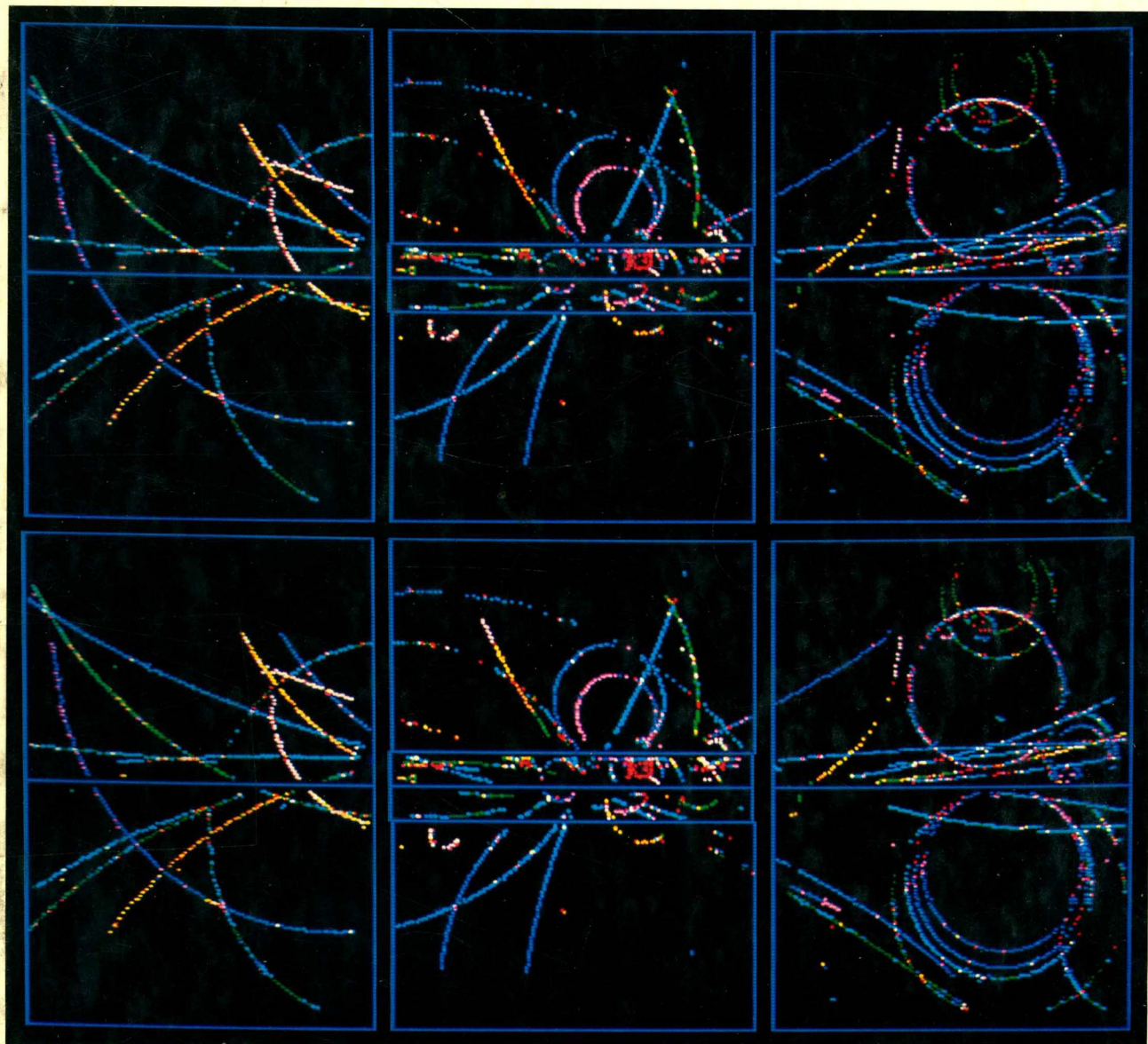


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FRANK J. BLATT

PRINCIPLES OF **PHYSICS**

SECOND EDITION



SECOND EDITION

Principles of Physics

Frank J. Blatt

Michigan State University

Allyn and Bacon, Inc.

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The Front Cover. Detectors at today's powerful accelerators are enormous arrays of intricate electronic devices that record the trajectories of particles produced in high energy collisions. The coordinates are stored in the memory of a large computer and particle tracks are displayed on video screens.

