1018.75
85	1011'25	30	1019'50
90 85 80	1012 00	25	1020'25
75	1012'75	20	1021'00
	1013.20	15	1021'75
70 65	1014'25	10	1022 50
60	1015'00	5	1023'25
55	1015'75	0	1024'00
50	1016.20	_	_

#### SECOND METHOD

## The Determination of the Soluble Ash

A weighed quantity of coffee is placed in a platinum dish and incinerated. After cooling, the ash is treated with distilled water until all the soluble matter has been dissolved. The solution is then filtered, the dish and paper washed with distilled water, the filtrate transferred to a tared platinum dish and evaporated to dryness. The dish is then weighed—the increase in weight representing the amount of soluble ash. From the weight the percentage is calculated. In order to determine the adulteration, it is assumed that chicory never yields a soluble ash greater in amount than 1.7%, and that coffee yields a soluble ash never less than 3%.

## ANALYSIS OF SPIRITS

THESE, with the various liqueurs, contain a large proportion of alcohol. The Sale of Food and Drugs Amendment Act, 1879, fixes the minimum of alcohol for spirits.

Whisky, brandy, and rum must not be more than 25 under

proof.

The term "proof spirit" arose when the test applied was to moisten gunpowder with the spirit in question. On applying a

light, if the gunpowder burnt, the spirit was said to be proof or over proof; if it did not, it was under proof. It has been subsequently defined by Act of Parliament to be a mixture of alcohol and water of such a density that the weight of 13 volumes at 51° F. shall be equal to that of 12 volumes of water. According to this definition, proof spirit contains 49'24% by weight and 57'06% by volume of alcohol.

25 under proof corresponds, therefore, to about 43% by volume

of absolute alcohol.

Gin may be as much as 35 under proof, i.e. need only contain about 37% by volume of alcohol.

## Alcohol

To determine the amount of alcohol present in a sample of spirit.

Apparatus required

1. Small distilling apparatus with Argand burner.

2. Specific gravity bottle.

## The Process

1. 100 c.c. of the spirit are measured into the distilling flask.

2. The spirit is distilled over the Argand burner until it is all but dry.

3. The distillate is made up to 100 c.c. by the addition of dis-

tilled water and well mixed.

4. The specific gravity of a portion of this is now taken by the aid of the specific gravity bottle.

5. From the tables the percentage of alcohol is read.

# Acidity

Nearly all spirits have a slight acidity, due either to volatile acids (which are returned in terms of acetic acid) or to fixed acids (which are returned as tartaric acid).

The following are approximate figures:-

-			TOTAL ACIDITY %
Brandy			0'01 to 0'05
Rum			0.2
Whisky			0,1

To determine the acidity.

1. 50 c.c. of the spirit are measured into a flask, and a few drops of phenolphthalein are added.

<sup>1</sup> These tables are of such a length that they have been relegated to the Appendix.

2. Decinormal soda is added drop by drop until the point of neutrality is arrived at.

3. The percentage acidity is then calculated.

Brandy being made from grapes, the acidity is returned in terms of tartaric acid (1 c.c.  $\frac{N}{10}$  NaOH = 0.0075 gramme tartaric acid).

For other spirits the acidity is in terms of acetic acid (1 c.c.  $\frac{N}{10}$ NaOH = 0.006 gramme acetic acid).

Sulphuric acid is sometimes present, but the estimation of the free acid is beyond the scope of this work.

The residue of the various spirits and the ash resulting from

them vary

· curj.			RESIDUE %	ASH %
Brandy			1 to 1'5	0'04 to 0'2
Whisky			0'7	mere trace
Rum			0'7 to 1'5	0.1
Gin (swe	ete	ned)	5 to 6	

The residue is obtained by evaporating a measured quantity in a tared platinum dish, and weighing. The difference in weights is the amount of residue. This is then burnt, and the ash weighed. The percentages are then calculated.

## Tannin

Any amount of tannin more than mere traces may be detected by adding a few drops of perchloride of iron solution to the spirit. A darkening in colour is indicative of this substance.

## ANALYSIS OF WINES

THE determination of the alcohol and the residue is made as in the analysis of spirits. There is an additional determination necessary, namely, the estimation of the volatile acidity.

Acidity a. Total acidity.

25 c.c. of the wine are measured into a beaker and titrated with  $\frac{N}{10}$  NaOH, the colouring matter in most wines acting as an effective indicator. The acidity is returned in terms of tartaric acid. b. Volatile acidity.

This may be determined in two ways:-

(1) 25 c.c. of the wine are diluted with 200 c.c. of distilled water and distilled until only about 20 c.c. are left in the retort.

The distillate is then titrated with NaOH and the acidity

returned in terms of acetic acid.

(2) 25 c.c. of the wine are evaporated over a water bath almost to dryness, the residue is dissolved in distilled water and titrated as before. The difference between the total acidity and that now found will represent the volatile acidity.

TABLE (AFTER DUPRÉ) SHOWING THE PROPORTIONS OF THE ABOVE CONSTITUENTS IN A FEW WINES (grammes per cent).

		Alcohol	Fixed acidity	Volatile acidity	Total acidity	Dry
Hock		9.26	*348	*057	*420	1.86
Claret		8.53	'424	147	.608	2'14
Sherry		17.20	270		'461	4'20
Madeira		17.75	'326	.168	.536	4'34
Port .		18.26	.308	.084	'413	7'55
Champagn	e	9.22		_	.580	11'20

Some wines contain free sugar, whilst others, such as some of the Spanish wines, are "fortified" by the addition of alcohol.

# ANALYSIS OF BEER

THE determinations required in the case of beer are alcohol, fixed, volatile and total acidity, and solid residue, and the operations are performed exactly as in the case of wine.

The fixed acidity is returned in terms of lactic acid, so that I c.c.

 $\frac{N}{10}$ NaOH = 0.009 gramme lactic acid.

The best test for the bitter used, whether hop or other, is by means of the taste.

It is well known that in England the beer is brewed with what is termed a top yeast, whilst the well-known Lager beers are brewed with a bottom yeast. In consequence, there is a distinct difference in the amount of alcohol formed. In English beers the alcohol forms 4% to 6%, in German beers from 2% to 5%.

The acidity is fairly constant, about 0.16%, and the residues vary from 2.5 to 15%.

Arsenic in Beer

During the winter of 1900-1901 there was a large outbreak of arsenical poisoning among beer-drinkers, chiefly in the northern parts of England. The beer that gave rise to this poisoning had been manufactured, not from malt, but from invert sugar, which was prepared by the action of dilute sulphuric acid on rice and other starches. Dilute commercial sulphuric acid may contain arsenic, derived from the iron pyrites used in its manufacture, and some invert sugars, made by this process, yield as much as two grains of arsenious acid to the pound. Some of the beers analysed during the outbreak of poisoning showed as much as a grain per gallon of arsenious acid, which is one hundred times the maximum allowed by the Royal Commission on Arsenical Poisoning.

Test for Arsenic

The most convenient test for this metal is that of Reinsch. Some of the beer is placed in a beaker, and acidulated by dilute pure hydrochloric acid. A small piece of bright arsenic-free copper foil is suspended in the liquid, and the whole is then boiled for half an hour and allowed to cool. If the copper foil is unaffected, no arsenic is present: if, on the other hand, there is a grey or black deposit, then arsenic (or antimony) is probably contained in the beer. The copper foil is then washed with water, dried, and placed in a test-tube over the mouth of which is a cover-glass. The tube is heated gently over a Bunsen burner, when the arsenic is oxidized and sublimes and condenses on the cool part of the tube and on the cover-glass. Upon examining the deposit under the microscope the tetrahedral or octahedral crystals of arsenious oxide are seen. If the deposit on the copper is antimony, the microscopic examination shows only an amorphous deposit.

With suitable and obvious modifications this test of Reinsch for arsenic may be applied to the detection of the metal in food, artificial flowers, wall-papers and other substances in which the

presence of arsenic is suspected.

# VINEGAR

VINEGAR is the well-known condiment, the essential ingredient of which is acetic acid.

Two points are important concerning vinegar. First, that it shall contain at least 3% of acetic acid, and secondly, that it shall not contain more than the merest traces of free mineral acid.

# Estimation of the Acetic Acid

The vinegar may be titrated directly with  $\frac{N}{10}$  NaOH, using phenolphthalein as indicator. 10 c.c. of the vinegar are diluted with an equal quantity of distilled water before titrating. The acetic acid is calculated directly from the soda: 1 c.c.  $\frac{N}{10}$  NaOH = 0.006 gramme acetic acid.

# Detection of Free Mineral Acid

Sulphuric acid is the acid most commonly found, although hydrochloric acid has been found. The detection of free acid is easily determined by placing a few drops of vinegar and a drop of a watery solution of methyl violet upon a white slab, the two fluids being separate. With a glass rod, a portion of the methyl violet is brought into contact with the vinegar. If no free mineral acid is present the colour remains. If only a trace of free acid is present the violet changes to blue, and if more than '1% is present a distinctly green colour develops.

A further test consists in testing the reaction of the ash. If a pure sample of vinegar be incinerated the ash will be alkaline, owing to the fact that the organic salts are converted into carbonates upon heating. If free mineral acid is present the ash will be less alkaline, or even neutral if more than traces are

present.

# LEMON JUICE AND LIME JUICE

These juices are always kept on board ship, and the Board of Trade standards are that the juice shall have a specific gravity of at least 1.030, and shall have an acidity equal to 30 grains per ounce of citric acid (6.8%).

The specific gravity is determined in the manner previously

described.

The acidity, which is due to the presence of citric and malic acids, is determined by titrating with  $\frac{N}{10}$ NaOH (1 c.c.  $\frac{N}{10}$ NaOH = 0.006 gramme citric acid), and returned in terms of citric acid. Free mineral acids are determined as in the case of vinegar.

# ANALYSIS OF AIR

#### ESTIMATION OF OXYGEN IN AIR

## Apparatus, etc.

1. Hempel's gas-absorption bulbs.

2. Two graduated cylinders, one furnished with a fine nozzle and glass tap, and bent at right angles at the other end, and the second one bent at right angles at one end and funnel-shaped and open at the other, the two bent ends fitting in wooden supports and connected together with indiarubber tubing, 2 ft. The rubber tubing should not connect the two tubes directly, but should have a piece of glass tubing inserted about the centre.

3. An alkaline solution of pyrogallic acid.

## The Process

Fill the Hempel bulbs with the pyrogallic acid so that the lower bulb is full and the level of the pyrogallic acid in the U-shaped capillary tube at a certain point, which is recorded by making a pencil mark on the white enamel behind. Attach short lengths of rubber tubing to the open ends, and clamp.

2. Place the two cylinders A (the one provided with a stop-cock and nozzle) and B (the levelling tube) on the table and pour water into B until each tube is about half full. Now raise B. The air in A will be expelled as the level of the water

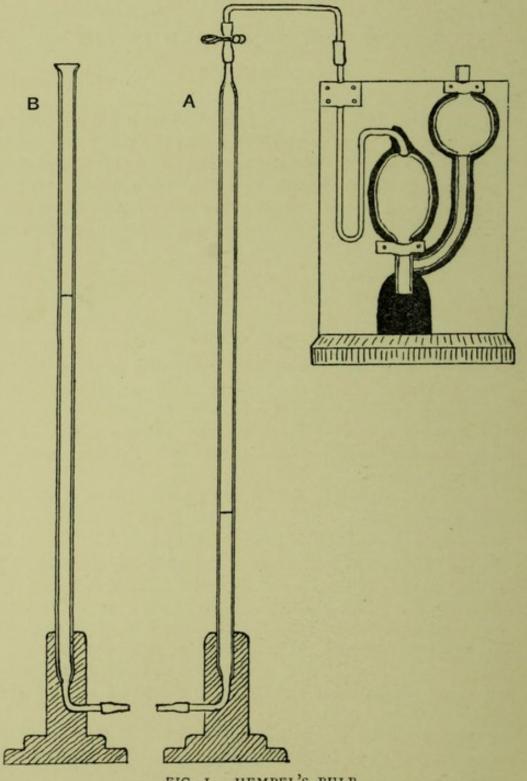
rises. When all the air is expelled close the tap.

3. The apparatus being in the place whose air is to be examined, the tube B is lowered and the stop-cock of A opened. The air will enter into A. When about 50 c.c. have entered, the stop-cock is closed. B is now raised or lowered as required to bring the water in the tubes to the same level, and the quantity of air noted.

4. The capillary tube of the absorption bulb is connected with the nozzle of A by the short indiarubber tube and the clamp

undone.

5. The stop-cock of A is now opened and the tube B is raised. The air is by this means driven over into the absorption bulb. The stop-cock is now closed. The bulb may be carefully disconnected after clamping the tube, and shaken gently.



HEMPEL'S BULB FIG. I.

6. After about 15 minutes the tube A is again connected, the stop-cock opened, and the tube B lowered until the level of the pyrogallic acid in the capillary tube is the same as before the operation.

7. The tube B is again adjusted so that the level of the water in A and B is the same, and the quantity of air in A is noted.

The difference between the first and second readings will give the amount of oxygen absorbed, and this difference multiplied by 100 and divided by the original bulk will give the percentage of oxygen in the air.

Expired air may be examined in the same manner. In order to collect the expired air, the tube A should be filled with water by raising A as before, and the air may be simply blown down

the nozzle from the mouth.

This method is not sufficiently delicate for the estimation of  $CO_2$  in ordinary air, and other methods have to be adopted. These are described below.

#### ESTIMATION OF CARBON DIOXIDE

#### 1. PETTENKOFER'S METHOD

## Apparatus, etc.

1. A large bottle.

2. A 50 c.c. and a 25 c.c. pipette.

3. A 50 c.c. burette.

4. A small Erlenmeyer flask.

5. Standard oxalic acid, 1 c.c. =0.5 c.c. CO.

6. Baryta water.

7. Solution of methyl orange or phenolphthalein.

# The Process

 The large jar must be accurately gauged by filling with water to the top and inserting the stopper, and then measuring the amount of water.

2. To fill the jar with the air, first fill it with water and empty the water in the room, the air of which is to be sampled.

3. Add 50 c.c. of baryta water by means of the pipette and replace the stopper. Shake up well and allow the jar to stand for about an hour, shaking from time to time.

4. Meanwhile, measure 25 c.c. of the baryta water into an Erlenmeyer flask, add a drop of methyl orange and titrate with the standard oxalic acid. Note the number of c.c. used.

- 5. When the baryta water has been in contact with the air for a sufficiently long time, remove 25 c.c. of the baryta water with the pipette and allow it to run into another Erlenmeyer flask.
- 6. Add a drop of methyl orange and titrate with the oxalic acid, noting the number of c.c. used.

# Explanation

The baryta water when in contact with the CO<sub>2</sub> absorbs it, and barium carbonate is formed, which is insoluble.

$$Ba(OH)_2 + CO_2 = BaCO_3 + H_2O$$

As BaCO<sub>3</sub> is an insoluble neutral salt, the alkalizing power of the Ba(HO)<sub>2</sub> is diminished in proportion to the amount of the salt formed.

In titrating with the oxalic acid the BaCO<sub>3</sub> is unaffected by the weak acid, and the whole of the acid used is expended in converting the Ba(OH)<sub>2</sub> into Ba(COO)<sub>2</sub>.

$$Ba(OH)_2 + (COOH)_2 = Ba(COO)_2 + 2H_2O$$

Therefore the difference between the quantity of oxalic acid used to neutralize the 25 c.c. of Ba(OH)<sub>2</sub> which has not been in contact with the air, and that required to neutralize the Ba(OH)<sub>2</sub> which has been in contact with the air, will represent the amount of Ba(OH)<sub>2</sub> converted into BaCO<sub>3</sub>.

But the oxalic acid was prepared so that I c.c. should be the equivalent of o'5 c.c. of  $CO_2$ ; therefore each c.c. of difference = o'5 c.c. of  $CO_2$  which has converted the  $Ba(OH)_2$  into  $BaCO_3$ .

## EXAMPLE

The jar was found to contain 3950 c.c.

50 c.c. of baryta water were run into the jar, therefore the air experimented upon was 3950 - 50 = 3900 c.c.

On titrating the Ba(OH)<sub>2</sub> it was found that 25 c.c. of the fresh solution required 22.50 c.c. of standard acid to neutralize.

The  $Ba(OH)_2$  from the jar took 19.35 c.c.

25 c.c. of original  $Ba(OH)_2$  . . = 22.50 c.c. acid 25 c.c. of used  $Ba(OH)_2$  . . = 19.35 ,, ,, Difference of acid used . . = 3.15 ,, ,,

But 1 c.c. acid = 0.5 c.c.  $CO_2$  at 0° C. and 760 mm. of mercury,  $CO_2$  taken up by 25 c.c. of  $Ba(OH)_2 = 3.15$  c.c.

As 50 c.c. were used, the  $CO_2$  absorbed by the  $Ba(OH)_2 =$  3.15 c.c.

Now this 3.15 c.c. were present in 3900 c.c.

: there were  $3.15 \times \frac{1000}{3900}$  c.c. of  $CO_2\% = 0.80\%$ 

## Notes

In manipulating the jar for emptying, filling, etc., care must be taken not to handle it with the naked hands, as by so doing the sides of the jar will get heated, and the volume will not be correctly obtained, since the air will expand.

The baryta water must be run into the jar and removed with all expedition, and care must be taken not to breathe into the jar during any of the manipulations. The same care must be taken

with the flasks during titration, etc.

It is not necessary to wait for the baryta water to clear before pipetting it out for titration, since, as has been said, dilute oxalic

acid does not decompose the barium carbonate.

In calculating the CO<sub>2</sub> present per thousand in the jar, in the above example, no notice has been taken of the fact that 1 c.c. of the acid corresponds to 1 c.c. of CO<sub>2</sub> at o° C. and 760 mm. of mercury, and not to 1 c.c. at the room temperature and pressure.

To correct for this it is only necessary to multiply the 3.15 by  $\frac{760}{P}$ , and this by  $\frac{T}{273}$ , when P is the height of the barometer, and T the absolute temperature of the room.

# Standard Oxalic Acid

$$(1 \text{ c.c.} = 0.5 \text{ c.c. } CO_2 \text{ at N.T.P.})$$

It is convenient to have the oxalic acid of such a strength that 1 c.c. of it neutralizes as much  $Ba(OH)_2$  or  $Ca(OH)_2$  as 0.5 c.c. of  $CO_2$ . Now 1 c.c. of  $CO_2$  weighs  $22 \times 0.0000895$  grammes = 0.001969 gramme. Oxalic acid crystallizes with 2 molecules of  $H_2O$ , its molecular weight is therefore 126, for the formula will be  $(COOH)_2 + 2H_2O$ . Therefore in 1 c.c. of the standard solution there must be

$$\frac{1}{2}$$
 of  $\frac{126}{44}$  of  $\frac{0.001969}{1}$  grammes = 0.00281925 gramme.

For convenience a stronger solution than this is made by dissolving 28'19 grammes of crystallized oxalic acid in a litre of freshly boiled distilled water. Each c.c of this will be equivalent to

5 c.c. of CO<sub>2</sub>; when the acid is required for use, 10 c.c. of the strong acid are diluted with 90 c.c. of distilled water; 1 c.c. of the weak acid then equals 0.5 c.c. CO<sub>2</sub>.

#### 2. HALDANE'S METHOD

Haldane has devised a small and portable gas analysis apparatus for the estimation of carbon dioxide in air. The advantages claimed by it are that the estimation can be completed in a few minutes, only a small volume of air is required, and the apparatus is easily portable: the disadvantages are the relatively large cost, and the difficulty, to the beginner, of manipulation. The results obtained by it are sufficiently accurate for practical purposes; the principle on which the analyses are made being the absorption of the CO<sub>2</sub> by means of potash. Full details are given in text books larger than this, and are supplied also with the apparatus itself.

## Detection of Carbon Monoxide in Air

If CO is present in the air or any mixture of gases in any considerable quantity it may be absorbed by a solution of cuprous chloride; if it is only present in minute percentage this method is quite useless.

If a sample of the suspected air be shaken up with a few c.c. of a 1% solution of blood, the latter acquires a pink colour which

is quite different from the colour of the normal blood.

Blood thus treated with carbon monoxide gives, in weak solution, a characteristic spectrum, showing two well-marked bands with sharp edges in the yellow and green parts of the spectrum: when the blood is treated with dilute ammonium sulphide these bands persist, in contradistinction to oxy-hæmoglobin, which loses the bands after such reduction. The persistence of these two bands after reduction with  $(NH_4)_2S$  means that carbon-monoxide-hæmoglobin is present, and that CO was present in the air that was tested.

# Estimation of Carbon Monoxide in Air

The following account is that of Haldane, who elaborated the method:—

Estimation of the Degree of Saturation of Blood with CO "When only a rough quantitative estimate of the percentage

saturation is required, as in ordinary post-mortem examinations or in examining the blood of a patient suffering from gas poisoning, all that is necessary is to prepare in three test-tubes of even size (1) a solution of normal blood well diluted; (2) some of the same solution saturated with coal gas; and (3) a solution of the suspected blood diluted to the same depth of colour as the other two solutions. One can then tell roughly by the relative pinkness of the suspected blood to what extent it is saturated."

To measure accurately the extent to which blood is saturated

with CO he devised the following method:-

"A solution of about 1 of normal blood to 100 of water is made; also a solution of carmine dissolved with the help of a little ammonia, and diluted till its depth of tint is about the same as that of the blood solution. Two test-tubes of equal diameter (about half an inch) are then selected. Into one of these 5 c.c. of the blood solution are measured with a pipette; into the other about an equal quantity is poured. Ordinary lighting gas is then allowed to blow into the second test-tube through a piece of rubber tubing for a few seconds. The test-tube is then quickly closed with the thumb before the gas has had time to escape, and the blood solution thoroughly shaken up with the gas for a few seconds. The hæmoglobin is thus completely saturated with carbonic oxide, and the solution has now the characteristic pink tint. The carmine solution, which has a still pinker tint, is now added from a burette to the 5 c.c. of normal blood solution in the other test-tube until the tints are the same in the two testtubes. Not only, however, must the tints be equal in quality, but they must also be sensibly equal in depth. If the carmine solution is too strong or too weak, the latter will not be the case, and the solution must be diluted or made stronger accordingly. It is usually easiest to make the carmine a little too strong at first, so that on adding both carmine solution and water equality can be established. From the amount of water which required to be added it is easy to calculate the extent to which the original carmine solution needs to be diluted. The solutions are now ready for use, and the actual analysis is made as follows: 5 c.c. of the solution of normal blood are measured into one of the test-tubes, and a drop of the suspected blood placed in the other test-tube and cautiously diluted with water till its depth of tint is about equal to that of the normal solution. If carbonic oxide be present in the hæmoglobin, a difference of quality in the tints of the two solutions will now be clearly perceptible. Carmine solution is then added from the burette to the normal blood, and water, if necessary, to the abnormal blood, till the tints are equal in both quality and depth. The carmine is added by about 0'2 c.c. at a time, the points being noted at which there is just too little and just too much carmine, and the mean being taken. The solution of abnormal blood is then saturated with coal gas, and the addition of carmine to the other test-tube continued until equality is again established, and the amount of carmine noted. The percentage saturation with carbonic oxide of the abnormal blood can now be easily calculated, since we know how much carmine solution its saturation represented as compared with what complete saturation represented.

"The method of calculation is illustrated by the following example: To 5 c.c. of normal blood solution, 2.2 c.c. of carmine is required to be added to produce the tint of the blood under examination, and 6.2 c.c. to produce the tint of the same blood fully saturated. In the former case the carmine was in the proportion of 2.2 in 7.2 and in the latter of 6.2 in 11.2. The percentage saturation (x) of the hæmoglobin with carbonic oxide

is thus given by the following proportion sum:-

$$\frac{6.5}{6.2}$$
:  $\frac{2.5}{7.2}$ :: 100 :  $x$ 

x is therefore = 55'2. As the compound of carbonic oxide and hæmoglobin is to a slight extent dissociated when the blood is diluted with water, the value found is a little too low. The corrections needed are as follows: Add o'5 if 30% saturation be found, 1'1 if 50%, 1'6 if 60%, 2'6 if 70%, 4'4 if 80%, 10'0 if 90%. Thus, in the above example, we must add 1'3, so that the true saturation is 56'5%. In comparing the tints the test-tubes should be held up against the light from a window, but bright light should be avoided as much as possible, as it increases the dissociation. Failing daylight, an incandescent burner with a chimney of blue glass and an opal globe may be used as the source of light.

"Hæmoglobin brought into intimate contact with air containing 0.07% of CO will finally reach a state of equilibrium in which it is saturated to an equal extent with CO and oxygen. If the percentage of CO or oxygen in the air be increased or diminished, there will be an exactly corresponding increase or diminution of the relative share of the hæmoglobin which either gas obtains. Air containing 2 × 0.07 = 0.14% of CO will, for instance, produce

two-thirds saturation with CO, and one-third saturation with oxygen, and so on. In the living body the proportion of CO taken by the hæmoglobin from respired air containing a given percentage of CO is not so large as outside the body, about o'1% of CO in the air breathed being necessary to produce half saturation of the hæmoglobin. The general law of absorption is, however, much the same, and it follows that there is a certain maximum of saturation for each percentage. With less than o'05% of CO in the air this maximum does not exceed 33% saturation, and the corresponding symptoms are scarcely appreciable, except on muscular exertion. With more than about o'2%

the maximum exceeds 60% saturation.

"The detection and determination of small percentages of CO in air was formerly a matter of great, and often almost insuperable, difficulty. I have recently, however, introduced a simple, and I think very satisfactory, method, depending on the already described action of CO on blood solution in presence of air. The sample of air is collected in a clean and dry bottle of about 4 oz. capacity. The cork of the bottle is removed in the laboratory under a 0.5% solution of blood, and about 5 c.c. of the air allowed to bubble out, a corresponding volume of the blood solution entering. The cork is then replaced, covered with a cloth to keep off the light, and shaken continuously for about ten minutes, when the hæmoglobin will have reached the point of saturation corresponding to the percentage of CO present. solution is then poured out into a test-tube, and the saturation determined with carmine solution in the manner described above. It is evident that as in each case the saturation found corresponds to a definite percentage of CO in the air, it is easy to calculate this percentage. If p be the percentage required, and s the percentage saturation found, p is calculated from the following formula:-

 $p = \frac{s \times 0.07}{100 - s}$ 

Thus, if s = 60, p is 0.105. This method may also be used for the direct determination of carbonic oxide in lighting gas. The latter must, however, be first diluted to  $\frac{1}{100}$  (or with carburetted water-gas to  $\frac{1}{400}$ ) with air. As it is quite easy to make this dilution with perfect accuracy, the method is an exact one, and is not only rapid, but avoids the difficulties and sources of error connected with the ordinary method of determination by cuprous chloride, or by explosion."

## Ozone

Ozone (O<sub>3</sub>), an allotropic modification of oxygen, is found in the air in the neighbourhood of the sea and after electric

discharges.

In order to detect its presence in the atmosphere, a piece of blotting-paper is saturated with a solution of KI and starch, and exposed to a current of air for from six to twenty-four hours, shaded meanwhile from the sun. If ozone is present the paper will have acquired a blue tinge from the liberation of iodine from the potassium iodide, and subsequent combination of the iodine with the starch.

In the neighbourhood of chemical works the above test is not available, since other gases, such as chlorine, will cause the appearance of the blue colour. Instead, two strips of neutral litmus paper are taken, one of which has been steeped in KI solution, and exposed to the air. If ozone is present the litmus paper soaked in KI will be turned blue from the conversion of the KI into K<sub>2</sub>O by the ozone. The control litmus paper is in order to ensure the absence of ammonia.

## Noxious Gases in Air

The air in the neighbourhood of chemical and other works frequently contains traces of chlorine, hydrochloric acid, sulphur dioxide, and various other gases. These gases when concentrated are certainly harmful; but when diluted with air, as they are usually found, their danger to life is doubtful. The student for D.P.H. examinations, however, is expected to be able to identify various gases, which are generally supplied to him in the undiluted condition. The gases that may be set at such examinations are included in the following list:—

Acid gases.	- Alkaline gases.	Neutral gases.
HCl.	NH <sub>3</sub> .	H <sub>2</sub> S.
HNO <sub>3</sub> .	$(NH_4)_2S.$	$\widetilde{\text{CS}}_2$ .
N <sub>2</sub> O <sub>3</sub> , etc.		CO.
Cl <sub>2</sub> .		
$SO_2$ .		
$CO_2$ .		

## Method of Procedure

1. Take the reaction with litmus paper which has been made slightly moist. This will give an indication whether the

gas is acid, alkaline, or neutral.

2. Smell the gas. Chlorine and hydrochloric acid gas have a characteristic odour. So has sulphur dioxide. Ammonia and ammonium sulphide are easily distinguished, the latter giving, besides the smell of ammonia, the unpleasant odour of rotten eggs. Sulphuretted hydrogen also smells like these; and carbon disulphide has the odour of concentrated bad cabbages. The oxides of nitrogen have their own particular smell, reminiscent of strong nitric acid. Carbon monoxide and carbon dioxide have no odour.

With these aids the student will be enabled to diagnose that the gas he is examining is, at the most, one of two or three. He should now apply confirmatory tests, as follows:—

Dissolve the gas by shaking in 10 c.c. of water, and test the

solution.

HCl. AgNO<sub>3</sub> gives a white precipitate insoluble in HNO<sub>3</sub>, but soluble in NH<sub>4</sub>OH.

HNO<sub>3</sub>. Brucine test.

N<sub>2</sub>O<sub>3</sub> (now HNO<sub>2</sub>). Metaphenylene-diamine test.

Cl<sub>2</sub>. Bleaches litmus paper. Moist KI paper is blackened by the liberation of free iodine.

SO<sub>2</sub>. Characteristic smell. AgNO<sub>3</sub> gives a white precipitate soluble in HNO<sub>3</sub>.

CO2. Lime water or Ba(OH)2 gives turbidity.

NH<sub>3</sub>. Nessler's reagent gives a yellow-brown colour.

(NH<sub>4</sub>)<sub>2</sub>S. Odour characteristic. Sodium nitro-prusside gives a violet colour.

H<sub>2</sub>S. Lead acetate paper or solution is darkened.

CS<sub>2</sub>. On burning, sulphur is deposited.

CO. Characteristic colour and spectrum when shaken with a dilute blood solution.

## ANALYSIS OF SOIL

THE chemical and physical examinations of the soil are attended by many and great difficulties, and the training necessary to become an expert in the subject is both long and laborious. Fortunately the examinations which develop upon the hygienist are comparatively simple.

#### DETERMINATION OF THE SIZE OF THE PARTICLES

A series of sieves is taken, having meshes of 2 mm., 1 mm.,

and o'5 mm. respectively.

possible between the finger and thumb. The large pebbles, sticks, roots, etc., are removed by hand and weighed. The remainder is next transferred to the 2 mm. sieve. After as much of the soil is through as will pass, the remainder is again rubbed between the finger and thumb in order to break up any cohering masses. The amount left on this sieve is then weighed. In a similar manner the amount left upon the other sieves, and the amount which passes the 0.5 mm. sieve is weighed. The result is then tabulated as follows:—

1. Coarse pebbles, etc., removed by hand.

2. Pebbles and coarse sand not passing a 2 mm. sieve.

3. Sand not passing a 1 mm. sieve.

4. Fine sand not passing a o 5 mm. sieve.

5. Fine earth passing a 0.5 mm. sieve.

#### DETERMINATION OF THE MOISTURE

Since the moisture-containing property of the soil is chiefly possessed by that portion of the soil which passes a 2 mm. sieve, 5 grammes of such air-dried soil are carefully weighed in a tared dish. The dish is then placed in a water oven and heated for five hours. It is then transferred to a desiccator, allowed to cool, and weighed. The heating, cooling, and weighing are repeated at intervals of two hours, until the weight is found to be constant. The loss in weight then represents the moisture in 5 grammes.

