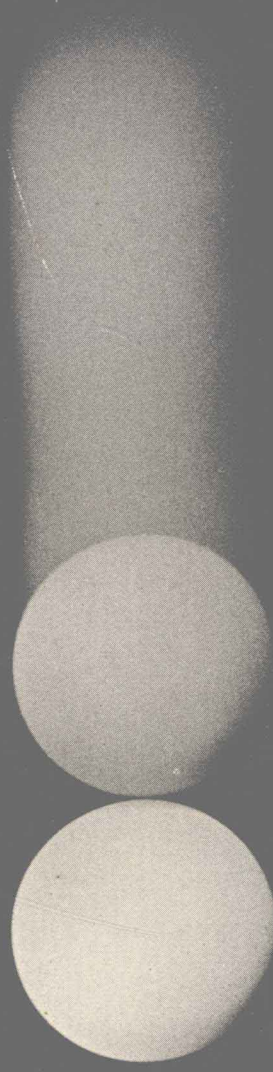


UNDAMENTALS OF MECHANICS AND HEAT



***Fundamentals
of Mechanics
and Heat***

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FUNDAMENTALS OF MECHANICS AND HEAT

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***Fundamentals
of Mechanics
and Heat***

NO ONE MUST be persuaded nowadays that a thorough course in the fundamentals of physics is an essential part of the curriculum of every beginning student of engineering or the physical sciences. However, the addition of a new text to an already large accumulation of basic physics books might well be questioned, since a number of excellent texts already exist.

Nevertheless, new books are needed and will continue to be needed, for several reasons. The explosive growth of scientific knowledge and the increasing reliance of engineering technology on basic science and analytical methods make it more urgent than ever that the basic physics course give a thorough grounding in essential principles and associated analytical tools, stripped of gadgetry and lengthy discussions of current technology which will soon grow obsolete. Furthermore, it is essential to raise the level and goals of the introductory course whenever possible, to take fullest advantage of the improved preparation in physics which many high schools now offer as a result of the fine work of the Physical Science Study Committee and similar groups.

This book is intended as an introductory text, elementary yet thorough, which concentrates on fundamentals, uses analytical techniques such as calculus and vector analysis where they are needed, is thoroughly up to date and contemporary in viewpoint, and exhibits the spirit of scientific inquiry and the empirical basis of natural science.

Specifically, this book is intended as the beginning of a series of courses of total length one to two years, starting in the freshman or sophomore college year. For the continuation of the sequence, the other volumes in the McGraw-Hill Series in Fundamentals of Physics are particularly suitable because of their uniformity of level and viewpoint, but there are several other suitable combinations.

As the table of contents shows, the order of topics is not revolutionary. The author believes strongly that physics should be presented as an empirical science and that frequent contact with experience is essential. Thus newtonian mechanics is the most logical place to begin, inasmuch as everyday experience provides an

abundance of examples of mechanical principles, more so than for any other branch of physics. Furthermore, the closely knit logical structure of mechanics and its close relations to all the other branches of physics enhance its suitability as a starting point.

The table of contents indicates the scope of the book, but we also wish to point out the following features:

1. The book assumes a concurrent course in differential and integral calculus, and elementary calculus is used wherever necessary. It is not our aim to teach calculus as such, but we recognize that for most students calculus is a new and still somewhat unfamiliar tool; for this reason, some applications of calculus are spelled out in more detail than would ordinarily be necessary, especially in the early chapters of the book. No previous exposure to vector algebra is assumed; a systematic introduction is provided in Chapter 2, and further explanations of various essential points accompany their application to physical situations. As is customary, vector quantities are denoted by boldface symbols; in addition, boldface $+$, $-$, Σ , and $=$ signs are used in vector equations to denote vector addition and equality.

2. The book attempts to exhibit the inductive and empirical nature of physics along with its deductive aspects. Care has been taken to distinguish clearly between principles which are generalizations from experience and those which are derived, and to indicate the experimental basis of the former. The relative status of each principle in the whole logical structure is thus made clear.

3. Throughout the book the importance of *models* is stressed. We rarely deal directly with physical reality, but rather with simplified models designed to retain the essential features of a physical situation and eliminate the unessential ones, to facilitate analysis. The student is constantly reminded of the process of constructing models as idealizations of reality, and of the limitations of analytical results imposed by the limitations of validity of the model.

