

polymer-solvent compatibility were individually adjusted. In addition, the effect of the rate of cooling following annealing (baking) was carefully examined. The analysis was based on the varying free volume fraction trapped in the glassy film upon cooling. Effects of physical aging below glass transition were also included. An ongoing experimental and theoretical project originated out of this effort. Non-isothermal polymerization in tubular reactors and CSTR's in series, rheology of fiber suspensions in polymeric matrices, and transient temperature profiles of local spots irradiated with laser pulses were additional examples, which led to certain past as well as current research activities.

Besides maturing into full-fledged research projects, major results of previous class efforts were disseminated in later offerings. Some problem statements were modified so that current students could build upon earlier findings and study unexplored features. Hence, although successive classes were handed revised sets of problems, the basic theme remained the same. One thing is certain. The course in polymer processing at Berkeley continues to evolve and yet remains a rewarding experience for the instructor.

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cludes examining them in more detail by referring to the original work.

After reading the book and observing the number of papers that have been written, it appears that a coherent filtration theory that connects the very practical aspects of filter media selection, predictive rather than reproductive filter

design, and optimal operation has eluded this significant research effort on a unit operation that is common to a wide segment of the chemical process industries. □

ChE book reviews

MOMENTUM, HEAT, AND MASS TRANSFER

by C. O. Bennett and J. E. Myers

Third Edition, McGraw Hill, Inc. (1982), pp. 832

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How should transfer operations be taught? The answer to this question determines the choice of textbooks for such a course. The unit operations approach was effectively advocated in a number of textbooks which appeared in the 1950s. This was in line with the earlier evolution of the subject area. The development of a unified transport theory profoundly affected the teaching of transport phenomena at the graduate level and also led to a critical evaluation of how transfer operations were being taught to undergraduates. As a consequence, textbooks emphasizing the fundamentals and providing a connection between transport theory and unit operations were conceived. One of the prominent outcomes was *Momentum, Heat, and Mass Transfer* by Bennett and Myers, first published in 1962.

The publication of the Third Edition of *Momentum, Heat, and Mass Transfer* is a measure of the favorable reception the book has received, since its first appearance, for its approach to teaching transport processes. The Third Edition of the book is essentially identical to the Second Edition. The principal change is the introduction of SI units in a larger number of problems. Further, in each chapter, two or three additional exercise problems have been introduced. However, the added problems are similar to those already existing and they provide an instructor with a larger quantity rather than a larger variety of problems to choose from.

Momentum, Heat, and Mass Transfer by Bennett and Myers is written primarily as a textbook. The material is arranged in three main sections dealing with the three transfer operations. The early chapters in each section deal with fundamental transport theory. Each section includes a discussion of relevant design equations

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