#### DETERMINATION OF THE POROSITY OF A SOIL

The porosity of a soil depends upon the volume of the solid particles as compared with the volume of the interstitial spaces. Three factors affect the porosity: (1) the state of divisibility or the number of particles per unit volume; (2) the nature and arrangement of these particles; and (3) the interstitial space.

The porosity is most easily determined by finding the real and apparent specific gravity of the soil in question, and dividing the

latter by the former.

The real specific gravity is determined by means of a pyknometer having a capacity of 25 or 50 c.c. 10 grammes of soil dried at 100° C. to a constant weight are boiled for a time with a few c.c. of distilled water in order to remove any air, and poured into the pyknometer. The vessel is rinsed with distilled water, so that all the soil is transferred to the pyknometer. After cooling to the requisite temperature, 15° C., distilled water is added to the mark, and the whole weighed. The weight of the pyknometer and the pyknometer filled to the mark with water being known, the weight of the water displaced by the 10 grammes of soil is easily obtained.

Suppose this to be 4.791.

The sp. gr. of the soil is then  $\frac{10}{5.106} = 2.08$ .

The apparent specific gravity is obtained in the following manner:—

An open cylinder holding I litre is taken and filled—small quantities at a time—with the soil. As each portion is placed in the cylinder, the bottom is struck fairly hard with the palm of the hand. When the cylinder is full it is covered with a glass plate and weighed. The weight of the cylinder and plate is deducted, and the apparent specific gravity thus obtained.

The real sp. gr. of a sample of soil was found to be 2.64, and the

apparent sp. gr. 1.28. The porosity is therefore  $\frac{1.28}{2.64} \times 100 = 48.4\%$ .

Schübler gives the weights of different kinds of soil :-

The specific gravity thus decreases as the amount of humus increases.

#### ESTIMATION OF CLAY AND SAND

The constituents of soil are spoken of as sand and clay, the sand being the coarser particles which sink rapidly in water, the clay being the very fine particles, consisting chiefly of silicate of alumina, which remain suspended in still water for a considerable time. This is only a rough division, because in any sample of soil, every grade can, by appropriate methods, be found between particles 3 mm. in diameter and particles o oo mm. in diameter.

In order to estimate the clay and sand, 10 grammes of air-dried soil are taken and placed in a beaker which holds about 200 c.c. The soil is first moistened with distilled water containing 0.01% of NH<sub>4</sub>Cl, and about 50 c.c. or 100 c.c. of the distilled water are added and the soil well stirred. The soil is allowed to settle for five minutes and the supernatant fluid poured into a large clean cylinder. 50 c.c. or 100 c.c. more of the water are added, the soil well mixed, and again allowed to settle for five minutes, when the supernatant fluid is poured off. This is repeated until the supernatant fluid is quite clear.

The sand remaining in the beaker is transferred on to a filter and well washed with distilled water, dried, weighed and returned

- as sand.

The fluid in the cylinder is allowed to stand for from 12 to 24 hours, when the clay will have settled at the bottom. The whole of the upper part of the fluid is filtered through filter-paper without disturbing the sediment. When only a thin layer of water is left, the clay is stirred up and transferred to the filter-paper. The cylinder is well rinsed with distilled water and the washings are poured on to the filter-paper. The clay is then well washed (at this stage filtration is so slow that frequently two days are required to complete the washing), dried, weighed, and returned as clay.

Good loamy soil often contains from 10-15% of clay. Stiff soils contain from 20-30%. Sandy soil contains only 1 or 2%,

and brick clay or kaolin contains 80-95%.

# DETERMINATION OF THE SPECIFIC HEAT OF SOILS

The specific heat of any substance is the relation between the amount of heat required to raise a given mass of the substance through a given number of degrees, and the amount of heat required to raise the same mass of water through the same number of degrees.

The principle involved in the determination is that a certain mass of the soil heated, say, to boiling point when added to water at a certain temperature will raise the temperature of the water a certain number of degrees, whereas the same mass of boiling water will raise the temperature a different number of degrees. As the operation is a delicate one and necessitates the use of a sensitive calorimeter it hardly lies within the province of this book. Suffice it to say that there is a very considerable difference in the specific heats of various soils.

The specific heat varies from 0'19 to 0'51, the latter being a peaty soil. Speaking generally, the specific heat increases with

an increase of humus in the soil.

#### ESTIMATION OF THE ORGANIC MATTER

An approximate estimation of the organic matter in soil may be obtained by taking 10 grammes of air-dried soil and heating it in a platinum dish at 110° C. until a constant weight is obtained. The dish is then transferred to an Argand burner and the soil oxidized at a low red heat. When the oxidation is complete, the dish is transferred to a desiccator, allowed to cool and weighed. The loss in weight gives approximately the amount of organic matter.

#### ESTIMATION OF NITRATES IN SOIL

In order to estimate the nitrates and nitrites in soil, the sample should be spread in a thin layer in an oven having a temperature of 50°-60° C. in order to prevent any further nitrification.

After the soil is dry, 1000 grammes are finely powdered, weighed, and placed in a large flask. 2000 c.c. of distilled water are then added, well mixed, and allowed to stand (with frequent shaking) for 48 hours. 1000 c.c. are then filtered. A small quantity of Na<sub>2</sub>CO<sub>3</sub> is added to the filtrate, which is then evaporated to about 100 c.c.

The nitrates are then estimated by the phenol-sulphonic

method.

# ANALYSIS OF GROUND AIR

In order to collect ground air for analysis a convenient method is to have a hollow tube furnished with a steel cone. The tube is provided at its lower end with perforations, and when it has been driven into the ground to the required depth, the upper end is connected with an aspirator full of water; the water is allowed to flow slowly out. When the necessary amount of gas is collected, the apparatus is transferred to the laboratory and the gas analysed.

Ground air contains about the normal amount of nitrogen. The CO<sub>2</sub> varies from 1% to 8%, and the O<sub>2</sub> is correspondingly decreased. From time to time NH<sub>3</sub>, H<sub>2</sub>S, CH<sub>4</sub>, etc., are found. The methods for the detection of the first two will suggest themselves to the student. CH<sub>4</sub> can only be estimated in a proper gas apparatus, which is somewhat expensive, and which requires

special practice to use.

## DISINFECTANTS

CERTAIN disinfectants and antiseptics (boric acid, formalin, and salicylic acid) have already been discussed in the chapter on milk analysis: it remains now to consider other disinfectants that are not usually added to food as preservatives, but which are employed in public health work in connection with the control of infection. A bacteriological standard is here obviously of more value than a chemical analysis; and for the consideration of the Rideal-Walker method of standardizing disinfectants the student is referred to text-books on bacteriology.

Occasionally, however, the D.P.H. candidate is asked to identify some disinfectant; and possibly to determine whether the sample submitted to him has been adulterated by some inert substance: in other words, he is required to estimate the quantity of the

disinfectant present in the sample.

#### BLEACHING POWDER

#### ESTIMATION OF AVAILABLE CHLORINE

# Apparatus, etc., required

- 1. A flask to hold 1 litre.
- 2. A burette graduated in o'1 c.c.
- 3. A solution of KI in water.
- 4. Freshly prepared starch solution.
- 5.  $\frac{N}{10}$  Na<sub>2</sub>S<sub>2</sub>O<sub>3</sub>·5H<sub>2</sub>O (24·8 grammes to the litre).
- 6. A porcelain dish.

# The Process

1. Weigh out 10 grammes of the bleaching powder and transfer to the porcelain dish.

2. Add small quantities of distilled water and mix with the bleaching powder until it is thoroughly suspended in the liquid.

3. Transfer the liquid to the litre flask and wash out the dish with more distilled water. Transfer this to the litre flask and make up to I litre with distilled water.

4. Shake the flask thoroughly.

5. Measure 20 c.c. of the solution into a dish and dilute with

about 50 c.c. of distilled water.

6. Add a drop of acetic acid, and excess of KI to the bleaching powder solution in the dish. Free iodine will be liberated in proportion to the amount of available chlorine.

7. Estimate the iodine by means of the decinormal thiosulphate solution, judging the end point more accurately by the

addition of some of the starch solution.

# Explanation

Bleaching powder consists of a number of compounds; the one, however, which gives rise to the available chlorine probably has the formula CaOCl<sub>2</sub>. This in contact with water and a dilute acid liberates free chlorine.

 $CaOCl_2 + H_2O = Ca(OH)_2 + Cl_2$ 

The chlorine in the presence of KI liberates free iodine.

 $2KI + Cl_2 = 2KCl + I_2$ 

This iodine, and so the chlorine, is estimated directly by the decinormal thiosulphate solution.

# Notes

The thiosulphate solution should be freshly prepared.

A good bleaching powder will give as much as 33% of available chlorine.

# CARBOLIC ACID (PHENOL)

# Qualitative Tests

1. Ferric chloride gives a deep violet colour with a solution of phenol.

2. Bromine water gives with phenol a white crystalline precipitate

of tri-bromo-phenol.

3. KNO<sub>2</sub> and strong H<sub>2</sub>SO<sub>4</sub> gives a brown colour, changing to green and blue.

# ESTIMATION OF PHENOL TRI-BROMO-PHENOL METHOD

Apparatus, etc., required

- 1. Two stoppered flasks, each of about 150 c.c. capacity.
- 2. 500 c.c. flask.

3. Graduated pipettes-25 c.c. and 5 c.c.

4. Solution of KI in water.

- 5. Solution of sodium thiosulphate (10 grammes to the litre).
- 6. Standard solution of NaBr and NaBrO<sub>3</sub> (1 c.c. = 0.0012638 grammes of phenol).
- 7. Starch solution.
- 8. Graduated burette.

## The Process

- 1. Weigh out 1 gramme of the sample phenol and dissolve in 500 c.c. of distilled water, to which a trace of NaOH has been added to facilitate the solution.
- 2. Take 25 c.c. of this solution and transfer to one of the stoppered flasks. To the same flask add 25 c.c. of the standard bromine solution and 5 c.c. of pure HCl. Bromine will be liberated.

3. Stopper the flask.

- 4. To the control flask add 25 c.c. of the standard bromine solution and 5 c.c. of pure HCl. Bromine will be liberated. Stopper the flask.
- 5. To each flask add excess of the KI solution. The free bromine will combine with the KI and iodine will be liberated.
- 6. From the burette run the thiosulphate into the control flask until the colour has disappeared. Add a little starch solution as in the estimation of available chlorine. A few c.c. of chloroform added to the contents of the flask sharpens the reaction. Note the number of c.c. of thiosulphate used.
- 7. Add thiosulphate solution similarly to the flask containing the sample phenol, until all the colour is discharged. Note the amount of thiosulphate solution used.

# Explanation

The standard solution containing NaBr and NaBrO<sub>3</sub> liberates free bromine on the addition of an acid.

5NaBr + NaBrO<sub>3</sub> + 6HCl = 6NaCl + 3H<sub>2</sub>O + 3Br<sub>2</sub>

The free bromine thus liberated combines with the phenol

present to form tri-bromo-phenol.

The amount of bromine used up by the phenol is represented by the difference in the amounts of thiosulphate solution required respectively by the control and by the sample solutions. Knowing the amount of bromine used up in converting the phenol into tri-bromo-phenol, the percentage of phenol actually present in the sample can be easily determined.

#### EXAMPLE

The control flask required 20'3 c.c. of thiosulphate solution to decolourize its contents.

The flask containing the sample required 8.6 c.c. of thiosulphate solution.

... the phenol in the sample absorbed bromine corresponding

to 20'3 - 8.6 c.c. of thiosulphate solution, or 11'9 c.c.

Now 20'3 c.c. of thiosulphate solution = 25 c.c. of the standard bromine solution

 $\therefore$  11'9 c.c. of thiosulphate solution =  $25 \times 11'9$ 

= 14.65 c.c. of standard solution.

But 1 c.c. of the standard solution = 0.0012638 grammes of phenol

.. 14.65 c.c. of the standard solution = 0.01851 grammes of

phenol.

.: in 25 c.c. of the sample there were 0'01851 grammes of phenol.

.: in 500 c.c. of the sample there were 0'37 grammes of

phenol.

Therefore in the gramme of the sample of phenol there was present but little more than a third of pure phenol.

# Notes

The flasks should be kept stoppered as much as possible, in

order to prevent the escape of any bromine vapour.

The standard bromine solution has the following composition: Sodium bromide 8.0 grammes, sodium bromate 2.04 grammes. Distilled water to 1 litre. 1 c.c. of this solution is equivalent to 0.0012638 grammes of phenol.

Potassium or sodium permanganate is used sometimes as a disinfectant. It is easily recognized from its colour. When an acid solution of oxalic acid is added the colour disappears. The strength of a permanganate solution can be estimated by means of decinormal oxalic acid in the presence of H<sub>2</sub>SO<sub>4</sub>.

Copper sulphate and zinc chloride and salts of iron are used occasionally for their disinfecting properties. The detection of

these metals has already been considered in the section devoted

to water analysis.

Sulphites and sulphurous acid are not used on a large scale for disinfection except when SO<sub>2</sub> is used for fumigating rooms. The smell of SO<sub>2</sub> and of sulphurous acid is characteristic.

Salicylic acid, boric acid, and formalin have been referred to

in the chapter on milk analysis.

Benzoic acid is too expensive to use on a large scale. It is occasionally found in foods. Fe<sub>2</sub>Cl<sub>6</sub> gives a red precipitate. When heated with lime benzine is evolved.

Mercuric chloride and the other salts of mercury have all disinfectant properties. H<sub>2</sub>S gives a black precipitate with mercuric solutions, and KOH gives a yellow precipitate of HgO. On placing copper foil in a solution of a mercury salt the mercury is deposited on the copper.

## MICROSCOPY

This part of the book deals with the microscopical examination of food, clothing, parasites, water sediment, etc., and includes descriptions of all the microscopical material about which a D.P.H. candidate is likely to be questioned in his examination.

No pretence is made that this section is a complete treatise on such a vast subject as parasitology, and if the student wishes for more minute descriptions he is recommended to consult one of the many text-books on that science. For the ordinary D.P.H. candidate, however, the subject matter in this part of the book will be found amply sufficient.

It is almost impossible to follow a routine plan in the arrangement of this section; but, as far as possible, the subjects have been kept together: for instance, the parasites of wheat are dealt with in connection with wheat, rather than with the other parasites.

## FOOD

# EXAMINATION OF STARCHES

# METHODS OF MOUNTING

# A. In Water

- 1. Clean a slide with a handkerchief and see that it is dry.
- 2. With a clean platinum loop remove a small quantity of the starch to be examined, and place it in the centre of the slide.
- 3. Take the slide in one hand, holding it by one end, and tap the opposite end against the desk, and remove all the starch which does not readily adhere to the slide.
- 4. By means of the sterilized loop place three or four loopfuls of water in the centre of the slide and mix the starch well.
- 5. Breathe on a clean coverslip and whilst the surface is moist with the condensed water, gently drop it—moist surface downwards—on to the mixture of starch and water.
- 6. If the water runs out round the coverslip remove the excess with a little filter-paper. The preparation is now ready to be examined.

FOOD 117

## B. In Dilute Iodine Solution

This method is a very useful one, as the concentric rings can very often be seen with great distinctness, even in specimens which only show them faintly when mounted in water.

The process of mounting is identical with that above described,

a weak solution of iodine being used instead of water.

The solution of iodine recommended is

Gram's iodine . . . . 1 part.
Water . . . . 3 or 4 parts.

These specimens prepared in either of the above ways will only last as long as the water remains. In the warm laboratory they very soon dry. For this reason, they should be examined as soon as prepared, and if sketches are to be made, they should be made at once.

## C. In Farrant's Solution

Proceed as in A, omitting, however, to breathe on the coverslip.

Mounted in this way, starches will keep for two or three

weeks.

The starch granules possess certain characteristic appearances either in their size, shape, concentric rings or hila. These appearances enable us to divide them into five groups.

It is not always easy to differentiate from one another starches in the same group; but not difficult to determine into which

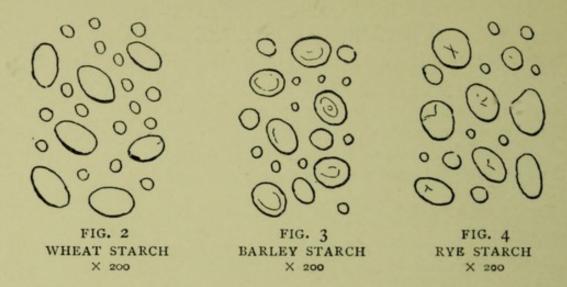
group a starch should be placed.

# GROUP I

# Wheat, Barley, Rye

The granules in this group are circular or oval in appearance, some being large and others small. They have no very apparent hilum and no concentric rings.

- 1. Wheat (Triticum vulgare).
- 2. Barley (Hordeum vulgare).
- 3. Rye (Secale cereale).



1. The wheat granules are generally very perfect. They are chiefly of two sizes, large ones varying in shape from circular to oval, and very small ones. Sizes intermediate between these are rare.

2. The granules of barley resemble those of wheat, but (1) the large granules are more circular, (2) the number of intermediate sizes is proportionally much greater, and (3) slight

indications of concentric rings may be seen.

3. The granules of rye resemble the two preceding ones, but (1) the large granules are larger than either wheat or barley, (2) the large, intermediate, and small granules are more nearly equal in number, (3) the granules are more frequently cracked and occasionally show a stellate hilum but no concentric rings.

# GROUP II

# Potato, Arrowroot

The granules of this group are large and oval, and show a distinct hilum and well-marked concentric rings.

1. Potato (Solanum tuberosum).

2. Arrowroot (Maranta arundinacea).

1. The potato granules have the hilum as a point at the narrow end.

2. The arrowroot granules, on the other hand, have a punctate or linear hilum at the broad end.

#### Note

Although it is not true that every potato granule has the hilum at the narrow end, or is even oviform; or that every

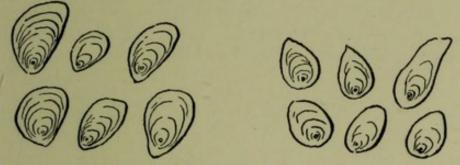


FIG. 5. POTATO STARCH

FIG. 6. ARROWROOT STARCH

arrowroot granule has the hilum at the broad end; the majority of the granules in any pure specimen agree with this description.

It would be obviously impossible to differentiate between one oval potato and one oval arrowroot granule.

## GROUP III

# Pea, Bean, Maize

The granules of this group are round or oval without any evident rings, but with linear or stellate hila.

- 1. Pea (Pitsum sativum).
- 2. Bean (Faba vulgaris).
- 3. Maize (Lea mays).



FIG. 7. PEA STARCH

FIG. 8. BEAN STARCH

FIG. 9. MAIZE STARCH

1. The pea granules are generally a long oval in shape, fairly large, but showing different sizes. They generally present a linear hilum, but this is sometimes branched.

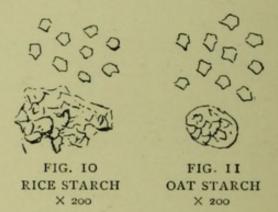
- 2. The bean granules are of a shorter oval than those of the pea, and are more uniform in size. The hilum is linear, but more often branched (sometimes even stellate) than in the case of pea granules.
- 3. The maize granules are mostly polyhedral in shape—approximating to the oval form. They are often cracked, and present a well-marked stellate hilum.

## GROUP IV

# Rice, Oats

The granules of this group are much smaller than those of the preceding groups. They are angular, and appear to be faceted.

- 1. Rice (Oryza sativa).
- 2. Oat (Avena sativa).
- 1. The rice granules are the smallest of all those with which we are dealing. Under a higher power an eccentric hilum may sometimes be made out. The granules are often massed together in angular and irregular shapes.



2. The oat granules are larger than those of rice, and hila are not to be found. These granules are found in masses, but the contour is generally regular and oval, and not irregular and angular.

# GROUP V

# Sago, Tapioca

The granules of this group are very irregular in shape, and many appear truncated. They have a hilum and badly defined rings.

1. Sago (Sagus farinifera).

2. Tapioca (Jatropha manihot).

- and irregular. They are often rounded at one end and truncated at the other. The hilum is frequently rounded.
- 2. The tapioca granules are much smaller than those of sago, but are in other respects similar.

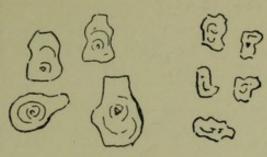


FIG. 12 SAGO STARCH × 200

FIG. 13 TAPIOCA STARCH × 200

# The Parasites of Grain, Flour, etc.

Various parasites are found affecting grains, flours, and bread. Some of these parasites are harmless, others are somewhat injurious when consumed.

They may be divided into two classes:-

- 1. Animal.
- 2. Vegetable.

#### I. ANIMAL PARASITES

- a. Corn weevil (Calandra granaria).
- b. Meal mite (Acarus farinæ).
- c. Pea bruchus (Bruchus pisi).
- d. Ear cockle (Tylenchus tritici).

a. The Calandra granaria is one of many allied species of

insect which affect grain.

The corn weevils belong to the order of Beetles (Coleoptera). Two species are well known in England, the *Calandra granaria* (or *Sitophilus granarius*) and

the Sitophilus oryzæ.

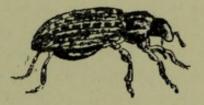


FIG. 14 CALANDRA GRANARIA

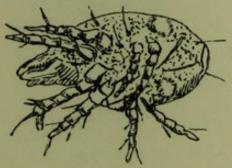


FIG. 15. ACARUS FARINÆ X 100. (ad nat. T.G.S.)

The insect

perforates the shell and abstracts the contents of the seed, leaving merely the coverings. All the harm this insect does, therefore, is simply to eat the flour; it does not of course affect any grains which are not attacked, nor is it ground up with the flour as

in the case of some of the parasites. The grains are attacked when the corn is actually standing.

b. Acarus farinæ. This is also an insect which is frequently

found in inferior and damp meal, flour, etc.

It bears some resemblance to the Acarus scabei, but a close examination will reveal the great difference between the bodies and legs. The body of the Acarus scabei is much rounder than that of the farinæ, and the legs of the meal mite are fairly thick up to the extremity, whilst those of the Acarus scabei are thick at the proximal, but quite thin at the distal end.

c. The Bruchus pisi. The Bruchus pisi (the pea bruchus), Bruchus rufimanus (bean bruchus), and the Bruchus granarius

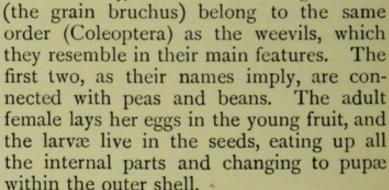


FIG. 16. BRUCHUS PISI

d. The Tylenchus tritici (Vibrio tritici).

The worms seen when the contents of an infected grain are

examined under the microscope are the larval forms of a nematode worm.

In the ears of wheat affected by this worm the grains are misshapen, blackish, and consist of a thick hard scale enclosing a white powdery substance, composed almost entirely of the larval forms of the worm.

In order to examine this powder under the microscope, it is only necessary to place a little on a clean slide and to mount it in water.

FIG. 17. TYLENCHUS TRITICI × 60. (ad nat. T.G.S.)

Permanent specimens may be prepared by mounting in Farrant's solution, the powder may be thoroughly dehydrated by drying or by treatment with alcohol and xylol, and mounted in Canada balsam. Very pretty speci-

mens may be prepared by staining the worms with eosin and

mounting in Canada balsam, in the usual manner.

If the infected grain be sown in ordinary moist ground, the husk simply rots. The larvæ escape and become active. They move along the ground in search of growing blades of corn. When they find one, they slowly creep up and eventually reach the young soft grain, which they penetrate. Here they form gall-like swellings, in the middle of which they are found.

In this position they quickly develop into the adult form. After fertilization by the males, the females lay a large number of eggs, and both males and females die. The eggs subsequently

hatch and the larvæ are seen.

Closely allied to this worm is the Anguillula aceti, which is sometimes found in vinegar, when this is made from beer or wine, and which is also found in sour paste.

#### II. VEGETABLE PARASITES

a. Penicillium glaucum.

b. Aspergillus glaucus, albus, etc.

c. Mucor.

d. Peronosporon.

e. Puccinia graminis and Rubigo vera (rust).

f. Ustilago segetum (smut).

g. Tilletia caries (bunt, Uredo fatida, Ustilago carbo).

h. Claviceps purpurea (ergot).

a. The Penicillium glaucum is a common mould, found very

extensively in the air. It is frequently found forming a greenish growth, on

damp grain, flour, bread, or cheese.

This mould resembles the others in consisting of many long threads (hyphæ) often interlaced and forming a mycelium. The hyphæ branch and produce special spore-bearing ones. The end of this last hypha then branches into three or more terminal filaments which in their turn divide transversely to the long axis. The protoplasm of these short rods now becomes differentiated and round or oval spores with thick cell walls are found. These soon separate from one another, and free spores are found.

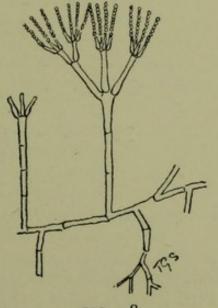


FIG. 18
PENICILLIUM GLAUCUM
× 100

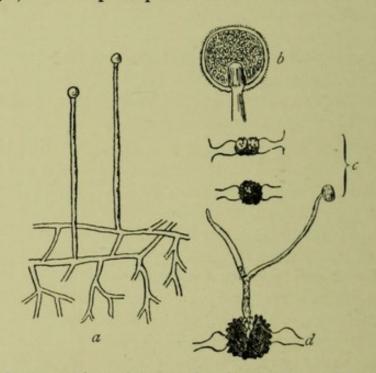
b. Aspergillus glaucus, etc. This species of mould is also

found in damp grain, etc. It resembles the penicillium in its mode of growth, but differs from it in the way in which the spores are formed. The end of the spore-bearing hypha becomes enlarged and the spores appear to grow out of the bulbous end, and are at first attached to it by fine pedicles. Generally there are two or three rows of spores on each head, the pedicles of the external row being longer than those of the other rows. When the spores are ripe they

simply fall off, and so become free.

c. Mucor. This form of mould is found in similar positions to the last two. It resembles these in its mode of growth except that it forms its spores in still another way. The end of the spore-bearing hypha becomes enlarged, and instead of the spores growing out from this enlargement, as in the case of the aspergillus, the end attains a considerable size (quite visible to the naked eye). The protoplasm within the wall of the head

FIG. 19 ASPERGILLUS X 100 (After Howes)



MUCOR: (a) special spore-bearing hyphæ; (b) head  $\times$  100, showing internal spores; (c) and (d) conjugation. (After Howes)

undergoes differentiation, and the spores are formed by this means inside the envelope which surrounds the head. When the spores are ripe the envelope is ruptured, and the spores set free.

This mould is occasionally found to multiply by a process of conjugation, as shown in the diagram. The swelling so formed is found to become differentiated in a manner similar to that found in the head produced on a hypha.

d. Peronospora. These moulds do not affect the prepared

product so much as the living plant. They were the cause of the great Irish potato famine, and are found affecting many of the "root" crops as onions, parsnips, turnips, etc.

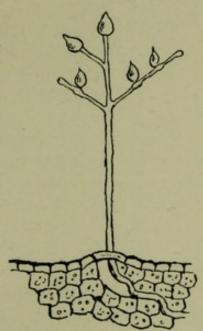
The mould first affects the leaves and gradually travels downwards until finally

the tuber or root is affected.

The growth consists of a dense mycelium which produces spore-bearing hyphæ ex-

ternally.

These hyphæ frequently branch, sometimes many times. At the end of each branch a single spore is produced. This when it is ripe separates and so becomes free.



e. Puccinia graminis. This parasite FIG. 21. PERONOSPORON (After Vines)

The process of infection is as follows: A spore becomes attached to the, say, wheat grain, and as it grows, it sends free filaments into the interior of the grain. As time goes on minute transparent cellules are developed from the mycelium: these enlarge and become coloured. As the result of their increase in size,

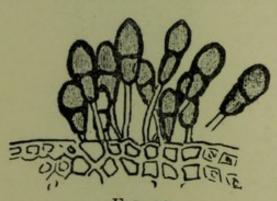


FIG. 22
SPORES OF PUCCINIA GRAMINIS
× 350

the cuticle first becomes distended, and finally ruptures, and the spores are found at the surface as rust.

The distinctive features of the Puccinia are the uniseptate or double spores, which are attached on a distinct peduncle, and it is in this condition that the parasite is shown at the various examinations.

f. Ustilago segetum (syn. Uredo segetum, smut). This—a

common parasite of corn—is one of a large family of parasites which are found affecting plants.



FIG. 23 USTILAGO SEGETUM × 500 Among the standing corn withered heads are often seen, which appear black or brown. If they are rubbed, or even touched, a fine brownish powder falls off. This powder consists of the spores of the parasite.

Under the microscope these are seen to be small spherical spores, which are generally coloured a light brown. They are entirely free, as by the time the spores are ripe the mycelium will have disappeared.

g. Tilletia caries (syn. Uredo fatida, Ustilago carbo, bunt). This is another member of the ustilaginæ, to which order the

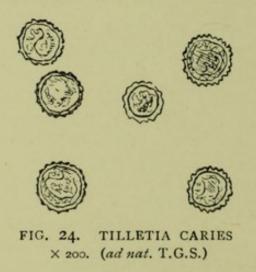
Ustilago segetum belongs.

The parasite is found in the interior of the grain, but does not affect its external appearance, or if it does only by slightly darkening it. In fact it is often stored with the sound grain, and it is not until the corn is ground that its presence is determined.

If an affected grain be cut or broken open, the interior is seen to be filled with a sooty, rather fetid powder. When this powder

is rubbed between the fingers it has a greasy feel.

Under the microscope these spores are seen to be brownish spherical bodies with a reticulated surface. They are generally free, but some are found with part of the attached hyphæ, and sometimes two or three are seen to be joined together by hyphæ.



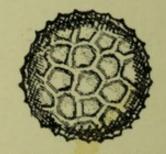


FIG. 25. TILLETIA CARIES × 500. (ad nat. T.G.S.)

h. Claviceps purpurea. This fungus is found chiefly affecting rye, and the mycelial growth—termed the sclerotium—which replaces the actual grain is known as ergot. In the spring time of the year small hair-like growths with a bulb at the end grow out from the mycelium. These are known as stromata, and each contains near its border a row of receptacles (ascocarps), containing oval-shaped bodies known as asci. These ascocarps and the

MILK 127

contained asci are the preparations of ergot usually shown at the examinations.

