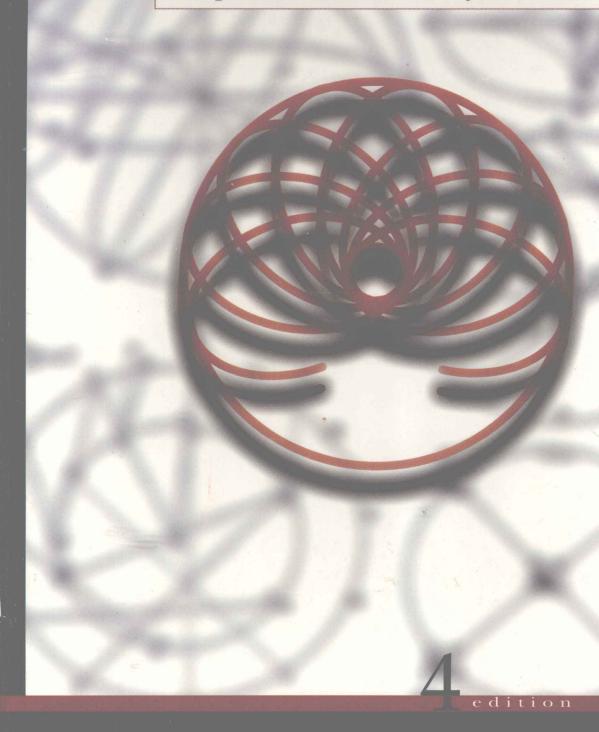
Marion

Thornton

# classical dynamics

of particles and systems



# CLASSICAL DYNAMICS OF PARTICLES AND SYSTEMS

### FOURTH EDITION

Jerry B. Marion
Late Professor of Physics
University of Maryland

Stephen T. Thornton Professor of Physics University of Virginia



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# CLASSICAL DYNAMICS OF PARTICLES AND SYSTEMS

FOURTH EDITION

### To DR. KATHRYN C. THORNTON ASTRONAUT AND WIFE

AS SHE SOARS AND WALKS THROUGH SPACE,
MAY HER LIFE BE SAFE AND FULFILLING,
AND LET OUR CHILDREN'S MINDS BE OPEN
FOR ALL THAT LIFE HAS TO OFFER.

### **PREFACE**

In preparing the fourth edition of the late Jerry Marion's text, I have attempted to adhere to his original purpose, as I did in the third edition, of producing a modern and reasonably complete account of the classical mechanics of particles, systems of particles, and rigid bodies for physics students at the advanced undergraduate level. The purpose of this book is threefold:

- To present a modern treatment of classical mechanical systems in such a way
  that the transition to the quantum theory of physics can be made with the least
  possible difficulty.
- 2. To acquaint the student with new mathematical techniques wherever possible, and to give him/her sufficient practice in solving problems so that the student may become reasonably proficient in their use.
- 3. To impart to the student, at the crucial period in the student's career between "introductory" and "advanced" physics, some degree of sophistication in handling both the formalism of the theory and the operational technique of problem solving.

After a firm foundation in vector methods is presented in Chapter 1, further mathematical methods are developed in the textbook as the occasion demands. It is advisable for students to continue studying advanced mathematics in a separate course. Mathematical rigor must be learned and appreciated by students of physics, but where the continuity of the physics would be disturbed by insisting on complete generality and mathematical rigor, the *physics* has been given precedence.

#### Changes to the Fourth Edition

The comments and suggestions of many users of *Classical Dynamics* have been incorporated into this fourth edition. Without the feedback of the many instructors

who have used this text, it would not be possible to produce a textbook of significant value to the physics community. Users have requested more numerical calculations. Spread throughout the book, but especially in Chapter 2, numerical examples and end-of-chapter problems have been added. Users have also indicated that students want more examples, and I have responded.