4. In the chapters on elementary thermodynamics we abandon completely the classical approach with its confinement to a macroscopic viewpoint. Instead the macroscopic and microscopic approaches are thoroughly interwoven; a common theme in these chapters is the relation between the macroscopic behavior of matter and its microscopic structure. Thus the kinetic-molecular model of an ideal gas is discussed in detail, and its relation to the first law of thermodynamics is exhibited. The concept of entropy is discussed

as a measure of the microscopic disorder of a system as well as a macroscopic thermodynamic quantity.

5. An attempt has been made to exhibit the essential *unity* of various branches of physics; in particular, mechanical principles and the various conservation laws are applied to atomic and nuclear phenomena and to the structure of matter, as well as to problems in macroscopic mechanics. As an aid to understanding the status and relationships of various principles, short Summary and Perspective sections are inserted at intervals of three or four chapters.

6. With a few exceptions, the mks system of units is used exclusively. There seems little doubt that it will eventually be used universally in scientific work. In addition, the author feels strongly that the burden of mastering several systems of units simultaneously should not be added to that of mastering new physical concepts. If the British system of units is needed in later engineering courses, it can easily be learned once the basic principles are well in hand. Several tables for conversion of units, both metric and British, are included in Appendix B.

7. An unusually large collection of almost 600 problems is included. A few of these are simple substitution exercises, designed to illustrate definitions, but most require some thought and insight on the part of the student. A majority of the problems are literal or algebraic rather than numerical; some are too difficult for all except the best students, and there is plenty of material for "honors" sections. In several cases a sequence of problems can be used to explore additional subject matter. For example, Problems 17-4, 18-14, 18-20, 18-21, 18-25, and 19-11 together constitute a brief introduction to the thermodynamics of paramagnetism, a topic which is not discussed explicitly in the text.

This book grew out of the author's experience with the freshman physics course for engineering and science students at Carnegie Institute of Technology, where it is used for the first two semesters of a four-semester sequence, three credit hours each semester. The following two semesters deal with electricity and magnetism, optics, atomic physics, and the structure of matter. A concurrent calculus course accompanies all four semesters. This book is also suitable for the first semester of a two- or three-semester sequence of four or five credit hours each semester; when used for a one-semester course, it may be shortened somewhat. Several sections and a few entire chapters may be omitted without interrupting the continuity.

These include Chapters 13, 14, 19, and 20 and Sections 6-5, 7-4, 7-6, 8-5, 8-6, 9-6, 9-7, 10-5 to 10-7, 12-5, 16-5 to 16-8, 17-4 to 17-6, 18-6, and 18-9. By omitting selected combinations of these sections, courses with a variety of length and emphasis can be constructed.

Although this book is primarily intended as a high-level introductory text, it may also be used for an intermediate course following a first physics course given without calculus. A thorough and detailed exposition of principles and a plentiful supply of challenging problems make it useful for such intermediate courses.

HUGH D. YOUNG

Acknowledgments

This book has benefited greatly from the advice of a number of people. The following have reviewed part or all of a preliminary form of the manuscript: Prof. Stanley Ballard, Dr. Arthur Beiser, Prof. Owen Chamberlain, Prof. Edward Condon, Prof. Arthur Kip, Prof. Hans Mark, and Dr. William Wolfe. Their critical comments and suggestions have been invaluable. The author is also grateful to his colleagues at Carnegie Institute of Technology, whose suggestions have greatly increased the book's usefulness as a teaching tool, and to the two generations of freshmen at Carnegie who mercilessly but constructively pointed out errors and obscure passages in the preliminary editions. Particular thanks are due to the various members of the secretarial staff at Carnegie who aided in the preparation of several successive versions of the manuscript. Finally and most important, the author acknowledges his great debt to his wife Alice for her unending patience, confidence, and moral support throughout the writing of this text.

WE ARE LIVING in a period in which great advances are being made in the teaching of physics in elementary schools, in high schools, and in colleges. We are living in a period in which an understanding of physical laws is being increasingly recognized as an essential ingredient not only of a technical education, but also of a liberal education. We are living in a period in which biology and modern medicine as well as engineering are built on quantitative formulations of physics and physical chemistry, so that the old one-year-without-calculus course in physics no longer suffices as an adequate preparation for even the premedical student.

