the university judicial system. He would have been placed on misconduct probation, and there is a good chance that his academic career would have been appropriately terminated. As it is, we can only hope that he is not now in a position to do too much damage.

CONCLUSION

These are distasteful things to have to write. I like and admire most students—if I didn't, I would find another profession. I detest the thought that I have to undertake the precautions outlined in this paper, which in a sense tar all students with the same brush.

I started my teaching career filled with an idealistic humanitarianism which held that if you assume the best in people they will reward you by living up to your expectations. Unfortunately, I quickly found out that it does not always work that way. My idealism was interpreted by the dishonest students as a license to cheat with impunity and by the honest ones as a sign that I didn't care about the cheating that they all knew was going on. I eventually concluded that taking precautions against cheating, regardless of the implications of these precautions, and dealing firmly with proven cheaters, were the fairest things I could do for my students.

Most students are basically honest. Most cheating incidents do not reflect chronic behavior patterns, but slips resulting from momentary panic. As an instructor, you should keep this in mind: always give students the benefit of the doubt when a reasonable doubt exists, and do all you can to avoid blackening their records and jeopardizing their futures by overreacting to minor ethical slips. At the same time, make it quite clear to your students that cheating is unacceptable, and back your words up when it becomes necessary to do so. By so doing, you will be serving the interests of the students, yourself, your faculty colleagues, and the university as a whole. □

ChE book reviews

THE PRACTICAL USE OF THEORY IN FLUID FLOW. Book I: Inertial Flows

By S. W. Churchill; Etaner Press, Thornton, PA 19373 (1980)

Reviewed by
David G. Thomas
Oak Ridge National Laboratory

The selection of words and their order in the title of this text describe the emphasis and objectives of the author. To accomplish this, simple derivations from first principles are used to explain practical problems that occur in single phase compressible and incompressible flows. The basic physics of the flow phenomena is retained even when developing approximate models which often are of sufficient accuracy for engineering applications. More to the point, because empirical models are avoided whenever possible, increased confidence in the generality of the result is developed.

This is an unusual book in several respects. It is not listed in the 1983-84 edition of Books in Print. Under the umbrella of the general title are included 7 books, of which the one under review is the first. Other titles in the series are:

II One-dimensional Laminar Flows
III The General Equations of Motion
IV Unconfined Multidimensional Flows
V Confined Multidimensional Laminar Flows
VI Confined Turbulent Flows
VII Flows Through Dispersed Media

The division of subject matter indicated above results in an unusual grouping of topics on both compressible and incompressible flow in Book I. For instance, successive chapter titles are: Ch. 1, Reversible Expansions and Compressions; Ch. 2, Expansions at Low Velocity; Ch. 3, Maximum Reversible Rates of Flow for a Gas; Ch. 4, Jet Propulsion Engines; Ch. 5, Maximum Rate of Flow of Gas Through a Pipe; Ch. 6, Sudden Expansions and Contractions; Ch. 7, Shock Waves; Ch. 8, Detonation Waves in Gases; Ch. 9, Surface Waves, and Ch. 10, Cavitation, Incipient Vaporization and Aerodynamic Heating. There are an average of 20 problems for each chapter and it would be essential to solve the majority of them to gain full benefit from the approach selected by the author. Not only do the problems require an understanding of the basic principles but some developments of importance are deferred to the problem sets. Numerical methods are avoided. This book is suitable for a senior or first year graduate course. □