AN INTRODUCTION TO ORGANIC CHEMISTRY

WILLIAM H REUSCH

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figure number

- 3.1 Infrared spectrum of 1,2-dichloroethane
- P3.3 Infrared spectrum of carbon tetrachloride
 - 4.1 Infrared spectrum of limonene
 - 4.2 Pmr spectrum of limonene
 - 8.2 Infrared spectrum of 3-methyl-2-buten-1-ol
 - 8.3 Pmr spectra of methanol
- 13.3 Pmr spectra of N,N-dimethylformamide

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figure number

- 2.7 Pmr spectrum of n-octane
- 3.2 Pmr spectra of 1,2,2-trichloropropane and 1,2-dibromo-2-methylpropane

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- P4.1 Pmr spectra of α and β -pinene
 - 8.5 Pmr spectrum of trimethylene oxide
 - 8.14 Pmr spectrum of isopropyl mercaptan
 - 9.11. Pmr spectra of p-cymene and p-methylanisole
- 11.4 Pmr spectra of α -methylbenzylamine and morpholine
- 12.3 Pmr spectra of n-butyraldehyde and p-chloroacetophenone
- 13.3 Pmr spectra of p-ethoxyacetonilide and methyl methacrylate

AN INTRODUCTION TO ORGANIC CHEMISTRY

PREFACE described the described the development of the development of

IN CHOOSING an organic chemistry text from the assortment of introductory books now available, teachers of this subject must evaluate the relative importance of the many features—some common, some unique—that each book offers their instructional program. This is by no means a trivial task, and I hope my comments here will prove helpful to those facing such a decision. In the long run, of course, it will be the student users of a text who will determine its instructional value.

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My purpose in writing this book has been to provide a thorough but concise introduction to the most important and fundamental principles of organic chemistry. In this effort I have tried wherever possible to show the importance of the experimental evidence on which these principles are founded. Innovations in presentation have been made where a clear improvement in understanding results. However, traditional approaches of proven effectiveness have been retained, and no changes were made just for the sake of being different. I believe that careful inspection—or better yet, use—of this text will disclose a freshness of approach, a clarity of exposition, and a variety of content which make it unique. In the following paragraphs I have outlined some important features that make this book an ideal text for a beginning course in organic chemistry.

By a judicious selection of topics, this book has been kept to a reasonable size for use in a one-year course serving both chemistry majors and nonmajors. To this end, I have tried to emphasize those aspects of organic chemistry that are truly central and necessary if understanding is to be achieved, and in cutting topics I have chosen to sacrifice breadth rather than depth of coverage. As a consequence of this decision, instructors may find some old friends missing (the benzoin condensation) or treated only in the supplemental problems (the haloform reaction). I apologize if I have ruffled any feathers with these omissions, but I firmly believe that it is unrealistic to ask beginning students to familiarize themselves with all important reactions and mechanisms in one year.

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I designed and wrote this book to serve as a teaching text, and not as an encyclopedia. Since it is good pedagogy to develop complex subjects gradually, this results in some important topics being discussed progressively in different sections of the book. For example, Brønsted acid-base concepts are first treated in conjunction with E2 elimination reactions (Chapter 3), placed in a quantitative framework during the development of aromaticity (Chapter 9), and then reviewed and further refined in Chapters 12 and 14. A similar sequential development is used for spectroscopy, bonding, and electrophilic aromatic substitution. My guideline here has been to carry the exposition of a subject only to that stage actually used in accompanying discussions. If a later topic requires a more sophisticated treatment, the necessary elaboration is provided at that time.

I have chosen a functional-group organization for the first fourteen chapters of the text. The effectiveness of this approach has been established many times, and within this context particular emphasis is placed on the structure and reactivity of common classes of organic substances. The order of presentation is arranged so that the characteristic reactions of one functional group illustrate preparations of subsequently discussed groups. Most commonly used organic compounds come from petroleum or coal; the book therefore begins with a discussion of alkane and cycloalkane chemistry (mainly combustion and halogenation), followed immediately by a chapter on alkyl halides. This allows a very early treatment of substitution and elimination reactions, which in turn lead naturally to chapters on alkenes, alkynes, and alcohols.