The nonlinear oscillation material formerly in Chapter 3 has been combined with new material on chaos for a new Chapter 4 entitled **Nonlinear Oscillations and Chaos.** Chapters 12 and 13 of the third edition have been combined into a new Chapter 13, and some of the previous material has been omitted. A few more advanced or specialized topics throughout the book have also been omitted to allow new material. Particular effort was made to correct the problem solutions available in the Instructor's and Student Solutions Manuals. I thank the many users who sent comments concerning the various problem solutions. Answers to even-numbered problems have again been included at the end of the book, and the selected and general bibliography has been updated.

#### **Course Suitability**

The book is suitable for either a one-semester or two-semester upper level (junior or senior) undergraduate course in classical mechanics taken after an introductory calculus-based physics course. At the University of Virginia we teach a one-semester course based mostly on the first twelve chapters with several omissions of certain sections. Sections that can be omitted without losing continuity are denoted as optional, but the instructor can also choose to skip other sections (or entire chapters) as desired. For example, the new Chapter 4 might be skipped in its entirety for a one-semester course. Some instructors choose not to cover the calculus of variations material in Chapter 6. Other instructors may want to begin with Chapter 2, skip the mathematical introduction of Chapter 1, and introduce the mathematics as needed. This technique of dealing with the mathematics introduction is perfectly acceptable, and the community is divided on this issue with a slight preference for the method used here. The textbook is also suitable for a full academic year course with an emphasis on mathematical and numerical methods as desired by the instructor.

The textbook is appropriate for those who choose to teach in the traditional manner without computer calculations. However, it has been fun adding the numerical calculations, and I must admit that I became much more proficient doing computer calculations as a result of this revision. Practically all students, and most professors, now use computers every day, and they are a useful tool in learning physics. One difficulty is to choose among the many computer techniques available, and I decided to leave this choice to the student and instructor and have not indicated any preferred method.

#### **Special Feature**

The author has kept one popular feature of Jerry Marion's original book: the addition of historical footnotes spread throughout. Several users have indicated how valuable these historical comments have been. The history of physics has been

almost eliminated from present-day curricula, and as a result, the student is frequently unaware of the background of a particular topic. These footnotes are intended to whet the appetite and to encourage the student to inquire into the history of his/her field.

#### **Teaching Aids**

Several teaching aids are available to accompany the textbook. An Instructor's Manual with solutions to all the end-of-chapter problems is available to instructors who adopt this book by contacting the local Saunders (Harcourt Brace) College Publishing sales representative. A separate Student Solutions Manual, with solutions to about 25% of the problems, is available for sale to the students if the instructor decides to order it through the local bookstore. Several instructors have requested that transparencies of the figures be provided. We have appended enlarged versions of many text figures in the Instructor's Manual to allow instructors to make their own transparencies on a copy machine if so desired.

#### **Acknowledgments**

I would like to acknowledge the many instructors who provided helpful suggestions through a questionnaire sent out before the revision began. They include

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I would appreciate receiving suggestions or notices of errors in any of these materials. I can be contacted by electronic mail at STT@Virginia.EDU.

Stephen T. Thornton Charlottesville, Virginia

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# MATRICES, VECTORS, AND VECTOR CALCULUS

#### 1.1 INTRODUCTION

Physical phenomena can be discussed concisely and elegantly through the use of vector methods.\* In applying physical "laws" to particular situations, the results must be independent of whether we choose a rectangular or bipolar cylindrical coordinate system. The results must also be independent of the exact choice of origin for the coordinates. The use of vectors gives us this independence. A given physical law will still be correctly represented no matter which coordinate system we decide is most convenient to describe a particular problem. Also, the use of vector notation provides an extremely compact method of expressing even the most complicated results.

In elementary treatments of vectors, the discussion may start with the statement that "a vector is a quantity that can be represented as a directed line segment." To be sure, this type of development will yield correct results, and it is even beneficial to impart a certain feeling for the physical nature of a vector. We assume that the reader is familiar with this type of development, but we forego the approach here because we wish to emphasize the relationship that a vector bears to a coordinate transformation. Therefore, we introduce matrices and matrix notation to describe

<sup>\*</sup>Josiah Willard Gibbs (1839–1903) deserves much of the credit for developing vector analysis around 1880–1882. Much of the present-day vector notation was originated by Oliver Heaviside (1850–1925), an English electrical engineer, and dates from about 1893.