The front cover shows such a computer generated image, one of great historical significance. It revealed the existence of the Z^0 , the "Intermediate Vector Boson," whose mass is about 90 proton masses. The Z^0 (and its charged counterpart, the W^\pm) was postulated some years earlier in a theory that encompasses the electromagnetic and weak interactions in a single framework. This "electroweak" theory is widely regarded as the first step toward the realization of a dream that Einstein pursued throughout his life: a Grand Unified Theory to explain the fundamental origin of all forces—gravitational, weak, electromagnetic, and strong nuclear.

C. Rubbia and S. van der Meer received the 1984 Nobel Prize for the discovery of the W and Z particles in experiments performed at CERN, Geneva.

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CHAPTER 11 FIG. 11.1, p. 238—Reproduced by Courtesy of the Trustees of the British Museum. QUOTES, p. 238–239—

Continued on page A-45

Index of Tables

- 1.1 Ranges of length, time, and mass in the universe 2
- 1.2 Prefixes and their symbols for decimal multiples and submultiples 3
- 8.1 Moments of inertia 159
- 8.2 Equations for rotational dynamics 170
- 9.1 Mass densities and number densities of some fluids 180
- 9.2 Densities of some common substances 182
- 9.3 Elastic moduli of some substances 184
- 9.4 Surface tension of some liquids in contact with air 191
- 9.5 Contact angles 192
- 10.1 Viscosity coefficients of air and some liquids at 30 °C 221
- 10.2 Viscosity coefficients as functions of temperature 221
- 11.1 Thermal expansion coefficients of some materials 245
- 11.2 Specific heat capacities of some substances 247
- 11.3 Latent heats of melting and vaporization at atmospheric pressure 247
- 11.4 Thermal conductivities of some substances at 0 °C 256
- 12.1 Molar heat capacities of gases at 20 °C and atmospheric pressure 277
- 13.1 The four microstates and three macrostates for two identical coins 303
- 13.2 Microstates and macrostates for four identical coins 303
- 13.3 Number of microstates within four specified macrostates for $N = 60$ 304
- 16.1 Speed of sound in representative gases, liquids, and solids 358
- 16.2 Typical sound levels and intensities 366
- 19.1 Dielectric constant k and dielectric strength of various substances 435
- 20.1 Resistivities and temperature coefficients of resistivity at 20 °C 453
- 20.2 Relations for series and parallel combinations of resistances 458
- 24.1 Physiological effects of a 60-Hz AC current 563
- 24.2 Typical body resistance for various skin contact conditions 564
- 25.1 Speed of electromagnetic radiation (light) in free space 584
- 25.2 Refractive indices at the wavelength of 589 nm 585
- 27.1 Specific rotation of some amino acids in aqueous solution 665
- 30.1 Tabulation of n, ℓ, m quantum states 736
- 30.2 Ground-state electronic configurations of the first eighteen elements 737
- 30.3 Periodic table of the elements 738
- 32.1 Nucleon and electron masses and energy equivalents 769
- Color insert facing page 658

Preface

In preparing this second edition of *Principles of Physics*, I have been guided by the many thoughtful suggestions of numerous reviewers. The new edition features a number of important changes and additions. However, the spirit and philosophy of the book has not changed. It is, as was the first edition, an appropriate text for a one-year introductory course in physics for students in the biological, environmental, earth, and social sciences. The mathematical prerequisites are again only algebra and elementary trigonometry; calculus is not used. Like the first edition, this second edition presents a comprehensive account of physics, concentrating on fundamental concepts by emphasizing careful physical reasoning with minimal reliance on mathematical crutches.

The goal of a first, and often only, course in physics at the college level should be to help students develop physical intuition and to teach them not merely how to solve but, more important, how to approach new problems. To this end, I have stressed the use of symmetry, dimensional analysis, and conservation laws.

As every experienced instructor knows, to derive every important relation without recourse to calculus is practically impossible. Hard as one may try, one is occasionally forced to avail oneself of the phrase "It can be shown. . . ." I have made every effort to avoid that procedure; in those rare instances (e.g., exponential decay of an RC or RL circuit) where a derivation cannot be accomplished without calculus, I have made a special effort to show that the result is physically plausible and dimensionally correct.

