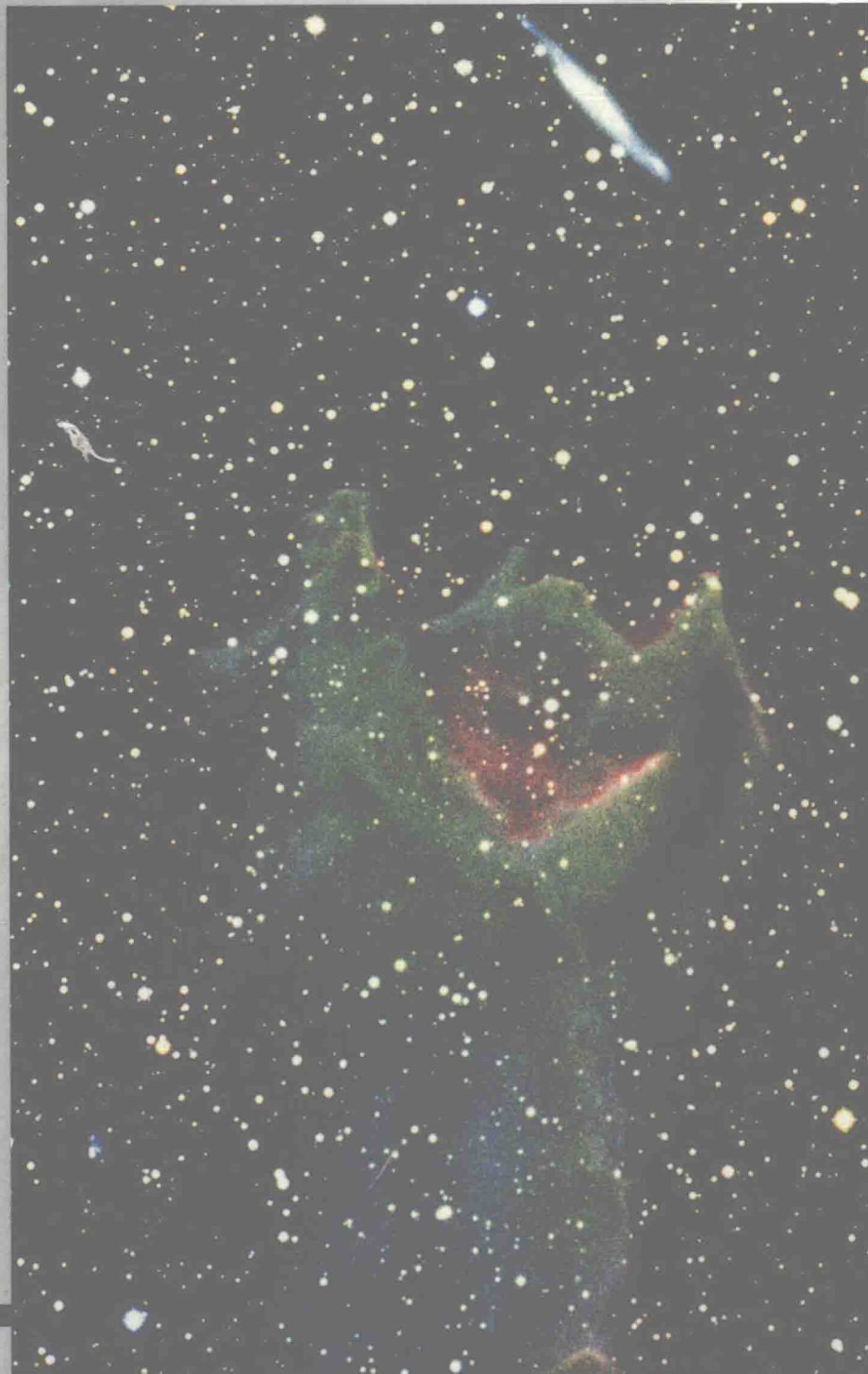


FOURTH EDITION

UNIVERSE

KAUFMANN



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FOURTH EDITION

William J. Kaufmann III



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To Connie and Michael, with love

Cover image: The greenish nebula on the front cover, an interstellar cloud located about 1300 light-years from Earth, seems about to devour a spiral galaxy (seen edge-on). Radiation from the stars is eroding and elongating the nebula by blowing its gas and dust. Because of its shape, the nebula is called a *cometary globule*, but it is no comet! Its “head” alone measures about $1\frac{1}{2}$ light-years across.

Cometary globules are normally dim—because they shine primarily by reflecting light from nearby stars—and most are bluish. This nebula, however, has a muddy greenish hue because the reflected starlight reaches us only after it has filtered through a dusty cloud. The fine dust scatters and loses blue light, which has short wavelengths, more efficiently than longer wavelengths.

This remarkable photograph was taken by David Malin using the 3.9-meter Anglo-Australian Telescope. Many of his fine pictures grace the pages of this text.

Illustration credits are listed on pages 611–613.

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PREFACE

I wrote this book for the student about to explore the mysteries of the universe, from the Earth around us to the dim and distant reaches of the heavens. Armed with the powers of observation, the laws of physics, and the resourcefulness of the human mind, astronomers survey alien worlds and follow the life cycles of stars. With our growing understanding of the evolution of the universe, even space and time take on new meanings. From its first edition, *Universe* has therefore been designed to guide students, including students who may be less than at ease in mathematics and the physical sciences, faced with some of the most profound questions ever asked: from the creation of the cosmos to the formation of the planets and the motions of the stars.

I also wrote this book for the instructor who wants to inspire questions about the nature of any scientific inquiry—about how we ever come to know what we know. Astronomers today must investigate realms far removed from daily experience, including objects too vast, distant, or intangible ever to sample directly; many of the phenomena that we observe occurred very long ago. Showing how scientists reason is therefore central to this fourth edition.