The characteristic reactions of each functional-group class are organized according to reaction types and simple mechanistic concepts. In this way key similarities and differences between functional classes are underlined, making it easier for students to manage the large number of reactions they are encountering for the first time.

The importance of chemical reactions in effecting specific molecular transformations (that is, as tools for synthesis) is clearly described, and a summary of key reactions, organized according to use, is given in a separate section following the last chapter. However, the degree to which synthesis should be emphasized has been left up to the instructor, since in my opinion nonmajors need not be well versed in this skill. For those wishing to stress synthesis, brief reviews of important preparation methods are given in turn for alkenes, alkynes, alcohols, amines, and carbonyl compounds. Furthermore, the ability to devise two- or three-step reaction sequences leading to specific compounds is gradually nurtured by carefully chosen problems, and more complex synthesis pathways are discussed in the chapters on carbonyl compounds and carboxylic acid derivatives. Finally, a comprehensive treatment of the strategy and methodology of synthesis is provided in Chapter 19. The chemistry major should find this a stimulating and useful review of the entire subject.

A clear distinction between fact and theory is maintained throughout. Reaction mechanisms are useful in correlating, organizing, and remembering experimental observations. However, if mechanisms are presented in a manner that overemphasizes their importance, we risk establishing a situation in which students memorize mechanisms rather than reactions, often with a minimum of understanding. In accordance with this

principle, I have also chosen to discuss theoretical bonding models at several different points, increasing the sophistication of the model as required by the case under consideration. A simple covalent electron-pair model is used in the introductory chapters; then a σ,π bonding model is presented for use with alkenes and alkynes. This model is subsequently elaborated for aromatic systems, a subject which also lends itself to a comparison of resonance and molecular-orbital models. Orbital-symmetry considerations are treated in still a later chapter (16).

In accordance with my effort to show the experimental foundation of organic chemistry, important spectroscopic tools (notable pmr and infrared spectroscopy) are introduced in the first chapter and are used over and over again in subsequent chapters. In my opinion pmr spectroscopy is particularly suitable for beginning students because the chemical-shift concept serves to illustrate and reinforce the recognition of structurally equivalent groups of atoms, a facet of organic chemistry that is often troublesome for the novice. Furthermore, pmr is easier to understand and yields more immediately useful information than infrared spectroscopy. The treatment of pmr in Chapter 1 is very elementary and dwells only on the chemical-shift concept. The student is made aware of spin-spin splitting effects, but a full exposition of this aspect of nmr spectra is deferred to Chapter 8.

Naturally occurring compounds representative of each functional group are presented and discussed in turn in each chapter. An artificial distinction between synthetic compounds and natural products is thus avoided. This incorporation of biologically related substances and topics begins in Chapter 1 with the subject of isomerism (progesterone and tetrahydrocannabinol are isomers) and continues in later chapters with topics as diverse as insect pheromones, nerve-signal transmission, transformations of vitamin-D precursors, and biosynthetic pathways. Because I consider proteins and carbohydrates to be special cases, involving relatively subtle variations on given structural themes, I have chosen to develop these topics separately, in Chapters 17 and 18.

Within the limitations implied by an arrangement of topics according to functional groups, this book is organized in a way that allows for flexibility of use to meet a variety of instructional needs. Each important topic and subtopic is identified by a heading, so that the instructor can easily rearrange or select material for reading assignments. In teaching chemistry majors, for example, many instructors may wish to consolidate the aromatic-substitution discussion in Section 15.2 with that in Chapter 10. For a short nonmajors course, the treatment in Chapter 9 (and 10) is adequate.