Though problem solving is unquestionably an essential part of the learning process, the ability to carry a problem to its correct numerical solution is by no means the only, sometimes not even the best, measure of understanding. In problem solving mathematical manipulation too often demands a disproportionate effort: Students who can substitute numbers into the proper equation and obtain the correct answer may delude themselves into thinking that they have mastered a new concept; conversely, students who understand the subject but have less mathematical dexterity may be discouraged because they fail to get the "right answer." Every reviewer of the first edition has commented enthusiastically on the qualitative multiple choice questions that are designed to probe a student's understanding of new concepts and their physical significance. I have retained nearly all of these questions and have added a substantial number of new ones to nearly every chapter.

There are even more problems at the end of each chapter than before. Some problems of the first edition have been omitted and many new ones

have been added; most, though by no means all, of them are of the simple, “confidence builder” type. As in the earlier edition, problems are grouped according to principal sections to aid the instructor; the level of difficulty of a problem is indicated by a simple code (no mark, simple exercise; one dot, average difficulty; two dots, challenging problem). Answers to the odd-numbered multiple choice questions and problems are listed following the Appendixes.

Several reviewers urged the inclusion of more in-text examples. This new edition incorporates nearly 50 percent more examples than the first; almost every section contains at least one and frequently two or more examples. Many of them are taken from biology, medicine, archeology, astronomy, and the earth sciences. They have been carefully selected with a view to timeliness and fundamental simplicity, and they are discussed in sufficient detail to allow the reader to understand the technique as well as the application of the physical principles involved in each instance.

Other noteworthy changes that distinguish this from the earlier edition are as follows: The chapter on kinematics has been completely rewritten. A section on Kepler’s laws has been added to the chapter on gravitation. The chapter on thermodynamics has been reorganized; a section on general heat engines and refrigerators has been added, and the discussion on the relation between statistical mechanics and thermodynamics is an optional section at the end of the chapter. The chapter on simple harmonic motion has been rewritten and the relation of SHM to circular motion clarified. The last chapter has been expanded to include an up-to-date account of elementary particles and the quark model. These changes are, however, only a few of the revisions. The entire text has been scrutinized and made more concise, and a few sections have been shortened where possible without damage to clarity or style.

Practically all of the historical material of the first edition has been retained; in fact, I have made one or two minor additions. Such anecdotal commentary not only enlivens the text but shows dramatically that science does not progress in a logical step-by-step sequence along a straight path. I believe it is vitally important that students, especially students who are not in the physical sciences, recognize that physics is very much a human enterprise, exciting but sometimes quite frustrating.

There is undoubtedly more material in this text than can be covered in most one-year courses. That is as it should be. A text that must be augmented by auxiliary material evidently fails to meet the needs of the instructor. The topics I have included encompass all those traditionally taught (and listed in the MCAT manual). Several sections have been marked with an asterisk (*). These sections are optional and, though of interest to special groups of students, can be omitted without loss of continuity. No material needed in later chapters is included in an optional section.

Two entire chapters have been marked optional. Chapter 28, “Relativity,” addresses the widespread interest of students in this topic. Even though the material is devoid of mathematical complexity, instructors should keep in mind that the subject demands a level of sophistication few beginning students have achieved. Chapter 31, “Aggregates of Atoms: Molecules and Solids,” contains some material that is often taught in chemistry; the section on solids—in particular, the discussion of semiconductor devices—is again an attempt to satisfy the curiosity of many students. None of the topics of this chapter is essential in a first-year physics course.

I have already alluded to my debt to reviewers; it is fitting that their assistance be recognized here:

Paul Bender, Washington State University
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Nothing exasperates students more than to find, after hours of frustration, that their answers do not agree with those in the back of the book because the latter are wrong. Every effort has been expended to ensure that the answers given are, indeed, correct. I have solved these problems, and my work has been checked by Edith Cassel and Betty Richardson, Cornell University, and Luis F. Garcia, Michigan State University, who prepared the solutions in the *Instructor's Manual*.

I have again been fortunate to have had the expert assistance and support of the staff at Allyn and Bacon, Inc., in particular, Carol Beal, Jane Dahl, Judith Fiske, Gary Folven, Barbara Gracia, and James Smith. The excellent artwork was executed with meticulous care by Scientific Illustrators under the direction of Mr. George Morris.

