

**PHYSICAL LABORATORY  
MANUAL FOR  
SECONDARY  
SCHOOLS AND COLLEGES**

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Physical Laboratory Manual for Secondary Schools and Colleges by Charles F. Adams

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**CHARLES F. ADAMS**

**PHYSICAL LABORATORY  
MANUAL FOR  
SECONDARY  
SCHOOLS AND COLLEGES**



PHYSICAL  
LABORATORY MANUAL

*FOR SECONDARY SCHOOLS  
AND COLLEGES*

BY

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## PREFACE.

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THIS manual is the outgrowth of several years of experience with pupils in the physical laboratory as well as of a study of the growth and development of laboratory work in secondary schools. The development of the work in my own hands has been attended with an elimination of qualitative exercises, or illustrative experiments, and a reduction of the number of exercises at first attempted. My experience and study lead me to believe that the best results are attained by comparatively few exercises, the greater part of them being quantitative in character. Quality of work, rather than quantity, should receive the most consideration. The tendency in my own work has been to strive after greater accuracy from year to year. To allow pupils to do quantitative exercises in a careless manner, with small regard for accuracy, is to do them an injury. Under these circumstances a quantitative exercise ceases to be such and becomes qualitative; and, moreover, it is a pretense and a sham. The position here taken as to number and kind of exercises is, I believe, in accord with the best thought and practice of the time. In support of this it is necessary only to mention the report of the Physical Conference to "The Committee of Ten."

In the selection of experiments and methods of procedure great care has been taken to adopt only those that are capable of giving results of a considerable degree of accuracy in the hands of pupils. Regard has also been paid to those demanding inexpensive and

durable apparatus. Perhaps to some a few of the exercises may appear to be too difficult, but it is believed that they should be such as to demand the very best thought and endeavor the pupils are capable of giving, while at the same time not being beyond their capacity.

In the presentation of the subject matter, it has been my aim to make the instructions so clear and explicit that the pupil need not go wrong, and to select that order of procedure that will give the best results. Here again accuracy has been one of the chief considerations. It has also been my endeavor to develop in the pupils the power of independent thinking, and to that end to withhold from them that which they ought to be able to think out for themselves. Very often too much help is given to the pupil in the laboratory rather than too little.

It is with pleasure that I acknowledge my indebtedness to the excellent manuals and text-books in common use, and to the many teachers and instructors in physical science from whom I have received valuable suggestions while preparing this work. I wish also to acknowledge my obligation to Prof. John O. Reed, of the University of Michigan, for valuable hints.

C. F. ADAMS.

DETROIT, MICH., October, 1896.



# CONTENTS

INTRODUCTION . . . . .	Page 9
------------------------	-----------

## CHAPTER I

### SIMPLE MEASUREMENTS

Exercise		
I.	The Diagonal Scale . . . . .	25
II.	The Vernier . . . . .	27
III.	The Micrometer Screw . . . . .	29
IV.	The Jolly Balance . . . . .	31
V.	Density of a Rectangular Prism . . . . .	33
VI.	Density of a Cylinder . . . . .	34
VII.	Density of a Sphere . . . . .	35

## CHAPTER II

### MECHANICS OF SOLIDS

VIII.	Elasticity of Bending: Length Constant . . . . .	36
IX.	Elasticity of Bending: Length Variable . . . . .	38
X.	Composition of Concurring Forces . . . . .	38
XI.	Composition of Parallel Forces . . . . .	40
XII.	Center of Gravity . . . . .	43
XIII.	Uniformly Accelerated Motion . . . . .	44
XIV.	The Pendulum: The Law of Length . . . . .	47
XV.	The Pendulum: Length of Arc . . . . .	50
XVI.	The Inclined Plane . . . . .	51

## CHAPTER III

### MECHANICS OF FLUIDS

XVII.	Downward Pressure in Liquids . . . . .	55
XVIII.	Lateral Pressure in Liquids . . . . .	57
XIX.	Upward Pressure in Liquids . . . . .	57