Our developing picture of the universe guides the features of this book

Astronomy reveals the fascinating nature of our physical universe and how it is comprehended. This twin emphasis determines both the text's organization and each of its features:

- A chapter or part typically begins with questions and observations, **showing how scientists discover new physical principles.**
- A **modular part structure** allows instructors to probe these questions in the order and depth desired.
- **Optional boxes** further develop the underlying reasoning, with many *new worked examples* as a guide to the calculations.
- The **many color illustrations**—from *newly obtained* photographs to *new supercomputer simulations*—are carefully coordinated with the text to make the

observations essential to astronomy vivid and easy to understand.

- **Frequent highlighting** and an *added range of end-of-chapter questions* reinforce important principles.
- **Essays by six leading astronomers**—two *new* to this edition—let the reader share in the excitement of scientific discovery.
- Recent discoveries are interwoven throughout, bringing our picture of the universe *fully up to date.*
- In particular, this fourth edition has allowed *expanded coverage of the stars and galaxies*, while trimming some of the details of planetary astronomy.
- I have also *revised* overly intricate discussions so that **complex topics are more easily covered** or omitted at the discretion of each instructor.

As we shall now see in more detail, each of these features reflects the text's consistent themes and pedagogical emphasis. Let me begin with those features that build most closely on the strengths of previous editions.

Chapters are organized to emphasize scientific discovery

The text's traditional Earth-outward organization stresses how our understanding of the universe has developed. By moving outward from the planets to the stars and galaxies, we begin with celestial objects first observed by ancient astronomers using visible light.

The first six chapters introduce the foundations of astronomy, including naked-eye observations of eclipses and planetary motions and such basic tools as Kepler's laws, the properties of light, and the design of telescopes. Discussion of the formation of the solar system in Chapter 7 prepares the reader for the next ten chapters, which cover the solar system in outward order from the Sun.

Chapter 18 introduces stellar astronomy with the star that is most familiar to us: the Sun. The properties of stars are further described in Chapter 19, after which stellar evolution is described chronologically—from birth to death. Molecular clouds, star clusters, nebulae, neutron stars, and black holes are then presented in a sequence that mirrors the natural life of a star. These chapters thus

provide a unified description of the wide variety of objects that astronomers find scattered about the heavens.

A survey of the Milky Way in Chapter 25 is followed by two chapters on galaxies and quasars. The final chapters, on cosmology, further develop our understanding of the universe and its history. All of the “standard” cosmological issues are discussed in Chapter 28, and it would be quite appropriate to end an astronomy course with that chapter. Chapter 29 was created for those who wish to explore topics in which research is today proceeding at a fevered pitch. The student will learn that physicists are at the brink of tackling questions like: Why is there only one dimension of time yet three dimensions of space?

However, *Universe* does not rely solely on its Earth-outward sequence to show how our knowledge of the universe has grown. It is designed throughout to begin with historic questions and exciting observations. These observations, in turn, raise new questions that draw the reader on to the outer limits of our universe and our understanding.

Related chapters are grouped together for greater flexibility

Because this book is designed for both one- and two-term courses, it is more comprehensive than its sister text, *Discovering the Universe*. To make that comprehensive coverage accessible to a wide range of students, *Universe* has a flexible, modular structure that permits instructors to teach the topics in the order desired.

The book's 29 chapters are divided into two nearly equal parts, the first half dealing with introductory material and planetary astronomy, and the second half treating stars, galaxies, and cosmology. Instructors may emphasize either half of the book according to preference, covering more or less of the detail as time and the preparation of the students permit. For instance, a course on stellar astronomy could begin with the introductory chapters on gravitation and light (Chapters 4 and 5) and proceed directly to Chapter 18, which introduces the Sun and stars, without any loss of continuity.

Optional boxes with worked examples permit varied depth of coverage

Universe necessarily contains a little more mathematics than *Discovering the Universe*, but boxed inserts set aside much of the technical material. These boxes help instructors tailor their course to an appropriate depth of coverage and level of difficulty, and they permit students to locate and review topics more easily. All boxes may simply be omitted without loss of continuity.

Many boxes review the formulas that led to important discoveries. Others contain information, such as orbital

and physical data for each planet, that will be useful for working the exercises. Still others take an idea raised in the text a step further.

For this edition, boxes that contain useful calculations always conclude with a highlighted worked example. The examples make the formulas easier to understand and better prepare readers for the end-of-chapter questions. The bright, new design of this edition also helps students to distinguish and to locate more easily those of the boxes that contain reference data useful in working questions.

Color illustrations are an essential part of this book

One glance at a color photograph of a planet's cloudtops or of the glowing gases of a nebula reveals significant details that cannot be gleaned from a black-and-white view. X-ray, infrared, and radio views of the sky can now be displayed comprehensibly in computer-generated false-color images. *Universe* was therefore the first to introduce full color to an astronomy text, and its selection of illustrations has been substantially updated to reflect how astronomy is practiced today.

Photographs new to this edition include a high-resolution map of Venus in Chapter 11, based on altimeter measurements. The next several chapters benefit from Hubble Space Telescope images, while Chapter 21 includes new images of 47 Tucanae from the Anglo-Australian Telescope and of Betelgeuse from the U.S. National Optical Astronomy Observatories. Sally Heap's remarkable Hubble Space Telescope image of the central star of NGC 2440 has been added to Chapter 22, and Tony Tyson's stunning image of gravitational lensing in Abell 2218 elucidates discussion of dark matter in Chapter 25.

