Burn, Baby! Burn: Modelling Time to Ignition and the Critical Heat Flux of Solid Materials

Mark Nelson¹ Paolo Sebastianelli²

¹School of Mathematics and Applied Statistics University of Wollongong, Wollongong, AUSTRALIA

²Centre for Atmospheric Chemistry University of Wollongong, Wollongong, AUSTRALIA

SIMIODE EXPO 2024

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \qquad x(0) = X_0. \tag{1}$$

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = \mathbf{a} - b\mathbf{x}, \qquad \mathbf{x}(\mathbf{0}) = X_0. \tag{1}$$

NOT the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = 1 - 2x, \qquad x(0) = 0.$$
 (2)

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \qquad x(0) = X_0. \tag{1}$$

NOT the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = 1 - 2x, \qquad x(0) = 0. \tag{2}$$

The ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = \mathbf{a} - \mathbf{b}\mathbf{x}, \qquad \mathbf{x}(\mathbf{0}) = X_0. \tag{3}$$

イロン イボン イヨン トヨ

2/14

Can your students solve the ODE

(

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \qquad x(0) = X_0. \tag{1}$$

NOT the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = 1 - 2x, \qquad x(0) = 0. \tag{2}$$

The ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = \mathbf{a} - \mathbf{b}x, \qquad \mathbf{x}(0) = X_0. \tag{3}$$

Then let's explore a problem from fire engineering!

The experiment

Incident Radiation

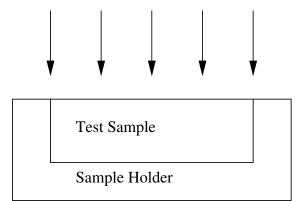


Figure 1: Common experimental configuration: horizontal heating.

• What is the ultimate experiment?

- What is the ultimate experiment?
- Why radiative heating?

- What is the ultimate experiment?
- Why radiative heating?
- 1950s. Radiative heating experiments.

- What is the ultimate experiment?
- Why radiative heating?
- 1950s. Radiative heating experiments.
- 1982. Cone Calorimeter. Fire Research Division at NIST (then NBS).

- What is the ultimate experiment?
- Why radiative heating?
- 1950s. Radiative heating experiments.
- 1982. Cone Calorimeter. Fire Research Division at NIST (then NBS).
- Standard tool to study behaviour of fire in small samples of condensed phase materials.

- What is the ultimate experiment?
- Why radiative heating?
- 1950s. Radiative heating experiments.
- 1982. Cone Calorimeter. Fire Research Division at NIST (then NBS).
- Standard tool to study behaviour of fire in small samples of condensed phase materials.
- Critical Surface Temperature. (throw chemistry away)

- What is the ultimate experiment?
- Why radiative heating?
- 1950s. Radiative heating experiments.
- 1982. Cone Calorimeter. Fire Research Division at NIST (then NBS).
- Standard tool to study behaviour of fire in small samples of condensed phase materials.
- Critical Surface Temperature. (throw chemistry away) • $\frac{dx}{dx} = 2$ by $x = x(0) = x_0$

•
$$\frac{\mathrm{d}t}{\mathrm{d}t} = a - bx, \qquad x(0) = X_0$$

The model

My students: heat-transfer

(Barnes & Fulford)

(4)

My students: heat-transfer

$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_{a}. \tag{4}$$

My students: heat-transfer

$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_{a}. \tag{4}$$
$$cm\frac{\mathrm{d}T}{\mathrm{d}t} =$$

The model

My students: heat-transfer

$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_{a}. \tag{4}$$
$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right)$$

The model

My students: heat-transfer

$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_{a}. \tag{4}$$
$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S.$$

The model

My students: heat-transfer

(Barnes & Fulford)

$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_{a}. \tag{4}$$
$$cm\frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}\right) + \epsilon \mathcal{L}S.$$

Most of my students rewrote the equation

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a\left(T - T_a\right) + b,$$

or

$$\frac{\mathrm{d}T}{\mathrm{d}t} = b - aT.$$

Solution

Solution. The solution of the differential equation is

$$T = T_{a} + \frac{\epsilon \mathcal{L}}{h} - \frac{\epsilon L}{h} \exp\left[-\frac{hS}{cm} \cdot t\right].$$
(5)

Solution

Solution. The solution of the differential equation is

$$T = T_a + \frac{\epsilon \mathcal{L}}{h} - \frac{\epsilon L}{h} \exp\left[-\frac{hS}{cm} \cdot t\right].$$
 (5)

Sample ignites when $T = T_{ign}$ at $t = t_{ign}$.