# CLAVICEPS PURPUREA (ERGOT OF RYE)



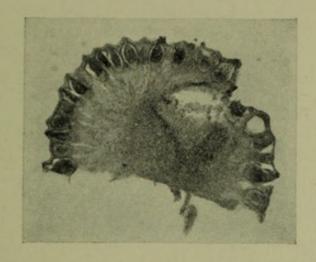


FIG. 26. SCLEROTIUM WITH STROMATA (Nat. size)

FIG. 27. SECTION OF THE END OF A STROMA, SHOWING ASCOCARPS AND ASCI × 8o. (Photo)

#### MILK

The microscopical examination of milk, apart from bacteriological considerations, is not of great value in hygiene. Pure normal milk when viewed with the microscope is seen to consist almost entirely of fat globules, which vary only slightly in size. The globules are all small, the largest being about three times the size of the smallest. In many samples of pure milk cellular elements are absent or rare; but in others obtained from undoubtedly pure sources "leucocytes" may be present, sometimes in large numbers. These leucocytes closely resemble polymorphonuclear leucocytes, but differ from them in slight respects: their presence alone is not sufficient to condemn a milk sample. If, however, typical polymorphonuclear leucocytes are seen, accompanied by pyogenic organisms, the milk may be from a cow suffering from mastitis and then will be unfitted for human consumption.

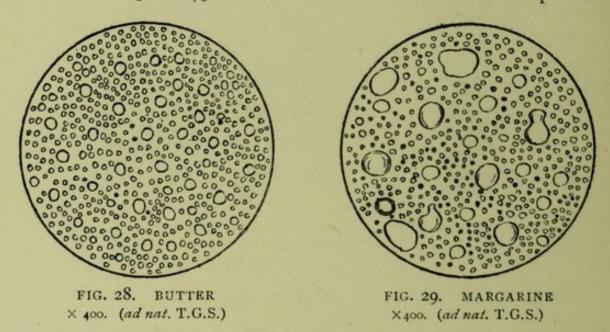
Gross dirt, such as manure, hairs, shreds of clothing, etc., will also render a milk sample unfit to drink; and shows neglect on the part of the provider to filter the milk before it was dis-

tributed.

#### BUTTER AND MARGARINE

Although the microscopic examination of butter and margarine is not so important as the chemical examination, pure butter differs very markedly from margarine.

In order to examine these substances, a small quantity of the butter or margarine should be spread in a thin layer on a clean slide. A drop of 1% osmic acid in water should then be placed



on the fat and a clean coverslip superimposed. The osmic acid serves to show the contour of the globules very clearly.

In the case of pure butter it will be seen that the globules are small and do not vary much in size. The largest globules are not more than four or five times the size of the smaller ones.

The globules of margarine vary greatly in size, the largest being fifteen to twenty times as large as the smallest ones.

#### COFFEE

Coffee is obtained from the seeds of the Caffea Arabica. For use it is ground and generally mixed with a modicum of chicory, varying from 10 to 90%. So long as such a mixture is sold as a mixture there is no infringement of either law or honesty. It sometimes happens, however, that a mixture of ground coffee and chicory is sold as pure coffee. In order to detect this fraud it is necessary to be able to identify the two substances.

In order to examine them under the microscope the ground substances should be warmed in a watchglass containing 40%

soda solution, and mounted in water or soda. Unless this is done it will be found that the grains are so hard and coarse that it will be impossible to mount them satisfactorily. The soda will

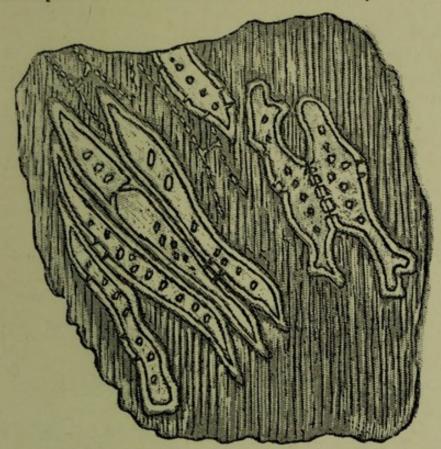
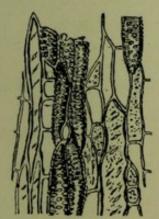


FIG. 30. MEMBRANE OF COFFEE BERRY, SHOWING SPINDLE CELLS × 100. (ad nat. T.G.S.)

take some of the colour out of the grains, but this will be found an advantage rather than a disadvantage.

Under the microscope the endosperm cells form the main bulk



X 100. (After Möller)



DOTTED VESSELS OF CHICORY LACTEAL VESSELS OF CHICORY × 100. (After Möller)

of the preparation. These are knotted, thick-edged and polygonal, and may contain remnants of the original contents. Here and there will be found remnants of the membrane lining the berry. This membrane has attached to it a number of very characteristic spindle-shaped cells.

Chicory consists of the ground dried root and contains elements quite foreign to the coffee berry. The parenchyma is much more open than the endosperm cells, and both lacteal

vessels and the dotted ducts are numerous.

Numerous other adulterants are from time to time added to coffee, such as various starches or starch-containing tissues, which are obvious upon microscopic examination.

#### TEA

Tea consists of the dried leaves of the Camellia thea, of which there are several varieties.

In order to examine the leaves they should be soaked in water,

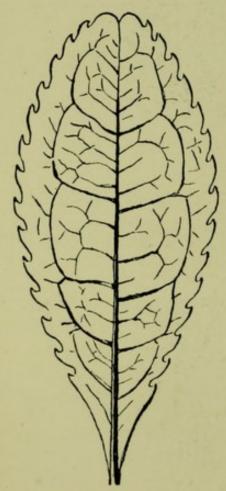


FIG. 33. TEA LEAF × 4. (ad nat. T.G.S.)

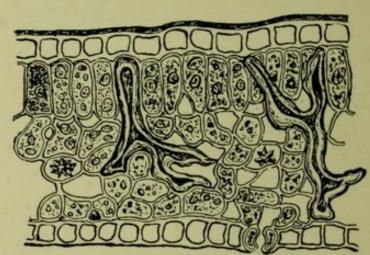


FIG. 34
SECTION OF TEA LEAF, SHOWING IDIOBLASTS
× 160. (After Möller)

and when they have assumed their original shape they may be dried between blotting-paper and mounted on glass in formalin-

gelatin or other like substances.

The leaf thus prepared is seen to be elliptical in shape. margin is serrated and the apex of each serration is surmounted with a minute spine. These serrations do not extend quite to the point of attachment of the stalk. The apex of the leaf is slightly emarginate. The ribs come off from the midrib nearly dichotomously and form a looped network which extends nearly but not quite to the edge of the leaf, leaving a clear margin.

If there is any doubt from the shape of the leaf as to its genuineness, a small portion should be cut off near a rib, warmed in a 20% solution of soda and mounted on a slide, the coverslip pressed down firmly but gently. Upon examining the specimen under the microscope long tough tenacious branched cells are seen. These are termed idioblasts, and do not occur in any of

the leaves likely to be mistaken for tea leaves.

#### COCOA

Cocoa is prepared from the roasted seeds of the Theobroma cacao. If the cocoa nibs be finely ground in a mortar and mounted in water, it will be found that there is so much fat

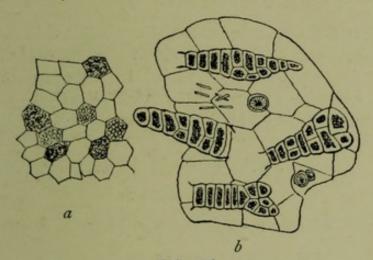


FIG. 35 (a) Parenchymatous cells of the cocoa bean

(b) Portion of husk, showing characteristic cellular hairs × 150. (After Rubner)

X 150

present that the tissues will be seen with difficulty. In order to avoid this the ground nibs may be treated with ether and subsequently with warm water, and mounted in water.

A second method is to warm some of the ground nibs in a watchglass containing a little 20% soda. Some pieces are then mounted in soda. If, as sometimes happens, the particles are not sufficiently soft to allow the coverslips to be pressed down on to the specimen they may be crushed between two slides before mounting.

Two kinds of tissue will be seen upon microscopic examination, one the external covering and the other the parenchyma. The cells of the external covering are large and have superimposed "hairs" consisting of thick-walled cells arranged as in the illustration. The parenchyma consists of smaller mucilage cells, some of which contain starch granules and others the pigment of the cocoa.

The most of the prepared cocoas consist only of the parenchymatous cells, with or without the addition of other starch,

and generally with a portion of the fat removed.

Cocoa starch granules are about the same size as rice, but are

rounded in contour.

The addition of foreign starches may be easily ascertained by shaking up some of the cocoa in cold water, allowing the coarser particles to settle, and mounting some of the milky supernatant fluid.

## CLOTHING, ETC.

Under this heading are included the fibres used in the manufacture of clothing; and those which are in common use for other purposes. They may be found in water sediments, milk, sewage and elsewhere; and their identification is frequently required of the student at D.P.H. examinations.

## A. VEGETABLE FIBRES

#### EXAMINATION

All the vegetable fibres may be examined under the microscope in water.

The fibres should be macerated in water in order to get rid of the air, and teased out as finely as possible. They may then be placed on a slide with some water, and a coverslip superimposed. The excess of water at the edges of the coverslip should be removed with blotting-paper previous to examination.

Permanent specimens may be made either stained or unstained. The fibres may be coloured with any of the aniline dyes in weak

solution, for a few minutes.

After staining, or if they are to be mounted unstained, they should be immersed in absolute alcohol for several minutes, then removed to xylol for 4 or 5 minutes, drained of the excess of xylol and mounted in Canada balsam.

#### 1. Cotton

This is the downy hair of the seeds of plants belonging to the family Gossypium. Four species appear to be available for this purpose, the commonest being the Gossypium barbadense.

Under the microscope the fibres are seen to be long (from  $\frac{1}{2}$  to 1 in.) and thin, the diameter being about 20 or 30  $\mu$ . They are flattened and have a very distinct margin which sometimes gives the impression of a double contour. The chief characterstic about the fibres is that they are all twisted, and this, however short the fibres may be.

Cotton fibre is largely used in the manufacture of sheeting, calico, towelling, fustian, velveteen, flannelette, paper, etc. Mixed with wool it constitutes merino, which is used for vests,

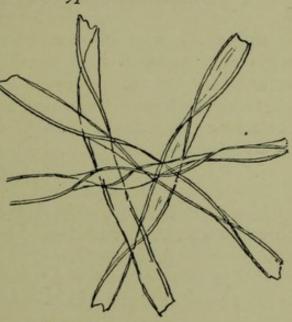


Fig. 36. COTTON FIBRES × 100. (ad nat. T.G.S.)

socks, etc. It is used as an adulterant of silk, but not to such a great extent as is jute.

## 2. Linen Fibre-Flax

Flax consists of bast fibres and is obtained from the stalk of Linum usitatissimum. The stalks are allowed to rot on the

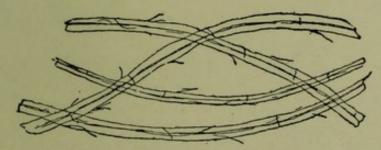


FIG. 37. LINEN FIBRES × 100. (ad. nat. T.G.S.)

ground and are subsequently beaten and combed, the result of

the process being the raw flax of commerce.

Under the microscope the fibres are about the same diameter as cotton, but are cylindrical (not flat). At more or less regular intervals there are distinct nodes or transverse divisions, and from some of these fine hairs (a few  $\mu$  long) are seen to issue.

Flax is used for shirts, collars, sheeting, and rags made of

linen are used to make paper of good quality.

## 3. Jute

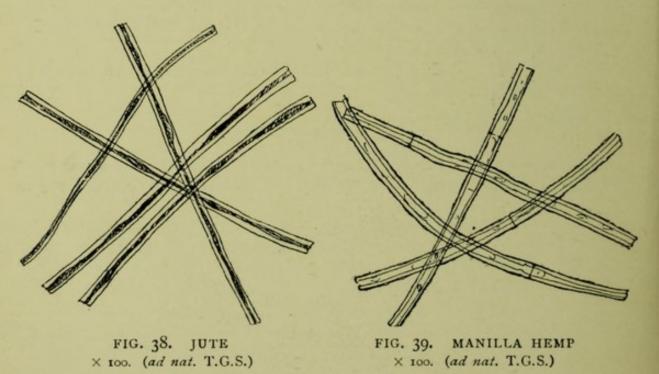
Jute is the bast fibre of the *Corchorus capsularis* or *Corchorus olitorius*, a tropical shrub grown chiefly in Bengal. Microscopically the fibres are seen to be cylindrical and to have a central channel which varies in width and is very distinct. Jute is used for making mats and sacking, and in this country is used largely as an adulterant of silk.

## 4. Hemp

Hemp consists of the bast fibres of the *Cannabis sativa* and resembles linen very closely. It is coarser than linen, however, and may generally be identified by this character.

It is used chiefly for the manufacture of sacking and ropes, and

is little seen as an article of clothing.



## 5. Coir

Coir is the coarse fibre obtained from the outer husk of the cocoanut. Under the microscope the fibres are seen to be very coarse and irregular.

It is used chiefly in the manufacture of mats and coarse ropes,

and rarely if ever is met with in clothing in this country.

Paper

Paper which is sometimes found in the sediment of water and which has been macerated is seen to consist either of linen or cotton fibres, or of wood fibres. Many toilet papers are made from wood pulp. This paper macerated in water and examined under the microscope is seen to consist of fibres, many of which show "spiral cells" (A) and other "pitted ducts" (B).

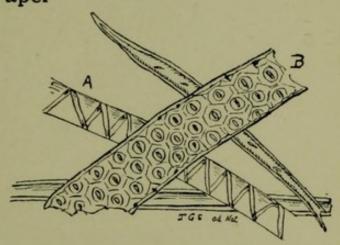


FIG. 40. WOOD FIBRES

#### B. ANIMAL FIBRES

The following are best examined by macerating for a short time in dilute soda (2-5%) and mounting in water or dilute soda.

## Note

The soda should not be used too strong nor for too long a period, since wool and hair are eventually disintegrated and dissolved by it.

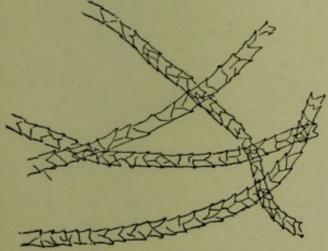


FIG. 41. WOOL FIBRES X 100. (ad nat. T.G.S.)

## I. Wool

Wool is the prepared fleece from sheep and goats. The wool used in some Jaeger material is derived from the camel.

Under the microscope the fibres are seen to be cylindrical and to be thicker than cotton or linen. The chief characteristic of wool is the imbrication of the external scales, which gives the edge a serrated appearance.

Wool is used in making flannel, blankets, worsted stockings,

underclothing, etc.

#### 2. Silk

Silk is the fibre produced by the larvæ of several kinds of

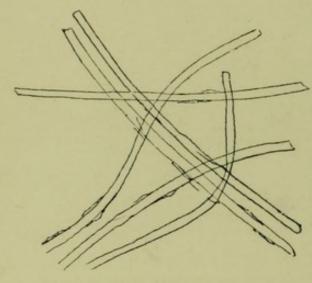


FIG. 42. SILK FIBRES X 100. (ad nat. T.G.S.)

moth, the Bombyx mori, the Antherea yamamaya, Antherea Pernyi, and Attacus cynthia, to serve as a sheath for the chrysalis until it emerges therefrom as the adult moth.

If silk be mounted in water and examined under the microscope it is seen to be quite structureless and waxy. In reality there is a central core surrounded by albuminous material. The fibres are smaller than any of the preceding, the diameter being half or less than half that of wool. There are no nodes, imbricated scales, or twists.

It is dissolved by strong alkalis and acids, even by acetic acid.

## **HUMAN PARASITES**

Under this heading are considered some of the common parasites that infect the body and clothing of man. Internal parasites such as the worms and bacteria do not, for the most part, come within the scope of this book; but mention is made, under the section devoted to meat inspection, of certain of the parasitic worms which are introduced to the body through the ingestion of infected meat. At present, however, only those common external parasites, likely to be placed before an examination candidate, are considered.

## A. INSECTA

The *Pulex irritans* (the common human flea) does not require much description. There are many species of fleas; and,

although man is susceptible to the attacks of those which normally affect the lower animals, these insects prefer for the most part their own particular host.

Fleas resemble flies to some extent; but they have only single eyes and extremely rudimentary wings. A flea is provided with

a proboscis for piercing and sucking.

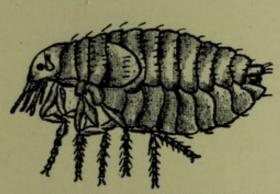


FIG. 43. PULEX IRRITANS × 10. (After Beille)

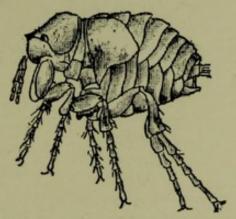


FIG. 44. PULEX PENETRANS × 10. (After Beille)

The female lays her dozen eggs about the floors of houses, kennels, etc. Six days in the summer suffice for the appearance of the worm-like larvæ, which are provided with a powerful biting mouth. They live on particles of decaying organic matter. They move about by means of the hooks and hairs which are placed on the posterior border of each of the thirteen rings which they possess. At the end of 11 days the larva spins a cocoon and is transformed into a chrysalis; in another 10 or 11 days the chrysalis emerges as the perfect insect.

The Sarcopsylla penetrans (chigoe) is nearly allied to the

last described and has a familiar history.

The adult female gets from the ground generally on to the foot. Here she burrows her way beneath the skin, holding on with her powerful mandibles. Soon after she has become parasitic she swells up to twice or three times her normal size with eggs.

The Cimex lectularius (bed bug) is a small insect, having a mouth in the shape of a beak or rostrum, adapted both for piercing

and sucking.

The adult female lays about 50 white cylindrical eggs in that period of the year between March and September. The eggs have a hinged lid, and after five or six days of incubation, the young cimex opens the lid and walks out. The young do

not come to maturity for 10 or 11 months, and during their adolescence undergo three or four moultings. The young are more slender than the adults and have less colour.



CIMEX LECTULARIUS × 10. (ad nat. T.G.S.)

The cimex lectularius is wingless: it prefers darkness rather than light, and lives in corners and niches. In the twilight it comes out of its corner and searches for its food until the morning, retreating when the room grows light. The young cimex is able to hunt for itself and is independent of the adults.

The odour associated with these insects is due to glands situated in the first segment of the abdomen—the adult bearing two, and the young three.

The **Pediculi** are provided with piercing and suctorial mouth parts. The mouth consists of a soft retractile beak, conical in shape, and furnished below with a row of

hooks for attachment. Inside the soft beak are four grooved plates which when juxtaposed form a membranous tube which can be extended beyond the mouth, and which is used for piercing. The thorax is small in comparison with the size of the abdomen, and is not distinctly divided into segments, although as in all insects the three pairs of legs are all attached to it.

The Pediculus capitis, as its name implies, is chiefly found on the hairy scalp and obtains its food by piercing the skin and

sucking the blood. It is of yellowish brown colour, which is darker at the edges. The legs have a spine at the extremity which can be opposed to the end of the digit. This enables the insect to suspend itself.

The female lays about 50 greyish eggs which are covered at the end with a hinged lid. The eggs are fastened on to the hair with chitinous material and the hair is constricted at this spot. They are nearly always fastened on the hair near the scalp, so that those found an inch or so from the stem are generally empty—the young having been hatched.

The eggs are hatched in about a week and the young pediculus opens the lid and crawls out. The young resemble the adults except in size, and undergo no moulting as in the case of the cimex. In three



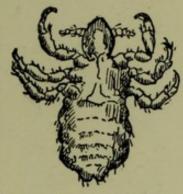
FIG. 46
PEDICULUS
CAPITIS
X 10
(After Beille)

weeks or a month they are full grown and are able to re-

produce.

The Pediculus vestimentorum or body louse is the same length as the head louse, but is about twice as broad. The colour is the same as that of the head louse, but is not darker at the edges. The head is more triangular in shape than that of the head louse. In other respects the resemblance is almost exact.

The female lays her eggs, to the number of 70 or 80, in the folds of the clothing, FIG. 47. PEDICULUS where the pediculus lives-only coming on to the body to feed. These eggs hatch in about a fortnight or three weeks and the



VESTIMENTORUM × 10. (After Beille)

young pediculus is adult in another fortnight and prepares for egg laying.

The *Pediculus pubis* differs greatly in shape from the preceding

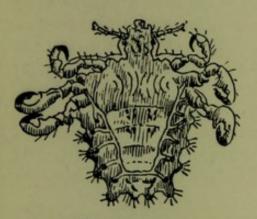


FIG. 48. PEDICULUS PUBIS × 20. (After Beille)

species. It is almost triangular and the abdomen is less broad than the thorax. Between the two there is no constriction. Each leg carries at its free extremity a definite claw, and not merely a spine, but it is with the posterior pairs that the insect hooks itself to the hairs.

The female lays 10 or 12 eggs, which she attaches to the hair quite at the base. The development of the egg resembles that of the preceding exactly.

## B. ARACHNIDA

To this class belong several forms of acari which are met with as human parasites. The acari as a class differ from the true insect in several respects. There is no sign of division between the abdomen and thoracic portions, nor is the abdomen segmented; some of the legs are attached to the anterior, and the rest to the posterior portion of the body.

The Sarcoptes scabei (Acarus scabei) has an oval body bearing four pairs of legs, two pairs placed anteriorly and two postero-laterally on the under surface. The two front pairs terminate in small suckers and the posterior pairs in spines. The animal is greyish in colour and semi-transparent. It carries

several pairs of hairs, the longest pairs being on each side of the anus.

The female alone forms the burrows which are characteristic of scabies; she lays about 15 ovoid eggs in the bottom of the tunnel. In about six days these are hatched. They resemble the adult in general shape, but they are completely asexual; they carry only three pairs of legs, two anteriorly and one pair posteriorly. In order to gain their liberty they pierce the vault of the tunnel, and so arrive on the skin. In this stage the larva undergoes two or three separate moults. In the next stage it obtains its fourth pair of legs,

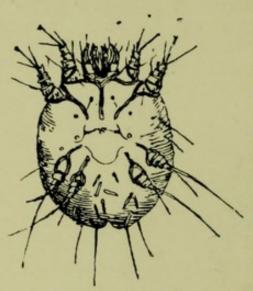


FIG. 49. ACARUS SCABEI × 60. (Semi-diagrammatic)

and those which subsequently develop into females are somewhat larger than those that become males. After the next moult the sex of the young is determined and the females are considerably

larger than the males.

The male is now adult and undergoes no further change. The adult female again moults before she makes her burrow and lays her eggs. The male is more agile than the female and only excavates the skin sufficiently to find a lodging, where he may be seen as a little brown speck.

The intolerable itching which the presence of the females in the tunnels produces is probably due to the secretion by the acarus of a poisonous fluid. This is only secreted during the night and accounts for the usual phenomenon that the itching is only noticed when the patient is in bed.

The tunnels are found chiefly about the hands, genitals, buttocks and thighs, but may be found everywhere except on

the back of the head.

In order to obtain an acarus, the tunnel should be torn up with a sharp needle, and the female picked up on its point.

To examine it, it may simply be mounted in water, or in 5%

potash.

Similar acari affect horses, cattle, cats, etc., and these are

occasionally found parasitic on human beings, but they prefer their normal hosts.

The ticks or Ixodes, of which the common sheep tick (Ixodes ricinus) is perhaps the best-known member, are commonly distributed in nature, and are occasionally parasitic on man.

They differ from the sarcopsidæ in having all four limbs at the anterior extremity, and are armed with a powerful beak.

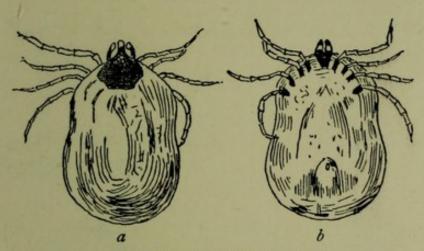


FIG. 50. IXODES RICINUS

× 3 (a) Dorsal view; (b) Ventral view. (After Beille)

The female alone obtains her nourishment from the animal upon which she is parasitic, the larvæ and males being only

accidental parasites.

The female grips the hair or skin with the legs and digs her beak through the skin at right angles. There she remains for several days until she is full of blood. She then withdraws her beak and drops off to the ground. If she is brushed off whilst she is sucking, her beak is left *in situ* and may be a source of irritation. The larvæ have a similar life-history to that of the Sarcopsidæ.

#### WATER SEDIMENT

The following classification comprises the substances that may be found in examining a water sediment:—

A. Mineral matter, sand, clay, etc.

B. Vegetable matter.

Diatomaceæ. Schizophyceæ.

Schizomycetes. Cyanophyceæ. Algæ.

Chlorophylaceæ.

Fungi.

Various more complex plants, or their débris. C. Animal matter.

Protozoa.

Crustacea.

Spongidia.

Various more complex animals, or their débris.

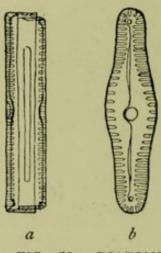


FIG. 51. DIATOMS
× 200

a, surface view; b, side view, showing two halves of frustule

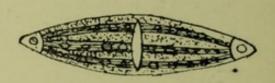




FIG. 52. DESMIDS

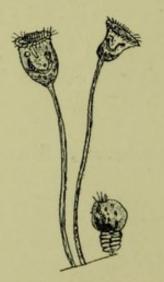


FIG. 53. VORTICELLA × 150



FIG. 54. EUGLENA VIRIDIS × 300. (After Ehrenberg)



FIG. 55. SPIROGEIRA × 60

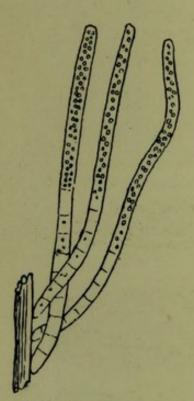


FIG. 56. BEGGIATOA × 150

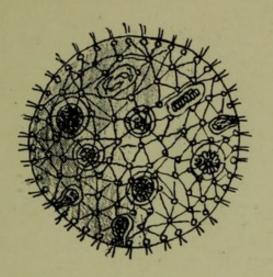


FIG. 57. VOLVOX GLOBATOR × 60. (Partly after Cohn)

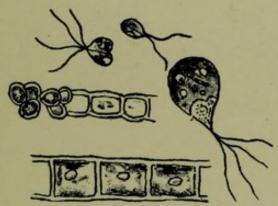


FIG. 58. ULOTHRIX (After Dodel Port)

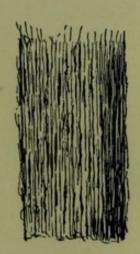


FIG. 59. HUMAN HAIR × 100. (ad nat. T.G.S.)

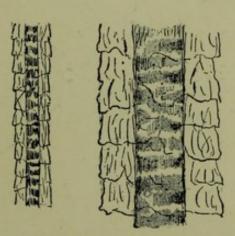


FIG. 60. DOG'S HAIR × 100. (ad nat. T.G.S.)

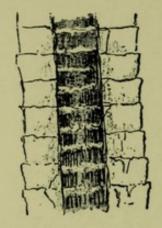


FIG. 61. COW'S HAIR × 100. (ad nat. T.G.S.)



Fig. 62. RABBIT'S HAIR × 100. (ad nat. T.G.S.)

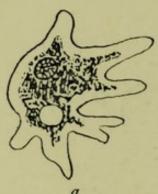


FIG. 63. AMŒBA × 200

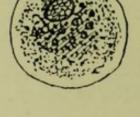


FIG. 64. PARAMŒCIUM COLI × 400. (T.G.S.)

(a) Motile. (b) Resting

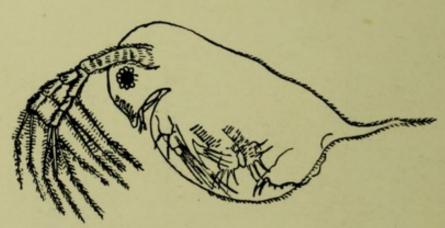


FIG. 65. DAPHNIA



FIG. 66. OVA OF VARIOUS WORMS × 400. (After Leuchart)

- a. Ascaris lumbricoides
  b and c. Oxyuris vermicularis
  d. Distoma hepaticum
  e. Distoma lanceolatum
  f. Trichocephalus dispar

- g. Anchylostoma duodenale h. Bothriocephalus latus i. Tænia mediocanellata k. Tænia solium l. Ascaris mystax

## MEAT INSPECTION

THE inspection of meat is often part of the practical examination of the D.P.H. candidate, and he is required to be able to decide if the meat shown to him is fit for human consumption.

#### Characters of Good Meat

Meat when good and fresh should have a marbled appearance, due to streaks of fat between the bundles of muscle fibres. The colour should be bright and not too dark, and the surface of the meat should be glossy and not dull. Beef is always darker than mutton, veal, or pork—chiefly for the reason that sheep, calves and pigs are bled more freely than oxen at the time of killing. The older the animal, the darker and tougher is the flesh. The connective tissue should be glistening and firm. The diaphragm should be firm, and the abdominal and thoracic parietes should show no evidence of adhesions or staining. The pleura should be intact. The bone-marrow should be set and be light red: the spleen, kidneys, and liver should be regular, of a good red, and without variations in colour.

Good meat is firm and elastic, and does not pit nor crackle on pressure. It is juicy, but not wet; and the juice which adheres to the fingers should be of a bright red colour. The fat is hard and dry, but feels greasy. The kidneys, spleen and liver are

firm. All lymphatic glands should be firm.

The smell of sound meat is well known and characteristic. In order to test this more efficiently, the meat should be pierced with a clean knife or skewer in the direction of the bone, and the implement smelt immediately upon its withdrawal.

Good meat gives an acid reaction with litmus paper.

Good meat, when dried upon a water bath, does not lose more than 75% by weight.

## Characters of Bad Meat

Meat that is bad is often soft and watery, some parts are harder than others, and there may be emphysematous crackling.

The fat may be liquid or soft, highly coloured or even hæmorrhagic. A deep dark purple colour is seen in meat when the animal has died without being bled, or when some pulmonary congestion or acute septicæmia has affected the animal. The lymphatic glands in bad meat may be enlarged, congested, hæmorrhagic, caseating or calcified. The pleura, peritoneum, or viscera may show evidence of disease such as tuberculosis. Pus may be present between the muscle fibres. The carcass may show signs of emaciation. The odour may be that of putrefaction, and the meat may be alkaline in reaction. In advanced putrefaction the meat may become a greenish tint.

Test for Putrefaction. A mixture is prepared containing 1 part of HCl, 1 part of ether, and 3 parts of alcohol. A few c.c. of this are placed in a cylinder, which is then shaken so as to distribute the reagent over the sides of the glass. A piece of the putrid meat is suspended by a wire inside the cylinder. The white fumes of ammonium chloride will appear if the meat is

in a state of putrefaction.

Meat may be unfit for human consumption from one or more of several causes.

1. The animal may have been suffering from a disease which

can be communicated to man by ingestion of the meat.

2. The animal may have been suffering from a disease which, though non-communicable to man, may render the meat unwholesome and liable from its contained toxins to produce gastro-enteritis in the consumer.

3. The meat, though derived from a healthy animal, may

have undergone decomposition.

4. The meat may not be of the character stated—e.g. horse-

flesh may be sold as beef.

Consideration will now be given to certain diseases of animals, which render the whole or parts of the carcass unfit for human

consumption.

Anthrax. Anthrax meat rarely comes into the market. The animal afflicted usually dies so quickly that it is impossible to have it slaughtered. The spleen, liver and kidneys are engorged with blood, the intestines are hæmorrhagic, the blood is fluid and the bacillus anthracis is found in vast quantities in the blood and viscera. Of course, all the meat from an anthrax-affected animal must be destroyed—preferably by cremation.

