

planetary perturbations soon smear out any record of the original direction or distance of fall toward the sun. Even if we could observe all comets within 10 or 20 astronomical units of the sun, the key to their origin would lie in recognizing the new ones that preserve some record of the initial conditions.

THORNTON PAGE

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Exposures in Lunar Photography

If the errors in *Outer Space Photography for the Amateur*, reviewed by Charles H. Smiley in a recent issue of *Science* [133, 271 (1961)], are typified by the example given in the review, they must be "few and . . . unimportant" indeed.

It is well known among astronomers that the full moon is about nine times as bright as the first and last quarters. But since the quarter moon is only half illuminated, the surface brightness of the full moon is only about four and a half times that of the quarters. Thus, the book's suggestion that the exposure for the quarter moon be four times that for the full moon is substantially correct, and the reviewer's "correction," giving the factor of nine, is wrong.

However, to paraphrase the reviewer, if a professional overexposes his first moon photograph, he can make corrections on his second try.

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I shall leave my statement as it is, with the factor nine. Young's arithmetic is satisfactory, as far as it goes, but some judgment is needed in addition. The full moon, flat-lighted, is low in contrast; most astronomers expose and develop to increase the contrast. If one is to develop to a high gamma and yet have a reasonable maximum density, one will choose an exposure on the low side, down one or two stops from that indicated by Young's arithmetical solution.

For the moon at either quarter, the situation is different. Then the interesting lunar area is that near the terminator, where the natural contrast is high. One may reasonably choose to expose for the partly illuminated areas and develop for less than full contrast. One might also take into account the fact that the surface brightness of the moon at first quarter is about 20 percent greater than at third quarter.

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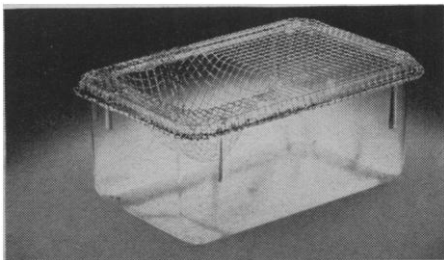


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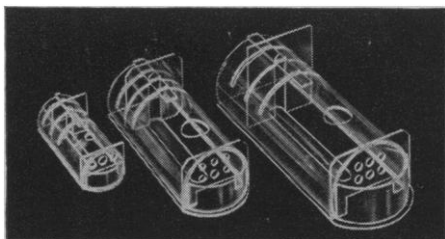
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to worry about overexposing or underexposing by a factor of two. With color, it is different; the arithmetician's solution may not be satisfactory for either the sun-lit or the earth-lit portion of a thin crescent moon.

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Inquiry into Racial Differences

I agree with the ideas expressed in the letter by Leon S. Mickler on "Racial differences" [*Science* 133, 202 (1961)].

The proposition that all races are genetically equal in mental abilities has become a part of conventional wisdom, but, in my opinion, none of the supporting evidence meets requirements for proof. It is also unproven that racial differences in mental abilities and achievement have a genetic basis, but it seems to me that the weight of evidence is strongly in favor of this conclusion. The lack of culture-free tests of abilities, problems of sampling and control, and the fact that racial groups are not pure are all barriers to proof. There are methods of studying the problem that have not been tested, and the question could be answered with reasonable certainty, although the procedures would be tedious and costly. We should support inquiry and debate of this question for two reasons. First, science should continue as the free pursuit of knowledge; we should make no rules which stop people from thinking. Second, additional information on racial differences may be required in order for society to work intelligently toward removing the causes of racial problems.

I agree with Mickler that new information on the genetic basis of mental abilities should not threaten the legal or moral rights of any race. It is possible, however, to hold to the principle that each individual be appraised on his aptitudes and behavioral standards without regard to race and, at the same time, to face the possibility that the random mixing of races in schools and housing as a means of achieving desegregation is neither scientifically sound nor morally right. It may well be, if civilization survives and racial bias disappears and each individual is free to move ahead according to his aptitudes and drives, that, although individuals of every race will achieve excellence in every field, there will continue to be important racial differences in interests, aptitudes, and kind of achievement.

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