Preface

Objectives

NEW!

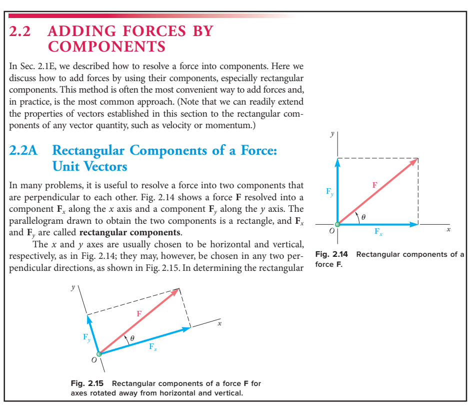
The 11th edition has undergone a complete rewrite to modernize and streamline the language throughout the text.

A primary objective in a first course in mechanics is to help develop a student's ability first to analyze problems in a simple and logical manner, and then to apply basic principles to its solution. A strong conceptual understanding of these basic mechanics principles is essential for successfully solving mechanics problems. We hope that this text, as well as the proceeding volume, *Vector Mechanics for Engineers: Dynamics,* will help instructors achieve these goals.

General Approach

Vector analysis is introduced early in the text and is used in the presentation and discussion of the fundamental principles of mechanics. Vector methods are also used to solve many problems, particularly three-dimensional problems where these techniques result in a simpler and more concise solution. The emphasis in this text, however, remains on the correct understanding of the principles of mechanics and on their application to the solution of engineering problems, and vector analysis is presented chiefly as a convenient tool.†

Practical Applications Are Introduced Early. One of the characteristics of the approach used in this book is that mechanics of *particles* is clearly separated from the mechanics of *rigid bodies.* This approach makes it possible to consider simple practical applications at an early stage and to postpone the introduction of the more difficult concepts. For example:



2.2 ADDING FORCES BY COMPONENTS

In Sec. 2.1E, we described how to resolve a force into components. Here we discuss how to add forces by using their components, especially rectangular components. This method is often the most convenient way to add forces and, in practice, is the most common approach. (Note that we can readily extend the properties of vectors established in this section to the rectangular components of any vector quantity, such as velocity or momentum.)

2.2A Rectangular Components of a Force: Unit Vectors

In many problems, it is useful to resolve a force into two components that are perpendicular to each other. Fig. 2.14 shows a force **F** resolved into a component $\mathbf{F}_x$ along the *x* axis and a component $\mathbf{F}_y$ along the *y* axis. The parallelogram drawn to obtain the two components is a rectangle, and $\mathbf{F}_x$ and $\mathbf{F}_y$ are called **rectangular components**.

The *x* and *y* axes are usually chosen to be horizontal and vertical, respectively, as in Fig. 2.14; they may, however, be chosen in any two perpendicular directions, as shown in Fig. 2.15. In determining the rectangular

Fig. 2.14 Rectangular components of a force **F**.

Fig. 2.15 Rectangular components of a force **F** for axes rotated away from horizontal and vertical.

- In *Statics,* statics of particles is treated first (Chap. 2); after the rules of addition and subtraction of vectors are introduced, the principle of equilibrium of a particle is immediately applied to practical situations involving only concurrent forces. The statics of rigid bodies is considered in Chaps. 3 and 4. In Chap. 3, the vector and scalar products of two vectors are introduced and used to define the moment of a force about a point and about an axis. The presentation of these new concepts is followed by a thorough and rigorous discussion of equivalent systems of forces leading, in Chap. 4, to many practical applications involving the equilibrium of rigid bodies under general force systems.
- In *Dynamics,* the same division is observed. The basic concepts of force, mass, and acceleration, of work and energy, and of impulse and momentum are introduced and first applied to problems involving only particles. Thus, students can familiarize themselves with the

†In a parallel text, *Mechanics for Engineers: Statics,* fifth edition, the use of vector algebra is limited to the addition and subtraction of vectors.

three basic methods used in dynamics and learn their respective advantages before facing the difficulties associated with the motion of rigid bodies.

New Concepts Are Introduced in Simple Terms. Since this text is designed for the first course in statics, new concepts are presented in simple terms and every step is explained in detail. On the other hand, by discussing the broader aspects of the problems considered, and by stressing methods of general applicability, a definite maturity of approach is achieved. For example, the concepts of partial constraints and statical indeterminacy are introduced early and are used throughout.