Exercise	Page
XX. Reading the Barometer . . . . .	58
XXI. Compressibility of Gases: Boyle's Law . . . . .	60
XXII. Density of Water . . . . .	63
XXIII. Buoyant Force: The Principle of Archimedes . . . . .	65
XXIV. Specific Gravity of Solids Denser than Water . . . . .	66
XXV. Specific Gravity of Solids less Dense than Water . . . . .	67
XXVI. Specific Gravity of Liquids by weighing a Solid in them . . . . .	69
XXVII. Specific Gravity of Liquids by Means of a Bottle . . . . .	70
XXVIII. Specific Gravity of Liquids by Hare's Method of Balanced Columns . . . . .	71

## CHAPTER IV

## HEAT

XXIX. Testing a Mercury Thermometer . . . . .	73
XXX. Coefficient of Linear Expansion . . . . .	75
XXXI. Expansion of Air under Constant Pressure . . . . .	78
XXXII. Specific Heat of a Solid: Copper . . . . .	80
XXXIII. Latent Heat of Melting . . . . .	82
XXXIV. Latent Heat of Vaporization . . . . .	84

## CHAPTER V

## MAGNETISM AND ELECTRICITY

XXXV. First Law of Magnets . . . . .	87
XXXVI. Effect of breaking a Magnet . . . . .	88
XXXVII. Mapping a Magnetic Field . . . . .	88
XXXVIII. Mapping a Magnetic Field by Iron Filings . . . . .	89
XXXIX. The Simple Voltaic Cell . . . . .	90
XL. Electromagnets . . . . .	93
XLI. Deflection . . . . .	94
XLII. An Electromotive Series . . . . .	96
The Tangent Galvanometer . . . . .	96
XLIII. Reduction Factor of a Tangent Galvanometer: By a Gas Voltmeter . . . . .	100
XLIV. Reduction Factor of a Tangent Galvanometer: A. By a Copper Voltmeter . . . . .	103
B. By a Silver Voltmeter . . . . .	104
XLV. A Polarization Curve . . . . .	106
XLVI. Joining Cells . . . . .	107

CONTENTS

7

Exercise		Page
XLVII.	Ohm's Law . . . . .	108
XLVIII.	Resistance of Wires by Wheatstone Sliding Bridge . . . . .	111
XLIX.	Measurement of Electromotive Force . . . . .	114
L.	Resistance of a Cell: Mance's Method . . . . .	116
LI.	Resistance and Electromotive Force of a Cell . . . . .	117

CHAPTER VI

SOUND

LII.	Scale Ratios . . . . .	119
LIII.	Vibrations of Strings: Law of Length . . . . .	121
LIV.	Vibration of Strings: Law of Diameter . . . . .	123
LV.	Vibration of Strings: Law of Tension . . . . .	124
LVI.	Vibration Rate of a Tuning-Fork . . . . .	126
LVII.	Velocity of Sound . . . . .	128
LVIII.	Velocity of Sound in Brass: Kundt's Method . . . . .	129

CHAPTER VII

LIGHT

LIX.	Photometry . . . . .	122
LX.	To measure the Candle-Power of a Lamp . . . . .	134
LXI.	Law of Reflection of Light . . . . .	134
LXII.	Position of an Image in a Plane Mirror . . . . .	136
LXIII.	Focal Length of a Concave Mirror . . . . .	136
LXIV.	Focal Length of a Convex Lens: . . . . .	
A.	By Direct Sunlight . . . . .	138
B.	By a Distant Object . . . . .	139
LXV.	Focal Length of a Convex Lens: By Parallax . . . . .	139
LXVI.	Focal Length of a Convex Lens: By a Telescope . . . . .	140
LXVII.	Focal Length of a Convex Lens: By Conjugate Foci . . . . .	141
LXVIII.	Conjugate Foci . . . . .	142
LXIX.	Images formed by a Convex Lens . . . . .	144
LXX.	Index of Refraction of Water . . . . .	145
LXXI.	Angle of a Prism . . . . .	147
LXXII.	Index of Refraction of Glass . . . . .	148
TANGENT AND SINE OF AN ANGLE . . . . .		152
APPENDIX . . . . .		153
Tables . . . . .		168