When asked how the course held their interest in comparison to other Clarkson courses, 58% replied "better", while 22% responded "less". Interestingly the correlation coefficient r with the prior grade point averages of the students was −0.44, and with midterm grades for this course +0.47. In other words, students who had done well in other Clarkson courses tended not to like this course as well as those who did poorly, although those doing well in this course tended to like it.* I was delighted at this outcome since the course had, in fact, been designed for the average student who dislikes theory and who will work in industry without attending graduate school.

A similar result was obtained when the students were asked how useful they thought the course would be in their careers. About 78% thought it would be more useful than other courses, while only 1 student thought it would be less useful. The correlation with prior GPA was −0.40 and with midterm grades +0.35. When asked if they would recommend that other students take this course in the future, 72% said "yes", 22% were undecided and only the 1 said "no". The correlation of this response with prior GPA was −0.33 and with midterm grades 0.35.

About 61% of the students indicated that this course required about the same amount of time as other Clarkson courses, while only the one student spent less time. About 38% thought the speakers from industry were more interesting than Clarkson faculty, while 22% found them less interesting. The student speakers were rated as about the same as the faculty. When asked to name their favorite speakers from industry, all but three industrial speakers were chosen by at least one student. Not surprisingly, 44% of the students were opposed to giving an exam while 28% were in favor. Those in favor tended to be those who most disliked being graded for asking questions in class.

When asked to rank the value of the different parts of the course, the best rankings were obtained by "Preparing your manual," and a close second by "Making your own oral presentation." "Outside lecturers" ranked next, followed by "Listening to other students' presentations" and "Asking questions of speakers." By no means, however, was there agreement on the rankings. Individual rankings for "Preparing your manual" ranged from first to fifth, for example. As might be expected the correlation r with prior GPA was −0.54 with number of absences, +0.31 with the number of questions asked, and +0.48 with grades on the manual. It was a bit surprising to see that the correlation with scores on oral presentations was −0.15, *i.e.* there was a slight tendency for the poorer students to make better presentations!

Finally, I would like to quote some of the favorable remarks made by the students. (The unfavorable ones have been summarized in the foregoing).

"This course was definitely the best ChE course I've taken. I feel that it might be of some use in my future." "It was one of the most informative courses that I have taken, since it was about the only course which is practical instead of all theory. There should be more courses that are not based on theory only, since I have no idea what some of the equipment looked like, even though I might have designed some of it." "I think the course is an excellent idea for developing oral and written communication skills for chemical engineers. Very little attention has been given to these skills in previous courses. It would be a big mistake for the Chemical Engineering Department to drop this course,* for communication is necessary in industry. Even if the student were to take a speech course his ability to give technical talks would not improve." "More lunches with speakers." □

*Nevertheless when the final grades were computed, the correlation with prior grade point average was +0.53. The average grade given in this class was 2.5/4.0 compared to an incoming GPA of 2.69/4.0.

*We will offer this course every two years as an elective for both junior and senior engineering students.

ChE letters

Dear Sir:

Following the premature death of George L. Standart, we have taken over the editorship of CHEMICAL ENGINEERING COMMUNICATIONS.

This journal will continue publishing full-length research articles and invited review papers, but particular emphasis will be placed on printing short communications and letters giving preliminary announcements of new theoretical concepts, new experimental data, innovative experimental techniques or novel concepts in data correlation. All conventional areas of chemical engineering will be considered as well as topics in bioengineering, fluid mechanics, the molecular theory of equilibrium and transport properties, applied mathematics and computer-aided design.

We wish to facilitate and encourage a prompt and lively exchange of ideas emanating from diverse areas of chemical engineering since we feel that this will help to sustain the vitality of the chemical engineering profession.

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