

"school" and accordingly—after discussion with Drs. A. L. Kroeber and Paul Radin, two other one-time students of Boas—I feel compelled to register my vehement, uncompromising dissent.

To take only two predecessors, E. B. Tylor emphatically did not indulge in wild guesses nor did he collect anthropological facts as a philatelist collects stamps; and Lewis H. Morgan, his misconceptions to the contrary notwithstanding, created absolutely new lines of fruitful inquiry in which the "romantic lover of primitive things" would be very unhappy indeed.

As for contemporaries, Boas highly esteemed such men as Karl von den Steinen, Eduard Hahn, Eduard Seler; and irrespective of divergences of opinion he

recognized the ability of Daniel G. Brinton and Wm. H. Holmes. The notion that he was a culture hero of the type featured by aboriginal folklore, a bringer of light out of total darkness, was intensely distasteful to him; he explicitly repudiated it in a letter to me (December 30, 1937). I have tried elsewhere to sketch Boas's unique services to science. They were sufficiently great not to require the belittlement of others, which must inevitably evoke legitimate resentment, ruffling national no less than personal sensibilities. *De mortuis nil nisi verum.*

ROBERT H. LOWIE

UNIVERSITY OF CALIFORNIA,  
BERKELEY

## SCIENTIFIC BOOKS

### PHYSICAL CHEMISTRY

*Elementary Physical Chemistry.* By MERLE RANDALL and LEONA ESTHER YOUNG. xiv + 455 pp. Berkeley, Calif.: Randall and Sons. 1942. \$4.50.

THE chief novelty of this text is the unusual arrangement of subject-matter. Early chapters deal with vaporization, distillation, solubility product, dissociation of electrolytes, hydrolysis and indicators. Gases are first discussed in detail in Chapter XIII; and as a matter of fact, from this point on the remaining material is presented in a more orthodox sequence. The purpose is "... to utilize the experiments performed by students in the elementary organic and quantitative laboratories as the basis of establishing the fundamental principles of modern thinking in this field."

The authorship guarantees a presentation with a strong thermodynamic bias, though this does not extend to a detailed discussion of the laws of thermodynamics. However, the language is the language of thermodynamics. The selection of material likewise betrays a preoccupation with thermodynamics or, more particularly, with the common equilibrium systems. Thus, such topics as atomic and molecular structure, crystal structure, colloidal systems and reaction mechanism receive only a legal minimum of attention.

Providing the remainder of the curriculum is closely attuned, this might be a very useful text. Helpful adjuncts are the numerous problems, tables and figures.

*Experimental Physical Chemistry.* By W. G. PALMER. xii + 321 pp. Cambridge, England: Cambridge University Press. 1941. \$2.75.

THIS laboratory manual follows accepted lines for the most part. Chapters are devoted to densities of gases and vapors, crystallization and the properties

of crystals, solutions and solubility, dilute solutions, thermochemistry, ionization, velocity of chemical reaction, surface chemistry. Optical instruments and their uses are not discussed.

Each experiment is preceded by a brief theoretical introduction. Detailed procedures are given, and there is usually a completely worked example. A point is made of the simplicity of the apparatus required. A number of the experiments are of a qualitative nature.

The text should be useful in an elementary course in physical chemistry, though it is not clearly superior to other texts on the market.

ROBERT N. PEASE

### ORGANIC CHEMISTRY

*The Quadri-Service Manual of Organic Chemistry.* By EDWARD DEGERING. 221 pp. Houghton Mifflin Company. 1942. \$2.50.

THE author has introduced a novel presentation of organic laboratory material and the scope of experiments included shows a definite shift from the traditional type of organic laboratory manual. The experiments are designed to cover the aliphatic and aromatic series and the planning is such that experiments may be chosen from both series for a one-semester course primarily for premedical students. The introduction of organic experiments on a semi-micro basis is a valuable contribution and will no doubt impress upon the student the importance of maintaining his laboratory techniques throughout his organic chemistry training. Objective type tests are included throughout the manual primarily as a method of review. However, the value of these tests for the beginning organic chemistry student is a debatable question. The reviewer feels that the objective type tests in organic chemistry can be a teaching aid only after the completion of the elementary course in or-