Artists' renderings within the text have been widely praised for their pedagogical effectiveness. This edition has corrected and simplified the labeling of many illustrations while adding new ones. For example, Chapter 18 now illustrates temperature changes and convection patterns within the Sun's layers. Particularly exciting are new supercomputer simulations of events that no Earth-based observer could ever have experienced. For example, Chapter 10 adds a colorful simulation of the formation of Mercury, and Chapter 22 vividly depicts instabilities that develop immediately after core bounce during the onset of a supernova explosion.

Chapters repeatedly summarize and review the main ideas

Part of helping students gain an appreciation for astronomy is guiding them through the most important ideas. Each chapter begins with a brief, one-paragraph abstract that gives the reader a clear idea of the chapter's contents.

The chapter headings, in the form of declarative sentences, then highlight main concepts. Read consecutively, these headings also make it easier to review the chapter.

Important terms are set in bold type where they are first defined, and they are defined again in the glossary at the back of the book, which also includes useful page references to the text. Each chapter concludes with both a list of these key terms and a summary of the essential facts in outline form.

End-of-chapter questions begin with a short summary of the relevant formulas; these “Tips and Tools” give students just enough of a hint to get them started. An annotated list of further readings rounds out each chapter’s presentation.

End-of-chapter questions have been significantly enlarged

For this edition, the sets of questions have been rearranged and greatly enlarged. They are now grouped more simply into review, advanced, and discussion questions for ease of use. Answers to all questions that require computation appear at the end of the book, while the *Instructor’s Manual* has step-by-step solutions that can be posted at the instructor’s discretion.

In response to instructors’ requests, greater care has been taken to include questions whose answers require reasoning rather than just memorization. Hence the range of questions is considerably expanded. To enhance student interest in astronomy, observational activities are also included as in previous editions, and attendant star charts are located at the back of the book.

Two additional essays introduce the personal views of leading astronomers

It is again a great pleasure to include the thoughts of renowned astronomers on topics of current interest. Six essays give this edition a depth and quality that could not have otherwise been possible:

- “Why Astronomy?” (following Chapter 1), Sandra M. Faber, University of California, Santa Cruz, and Lick Observatory
- “Astrology and Astronomy” (following Chapter 3), Owen Gingerich, Smithsonian Astrophysical Observatory and Harvard University
- “Exploring the Planets” (following Chapter 12), Marcia Neugebauer, Jet Propulsion Laboratory
- “The Solar Corona” (following Chapter 18), Arthur B. C. Walker, Jr., Stanford University
- “The Great Attractor” (following Chapter 26), Alan Dressler, Carnegie Institution of Washington

“The Edge of Spacetime” (following Chapter 28), Stephen W. Hawking, University of Cambridge

I am particularly grateful to Dr. Gingerich, who has revised his essay so as to develop still further the historical background to modern science, and to Dr. Neugebauer and Dr. Walker, whose essays are *new* to this edition and greatly enhance its coverage.

This edition has an increased emphasis on stellar and galactic astronomy

The good judgment and extensive classroom experience of numerous text users, reviewers, and colleagues have inspired me to expand the treatment of stellar and galactic astronomy at the expense of planetary astronomy in this edition. Some consolidation in the planetary chapters involved thorough reorganization with the student in mind. For instance, Chapter 7 has been streamlined and reorganized, with the addition of two new sections, to make this overview of the solar system easier to follow, while the Moon’s history, previously scattered throughout Chapter 9, has now been collected in one location. Among many other examples, in Chapter 16 the discussion of the interiors of Uranus and Neptune has been combined, providing a better lead-in to coverage of their magnetic fields.

Beginning with the Sun in Chapter 18, I have added significant material. For example, more details of the proton–proton chain have been spelled out in a box accompanying Chapter 18, and Chapter 19, on the nature of stars, has a much improved discussion of the distance modulus and the luminosity function near the Sun. Chapter 21 has been beefed up to include overcontact systems and long-period (Mira-type) variables. Chapter 22 now describes dredge-up in red giants and AGB stars; also included are a brief discussion of carbon stars and a characterization of Type Ia, Type Ib, and Type II supernovae.

Chapter 25 on the Milky Way now includes high-velocity stars, along with a box on the Local Bubble and the Geminga Pulsar. New topics in Chapter 27 include a discussion of nonthermal emission, superluminal motion, and the Eddington limit.

Coverage has been brought thoroughly up to date

The extensive revision of the sections on both planetary and stellar astronomy has given me the chance to update this edition to within only weeks of publication—right through the summer of 1993. Some of the additions are reflected in the dramatic new color images already mentioned. Among many other important changes, Chapter 8 on the Earth now includes discussion of repeated cycles of

supercontinent formation and breakup. The latest ideas about Mercury's iron core have been added to Chapter 10, and Chapter 11 is much enhanced by the recent discoveries about Venus from *Magellan*.

The latest word about such planned and ongoing missions as *Cassini* and the ill-fated *Mars Observer* has been included, and in Chapter 18 the discussion of solar neutrinos has been updated to include latest results from GALLEX and SAGE. The discussion of Sagittarius A* in Chapter 25 has also been updated; the entire section on galaxy evolution has been rewritten and is now based primarily on Hubble Space Telescope observations by Alan Dressler and others. Finally, the Afterword on the search for extraterrestrial intelligence now includes a discussion of NASA's Microwave Observing Project, as well as ongoing projects at Ohio State, Berkeley, and Harvard and other recent proposals.

This edition also makes many complex topics more manageable

An important result of this revision has been to make difficult discussions more accessible to students. I also took this opportunity to restructure several chapters so that they begin with basic observations; speculative topics are left to the end of the chapter, where they may be more easily omitted. I have in fact rechecked every section for clarity at the sentence level, eliminated several more challenging boxes, and moved some complex text discussions to new boxes, where they can be better supported by worked examples or simply omitted.