Actinomycosis generally affects the tongue, lower jaw, and lungs. The tongue is wooden in consistence, and may show

flattened white nodules on the dorsum. Occasionally abscesses are formed, and the pus contains grey granules which show typical characters of the "ray fungus" under the microscope. If the disease is not widespread, only the affected parts may be removed, and the remainder of the carcass passed for eating

purposes.

Tuberculosis. It should be remembered that tuberculosis in cattle does not frequently lead to pus formation. The tubercles remain firm and typical although the whole body may be filled with the disease. No part of the body is exempt from tuberculosis, although the lungs and lymphatic glands are the sites most commonly infected. The Royal Commission on Tuberculosis in 1898 made the following recommendations with regard to tuberculous meat:—

That the whole carcass should be condemned if-

1. There is miliary tuberculosis in both lungs.

2. If there is tuberculosis of both pleura and peritoneum.

3. If there is tuberculosis of the muscles or of the lymphatic glands situated in the muscles.

4. If tuberculosis lesions exist in any part of an emaciated

carcass.

And that the affected parts only should be condemned if—

1. The lesions are confined to the lungs and the thoracic lymphatic glands.

2. If the lesions are confined to the liver.

3. If the lesions are confined to the pharyngeal lymphatic glands.

4. If the lesions are confined to any combination of the above;

but are collectively small in extent.

The Commission further recommends that the whole carcass of a pig should be condemned if tuberculosis is present even to a slight degree; and that foreign meat, in which the pleura has been "stripped" should be regarded as tuberculous and should be condemned.

Septicæmia.—In the flesh of an animal dead of septicæmia the blood is fluid and extravasated here and there. The organs will be engorged and the causative micro-organism will be found in the heart blood and generally in the spleen. Local abscesses may be present; and the flesh will not set, will be moist, and appear purple in colour. Such meat will decompose rapidly. The whole carcass must be condemned.

Glanders affects horses, and not cattle and sheep. Horse-

flesh infected with glanders is entirely unfit for human consump-

tion, as the disease is communicable to man.

Trichinosis. Meat affected with the trichina spiralis is seen to be speckled with minute white or grey dots: they are found especially in the diaphragm. The pig is more affected than cattle and sheep. In order to examine the meat, small portions are teased out in dilute potash solution and examined under the low power of the microscope: the small coiled worms are easily distinguished. An account of them is given later under the heading of Parasites of Meat.

As trichinosis is communicable to man, the carcass of the

infected pig or other-animal must be condemned.

Cysticercus. Pigs, cattle and sheep all suffer from cysticercus: the younger animals chiefly are affected, and their flesh is found to be pale and studded with small cysts. These cysts contain the scolex of what, in the second host, would be the tape worm. These are considered later.

All meat that is infected with cysticercus must be considered

unfit for human consumption.

Sheep Rot is caused by the distoma hepaticum invading the portal system. In early stages of the disease it is necessary only to condemn the affected liver: later, however, the animal may become jaundiced and cedematous; and then the whole carcass must be considered as unfit for food.

The strongylus filaria is found in the lungs of sheep. If the animal is not emaciated the carcass need not be condemned on this account.

Symptomatic Anthrax (quarter-ill, etc.) and Malignant Oedema are septicæmic diseases caused by anäerobic bacilli. Animals so affected die quickly. Their flesh is unfit to eat. The symptoms of disease resemble generally anthrax and other septicæmic conditions, and the meat shows the same general characteristics.

Swine Fever. This disease is very severe among pigs and is exceedingly infectious. The flesh in the early stages of the disease shows few lesions; but later a patchy redness of the skin appears which can be traced down through the fat into the flesh. There is much ulceration of the large intestine and patches of congestion or consolidation in the lungs, liver and lymphatic glands. The flesh of a pig dead from swine fever, or killed during the illness, is not fit for human food, and the whole carcass must be destroyed.

Foot and Mouth Disease. The tongue and mucous membrane of the mouth and pharynx show vesicles and ulceration. The feet also show the same condition of ulcers and vesiculation, and the hoofs may be loose, or may even fall off. The disease is

very infective, and the carcasses must be condemned.

Horse-flesh is darker in colour than beef, the grain is more coarse, and the fat is more yellow and soft. The bones are stronger in the horse than in the ox, and have better-marked ridges for the insertion of muscles. The tongue of the horse is rounded and smooth: that of the ox is pointed and rough. The liver of the horse has three large lobes and one small one and no gall bladder. The liver of the ox has one large and one small lobe. The kidney of the horse is heart-shaped: that of the ox is long and lobulated. The heart of the ox contains a bone, the os cordis; there is no bone in the heart of the horse.

Fish. Fresh fish should have bright gills and prominent eyes, and their flesh should be firmly adherent to the bones. They should not pit on pressure, nor should their tails hang down

unduly. They should give only their characteristic smell.

Inelasticity of the flesh, and an unpleasant odour, are sure signs of decomposition in fish. Fresh fish will sink in water; bad fish floats.

Any fish that is not quite fresh should be considered unfit for food. Fish decomposes rapidly, and even slightly tainted fish may give rise to very severe gastro-enteritis.

## Parasites of Meat

Trichina spiralis. This parasite is found affecting man almost throughout the whole world, especially where much pork,

and more especially uncooked pork, is eaten.

The natural host would appear to be the rat, and the disease is kept up in them owing to the habit of eating their dead. Pigs become affected by eating portions of dead rats or the refuse of slaughtered pigs, to which they frequently have access. Man acquires it through eating trichinosed pork.

The male measures 1'2 to 1'5 mm. and the unimpregnated

female 1'5 to 2'0 mm.

The anterior end is finely pointed and surmounted with the

punctiform mouth.

The female has a single ovarian tube which opens into the vagina on the ventral surface about two-fifths of the length of

the worm from the mouth. After copulation the male dies and

the female increases in size to 3 to 4 mm.

The young trichinæ leave their shell while still in the uterus, and are born free, some five or six days after impregnation. Several thousands are produced before the female dies and is voided.

The young embryo measures about o'I mm. and is endowed with activity. Shortly after birth they pierce the intestinal wall, cross the peritoneal cavity by the connective-tissue spaces and so reach the muscles and other tissues. As they proceed they increase in size, and signs of development are



FIG. 68. TRICHINA SPIRALIS Larval form encysted in muscular fibre × 80. (After Leuchart)

FIG. 67. TRICHINA SPIRALIS a. Female voiding complete embryos. b. Male × 80. (After Leuchart)

found. At the end of 10 days or less they arrive at their destination in the connective-tissue spaces of the muscles, etc.

Their presence gives rise to irritation and subsequent proliferation of the connective-tissue cells in the immediate neighbourhood. The proliferation on the one hand, and the movement of the trichina on the other, lead eventually to the formation of a cyst and wall. At the end of about 18 days the trichina has

increased in size and coiled itself up, and the encystment is

complete.

The cysts lie with their long diameter parallel to the muscle fibres and are filled with clear albuminous fluid, whilst the larval trichina lies coiled up but in contact with the wall—especially when alive. It now measures about 1 mm. in length, and is provided with a mouth, alimentary canal and anus, as well as rudimentary sexual organs.

In this condition it remains alive sometimes for years, and is capable, under favourable circumstances, of developing fully. At the end of a certain time, however, if the flesh of the host is not consumed, fatty and calcareous degeneration sets in and the

larva dies.

The affected meat can be seen by the naked eye to be "measly," and in order to examine the trichina the muscle fibres containing a cyst should be teased out gently in potash, mounted in potash or water, and a coverslip gently pressed down on the scrapings.

Beautiful specimens can be obtained by hardening the tissue

and cutting sections of it.

Tænia mediocanellata (Synonym T. saginata, Tæniarhynchus mediocanellatus). This is perhaps the commonest and most widely distributed of all human tape worms. It is found in Europe, Asia, Africa, America, and Australia. In this country it is by far the most common, the Tænia solium being decidedly rare.

It measures from 4 to 8 metres, and consists of from 1200 to 1300 proglottides. Those near the head are quite small, and gradually enlarge both in length and breadth until near the middle of the worm they measure about 14 mm. square, and are only 2 mm. thick. As the distal end is approached they become narrower, longer, and thicker. As they break away from the main body they are endowed with movement.

The head is somewhat pear-shaped, and measures from 1.5 to 2 mm. in breadth. It is furnished with four suckers, but has

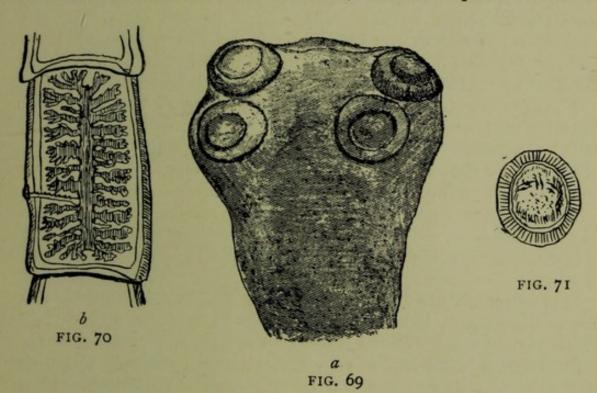
neither hooklets nor rostellum.

The genital pore of the proglottis is marginal, and frequently projects. This leads to the uterus, which is linear, and lies in the long axis of the worm, and which has 20 or 30 lateral branches, which divide dichotomously.

The eggs are contained in the uterus, and when the proglottis is ripe consist of the embryo enclosed in a shell, which is thick,

and is composed of innumerable little rods. The egg is distinctly oval, and is 0.03 mm. in length. The embryo possesses the six hooks.

The ox is generally the intermediate host. This animal swallows the eggs, and the digestive juices dissolve the envelope and set free the embryo, which promptly bores its way into the muscles. It now discards its hooks, and develops the head at



(a) TÆNIA MEDIOCANELLATA Head × 20. (ad nat. T.G.S.)

- (b) PROGLOTTIS, SHOWING NUMEROUS DICHOTOMOUS BRANCHES OF THE UTERUS Semi-diagrammatic
  - (c) EGG, SHOWING EMBRYO × 400

the opposite end, whilst the rest of the body becomes a small bladder. The whole cysticercus lies between the muscular fibres and measures from 1 cm. in length. From one end of the short diameter of the cyst the head of the cysticercus may be made to protrude by placing it in warm water. It is seen under the microscope to be an exact reproduction of the head and neck of the mature worm.

The cysticercus is not known in the human subject.

Man is infected undoubtedly from eating underdone beef

affected with cysticerci; quite a low temperature (50° C.) has been

found sufficient to render the cysticerci harmless.

The Tænia solium. This tape worm is found wherever swine are badly kept or where the pork is improperly cooked. Hence it is comparatively common in North Germany, and uncommon in this country. It is smaller than the T. mediocanellata, rarely measuring 4 m. The proglottides resemble those of the T. mediocanellata in shape in the various parts of the body, but are smaller, being not more than 8 mm. broad in the broadest part. The genital pore is marginal, and leads to a linear uterus which has 8 or 10 lateral branches which divide dendritically.

The eggs are more spherical than those of the *T. mediocanellata*, but otherwise resemble them. The head is more or less spherical with a diameter of 1 o mm. It has four suckers and a rostellum, which can be protruded. The rostellum carries a double row of

hooklets numbering 28 in all.

The life-history and cysticercus form is similar to that of the *T. mediocanellata*, except that the pig is the intermediate host.

It differs, however, in that this cysticercus is occasionally found in man.

It is extremely rare to find more than one *T. mediocanellata* in the same patient, but numerous cases have been recorded in which two or more *T. solia* have been found.

Bothriocephalus latus. This parasite—the largest met with in the human subject—is not of very wide distribution. It is

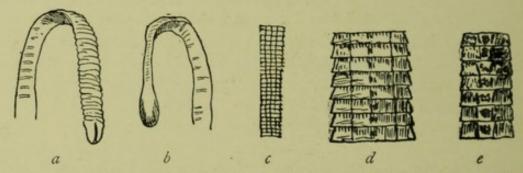


FIG. 72. BOTHRIOCEPHALUS LATUS: (a) lateral, (b) front view of head (× 10); (c, d, and e) proglottides in the upper, middle, and lower parts of the worm (nat. size). (After Leuchart)

found in people inhabiting the Franco-Swiss lakes, the Baltic shores, Japan, etc.

It measures from 6 to 12 or even 16 metres in length.

The proglottides are broad and short. The genital pore is in the centre of the proglottis and not marginal as in most others, and the uterus is rosette-shaped. Each segment is hermaphrodite.

The head is flattened and shaped like an olive or blunt almond. It has two lateral suctorial grooves in place of suckers, and has neither rostellum nor hooklets.

The eggs are oval with a long diameter of about 0.05 mm., the shell is simple, brown, and closed at one end by an operculum.

When the proglottides break away, the ova do not contain the mature embryo enclosed in a shell as in the other tape worm, but

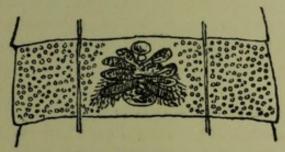


FIG. 73 PROGLOTTIS OF BOTHRIOCEPHALUS LATUS, SHOWING ROSETTE UTERUS × 4. (After Leuchart)

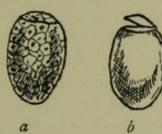


FIG. 74 EGGS OF BOTHRIOCEPHALUS LATUS: (a) containing embryo; (b) empty × 200. (After Leuchart)

merely a partially developed egg. These, in order to attain maturity, must remain in water for some time, when the ripe embryo, a ciliated six-hooked one, emerges from the shell by opening the operculum. It then swims about in the water.

This is either eaten by fish, or by some animal which is subsequently consumed by fish. From the intestine of the fish the embryo makes its way into the muscles, where it loses its cilia and hooklets, and elongates. After a time evidences of the two suctorial grooves are found and the FIG. 75. FULLY embryo attains to the size of I or 2 cm.; there DEVELOPED EMis no cysticercus form as described in other tape worms, the embryo sometimes lying almost free between the muscular fibres. From the imperfectly cooked or raw fish the embryo is



BRYO OF BOTH-RIOCEPHALUS LATUS (After Leuchart)

transferred to the intestine of man, dog, cat, etc., where it develops into the mature worm.

The Distoma hepaticum. This worm is exceedingly common in the livers of sheep, less common in cattle, sometimes in the horse, rabbit, and even in man.

It is leaf-shaped and flat, being about three or four times as long

as it is broad, and varies in length from 16-40 mm.

The worm is enclosed by a skin bearing minute spines attached to the transparent epidermis, and more numerous at the cephalic end. The true skin consists of dense fibrous tissue.

It possesses two suckers, one at the anterior end, that communicates with the mouth and pharynx, and the other, which is placed centrally above the junction of the upper and middle thirds, is blind. These suckers *inter alia* appear to be used for locomotion.

Below the circular pharynx is a band of circular muscular fibres which acts as a sphincter, and prevents the regurgitation of food from the œsophagus, which is a short prolongation of the pharynx, and divides into two canals a little above the ventral sucker. These two canals run parallel to the sides, and give off a series of branches externally, which again divide. A few short branches are given off internally. All these branched tubes terminate abruptly in the parenchymatous tissue, and have no external opening.

The excretory or water vascular system consists of a central canal, which extends from the junction of the upper and middle thirds to the posterior extremity, where it terminates in a small opening, the *foramen caudale*. The anterior end possesses three distinct branches, two lateral and one—a small one—mesial. The main trunk, as well as the three primary branches, all give off smaller branches, which divide dendritically right up to the margin

of the worm.

The worm is hermaphrodite. There is a genital pore situated just above the ventral sucker. Into this pore the penis protrudes. The penis is lodged in a pouch, which also encloses the receptaculum seminis. This latter receives the junction of the two vasa differentia, which are formed by the junction of the seminiferous tubules coming from the testes.

The testes are not globular masses, but consist of a large number of vermiform tubes, which are spread out in the middle

of the ventral portion of the worm.

The orifice of the vagina is very small, and is situated in the genital pore close to the penis. Just behind the orifice, the vagina widens out into a uterus which is much coiled, and lies between the ventral sucker and the junction of the upper and middle thirds of the body, i.e. above the testes. In the uterus can be seen a large number of ova in various stages of develop-

ment. At the ovarian end the uterus suddenly contracts, and is connected with a tube which suddenly bifurcates, the branches passing laterally across the body and suddenly bending downwards near the lateral margin, to which they run parallel. These tubes give off branches ending in grape-like cæcal extremities, the yolk sacs. These sacs contain minute nucleated cellules.

The ovum when discharged from the uterus is oval and measures o'14 mm. in length and o'11 mm. in breadth. It contains a fully developed embryo. This embryo has the form of a cone, the anterior end being flatly convex with a central proboscis-like papilla, and is completely covered with cilia. The ovum is conveyed by the excrement into water or damp soil, and here the embryo leaves the shell, and by means of its cilia moves about in search of an intermediate host, usually a mollusc or crustacean. It bores into this host, loses its cilia and enlarges—forming either a sporocyst (a hollow sac without alimentary canal) or a redia (a similar structure, but possessing an alimentary canal).

From certain germ cells in the sporocyst or redia, cercariæ are developed. These, like the adult distoma, possess suckers and alimentary canal; but, unlike them, they have no genital organs, and have an active and powerful tail. When they are developed they leave the sporocyst or redia and the body of the intermediate host and become free, either in the water or damp soil. The cercaria now either seeks a second intermediate host and becomes encysted, or is taken up by the definite host, where it finds its way into the bile ducts, intestine, etc., and rapidly

develops into the adult hermaphrodite worm.



FIG. 76. DISTOMA
HEPATICUM
Nat. size. (After Leuchart)

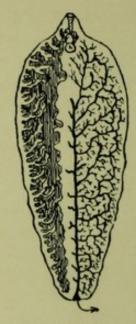


FIG. 77. DISTOMA HEPATICUM Left half showing the alimentary system, right half showing the excretory system (adapted)



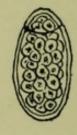


FIG. 78. EGGS OF THE DISTOMA HEPATICUM × 200

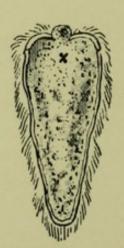


FIG. 79. FREE SWIMMING EMBRYO OF DISTOMA HEPATICUM



FIG. 80. CERCARIA FORM OF DISTOMA HEPATICUM

# **APPENDIX**

# CHEMICAL SYMBOLS AND APPROXIMATE ATOMIC WEIGHTS OF SOME OF THE ELEMENTARY BODIES

Aluminium	Al	 27.5	Manganese	Mn	 55.0
Arsenic	As	 75.0	Mercury	Hg	 200'0
Barium	Ba	 137'0	Nitrogen	N	 14.0
Calcium	Ca	 40.0	Oxygen	0	 16.0
Carbon	C	 12'0	Phosphorus	P	 31.0
Chlorine	Cl	 35'5	Potassium	K	 39.0
Copper.	Cu	 63.5	Silver .	Ag	 108.0
Hydrogen	H	 1,0	Sodium.	Na	 23'0
Iodine.	I	 126.6	Sulphur	S	 32.0
Iron .	Fe	 56.0	Tin .	Su	 118.0
Lead .	Pb	 206.2	Zinc .	Zn	 65.0
Magnesium	Mg	 24.0			

## WEIGHTS AND MEASURES

1 square metre = 10.764 square				
feet.				
1 cubic metre = 1000 litres.				
= 35'3 cubic				
feet.				
1 cubic foot $= 6.23$ gallons.				
1 kilogram = 2.204 pounds.				

## ALCOHOL TABLES. (After Allen)

Specific gravity taken at 15.5° C.

Absolute Alcohol—percentage by weight × 1.26 gives percentage by volume.

by comme.		20 0 0			
		Alcohol			Alcohol
Specific		percentage	Specific		percentage
gravity.		by weight.	gravity.		by weight.
79384	 	100,00	.879	 	67.13
797	 	98.97	.882	 	65.83
.800	 	98.03	.884	 	65.00
803	 	97.03	.886	 	64.13
.806	 	96.03	.889	 	62.82
.809	 	94'97	.891	 	61.92
.812	 	93.92	.893	 	91.08
.815	 	92.81	.896	 	59.83
.817	 	92.07	.898	 	58.95
.820	 	91,00	.000	 	58.05
.823	 	89.92	902	 	57.21
.826	 	88.76	.902	 	55.86
.828	 	87.96	'907	 	54'95
.831	 	86.81	.909	 	54.00
.833	 	86.04	.011	 	53.13
.836	 	84.88	'914	 	51.79
.8382	 	84.00	.916	 	50.96
.841	 	82.92	.918	 	50.09
.843	 	82.12	.919	 	49'24
.846	 	80.96	920	 	48.96
.848	 	80.13	922	 	48.05
.851	 	78.92	925	 	46.91
.853	 	78.13	'927	 	46.00
.856	 	76.88	929	 	45.09
.858	 	76.04	.931	 	43.95
.860	 	75'14	'933	 	43.00
·863	 	73'79	'935	 	42.02
.865	 	72.96	'937	 	41.05
.867	 	72.09	'939	 	40.02
.870	 	70.84	'941	 	39.05
.872	 	70.04	'943	 	37'94
.874	 	69.21	'945	 	37.11
.877	 	67.96	'947	 	36.00

Specific gravity.		Alcohol percentage by weight.	Specific gravity.		Alcohol percentage by weight.
'949		 35.00	'977		 15.00
'951		 34.05	.978		 14.00
953		 32.87	.980		 13.00
954		 31.94	.981		 12'00
.956		 31.00	.985		 11.00
.958		 29.87	.983		 9.99
'959		 28.87	.985		 8.89
.961		 27.93	.986		 7.99
962		 26.87	.988		 7.02
.964		 25 86	.989		 6.03
'965		 25.00	.991		 5.01
.966		 24.00	'992		 4.21
.967		 23.00	'993		 3.49
.969		 22.00	'994	***	 3.03
'970		 21.00	'995		 2.21
971		 20'00	.996		 1.99
972		 19.00	'997		 151
974		 18.00	.998		 I 02
'975		 17.00	.999		 0.23
.976		 19.00	1,000		 0.00

## INDEX

A

Acarus farinæ, 122 - scabei, 139 Actinomycosis, 147 Air Analysis, 95-105 Carbon Dioxide in, 97 — Carbon Monoxide in, 100 — Ground, 110 - Noxious Gases in, 104 — Oxygen in, 95 - Ozone in, 104 Alcohol, Estimation of, 90 Algæ in Water, 5 Alum in Bread, 87 Ammonia, Albuminoid, 16, 37, 49, Ammonia, Free and Saline, 13, 37, 49, 51 Anquillula aceti, 123 Anthrax, 147 — Symptomatic, 149 Antimony, Test for, 93 Antiseptics in Milk, 74 Arachnida, 139 Arsenic, Test for, 93 Aspergillus, 124 Available Chlorine, 112

B

Beer, 92
— Arsenic in, 93
Bleaching Powder, 111
Boric Acid, Tests for, 74
Bothriocephalus latus, 154
Bread, 85
— Acidity in, 86
— Alum in, 87
Bruchus pisi, 122
Butter, 75-83, 128
— Adulteration of, 77
— Preservatives in, 83

Butter, Salt in, 77

— Water in, 76

Butter-Fat, Specific gravity of, 78

— Insoluble acids in, 83

— Volatile acids in, 80

C

Calandra granaria, 121 Carbolic Acid Estimation, 112 Carbon Dioxide in Air, 97 Carbon Monoxide in Air, 100 Chalk Waters, 42 Chicory, 88, 129 Chlorides, Estimation of, 7 Chlorine Available, 111 Cimex lectularius, 137 Claviceps purpurea, 126 Clothing, 132 Coal measures, Water from, 44 Cocoa, 131 Coffee, 87, 128 Coir, 135 Collection of water samples, I Cotton, 133 Copper in Water, 28 Copper-Zinc Couple, 23 Cysticercus, 149

D

Disinfectants, 111-115 Distoma hepaticum, 155

E

Ergot, 85, 126 Examinations, Practical work in, 48

F

Fish, 150 Flax, 133 Flour, 83 Flour, Composition of, 83

— Ergot in, 85

— Gluten in, 84

— Mineral Matter in, 85

Foot and Mouth Disease, 150

Formalin, Tests for, 75

G

Gases in Water, 32 Gluten, Estimation of, 84 Greensands, Waters from, 43 Ground Air, 113

H

Hardness in Water, Estimation of, 9 Hemp, 134 Hempel's Bulbs, 95 Horse-flesh, 150 Human Parasites, 136

I

Indigo Method, 21 Insecta, 136 Interpretation of Water Analyses, 35-48 Iron in Water, 29

1

Jute, 134

K

Kjeldahl's Method, 52

L

Lead in Water, 27, 31 Lemon Juice, 94 Lime Juice, 94 Limestone, Water from, 44 Linen, 133

M

Meat, 146-158

— Bad, 147

— Good, 146

Microscopy, 116-145

Milk Analysis, 65-75, 127

— Adulteration of, 71

— Ash, 69

— Composition of, 65

— Dirt in, 127

Milk Fat, 69
— Preservatives in, 73
— Specific Gravity of, 66
— Total Solids, 67
Mucor, 124

N

Nessler's Reagent, Use of, 14 Nitrates, Estimation of, 20 — Tests for, 19 Nitrites, Estimation of, 18 — Tests for, 17 Noxious Gases in Air, 104

O

Oolite, Water from, 44
Ova of Worms, 145
Oxalic Acid Standard, 99
Oxygen, Absorbed, 24
— Dissolved in Water, 32
— in Air, 97

P

Paper, 134
Parasites, Human, 136
— of Grain, 121
— of Meat, 150
Pediculi, 138
Penicillium glaucum, 123
Pernosporon, 125
Phenol estimation, 112
Poisonous Gases in Air, 104
Practical Work, Scheme of, 48
Puccinia graminis, 125
Pulex irritans, 137
Pulex penetrans, 137
Putrefaction, Test for, 147

R

Rain Water, 40 Reagents, Preparation of, 56-65 Reichert-Wollny Process, 80 Reinsch's Test, 93 River Waters, 45 Rye Ergot, 126, 85 Rye Starch, 118

S

Salicylic Acid, Test for, 74 Sandstone, Water from, 44 Sarcopsylla, 137 Sarcoptes scabei, 139 Septicæmic Meat, 148 Sewage Analysis, 50-56 - Ammonia in, 51 Chlorides in, 50 Dissolved Oxygen in, 52 - Effluents, 54 - Effluents, Standards for, 54 - Nitrates in, 52 - Nitrites in, 52 - Oxygen absorbed by, 52 - Total Nitrogen of, 52 - Total Solids of, 50 Sheep Rot, 149 Silk, 136 Soap, 10 Soil, Analysis of, 106-109 Spirits, Analysis of, 89 Standard Solutions, 59-65 Starch of Arrowroot, 118 - — Barley, 118 — — Bean, 120 — — Maize, 120 — — Oats, 120 — — Pea, 119 — — Potato, 118 — — Rice, 120 — — Rye, 118 — — Sago, 121 — — Tapioca, 121 - Wheat, 117 Starches, Mounting of, 116

T

Surface Waters, 41, 46

Symptomatic Anthrax, 149

Swine Fever, 149

U Ustilago carbo, 126 Ustilago segetum, 125 Valenta Test, 79 Vinegar, 93 Water Analysis, 1-50 - Aeration of, 5 - Algæ in, 5 - Albuminoid Ammonia in, 16, 37 - Free Ammonia in, 13, 37 — Chlorides in, 7, 36 Collection of Samples, I - Colour of, 4 — Copper in, 28 - from Chalk, 42, 47, 48 — — Coal Measures, 44 — — Greensand, 48 — Limestone, 44 — — Oolite, 44 - - Sandstone, 44 — — Subsoil, 42, 46, 47 - - Surface, 41, 46 — Iron in, 29 - Nitrates in, 20, 38 — Nitrites in, 18, 38 - Oxygen absorbed by, 24, 39 - Permanent Hardness of, 12 Physical Characters, 4, 35 - Rain, 40 - Reaction of, 5, 36 - Report, 3 - River, 45 - Sediment, 5, 141 - Smell of, 5 - Taste of, 4 - Total Hardness of, 9, 36 - Total Solids in, 6, 35 - Turbidity in, 4 Volatile Solids in, 7 Zinc in, 30

WILLIAM BRENDON AND SON, LTD. PRINTERS, PLYMOUTH

Wines, Analysis of, 91

Winkler's Method, 32

Zinc in Water, 30

Wool, 135



# Messrs. Methuen's . Complete Educational Catalogue . . .

#### CONTENTS

							PAGE
CIVICS .		bo 1				-	3
COMMERCE	9050	TOYE	0.002	65500	1911	200	3
DIVINITY	* 15/15	15000	200000	-	and the		4
DOMESTIC SCII	ENCE		300 × 13		13 10 7		5
ENGLISH	1.65	Ubox	ti-obs	102.00	7.00	1 0000	6
FRENCH			1000				10
GENERAL INFORMATION					9993	-	13
GEOGRAPHY	12 1	OK B	10. E	608	0	10.0	14
GERMAN				11.			15
GREEK .	10	ASKIN,	DING.	DIVININ	and or	19. 553	17
HISTORY		-			South to	50.00	18
LATIN .							25
MATHEMATICS	0.00	9 1	I sint		3003 7	10.36	29
SCIENCE			10.	-			32
TECHNOLOGY	G. P.	- Saine	Y2.20	4	1000	1779	41
	ody 3	E 100	The same	100			11 30
SERIES OF EDUCATIONAL WORKS							42
BOOKS FOR SE	NIOR	PUPILS	AND S	CHOOL	LIBRAI	RIES	46

MESSRS. METHUEN WILL BE GLAD TO SEND THEIR COMPLETE ILLUSTRATED CATALOGUE OR PARTICULARS OF THEIR BOOKS ON ANY SUBJECT TO ANY ADDRESS, POST FREE, ON APPLICATION

METHUEN & CO. LTD., 36 ESSEX STREET, W.C.
LONDON
JANUARY 1912

An Entrance Guide to Professions and Business. By H. Jones. With a Preface by H. de B. Gibbins, D.Litt., M.A. Crown 8vo, 1s. 6d.

This book deals with three professions and a large number of trades, and shows the qualities necessary to success in each, the age at which it is best to begin, the conditions of preparation, and the cost of all that is preliminary to the boy's earning his own living.

Précis Writing and Office Correspondence. By E. E. WHITFIELD, M.A. Third Edition. Crown 8vo, 2s. [Commercial Series.

The subjects dealt with here are Business Correspondence in General, Circulars and Advertisements, Sale and Purchase, Carrying Trade, Transmission of Money, Précis, Civil Service Précis, Commercial Précis, Application of Précis to Journalism, Application of Précis to Foreign Languages.

Commercial Examination Papers. By H. de B. GIBBINS, Litt.D., M.A. Crown 8vo, 1s. 6d. [Commercial Series.

A volume of Examination Papers on Commercial Geography, Commercial History, Book-keeping, Business and Office Work, Commercial French, and Commercial German.

For other books on Commerce, see also under "French," "German," "Geography," "History," "Mathematics."

#### DIVINITY

The First Book of Kings. Edited by A. E. Rubie, D.D., Head-master of Eltham College. With 4 Maps. Crown 8vo, 2s.

[Junior School Books.

The Gospel according to St. Matthew. Edited by E. W. SOUTH, M.A. With 3 Maps. Crown 8vo, 1s. 6d. [Junior School Books.

The Gospel according to St. Mark. Edited by A. E. RUBIE, D.D. With 3 Maps. Second Edition. Cr. 8vo, 1s. 6d. [Junior School Books.