Solution

Solution. The solution of the differential equation is

$$T = T_a + \frac{\epsilon \mathcal{L}}{h} - \frac{\epsilon L}{h} \exp\left[-\frac{hS}{cm} \cdot t\right].$$
 (5)

Sample ignites when $T = T_{ign}$ at $t = t_{ign}$. Show that

$$\exp\left[\frac{hS}{cm}\cdot t_{\text{ign}}\right] = \frac{\epsilon \mathcal{L}}{\epsilon L - h\left(T_{\text{ign}} - T_{a}\right)}.$$
(6)

<ロ><回><一><一><一><一><一><一><一</th>6/14

Solution

Solution. The solution of the differential equation is

$$T = T_a + \frac{\epsilon \mathcal{L}}{h} - \frac{\epsilon L}{h} \exp\left[-\frac{hS}{cm} \cdot t\right].$$
 (5)

Sample ignites when $T = T_{ign}$ at $t = t_{ign}$. Show that

$$\exp\left[\frac{hS}{cm} \cdot t_{ign}\right] = \frac{\epsilon \mathcal{L}}{\epsilon L - h\left(T_{ign} - T_{a}\right)}.$$
(6)

Why do this?

Time-to-ignition and critical heat-flux

$$\exp\left[\frac{hS}{cm}\cdot t_{\rm ign}\right] = \frac{\epsilon\mathcal{L}}{\epsilon L - h\left(T_{\rm ign} - T_{a}\right)}.$$

<ロト < 回 > < 直 > < 亘 > < 亘 > < 亘 > 三 の < ⊙ 7/14

Time-to-ignition and critical heat-flux

$$\exp\left[\frac{hS}{cm}\cdot t_{\text{ign}}\right] = \frac{\epsilon\mathcal{L}}{\epsilon L - h\left(T_{\text{ign}} - T_{a}\right)}.$$

Question 3.1 (Pre-calculus)

Use equation (6) to show there is a critical heat-flux, \mathcal{L}_{cr} :

- if $\mathcal{L} < \mathcal{L}_{cr}$ the sample does not ignite;
- **2** if $\mathcal{L} = \mathcal{L}_{cr}$ the sample ignites after an infinite amount of time;
- § if $\mathcal{L} > \mathcal{L}_{cr}$ the sample ignites after a finite amount of time.

Time-to-ignition and critical heat-flux

$$\exp\left[\frac{hS}{cm}\cdot t_{\text{ign}}\right] = \frac{\epsilon\mathcal{L}}{\epsilon L - h\left(T_{\text{ign}} - T_{a}\right)}.$$

Question 3.1 (Pre-calculus)

Use equation (6) to show there is a critical heat-flux, \mathcal{L}_{cr} :

- if $\mathcal{L} < \mathcal{L}_{cr}$ the sample does not ignite;
- **2** if $\mathcal{L} = \mathcal{L}_{cr}$ the sample ignites after an infinite amount of time;
- § if $\mathcal{L} > \mathcal{L}_{cr}$ the sample ignites after a finite amount of time.

$$\mathcal{L}_{\rm cr} = \frac{h(T_{\rm ign} - T_{\rm a})}{\epsilon}, \qquad t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h(T_{\rm ign} - T_{\rm a})} \right].$$

7/14

Fire-Engineering application

$$t_{\text{ign}} = rac{cm}{hS} \ln \left[rac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\text{ign}} - T_a
ight)}
ight].$$

<ロト < 団ト < 臣ト < 臣ト ミ の Q (C) 8/14

(7)

Fire-Engineering application

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$

• Set \mathcal{L} . Measure t_{ign} .