The more flexible coverage will be evident, for example, in Chapter 5, which now leaves many details of spectral lines and energy-level diagrams to a box, so as to make the discussion of the Bohr model clearer. Other boxes in that chapter include added worked examples of Wien's law, the Stefan-Boltzmann law, and Doppler shifts. A new box takes up details of the solar spectra in Chapter 19, a box in Chapter 25 applies Kepler's laws to the Sun's orbit in our Galaxy, while a box in Chapter 27 compares the redshift and cosmological parameters.

Some of the cuts, particularly in planetary astronomy, have already been mentioned, but encyclopedic aspects of the previous edition have generally been curtailed. For example, a box listing *all* the successful missions to the Moon has been deleted, although a short section on manned lunar exploration remains.

Chapter 18 has been turned inside-out, to begin with basic observation of the Sun's atmosphere rather than with the physics of the solar interior. Also at the request of many instructors, I have clarified the model of spiral-arm formation in Chapter 25.

I have completely rewritten Chapter 27 on quasars and active galaxies to follow a historical approach, from the

discovery of high redshifts to the "unified model," to show more clearly how science is done. Finally, Chapter 29 now places highly speculative issues (GUTs, TOEs, and Kaluza-Klein theories) only in the second half of the chapter, and Feynman diagrams no longer appear.

Supplementary materials include a greater variety of still and moving images

The new **Instructor's Manual and Resource Guide**, prepared by George A. Carlson of Citrus College, contains chapter synopses and outlines, hints for teaching and discussion, a current list of resources for teaching that includes audiovisual materials as well as readings, and fully worked out solutions to the computational problems in the book.

Both **Overhead Transparencies** and **Slides** containing a selection of 100 color drawings from the text are also available. A **Computerized Test Bank**, available in Macintosh and IBM formats, has been revised and updated by T. Alan Clark and William J. F. Wilson of the University of Calgary to include some 2000 multiple-choice questions, indexed by chapter and topic. Newly included are chapter outlines, which are convenient for class distribution or as a basis for lectures. A printed test bank is also available.

New for this edition are **Active Sun Videos** produced by Lockheed Research Laboratory. These self-contained videos highlight recent advances in high-resolution solar astronomy that are difficult to convey in a textbook. The series features recent discoveries about the photosphere, sunspots, and the corona.

In addition, two 45-minute **chapter-specific Video Lectures** are available. These tapes of my lectures were made during a meeting of the Astronomical Society of the Pacific at the University of Wisconsin. *Black Holes and Warped Spacetime* covers most of Chapter 24. *Cosmology and the Creation of the Universe* is designed to be an entertaining introduction to Chapter 28.

Also available for the first time is *Gems of Hubble*, an **Electronic PictureBook** of images recently obtained by the Hubble Space Telescope. These exceptional images, each with a detailed caption, are part of a HyperCard stack and so may be quickly selected and presented using a Macintosh computer.

For more information, please contact your W. H. Freeman representative.

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I would like to begin by thanking the many instructors who responded to questionnaires about previous editions of *Universe* and especially the dozens of people who sent in unsolicited detailed comments and suggestions. I also

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Although we have made a valiant effort to make this an error-free edition, some mistakes may have crept in. I would appreciate hearing from anyone who finds an error or who wishes to comment on the text. You may write to me in care of the publisher. I will personally respond to all correspondence.

William J. Kaufmann III
 Department of Physics
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CONTENTS OVERVIEW

INTRODUCING ASTRONOMY

- Chapter 1** Astronomy and the Universe 1
- Chapter 2** Knowing the Heavens 18
- Chapter 3** Eclipses and Ancient Astronomy 35
- Chapter 4** Gravitation and the Motions of Planets 54
- Chapter 5** The Nature of Light and Matter 79
- Chapter 6** Optics and Telescopes 101

PLANETS AND MOONS

- Chapter 7** Our Solar System 124
- Chapter 8** Our Living Earth 144
- Chapter 9** Our Barren Moon 162
- Chapter 10** Sun-Scorched Mercury 179
- Chapter 11** Cloud-Covered Venus 193
- Chapter 12** The Martian Invasions 208
- Chapter 13** Jupiter: Lord of the Planets 228
- Chapter 14** The Galilean Satellites of Jupiter 241
- Chapter 15** The Spectacular Saturnian System 255

- Chapter 16** The Outer Worlds 271

- Chapter 17** Interplanetary Vagabonds 289

STARS AND STELLAR EVOLUTION

- Chapter 18** Our Star 310
- Chapter 19** The Nature of Stars 336
- Chapter 20** The Birth of Stars 364
- Chapter 21** Stellar Maturity and Old Age 384
- Chapter 22** The Deaths of Stars 401
- Chapter 23** Neutron Stars 421
- Chapter 24** Black Holes 438

GALAXIES AND COSMOLOGY

- Chapter 25** Our Galaxy 454
- Chapter 26** Galaxies 474
- Chapter 27** Quasars, Blazars, and Active Galaxies 504
- Chapter 28** Cosmology: The Creation and Fate of the Universe 526
- Chapter 29** Exploring the Early Universe 553
- Afterword** The Search for Extraterrestrial Life 572

CONTENTS

Preface **xiv**

INTRODUCING ASTRONOMY

Chapter 1 Astronomy and the Universe 1

- 1-1 Astronomy and the Scientific Method 2
- 1-2 A Glance at the Solar System 4
- 1-3 A Glance at Stars and Stellar Evolution 4
- 1-4 A Glance at Galaxies and Cosmology 6
- 1-5 Angles and Angular Measure 7
- 1-6 Powers-of-Ten Notation 8