Elaboration of the fundamental facts and principles developed in the first fourteen chapters may proceed in any of several directions with the final group of special-topic chapters. One of these, Chapter 15, provides a unique review of earlier material in the context of interacting functional groups. Another, Chapter 16, discusses two important classes of nonionic reactions. Chapters dealing with carbohydrates, proteins, and the strategy of organic synthesis complete this group. Although these special chapters may be taken up in any order, the chapter on synthesis is more effective if it is preceded by the material on interacting functional groups.

x PREFACE

As an aid to the beginning student, important terms and concepts are summarized at the end of each functional-group chapter. In addition, problems designed to probe the reader's understanding of important topics and to extend a particular line of reasoning are inserted throughout the text. Complete answers to all these problems are provided at the end of the book. These text problems are buttressed by additional problem sets at the end of each chapter. Answers to the latter problem sets are given in a separate study guide and solutions manual, prepared by Prof. Ronald Starkey of the University of Wisconsin, Green Bay. Students undertaking a self-instruction program in organic chemistry will find this study guide especially helpful.

Many people have helped produce this book, and any success it may enjoy is due in part to their efforts. Professors Peter Yates and Frank Lambert provided helpful commentary as the manuscript was being written. This "feedback" helped avoid a major rewriting of the first draft. Other valuable reviews of part or all of the text were conducted by

Carl Djerassi	Peter Yates	Roland Flynn
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Ronald Starkey not only assembled the problem sets at the end of each chapter, but also read the entire manuscript and offered many constructive suggestions. His study guide and solutions manual reflects both his years of teaching experience and his intimate association with this book. The artwork which enhances and clarifies many technical discussions was prepared by Basil Wood; Rosetta Reusch did most of the indexing.

Finally, special thanks are due two persons. Nancy Clark guided the manuscript and its author through the labyrinth of events leading to a published book. Her professionalism and attention to detail are evident throughout this text. Fred Murphy, President of Holden-Day, demonstrated unflagging enthusiasm and patience during the long years I spent writing this book. His role in encouraging me to undertake the project and in assembling a superb production team is deeply appreciated.

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East Lansing
December 1976

William H. Reusch

TO THE STUDENT

WHETHER you approach the study of organic chemistry enthusiastically or with reluctance and trepidation, you may find the following guidelines helpful in achieving mastery of the subject.

First, the study of organic chemistry is in many respects similar to the study of a foreign language. There is, for example, a new vocabulary of terms and symbols. Indeed, reaction equations are essentially sentences describing the consequences of certain experimental operations. As with a language, most of what you learn will be used constantly thereafter. You must therefore try to acquire a firm foundation of fact and principle through a regular program of study and practice (problem solving).

Second, the mastery of organic chemistry will require a significant memorization effort on your part. Some students tend to regard memorizing as an inferior alternative to understanding; however, these two important qualities are so complexly intertwined they cannot be artificially separated in this fashion. One of the best methods of learning organic chemistry is to organize its multitude of facts according to certain well-established principles of structure and reactivity. In this way understanding and memorization can be achieved together. The major difficulty you may encounter in this approach is that many interesting and thought-provoking questions of "how" and "why" are not easily answered. Ironically, a beginning student's desire for full and straightforward explanations sometimes exceeds the professional chemist's knowledge and ability to provide answers. For this reason organic chemistry is still a lively and exciting subject.

CONTENTS

preface	vii	
to the stu	dent	xxvii

1	FUND	AMENTAL	FACTS	AND	PRINCIPL	ES	1
---	-------------	----------------	--------------	-----	----------	----	---

1.1 DETERMINATION OF MOLECULAR FORMULA

purification methods

combustion analysis

composition

empirical formula

molecular formula

mass spectroscopy

1.2 DETERMINATION OF STRUCTURAL FORMUL

the problem of isomerism

diffraction analysis molecular spectroscopy

10

infrared spectroscopy

12

electronic and rotational spectroscopy

nuclear-magnetic-resonance spectroscopy

1.3 THEORETICAL MODELS FOR MOLECULAR STRUCTURE 19

the ionic bond

the covalent bond 20

molecular geometry

22

charge distribution 23

1.4 CHEMICAL REACTIVITY

types of organic reactions

reaction mechanisms

26

reactive intermediates 28

functional groups 29

SUMMARY 31

PROBLEMS 32

2 ALKANES AND CYCLOALKANES 35

2.1 NOMENCLATURE AND REPRESENTATION 35 nomenclature of simple alkanes 35 representation of molecular structure 36 conformations 39