Fundamental Principles Are Placed in the Context of Simple Applications. The fact that mechanics is essentially a *deductive* science based on a few fundamental principles is stressed. Derivations have been presented in their logical sequence and with all the rigor warranted at this level. However, the learning process being largely *inductive,* simple applications are considered first. For example:

- The statics of particles precedes the statics of rigid bodies, and problems involving internal forces are postponed until Chap. 6.
- In Chap. 4, equilibrium problems involving only coplanar forces are considered first and solved by ordinary algebra, while problems involving three-dimensional forces and requiring the full use of vector algebra are discussed in the second part of the chapter.

4.1 EQUILIBRIUM IN TWO DIMENSIONS

In the first part of this chapter, we consider the equilibrium of two-dimensional structures; i.e., we assume that the structure being analyzed and the forces applied to it are contained in the same plane. Clearly, the reactions needed to maintain the structure in the same position are also contained in this plane.

4.1A Reactions for a Two-Dimensional Structure

The reactions exerted on a two-dimensional structure fall into three categories that correspond to three types of **supports** or **connections**.

1. **Reactions Equivalent to a Force with a Known Line of Action.** Supports and connections causing reactions of this type include *rollers, rockers, frictionless surfaces, short links and cables, collars on frictionless rods,* and *frictionless pins in slots.* Each of these supports and connections can prevent motion in one direction only. Figure 4.1 shows these supports and connections together with the reactions they produce. Each reaction involves *one unknown*—specifically, the magnitude of the reaction. In problem solving, you should denote this magnitude by an appropriate letter. The line of action of the reaction is known and should be indicated clearly in the free-body diagram.

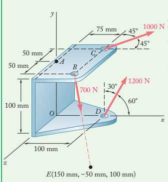
   The sense of the reaction must be as shown in Fig. 4.1 for cases of a frictionless surface (toward the free body) or a cable (away from the free body). The reaction can be directed either way in the cases of double-track rollers, links, collars on rods, or pins in slots. Generally, we assume

Systematic Problem-Solving Approach. New to this edition of the text, all the sample problems are solved using the steps of ***S***trategy, ***M***odeling, ***A***nalysis, and ***R***eflect & ***T***hink, or the "SMART" approach. This methodology is intended to give students confidence when approaching new problems, and students are encouraged to apply this approach in the solution of all assigned problems.

NEW!

Free-Body Diagrams Are Used Both to Solve Equilibrium Problems and to Express the Equivalence of Force Systems. Free-body diagrams are introduced early, and their importance is emphasized throughout the text. They are used not only to solve equilibrium problems but also to express the equivalence of two systems of forces or, more generally, of two systems of vectors. The advantage of this approach becomes apparent in the study of the dynamics of rigid bodies, where it is used to solve three-dimensional as well as two-dimensional problems. By placing the emphasis on "free-body-diagram equations" rather than on the standard algebraic equations of motion, a more intuitive and more complete understanding of the fundamental principles of dynamics can be achieved. This approach, which was first introduced in 1962 in the first edition of *Vector Mechanics for Engineers,* has now gained wide acceptance among mechanics teachers in this country. It is, therefore, used in preference to the method of dynamic equilibrium and to the equations of motion in the solution of all sample problems in this book.

A Four-Color Presentation Uses Color to Distinguish Vectors. Color has been used, not only to enhance the quality of the illustrations, but also to help students distinguish among the various types of vectors they will encounter. While there was no intention to "color code" this text, the same color is used in any given chapter to represent vectors of the same type. Throughout *Statics*, for example, red is used exclusively to represent forces and couples, while position vectors are shown in blue and dimensions in black. This makes it easier for the students to identify the forces acting on a given particle or rigid body and to follow the discussion of sample problems and other examples given in the text.



Sample Problem 3.10

Three cables are attached to a bracket as shown. Replace the forces exerted by the cables with an equivalent force-couple system at *A*.

STRATEGY: First determine the relative position vectors drawn from point *A* to the points of application of the various forces and resolve the forces into rectangular components. Then sum the forces and moments.