BOX 1-1 The Small-Angle Formula 8

- 1-7 AUs, Parsecs, and Light-Years 9

BOX 1-2 Arithmetic with Exponents 10

- 1-8 The Adventure of Astronomy 11

BOX 1-3 Units of Length, Time, and Mass 12

BOX 1-4 Astronomy as a Profession 12

ESSAY Sandra M. Faber—"Why Astronomy?" 16

Chapter 2 Knowing the Heavens 18

- 2-1 Constellations 20

BOX 2-1 Star Names and Catalogues 22

- 2-2 The Celestial Sphere 24
- 2-3 The Seasons 24

BOX 2-2 Celestial Coordinates 25

- 2-4 Precession 26

BOX 2-3 Tropics and Circles 27

- 2-5 Time 29



BOX 2-4 Sidereal Time 31

- 2-6 The Calendar 32

Chapter 3 Eclipses and Ancient Astronomy 35

- 3-1 Phases of the Moon 37

- 3-2 Ancient Astronomical Measurements 39

- 3-3 Eclipses and the Line of Nodes 41

BOX 3-1 Some Details of the Moon's Orbit 42

- 3-4 Lunar Eclipses 43

- 3-5 Solar Eclipses 44

3-6 Eclipse Prediction 46

3-7 The Apparent Magnitude Scale 48

ESSAY Owen Gingerich—"Astrology and Astronomy" 52

Chapter 4 Gravitation and the Motions of Planets 54

4-1 Planetary Motions and Geocentric Cosmology 55

4-2 Copernicus and Heliocentric Cosmology 57

BOX 4-1 Synodic and Sidereal Periods 59

BOX 4-2 Copernicus's Method of Determining the Sizes of Orbits 60

4-3 Tycho Brahe's Observations 60

4-4 Kepler and His Three Laws 62

4-5 Galileo and the Telescope 64

4-6 Newton and His Three Laws 66

4-7 Newton and Gravity 67

BOX 4-3 Ellipses and Orbits 68

BOX 4-4 The Conservation Laws 70

BOX 4-5 Supercomputing—A New Mode of Science 72

4-8 Einstein and Relativity 73

Chapter 5 The Nature of Light and Matter 79

5-1 The Speed of Light 80

5-2 The Wavelike Nature of Light 81

5-3 The Laws of Stefan and Wien 84

BOX 5-1 Temperatures and Temperature Scales 85

BOX 5-2 The Sun's Luminosity and Surface Temperature 86

BOX 5-3 Applications of the Radiation Laws 87

5-4 The Particlelike Nature of Light 88

BOX 5-4 Photon Energy and the Electron Volt 89

5-5 Spectral Lines and Kirchhoff's Laws 90

5-6 Atomic Structure 92

5-7 The Bohr Model of the Atom 93

BOX 5-5 Atomic Structure and Energy-Level Diagrams 94

5-8 The Doppler Effect 96

BOX 5-6 Applications of the Doppler Effect 97





Chapter 6 Optics and Telescopes 101

6-1 The Refracting Telescope 102

BOX 6-1 Major Refracting Telescopes 105

6-2 Reflecting Telescopes 106

BOX 6-2 Major Reflecting Telescopes 108

BOX 6-3 New Technology Telescopes 110

6-3 The CCD 111

BOX 6-4 The Palomar Sky Survey 112

6-4 Spectrographs 113

6-5 Radio Telescopes 114

6-6 Earth-Orbiting Telescopes 116

PLANETS AND MOONS

Chapter 7 Our Solar System 124

7-1 Terrestrial and Jovian Planets 125

7-2 Seven Giant Satellites 128

7-3 Spectroscopy 128

BOX 7-1 Atoms and Isotopes 131

7-4 The Composition of the Planets 131

7-5 Asteroids and Comets 132

7-6 Abundances of the Elements 133

BOX 7-2 Thermal Motion and the Retention of an Atmosphere 134

7-7 Formation of the Solar System 136

7-8 Formation of the Planets 138

Chapter 8 Our Living Earth 144

8-1 Rocks and the Earth's Crust 146

BOX 8-1 Earth Data 146

8-2 Earthquakes and the Earth's Interior 148

8-3 Plate Tectonics 150

8-4 Earth's Atmosphere 153

BOX 8-2 Atmospheric Pressure 155

8-5 Earth's Magnetosphere 155

8-6 Humanity and Earth's Biosphere 157

Chapter 9 Our Barren Moon 162

9-1 The Moon's Surface 163

BOX 9-1 Moon Data 164

9-2 Man on the Moon 166

9-3 The Moon's Interior 168

9-4 Tides 169

9-5 Moon Rocks 170

BOX 9-2 Radioactive Age-Dating 172

9-6 The Moon's Formation 173

Chapter 10 Sun-Scorched Mercury 179

10-1 Mercury as Seen from Earth 180

BOX 10-1 Mercury Data 181

10-2 Mercury's Rotation 183

10-3 Mercury Revealed by *Mariner 10* 184

BOX 10-2 The Exploration of Mercury 186

10-4 Mercury's Interior 188

Chapter 11 Cloud-Covered Venus 193

11-1 Venus as Seen from Earth 194

BOX 11-1 Venus Data 195

- 11-2 Venus's Retrograde Rotation 196
- 11-3 The Greenhouse Effect 197
- 11-4 Venus's Corrosive Atmosphere 198

BOX 11-2 Venus's Ionosphere 198

- 11-5 Volcanoes on Venus 200
- 11-6 Venus's Lack of Water 202
- 11-7 The Venusian Surface 204