The Gospel according to St. Luke. Edited by W. WILLIAMSON, B.A. With 3 Maps. Crown 8vo, 2s. [Junior School Books.

The Acts of the Apostles. Edited by A. E. Rubie, D.D. With 3 Maps. Second Edition. Crown 8vo, 2s. [Junior School Books.

These editions are designed primarily for those preparing for junior examinations such as the Junior Locals, and those of the Joint Board. At the same time they will also prove useful for those preparing for higher examinations, such as the Higher Certificate. The editors have tried to make the introduction and notes as stimulating as possible, and to avoid mere "cram."

A Primer of the Bible. By W. H. BENNETT, M.A., Professor of Old Testament Exegesis at New and Hackney Colleges, London. With a concise Bibliography. Fifth Edition. Crown 8vo, 2s. 6d.

This Primer sketches the history of the books which make up the Bible in the light of recent criticism. It gives an account of their character, origin, and composition, as far as possible in chronological order, with special reference to their relations to one another, and to the history of Israel and the Church.

Old Testament History for Use in Schools. By the Rev. W. F. Burnside, M.A., Headmaster of St. Edmund's School, Canterbury. Fifth Edition. Crown 8vo, 3s. 6d.

A Fifth Form textbook written in the belief that it is possible with all reverence to tradition to make the Old Testament a real living force in

religious education.

Stories from the Old Testament. By E. M. WILMOT-BUXTON, F.R. Hist. S. Second Edition. Crown 8vo, 1s. 6d. [Beginner's Books.

These stories have been told in the simple and dignified words of the Bible, with brief explanations where necessary, and selected so as to show the continuity of the Divine dealings with the Hebrew people in preparation for the revelation of the New Testament.

An attempt has been made to avoid the chief difficulty met with in teaching the Old Testament to children, by basing these stories on the firm foundation of spiritual rather than literal inspiration. It is hoped that by showing that they are concerned rather with values than with supernatural history, they may never have to be unlearnt or unduly modified in later years.

Stories from the New Testament. By E. M. WILMOT-BUXTON, F.R.Hist.S. Crown 8vo, 1s. 6d. [Beginner's Books.

Arranged in the form of consecutive stories, with brief explanations and connecting links where necessary, this volume forms a complete life of Christ, together with an account of the Early Church and the life of St. Paul. The stories are told almost entirely in the words of the Bible, and form a companion volume to "Stories from the Old Testament," by the same author.

The Student's Prayer Book. The Text of Morning and Evening Prayer and Litany. By W. H. FLECKER, M.A., D.C.L., Headmaster of the Dean Close School, Cheltenham. With Notes. Crown 8vo, 2s. 6d.

An edition arranged for the Local Examinations. The Notes are at the foot of the page, and so arranged that they are on the same page as the text to which they refer, thus avoiding the necessity of constantly turning over the pages.

An English Church History for Children. By MARY E. SHIPLEY. With a Preface by WILLIAM E. COLLINS, D.D., late Bishop of Gibraltar. Three Volumes, crown 8vo, 2s. 6d. net each.

Vol. I., A.D. 597-1066, with 12 Illustrations and 3 Maps. Vol. II., A.D. 1066-1500, with 12 Illustrations and 1 Map. Vol. III., A.D. 1500-1911, with Maps and 12 Illustrations.

"This instructive little book is very well written, and furnished with a good index, and rendered attractive by beautiful illustrations."—Record.

#### DOMESTIC SCIENCE

Millinery, Theoretical and Practical. By CLARE HILL. Fifth Edition. Crown 8vo, 2s. [Textbooks of Technology.

A treatise, concise and simple, containing all required for the City and Guilds of London Examination, and providing a suitable course for evening classes.

Instruction in Cookery. By A. P. THOMPSON, Instructress to the London County Council. With 10 Illustrations. Crown 8vo, 2s. 6d. [Textbooks of Technology.

The most suitable form of syllabus and the best practical examples for demonstration are discussed at some length.

How to make a Dress. By J. A. E. Wood. Fifth Edition. Crown 8vo, is. 6d.

A short textbook based on the syllabus of the City and Guilds of London Institute Examination,

#### **ENGLISH**

## Grammar, Dictation, and Composition

A First Course in English. By W. S. BEARD. Crown 8vo, 1s. 6d. [Beginner's Books.

This book is a working class-book in English for the Lower Forms of Secondary Schools and pupils in Primary Schools. First, it provides, side by side, a progressive course in analysis and elementary composition; the use of words and their relation to each other in sentences. The exercises for practice are very numerous, varied, and carefully graduated; many exercises are adapted for oral composition. Second, it provides a textbook of the leading principles of grammar—accidence and elementary syntax—which will enable young pupils to apply these principles intelligently, step by step, to practical work in analysis and parsing. The book is specially suitable as an introductory course to "A Junior English Grammar," by W. Williamson. Sets of Examination Questions are included which will furnish useful preparation for the Oxford and Cambridge Preliminary and the College of Preceptors Examinations; also for pupils in Primary Schools preparing for County Council Scholarships.

A Junior English Grammar. By W. WILLIAMSON, B.A. With numerous passages for Parsing and Analysis, and a chapter on Essay Writing. Fourth Edition. Crown 8vo, 2s. [Junior School Books. In this book the author, while following the lines usually adopted, restates many of the Definitions, reducing their number as far as possible. He endeavours to simplify the classification of the parts of speech, and pays considerable attention to the Gerund. To give freshness and a sense of reality to the subject, the examples in illustration of rules are taken from the everyday life of young people.

Junior English. By F. J. RAHTZ, M.A., B.Sc., Senior Lecturer at Merchant Venturers' Technical College, Bristol. Seventh Edition.

Crown 8vo, 1s. 6d.

This book is intended for the Lower Forms of Secondary Schools. It deals with Grammar, the Construction of Phrase and Sentence, Analysis, Parsing, Expansion, Condensation, Composition, and Paraphrasing, and many other Exercises in the use of English. The Questions and Exercises are numerous and varied.

Higher English. By F. J. RAHTZ, M.A., B.Sc. Sixth Edition. Crown 8vo, 3s. 6d.

This book provides a much-needed course in the study of modern English, suitable for pupils in the Upper Forms of Secondary Schools. Examination Papers set recently at London University are added.

English Composition. By F. J. RAHTZ, M.A., B.Sc. Crown 8vo, 1s. 6d.

This work is intended for pupils of Secondary Schools and private students. It supplies a progressive course in English composition, embracing not only essays and letters but also other important and useful work in writing English. Numerous and varied exercises are appended to each chapter, while questions and shorter exercises, many of which may be used orally, are introduced in the text. The importance of connecting the student's composition with his reading has been borne in mind throughout.

English Composition from Models. By C. ROONEY, B.A., LL.B.

Crown 8vo, 2s. 6d.

This book is an attempt to apply the Direct Method to the teaching of English Composition. The models range from Bacon to Stevenson, and the extracts, which have been carefully selected, are calculated to interest senior

students. Emphasis is laid on the fact that to write we must read, and that to read with profit we must be interested. "All literary skill is based upon imitation." The book deals in an interesting way with certain inherent difficulties, and has useful hints as to how the literary taste of young people may be developed and guided. It is the work of a practical teacher.

A Class-Book of Easy Dictation and Spelling. Selected by W. WILLIAMSON, B.A. Ninth Edition. Fcap. 8vo, Is.

Beginner's Books.

This book contains many interesting passages from English classics chosen on account of the large number of everyday words which they contain.

A Class-Book of Dictation Passages. Selected by W. WILLIAMSON, B.A. Sixteenth Edition. Crown 8vo, Is. 6d. [Junior School Books. 160 passages chosen from a wide field of modern literature on account of the large number of words they contain.

Junior English Examination Papers. By W. WILLIAMSON, B.A. Second Edition. Fcap. 8vo, Is. [Junior Examination Series. This book contains Seventy-two Papers of Ten Questions each, and will be found to meet the requirements of all the Examinations in English usually

## Literature

English Literature for Schools. By E. E. FIRTH, History Mistress at the High School, Croydon, Author of "A First History of Greece." With 4 Maps. Crown 8vo, 2s. 6d. Junior School Books.

This excellent Introduction to English Literature has five special features:—(1) By comparison the style and importance of the various writers are shown. (2) Many illustrations of their works help the reader to a knowledge of the great writers. (3) Difficulties are explained by footnotes. (4) Short summaries of the chief historical events are given with explanations of the political, social, and religious tendencies of the times. Thus the reader realises that all great writers are representative of their generation. (5) Useful Maps have been included, which show the local environment of the

At the end of each chapter are to be found summaries, sets of questions,

and also suggestions for further reading.

taken in Schools up to the "Senior Locals."

A Short Story of English Literature. By EMMA S. MELLOWS.

Crown 8vo, 3s. 6d.

The story of the beginning and growth of English literature told in a very simple form for schools and the home. In addition to describing the literature and writers, some space is given to describing the character of the age under consideration.

English Literature. By F. J. RAHTZ, M.A., B.Sc. Crown 8vo.

This work is suitable for pupils in the Upper Forms of Secondary Schools, and also for older students. Its aim is to review in a general but critical manner the groundwork of English Literature. Special attention has therefore been paid to the course of the development of our literature; the general characteristics of each period and the external influences bearing upon it are carefully explained. The work and style of the greater authors are discussed in some detail, and brief illustrative extracts from their works are given; lesser authors are treated in due proportion. Questions, many of which are suggestive and require further thought and study, are appended to each chapter.

The book will be found useful for such examinations as the Cambridge Senior Local and London Matriculation, and will form an excellent

foundation for more advanced examinations.

Selections from English Literature. Vol. I. (1350-1700). By F. J.

RAHTZ, M.A., B.Sc. Crown 8vo, 2s.

It is important for the student to have a first hand acquaintance with the authors themselves beyond what may be obtained from the brief extracts given in the English Literature above described. For this purpose two volumes of Selections, uniform with the "English Literature," have been prepared. The present volume covers the period from 1350 to 1700. Extracts are given from prose, poetry, and the drama. In dealing with verse, complete poems have been given where space would permit; and in the case of the drama, prose, and longer poems, the extracts are such as should be intelligible by themselves or with the aid of brief prefatory notes. As a rule, the space devoted to an author is in proportion to his importance.

As a rule, the space devoted to an author is in proportion to his importance. Selections from English Literature. Vol. II. (1700-1900). By H. N. ASMAN, M.A., B.D., Second Master of Owen's School,

Islington. Crown 8vo, 2s.

This is the second of two volumes of selections that have been prepared

for use with "English Literature," by F. J. Rahtz, M.A., B.Sc.

The period covered is 1700 to the present day. The extracts from prose, poetry, and drama have been chosen to illustrate the various aspects of the work of the leading authors, and the general development of the literature of the period. Care has been taken that the selections should all be thoroughly worth studying.

The Story of Milton's "Paradise Lost." Narrated for the most part in the actual words of the Poet. Arranged by George Carter, M.A., Headmaster of New College School, Oxford. Crown 8vo, 1s. 6d.

The main feature of this book is that the story of "Paradise Lost" is narrated for the most part in the actual words of the poet, but where this was found to be impracticable, short original passages are introduced to preserve the continuity of the story. Most of the classical and other allusions, which contribute little or nothing to the development of the story, are omitted. Concise footnotes are added to explain difficult or obsolete words.

The book is prefaced with a "Short Sketch of the Life and Works of Milton," and a Synopsis of "Paradise Lost" is also added.

Poetry

An Easy Poetry Book. Selected and Arranged by W. WILLIAMSON, B.A. Second Edition. Crown 8vo, 1s. [Beginner's Books. A little book for pupils of twelve or thereabouts. It is believed that all the selections are good as poetry, healthy and invigorating in thought, and

suited to the capacity of beginners.

Ballads of the Brave: Poems of Chivalry, Enterprise, Courage, and Constancy. From the Earliest Times to the Present Day. By F. LANGBRIDGE, M.A., D.Litt., Canon of St. Munchin's, St. Mary's Cathedral, Limerick. Fourth and Revised Edition, with Notes. Crown

8vo. 3s. 6d.

In this new edition Canon Langbridge has replaced all outworn matter by new poems, carrying the story and the interest down to the present hour. In addition to the best chivalric verse of Scott, Byron, Campbell, Keats, Tennyson, Browning, Macaulay, Aytoun, Kingsley, William Morris, Sir F. Hastings Doyle, the edition includes many copyright poems in praise of gallant thought or gallant deeds by the Poet Laureate, Watts-Dunton, George Barlow, Conan Doyle, Owen Seaman, Kipling, Newbolt, Noyes. It is a book for all who love and are proud of England, for all who love chivalry, adventure, and gallant pastime; pre-eminently, it is a book for high-spirited boys. It begins with the "Siege of Troy" and ends with a "Song of Federation," a call to the Boy Scouts, and England's claim to wield for ever "The Sceptre of the Sea." Careful notes, historical, critical, philological, are given separately from the text.

## Readers

The Rose Reader. By EDWARD ROSE. With numerous Illustrations, some of which are Coloured. Crown 8vo, 2s. 6d. And in Four Parts. Parts I. and II., 6d. each; Part III., 8d.; Part IV., 10d. Introduction for the Teacher separately, 6d.

A reader on a new and original plan. The distinctive feature of this book is the entire avoidance of irregularly-spelt words until the pupil has mastered reading.

Tommy Smith's Animals. By EDMUND SELOUS. With 8 Illustrations by G. W. ORD. Eleventh Edition. Fcap. 8vo, 1s. 6d.

This new and charming continuous reader, besides inculcating kindness to animals, conveys much natural history information. The animals dealt with are—frog, toad, rook, rat, hare, grass-snake, adder, peewit, mole, woodpigeon, squirrel, barn-owl.

An edition in a superior binding, suitable for prizes, is also issued at 2s. 6d.

Tommy Smith's Other Animals. By EDMUND SELOUS. With 12 Illustrations by AUGUSTA GUEST. Fifth Edition. Fcap. 8vo, 1s. 6d.

Uniform with the above. The animals dealt with are—rabbit, nightjar, weasel, blackbird, thrush, hedgehog, dabchick, moorhen, woodpecker, fox, cuckoo, watervole.

An edition in a superior binding, suitable for prizes, is also issued at 2s. 6d.

Health Readings for Elementary Schools. By C. J. THOMAS, M.B., B.Sc., D.P.H., University Scholar in Medicine, Member of the Examining Board of the Royal Sanitary Institute. Crown 8vo, 1s. 6d.

This volume has been written in accordance with the recommendations of the Board of Education. It treats the subject in a simple way as a part of Nature Study, and deals with questions of health from the point of view of the natural interests of the child in his surroundings.

- A Health and Temperance Reader. By H. Major, B.A., B.Sc., Inspector to the Leicester Education Committee. Crown 8vo, 1s.

  In diction and style suitable for children in Standards V., VI., and VII. in Elementary Schools.
- The Baring-Gould Selection Reader. By S. BARING-GOULD, M.A. Arranged by G. H. Rose. With 15 Illustrations and a Map. Crown 8vo, 1s. 6d.
- The Baring-Gould Continuous Reader. By S. BARING-GOULD, M.A. Arranged by G. H. ROSE. With 5 Illustrations and a Map. Crown 8vo, 1s. 6d.

Two readers for Upper Standards, from the novels and topographical works of Mr. Baring-Gould.

A London Reader for Young Citizens.

[See under " Civics."

For further Readers see Messrs. Methuen's Stories, in the following Series, "Stories from the Histories," "Stories from Old Romance," "Stories from the Great Writers," "The Beginner's Books," "New Historical Series." They cover a wide ground, avoid hackneyed material, and aim at a high standard of style and treatment, so that they may be used by Secondary Schools and the

Upper Standards of Elementary Schools. The Volumes are 1s. 6d. each (with one exception) and include the following:—

Stories from Ancient History. By E. BOWYER.

Stories from Modern History. By E. M. WILMOT-BUXTON.

Stories from Roman History. By E. M. WILMOT-BUXTON.

Easy Stories from English History. By E. M. WILMOT-BUXTON, IS.

Stories from French History. By TAYLOR DYSON.

Tales from Irish History. By ALICE BIRKHEAD.

Stories from Old French Romance. By E. M. WILMOT-BUXTON.

Stories from Old Italian Romance. By Susan Cunnington.

Stories from Old English Romance. By JOYCE POLLARD.

Stories from Dickens. By JOYCE COBB.

Stories from Bunyan. By EDITH L. ELIAS.

Stories from Chaucer. By ADA HALES.

Stories from the Old Testament. By E. M. WILMOT-BUXTON.

Stories from the New Testament. By E. M. WILMOT-BUXTON.

## FRENCH

## Grammars, etc.

A First Year Intuitive French. By M. VERDON, Modern Language

Master at Rotherham Grammar School. Crown 8vo, 2s.

This book is intended for children between the ages of twelve and fourteen in Secondary Schools. It aims at teaching elementary French according to the "New" or "Direct" Method, and follows the lines of moderate Reformers. It is divided into thirty-six lessons, providing ample material for a whole year's work. Each lesson, with the exception of a few made of songs and rhymes, consists of a reading piece, which is the résumé of several conversation lessons, drill exercises for oral practice, questions and written exercises. The latter form an Introduction to free composition in French. The grammar evolved from each piece is systematically given in another part of the book. Its vocabulary of about eleven hundred words is simple, practical and useful.

A Junior French Grammar. By L. A. SORNET and M. J. ACATOS.

Modern Language Masters at King Edward's School, Birmingham.

Third Edition, Revised. Crown 8vo, 2s. [Junior School Books.

This book comprises a complete course of French Grammar, with Exercises and Examination Papers suitable for candidates preparing for the Oxford and Cambridge Local and College of Preceptors' Examinations. It

also includes numerous Vocabularies and materials for Conversation Lessons.

Nouvelle Grammaire Française, à l'usage des écoles Anglaises. By
J. G. Anderson, B.A., Examiner to London University. Cr. 8vo, 2s.

A textbook for Middle and Higher Forms, written in French, with the exception of a long introduction on Phonetics. Emphasis is laid on points where English and French differ. The conjugation of the verb is simplified, and there are many other special features.

The state of the s

Exercices de Grammaire Française. By J. G. ANDERSON, B.A.,

Crown 8vo, 1s. 6d.

This book of exercises is primarily intended as a companion volume to the "Nouvelle Grammaire Française," but there is no reason why it should not be used in conjunction with any grammar. These books cover all the ground for the London Matriculation. A Junior French Prose. By R. R. N. BARON, M.A., Modern Language Master at Cheltenham Grammar School. Fifth Edition. Crown 8vo, 2s. Junior School Books.

This book has been written for pupils beginning continuous French Prose. It contains: (1) Examples and Rules in Syntax. These are not professedly exhaustive, but deal rather with points in which the two languages are seen to differ; and, as they deal with such points occurring in over a hundred passages and exercises, it is hoped they may be found sufficiently complete for the general purposes at which the book aims. (2) Exercises in everyday language, illustrative of the rules. (3) Graduated continuous passages.

French Prose Composition. By R. R. N. BARON, M.A. Fifth Edition. Crown 8vo, 2s. 6d. Key, 3s. net.

A collection of passages from standard English authors for composition in Upper Forms and by Army Candidates; Notes and Vocabularies are provided.

French and English Parallels. By F. R. M. FURSDON. Fcap.

8vo, 3s. 6d. net.

The first part of this volume consists of a selection of French and English idiomatical phrases and idioms, and the second of over a thousand examples of French and English metaphors. The third section is an interwoven sequence of ideas, expressed by means of some of the most beautiful maxims and proverbs of both languages.

Junior French Examination Papers, in Miscellaneous Grammar and Idioms. By F. JACOB, M.A., Assistant Master at Felsted School. Third Edition. Fcap. 8vo, 1s. Junior Examination Series.

A collection of 72 papers of ten questions each suitable for class teaching and revision work for the Local and similar Examinations.

A Manual of French Commercial Correspondence. By S. E. BALLY. With Vocabulary. Fourth Edition. Crown 8vo, 2s.

[Commercial Series.

This book provides the student with materials for French correspondence. Almost every paragraph has been taken from actual letters.

A French Commercial Reader. By S. E. Bally. With Vocabulary. Second Edition. Crown 8vo, 2s. [Commercial Series.

A series of extracts chosen from the best sources, containing an unusually large number of business terms.

#### By A. M. M. Stedman, M.A.

Steps to French. Tenth Edition. 18mo, 8d.

One of the easiest French books in existence. Contains both grammar and exercises.

First French Lessons. Tenth Edition. Crown 8vo, 1s.

A short course for beginners written to make a boy's knowledge of Latin help his French.

Easy French Passages for Unseen Translations. Sixth Edition. Fcap. 8vo, 1s. 6d.

Many of the passages have been actually set at the Local, Public School. and Naval and Military Examinations. Some of the most charming French lyrics are included.

Easy French Exercises on Elementary Syntax. With Vocabulary. Fourth Edition. Crown 8vo, 2s. 6d. Key, 3s. net.

These exercises are for pupils who have mastered their accidence and

require a more advanced book to accompany their Syntax,

French Vocabularies for Repetition: Arranged according to Subjects. Fourteenth Edition. Fcap. 8vo, 1s.

A collection of upwards of 2000 words arranged in sets of 12 each, accord-

ing to the subject.

French Examination Papers in Miscellaneous Grammar and Idioms. Fifteenth Edition. Crown 8vo, 2s. 6d. Key (Sixth Edition), issued to Tutors and Private Students only, 6s. net.

These Papers have been compiled for those who have passed beyond the Elementary Stages of Grammar. They cover the whole of the ground

usually taught.

#### Texts

Easy French Rhymes. By HENRI BLOURT. Illustrated. Second Edition. Fcap. 8vo, Is.

This little book, containing the time-honoured English nursery rhymes translated into French rhyme, will supply children with a fairly extensive and easily acquired vocabulary of French words. The English and French versions are given on opposite pages.

#### Simplified French Texts

Edited by T. R. N. CROFTS, M.A., Headmaster of Roan School, Greenwich.

This Series, consisting of 16 volumes, provides pupils who have been studying French about two or three years with simple translation books which they can understand, and at the same time complete stories, instead of a succession of little anecdotes. It thus makes possible the more rapid reading of a greater variety of authors. Vocabularies have been added, in which the chief idioms are explained. Each volume is Fcap. 8vo, 1s.

- L'Équipage de la Belle-Nivernaise. By Alphonse Daudet. Adapted from "La Belle-Nivernaise," by T. R. N. CROFTS, M.A. Third Edition.
- L'Histoire de Pierre et Camille. By Alfred de Musset. Adapted from "Pierre et Camille," by J. B. Patterson, M.A., Modern Language Master at Merchant Taylors' School, London.
- Mémoires de Cadichon. By MADAME DE SÉGUR. Adapted from "Mémoires d'un Âne," by J. F. RHOADES, Modern Language Master at Fettes College, Edinburgh.
- L'Histoire d'une Tulipe. By ALEXANDRE DUMAS. Adapted from "La Tulipe Noire," by T. R. N. CROFTS, M.A. Third Edition.
- La Bouillie au Miel. By ALEXANDRE DUMAS. Adapted from "La Bouillie de la Comtesse Berthe," by P. B. INGHAM, B.A., Modern Language Master at Merchant Taylors' School, London.
- Edmond Dantès. By ALEXANDRE DUMAS. Adapted from ".Monte Cristo," by M. CEPPI, Head Modern Language Master at King's College School, Wimbledon.
- D'Ajaccio à Sainte-Hélène. By ALEXANDRE DUMAS. Adapted from "Napoleon," by F. W. M. DRAPER, Modern Language Master, City of London School.
- M. de Beaufort à Vincennes. By ALEXANDRE DUMAS. Adapted from "Vingt Ans Après" by P. B. INGHAM, B.A.

- Le Docteur Mathéus. By ERCKMANN-CHATRIAN. Adapted from "L'Illustre Docteur Mathéus," by W. P. Fuller, M.A., Headmaster of the Holborn Estate Grammar School, London.
- Le Conscrit de 1813. By ERCKMANN-CHATRIAN. Adapted from "L'Histoire d'un Conscrit," by H. RIEU, M.A., Modern Language Master at Merchant Taylors' School, London.
- La Bataille de Waterloo. By ERCKMANN-CHATRIAN. A Sequel to the above. Adapted from "Waterloo," by G. H. EVANS, M.A., Modern Language Master at Oundle School.
- Jean Valjean. By VICTOR HUGO. Adapted from "Les Misérables," by F. W. M. DRAPER, M.A., Modern Language Master at King's College School, Wimbledon.
- Abdallah. By EDOUARD LABOULAYE. Adapted from "Abdallah, ou le trèfle à quatre feuilles," by Mrs. J. A. WILSON.
- Deux Contes. By P. MÉRIMÉE. Adapted from "Mateo Falcone" and "Tamango," by J. F. RHOADES.
- La Chanson de Roland. Adapted by H. RIEU, M.A. Second Edition.
- Remy, Le Chevrier. By EMILE SOUVESTRE. Adapted from "Le Chevrier de Lorraine," by E. E. CHOTTIN, B.-es-L., Modern Language Master at St. Laurence College, Ramsgate.

#### Advanced French Texts

Edited by T. R. N. CROFTS, M.A. Headmaster of Roan School, Greenwich.

This series aims at supplying translation books for fairly rapid class-reading among pupils who have already been through some of the volumes in the Simplified Texts, or who have acquired a good working knowledge of elementary French. The first volumes are:—

Bernard de Mergy. By P. MÉRIMÉE. Adapted by P. B. INGHAM, B.A., Assistant Master at Merchant Taylors' School. Crown 8vo, 2s. This is a condensation of Prosper Mérimée's one historical novel, "Chronique du Règne de Charles IX.," considered the best of its type in the French language. Passages have been omitted, but no changes have been made in the text.

Ursus et sa Troupe. Adapted from "L'Homme qui Rit," of Victor Hugo, by Em. B. LE FRANÇOIS, French Tutor at Redeliff House,

Clifton, and Wolsey Hall, Oxford. Crown 8vo, 2s.

A complete and exciting story, divided into twenty chapters. Each chapter becomes a theme for conversation, by means of questions based upon it. There is a vocabulary of difficult words and idiomatic expressions.

## GENERAL INFORMATION

General Knowledge Examination Papers. By A. M. M. STEDMAN, M.A. Seventh Edition. Crown 8vo, 2s. 6d. Key (Fifth Edition), issued to Tutors and Private Students only, 7s. net.

[School Examination Series. Compiled to furnish practice for those who are preparing for Scholarships at the Public Schools and at the Universities. This edition has been carefully revised and brought up to date by Mr. C. G. BOTTING, B.A., and a number of new questions have been added.

Junior General Information Papers. By W. S. BEARD. Fcap. 8vo, is. Key, 3s. 6d. net. [Junior Examination Series.

An easier book on the same lines as Stedman's "General Knowledge Examination Papers." It will be found suitable for the Junior Examinations and Candidates for County Scholarships.

#### **GEOGRAPHY**

#### A Systematic Geography of the World

By G. W. WEBB, B.A., Master at Owen's School, Islington.

This series provides for a study of the Geography of the World on logical lines as recommended by the Board of Education. It is intended for those who have passed beyond the elementary stages of the subject and wish to acquire a more detailed and advanced knowledge. Emphasis is placed on the distinctive character of the natural regions by a consideration of geological structure and its bearing on physical features, and again constant reference is made to the causal connection between the facts of physical and political geography. The books will be found suitable for use in the Middle and Upper Forms of Secondary Schools and for all who wish to prepare for the Oxford and Cambridge Local, the London Matriculation, and similar examinations.

- A Systematic Geography of the British Isles. With 13 Diagrams and Maps. Second Editlon. Crown 8vo, 1s.
- A Systematic Geography of Europe. With 5 Diagrams and Maps. Crown 8vo, 1s.
- A Systematic Geography of Asia. With 8 Diagrams and Maps. Crown Svo, 1s.
- A Systematic Geography of America. With 10 Maps and Diagrams. Crown 8vo, 1s.
- A Systematic Geography of Africa, Australia, and Polynesia. With Maps and Diagrams. Crown 8vo, 1s.
- By Road and River. A Descriptive Geography of the British Isles. By E. M. WILMOT-BUXTON, F.R. Hist. S. With 12 Illustrations and 12 Maps. Crown 8vo, 2s.

Suitable for children in the Lower Forms of all grades of schools. It aims at making them familiar with the scenery and most striking features, political, historical, and literary, of their land by the natural and interesting process of making imaginary journeys through the different districts of these islands. Physical geography has been closely connected with political aspects, and throughout an appeal has been made to the common sense as well as to the imagination of the child. Interesting questions are set at the end of each chapter, and the text is fully illustrated by photographs and outline maps.

The Dominion of Man. Geography in its Human Aspect. By E. PROTHEROE. With 36 Illustrations. Third Edition, Revised. Crown 8vo, 2s.

A bright and readable geographical textbook for teachers and upper classes, dealing mainly with the way in which life is affected by its surroundings and conditions. Many interesting particulars are given of manufactures and industries. It contains thirty-six full-page Illustrations beautifully printed in double tone ink.

A Commercial Geography of the British Empire. By L. W. LYDE, M.A., Professor of Economic Geography at University College, London. Ninth Edition. Crown 8vo, 2s. [Commercial Series.

The first section gives the general principles of the science and their application to the larger areas of the British Empire. The second section takes each of the Colonies and considers its surroundings, fisheries, harbours, surface, agriculture, and minerals separately.

A Commercial Geography of Foreign Nations. By F. C. Boon, B.A., Assistant Master at Dulwich College. Crown 8vo, 2s.

[Commercial Series.

A companion volume to Prof. L. W. Lyde's "Commercial Geography of the British Empire."

A Historical Geography of the British Empire. By HEREFORD B. GEORGE, M.A., Fellow of New College, Oxford. Fourth Edition, Revised. With Map. Crown 8vo, 3s. 6d.

The purpose of this work is twofold—to describe in outline the British Empire, with its component parts so grouped as to show forth the diversity of their relations to the mother country—and to point out the nature of the relations between the geography and the history of the British Islands, from the beginning, and from the time of their becoming British in the case of the other possessions.

Historical and Modern Atlas of the British Empire. Specially prepared for Students. By C. Grant Robertson, M.A. (Oxon.), and J. G. Bartholomew, F.R.S.E., F.R.G.S. Demy Quarto, 4s. 6d. net.

The Atlas contains 64 Maps, with numerous insets, Historical Tables and Notes, an Introduction, a Historical Gazetteer, a Bibliography, and an Index. The combination of modern maps on physical geography, trade, industry, etc., with the special and extensive historical maps of the Empire as a whole and of each part of it (e.g. India, Canada, etc.), give the Atlas a character and completeness not hitherto offered by any other Atlas.

Junior Geography Examination Papers. By W. G. BAKER, M.A. Fcap. 8vo, 1s. [Junior Examination Series.

72 Papers each containing 10 questions, covering all branches of the subject required by pupils of 12 to 16 years. By an ingenious arrangement the papers can be used either as general papers or to test some particular part of the subject.

History and Geography Examination Papers. By C. H. Spence, M.A., Assistant Master at Clifton College. Third Edition. Crown 8vo, 2s. 6d. [School Examination Series.

The present edition was practically rewritten and a large number of new questions added.

## GERMAN

## Grammars, etc.

A Junior German Grammar. By H. C. A. SECKLER, Senior German Master, Owen's School, E.C. Crown 8vo, 2s. 6d. [Junior School Books.