Contents

Index of Tables

Preface

1

Units, Dimensions, Vectors, and Other Preliminaries 1

- | | | | | | |
|-----|--|---|--------|---|----|
| 1.1 | Units | 1 | 1.5 | Scalars and Vectors | 6 |
| 1.2 | Fundamental Units | 3 | 1.6 | Vector Addition and Subtraction | 7 |
| 1.3 | Derived Units and Dimensional Analysis | 4 | 1.6(a) | Vector Addition Using Orthogonal Components | 10 |
| 1.4 | Significant Figures | 6 | | | |

2

Kinematics 17

- | | | | | | |
|--------|----------------------|----|-----|--|----|
| 2.1 | Introduction | 17 | 2.4 | Kinematics in Two and Three Dimensions | 29 |
| 2.2 | Rectilinear Motion | 17 | 2.5 | Uniformly Accelerated Motion in Two Dimensions | 31 |
| 2.2(a) | Velocity | 17 | 2.6 | Addition of Velocities; Reference Frames | 36 |
| 2.2(b) | Acceleration | 21 | | | |
| 2.3 | Uniform Acceleration | 22 | | | |

3

Dynamics 46

- | | | | | | |
|--------|-------------------------|----|--------|------------------------------|----|
| 3.1 | Introduction | 46 | 3.2(c) | Mass and Weight | 49 |
| 3.2 | Newton's Laws of Motion | 48 | 3.2(d) | The Third Law | 50 |
| 3.2(a) | The First Law | 48 | 3.3 | Application of Newton's Laws | 51 |
| 3.2(b) | The Second Law | 48 | 3.4 | Friction | 61 |

Work, Energy, and Power 74

- | | | | | | |
|-----|--|----|-----|------------------------|----|
| 4.1 | Work | 74 | 4.3 | Kinetic Energy | 80 |
| 4.2 | Potential Energy and Conservative Forces | 77 | 4.4 | Conservation of Energy | 82 |
| | | | 4.5 | Power | 88 |

Impulse and Momentum 98

- | | | | | | |
|-----|--|-----|--------|--------------------------------------|-----|
| 5.1 | Introduction | 98 | 5.5(a) | Collisions in One-Dimensional Motion | 103 |
| 5.2 | External and Internal Forces | 99 | 5.5(b) | Collisions in Two-Dimensional Motion | 107 |
| 5.3 | Newton's Second Law Revisited: Linear Momentum | 100 | 5.6 | Center of Mass | 110 |
| 5.4 | Conservation of Linear Momentum | 102 | | | |
| 5.5 | Elastic and Inelastic Collisions | 103 | | | |

Circular Motion 122

- | | | | | | |
|-----|--|-----|------|-------------------------------------|-----|
| 6.1 | Kinematics of Circular Motion | 122 | 6.3 | Dynamics of Uniform Circular Motion | 127 |
| 6.2 | Connection between Rotational and Translational Motion | 124 | *6.4 | Banking of Curves | 130 |

Gravitation 138

- | | | | | | |
|-----|---|-----|-----|--|-----|
| 7.1 | Introduction | 138 | 7.3 | Kepler's Laws of Planetary Motion | 141 |
| 7.2 | Law of Universal Gravitational Attraction | 139 | 7.4 | Determination of G: "Weighing the Earth" | 142 |

Rotational Equilibrium; Dynamics of Extended Bodies 149

- | | | | | | |
|-----|--------------------------------------|-----|-----|---------------------------|-----|
| 8.1 | Torques and Rotational Equilibrium | 149 | 8.4 | Moment of Inertia | 157 |
| 8.2 | Center of Mass and Center of Gravity | 154 | 8.5 | Angular Momentum | 160 |
| 8.3 | Rotational Dynamics | 156 | 8.6 | Rotational Kinetic Energy | 166 |

Mechanical Properties of Matter 178

- | | | | | | |
|-----|---|-----|--------|--|-----|
| 9.1 | Introduction | 178 | 9.3(c) | Young's, Shear, and Bulk Modulus | 184 |
| 9.2 | Solids, Liquids, and Gases | 179 | 9.4 | Surface Tension | 188 |
| 9.3 | Density and Elastic Properties of Solids | 180 | *9.5 | Cohesion, Adhesion, Contact Angle, and Capillarity | 191 |
| | 9.3(a) Density | 181 | | | |
| | 9.3(b) Elastic Deformation and Elastic Moduli | 182 | | | |