Chapter 12 The Martian Invasions 208

- 12-1 Mars as Seen from Earth 209

BOX 12-1 Mars Data 210

- 12-2 Early Observations and Speculations 211
- 12-3 Craters, Volcanoes, and Canyons 212
- 12-4 Dry Lakes and Riverbeds 214
- 12-5 The Evolution of Mars's Atmosphere 215
- 12-6 Landing on the Martian Surface 218
- 12-7 The Martian Climate 218
- 12-8 Martian Rocks and the Search for Life 220
- 12-9 Tiny Martian Moons 221
- 12-10 Future Missions to Mars 222

ESSAY Marcia Neugebauer—"Exploring the Planets" 226

Chapter 13 Jupiter: Lord of the Planets 228

- 13-1 Jupiter as Seen from Earth 229

BOX 13-1 Jupiter Data 230

- 13-2 Jupiter's Clouds 231
- 13-3 Jupiter's Weather Systems 233
- 13-4 Jupiter's Interior 236
- 13-5 Jupiter's Enormous Magnetosphere 237

Chapter 14 The Galilean Satellites of Jupiter 241

- 14-1 The Galilean Satellites as Seen from Earth 242

- 14-2 Some Results from Early Flybys 243

- 14-3 Formation of the Galilean Satellites 243

BOX 14-1 The Galilean Satellites 244

- 14-4 Many Moons and a Ring 245

- 14-5 Colorful Io and Its Active Volcanoes 245

BOX 14-2 Jupiter's Family of Moons 246

- 14-6 Europa's Smooth, Icy Surface 249

- 14-7 Ice-Bound Ganymede and Callisto 249

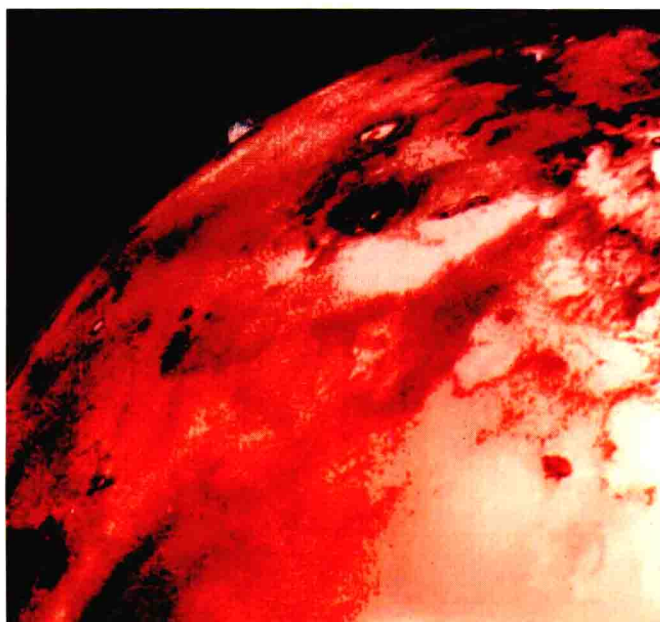
Chapter 15 The Spectacular Saturnian System 255

- 15-1 Saturn as Seen from Earth 256

BOX 15-1 Saturn Data 257

- 15-2 The Nature of Saturn's Rings 258
- 15-3 The Structure of Saturn's Rings 259
- 15-4 Saturn's Satellites and the Rings 261
- 15-5 Saturn's Atmosphere 262
- 15-6 Saturn's Interior 263
- 15-7 Excess Heat from Saturn 264
- 15-8 Titan 264
- 15-9 Six Icy, Mid-Sized Moons 265

BOX 15-2 Saturn's Satellites 266



Chapter 16 The Outer Worlds 271

- 16-1 The Discoveries of Uranus and Neptune 272

BOX 16-1 Uranus Data 273

BOX 16-2 Neptune Data 274

- 16-2 Seasons on Uranus 275
- 16-3 Battered Uranian Moons 276
- 16-4 Thin, Dark Uranian Rings 277

BOX 16-3 Uranus's Satellites 278

- 16-5 Neptune's Atmosphere, Interior, and Rings 279
- 16-6 The Magnetic Fields of Uranus and Neptune 280
- 16-7 Triton 281

BOX 16-4 Neptune's Satellites 283

- 16-8 The Discovery of Pluto 283

BOX 16-5 Pluto Data 284

- 16-9 Pluto, Charon, and "Ice Dwarfs" 284

Chapter 17 Interplanetary Vagabonds 289

- 17-1 Bode's Law 290
- 17-2 Asteroids and the Asteroid Belt 291
- 17-3 Jupiter and the Trojan Asteroids 292