(7)

Fire-Engineering application

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_{a} \right)} \right].$$
(7)

- **1** Set \mathcal{L} . Measure t_{ign} .
- Stimate T_{ign}

(experimentalist's job, not ours)

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$
(7)

• Set
$$\mathcal{L}$$
. Measure t_{ign} .

- Stimate T_{ign} (experimentalist's job, not ours)
- **③** Values for *h* and *S* defined by test method.

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$
(7)

- **1** Set \mathcal{L} . Measure t_{ign} .
- Stimate T_{ign} (experimentalist's job, not ours)
- Solution Values for *h* and *S* defined by test method.
- Value for T_a known. If ϵ unknown then $\epsilon = 1$.

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$
(7)

- **1** Set \mathcal{L} . Measure t_{ign} .
- Stimate T_{ign} (experimentalist's job, not ours)
- Values for h and S defined by test method.
- Value for T_a known. If ϵ unknown then $\epsilon = 1$.
- Isn't cm known?

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$
(7)

- **1** Set \mathcal{L} . Measure t_{ign} .
- Stimate T_{ign} (experimentalist's job, not ours)
- Values for h and S defined by test method.
- Value for T_a known. If ϵ unknown then $\epsilon = 1$.
- Isn't cm known?
- What's the best value of cm to fit data?

Fire-Engineering application

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\epsilon \mathcal{L}}{\epsilon \mathcal{L} - h \left(T_{\rm ign} - T_a \right)} \right].$$
(7)

- **1** Set \mathcal{L} . Measure t_{ign} .
- Stimate T_{ign} (experimentalist's job, not ours)
- Values for h and S defined by test method.
- Value for T_a known. If ϵ unknown then $\epsilon = 1$.
- Isn't cm known?
- What's the best value of cm to fit data?
- Show that...

$$t_{\rm ign} = \frac{cm}{hS} \ln \left[\frac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{\rm cr}} \right].$$
(8)

8/14

Taylor Series to the rescue

$$t_{
m ign} = rac{cm}{hS} \ln \left[rac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{
m cr}}
ight].$$

<ロト < 部 > < 言 > < 言 > 言 の < で 9/14

Taylor Series to the rescue

$$t_{\text{ign}} = rac{cm}{hS} \ln \left[rac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{\text{cr}}}
ight].$$

 ${\small \textcircled{0}} \hspace{0.1 cm} \text{Show that when } \mathcal{L} \gg \mathcal{L}_{cr}$

$$\label{eq:loss_linear_states} \mathsf{ln}\left[\frac{\mathcal{L}}{\mathcal{L}-\mathcal{L}_{\mathsf{cr}}}\right]\approx \frac{\mathcal{L}_{\mathsf{cr}}}{\mathcal{L}}.$$

Taylor Series to the rescue

$$t_{\rm ign} = rac{cm}{hS} \ln \left[rac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{\rm cr}}
ight].$$

 Show that when \$\mathcal{L} \gg \mathcal{L}_{cr}\$ $\ln\left[\frac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{cr}}\right] \approx \frac{\mathcal{L}_{cr}}{\mathcal{L}}.$ Show that

$$t_{\rm ign} \approx \frac{cm}{hS} \cdot \frac{\mathcal{L}_{\rm cr}}{\mathcal{L}}.$$
 (9)

Taylor Series to the rescue

$$t_{
m ign} = rac{cm}{hS} \ln \left[rac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{
m cr}}
ight].$$

• Show that when
$$\mathcal{L} \gg \mathcal{L}_{cr}$$

$$\ln \left[\frac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{cr}} \right] \approx \frac{\mathcal{L}_{cr}}{\mathcal{L}}.$$

Show that

$$t_{\rm ign} \approx \frac{cm}{hS} \cdot \frac{\mathcal{L}_{\rm cr}}{\mathcal{L}}.$$
 (9)

③ Show that (fire engineering version, assuming $\epsilon = 1$)

$$t_{\rm ign} \approx c \delta \rho \left(T_{\rm ign} - T_0 \right) \cdot \frac{1}{\mathcal{L}},$$
 (10)