Hydrostatics and Hydrodynamics 199

- 10.1 Atmospheric Pressure 199
- 10.2 Pressure in a Liquid 204
- 10.3 Buoyancy 207
 - 10.3(a) Density Determination by Archimedes' Principle 209
 - 10.3(b) Center of Buoyancy and the Stability of Boats 211
- 10.4 Hydrodynamics; Laminar and Turbulent Flow 213
- 10.5 Bernoulli's Effect 213
 - 10.5(a) Venturi Meter and Atomizer 217
- 10.6 Viscous Flow 220
- 10.7 Turbulence 225
- *10.8 Terminal Velocity, Sedimentation, and Centrifugation 225
 - 10.8(a) Sedimentation and Centrifugation 227

Thermal Properties, Calorimetry, and the Mechanical Equivalent of Heat 237

- 11.1 Introduction 237
- 11.2 Temperature 240
- 11.3 Thermometric Methods 242
- 11.4 Thermal Expansion 244
- 11.5 Heat Capacity, Latent Heat, and Calorimetry 246
 - 11.5(a) Heat Capacity and Specific Heat 246
 - 11.5(b) Latent Heat 247
- 11.6 Heat Transport 251
 - 11.6(a) Convection 251
 - 11.6(b) Conduction 254
 - 11.6(c) Radiation 257

The Ideal Gas Law and Kinetic Theory 266

- 12.1 Introduction 266
- 12.2 Molar Quantities 266
- 12.3 Equation of State of the Ideal Gas 268
- 12.4 Kinetic Theory 271
- 12.5 Heat Capacities of Gases 275
 - 12.5(a) Monatomic Gases 275
 - 12.5(b) Diatomic Gases 278
- *12.6 Mixture of Gases 280
 - 12.6(a) Scuba Diving and Aquatic Mammals 281

Thermodynamics 288

- 13.1 Introduction 288
- 13.2 The Zeroth and First Laws of Thermodynamics 289
- 13.3 Second Law of Thermodynamics 294
 - 13.4 Heat Engines 297
 - 13.5 Entropy and the Second Law 298
 - *13.6 Statistical Interpretation of Entropy; Heat Death 302

Oscillatory Motion 310

- 14.1 Introduction 310
- 14.2 Stable, Unstable, and Neutral Equilibrium 310
- 14.3 Simple Harmonic Motion 312
- 14.4 Mass-and-Spring System 315
- 14.5 Relation of SHM to Circular Motion; Kinematic Equations of SHM 317
- 14.6 The Simple Pendulum 320
- 14.7 Equivalence Principle Revisited 323
- 14.8 Energy of an Oscillating System 323
- *14.9 Forced Oscillations; Damping and Resonance 325

Mechanical Waves 333

- 15.1 Introduction 333
- 15.2 Sinusoidal Waves 334
- 15.3 Superposition of Waves 339
 - 15.3(a) Superposition of Two Waves of Identical Wavelengths and Amplitudes 339
 - 15.3(b) Superposition of Waves of Different Wavelengths and Amplitudes 340
- 15.4 Reflection of Waves 342
- 15.5 Standing Waves 344
- 15.6 Resonances 345
- 15.7 Beats 347
- 15.8 Speed of Propagation of Waves on Strings 348
- 15.9 Energy of a Vibrating String 350

Sound 356

- 16.1 Introduction 356
- 16.2 Generation of Sound 356
- 16.3 Speed of Sound 357
- 16.4 Relation between Pressure Fluctuation and Average Displacement of Gas Molecules 359
- 16.5 Acoustic Resonances of Pipes 360
- 16.6 Sound Intensity 364
 - 16.6(a) Intensity Levels; Decibels 365
- 16.7 Doppler Effect 367
- 16.8 Scattering of Waves 371
- *16.9 Navigation of Bats 371
- *16.10 Physiology of Hearing 372
 - 16.10(a) Outer Ear 372
 - 16.10(b) Middle Ear 373
 - 16.10(c) Inner Ear 374

Electrostatics I: Charges and Interactions between Charges 380

- 17.1 Introduction 380
- 17.2 Origin of Electric Charges 381
- 17.3 Conductors, Insulators, and Semiconductors 382
- 17.4 Interaction between Charges; Coulomb's Law 383
- 17.5 Units 386
- 17.6 Grounding and Charging by Induction 388
- 17.7 Induced and Permanent Dipoles 390
- 17.8 Electrostatic Forces due to a Distribution of Charges 391