BOX 17-1 Lagrangian Points and the Restricted Three-Body Problem 295

- 17-4 Asteroid Collisions and Impacts 295

- 17-5 The Classification of Meteorites 297

- 17-6 Meteorites and the Formation of the Solar System 299

- 17-7 Comets 300

- 17-8 Cometary Dust and Meteor Showers 304

BOX 17-2 Meteor Showers 304

STARS AND STELLAR EVOLUTION

Chapter 18 Our Star 310

- 18-1 The Photosphere 311

BOX 18-1 Sun Data 312

- 18-2 The Chromosphere 313

- 18-3 The Corona 314

- 18-4 Sunspots and the Sunspot Cycles 316

- 18-5 The Solar Cycle 318

BOX 18-2 The Zeeman Effect 320

- 18-6 Energy Production in the Sun's Core 322

- 18-7 A Model of the Sun 323

BOX 18-3 The Proton-Proton Chain and the CNO Cycle 324

- 18-8 Solar Neutrinos 326

- 18-9 Solar Seismology 328

ESSAY Arthur B. C. Walker, Jr.—"The Solar Corona" 334

Chapter 19 The Nature of Stars 336

- 19-1 Stellar Distances and Velocities 337

- 19-2 Absolute Magnitude and Luminosity 340

BOX 19-1 The Moving Cluster Method 340

- 19-3 The Luminosity Function 343

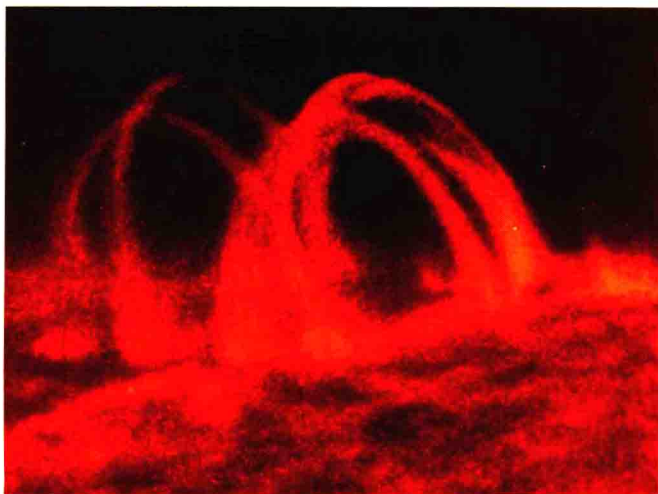
BOX 19-2 Magnitude and Brightness 344

- 19-4 Star Colors and Surface Temperatures 345

BOX 19-3 Bolometric Magnitude and Luminosity 346

- 19-5 Spectral Classification 347

- 19-6 The Hertzsprung-Russell Diagram 349



BOX 19-4 Equivalent Widths and Line Strengths 351

BOX 19-5 Stellar Radii 352

19-7 Luminosity Classes 353

19-8 Binary Stars and Stellar Masses 355

19-9 Spectroscopic Binaries 356

19-10 Eclipsing Binaries 358

Chapter 20 The Birth of Stars 364

20-1 The Interstellar Medium 365

20-2 Dark Nebulae and Protostars 368

20-3 T Tauri Winds and Bipolar Outflow 370

20-4 Young Stars and H II Regions 372

BOX 20-1 Famous H II Regions 373

20-5 Giant Molecular Clouds 374

BOX 20-2 Interstellar Molecules 377

20-6 Supernovae and Star Birth 379

Chapter 21 Stellar Maturity and Old Age 384

21-1 Leaving the Main Sequence 385

BOX 21-1 Main Sequence Lifetimes 386

21-2 Red Giants 387

21-3 Cluster Ages 389

21-4 Mass Loss 392

21-5 Mass Transfer in Close Binaries 393

21-6 Stellar Pulsations 396

Chapter 22 The Deaths of Stars 401

22-1 AGB Stars and Planetary Nebulae 402

22-2 Dying Low-Mass Stars 404

BOX 22-1 Famous Planetary Nebulae 404

22-3 White Dwarfs 405

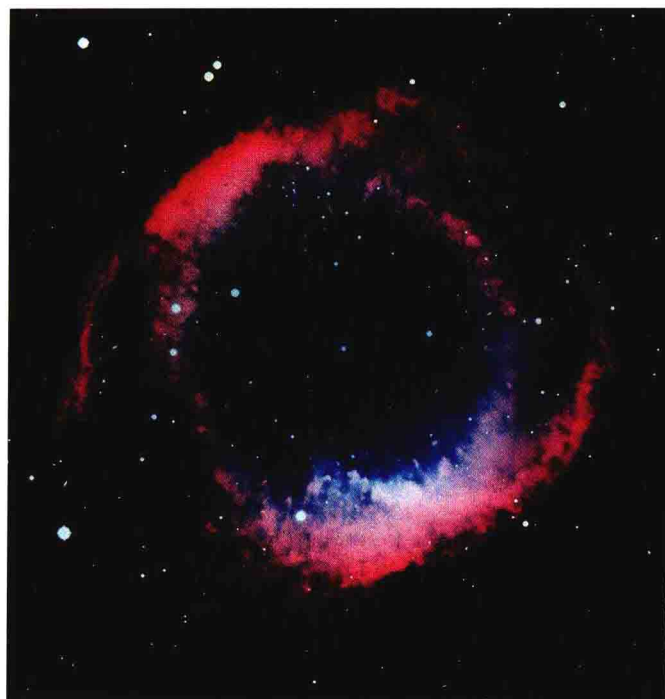
22-4 Heavy-Element Synthesis 407

BOX 22-2 The s and r Processes 408

22-5 Supernovae 409

22-6 The Supernova 1987A 410

22-7 White Dwarfs and Supernovae 413



BOX 22-3 The Supernova 1993J 414

22-8 Supernova Remnants 415

22-9 Neutrinos and Gravity Waves 416

Chapter 23 Neutron Stars 421

23-1 Pulsars and Neutron Stars 422

23-2 Properties of Neutron Stars 424

BOX 23-1 The Conservation of Angular Momentum 424

23-3 Energy Loss and Period Lengthening 428

23-4 The Interior of a Neutron Star 429

23-5 Millisecond Pulsars 429

23-6 Pulsating X-Ray Sources 430

23-7 High-Speed Jets and Accretion 432

23-8 Novae and Bursters 434

Chapter 24 Black Holes 438

24-1 The General Theory of Relativity 439

BOX 24-1 Some Comments on Special Relativity 440

24-2 The Structure of a Black Hole 443