The trend toward a fuller presentation of physics to college students, which is now in full swing, is facilitated by the great improvements which have been made in high school teaching in the last few years, especially with the aid of the projects supported by the National Science Foundation.

Such improvements in teaching, in the selection of material to be taught, and in the books in which the material is presented are based upon recognition of the demands of the explosion in scientific knowledge. In his much-discussed Rede Lecture, Sir Charles Snow describes the impoverished condition of those academic traditionalists who shut their eyes to the great intellectual adventure which mankind has been experiencing through the advance of science:*

They still like to pretend that the traditional culture is the whole of "culture," as though the natural order didn't exist. As though the exploration of the natural order was of no interest either in its own value or its consequences. As though the scientific edifice of the physical world was not, in its intellectual depth, complexity and articulation, the most beautiful and wonderful collective work of the mind of man. Yet most nonscientists have no conception of that edifice at all. Even if they want to have it, they can't. It is rather as though, over an immense range of intellectual experience, a whole group was tone deaf. Except that this tone-deafness doesn't come by nature, but by training, or rather the absence of training.

* *The Two Cultures and the Scientific Revolution*, Cambridge University Press, 1961, p. 15.

Among the steps needed to cure this ailment, at least in the field of physics, is the training of students in the ways of physicists as well as in physics. The present volume, *Fundamentals of Mechanics and Heat*, by Professor Hugh Young, follows this principle by leading the student through patterns of intuitive and inductive or deductive processes by which physical theories have always been developed. It presents the basic concepts which were developed by Galileo and Newton some three hundred years ago for the description of motion of macroscopic bodies whose behavior can be directly observed. On these principles all of modern physics is founded, even when important modifications are needed to describe motions at great velocity (relativity) or the motion of electrons, protons, and neutrons (quantum mechanics). In some quarters, there is a tendency to rush into the discussion of these topics before the student has a firm grounding in classical mechanics. This is a mistake that Professor Young does not make.

In the latter part of the book the basic concepts for description of thermal phenomena and the interpretation of heat in terms of random molecular motion are carefully developed. The student is soundly introduced to one of the great generalizations of nineteenth-century physics, the Second Law of Thermodynamics, an understanding of which is essential for anyone to be scientifically literate.

The volume is intended as part of a series of which *Fundamentals of Electricity and Magnetism* by Professor Arthur Kip, of the University of California at Berkeley, appeared about two years ago. Although the two books have been planned to be used together, each one is complete in itself.

It was originally intended that this series should consist of four volumes. But further study has shown that a good introduction to modern physics can be provided with a series complete in three volumes. The third volume, which is being prepared, deals with the fundamentals of optics and modern physics.

Taken together, the three volumes provide a sound preparation for further study of physics, or chemistry, or medicine, or engineering; and they provide a clear understanding of the ideas which have, in the past century, transformed the world in which we live.

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<i>Preface, v</i>
<i>Introduction, ix</i>

PROSPECTUS, 1

1	<i>What Is Physics?</i>	3
1-1	<i>Objects and Methods of Physics,</i>	3
1-2	<i>Measurements and Units,</i>	10
1-3	<i>Equations in Physics,</i>	15
1-4	<i>Models,</i>	16
1-5	<i>Macroscopic and Microscopic Views,</i>	19
1-6	<i>Mathematical Language,</i>	21
	<i>Problems,</i>	24
2	<i>Vector Language</i>	27
2-1	<i>Position of a Point,</i>	27
2-2	<i>Vectors,</i>	32
2-3	<i>Addition of Displacements,</i>	35

- 2-4 *Components and Unit Vectors, 38*
- 2-5 *Scalar Product, 42*
- 2-6 *Vector Product, 46*
- 2-7 *Representation of Physical Quantities by
 Vectors, 53*
- Problems, 54*

3 *Describing Motion* 57

- 3-1 *Motion along a Straight Line, 57*
- 3-2 *Velocity, 58*
- 3-3 *Acceleration, 61*
- 3-4 *Motion with Constant Acceleration, 63*
- 3-5 *Motion in Space, 67*
- 3-6 *Relative Motion, 72*
- Problems, 74*

PERSPECTIVE I, 77

4 *Principles of Dynamics* 79

- 4-1 *Inertia, 79*
- 4-2 *Fundamental Experiments, 82*
- 4-3 *Inertial Mass, 85*
- 4-4 *Force and Motion, 88*
- 4-5 *Superposition of Forces, 91*
- 4-6 *Frames of Reference, 93*
- 4-7 *Action and Reaction, 96*
- Problems, 98*