Electrostatics II: Electric Fields and Potentials 399

- 18.1 The Electric Field 399
- 18.2 Electric Field Lines 400
- 18.3 Gauss's Law 403
- 18.4 Electric Field Inside a Conductor; Shielding 405
- 18.5 Electrostatic Potential 407
- 18.6 Electrostatic Potential and the Energy of Charged Bodies 409
- 18.7 The Electron Volt 409
- 18.8 Potentials Associated with a Uniform Electric Field and with the Field from a Point Charge; Equipotential Surfaces 412
- 18.9 Potentials Due to Charge Distributions 420

19**Capacitors 430**

- 19.1 Introduction 430
- 19.2 Capacitors and Capacitance 431
- 19.3 Electrostatic Energy of a Capacitor; Energy Stored in an Electric Field
- 19.4 Capacitors in Series and Parallel Combinations 439

20**Steady Electric Currents 447**

- 20.1 Sources of Electromotive Force; Batteries 447
- 20.2 Electric Current 449
- 20.3 Resistance and Resistivity 451
- 20.4 Current, Voltage, and Power Dissipation in a Simple Circuit 454
- 20.5 Resistors in Series and Parallel Combinations 455
 - 20.5(a) Resistors in Series 456
 - 20.5(b) Resistors in Parallel 457
- 20.6 The Real Battery; Internal Resistance 459

21**Direct-Current Circuits 469**

- 21.1 Introduction 469
- 21.2 Solution of Simple Direct-Current Circuits 469
- 21.3 Kirchhoff's Rules 471
- 21.4 Measurement of Current and Voltage 475
- 21.4(a) Ammeters 476
- 21.4(b) Voltmeters 477
- 21.4(c) Influence of Meters in a Circuit 478
- *21.5 The Wheatstone Bridge 479

22**Magnetism 486**

- 22.1 Introduction 486
- 22.2 The Magnetic Field 487
- 22.3 Force on a Current in a Magnetic Field 491
- *22.4 The Earth's Magnetic Field 492
- 22.5 Trajectory of Moving Charges in a Magnetic Field 494
 - 22.5(a) The Cyclotron 496
 - 22.5(b) Hall Effect 499
- 22.6 Generation of Magnetic Fields 501
- 22.6(a) Magnetic Field Due to an Infinitely Long Straight Current 501
- 22.6(b) Force between Two Currents; Definition of the Ampere 502
- 22.6(c) Ampère's Law 504
- 22.6(d) Current Loops, Toroids, and Solenoids 504
- *22.7 Meters 509

Electromagnetic Induction 517

- 23.1 Introduction 517
- 23.2 Induced EMFs; Faraday's Law and Lenz's Law 518
- 23.3 Motional EMF 521
- 23.4 Mutual Inductance and Self-Inductance 523
 - 23.4(a) Mutual Inductance 523
 - 23.4(b) Self-Inductance 524
 - 23.5 Energy Stored in an Inductance 526
 - 23.6 Generators 528
 - *23.7 Superconductivity and Applications 530

24

Time Dependent Currents and Voltages; AC Circuits 541

- 24.1 Introduction 541
- 24.2 Response of Simple Circuits to Current or Voltage Discontinuities 542
 - 24.2(a) RC Circuits 542
 - 24.2(b) RL Circuits 548
- 24.3 Alternating Currents and Voltages 550
 - 24.3(a) RLC Circuit; Resonance 555
 - *24.4 Filters 559
 - 24.5 Transformers 559
 - *24.6 Physiological Effects of Electric Currents 563

25

Electromagnetic Waves and the Nature of Light 571

- 25.1 Introduction 571
- *25.2 Displacement Current 572
- 25.3 Electromagnetic Waves 573
- 25.4 Light 580
- 25.5 Speed of Light 581
- 25.6 Index of Refraction 585
- 25.7 Waves and Rays 586
 - 25.7(a) Huygen's Principle 587
 - 25.8 Reflection of Plane Waves 587
 - 25.9 Refraction 589
 - 25.9(a) Total Internal Reflection 591
 - 25.9(b) Endoscopes 593
 - 25.9(c) Dispersion 594

