exposition of the method of finite Fourier transforms. As mentioned before, we distribute a set of notes to the students. These notes were developed in collaboration with Professor Amundson, and we plan to refine and publish them in textbook form in the future. The use of overhead transparencies is very helpful in covering the relatively broad set of topics in the mathematical detail necessary, and provides the student with a feel for mathematics and its use. A great deal of class time is spent on "talking about" problems, and on the role and use of mathematics in chemical engineering in general.

A fundamental question arises as to whether all this should be done in a chemical engineering department. Some reasons for our doing so were noted in the introductory section. In addition, it is my observation that mathematics courses offered in mathematics departments, even if they are titled "applied", tend to be rather theoretical in nature. Also, in general, mathematicians do not care about solving problems, much less model-building. The type of course we offer not only gives the student a good mathematical background, but also gives him confidence in formulating and solving problems. At the end of the course he is conversant with standard mathematical techniques, knows their limitations, and can readily use them to solve non-trivial problems in practice. Student feedback has been uniformly positive. □

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