24-3 Mass, Charge, and Spin 443

BOX 24-2 Gravitational Radiation 444

24-4 Gravitational Lenses 445

24-5 Discovering Black Holes 448

BOX 24-3 Worm Holes and Time Machines 450

GALAXIES AND COSMOLOGY

Chapter 25 Our Galaxy 454

25-1 Dust and Interstellar Extinction 456

25-2 The Size of the Galaxy and the Sun's Location 457

25-3 The Spiral Structure of the Galaxy 460

BOX 25-1 The Local Bubble and the Geminga Pulsar 462

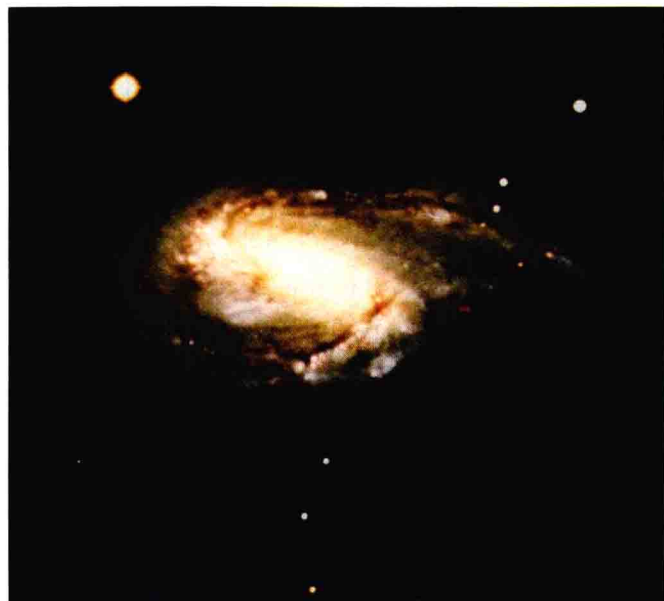
25-4 The Sun's Orbit about the Galactic Center 463

BOX 25-2 Estimating the Mass Inside the Sun's Orbit 466

25-5 Star Formation and Spiral Arms 466

25-6 Density Waves and Spiral Arms 467

25-7 The Galactic Nucleus 468



Chapter 26 Galaxies 474

26-1 The Distances to Galaxies 476

BOX 26-1 Cepheid Variables as Indicators of Distance 477

26-2 The Hubble Classification 478

26-3 The Hubble Law 482

26-4 Standard Candles 483

BOX 26-2 The Hubble Law as a Distance Indicator 484

26-5 Clusters and Superclusters of Galaxies 485

BOX 26-3 The Local Group 488

26-6 Dark Matter 489

26-7 Colliding Galaxies 491

26-8 Galactic Evolution 494

ESSAY Alan Dressler—"The Great Attractor" 502

Chapter 27 Quasars and Active Galaxies 504

27-1 The Discovery of Quasars 506

BOX 27-1 The Relativistic Redshift 508

27-2 Ultraluminous Galactic Nuclei 509

BOX 27-2 Redshift and Distance 510

27-3 Seyfert and Radio Galaxies 511

27-4 Active Galaxies 514

27-5 Supermassive Black Holes 516

BOX 27-3 The Plausibility of Extremely Massive Black Holes 518

Chapter 28 Cosmology: The Creation and Fate of the Universe 526

28-1 Our Expanding Universe 527

28-2 The Big Bang 528

28-3 The Cosmic Microwave Background 530

BOX 28-1 The Planck Time: A Limit of Knowledge 531

28-4 The Universe Prior to Recombination 533

28-5 The Average Density of Matter in the Universe 535

BOX 28-2 Cosmology with a Nonzero Cosmological Constant 536

28-6 The Deceleration Parameter 537

28-7 The Overall Curvature of Space 539

28-8 A Bounded Universe and the Big Crunch 542

28-9 An Unbounded Universe and the Extreme Future 542

BOX 28-3 The Evaporation of Black Holes 544

ESSAY Stephen W. Hawking—"The Edge of Spacetime" 548

Chapter 29 Exploring the Early Universe 553

29-1 Inflation 554

29-2 The Creation of Matter and Energy 556

29-3 Matter, Antimatter, and the Primordial Fireball 558

29-4 The Neutrino Background and Primordial Helium 559

BOX 29-1 Elementary Particles and Threshold Temperatures 559

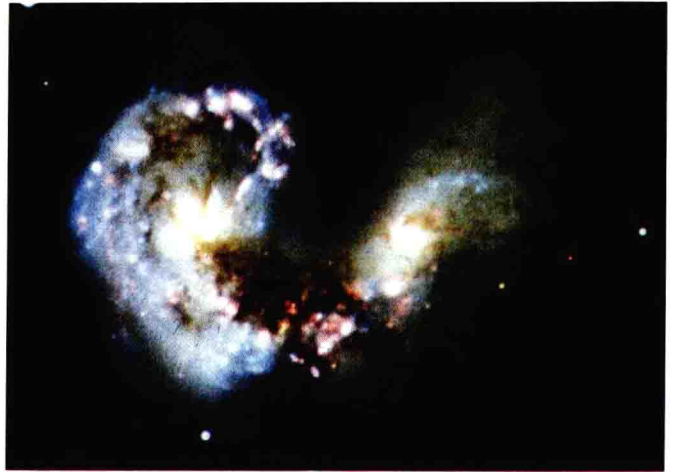
29-5 Primordial Fluctuations and Galaxies 560

29-6 GUTs, TOEs, and the Four Forces 564

29-7 Cosmic Strings and Other Oddities 566

29-8 Supergravity and Higher Dimensions 567

Afterword The Search for Extraterrestrial Life 572



Appendixes 579

1 The Planets: Orbital Data 579

2 The Planets: Physical Data 580

3 Satellites of the Planets 581

4 The Nearest Stars 583

5 The Visually Brightest Stars 584

6 Some Important Astronomical Quantities 585

7 Some Important Physical Constants 585

Glossary 586

Answers to Selected Exercises 609

Illustration Credits 611

Index 614

Star Charts 625