40

2·2 PROPERTIES OF ALKANES 43 physical properties 43 spectroscopic properties 46

2.3 CHEMICAL REACTIVITY OF ALKANES

the IUPAC nomenclature system

combustion 46 heat of reaction 47 bond energies 47 halogenation 51 chlorination of methane 51

other alkanes

2-4 REACTION-RATE THEORY 54

energy of activation 55 the probability factor 57

2.5 CYCLOALKANES 59
stereoisomerism of substituted cycloalkanes 60
ring strain 61
conformations of cycloalkanes 63
chemical reactivity 68

SUMMARY 68

3 ALKYL HALIDES 7

PROBLEMS

3.1 NOMENCLATURE OF ALKYL HALIDES 74

3.2 PROPERTIES OF ALKYL HALIDES

physical properties 74

infrared spectroscopy 75

pmr spectroscopy 76

conformational effects 78

3·3 NUCLEOPHILIC SUBSTITUTION REACTIONS AT CARBON 79
structure and reactivity 79
reaction-rate studies 80

3.4	THE S _N 2 MECHANISM 81
•	transition-state configuration 82
	nucleophilicity 8 83 MIA OT SOLDA GETERORIS TO MORTICIA 1 3
	Manicounikar's rule 128
3.5	THE S _N 1 MECHANISM 84
	solvent effects 85
	the rate-determining step 86
	stereochemistry of $S_{\rm A}1$ reactions of 87 TOA 21923 30 MONTHIGA \$ 3
3.6	CARBONIUM-ION INTERMEDIATES 88
0 0	carbonium-ion stability 88
	the Hammond postulate 89
	molecular rearrangement 190 dvA 3M3MAAD3M MOTTIGGA 8-8
3.7	ELIMINATION REACTIONS 1 91 HABELA TO MORANGORO 4-2
	the E2 mechanism 92
	the Saytzeff rule 92
	transition-state configuration 93
	basicity and acidity 94
	the E1 mechanism 96
	ozane reactions 142
3.8	ORGANOMETALLIC COMPOUNDS 97 0 440 10 14 16 16 16 16 16 16 16 16 16 16 16 16 16
	formation of organometallic compounds 97
	reactions of organometallic compounds 98
	SUMMARY 100 POLYMENIZATION AND POLYMENIZATION TO
	PROBLEMS 101
	S 9 ADDITION SEACTIONS OF CYCLOPROPASO (LED
AT	WENTS
AL	KENES 107 TELL YEARINGS
4.1	NOMENCLATURE OF ALKENES AND CYCLOALKENES 108
4.2	STRUCTURE AND PROPERTIES OF ALKENES 110
	spectroscopic properties 110
	GCL GINY MEN
	stereoisomerism of alkenes 112
4.3	THE LCAO BONDING MODEL 115
	sigma bonding 116 14 30 STITISTONE CHA SKUTTJUTTE 2-8
	pi bonding 118 Ter additional transfer of the property of the
	tau bonding 120 881 software particular and bas in unique
. 1	spectroscopic propentes . 159
4.4	STRUCTURE AND STABILITY IN ALKENES 121
	heats of hydrogenation 121
	thermodynamic stability 122 14A 30 SUOTTOARD MOTTERED E-
	SUMMARY 124
	OUMMANT 124