<ロト < 団ト < 巨ト < 巨ト < 巨ト 三 の Q () 9/14

Taylor Series to the rescue

$$t_{
m ign} = rac{cm}{hS} \ln \left[rac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{
m cr}}
ight].$$

• Show that when
$$\mathcal{L} \gg \mathcal{L}_{cr}$$

$$\ln \left[\frac{\mathcal{L}}{\mathcal{L} - \mathcal{L}_{cr}} \right] \approx \frac{\mathcal{L}_{cr}}{\mathcal{L}}.$$

$$t_{\rm ign} \approx \frac{cm}{hS} \cdot \frac{\mathcal{L}_{\rm cr}}{\mathcal{L}}.$$
 (9)

③ Show that (fire engineering version, assuming $\epsilon = 1$)

$$t_{\rm ign} \approx c \delta \rho \left(T_{\rm ign} - T_0 \right) \cdot \frac{1}{\mathcal{L}}, \qquad (10)$$

Data...

<ロト < 団ト < 巨ト < 巨ト < 巨ト 三 の Q () 9 / 14

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a\left(T - T_a\right) + b,$$

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a(T - T_a) + b,$$
$$= -a(T - T_a^*).$$

•
$$T_a^*$$
: effective steady-state temperature.

<ロト < 回 ト < 巨 ト < 巨 ト ミ の < © 10 / 14

 (\mathcal{L})

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a(T - T_a) + b,$$
$$= -a(T - T_a^*).$$

- T_a^* : effective steady-state temperature.
- 2 Behaviour understood by students.

 (\mathcal{L})

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a(T - T_a) + b,$$
$$= -a(T - T_a^*).$$

 (\mathcal{L})

10/14

<ロ> <四> <四> <四> <三</p>

- T_a^* : effective steady-state temperature.
- 2 Behaviour understood by students.
- Sample can not ignite if $T_a^* < T_{ign}$.

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a(T - T_a) + b,$$
$$= -a(T - T_a^*).$$

- T_a^* : effective steady-state temperature.
- 2 Behaviour understood by students.
- Sample can not ignite if $T_a^* < T_{ign}$.
- Critical Heat Flux: $T_a^* = T_{ign}$.

 (\mathcal{L})

$$\frac{\mathrm{d}T}{\mathrm{d}t} = -a(T - T_a) + b,$$
$$= -a(T - T_a^*).$$

- T_a^* : effective steady-state temperature.
- 2 Behaviour understood by students.
- Sample can not ignite if $T_a^* < T_{ign}$.
- Critical Heat Flux: $T_a^* = T_{ign}$.
- Intuitive way to understand basic properties

 (\mathcal{L})

• $\mathcal{L}(t)$ rather than \mathcal{L} .

2

(11)

3 $\mathcal{L} \uparrow$ or $\mathcal{L} \downarrow$: why?

1
$$\mathcal{L}(t)$$
 rather than \mathcal{L} .
$$\frac{\mathrm{d}T}{\mathrm{d}t} + \frac{hS_{c}}{cm} \cdot T = f(t), \qquad T(0) = T_{a},$$

$$f(t) = \frac{1}{cm} [hST_{a} + \epsilon S\mathcal{L}(t)].$$

3 $\mathcal{L} \uparrow \text{ or } \mathcal{L} \downarrow: \text{ why?}$

Increasing power-law.

$$\mathcal{L}(t) = at^{b}, \qquad (b > 1).$$

Linearly decreasing rate.

$$\mathcal{L}(t) = \mathcal{L} - at.$$

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = \mathbf{a} - \mathbf{b}x, \quad \mathbf{x}(0) = \mathbf{X}_0.$$

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS(T - T_a) + \epsilon \mathcal{L}S, \qquad T(0) = T_a.$$

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm rac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_{a}
ight) + \epsilon \mathcal{L}S, \qquad T\left(0
ight) = T_{a}.$$

Solve!

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS(T - T_a) + \epsilon \mathcal{L}S, \qquad T(0) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr} (military) (exp can not be negative!)