This book is for the Middle Forms of schools, and meets the requirements of the Oxford and Cambridge Junior Local and the College of Preceptors Examinations. It consists of grammar and exercises, and a particular feature is the co-ordination of accidence and syntax. It aims throughout at training pupils to use their knowledge for composition. The latter part of the book gives various examination papers, with some useful model solutions.

German Passages for Unseen Translation. By E. M'QUEEN GRAY. Crown 8vo, 2s. 6d.

A selection of passages from standard authors for the use of Middle and

Upper Forms. No notes or vocabularies are included.

German Vocabularies for Repetition. By SOPHIE WRIGHT. Fcap. 8vo, Is. 6d.

A collection of useful German words arranged under subjects.

A German Commercial Reader. By S. E. Bally. With Vocabulary. Crown 8vo, 2s. [Commercial Series.

The object of this manual is not only to offer the student material for translation, but to bring to his notice some practical hints on commerce, industry, and commercial history and geography. Roman type and the new spelling have been adopted in this book.

A Manual of German Commercial Correspondence. By S. E. BALLY. With Vocabulary. Second Edition. Crown 8vo, 2s. 6d.

[Commercial Series.

The specimen letters which illustrate the chapters are preceded by analyses and followed by numerous exercises, each containing in a few German words the gist of the letter to be composed. Roman type and the new spelling have been adopted in this book.

German Examination Papers in Miscellaneous Grammar and Idioms. By R. J. MORICH, late of Clifton College. Eighth Edition. Cr. 8vo, 2s. 6d. Key, Third Ed., 6s. net. [School Examination Series. A series of Advanced Papers compiled-(1) to avoid the tediousness and

length of constant grammar repetition, and (2) to make the student acquainted with some, at least, of the endless number of German idiomatic

Junior German Examination Papers in Miscellaneous Grammar and Idioms. By A. Voegelin, M.A., Modern Language Master at St. Paul's School. Fcap. 8vo, is. [Junior Examination Series. An easier book, on the same lines as German Examination Papers.

#### Texts

#### Simplified German Texts

Edited by T. R. N. CROFTS, M.A., Headmaster of Roan School, Greenwich.

The aim of this Series is to provide pupils who have been studying German about two or three years with simple translation books which they can understand, and which at the same time provide complete stories, instead of a succession of little anecdotes. Vocabularies have been added, in which the chief idioms are explained. Each volume is fcap. 8vo, 1s.

Der Müller am Rhein. By C. Brentano. Adapted from "Das Märchen von dem Rhein und dem Müller Radlauf," by Miss A. F.

RYAN, Modern Language Mistress at the High School, Derby.

Die Geschichte von Peter Schlemihl. By A. von Chamisso. Adapted from "Peter Schlemihl's Wundersame Geschichte," by R. C. PERRY, M.A., Modern Language Master at Merchant Taylors' School, London.

Undine und Huldbrand. By DE LA MOTTE FOUQUE. Adapted from

"Undine," by T. R. N. CROFTS, M.A.

Die Nothelfer. By W. H. RIEHL. Adapted from "Die Vierzehn Nothelfer," by P. B. INGHAM, B.A., Modern Language Master at Merchant Taylors' School, London.

Simplified German Unseens. By T. R. N. CROFTS, M.A.

#### GREEK

## Grammars, Exercises, etc.

Easy Greek Exercises. By C. G. BOTTING, B.A., Assistant Master at St. Paul's School. Crown 8vo, 2s.

These exercises have been compiled to accompany Stedman's "Shorter Greek Primer," from which the rules have, by permission, been for the most

part taken.

Passages for Unseen Translation. By A. M. Cook, M.A., Assistant Master at St. Paul's School, and E. C. MARCHANT, M.A., Tutor of Lincoln College, Oxford. Selected from Latin and Greek Literature. Sixth

Edition. Crown 8vo, 3s. 6d.

Two hundred Latin and two hundred Greek passages, arranged in order of increasing difficulty. The book has been carefully compiled to meet the wants of V. and VI. Form boys at the Public Schools, and is also well adapted for the use of honoursmen at the Universities. Prose and verse alternate throughout.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant Master at Edinburgh Academy. Third Edition,

Revised. Crown 8vo, 3s. 6d.

The book discusses and explains the chief difficulties of Greek and Latin Syntax, so as to afford a preparation for the higher classical examinations. The treatment throughout is comparative. There are chapters on the cases, tenses, moods, and their uses, on Homeric peculiarities, the article, etc.; and, besides the examples quoted in illustration of the text, numerous passages are added, by working through which the student may obtain practice in dealing with points of syntax.

#### By A. M. M. Stedman, M.A.

Steps to Greek. Fourth Edition. 18mo, 1s.

Easy Lessons on Elementary Accidence, with exercises and vocabularies.

A Shorter Greek Primer. Revised by C. G. BOTTING, M.A. Fourth Edition. Crown 8vo, 1s. 6d.

This book contains the elements of Greek Accidence and Syntax.

Easy Greek Passages for Unseen Translation. Revised by C. G. BOTTING, M.A. Fifth Edition. Fcap. 8vo, 1s. 6d.

The pieces are graduated in length and difficulty, and the early pieces present no serious obstacles.

Greek Vocabularies for Repetition. Revised by C. G. BOTTING, M.A. Fifth Edition. Fcap. 8vo, 1s. 6d.

A collection of over 2000 useful words arranged in sets of twelve each according to subjects.

Greek Examination Papers in Miscellaneous Grammar and Idioms. Tenth Edition. Crown 8vo, 2s. 6d. Key (Fourth Edition), issued to Tutors and Private Students only, 6s. net.

[School Examination Series.

A collection of Advanced Papers.

Junior Greek Examination Papers. By T. C. WEATHERHEAD, M.A., Headmaster of King's College Choir School, Cambridge. Fcap. 8vo, 1s.

[Junior Examination Series. A volume of 72 Junior Papers.]

Examination Papers on Thucydides. By T. NICKLIN, M.A.,

Assistant Master at Rossall School. Crown 8vo, 2s.

In-this volume the eight books have been divided into short sections, and a paper has been set on each section, as well as recapitulatory papers on each book.

#### Texts

Aristotle.—THE ETHICS OF ARISTOTLE. Edited, with an Introduction and Notes, by John Burnet, M.A., Professor of Greek at

St. Andrews. Cheaper issue. Demy 8vo, 10s. 6d. net.

An elaborate edition, based on the assumption that the Nicomachean Ethics is the authentic work of Aristotle, and that it has hardly suffered from interpolation or dislocation. It is also assumed that the Eudemian Ethics is our most authoritative commentary, and the parallel passages from it are printed under the text to which they refer. The commentary shows that most of the difficulties which have been raised disappear when the work is interpreted in the light of Aristotle's own rules of Dialectic.

Demosthenes.-AGAINST CONON AND CALLICLES. Edited by

F. DARWIN SWIFT, M.A. Second Edition. Fcap. 8vo, 2s.

The new text edited for Middle and Upper Forms, with vocabulary and notes.

Greek Testament Selections. With Introduction, Notes, and Vocabulary, by A. M. M. STEDMAN, M.A. Fourth Edition. Fcap. 8vo, 2s. 6d.

This small volume contains a selection of passages, each sufficient for a lesson, from the Gospels, forming a life of Christ. In schools where only a limited time can be given to the study of the Greek Testament an opportunity is thus supplied for reading some of the most characteristic and interesting passages.

#### Translations

Æschylus.—AGAMEMNON, CHOEPHOROE, EUMENIDES. Translated by Lewis Campbell, LL.D. Crown 8vo, 5s.

[Classical Translations.

Lucian.—SIX DIALOGUES (Nigrinus, Icaro-Menippus, The Dream, The Ship, The Parasite, The Lover of Falsehood). Translated by S. T. IRWIN, M.A., Assistant Master at Clifton. Crown 8vo, 3s. 6d.

[Classical Translations.

Sophocles.—AJAX AND ELECTRA. Translated by E. D. A. MORSHEAD, M.A. Crown 8vo, 2s. 6d. [Classical Translations.

## HISTORY

#### Classical

Stories from Ancient History. By E. Bowyer, B.A., B.Sc., Assistant Master, Owen's School, Islington. With 2 Maps. Crown 8vo, 1s. 6d.

[New Historical Series.]

This volume—the first of a new historical series on the lines of the recent circular of the Board of Education on the teaching of History—is intended as an introduction to the story of ancient history for pupils up to the age

of twelve.

In accordance with the suggestions made in the above-mentioned circular, it deals with the "chief events and characters from the history of the most important nations in their traditional form." It aims also at "giving some idea of the nature of the great nations and stages in civilisation, centred round certain individuals or events in the chronological succession" in such a way that young children shall be able at least to "place" the most notable characters of ancient history.

The Ancient World. Outlines of Ancient History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R. Hist. S. With 12 Maps and 20 Illustrations. Crown 8vo, 3s. 6d.

This book tells the stories of the great civilisations of the Ancient World, as made known by recent excavation and discovery, from the dawn of

Egyptian history to the days of the Roman Empire.

The Greek View of Life. By G. Lowes Dickinson, M.A., Fellow of King's College, Cambridge. Seventh and Revised Edition. Crown

8vo, 2s. 6d. net.

A revised edition, reset in new type, of this admirable book, which is a general introduction to Greek literature and thought. Among the subjects dealt with are the Greek View of Religion, the State and its relation to the Citizen, Law, Artisans and Slaves, Sparta, Athens, Manual Labour and Trade, Athletics, Pleasure, Greek View of Women, Friendship, Art, Sculpture, Painting, Music, etc.

A First History of Greece. By EDITH E. FIRTH, History Mistress of Croydon High School. With 7 Maps. Second Edition. Crown 8vo, 1s. 6d. [Beginner's Books.

This book has been written in the hope of supplying a History of Greece suitable for young children. It is written in biographical form, and those lives have been selected which best explain the rise and decline of the

A Junior Greek History. By W. HORTON SPRAGGE, M.A., Assistant Master at City of London School. With 4 Maps and 4 Plates. Crown 8vo, 2s. 6d. [Junior School Books.

It describes the main features in the history of Greece down to the time of its absorption in the Roman Empire, suitably presented for junior pupils in schools. The greater part of it is taken from ancient authorities, Greek and Latin, but the views of modern writers have also been consulted.

A Short History of Greece to the Death of Alexander the Great. By W. S. HETT, B.A., Assistant Master at Brighton College. With

many Maps. Crown 8vo, 3s. 6d.

This book is intended primarily for the use of students reading for the Oxford and Cambridge Higher Certificate, and secondarily as an introduction to a wider study of the subject. An attempt has been made to render some of the recently acquired archæological evidence accessible to those who have no expert knowledge. The recent papers set for the Higher Certificate have demanded far more than a mere collection of facts, and accordingly the present work has been written with a view to giving a general survey of the Greek race and of the broad principles underlying its history.

Stories from Roman History. By E. M. WILMOT - BUXTON, F.R. Hist. S. Third Edition. Crown 8vo, 1s. 6d.

[Beginner's Books.

The object of this book is to provide an introduction to the study of Roman history by a series of stories in chronological order dealing with the main events and characters of the history of Rome.

An Introduction to the History of Rome. By H. N. Asman, M.A., B.D., Second Master of Owen's School, Islington. With 2 Maps and

14 Illustrations. Crown 8vo, 2s. 6d.

This book gives to pupils learning Latin some knowledge of the history of the great people whose language they are studying. It has been insisted by educational authorities that some knowledge of the history of Rome is essential not only for a proper appreciation of Roman literature, but that it is also a necessary part of a complete education. This book occupies a place between the primer and the larger works on the subject. It gives a brief survey of the history of Rome to the death of Augustus. It will also be found useful for the general reader who desires some knowledge of the subject.

A Short History of Rome to the Death of Augustus. By J. Wells, M.A., Fellow and Tutor of Wadham College, Oxford. With

3 Maps and 4 Plates. Tenth Edition. Crown 8vo, 3s. 6d.

"The schoolmasters who have felt the want of a fifth-form handbook of Roman history may congratulate themselves on persuading Mr. Wells to respond to it. His book is excellently planned and executed. Broken up into short paragraphs, with headings to arrest the attention, his manual does equal justice to the personal and the constitutional aspects of the story."-Journal of Education.

A Constitutional and Political History of Rome. From the Earliest Times to the Reign of Domitian. By T. M. TAYLOR, M.A., Fellow of Gonville and Caius College, Cambridge. Third Edition.

Crown 8vo, 7s. 6d.

It contains an account of the origin and growth of the Roman institutions, and a discussion of the various political movements in Rome from the earliest times to the reign of Domitian.

#### Modern

#### **Great Britain**

England's Story from Cæsar to Elizabeth. By Josiah Turner.

With more than 50 Illustrations. Crown 8vo, 1s. 6d.
In this book, the sub-title of which is "England on the Edge of the World," an attempt is made to show that the course of England's history has been influenced by the known geographical position of the country.

The author holds that the Norman Conquest and the Discovery of America were the two turning-points in English history, as the first committed England to the struggle for a continental empire, and the second, by placing England in the centre of the World, was directly responsible for our present oceanic empire.

The book is intended to be used by children of nine or ten, and the

language is not beyond their comprehension.

Easy Stories from English History. By E. M. WILMOT-BUXTON, F.R. Hist.S. Sixth Edition. Crown 8vo, Is. [Beginner's Books.

A historical reader arranged on the century method; that is, it aims at enabling the learner, before any detailed study is attempted, to run his eye over the centuries, and point out the main feature of each succeeding epoch. The book contains thirty-five stories, from Caradoc to Gordon, well and simply told, chosen with a view to illustrate each century.

A Junior History of Great Britain. By E. M. WILMOT-BUXTON,

F.R. Hist.S. Crown 8vo, 2s.

This book gives a systematic and interesting account of the history of Great Britain to pupils of ages ten to fourteen, who have hitherto studied the subject in the form of "Stories." To prevent it from being a mere outline, and in accordance with the Board of Education's Circular, many unimportant facts have been omitted, and the aim has been to give (1) a clear apprehension of the chief events in chronological sequence; (2) a fairly detailed study of those aspects which should specially appeal to young pupils. The connection of history with literature has been maintained throughout,

A History of Great Britain. From the Coming of the Angles to the Year 1870. By E. M. WILMOT-BUXTON, F.R. Hist.S. With 20 Maps.

Second Edition. Crown 8vo, 3s. 6d.

This book attempts to break through the conventional lines on which History Class-books are laid down. With very few exceptions these books make the reign the chapter-limit, and take each event in chronological order. In this book the old system has been entirely discarded, and each chapter will be found to deal with one great movement, which is traced in cause, events, and result. Another feature is the close connection which has been maintained throughout with European History.

#### Methuen's School History of England

In Three Volumes

A History of England for Schools. Vol. I. To 1485. By H. J CAPE, B.Sc., F.R. Hist.S., Headmaster of the Mathematical School, Rochester. Crown 8vo, 2s. 6d.

The author has endeavoured to carry out the suggestions contained in two recent and most valuable Memoranda of the Board of Education. By limiting the space devoted to the less instructive reigns, it has been possible to treat at greater length the events of outstanding importance, while the great movements of history are discussed in their European bearing and not merely from the influence which they exercised upon our own country.

It is, however, hoped that the book will satisfy the requirements of those

who need a practical textbook for examination purposes.

A History of England for Schools. Vol. II. 1485-1714. By L. OLDERSHAW, M.A. Crown Svo, 2s. 6d.

This volume aims at showing the position of England in Europe, and at sketching her internal development during the period when the foundations

of the modern state and the Empire were being laid.

The Reformation and the counter Reformation, and England's attitude in regard to these movements, the Irish policy of the Tudors, and of Cromwell, the great struggle of the Executive and the Legislature, and the increasing attention paid to commercial problems and in foreign relations are among the larger questions dealt with in broad and simple outlines. As in the other volumes of the series, each chapter deals with a particular phase of the subject; illustrative extracts drawn from typical "sources" are added to many of the chapters, and its usefulness has been further increased by the inclusion of summaries and a biographical index.

A Short History of Modern England. 1714-1910. By ERNEST BOWYER, B.A., B.Sc. Crown 8vo, 2s. 6d.

This volume has been written, on modern lines, expressly for Upper Forms of Schools. In order to enable the young pupil to grasp the history of his country during the last two centuries as an intelligible whole, the economic side of England's history and the part she has played in international politics have been dealt with in greater detail than is usual in textbooks written for schools. Each chapter deals with a particular phase of the subject; illustrative extracts drawn from typical "Sources" are added to many of the chapters, and the usefulness of the volume is further increased by the inclusion of biographies and summaries.

#### School County Histories

Illustrated. Crown 8vo, 1s. 6d. each

This series is designed to enforce the idea, so all-important in young people's education, that history begins at home. The volumes are meant to bring history into connection with scenes which their readers know, to illustrate manners by local examples, and to teach that every place has its interest and its story. Maps and illustrations are freely added, and each county volume is written by an author who has made a special study of the county he treats.

- A School History of Middlesex, including London. By VICTOR G. PLARR, M.A., and F. W. WALTON, M.A. With 45 Illustrations and a Plan of London.
- A School History of Surrey. By H. E. MALDEN, M.A. With 4 Maps and 50 Illustrations.

#### School County Histories—continued

- A School History of Somerset. By WALTER RAYMOND. With 70 Illustrations. Second Edition.
- A School History of Warwickshire. By Sir B. C. A. WINDLE, D.Sc., F.R.S., President of Queen's College, Cork. With 47 Illustrations.
- A School History of Lancashire. By W. E. RHODES, M.A. With 3 Maps and 43 Illustrations.
- A Handy Digest of British History. By C. E. SNOWDEN. Demy 8vo, 4s. 6d.

A guide and companion that aims at presenting a clear and easily graspable analysis of the course of events to students who are reading, and at refreshing, at a minimum cost of time and trouble, the memories of those who have read. It supplies a commentary on the more important and leading questions of each period, while it contents itself with the barest mention of episodes, the details of which can be found in most textbooks.

English Life Three Hundred Years Ago. Being the first two chapters of "England under the Stuarts." By G. M. TREVELYAN, M.A., late Fellow of Trinity College, Cambridge. Edited by J. TURRAL, B.A., Headmaster of the Blackpool Secondary School. Crown 8vo, 1s.

A graphic account of the state of England and English Society from 1603 to 1640.

A Constitutional History of England. By A. M. CHAMBERS, Honours School of Modern History, Oxford; History Mistress, Bedford High School. Second Edition. Crown 8vo, 6s.

This book is meant primarily for use in the Upper Forms in schools and for Students beginning more advanced work. It deals mainly with Saxon and Feudal Organisation, and with the evolution of the Central Government out of earlier institutions. The development of each branch of the Constitution—Executive, Legislature, and Judicature—is traced separately, but, as far as possible, the history of each subject is dealt with chronologically. The difference between the English and other constitutions is examined, and its chief characteristics are pointed out, while the relationship of the several branches of the Constitution to each other, now and in the past, is shown, and an attempt is made to suggest the practical effects of the present balance of power in the State on the Constitution.

Original Illustrations of English Constitutional History.

Comprising a Selected Number of the Chief Charters and Statutes.

By D. J. Medley, M.A., Professor of History in the University of Glasgow. Crown 8vo, 7s. 6d. net.

This volume covers the whole period from the Anglo-Saxon laws to the Act of Union with Ireland. University teachers have long desired such a collection in a single volume. In those already published the pieces are translated. But since the object of this selection is that it should serve as an introduction to more extended study, the documents written in French or Latin are presented in the original language, and they are annotated throughout with extracts from other original material bearing on all important points, in order that each passage may be as far as possible its own interpreter.

English Records. A Companion to the History of England. By H. E. MALDEN, M.A. Crown 8vo, 3s. 6d.

This handbook is intended to furnish the necessary basis of facts for those who are hearing historical lectures or reading history. It aims also at concentrating information upon dates, genealogies, historical geography, officials, wars, and constitutional documents which is usually only to be found scattered in different volumes.

The Industrial History of England. By H. DE B. GIBBINS, Litt.D., M.A. With Maps and Plans. Seventeenth Edition, Revised. Crown 8vo, 3s.

An introduction to the subject, giving in concise and simple form the main outlines of England's economic history. As far as possible the economic questions are connected with the social, political, and military movements.

British Commerce and Colonies from Elizabeth to Victoria. By H. de B. Gibbins, Litt.D., M.A. Fourth Edition. Crown 8vo, 2s. [Commercial Series.

A review of the history of British Commerce, written in simple and concise form, without elaborate detail.

Battles of English History. By H. B. George, M.A., Fellow of New College, Oxford. With numerous Plans. Fifth Edition, Revised. Crown 8vo, 3s. 6d.

This book is intended to give a clear general idea of all the most important Battles of English History, and, without being technical, to bring out their meaning. It is suitable for an Upper Form textbook or school prize.

- Revision Notes on English History. By F. WALLACE-HADRILL, Assistant Master at Kingston-on-Thames Grammar School. Cr. 8vo, Is. This book is not intended to supersede but rather to supplement the use of the ordinary class-book, and has been written chiefly for the use of candidates preparing for the Local Examinations. It contains a chronological analysis of the leading events of English history, together with general notes on each reign.
- WARDLAW, B.A. Crown 8vo, 2s. 6d. [School Examination Series. These papers are designed for candidates for a pass degree in History in the Universities, and for students taking Historical Scholarships, Army Candidates, and the ordinary work in Public Schools.
- Svo, Is.

  For pupils preparing for the Oxford and Cambridge Locals, College of Preceptors, and other Junior Examinations. They have been modelled on papers actually set by the various examining bodies, and the answers required will prove useful exercises in Composition. They are all most carefully graduated, and can be used either to test one particular period, or as Examination Papers of the subject generally.
- The Rights and Duties of the English Citizen. [See under "Civics."
- A Student's History of Scotland. By DAVID W. RANNIE, M.A. With 4 Maps. Crown 8vo, 3s. 6d.

A history written throughout in simple language, and putting as clearly as possible the results of the most careful recent criticism from original sources.

Tales from Irish History. By A. BIRKHEAD, B.A. With a Map. Crown 8vo, 1s. 6d. [Stories from the Histories.

#### Europe and the Empire

## Six Ages of European History

FROM A.D. 476 TO 1878

Edited by A. H. JOHNSON, M.A., Fellow of All Souls' College, Oxford.
With Maps. Crown 8vo, 2s. 6d. each

The Dawn of Mediæval Europe, 476-918. By J. H. B. MASTERMAN, M.A., Professor of History in the University of Birmingham. With

12 Maps. Second Edition.

It is hardly possible to understand European history without some know-ledge of the settlement of Europe after the Teutonic immigrations and the fall of the Empire in the West. This volume traces the successive rise of the Gothic and Frankish Kingdoms, leading to the establishment of the Holy Roman Empire under Charles the Great, and its break up under his descendants. The influence of the Eastern Empire, and the rise and conquests of the Mohammedan faith, are considered chiefly in their bearing on the development of Western Europe. Attention is directed especially to the central figures of the period: Theodoric, S. Benedict, Justinian, Clovis, Charles the Great.

The Central Period of the Middle Age, 918-1273. By B. A. LEES, Resident History Tutor, Somerville College, Oxford. With 10 Maps. Second Edition.

Opening with the election of Henry the Fowler, and closing with the rise of the House of Hapsburg to power, it covers the period of the struggle for supremacy between Empire and Papacy and of the gradual building up of the nations of modern Europe on the ruins of Imperial Rome. It traces the development of feudalism and monasticism, of chivalry and the Crusades, of scholasticism and the Universities, and connects these great movements with the great men who inspired and led them.

The End of the Middle Age, 1273-1453. By E. C. Lodge, Vice-Principal and History Tutor, Lady Margaret Hall. Second Edition.

The period which it covers is one of great importance. It marks the decay of the political system of the Middle Ages, and the disappearance of the old unity in Western Europe; whilst in it can be traced the growth of new ideals to take the place of the old, and above all the rise of nations. It is essentially a time of transition, a period of effort and experiment rather than of finished work. Its great interest lies in the fact that all the details of the history are part of this gradual change from the Middle Ages to Modern days.

Europe in Renaissance and Reformation, 1453-1659. By M. A.

HOLLINGS, M.A. Second Edition.

This book deals with the formation of the modern European state-system, the Renaissance and Reformation (both Protestant and Catholic), the consolidation and ascendancy of France in Europe, and the Wars of Religion, ending with the Thirty Years' War.

The Age of the Enlightened Despot, 1660-1789. By A. H. JOHNSON, M.A., Fellow of All Souls'. With 11 Maps. Second Edition. The period covered by this volume opens with the triumph of the monarchy of Louis XIV. and closes with the failure of the rule of Louis XVI. The aim of the volume is to bring clearly before the young reader the theory of monarchical rule represented by these kings, and to show when and why they succeeded or failed.

The Remaking of Modern Europe: From the Outbreak of the French Revolution to the Treaty of Berlin, 1789-1878. By J. A. R. MARRIOTT, M.A. With 10 Maps. Fourth Edition.

It contains a sketch of European history, presenting a vivid picture of the revolutionary period, of the rise and fall of Napoleon, and of the larger move-

ments of European politics since Waterloo.

Stories from Modern History. By E. M. WILMOT-BUXTON, F.R. Hist. S. Crown 8vo, 1s. 6d. [New Historical Series.

An introduction to the story of modern history for pupils up to the age of twelve. In accordance with the suggestions made in the late circular of the Board of Education, it deals with "the chief events and characters from the history of the most important nations in their traditional form." It aims also at "giving some idea of the nature of the great nations and stages in civilisation, centred round certain individuals or events in their chronological succession" in such a way that young children shall be able at least to "place" the most notable characters of history.

Makers of Europe. Outlines of European History for the Middle Forms of Schools. By E. M. WILMOT-BUXTON, F.R. Hist. S. With 12 Maps. Eleventh Edition. Crown 8vo, 3s. 6d.

A Textbook of European History for Middle Forms and Pupil Teachers.

Stories from French History. By TAYLOR DYSON, M.A. With a Map. Crown 8vo, 1s. 6d. [Stories from the Histories. A reader for children between eight and twelve.

The Story of the British Empire for Children. By F. M. ANDERSON. With many Illustrations. Revised Edition. Crown 8vo, 2s.

This book gives the story of the Empire in simple language for children. Part I. gives a rapid survey of the Colonies and Dependencies to show the unity of the whole under the Crown. Part II. describes in greater detail India, Canada, New Zealand, Australia, and Tasmania.

- History and Geography Examination Papers. By C. H. Spence, M.A., Assistant Master at Clifton College. Third Edition. Crown 8vo, 2s. 6d. [School Examination Series.
- The French Revolution. By J. E. SYMES, M.A., Principal of University College, Nottingham. With a Map. Second Edition. Crown 8vo, 2s. 6d.

A short general account of the French Revolution, bringing out the significance of the chief facts and their relation to problems of our own time.

## LATIN

## Grammars, Exercises, etc.

A School Latin Grammar. By H. G. FORD, M.A., Assistant Master at Bristol Grammar School. Second Edition. Crown 8vo, 2s. 6d.

[ Junior School Books.

Both in the Accidence and Syntax what is essential for beginners is carefully separated, by a system of typing or paging, from what they may neglect. The book may thus be used by boys of all forms.

An Elementary Latin Exercise Book. By H. G. FORD, M.A., and L. V. CAUDWELL, M.A., Assistant Masters at Bristol Grammar School. Crown 8vo, 2s. 6d.

This book covers a two years' course divided into six parts, each part containing twelve explanations and twelve vocabularies of uniform length (10 words), with twenty English-Latin sentences and fifteen Latin-English to each explanation. Throughout only words and constructions found in Cæsar B. G. are used.

It is a companion book to Mr. Ford's "A School Latin Grammar."

Elementary Latin. Being a First Year's Course. By F. J. TERRY, B.A., Assistant Master at Preston House School, East Grinstead.

Crown 8vo, Pupils' Book, 2s.; Masters' Book, 3s. 6d. net.

A year's school course arranged for class teaching, with text written to allow the gradual introduction of all inflected forms. Nouns and verbs are built up according to their stem formation throughout, so that the learner gradually acquires the Accidence systematically. As a matter of practical experience, boys 10 or 11 years of age are able to construe Cæsar at the end of the course with but little help. The book contains Vocabularies, Grammar, and Exercises, and no other textbook is required by the pupils. The Masters' Book is a commentary on the Pupils' book, and explains the system of teaching. It directs attention consistently throughout to the meaning of words, and thus explains the Grammar.

A Junior Latin Prose. By H. N. ASMAN, M.A., B.D. Crown 8vo, 2s. 6d. Junior School Books. The "Junior Latin Prose" is written primarily, though not exclusively, with a view to the Junior Locals. It contains explanation of, and exercises on, the chief rules of Syntax, with special attention to points which cause difficulty to boys, and concludes with exercises in Continuous Prose.

Exercises in Latin Accidence. By S. E. WINBOLT, M.A. Crown 8vo, Is. 6d.

This book is adapted for Lower Forms, and is intended to accompany the

Shorter Latin Primer.

Latin Passages for Unseen Translation. By A. M. Cook, M.A., Assistant Master at St. Paul's School, and E. C. MARCHANT, M.A.,

Tutor of Lincoln College, Oxford. Crown 8vo, 1s. 6d.

Two hundred Latin passages, arranged in order of increasing difficulty. Has been carefully compiled to meet the wants of V. and VI. Form boys at the Public Schools, and is also well adapted for the use of honoursmen at the Universities. Prose and verse alternate throughout.

Notes on Greek and Latin Syntax. By G. BUCKLAND GREEN, M.A., Assistant Master at Edinburgh Academy. Third Edition. Crown 8vo, 3s. 6d. For description, see under "Greek."

Latin Hexameter Verse. An Aid to Composition. By S. E. WINBOLT,

M.A. Crown 8vo, 3s. 6d. Key, 5s. net.

This book contains the fruit of several years' class teaching. It is offered as a help to Fifth and Sixth Forms at Public Schools, and Undergraduates at Universities.

The principle adopted is to aid in the composition of hexameter verse, by showing to some extent the development of this literary form, by inferring from the evolution what is the best workmanship, and by hinting how technique depends largely on thought.

#### By A. M. M. Stedman, M.A.

Initia Latina. Easy Lessons on Elementary Accidence. Revised by C. G. BOTTING, B.A. Twelfth Edition. Fcap. 8vo, 1s.

A very easy Latin course for quite young pupils, containing Grammar,

Exercises, and Vocabularies.

First Latin Lessons. Revised by C. G. BOTTING, B.A. Twelfth Edi-

tion. Crown 8vo, 2s.

This book is much fuller than "Initia Latina, and while it is not less simple, it will carry a boy a good deal further in the study of elementary Latin. The Exercises are more numerous, some easy translation adapted from Cæsar has been added, and a few easy Examination Papers will afford a useful test of a boy's knowledge of his grammar. The book is intended to form a companion book to the "Shorter Latin Primer."

A First Latin Reader. With Notes adapted to the Shorter Latin Primer, and Vocabulary. Revised by C. G. BOTTING, B.A. Seventh

Edition. 18mo, 1s. 6d.

A collection of easy passages without difficulties of construction or thought. The book commences with simple sentences and passes on to connected passages, including the history of Rome and the invasion of Britain, simplified from Eutropius and Cæsar.

Easy Latin Passages for Unseen Translation. Thirteenth Edition. Fcap. 8vo, 1s. 6d.

A collection of short passages for beginners. The pieces are graduated

in length and difficulty.