PROBLEMS

125

.	RE	ACTIONS OF ALKENES 127
	5 · 1	ADDITION OF BRØNSTED ACIDS TO ALKENES 127
		Markovnikov's rule 128
		mechanism for addition reactions 129
		testing the mechanism 130
		the rate-debularing step 86
	5·2	
		halogen addition 132
	,	hypohalous acid addition 133
		diborane addition 133
	5.3	ADDITION MECHANISMS AND STEREOCHEMISTRY 135
	5 · 4	COORDINATION OF ALKENES WITH TRANSITION METALS 138
	5.5	OXIDATION REACTIONS OF ALKENES 140
		oxidation-reduction terminology 140
		hydroxylation 140
		ozonolysis 142
		ozone reactions 142
		mechanism of ozonolysis 8144 ROTMOD RELIATINGMADED 8-4
		formation of regionserfallic compounds 27
	5.6	ADDITION OF RADICALS TO ALKENES 144
	5.7	DIMERIZATION AND POLYMERIZATION 145
	5.8	ADDITION OF CARBENES TO ALKENES 148
	5.9	ADDITION REACTIONS OF CYCLOPROPANE 149
		SUMMARY 151 TOT SELECTED STANDING
		PROBLEMS 152 DE SALENES AND COLOR MONTH OF THE SALENES AND COL
		LA STRUCTURE AND PROPERTES OF AURENCE. 10
5	AL	KYNES 155 0.01 asitra-gord propagationage
		stere alsomerism of alkenes 112
	6.1	NOMENCLATURE OF ALKYNES 156
	6.2	STRUCTURE AND PROPERTIES OF ALKYNES 157
		structure-composition relationship 157
		structural and bonding characteristics 158
		spectroscopic properties 159
		acidity of ethynyl hydrogen atoms 160
	6.3	ADDITION REACTIONS OF ALKYNES 162
		thermostynamic at the control of the

· hydrogen addition

162

reactions with electrophilic reagents 163	8 ALCO
halogen 163 Brønsted acids 163 A GJOHOVJA TO INUTAJONEM	
hydration and tautomerism 164	
the nucleophilicity of alkynes 166	8-2-PR
reactions with nucleophilic reagents 167	
ctroscopic graperties 209	
6.4 ADDITION REACTIONS WITH DIBORANE 168	8-3 SPI
6.5 OXIDATION REACTIONS OF ALKYNES 169	
6.6 DIMERIZATION, TRIMERIZATION, AND POLYMERIZATION	169
SUMMARY 172 SUBSTITUTE OF ALL SUMMARY AND ALL SUMARY AND ALL SUMMARY AND ALL SUMMARY AND ALL SUMMARY AND ALL SUMARY AND ALL SUMARY AND ALL SUM	8-4 CH
PROBLEMS 173 strains brue allowants in gall-seed from gath	
ECTROPHILIC SUBSTITUTION AT OXYCEN 223	1.EL 8-6
STEREOCHEMISTRY 177	
7-1 OPTICAL ACTIVITY 177	
plane-polarized light 177	
optical isomerism 179 AS MONTUTITE TO SERVICE STATES	
7-2 ENANTIOMERISM 180	
elements of symmetry 181 aguarg patients on abitan stagging	
axis of symmetry 181 g sommix to silver par grainage	
mirror plane of symmetry 182	
center of symmetry 182	
molecular chirality 183	
racemic modifications 186 55 noisperson whom the no make	
7-3 DIASTEREOISOMERISM 187	
7.4 RESOLUTION OF ENANTIOMERS 189	ue .
7.5 CONFIGURATION 191	93
the structural dilemma 191	
configurational notation 192	9 ARON
the Cahn-Ingold-Prelog nomenclature rules 193	
7-6 CONFORMATIONAL ANALYSIS 196	92.20
SUMMARY 199 At . while the authority and authority	200
REFERENCES 200 RESERVED TO REPORT OF SHIPLES CALCULATED TO THE PROPERTY OF SHIPLES CALCULATED TO THE PROPERT	
PROBLEMS 200 SENSENES FOR SENSENES	LOT C D
AURITOR POUR 9 10 DEFINE SERVICE SERVI	

