

BOOKS

(Continued from page 833)

Some New Results on Momentum and Heat Transfer in Compressible Turbulent Free Jets	<i>John F. Tomich and Eric Weger</i>	948
Concentrated Polymer Solutions: Part III. Normal Stresses in Simple Shear Flow	<i>Michael C. Williams</i>	955
Transient Multicomponent Diffusion with Heterogeneous Reaction ..	<i>J. L. Hudson</i>	961
Analysis of Liquid Phase Adsorption Fractionation in Fixed Beds	<i>E. L. Morton and P. W. Murrill</i>	965
The Control of Nonlinear Systems: Part IV. Quasilinearization as a Numerical Method	<i>B. F. Rothenberger and Leon Lapidus</i>	973
The Control of Nonlinear Systems: Part V. Quasilinearization and State-Constrained Systems	<i>B. F. Rothenberger and Leon Lapidus</i>	982
Drop Size Distribution in Agitated Liquid-Liquid Systems	<i>Hsiao Tsung Chen and Stanley Middleman</i>	989
Drop Size Distributions in Strongly Coalescing Agitated Liquid-Liquid Systems	<i>F. B. Sprow</i>	995
An Experimental Investigation of the Flow of Aqueous Non-Newtonian High Polymer Solutions Past a Sphere	<i>Raffi M. Turian</i>	999
Measurement of Coalescence Frequency in an Agitated Tank	<i>W. J. Howarth</i>	1007
Convective Diffusion in Stagnation Flow with an Imperfect Semipermeable Interface	<i>Dale W. Zeh and William N. Gill</i>	1014

ERRATA

Hot-Film Anemometry Measurements of Turbulence in Pipe Flow: Organic Solvents	<i>G. K. Patterson and J. L. Zakin</i>	1017
A Theoretical Approach to Non-Foaming Adsorptive Bubble Fractionation	<i>Robert Lemlich</i>	1017

COMMUNICATIONS TO THE EDITOR

On Noncompetitive Adsorption in Catalytic Hydrogenation	<i>Peter Kehoe and John B. Butt</i>	1018
Communication	<i>O. A. Hougen</i>	1019
The Effect of Surface Orientation on Delay Time of Bubbles from Artificial Sites during Nucleate Boiling	<i>Donald D. Williams and Russell P. Mesler</i>	1020
Effect of Wall Deposit on Photochlorination Kinetics	<i>Dariusz Ziolkowski, A. E. Cassano, and J. M. Smith</i>	1025
A Two-Parameter Model for a Nonideal Flow Reactor	<i>Thomas E. Corrigan, Herbert R. Lander, Jr., Robert Shaefer and Michael J. Dean</i>	1029
Magneto hydrodynamics of Liquid Films Flowing along a Vertical Plane Surface	<i>J. P. Agarwal</i>	1030
A Heat Transfer Analogy for Diffusion and First-Order Chemical Reaction in a Catalyst Pore	<i>Robert W. Coughlin</i>	1031
Information Retrieval		1034

Introduction to Engineering Design, Thomas T. Woodson, McGraw-Hill, New York (1966). 434 pages, \$9.95.

There are two ways of teaching engineering design. One method is to give a contemporary design problem to the students and ask them to proceed with its solution, the professor serving as a consultant and source of specialized knowledge. The other method is to study the design procedure and engage the class in going through a consideration of the various stages in design, looking at techniques of design, investigating information sources, studying relationships with economics to engineering, etc. The best design course probably is one which combines that of an intriguing current problem with presentations of material to the students which treats the various components and considerations of design.

Professor Woodson's book is the source of the material which could make an excellent presentation to the students through lectures and reading while they are conducting a design problem. The book is a fine treatment of organization of the design project, estimation and order of magnitude analysis, economics of engineering projects, optimization, computers in design, information sources, etc. A wealth of material useful to students and instructors alike is contained in the book to give them an enlarged view of the various components of the over-all design process.

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Chemical Thermodynamics: A Problems Approach, Norman O. Smith, Reinhold, New York (1967). 278 pages, \$8.50.

As the title indicates, this book was written for the student of chemistry and contains a large number of illustrative problems (about 300). Each of the problems is provided with a worked solution. The problems are not difficult and, in the author's words, "are intended to be instructive rather than challenging or subtle." Since the problems form the bulk of the text and are meant to be worked consecutively, the author's approach has the flavor of programmed instruction.

(Continued on page 1017)