MODELING and ANALYSIS: Note that $\mathbf{F}_B = (700\text{ N})\boldsymbol{\lambda}_{BE}$ where

$$\boldsymbol{\lambda}_{BE} = \frac{\overrightarrow{BE}}{BE} = \frac{75\mathbf{i} - 150\mathbf{j} + 50\mathbf{k}}{175}$$

Using meters and newtons, the position and force vectors are

$$\mathbf{r}_{B/A} = \overrightarrow{AB} = 0.075\mathbf{i} + 0.050\mathbf{k} \qquad \mathbf{F}_B = 300\mathbf{i} - 600\mathbf{j} + 200\mathbf{k}$$
$$\mathbf{r}_{C/A} = \overrightarrow{AC} = 0.075\mathbf{i} - 0.050\mathbf{k} \qquad \mathbf{F}_C = 707\mathbf{i} \qquad - 707\mathbf{k}$$
$$\mathbf{r}_{D/A} = \overrightarrow{AD} = 0.100\mathbf{i} - 0.100\mathbf{j} \qquad \mathbf{F}_D = 600\mathbf{i} + 1039\mathbf{j}$$

The force-couple system at *A* equivalent to the given forces consists of a force $\mathbf{R} = \Sigma\mathbf{F}$ and a couple $\mathbf{M}_A^R = \Sigma(\mathbf{r} \times \mathbf{F})$. Obtain the force **R** by adding respectively the *x*, *y*, and *z* components of the forces:

$$\mathbf{R} = \Sigma\mathbf{F} = (1607\text{ N})\mathbf{i} + (439\text{ N})\mathbf{j} - (507\text{ N})\mathbf{k} \quad ◀$$

(continued)

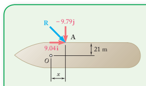


Fig. 3 Point of application of single tugboat to create same effect as given force system.

Remark: Since all the forces are contained in the plane of the figure, you would expect the sum of their moments to be perpendicular to that plane. Note that you could obtain the moment of each force component directly from the diagram by first forming the product of its magnitude and perpendicular distance to *O* and then assigning to this product a positive or a negative sign, depending upon the sense of the moment.

b. Single Tugboat. The force exerted by a single tugboat must be equal to **R**, and its point of application *A* must be such that the moment of **R** about *O* is equal to $\mathbf{M}_O^R$ (Fig. 3). Observing that the position vector of *A* is

$$\mathbf{r} = x\mathbf{i} + 21\mathbf{j}$$

you have

$$\mathbf{r} \times \mathbf{R} = \mathbf{M}_O^R$$
$$(x\mathbf{i} + 21\mathbf{j}) \times (9.04\mathbf{i} - 9.79\mathbf{j}) = -310.7\mathbf{k}$$
$$-x(9.79)\mathbf{k} - 189.8\mathbf{k} = -310.7\mathbf{k} \qquad x = 12.3\text{ m} \quad ◀$$

REFLECT and THINK: Reducing the given situation to that of a single force makes it easier to visualize the overall effect of the tugboats in maneuvering the ocean liner. But in practical terms, having four boats applying force allows for greater control in slowing and turning a large ship in a crowded harbor.

The SI System of Units Is Consistently Maintained. Because of the current trend in the American government and industry to adopt the international system of units (SI metric units), the SI units most frequently used in mechanics are introduced in Chap. 1 and are used throughout the text.

The SI system of units is an absolute system based on the units of time, length, and mass. When SI units are used, a body is generally specified by its mass expressed in kilograms; in most problems of statics it will be necessary to determine the weight of the body in newtons, and an additional calculation will be required for this purpose.

Optional Sections Offer Advanced or Specialty Topics. A large number of optional sections have been included. These sections are indicated by asterisks and thus are easily distinguished from those which form the core of the basic statics course. They can be omitted without prejudice to the understanding of the rest of the text.

Among the topics covered in these additional sections are the reduction of a system of forces to a wrench, applications to hydrostatics, equilibrium of cables, products of inertia and Mohr's circle, the determination of the principal axes and the mass moments of inertia of a body of arbitrary shape, and the method of virtual work. The sections on the inertia properties of three-dimensional bodies are primarily intended for students who will later study in dynamics the three-dimensional motion of rigid bodies.

The material presented in the text and most of the problems require no previous mathematical knowledge beyond algebra, trigonometry, and elementary calculus; all the elements of vector algebra necessary to the understanding of the text are carefully presented in Chaps. 2 and 3. In general, a greater emphasis is placed on the correct understanding of the basic mathematical concepts involved than on the nimble manipulation of mathematical formulas. In this connection, it should be mentioned that the determination of the centroids of composite areas precedes the calculation of centroids by integration, thus making it possible to establish the concept of the moment of an area firmly before introducing the use of integration.