### AN ADVANCED COURSE OF INSTRUCTION

IN

## CHEMICAL PRINCIPLES

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#### **PREFACE**

In this book are presented the results of the authors' many years' experience with their own classes in the development of a thorough course of instruction in the laws and theories of chemistry from quantitative standpoints. The course is intended for junior, senior, or graduate students of physical chemistry in colleges, scientific schools, and universities, who have completed the usual freshman and sophomore courses in chemistry, physics, and mathematics.

The purpose of the course is to give such students an intimate knowledge of fundamental chemical principles and a training in logical, scientific thinking, such as will enable them to attack effectively the practical problems arising in their subsequent educational or professional work in any of the branches of chemistry or related sciences. Descriptive text-books of physical chemistry afford a general survey of chemical laws and theories which may suffice for the purposes of students who are not preparing for a professional career on the educational, research, or industrial sides of chemistry, but they do not give that intensive training which is essential for pursuing successfully more specialized courses of scientific study or for applying chemical principles to industrial problems. No one regards a course of lectures on the principles of mathematics as a suitable method of giving beginners the ability to handle that science, and with scarcely more reason can descriptive courses on physical chemistry be expected to afford a working knowledge of chemical principles in their quantitative aspects. Only by constantly applying the principles to concrete problems will the student acquire such a knowledge and the power to use it in new cases.

Accordingly, the course of instruction is so planned as to make the student think about the significance of the principles presented and work out for himself the method of treatment of special cases upon the basis of those principles. To this end, the text is interspersed with problems, which prevent the student from memorizing the principles or complacently believing that a formal knowledge constitutes a real understanding of them. These problems are for the most part not of the usual type, involving merely substitution in formulas and mathematical operations, but are such as require clear logical thinking in the application of the principles to the cases under consideration. They are not merely supplementary or incidental to the text, but they are the feature about which the whole presen-

tation centers. The aim striven for has been to make each problem serve a definite purpose, and to have it involve independent thought, yet in such measure as shall not be beyond the mental capacity of college students who have completed good general courses in mathematics, physics, and chemistry. The problems have been gradually developed as a result of many years' trial of the plan with large classes of such students. While the authors realize that the presentation is in its details still far from perfect, they have decided to defer publication of it no longer, in the hope that this educational method, novel in this subject, may be further developed through the experience of other teachers, from whom suggestions will be gratefully received.

In order to attain the purpose in view and yet keep the book within the limits of an undergraduate course, the subjects treated have been carefully selected from the point of view of their practical importance to the chemist; many topics being omitted that are commonly included in descriptive courses on physical chemistry or in complete treatises on the subject. The book consists mainly, as the table of contents shows, in a development of the atomic, kinetic, and ionic theories through a consideration of the physical properties directly related to them, and in a treatment, with the aid of these theories, from mass-action, phase, and thermodynamic view-points, of the principles relating to the rate and equilibrium of chemical reactions. The newer theories of atomic structure and of radiation have been reluctantly omitted; because, in spite of their transcendent interest and their importance to the future of chemistry, in their present stage of development they are appropriately treated in an advanced course of the research type, rather than in a fundamental undergraduate course of a systematic character. Lack of time has led also to the omission of those more specialized parts of the subject that treat of the physical properties of substances in the various states of aggregation, such as the metallic, crystalline, liquid, and dispersed states; for, important as are some of the generalizations already arrived at in these fields, their inclusion in this course would have involved sacrifice of an adequate and intensive treatment of the more fundamental principles. A systematic notation (summarized on page 207) has been employed throughout the book.

The course of instruction, as carried out by the authors, consists of class-room exercises, mainly of the recitation type, given to sections of twenty to thirty students. At each exercise a number of problems are assigned which are to be solved and handed in at the beginning of the next exercise; the students being advised to use slide-rules so as to shorten the arithmetical work. The instructor then solves these problems on the blackboard, questioning members of the class as to how he shall proceed. He emphasizes the principles involved and the best way of looking at the problems under consideration. In the assignments it is customary not to

give out all at once the whole group of problems following a section of the text, but to assign only the first one or two of such a group, together with the last problems of the preceding group. This enables the instructor to discuss the principles relating to a new group of problems after the students have given some thought to them, but before they have passed to another topic; thereby insuring a better understanding of the general view-point from which it is best to attack the problems and removing difficulties which individual students may experience. Frequent written tests are given, consisting of review problems different from those already solved by the class, but involving the same principles.

In order that the student may better appreciate the principles he is studying, it is desirable that the class work be accompanied by a brief laboratory course, or if that is not practicable by lecture experiments, whose primary purpose should be to give concrete illustrations of the nature of the basic phenomena under consideration (such as vapor-pressure, ion-migration. reaction-rate); for the experimental methods by which the properties are determined are not described in this book, except in so far as these are essential to an understanding of the phenomena. Moreover, no attempt has been made to present the historical and research aspects of the topics. because of the impossibility of doing this at all adequately in a brief systematic treatment of the well-established principles of the subject. Many teachers will doubtless desire to supplement this systematic presentation by mentioning these historical and research aspects, and by suggesting the collateral reading of reviews and original articles that have appeared in chemical periodicals, or of text-books of physical chemistry in which these aspects are more fully discussed.

To cover satisfactorily the whole subject as here presented requires from 120 to 150 exercises; but, in order to make it readily adaptable to a one-year 90-hour course, certain articles and problems which are less important or more difficult are indicated by asterisks. It is also suggested that, when the subject must be completed in a one-year course, no attempt be made to include the thermodynamic treatment presented in Chapters X-XIII, but that, after taking up the chapter on thermochemistry, the course be completed by considering (without reference to its thermodynamic derivation) the applications of the important van't Hoff equation, as presented in Arts. 167–169. When the course extends through a year and a half, the second year work will naturally consist of Chapters IX-XIII, these constituting a systematic course on thermodynamic chemistry, which indeed may be pursued as a graduate subject by those who have not studied the earlier chapters of the book.

The authors desire to express their indebtedness to many of their colleagues for valuable suggestions, and especially to Professors S. J. Bates and E. B. Millard, and to Mr. Roger Williams, who have furnished detailed lists

of corrections and general criticisms. The authors desire also to thank Drs. G. N. Lewis and Merle Randall for the privilege of including, in advance of its publication in their book on Thermodynamics and the Free Energy of Chemical Substances, a table showing the values of the electrode-potentials recently derived by them.

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