5 *Dynamics of a Particle I* 101

- 5-1 *Mass and Weight, 101*
- 5-2 *Free Fall, 104*
- 5-3 *Ballistic Trajectories, 108*
- 5-4 *Examples, 112*
- 5-5 *Contact Force, 117*
- 5-6 *Equilibrium, 121*
- 5-7 *Nature of Forces, 122*
- Problems, 124*

6	<i>Dynamics of a Particle II</i>	130
6-1	<i>Circular Motion, 130</i>	
6-2	<i>Centripetal Acceleration, 133</i>	
6-3	<i>Centripetal Force, 136</i>	
6-4	<i>Vector Angular Velocity, 140</i>	
6-5	<i>Velocity and Acceleration in Polar Coordinates, 142</i>	
	<i>Problems, 147</i>	
	 PERSPECTIVE II, 151	
7	<i>Momentum</i>	153
7-1	<i>Simple Collisions, 153</i>	
7-2	<i>Momentum, 156</i>	
7-3	<i>Variable Mass, 160</i>	
7-4	<i>Massless Particles, 163</i>	
7-5	<i>Impulse, 165</i>	
7-6	<i>Generalizations, 167</i>	
	<i>Problems, 169</i>	
8	<i>Dynamics of a Particle III</i>	173
8-1	<i>Gravitation, 173</i>	
8-2	<i>Force Fields, 178</i>	
8-3	<i>Planetary Motion, 181</i>	
8-4	<i>Central-force Problems, 186</i>	
8-5	<i>Electric and Magnetic Forces, 189</i>	
8-6	<i>Scattering, 194</i>	
	<i>Problems, 195</i>	
9	<i>Mechanical Energy</i>	200
9-1	<i>Work, 200</i>	
9-2	<i>Work and Kinetic Energy, 205</i>	
9-3	<i>Power, 211</i>	
9-4	<i>Potential Energy, 212</i>	
9-5	<i>Conservation of Energy, 215</i>	
9-6	<i>Conservative Force Fields, 223</i>	
9-7	<i>Nonmechanical Energy, 229</i>	
	<i>Problems, 230</i>	

10	<i>Periodic Motion</i>	235
10-1	<i>The Harmonic Oscillator</i> , 235	
10-2	<i>Characteristics of Motion</i> , 239	
10-3	<i>Energy Relations</i> , 243	
10-4	<i>Simple Pendulum</i> , 245	
10-5	<i>Molecular Vibrations</i> , 248	
10-6	<i>Damped Oscillations</i> , 256	
10-7	<i>Forced Oscillations</i> , 260	
	<i>Problems</i> , 263	
 PERSPECTIVE III, 269		
11	<i>Systems of Interacting Particles</i>	273
11-1	<i>Center of Mass</i> , 273	
11-2	<i>Motion of the Center of Mass</i> , 281	
11-3	<i>Center-of-mass Coordinate System</i> , 284	
11-4	<i>Kinetic Energy</i> , 288	
11-5	<i>Rigid Bodies</i> , 291	
11-6	<i>Examples</i> , 298	
	<i>Problems</i> , 301	
 12	 <i>Angular Momentum</i>	 307
12-1	<i>Planetary Motion</i> , 307	
12-2	<i>Dynamics of Planetary Motion</i> , 311	
12-3	<i>Rutherford Scattering</i> , 313	
12-4	<i>Angular Momentum of a Rigid Body</i> , 318	
12-5	<i>Vector Angular Momentum</i> , 324	
	<i>Problems</i> , 328	
 13	 <i>Dynamics of a Rigid Body</i>	 334
13-1	<i>Rotation about the Center of Mass</i> , 334	
13-2	<i>Gravitational Torques</i> , 338	
13-3	<i>Examples</i> , 339	
13-4	<i>The Gyroscope</i> , 344	
13-5	<i>Spin and Orbital Angular Momenta</i> , 351	
13-6	<i>Generalizations</i> , 355	
13-7	<i>Equilibrium of a Rigid Body</i> , 358	
	<i>Problems</i> , 361	