Exempla Latina. First Exercises in Latin Accidence. With Vocabu-

lary. Fourth Edition. Crown 8vo, 1s.

This book is intended to be used midway between a book of elementary lessons and more difficult Exercises on Syntax. It contains simple and

copious exercises on Accidence and Elementary Syntax.

Easy Latin Exercises on the Syntax of the Shorter and Revised Latin Primers. Revised by C. G. BOTTING, B.A. With Vocabulary. Fourteenth Edition. Crown 8vo, 1s. 6d. Key, 3s. net. This book has been compiled to accompany Dr. Kennedy's "Shorter Latin Primer" and "Revised Latin Primer." Special attention has been paid to the rules of oratio obliqua, and the exercises are numerous.

The Latin Compound Sentence. Rules and Exercises. Second Edi-

tion. Crown 8vo, 1s. 6d.; with Vocabulary, 2s.

This book has been compiled to meet the requirements of boys who have worked through a book of easy exercises on Syntax, and who need methodical teaching on the Compound Sentence. In the main the arrangement of the Revised Latin Primer has been followed.

Notanda Quædam. Miscellaneous Latin Exercises on Common Rules and Idioms. Sixth Edition. Fcap. 8vo, 1s. 6d.; with Vocabulary, 2s.

Key, 2s. net.

This volume is designed to supply miscellaneous practice in those rules and idioms with which boys are supposed to be familiar. Each exercise consists of ten miscellaneous sentences, and the exercises are carefully graduated. The book may be used side by side with the manuals in regular use.

Latin Vocabularies for Repetition. Arranged according to Subjects.

Revised by C. G. BOTTING, B. A. Seventeenth Edition. Fcap. 8vo, 1s. 6d.

In this book an attempt has been made to remedy that scantiness of

vocabulary which characterises most boys. The words are arranged according to subjects in vocabularies of twelve words each, and if the matter of this little book of eighty-nine pages is committed to memory, the pupil will have a good stock of words on every subject.

A Vocabulary of Latin Idioms and Phrases. Fifth Edition. 18mo, 1s.

Seven hundred useful Latin phrases arranged alphabetically, Latin-

English.

Latin Examination Papers in Miscellaneous Grammar and Idioms. Fifteenth Edition. Cr. 8vo, 2s. 6d. Key (Seventh Edition), issued to Tutors and Private Students only, 6s. net.

The papers have been compiled to provide boys who have passed beyond the elementary stages of grammar and scholarship with practice

in miscellaneous grammar and idioms.

Considerable space has been given to the doctrines of the moods (a real test of accurate scholarship), and to those short idioms and idiomatic sentences which illustrate the differences between the English and Latin languages.

Junior Latin Examination Papers. By C. G. BOTTING, B.A.,
Assistant Master at St. Paul's School. Seventh Edition. Fcap. 8vo, 1s.
Key, 3s. 6d. net.

[Junior Examination Series.

An easier book on the same lines as Stedman's "Latin Examination Papers." It is intended for use in the Lower Forms of Public Schools, and by candidates preparing for the Oxford and Cambridge Junior Local Examinations. The volume contains 720 carefully graduated original questions, divided into papers of ten questions each.

Examination Papers on Vergil. By W. G. Coast, B.A., Assistant Master at Fettes College. Crown 8vo, 2s.

Three papers are given to each Georgic, five to each Æneid, and one to each Eclogue, and in addition there are a number of general papers.

Examination Papers on Horace. By T. C. WEATHERHEAD, M.A. Crown 8vo, 2s.

In this volume the whole of Horace has been divided into short sections, and a paper has been set on each section, as well as (usually) two recapitulatory papers on each part, e.g. the first book of the Odes.

#### Texts

#### Simplified Latin Texts

Edited by H. N. Asman, M.A., B.D., Second Master of Owen's School, Islington.

This series is being prepared to meet the real need in schools of a more varied selection of authors for young pupils. The texts have been abridged with a view to economy of time, and also with a view to simplification. This has been done by omission, and not by alteration. Notes have been added sparingly, vocabularies have been given, and naturally long vowels marked throughout. A few questions on the subject-matter have been appended to furnish materials and suggestions for oral work and written composition. The texts are Fcap. 8vo, is, each. The first volumes are:—

The Catiline of Sallust. By A. J. BARNETT, M.A., Assistant Master, Emanuel School, Wandsworth, S.W.

Selections from Catullus. By H. N. ASMAN, M.A., B.D.

Stories from Ovid. By H. N. ASMAN, M.A., B.D.

The Siege of Veii and the Sack of Rome. Founded on "Livy v." By A. J. TATE, M.A., Owen's School, Islington.

Select Letters of Pliny. By A. J. TATE, M.A.

Cæsar.—EASY SELECTIONS FROM CÆSAR. The Helvetian War. With Notes and Vocabulary. By A. M. M. STEDMAN, M.A. Revised by C. G. BOTTING, B.A. Fourth Edition. 18mo, Is.

Livy.—EASY SELECTIONS FROM LIVY. The Kings of Rome. With Notes and Vocabulary. By A. M. M. STEDMAN, M.A. Illustrated. Second Edition. 18mo, 1s. 6d.

Plautus.—THE CAPTIVI. Edited, with an Introduction, Textual Notes, and a Commentary, by W. M. LINDSAY, Fellow of Jesus College, Oxford. Demy 8vo, 10s. 6d. net.

The editor has recollated all the important MSS. The book contains a long Introduction and an important Appendix on the accentual elements in early Latin verse. The textual Notes are complete and the Commentary is full.

- Tacitus.—TACITI AGRICOLA. With Introduction, Notes, Maps, etc. By R. F. DAVIS, M.A. Crown 8vo, 2s.
- TACITI GERMANIA. By R. F. Davis, M.A. Crown 8vo, 2s. The text, edited with an Introduction, Notes, and Critical Appendix for Middle Forms.

#### Translations

- Cicero.—DE ORATORE I. Translated by E. N. P. Moor, M.A., late Assistant Master at Clifton. Second Edition. Crown 8vo, 3s. 6d.
- SELECT ORATIONS (Pro Milone, Pro Murena, Philippic II., In Catilinam). Translated by H. E. D. BLAKISTON, M.A., Fellow and Tutor of Trinity College, Oxford. Crown 8vo, 5s.
- DE NATURA DEORUM. Translated by F. Brooks, M.A., late Scholar of Balliol College, Oxford. Crown 8vo, 3s. 6d.
- DE OFFICIIS. Translated by G. B. GARDINER, M.A. Crown 8vo, 2s. 6d.
- Horace.—THE ODES AND EPODES. Translated by A. D. GODLEY, M.A., Fellow of Magdalen College, Oxford. Crown 8vo, 2s.
- Juvenal.—THIRTEEN SATIRES OF JUVENAL. Translated by S. G. OWEN, M.A. Crown 8vo, 2s. 6d.
- Tacitus.—AGRICOLA AND GERMANIA. Translated by R. B. Town-SHEND, late Scholar of Trinity College, Cambridge. Crown 8vo, 2s. 6d.

## **MATHEMATICS**

## Algebra

Easy Exercises in Algebra for Beginners. Containing 3500 Original Problems. By W. S. BEARD. Second Edition. Crown 8vo. With Answers, 1s. 9d.; Without Answers, 1s. 6d.

A preparatory course in Algebra for the Local Examinations. This book

contains many distinctive features.

- Test Cards in Euclid and Algebra. By D. S. CALDERWOOD, Headmaster of the Provincial Training College, Edinburgh. In three packets of 40, with Answers, Is. each; or in three books, price 2d., 2d., and 3d.
- Junior Algebra Examination Papers. By S. W. Finn, M.A., Headmaster of Sandbach School. With or Without Answers. [Junior Examination Series. Fcap. 8vo, Is. Seventy-two Papers of ten questions each. The problems, which are original, will be found suitable for candidates for the Local Examinations.

#### Arithmetic

Easy Exercises in Arithmetic. Containing 5000 Examples. By W. S. BEARD. Fourth Edition. Fcap. 8vo. With Answers, 1s. 3d.; Without Answers, Is. [Beginner's Books.

A course of Arithmetic for Lower Forms in Secondary Schools and pupils preparing for Public Schools, Naval Cadetships, the Oxford and Cambridge Preliminary Local Examinations. The examples are very numerous, carefully graduated, and do not involve the use of big numbers.

Junior Arithmetic Examination Papers. By W. S. BEARD. With or Without Answers. Sixth Edition. Fcap. 8vo, 1s.

[Junior Examination Series.

Contains 900 Questions arranged in Papers of ten each. Suitable for candidates for the Local Examinations, County Scholarships, etc.

The Metric System. By LEON DELBOS. With numerous Examples. Crown 8vo, 2s.

A clear and practical account of the subject, stating its advantages and disadvantages, the general principles of the system, linear measures, square and land measure, cubic measure and measures of capacity.

- A South African Arithmetic. By H. HILL, B.A. Cr. 8vo, 3s. 6d. Contains a number of examples on the South African Weights and Measures.
- Technical Arithmetic and Geometry. By C. T. MILLIS, M.I.M.E.,
  Principal of the Borough Polytechnic Institute. For use in Technical
  Institutes, Modern Schools, and Workshops. Second Edition. Crown
  8vo, 3s. 6d.

  A course in Arithmetic, Geometry, and Mensuration intended more
  especially for students in the engineering and building trades.
- Exercises and Examination Papers in Arithmetic, Logarithms, and Mensuration. By C. Pendlebury, M.A., Senior Mathematical Master at St. Paul's School. Sixth Edition. Crown 8vo, 2s. 6d. Key, 5s. net. [School Examination Series.]
- A New Junior Arithmetic. By H. Bompas Smith, M.A., Headmaster of King Edward VII. School, Lytham. Second Edition. Crown 8vo. With Answers, 2s. 6d.; Without Answers, 2s.

In this book Arithmetic is taught as the habitual application of common sense to questions involving number, not as the acquisition of mechanical facilities in certain rules. It is the cheapest Arithmetic on reform lines issued.

A Short Commercial Arithmetic. By F. G. TAYLOR, M.A. Fifth Edition. Crown 8vo, 1s. 6d. [Commercial Series.

A treatise for those with a fair knowledge of Arithmetic and Algebra. Special attention is given to quick methods of approximation. Contains an excellent chapter on the slide rule.

## Book-keeping

Double Entry Book-Keeping. A Complete Treatise on its Theory and Practice. By James Cusack, LL.D., Principal of the Business Training College, Finsbury Square. Crown 8vo, 3s. 6d.

Covers the requirements for all the Elementary, Junior, and Intermediate Examinations held by the London Chamber of Commerce, the Royal Society of Arts, the National Union of Teachers, the Oxford and Cambridge Senior Locals, the College of Preceptors, and other similar Examinations.

The Principles of Book-Keeping by Double Entry. By J. E. B. M'ALLEN, M.A., Headmaster of Lowestoft Secondary Day School. Crown 8vo, 2s. [Commercial Series.]

A clear and intelligible account of the principles for those who have no previous knowledge of the subject.

Examination Papers in Book-Keeping. By J. T. MEDHURST. Tenth Edition. Crown 8vo, 3s. Key, 2s. 6d. net.

[School Examination Series.

Geometry

Geometry on Modern Lines. By E. S. BOULTON, M.A., Lecturer on Mathematics, Merchant Venturers' Technical College, Bristol. Crown 8vo, 2s.

A textbook on the new method. Only necessary propositions have been retained, and the proofs are based on the simplest process of reasoning.

A Preliminary Geometry. By NOEL S. LYDON, Assistant Master at Owen's School, Islington. With 159 Diagrams. Crown 8vo, 1s.

The "Preliminary Geometry" is intended for the use of beginners. The

The "Preliminary Geometry" is intended for the use of beginners. The treatment of the subject is mainly experimental and practical, and the ground covered is sufficient to enable the pupil to pass easily to the study of a formal course of theorems. Problems involving accurate measurement and arithmetical applications of geometrical principles are freely used; the book is copiously illustrated and a large number of useful exercises is provided.

A Junior Geometry. By NOEL S. LYDON. With 276 Diagrams. Seventh Edition. Crown 8vo, 2s. [Junior School Books.

The method of treatment is the outcome of the author's long practical experience as teacher of the subject at Owen's School, Islington. The grouping of kindred propositions, the demonstrations attached to the practical problems, the copious series of questions and exercises, and the methodical division of the subject into lessons of practical length, are features calculated to commend themselves to both master and pupil.

Geometrical Drawing

Geometrical Drawing for Art Students. By Sidney A. Switzer, Art Master and Honours Medallist in Geometry, Examiner to the Examination Board of the N.U.T. Fully Illustrated. Crown 8vo, 2s.

This up-to-date textbook is the result of twenty years' practical experience. It is designed to assist Art Students generally, and is suited to the requirements of candidates taking the Board of Education, Oxford and Cambridge Local, and College of Preceptors Examinations. The problems are well graduated; suggestive dimensions are inserted in their enunciation; and they are all illustrated. Each page is self-contained, so that there is no turning over in the study of any one problem. Each page has a corresponding set of exercises. These exercises are mostly original.

#### Mechanics

Examples in Elementary Mechanics, Practical, Graphical, and Theoretical. By W. J. Dobbs, M.A. With 52 Diagrams. Crown 8vo, 5s. (See under Physics, p. 39.)

Trigonometry

A New Trigonometry for Beginners. By R. F. D'ARCY, M.A., Lecturer on Mathematics at Gonville and Caius College, Cambridge.

With numerous Diagrams. Crown 8vo, 2s. 6d.

Among the special features of this book are:—The introduction of experiments in practical geometry to lead up to many of the topics considered; the use throughout the book of four-figure tables; the regulation of the special consideration of the trigonometrical ratios of angles of 30, 45, 60, 120, 135, and 150 degrees to a few worked-out examples.

Trigonometry Examination Papers. By the Rev. G. H. WARD, M.A. Fourth Edition. Crown 8vo, 2s. 6d. Key, 5s. net. [School Examination Series.

## SCIENCE Biology

Outlines of Biology. By P. CHALMERS MITCHELL, LL.D., F.R.S., F.Z.S., F.L.S., Secretary to the Zoological Society. Revised and Supplemented by Geo. P. Mudge, A.R.C.Sc. (Lond.), F.Z.S., Lecturer on Biology, London Hospital Medical College, University of London, and at London School of Medicine for Women, University of London. With II Plates and numerous Diagrams. Crown 8vo, 6s. net.

The book is primarily written to meet the needs of students preparing for the examinations of the Conjoint Board of the Royal Colleges of Physicians and Surgeons of England. But it covers to a great extent the syllabuses of other examining bodies, and students reading for the L.L.A., for Durham University, for the Conjoint Colleges of Scotland, and for the first Medical examination of London University will find a great deal of the required ground covered by its contents. The book has been brought up to date, and the additional types recently introduced into the syllabus of the Conjoint Colleges are now included. New Chapters on Histology, on the structure of stem, root, and leaf, and many fresh illustrations in half-tone have been added.

Elementary Zoology. By C. A. EALAND, M.A., F.L.S., late Principal of the County Laboratories, Chelmsford. With numerous Diagrams and Illustrations. Crown 8vo, 2s. 6d.

Primarily designed to meet the needs of students reading for the Cambridge Junior and Senior Local Examinations, the London Matriculation Examination and Stage I. Zoology Examination of the Board of Education,

this book also serves as a general introduction to Zoology.

With structural adaptation as the keynote, members of all the more important classes of the animal kingdom are reviewed, and certain types are selected for detailed consideration, in the laboratory and in the field. Suggestions for practical work and for obtaining and preserving specimens are given in each chapter.

Agricultural Zoology. By Dr. J. RITZEMA Bos. Translated by J. R. AINSWORTH DAVIS, M.A. With 155 Illustrations. Second Edition. Crown 8vo, 3s. 6d.

A condensed review of the entire animal kingdom, treating in some detail the animals harmful or helpful to agriculture. It is a manual suitable not only for students, but also for the practical farmer and general reader.

Preliminary Physiology. By WILLIAM NARRAMORE, F.L.S., M.R. San. Inst., Lecturer in Physiology, Hygiene, Biology, and Botany, Municipal Technical School, Liverpool. Crown 8vo, 3s. 6d.

[Textbooks of Science.]

This book aims at giving systematic instruction in relation to the essential functions of the human body. The many original drawings, sketches, and photomicrographs have been prepared directly from specimens. The book meets the requirements of the Board of Education, the Oxford and Cambridge Locals (Senior), the College of Preceptors, Candidates for Matriculation, and the several examinations in Physiology held for students in Hygiene, Physical Culture, Cookery, for nurses in Probation, and students preparing for examinations in Law, Insurance, and Accountancy, where Physiology is now demanded.

Dairy Bacteriology. A Short Manual for Students in Dairy Schools, Cheese-makers, and Farmers. By Dr. Ed. von Freudenreich. Translated by J. R. Ainsworth Davis, M.A. Second Edition, Revised. Crown 8vo, 2s. 6d.

A brief treatise on bacteriology as applied to dairying. For students who mean to become cheese-makers or dairymen, it is only necessary to get a general idea of bacteriology and to become familiarised with the results so far attained by bacteriological research as regards dairying, and the practical application of the same. The author has therefore introduced only so much of the general part of bacteriology as is absolutely necessary for the comprehension of the bacteria of milk, and has made the whole as brief and elementary as possible.

Insect Life. By F. V. THEOBALD, M.A. Illustrated. Second Edition, Revised. Crown 8vo, 2s. 6d.

A short account of the more important characteristics of insects, dealing with their economic value at the same time.

## Botany of the Botany of the University of Man

An Elementary Textbook of Agricultural Botany. By M. C. POTTER, M.A., F.L.S., Professor of Botany, Armstrong College, Newcastle-on-Tyne. Illustrated. Third Edition. Crown 8vo, 4s. 6d.

A textbook of Botany intended more especially for agricultural students. Considerable space is devoted to vegetable physiology.

Elementary Lessons on Plant Life. By D. G. Scott, M.Sc., Assistant Lecturer and Demonstrator in Botany in the University of Liverpool. With many Diagrams and Illustrations. Crown 8vo, 2s. 6d.

Designed for use in the Lower Forms of Secondary Schools, and for private study in the Upper Standards of Elementary Schools, the book will be found useful for the Oxford and Cambridge Junior Locals, the National Froebel Union Certificate, and other Examinations. Suggestions for practical work head each chapter, and special attention has been paid to the difficulties experienced in nature-study in town schools.

Plant Life. Studies in Garden and School. By Horace F. Jones, Science Master, Uxbridge County School. With 320 Illustrations. [Textbooks of Science.]

A handbook for teachers of botany. A large number of experiments are included, and full nature-study notes on all plants usually studied in the class-rooms are given. It is recommended by the Board of Education in "Suggestions on Rural Education," page 42.
"This volume furnishes just the right kind of course, both in garden work

"This volume furnishes just the right kind of course, both in garden work and in class-room experiments, which is likely to stimulate a permanent interest in the mind of the pupil and lead him to continue his investigations after he has left school. We have great pleasure in recommending the book."—Schoolmaster.

# Chemistry

A Concise History of Chemistry. By T. P. HILDITCH, D.Sc. (London), A.I.C., F.C.S. Crown 8vo, 2s. 6d. [Textbooks of Science. Primarily intended as a help to chemical students, more particularly those studying for University or advanced technical examinations, this book will also, it is hoped, prove serviceable to general readers who may wish to have a concise outline of the development of chemistry. Commencing with a general survey of the chemistry of the Ancients and the

Middle Ages, the author shows how the modern science evolved from these, and then proceeds to the history of the various branches—elements, minerals, organic, technical and physical chemistry, etc. A glossary of the most notable names in chemistry is added, and, as far as possible, the sequences of facts or theories have been summarised in tables which, while assisting the memory of the student preparing for examinations, may be omitted by the casual reader.

Elementary Chemical Theory. By J. M. WADMORE, M.A., Senior Science Master at Aldenham School. With Diagrams. Crown 8vo, 3s. 6d. [Textbooks of Science.

This book is intended principally for the middle and senior students of Chemistry at Public and Secondary Schools. It is almost entirely occupied with the chief aspects of the atomic and molecular theories.

"We know of no book on elementary chemical theory which we could

more strongly recommend."-Journal of Education.

"If we were asked to recommend a guide to the elements of chemical theory suitable for students at an early period of their work, we could suggest nothing better than this book."—Knowledge.

Higher Mathematics for Chemical Students. By J. R. PARTINGTON, B.Sc., Graduate Scholar and Beyer Fellow of the University of Man-

chester. With Forty-four Diagrams. Crown 8vo, 5s.

In this book the principles of the Infinitesimal Calculus and Differential Equations are developed from the most elementary foundations, and with special reference to chemistry. Since the application of mathematics is now necessary, not only in physical chemistry, but also in organic and inorganic chemistry and metallurgy, the book is addressed to a wide circle of readers.

#### Inorganic

Elementary Experimental Chemistry. By A. E. Dunstan, D.Sc. (Lond.), Head of the Chemical Department, East Ham Technical College. With 109 Diagrams. Fourth Edition. Crown 8vo, 2s.

[Junior School Books.

The arrangement for this book is modelled on that of "Elementary Experimental Science." The subject is treated experimentally, and covers the necessary ground for Oxford and Cambridge Junior Locals, College of Preceptors (Second Class), and Board of Education (First Stage) Examinations. The author believes that the method adopted is truly educational. The subject is developed in a logical sequence, and wherever possible, historically.

An Elementary Text Book of Inorganic Chemistry. By R. LLOYD WHITELEY, F.I.C., Principal of the Municipal Science School, West Bromwich. Second Edition. Crown 8vo, 2s. 6d.

This book has been written primarily for the use of those who are commencing the Study of Theoretical Inorganic Chemistry on the lines laid down for Stage I, of that subject in the Syllabus issued by the Board of Education. The subject-matter of that Syllabus has consequently been fully discussed.

A Junior Chemistry. By E. A. TYLER, B.A., F.C.S., Head of the Chemical Department, Swansea Technical College. With 78 Illustra-Junior School Books. tions. Sixth Edition. Crown 8vo, 2s. 6d.

The first twenty-three pages are devoted to the necessary physical laws and processes. The purification and properties of water are used to illustrate these processes. The student is thus led by a continuous chain of reasoning through the preparation of pure water to the chemistry of water, and hence to a knowledge of the fundamental principles of chemistry. The middle portion of the book treats of these principles, and then follows the study of certain typical elements and compounds. Problems and Examination Papers are appended.

A Textbook of Inorganic Chemistry. By G. Senter, D.Sc., Ph.D., Lecturer at St. Mary's Hospital Medical School, Author of "Outlines of Physical Chemistry." With many Diagrams. Crown 8vo. 6s. 6d.

The book is designed as a general introduction to the study of Inorganic Chemistry. It is written throughout from the modern standpoint, so that the student who has worked through it should be in a position to profit from the reading of original papers, and to proceed without difficulty to the study of advanced works on the different branches of the subject. The theoretical part of the subject is distributed throughout the book, and as far as possible the facts on which the theories and hypothesis are based are given before the statement of the theories themselves. The great importance to the student of learning to draw a clear distinction between facts and theories is kept in mind throughout. The book is suitable for the Intermediate and Pass B.Sc. University Examinations and other examinations of similar scope.

The Complete School Chemistry. By F. M. Oldham, B.A., Senior Chemistry Master at Dulwich College. With 125 Illustrations. Sixth Edition. Crown 8vo. 4s. 6d.

A complete course in practical and theoretical chemistry up to the standard of the London Matriculation and Army Entrance Examination. It is so arranged that a boy with no knowledge of chemistry may begin the book and use it throughout his progress up the school. Short courses on volumetric analysis and on the common metals are included.

Practical Chemistry. By W. French, M.A., Examiner in Chemistry for the Union of Lancashire and Cheshire Institutes. Part I. Fifth Edition. Crown 8vo, 1s. 6d. [Textbooks of Science.]

A course on purely inductive lines dealing with evaporations and distillations, filtration solubility, air, water, chalk, soda, common salt, sugar, compound and simple matter, etc.

Practical Chemistry. By W. French, M.A., and T. H. BOARDMAN, M.A., Science Master at Christ's Hospital. Part II. Crown 8vo, 1s. 6d. [Textbooks of Science.

A continuation of the above dealing with gases, laws of chemical combination, equivalents, atomic theory, molecular weights, symbols, sulphur, nitrogen, carbon, and their compounds, salts, acids, bases, valency.

A Practical Chemistry Notebook for Matriculation and Army Candidates. Easy Experiments on the Commoner Substances. By S. E. BROWN, M.A., B.Sc., Senior Science Master at Uppingham. Crown 4to, 1s. 6d. net.

The method is based on practical experience, and aims at maintaining interest by ensuring success and accuracy in experimenting. The chief objects in view are:—(1) a logical sequence in work and accurate experimenting by demonstration of practical use of apparatus; (2) to allow the teacher more time for individual attention, and to keep the class together at work on the same experiment. This is done by providing a series of practical problems to keep the more rapid workers employed, as well as for use in revision. Working for two hours (practical) per week, the course should be completed in about three terms. There are spaces provided for notes to be taken by the pupil.

A Senior Experimental Chemistry. By A. E. Dunstan, D.Sc. (Lond.). With Diagrams and Illustrations. Crown 8vo, 3s. 6d.

This volume is intended as a supplement to the author's well-known text-books, "Elementary Experimental Science" and "Elementary Experimental Chemistry." It will contain sufficient matter to provide for the remainder of a boy's school career, and will build up a sound development of modern chemical theory on the experimental foundation of his first two years' work.

The treatment will be based on the Periodic Classification, preceded by a discussion of the Atomic and Molecular Theories with the rudiments of Physical Chemistry, Thermochemistry, and Crystallography. The necessary Practical Chemistry will be incorporated and a section on Qualitative Analysis with the elements of Volumetric Analysis will complete the course. It is believed that this book will be of use to Second Year Students in Technical Institutes.

A Textbook of Practical Chemistry for Technical Institutes. By A. E. DUNSTAN, D.Sc.; and F. B. T. THOLE, B.Sc., Lecturer in Organic Chemistry, East Ham Technical College. Crown 8vo, 3s. 6d. Textbooks of Science.

This Course of Practical Chemistry meets the requirements of the Upper Forms of Secondary Schools, where a good elementary foundation has been laid in the rudiments of manipulation. The book will be found useful also for classes in Technical Institutes and will cover the following ground:-

Qualitative Analysis of simple substances and of mixtures, Volumetric Analysis, Simple Gravimetric Analysis, Preparation of Pure Compounds, More difficult Quantitative Analysis, Qualitative Organic Analysis, Ultimate Organic Analysis, General Organic Determinations, Determination of Physical Constants.

An Introduction to Quantitative Analysis. By S. J. M. AULD, D.Sc.(Lond.), Ph.D.(Würzburg), F.I.C., F.C.S., Head of the Chemical Department, South-Eastern Agricultural College, Wye. With many Diagrams. Crown 8vo, 5s. Textbooks of Science.

This book is a carefully selected study of the elements of quantitative analysis, providing a thorough introductory course, whereby the student is prepared for his more specialised analytical work, details and considerations of which are best obtained from the standard treatises and monographs.

Duplication is largely avoided by giving alternative methods for subsequent estimations of the same type. Special features are a theoretical chapter on indicators, and a description of exact laboratory methods for the determination of equivalents, etc.

The textbook contains all the inorganic quantitative work required for the Board of Education examinations and the Inter and Final B.Sc. Courses.

It will be noted that a complete and consistent school course in Experimental Chemistry, extending over five years, can be covered from Messrs. Methuen's list, as follows:-

First Year . . . . Elementary Experimental Science, see p. 38, Chemistry Section, by A. E. Dunstan.

Second Year . . . . Elementary Experimental Chemistry, by A. E.

Third and Fourth Years . A Senior Experimental Chemistry, by A. E. Dunstan, A Practical Chemistry for Technical Institutes, by A. Fifth Year . . . . . E. Dunstan and F. B. T. Thole; and

An Organic Chemistry for Schools and Institutes, by A. E. Dunstan.

#### Organic

An Organic Chemistry for Schools and Technical Institutes. By A. E. DUNSTAN, D.Sc. With 2 Plates and many Diagrams. Crown 8vo, 2s. 6d. Textbooks of Science.

This book, which has not been prepared to meet the requirements of any particular examining body, is intended for the use of the higher forms of schools taking the Special Science Course, and as a first-year textbook in Technical Institutes. The author does not follow the conventional separation of Organic Chemistry into the two ipso facto inseparable domains of Aliphatic and Aromatic compounds, but endeavours to give a bird's-eye view of the more prominent features in the Science.

Second Year Organic Chemistry for Schools and Technical Institutes. By F. B. T. THOLE, B.Sc., Lecturer in Organic Chemistry, East Ham Technical College. With Plates and Diagrams. Crown 8vo, 2s. 6d.

This book forms Vol. II. of a series designed to meet the requirements of students in technical institutes. It deals with that portion of the subject necessary for the second year student, and covers the syllabus for Stage II. of the examination held by the Board of Education. It is hoped, however, that it will be found useful for those students taking the first year of their B.Sc. Course.

The book contains an account of the properties of the carbo-cyclic compounds, their general synthesis, and their utilisation for industrial and scientific purposes. Questions of constitution and the chief reactions associated with this class of compound are fully discussed and carefully explained.

Third Year Organic Chemistry for Schools and Technical Institutes. By T. P. HILDITCH, D.Sc.(Lond.), F.I.C. Author of "A Concise History of Chemistry." With Plates and Diagrams. Crown 8vo, 3s.

[Textbooks of Science.]

This book completes the course of organic chemistry whose earlier stages have been dealt with by Dr. Dunstan (Part I.) and Mr. Thole (Part II.). It is occupied for the most part with the systematic study of the different groups of heterocyclic compounds, especially those of practical or commercial value. The alkaloids, purines, and other cyclic urea derivatives, and numerous important dyestuffs fall within the scope of these chapters. The remainder of the book deals with the polypeptides, the terpenes, and some general problems such as the characteristics of residual affinity. The work is suited to the needs of honours students in this subject, either for the B.Sc. or the Board of Education examinations.

Qualitative Organic Analysis. By F. B. T. Thole, B.Sc. With an Introduction by A. E. Dunstan, D.Sc. Crown 8vo, 1s. 6d. [Textbooks of Science.

This book is reprinted, with additions, from the authors' "Practical Chemistry for Technical Institutes" in such a form as to be self-contained. It deals with Organic Qualitative Analysis, both of simple compounds and mixtures. A large range of organic derivatives is dealt with, and the author confidently believes that the scheme will carry a student through the Organic Section of his Honours Degree Course.

A complete list of melting and boiling points is given, the substances being classified into their groups. Throughout conciseness and compactness have been aimed at, so that the student will have the information needed always at hand in an accessible form.

Modern Research in Organic Chemistry. By F. G. POPE, B.Sc. (Lond.), F.C.S., Lecturer in Organic Chemistry, East London College. Crown 8vo, 7s. 6d. [Textbooks of Science.

This volume is an attempt to bring, in a concise form, the development of some of the more important branches of organic chemistry before the chemical student. The results of the most recent research work are embodied in the text, and a bibliography is given at the end of each chapter, so that the student may be able to make use of current literature.

#### Physical

A First Year Physical Chemistry. By T. P. HILDITCH, D.Sc. (Lond.), F.I.C. Crown 8vo, 2s. [Textbooks of Science.