26

Geometrical Optics; Optical Instruments 602

- 26.1 Plane Mirrors 602
- 26.2 Spherical Mirrors 604
 - 26.2(a) Concave Mirrors 604
 - 26.2(b) Convex Mirrors 607
- 26.3 Lenses 610
- 26.4 Principal Rays for Lenses and Locating Images 611
 - *26.5 Aberrations 613
 - 26.6 The Eye 615
 - 26.7 Camera and Projection Lantern 618
 - 26.8 Simple Magnifying Glass, or Jeweler's Loupe 620
 - 26.9 Microscopes 621
 - 26.10 Telescopes 623

Physical Optics 632

- 27.1 Introduction 632
- 27.2 Coherence 633
- 27.3 Interference 634
 - 27.3(a) Double-Slit Interference 635
 - 27.3(b) Thin-Film Interference 639
 - 27.3(c) Interferometers 642
- 27.4 Holography 645
- 27.5 Diffraction 647
 - 27.5(a) Diffraction Grating 647
 - 27.5(b) Diffraction by a Single Aperture 652
- 27.6 Resolving Power 656
- 27.7 Polarization 659

***Relativity 672**

- 28.1 Introduction 672
- 28.2 Classical Relativity 674
- 28.3 The Michelson-Morley Experiment 676
- 28.4 The Special Theory of Relativity 680
 - 28.4(a) Postulates of the Theory 680
 - 28.4(b) Simultaneity and Time Dilation 682
 - 28.4(c) Twin Paradox 685
 - 28.4(d) The Lorentz-FitzGerald Contraction 687
- 28.5 Addition of Velocities 688
- 28.6 Mass-Energy Equivalence 689
- 28.7 Experimental Confirmation of Special Relativity 691
 - 28.7(a) Mass-Energy Equivalence 691
 - 28.7(b) Time Dilation and Length Contraction 691
- 28.8 General Relativity 693

Origins of the Quantum Theory 698

- 29.1 Introduction 698
- 29.2 Blackbody Radiation 700
- 29.3 The Photoelectric Effect 703
- 29.4 Specific Heat of Solids 705
- 29.5 X Rays 706
- 29.6 Compton Scattering 711
- 29.7 Matter Waves 713
- 29.8 The Uncertainty Principle 716
- 29.9 Particles and Antiparticles 719

Atomic Structure and Atomic Spectra 724

- 30.1 Introduction 724
- 30.2 Bohr's Model of the Hydrogen Atom 727
- 30.3 Emission and Absorption of Radiation 730
- 30.4 De Broglie Waves and the Bohr Model 733
- 30.5 Atomic Wave Functions, Quantum Numbers, and Atomic Structure 733
 - 30.5(a) Electron Spin 734
 - 30.5(b) Many-Electron Atom and the Periodic Table 735
- 30.6 Characteristic X-Ray Lines 739
- *30.7 Masers and Lasers 740

***Aggregates of Atoms; Molecules and Solids 747**

- 31.1 Introduction 747
- 31.2 Molecular Bonds 748
 - 31.2(a) Ionic Bonds 748
 - 31.2(b) Covalent Bonds 750
 - 31.2(c) Hydrogen Bond 750
 - 31.2(d) Van der Waals Bond 751
- 31.3 Molecular Spectra 751
- 31.4 Cohesion of Solids 755
 - 31.4(a) Ionic Solids 755
 - 31.4(b) Covalent Crystals 755
 - 31.4(c) Metallic Bonding 756
- 31.5 Band Theory of Solids 756
- 31.5(a) Semiconducting Crystals 757
- 31.6 Semiconductor Devices 759
 - 31.6(a) Junction Diodes 759
 - 31.6(b) Junction Transistors 761
 - 31.6(c) Photosensitive Devices and Light-Emitting Diodes (LEDs) 761

Nuclear Physics and Elementary Particles 766

- 32.1 Introduction 766
- 32.2 Nuclear Structure and Nuclear Forces 768
 - 32.2(a) Composition 768
 - 32.2(b) Mass 769
 - 32.2(c) Size 769
 - 32.2(d) The Nuclear Force 770
- 32.3 Stability of Nuclei 771
 - 32.3(a) Binding Energy 771
 - 32.3(b) Systemics of Stability 773
 - 32.3(c) Radioactivity 774
 - 32.3(d) Radioactive Decay Series 778
- 32.4 Decay Constants, Half-Lives, and Activities 778
- 32.5 Nuclear Reactions 781
- 32.6 Fission 782
- 32.7 Fusion 786
- *32.8 Radiation Detectors 788
- *32.9 Radioactive Dating 791
 - 32.9(a) Carbon-14 Dating 791
 - 32.9(b) Thermoluminescence 793
 - 32.9(c) $^{206}\text{Pb}/^{238}\text{U}$ Dating 794
- 32.10 Elementary Particles 794