PERSPECTIVE IV, 371

14	<i>Relativistic Mechanics</i>	375
14-1	<i>Invariance of Physical Laws, 376</i>	
14-2	<i>Relativity of Time, 380</i>	
14-3	<i>Relativity of Length, 384</i>	
14-4	<i>The Lorentz Transformation, 386</i>	
14-5	<i>Relativistic Dynamics, 390</i>	
14-6	<i>Work and Energy, 394</i>	
14-7	<i>Relativity and Newtonian Mechanics, 398</i> <i>Problems, 401</i>	
15	<i>Properties of Matter I</i>	404
15-1	<i>Structure of Matter, 404</i>	
15-2	<i>Molecular Mass, 409</i>	
15-3	<i>Temperature, 411</i>	
15-4	<i>Gas Thermometer and Absolute Temperature, 414</i>	
15-5	<i>Quantity of Heat, 417</i>	
15-6	<i>Heat Transfer, 421</i>	
15-7	<i>Heat and Energy, 428</i> <i>Problems, 429</i>	
16	<i>Kinetic Theory of Gases</i>	435
16-1	<i>Ideal Gas Law, 435</i>	
16-2	<i>Microscopic Model of an Ideal Gas, 439</i>	
16-3	<i>Pressure Exerted by an Ideal Gas, 441</i>	
16-4	<i>Specific Heat of an Ideal Gas, 446</i>	
16-5	<i>Distribution of Molecular Speeds, 450</i>	
16-6	<i>Maxwell-Boltzmann Distribution, 455</i>	
16-7	<i>Molecular Collisions and Transport</i> <i>Phenomena, 459</i>	
16-8	<i>Limitations of Kinetic Theory, 462</i> <i>Problems, 464</i>	
17	<i>Properties of Matter II</i>	470
17-1	<i>State of a Thermodynamic System, 470</i>	
17-2	<i>Real Gases and Equations of State, 473</i>	
17-3	<i>Phases of Matter, 478</i>	
17-4	<i>Elasticity, 482</i>	

- 17-5 *Specific Heats of Solids, 490*
- 17-6 *Thermal Expansion, 493*
Problems, 496

PERSPECTIVE V, 503

18 Heat and Work 505

- 18-1 *Conversion of Energy, 505*
- 18-2 *Internal Energy, 507*
- 18-3 *Changes of State of an Ideal Gas, 511*
- 18-4 *Specific Heats of an Ideal Gas, 515*
- 18-5 *Adiabatic Process for an Ideal Gas, 518*
- 18-6 *Microscopic View of an Adiabatic Process, 520*
- 18-7 *Thermodynamic Properties of Matter, 522*
- 18-8 *Quasi-static Processes, 523*
- 18-9 *A Practical Problem, 526*
Problems, 529

19 Second Law of Thermodynamics 535

- 19-1 *Directionality of Natural Processes, 535*
- 19-2 *Carnot Cycle, 538*
- 19-3 *Refrigerators, 543*
- 19-4 *Second Law of Thermodynamics, 545*
- 19-5 *Entropy, 549*
- 19-6 *Entropy and the Second Law, 554*
- 19-7 *Thermodynamic Temperature Scale, 555*
- 19-8 *Entropy and Probability, 557*
Problems, 560

20 Mechanical Waves 567

- 20-1 *The Nature of Waves, 567*
- 20-2 *Mathematical Description of Waves, 571*
- 20-3 *Dynamics of Waves on a String, 577*
- 20-4 *Sinusoidal Waves, 579*
- 20-5 *Energy in Wave Motion, 583*
- 20-6 *Longitudinal Waves, 586*

20-7	<i>Superposition of Waves, 592</i>
20-8	<i>Extensions and Generalizations, 601</i>
	<i>Problems, 605</i>

EPILOGUE, 611

<i>Appendix A</i>	<i>Physical Constants</i>	613
<i>Appendix B</i>	<i>Conversion Factors</i>	614
<i>Appendix C</i>	<i>The Solar System</i>	617
<i>Appendix D</i>	<i>The Greek Alphabet</i>	617
<i>Appendix E</i>	<i>Common Logarithms</i>	618
<i>Appendix F</i>	<i>Values of Trigonometric Functions</i>	620
<i>Appendix G</i>	<i>Mathematical Formulas</i>	621
	<i>Answers to Odd-numbered Problems</i>	624
	<i>Index</i>	631