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm rac{\mathrm{d}T}{\mathrm{d}t} = -hS(T - T_a) + \epsilon \mathcal{L}S, \qquad T(0) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr}

(military) (exp can not be negative!)

• Find t_{ign} as a function of \mathcal{L} .

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm rac{\mathrm{d}T}{\mathrm{d}t} = -hS(T - T_a) + \epsilon \mathcal{L}S, \qquad T(0) = T_a.$$

- Solve!
- \bullet Use solution to show \mathcal{L}_{cr}

(military) (exp can not be negative!)

- Find t_{ign} as a function of \mathcal{L} .
- Use Taylor series!

Conclusions

• Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

• Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_a\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr} (military) (exp can not be negative!)
- Find t_{ign} as a function of \mathcal{L} .
- Use Taylor series!
- Simplify to: $t_{ign} \approx c\delta\rho (T_{ign} T_0) \cdot \frac{1}{\mathcal{L}}$.

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_a\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr} (military) (exp can not be negative!)
- Find t_{ign} as a function of \mathcal{L} .
- Use Taylor series!
- Simplify to: $t_{ign} \approx c \delta \rho (T_{ign} T_0) \cdot \frac{1}{\mathcal{L}}$. Data (linear regression)

(estimate c, thermally thin?)

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_a\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr} (military) (exp can not be negative!)
- Find t_{ign} as a function of \mathcal{L} .
- Use Taylor series!
- Simplify to: $t_{ign} \approx c \delta \rho (T_{ign} T_0) \cdot \frac{1}{\mathcal{L}}$. Data (linear regression)
- Extensions: two-sided heating, heat-capacity as function of temperature (a + bT), $\mathcal{L}(t)$. (radiative heat-loss)

(estimate c, thermally thin?)

Can your students solve the ODE

$$\frac{\mathrm{d}x}{\mathrm{d}t} = a - bx, \quad x(0) = X_0.$$

Radiative ignition test for thermally thin sample:

$$cm \frac{\mathrm{d}T}{\mathrm{d}t} = -hS\left(T - T_a\right) + \epsilon \mathcal{L}S, \qquad T\left(0\right) = T_a.$$

- Solve!
- Use solution to show \mathcal{L}_{cr} (military) (exp can not be negative!)
- Find t_{ign} as a function of \mathcal{L} .
- Use Taylor series!
- Simplify to: $t_{ign} \approx c \delta \rho (T_{ign} T_0) \cdot \frac{1}{\mathcal{L}}$. Data (linear regression)
- Extensions: two-sided heating, heat-capacity as function of temperature (a + bT), $\mathcal{L}(t)$. (radiative heat-loss)

•
$$\dot{x} = a - bx$$
, $x(0) = X_0$

12/14

(estimate c, thermally thin?)

イロト 不得 トイヨト イヨト 二日

References

B. Barnes and G.R. Fulford. (2015). *Mathematical Modelling with Case Studies Using Maple and Matlab*. CRC Press, Boca Rato London New York, third edition.

I used this book as the basis for my heat-transfer lecture notes. It teaches students how to derive heat-transfer models for *homogeneous* heat-transfer, when there is no temperature profile so the model is an ODE, and for *steady-state* heat conduction problems, so the model is a second-order ODE.

D. Drysdale. (1999). *An Introduction to Fire Dynamics*. John Wiley and Sons, 2nd edition.

Good introduction to Fire Dynamics. Has good sections on the ignition of thermally thin materials and thermally thick, which gives a PDE model.

R. Parot, J.I. Rivera, P. Reszka, J.L. Torero, and A. Fuentes. (2022). A simplified analytical model for radiation dominated ignition of solid fuels exposed to multiple non-steady heat fluxes. *Combustion and Flame*, 237:111866.

Comprehensive listing of functional forms for $\mathcal{L}(t)$ that have used in the literature. Uses them in extension of the ODE model I discussed to include radiative heat loss.

M.I. Nelson and P. Sebastianelli. (In preparation).

A souped up version of the talk including the missing details, more background and more discussion of our experiences using the model in the classroom. Ready to submit real soon.