Appendixes

- A Review of Mathematics A-1
- B Solar Terrestrial, and Planetary Data A-8
- C Currently Accepted Values of Fundamental Physical Constants A-9
- D The SI Units A-11
- E An Abbreviated Table of Isotopes A-13

Answers to Odd-Numbered Multiple Choice Questions and Problems A-18**Index A-28**

Units, Dimensions, Vectors, and Other Preliminaries

There shall be standard measures of wine, beer, and corn—the London quarter—throughout the whole of our kingdom, and a standard width of dyed, russet and halberject cloth—two ells within the selvedges; and there shall be standard weights also.

MAGNA CHARTA (1215)

1.1 Units

The observations and experiences that interest scientists span an immense range. Distances extend from the incredibly small dimensions of subnuclear particles to the thousands of light years that separate galaxies of the universe; times encompass those of stellar evolution and the almost infinitesimally short lifetimes of some “elementary particles.” Similarly, enormous ranges of masses, electric charges, magnetic fields, pressures, densities, or other variables engage the attention of physicists in their daily work. The ranges of distance, mass, and time of phenomena studied today are listed in Table 1.1.

To describe and characterize these phenomena, scientists must agree on a consistent set of *units* with which measurements are to be compared. Masses, lengths, times, currents, velocities become meaningful only in comparison with ones familiar to us. The unit is simply the standard yardstick with which a particular event is contrasted.

Unfortunately, in the historical development of science different systems of units were used in different parts of the world, and in the same country by different professions. To confuse matters further, the fact that certain physical quantities like electric current and magnetic field are not independent but fundamentally related was not recognized when they were first studied. As a

Table 1.1 Ranges of length, time, and mass in the universe

Length (in meters)

10^{-17}	Present experimental limit in determining nuclear structure
10^{-15}	Diameter of proton
10^{-10}	Diameter of atom
10^{-8}	Length of ribosome
10^{-6}	Wavelength of visible light; length of bacterium
1	Height of man
10^7	Radius of earth (6371 km)
10^{11}	Radius of earth's orbit (149×10^6 km)
10^{16}	One light year
10^{22}	Distance to nearest galaxy (M31 in Andromeda)
10^{26}	Radius of universe

$$\text{Range of } 10^{26}/10^{-17} = 10^{43}$$

Time (in seconds)

10^{-23}	Time for light to cross a proton
10^{-15}	Period of light wave
10^{-8}	Time for emission of photon from excited atom
10^{-2} }	Human time scale: range between reaction time to visual or other stimulus and average life span
10^9 }	
10^7	One year (3.16×10^7 s)
10^{16}	Solar system completes one turn about galactic center
10^{17}	Age of earth
10^{18}	Age of the universe

$$\text{Range of } 10^{18}/10^{-23} = 10^{41}$$

Mass (in kilograms)

10^{-30}	Mass of electron
10^{-27}	Mass of proton
10^{-21}	Mass of ribosome
10^{-15}	Mass of bacterium
10^2	Mass of man
10^{25}	Mass of earth (5.98×10^{24} kg)
10^{30}	Mass of sun (1.99×10^{30} kg)
10^{41}	Mass of our galaxy
10^{52}	Mass of universe

$$\text{Range of } 10^{52}/10^{-30} = 10^{82}$$

result, several diverse units have been in common use. These are now being replaced, under international agreement, by units of the *Système International*, or SI units. In this system, the *meter*, *kilogram*, and *second* are the fundamental units of *length*, *mass*, and *time*, respectively.

Students in the United States are more conversant with the pound, foot, and quart of the British system than with the newton, meter, and liter. However, the SI units are now widely used throughout the world, and will soon be in use in this country as well. The study of physics is a good initiation to the "metric" system; moreover, use of that system makes the physics itself more lucid and the computations more tractable. We shall therefore rarely mention the British units, and then only to compare them with their metric equivalents.

Although we shall stay with the SI, it is important to know how to convert from one unit to another. Conversion factors are listed inside the front cover. Two examples will illustrate the method.

Example 1.1 A car is driving at a speed of 50 miles per hour (mph). What is the speed of the car in kilometers per hour and in meters per second?