· 1	NOMENCLATURE OF ALCOHOLS AND ETHERS 206
	HOMEHOLIE OF HEODITOES HELD ELLENGING
.2	PROPERTIES OF ALCOHOLS AND ETHERS 208 hydrogen-bonding effects 208 spectroscopic properties 209
.3	SPIN-SPIN INTERACTIONS 211
	predicting spin-spin splitting patterns (213)
	the spin-spin coupling constant 214
	proton exchange and spin-spin coupling 215.
٠4	CHEMICAL REACTIVITY OF ALCOHOLS AND ETHERS 217
	acidity and basicity of alcohols and ethers 219
٠5	ELECTROPHILIC SUBSTITUTION AT OXYGEN 221
	ester formation 221 YHTEIMHHOORH
	Williamson ether synthesis 222
	oxirane formation 224
٠6	
	sulfonate esters as leaving groups 225
	sulfite and phosphite ester intermediates as leaving groups 227
	conjugate acids as leaving groups 229
	ring-opening reactions of oxiranes 230
_	mirror plane of symmetry 182
.7	ELIMINATION REACTIONS 231 CSI prismage to release
	dehydration 231 and splitting values from
	oxidation and dehydrogenation 233
.8	THIOLS, SULFIDES, AND PEROXIDES 235
	TO MORE TOOLOGICAL CONTROL
	SUMMARY 237 AS ASSEMBLITMAND TO MOTTUJORER
	PROBLEMS 239
	COMPREDIMENTON
	the structural difference. TVI
\K	OMATIC COMPOUNDS 245
·1	THE BENZENE PUZZLE 246
	CONTORMATIONAL ANALYSIS: 19-
.2	CONJUGATED DIENES AND POLYENES 248
.2	thermodynamic stability 248 ultraviolet-visible spectroscopy 250
	3 ·4 ·5 ·6

9.3 THEORETICAL MODELS FOR BENZENE

256

the molecular-orbital model

the resonance model

. .

302

304

REACTIONS OF PHENOLS

substitution reactions at oxygen

acidity of phenols

259

		substitution at carbon 305
		reactions at the aromatic ring 305
	10.6	QUINONES . 307 (100 kgostortoga eldisti lelojantilu
	10.7	NONBENZENOID COMPOUNDS RELATED TO PHENOLS 309
	10.8	BENZYL AND ALLYL HALIDES AND ALCOHOLS 310
		$S_N 2$ reactions of benzyl halides 310
	889	S _N 2 reactions of allyl and propargyl halides 312
		$S_N 1$ reactions of benzyl derivatives , 313
•		S _N 1 reactions of allyl derivatives 315
		stability of benzyl and allyl intermediates 316
•		sulforgalon 269
		SUMMARY 317 Communication of the state of th
		PROBLEMS 319
		oxidation of alkyl side chabi 272.
	4 3 6 1	NIEGO LA CONTRACTOR AND ANTERIOR ANTERIOR AND ANTERIOR ANTERIOR ANTERIOR ANTERIOR ANTERIOR ANTERIOR ANTERIOR ANTERIOR ANTE
11	AMI	INES 323 YTPOUTANCRA TO AMETER 7.9
	11.1	NOMENCLATURE OF AMINES 323
	11.2	900
	11.2	200
*	•	dikalous 323
		hormones and drugs 327
	11.3	STRUCTURE AND PROPERTIES OF NITROGEN COMPOUNDS 328
		bonding and stereochemistry 328
		a modified structure-composition relationship 329
		hydrogen-bonding effects in amines 330
	•	spectroscopic properties 330
		basicity of amines 333
		# N S
	11 · 4	ELECTROPHILIC SUBSTITUTION AT NITROGEN 335
		N-alkylation 335
		N-acylation and sulfonation 337
		N-nitrosation 338
		N-oxidation 339
		DICTUACEMENT AND PLIMINATION OF NITROCEN FROM ALIBUATIC AMINES
	11.5	132
		quaternary saits as leaving groups 540
		amine oxides as leaving groups 342
	11.6	RING-SUBSTITUTION REACTIONS OF AROMATIC AMINES 343
	11.7	REACTIONS OF ARYL DIAZONIUM SALTS. 344
		displacement of nitrogen 344
		the S _N 1 mechanism 345
		radical decomposition 346

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