An attempt to render this branch of chemistry more easy to those commencing its study. The more elementary outlines of the subject are treated, as far as possible, from the standpoint of practical use in solving chemical problems; accordingly, the first part of the book is devoted to characteristic properties such as density or refractivity. Later chapters include introductions to the physico-chemical theories of gases and of solutions and the more important applications of these theories to pure chemistry. The book should prove useful to Inter. B.Sc. and Final (Pass) B.Sc. candidates, as well as those taking Board of Education examinations.

Outlines of Physical Chemistry. By George Senter, D.Sc., Ph.D., Lecturer in Chemistry at St. Mary's Hospital Medical School. With many Diagrams. Second Edition, Revised and Enlarged. 5s. [Textbooks of Science.]

This book is designed to serve as a general introduction to Physical Chemistry, and is specially adapted to the needs of electrical engineers, to whom an acquaintance with the general principles of this subject is becoming of increasing importance. Particular attention is devoted to the theory of solutions and to the modern developments of electro-chemistry. Only an elementary knowledge of mathematics is assumed.

Physico-Chemical Calculations. By Joseph Knox, D.Sc., Lecturer on Inorganic Chemistry, Aberdeen University. Crown 8vo, 2s. 6d. [Textbooks of Science.

This book is intended for students of physical chemistry, as a supplement to the theoretical matter of lectures and textbooks. Here the theory is applied to the solution of practical problems. The book contains eleven chapters, dealing with the main subdivisions of physical chemistry. Each chapter consists of a short introduction dealing with the theory required for the solution of the problems, a series of typical problems with complete solutions, and a list of problems for solution with answers. Practically all the problems have been taken from the original literature of the subject, and by a careful study of the solved problems the student should learn much. The large collection of problems for solution should prove useful to teachers.

# General Science

Elementary Experimental Science. Physics by W. T. Clough, A.R.C.S., Head of the Physics and Electrical Engineering Department, East Ham Technical College; Chemistry by A. E. Dunstan, D.Sc., With 2 Plates and 154 Diagrams. Tenth Edition. Crown 8vo, 2s. 6d. [Junior School Books.]

This book is primarily intended for the use of candidates taking Experimental Science in the Junior Local Examinations. It will also be found of use to those competing for County Council Intermediate Scholarships, and as a general textbook in Science Schools. The great majority of the Diagrams have been specially drawn.

W. T. CLOUGH; Chemistry Section by A. E. DUNSTAN. With many Illustrations. Crown 8vo, 2s. [Textbooks of Science.

A textbook to meet the new requirements of the Elementary Science section of the Preliminary Examination for the Certificate on the same lines as above.

General Elementary Science. By J. T. Dunn, D.Sc., and V. A. MUNDELLA, Principal of Sunderland Technical College. With 114 Illustrations. Sixth Edition. Crown 8vo, 3s. 6d.

An intermediate course in Physics and Chemistry for London Matriculation. It is the textbook adopted by the Admiralty for Elementary Science at Greenwich College.

The World of Science. By R. ELLIOTT STEEL, M.A., F.C.S., Science Master at Sherborne School. With 147 Illustrations. Second Edition. Crown 8vo, 2s. 6d.

An elementary account of Chemistry, Heat, Light, Sound, Magnetism, Electricity, Botany, Zoology, Physiology, Astronomy, and Geology written

in an interesting manner for children.

# Geology

The Scientific Study of Scenery. By J. E. MARR, F.R.S., Fellow of St. John's College, Cambridge. Fourth Edition. Illustrated. Crown 8vo, 6s.

An elementary treatise on geomorphology for geographers. As far as possible technical terms have been avoided to render it intelligible to the general reader who wishes to obtain some notion of the laws which have controlled the production of the earth's principal scenic features.

Agricultural Geology. By J. E. MARR, F.R.S. Illustrated. Crown 8vo, 6s.

A textbook of geology for agricultural students, more especially such as are preparing for the International Diploma in agriculture,

# Physics

First Year Physics. By C. E. JACKSON. With 51 Illustrations. Second Edition. Crown 8vo, 1s. 6d. [Textbooks of Science.

This book deals with such subjects as may reasonably be included in a first year course of Physics for Secondary Schools,—the processes of measurement and the elementary principles of Hydrostatics and Mechanics.

Examples in Physics. By C. E. Jackson, M.A., Senior Physics Master at Bradford Grammar School. Second Edition. Crown 8vo, 2s. 6d.

[Textbooks of Science.]

A collection of over one thousand original problems on Mensuration, Hydrostatics, Mechanics, Heat, Light, Magnetism, Frictional Electricity, Current Electricity and Sound, covering the average Physics course in Secondary Schools.

Elementary Practical Physics. By HENRY STROUD, D.Sc., M.A., Professor of Physics, Armstrong College, Newcastle-on-Tyne. With Diagrams. Third Edition. Crown 8vo, 4s. 6d.

An introduction to practical work in a Physical Laboratory and the standard works on the subject.

Elementary Experimental Electricity and Magnetism. By W. T. CLOUGH, A.R.C.Sc., F.C.S., Fellow of the Physical Society, Head of the Department of Physics and Electrical Engineering, East Ham Technical College. With 235 Illustrations and 198 Experiments. Crown 8vo, 2s. 6d.

This book is intended for the use of students taking Electricity and Magnetism in the Junior Local Examinations, and for those taking Stage I. in the Board of Education Examinations. It is hoped that it will be found useful as an introductory course to the subject of Electrical Engineering.

The Principles of Magnetism and Electricity. By P. L. GRAY, B.Sc. An Elementary Textbook. With 181 Diagrams. Crown Svo, 3s. 6d.

Although not written to any special syllabus, the book will approximately cover the requirements of the Advanced Stage of the Board of Education Examination, and London B.Sc. Pass Examination. It is well illustrated with sketches such as a student may, with a little practice, draw for himself from the actual apparatus.

Examples in Elementary Mechanics, Practical, Graphical, and Theoretical. By W. J. Dobbs, M.A. With 52 Diagrams. Crown 8vo, 5s. [Textbooks of Science.]

This book is intended for use at Schools and Technical Institutes, for Army and Navy Candidates and Students of Engineering. It consists of some 1400 examples in Elementary Statics and Kinetics exhibiting the latest development in the methods of teaching these subjects. But it is something more than a mere collection of examples, being designed for use without an accompanying textbook. The preparation and use of simple inexpensive apparatus is described, and the numerous practical examples requiring the use of such apparatus have been found to give satisfactory results.

Weighing and Measuring. A Short Course of Practical Exercises in Elementary Mathematics and Physics, by W. J. Dobbs, M.A., Assistant Master at Oundle School. With 47 Diagrams. Crown 8vo, 2s.

Contents. I. Measurement of Length; II. Weighing; III. Measurement of Area; IV. Measurement of Volume; V. Density and Specific Gravity.

This volume covers that common ground between Elementary Mathematics and Physics which is necessary to give reality to the former, and which is indispensable before taking up any serious study of the latter. By common consent, a course of Weighing and Measuring is now an essential part of school training in Elementary Mathematics. Care has been taken to keep the scope of the book well within the reach of the great majority of senior school children of both sexes.

Practical Mechanics. By SIDNEY H. WELLS, Wh.Sc., A.M. Inst.C.E., late Principal of the Battersea Polytechnic, London. An Elementary Manual for the use of Students in Science and Technical Schools and Classes. With 75 Illustrations and Diagrams. Fifth Edition. Crown 8vo, 3s. 6d.

A laboratory handbook containing all the mechanics part of the elementary science syllabus of the Headmasters' Association and the London Matriculation.

Intermediate Physics. By W. H. WHITE, M.A., B.Sc., A.R.C.Sc., Lecturer at the East London College and St. Mary's Hospital Medical School, Examiner in the University of London, etc. With many Diagrams. Crown 8vo, 7s. 6d. [Textbooks of Science.]

The book traces the establishment of the Principles of Physics and draws from modern everyday life abundant instances of their application, instead of giving detailed descriptions of time-honoured experiments. It amply covers the ground of the "Intermediate" examinations of London and other British Universities. Paragraphs are marked to facilitate its use by medical students, and some prominence is given to physiological matters.

Physics Examination Papers. By R. ELLIOTT STEEL, M.A., Science Master at Sherborne School. Crown 8vo, 2s. 6d.

[School Examination Series.

Papers on Sound, Light, Heat, Magnetism, and Electricity. Both bookwork and problems are included.

# TECHNOLOGY

(See also under "Domestic Science")

A Woodwork Class-Book. Beginner's Course. By H. Hev, Inspector of Day Manual and of Technological Classes, Surrey Education Committee, and G. H. ROSE, Headmaster, Coulsdon Council School, City and Guilds Woodwork Teacher. With full Diagrams and Photographs. 4to, 2s.

This class-book is the first of a series of three, in which the work is arranged on a threefold plan of Correlated Lessons in Drawing, Tools and Materials, and School Workshop Practice. The schemes have been approved by the Board of Education.

Manual Training Drawing (Woodwork). Its Principles and Application, with Solutions to Examination Questions, 1892-1905, Orthographic, Isometric, and Oblique Projection. By F. STURCH, Staff Instructor to the Surrey County Council. With 50 Plates and 140 Figures. Fcap., 5s. net.

A guide to the Examinations in Manual Training Woodwork of the City and Guilds of London Institute, the Board of Examinations for Educational Handwork, and the Examinations of the N.U.T., and for use in Secondary Schools and Training Colleges. It deals with the requirements in Geometrical and Mechanical Drawing of the Educational Department, University of London, London Chamber of Commerce, etc.

Carpentry and Joinery. By F. C. Webber, Chief Lecturer to the Building Trades Department of the Merchant Venturers' Technical College at Bristol. Sixth Edition. Crown 8vo, 3s. 6d.

[Textbooks of Technology.

An elementary textbook suitable for the Preliminary Grade of the City and Guilds of London Institute and as a book of reference for the apprentice.

Builders' Quantities. By H. C. GRUBB, Lecturer at Beckenham Technical Institute. Crown 8vo, 4s. 6d. [Textbooks of Technology.

This treatise has been compiled to assist students who are preparing for the examination in Builders' Quantities, held by the City and Guilds of London Institute; while those studying for other examinations, such as Honours Building Construction, held by the Board of Education, etc., will find it covers that portion of the syllabus relating to Quantities.

Engineering Workshop Practice. By CHARLES C. ALLEN, Head of the Department of Engineering, Technical Institute, Auckland. With 152 Illustrations. Crown 8vo, 3s. 6d. [Textbooks of Technology.

This deals with the manufacturing operations employed in modern workshops, and is intended chiefly for students who have opportunities of both examining and using the machines and tools required.

Répoussé Metal Work. By A. C. HORTH. Crown 8vo, 2s. 6d. [Textbooks of Technology.

This book provides students with a graded scheme of Sheet Metal Work for Schools, containing all the information necessary to those wishing to become expert,

electric Light and Power. By E. E. Brooks, B.Sc. (Lond.), Head of the Department of Physics and Electrical Engineering, Leicester Municipal Technical School, and W. H. N. James, A.R.C.S., A.M.I.E.E., Lecturer in Electrical Engineering, Municipal School of Technology, Manchester. With 17 Plates and 230 Illustrations. Second Edition. Crown 8vo, 4s. 6d. [Textbooks of Technology.

This work is an introduction to the study of Electrical Engineering, no previous knowledge being assumed, and very little mathematics being required.

It is intended mainly for students employed in electrical industries.

An Introduction to the Study of Textile Design. By ALDRED F. BARKER, Head of the Textile Department, Bradford Technical College. Demy 8vo, 7s. 6d. [Textbooks of Technology.

This work includes within its pages the information which the student of Textile Design should seek to thoroughly master during the first two years

he attends the Textile School.

A Textbook dealing with Ornamental Design for Woven Fabrics. By C. Stephenson, of the Bradford Technical College, and F. Suddards, of the Yorkshire College, Leeds. With 66 Full-page Plates and numerous Diagrams in the Text. Third Edition. Demy 8vo, 7s. 6d.

The subject-matter is arranged as far as possible in progressive order, and always with due regard to the practical application of ornament to the weaving process. Several chapters are devoted to the various methods of

building up all-over repeating patterns.

# Messrs. Methuen's Series

Particulars of the following Books will be found in the First Section of this Catalogue, under the Subjects. Further Series will be found under the Subjects, namely, Simplified French Texts, p. 12; Advanced French Texts, p. 13; New Geographical Series, p. 14; Simplified German Texts, p. 16; School County Histories, p. 21: Six Ages of European History, p. 24.

# The Beginner's Books

EDITED BY W. WILLIAMSON, B.A., F.R.S.L.

A series of elementary class books for beginners of seven to twelve years, or thereabouts. They are adapted to the needs of preparatory schools, and are suitable for the use of candidates preparing for the Oxford and Cambridge Preliminary Local and the College of Preceptors Examinations. The series will be especially useful to lead up to Methuen's Junior School Books. The author of each book has had considerable experience in teaching the subject, while special attention has been paid to the arrangement of the type and matter, which is as clear and concise as possible. The books are beautifully printed and strongly bound.

Easy French Rhymes. H BLOUET. 18.

Easy Stories from English Mistory. E. M. WILMOT-BUXTON. 18.

Stories from Roman History. E. M. WILMOT-BUXTON. 18. 6d. Stories from the Old Testa-

Stories from the Old Testament. E. M. WILMOT-BUXTON. 18. 6d.

Stories from the New Testament. E. M. WILMOT-BUXTON. 18.6d. A First Course in English. W. S. BEARD. 18. 6d.

A First History of Greece. E. E. Firth. 18. 6d.

Easy Exercises in Arithmetic. W. S. Beard. Without Answers, 1s.; With Answers, 1s. 3d.

Easy Dictation and Spelling. W. WILLIAMSON. IS.

An Easy Poetry Book. W. WILLIAMSON. 18.

## 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, CHOE-PHOROE, EUMENIDES. Translated by L.

Cicero — DE ORATORE I. Trans-

lated by E. N. P. Moor. 3s. 6d.

Cicero—SELECT ORATIONS. Translated by H. E. D. BLAKISTON. 5s.

Cicero — DE NATURA DEORUM.

Translated by F. BROOKS. 3s. 6d. Cicero — DE OFFICIIS. Trans

Translated by G. B. GARDINER. 28. 6d.

Horace - THE ODES AND EPODES.

Translated by A. D. Godley. 28.

Lucian—SIX DIALOGUES. Trans-

lated by S. T. IRWIN. 3s. 6d.
Sophocles — AJAX AND ELECTRA. Translated by E. D. MORSHEAD. 25. 6d. Tacitus — AGRICOLA and GER-

MANIA. Translated by R. B. TOWNSHEND. 25. 6d.

Thirteen Satires of Juvenal. Translated by S. G. OWEN. 2s. 6d.

## Commercial Series

EDITED BY H. DE B. GIBBINS, LITT.D. M.A Crown 8vo

A series intended to assist students and young men preparing for a commercial career, by supplying useful handbooks of a clear and practical character, dealing with those subjects which are absolutely essential in the business life.

The Principles of Book-keeping by Double Entry. J. E. B. M'ALLEN. 25.

A French Commercial Reader. S. E. BALLY. 25.

French Commercial Correspondence. S. E. BALLY. 28.

German Commercial Correspondence. S. E. BALLY. 28. 6d.

A German Commercial Reader. S. E. BALLY. 2S.

Commercial Geography of Foreign Nations. F. C. Boon. 25.

Commercial Law. W. D. EDWARDS. 28.

British Commerce and Colonies from Elizabeth to Victoria. H. DE B. GIBBINS. 25.

The Economics of Commerce. H. DE B. GIBBINS. 18. 6d.

Commercial Examination Papers. H. DE B. GIBBINS. 18. 6d.

A Primer of Business. S. JACK-SON. New and Revised Edition. 1s. 6d.

An Entrance Guide to Professions and Business. H. Jones. 1s. 6d.

A Commercial Geography of the British Empire. LVDE. 28.

A Short Commercial Arithmetic. F. G. TAYLOR. 18. 6d.

Précis Writing and Office Correspondence. E. E. WHITFIELD.

#### Junior Examination Series EDITED BY A. M. M. STEDMAN, M.A. Fcap. 8vo, 1s.

This series is intended to lead up to the School Examination Series, and is for the use of teachers and pupils in Lower and Middle Forms, to supply material for the former and practice for the latter. The papers are carefully graduated, cover the whole of the subject usually taught, and are intended to form part of the ordinary class work. They may be used viva voce or as a written examination.

Examination Junior French Papers. F. JACOB.

Junior English Examination Papers. W. WILLIAMSON.

Junior Arithmetic Examination Papers. W. S. BEARD.

Junior Algebra Examination Papers. S. W. FINN.

Examination Junior Greek Papers. T. C. WEATHERHEAD.

Junior Latin Examination Papers. C. G. BOTTING.

A Key to the above. 3s. 6d. net. Junior General Information Examination Papers. W. S.

A Key to the above. 3s. 6d. net.

Junior Geography Examination Papers. W. G. BAKER.

Junior German Examination Papers. A. Voegelin.

Junior History Examination Papers. W. O. P. DAVIES.

# Junior School Books

EDITED BY O. D. INSKIP, LL.D., AND W. WILLIAMSON, B.A.

A series of school class books. They are adapted to the needs of the Lower and Middle Forms of the Public Schools, and are suitable for the use of candidates preparing for the Oxford and Cambridge Junior Local Examinations.

A Class-Book of Dictation Passages. W. Williamson. 1s. 6d.

The First Book of Kings. A. E. Rubie. 25.

The Gospel according to St. Matthew. Edited by E. W. South. 18. 6d.

The Gospel according to St. Mark. Edited by A. E. Rubie. 18. 6d.

The Gospel according to St. Luke. Edited by W. WILLIAMSON. 2S.

The Acts of the Apostles. Edited by A. E. Rubie. 28.

A Junior English Grammar. W. WILLIAMSON. 25.

A Junior Greek History. W. H. Spragge. 2s. 6d.

A Junior Latin Prose. H. N. ASMAN. 28. 6d.

A Junior German Grammar. H. C. A. Seckler. 25. 6d.

Science. Physics by W. T. CLOUGH; Chemistry by A. E. DUNSTAN. 28. 6d.

Elementary Experimental Chemistry. A. E. Dunstan. 28.

A Junior Chemistry. E. A. Tyler. 2s. 6d.

A Junior French Grammar. L. A. Sornet and M. J. Acatos. 2s.

A Junior French Prose. R. R. N. Baron. 2s.

A Junior Geometry. N. S. Lydon. 28.

A School Latin Grammar. H. G. FORD. 28. 6d.

English Literature for Schools. E. E. Firth. 2s. 6d.

## Methuen's New Historical Series

EDITED BY THE REV. H. N. ASMAN, M.A., B.D.

These are the first volumes of a new historical series for Schools under the General Editorship of the Rev. H. N. ASMAN, M.A., B.D., Second Master of Owen's School, Islington. The series is on the lines of the recent Circular of the Board of Education on the teaching of history.

A History of England for Schools. In Three Volumes. Crown 8vo, 2s. 6d. each. Vol. I., to 1485. By H. J. Cape, M.A. Vol. II., 1485-1714. By L. Oldershaw, M.A. Vol. III., 1714-1910. By E. Bowver, B.A.

Stories from Ancient History. By E. BOWYER, B.A., B.Sc., Assistant Master Owen's School. Crown 8vo, 1s. 6d.

Stories from Modern History. By E. M. WILMOT-BUXTON, F.R. Hist. Crown 8vo, 1s. 6d.

#### School Examination Series

EDITED BY A. M. M. STEDMAN, M.A.

Crown 8vo, 2s. 6d.

These books are intended for the use of teachers and students—to supply material for the former, and practice for the latter. The papers are carefully graduated, cover the whole of the subject usually taught, and are intended to form part of the ordinary class work.

A. M. M. STEDMAN. Key. 6s. net.

A. M. M. STEDMAN. Key. 6s. net.

Greek Examination Papers.
A. M. M. STEDMAN. Key. 6s. net.

German Examination Papers. R. J. Morich. Key. 6s. net. Mistory and Geography Examination Papers. C. H. Spence.

Physics Examination Papers. R. E. Steel.

General Knowledge Examination Papers. A. M. M. STEDMAN. Key. 7s. net.

Examination Papers in English History. J. Tait Wardlaw.

## Stories from the Histories

EDITED BY E. M. WILMOT-BUXTON, F.R. Hist. Soc. With a Map. Crown 8vo, 1s. 6d. each

This series will embrace the history of all the chief countries of the world. It is hoped that by supplying a series of interesting stories these volumes will promote a desire for a more detailed knowledge and remove the general complaint that English children grow up ignorant of the great events and characters in the history of other nations. The first volumes are:—

Tales from Irish History. Stories from French History.
A. Birkhead, B.A. Taylor Dyson, M.A.

## Stories from the Great Writers

EDITED BY E. M. WILMOT-BUXTON, F.R. Hist. Soc.

Crown 8vo, 1s. 6d. each

In this series neidents have been selected from the works of the best writers and idged or retold to make them appeal to children. It is hoped that these stories will

abridged or retold to make them appeal to children. It is hoped that these stories will kindle a love for the works of the best writers and stimulate children to read, after schooldays, the originals and others by these authors. The first volumes are:

Stories from Dickens. JOYCE Stories from Chaucer. ADA COBB.

Stories from Bunyan. EDITH L. ELIAS.

## Stories from Old Romance

EDITED BY E. M. WILMOT-BUXTON, F.R. Hist. Soc.

Crown 8vo, 1s. 6d. each

These volumes will serve as an introduction to world literature as well as form literary readers that will appeal to children between the ages of eight and twelve in all classes of schools. They will also be found suitable gift-books for all young lovers of stirring romance and tales of chivalry. The first volumes are:—

Stories from Old French Ro- Stories from Old English Romance. E. M. WILMOT-BUXTON. mance. JOYCE POLLARD. Stories from Old Italian Romance. Susan Cunnington.

#### Textbooks of Science

Fully Illustrated. Crown 8vo

A series of textbooks for Secondary Schools and Schools of Science

A Preliminary Physiology. W.

NARRAMORE. 3s. 6d. Plant Life. H. F. JONES. 3s. 6d.

A Concise History of Chemistry. T. P. HILDITCH. 28. 6d.

Elementary Chemical Theory.
J. M. Wadmore. 3s. 6d.

A Textbook of Inorganic Chemistry. G. Senter. 6s. 6d.

The Complete School Chemistry. F. M. OLDHAM. 4s. 6d.

Practical Chemistry. Part I.

W. FRENCH. 18. 6d.
Practical Chemistry. Part II. W.

FRENCH and T. H. BOARDMAN. 18. 6d. A Senior Experimental Chem-

A Senior Experimental Chemistry, A. E. Dunstan. 3s. 6d.

A Textbook of Practical Chemistry for Technical Institutes. A. E. Dunstan and F. B. T. Thole. 3s. 6d.

An Introduction to Quantitative Analysis. S. J. M. AULD. 5s.

An Organic Chemistry for Schools and Technical Institutes. A. E. Dunstan. 28. 6d.

Second Year Organic Chemistry for Schools and Technical Institutes. F. B. T. THOLE. 2s. 6d. Third Year Organic Chemistry for Schools and Technical Institutes, T. P. Hilditch. 3s.

Qualitative Organic Analysis. F. B. T. Thole. 1s. 6d.

Modern Research in Organic Chemistry, F. G. Pope. 7s. 6d.

A. First Year Physical Chemistry. T. P. HILDITCH. 28.

Outlines of Physical Chemistry. G. Senter. New Edition. 58.

Physico-Chemical Calculations.
J. Knox. 2s. 6d.

Elementary Science for Pupil Teachers. W. T. Clough and A. E. Dunstan. 28.

Examples in Physics. C. E. Jackson. 28. 6d.

First Year Physics. C. E. JACKson. 1s. 6d.

Elementary Experimental Electricity and Magnetism. W. T. Clough. 28. 6d.

Examples in Elementary Mechanics. W. J. Dobbs. 58.

Practical Mechanics. S. H. Wells. 3s. 6d.

Intermediate Physics. W. H. WHITE. 78. 6d.

Technical Arithmetic and Geometry. C. T. MILLIS. 38. 6d.

# Textbooks of Technology

Fully Illustrated. Crown 8vo

How to Make a Dress. J. A. E. Wood. 1s. 6d.

Carpentry and Joinery. F. C. Webber. 3s. 6d.

Millinery, Theoretical and Practical. C. Hill. 2s.

Instruction in Cookery. A. P. Thompson. 2s. 6d.

An Introduction to the Study of Textile Design. A. F. Barker. Demy 8vo, 7s. 6d.

Builders' Quantities. H. C. Grubb. 4s. 6d.

Répoussé Metal Work. A. C. Horth. 2s. 6d.

E. E. Brooks and W. H. N. James. 4s. 6d.

Engineering Workshop Practice. C. C. ALLEN. 3s. 6d.

A Selection from Messrs. Methuen's List of

# BOOKS FOR SENIOR PUPILS AND SCHOOL LIBRARIES

(For the latter see also Messrs. Methuen's Prize Catalogue)

# A History of England

IN SEVEN VOLUMES
Edited by Charles Oman, M.A.

Demy 8vo, 10s. 6d. net, each Volume

MESSRS. METHUEN are publishing in seven volumes a new "History of England," from the earliest times down to the year 1900. The History is divided into seven broadly marked chronological periods, each of which is treated in a separate volume. The main object of the writers as a body is to present the reader with a clear narrative based on a careful review of the chief original authorities and the results of the most recent scholarship and criticism, and to observe in their handling a just balance between the purely political, the constitutional, and the social and economic aspects of the national evolution. At the same time special attention is devoted to making the narrative attractive and readable.

Each of the seven volumes contains about 500 pages of text, and is duly equipped with indices, maps, plans, and an adequate bibliography of the leading authorities, original and otherwise.

Footnotes and references are employed where necessary to explain statements, justify conclusions, or indicate important sources of information. Difficult or disputed questions which do not admit of proper treatment without marring the continuity of the narrative, are relegated to special appendices.

The Volumes and their Authors are as follows :-

I. England before the Norman Conquest. By Charles Oman, M.A., Fellow of All Souls', Chichele Professor of Modern History at Oxford. Second Edition. [Ready.

- II. England under the Normans and Angevins (1066-1272).

  By H. W. C. Davis, Fellow and Tutor of Balliol College, sometime Fellow of All Souls', Author of "Charlemagne." Second Edition.

  [Ready.]
- III. England in the Later Middle Ages. By KENNETH H. VICKERS, M.A., Exeter College, Oxford.
- IV. England under the Tudors (1485-1603). By ARTHUR D. INNES. Third Edition. [Ready.
- V. England under the Stuarts (1603-1714). By G. M. TREVEL-YAN, late Fellow of Trinity College, Cambridge. Fifth Ed. [Ready.
  - VI. England under the Hanoverians (1714-1815). By C. Grant Robertson, Fellow of All Souls', Tutor in Modern History to Magdalen College, Examiner in the School of Modern History in the University of Oxford.

    [Ready.]
- VII. England since Waterloo (1815-1900). By J. A. R. MARRIOTT, Lecturer and Tutor in Modern History and Economics at Worcester College, Oxford.
- A History of the Art of War in the Middle Ages. By CHARLES OMAN, M.A., Fellow of All Souls', Oxford, Chichele Professor of Modern History in the University of Oxford. From the Fourth to the Fourteenth Century. With 24 Plates. Demy 8vo, 10s. 6d. net.
- Chaucer and his England. By G. G. COULTON, M.A. With 32 Illustrations. Second Edition. Demy 8vo, 10s. 6d. net.

This book is chiefly designed as a picture of Chaucer the man, with a background of the world in which he lived.

The French Revolution. By THOMAS CARLYLE. A History in Three Parts—I. The Bastille; II. The Constitution; III. The Guillotine. With an Introduction, Notes and Appendices by C. R. L. FLETCHER, M.A., Fellow of Magdalen College, Oxford. With 9 Maps. Three Volumes. Crown 8vo, 18s.

A completely annotated edition, with a long introduction.

The Letters and Speeches of Oliver Cromwell. By Thomas Carlyle. With elucidations. Edited with Notes, Supplement and enlarged Index by S. C. Lomas, and an Introduction by C. H. FIRTH, M.A. Three Volumes. Demy 8vo, 18s. net.

This edition is brought up to the standard of modern scholarship by the addition of numerous new letters of Cromwell, and by the correction of many errors which recent research has discovered.

- The History of the Decline and Fall of the Roman Empire.

  By Edward Gibbon. Edited, with Introductions, Notes, Appendices,
  Index, and Maps, by J. B. Bury, M.A., Litt.D., LL.D., Regius
  Professor of Modern History at Cambridge. Illustrated. In Seven
  Volumes. Demy 8vo, gilt top, 10s. 6d. net each. Also crown 8vo,
  6s. each.
- A History of Egypt. By W. M. FLINDERS PETRIE, D.C.L., LL.D., Edwards Professor of Egyptology, University College, London. Fully Illustrated. In Six Volumes. Crown 8vo, 6s. each.

This history aims at being a student's reference book, which shall suffice for all ordinary purposes, while the information is given in such a way that the general reader may readily grasp it. Every fact and object has an authority stated for it. 48

A Sketch of Egyptian History from the Earliest Times to the Present Day. By Lady AMHERST of Hackney. With 30 Illustrations and 2 Maps. A New and Cheaper Issue. Demy 8vo, 7s. 6d. net.

A digest of the history of Egypt for travellers and students who have not time to consult the more voluminous works. The Nile sources and the country through which it flows are described, and the rulers traced from the Predynastic kings to the present Khedive.

A History of Russia from the Birth of Peter the Great to the Death of Alexander II. By W. R. Morfill, M.A., Oriel College, Oxford. With 12 Maps and Plans. Crown 8vo, 3s. 6d.

The book is founded on a study of original documents. A short summary of events has been added to bring it down to the present time.

The Republican Tradition in Europe. By H. A. L. FISHER. Crown 8vo, 6s. net.

In this book Mr. Fisher describes the course of Republican ideas in Europe from the fall of the Roman Empire to the foundation of the Republic of Portugal.

English Architecture. By T. D. ATKINSON, Architect. With 196 Illustrations. Fcap. 8vo, 3s. 6d. net.

This history is intended for the use of those who have no previous knowledge of the subject. It consists of, first, a description of the various styles from Saxon times to 1800; and, secondly, an account of particular classes of buildings: churches, religious houses, and private houses. There are many illustrations, chronological tables, a glossary, and a general index.

Schools of Painting. By MARY INNES. With 76 Illustrations. Second Edition. Crown 8vo, 5s. net.

This book is intended for schools, students, and the general reader, and offers a general view of the development of painting in Europe from the first century A.D. to the beginning of the nineteenth.

A Primer of Tennyson. With a Critical Essay. By W. MACNEILE DIXON, Litt.D., LL.B. Third Edition. Crown 8vo, 2s. 6d.

A short biography is followed by a critical examination of the poems and plays. An appendix contains a full bibliography.

A Primer of Wordsworth. By Laurie Magnus, M.A. Crown 8vo, 2s. 6d.

A short biography and critical essay on the poet's works.

The Political Thought of Plato and Aristotle. By E. BARKER, M.A. Demy 8vo, 10s. 6d. net.

The author traces the history of political thought in Greece to its culmination in Aristotle. Stress is laid on the teaching of Plato, and on Aristotle's debt to his predecessor; but the bulk of the work is occupied by an exposition of the leading ideas of Aristotle's *Politics*.

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



