

PH201 Reading

Chapter 10: Energy and Work

On to the next conservation law. Our next topic is, along with Newton's Laws, among the most broadly used concepts in classical Physics. This is the idea of energy and the transfer or transformation of energy between various forms. Good guidance are always the Conceptual Questions at the end of the chapter and the Multiple Choice questions. Be very careful as you read since the language of energy and work as we use it in physics is easily derailed by the ways we use these same expressions in our daily lives.

Student Learning Objectives

In covering the material of this chapter, students will learn to

- Use the basic energy model, and understand the ideas of energy transfers and transformations.
- Understand the forms of energy that are important in mechanical motion, including thermal energy.
- Understand work in terms of an energy transfer to a system, as well as how to calculate the work done by a force.
- Apply the law of conservation of energy to solving a variety of motion problems.
- Use the concepts of momentum and energy conservation to solve elastic collision problems.
- Understand power as the rate of energy transfer or transformation.

Some questions that successful students can answer after reading the text:

What is energy (you may find that there isn't a good answer for this one)?

What are some forms of energy that you/we may have experienced?

What is the basic definition of work done by a constant force?

What are the units of work?

What is the work energy equation?

Is work/energy a vector or a number (scalar)?

What does the sign of the energy/work mean?

What is kinetic energy?

How do I calculate kinetic energy?

What is potential energy?

How do I calculate gravitational potential energy?

How is power related to work?

What are the units of power?

In case you are interested in another introduction to Energy: Here is how one of the most well-known theoretical physicists (Richard Feynman) thought about energy and described it in his famous “Feynman Lectures”: (http://www.feynmanlectures.caltech.edu/I_04.html). Enjoy!

4-1 What is energy?

In this chapter, we begin our more detailed study of the different aspects of physics, having finished our description of things in general. To illustrate the ideas and the kind of reasoning that might be used in theoretical physics, we shall now examine one of the most basic laws of physics, the conservation of energy.

There is a fact, or if you wish, a *law*, governing all natural phenomena that are known to date. There is no known exception to this law—it is exact so far as we know. The law is called the *conservation of energy*. It states that there is a certain quantity, which we call energy, that does not change in the manifold changes which nature undergoes. That is a most abstract idea, because it is a mathematical principle; it says that there is a numerical quantity which does not change when something happens. It is not a description of a mechanism, or anything concrete; it is just a strange fact that we can calculate some number and when we finish watching nature go through her tricks and calculate the number again, it is the same. (Something like the bishop on a red square, and after a number of moves—details unknown—it is still on some red square. It is a law of this nature.) Since it is an abstract idea, we shall illustrate the meaning of it by an analogy.

Imagine a child, perhaps “Dennis the Menace,” who has blocks which are absolutely indestructible, and cannot be divided into pieces. Each is the same as the other. Let us suppose that he has 28 blocks. His mother puts him with his 28 blocks into a room at the beginning of the day. At the end of the day, being curious, she counts the blocks very carefully, and discovers a phenomenal law—no matter what he does with the blocks, there are always 28 remaining! This continues for a number of days, until one day there are only 27 blocks, but a little investigating shows that there is one under the rug—she must look everywhere to be sure that the number of blocks has not changed. One day, however, the number appears to change—there are only 26 blocks. Careful investigation indicates that the window was open, and upon looking outside, the other two blocks are found. Another day, careful count indicates that there are 30 blocks! This causes considerable consternation, until it is realized that Bruce came to visit, bringing his blocks with him, and he left a few at Dennis’ house. After she has disposed of the extra blocks, she closes the window, does not let Bruce in, and then everything is going along all right, until one time she counts and finds only 25 blocks. However, there is a box in the room, a toy box, and the mother goes to open the toy box, but the boy says “No, do not open my toy box,” and screams. Mother is not allowed to open the toy box. Being extremely curious, and somewhat ingenious, she invents a scheme! She knows that a block weighs three ounces, so she weighs the box at a time when she sees 28 blocks, and it weighs 16 ounces. The next time she wishes to check, she weighs the box again, subtracts sixteen ounces and divides by three. She discovers the following:

$$\left(\begin{array}{c} \text{number of} \\ \text{blocks seen} \end{array} \right) + \frac{(\text{weight of box}) - 16 \text{ ounces}}{3 \text{ ounces}} = \text{constant.} \quad (4.1)$$

There then appear to be some new deviations, but careful study indicates that the dirty water in the bathtub is changing its level. The child is throwing blocks into the water, and she cannot see them because it is so dirty, but she can find out how many blocks are in the water by adding another term to her formula. Since the original height of the water was 6 inches and each block raises the water a quarter of an inch, this new formula would be:

$$\left(\begin{array}{c} \text{number of} \\ \text{blocks seen} \end{array} \right) + \frac{(\text{weight of box}) - 16 \text{ ounces}}{3 \text{ ounces}} + \frac{(\text{height of water}) - 6 \text{ inches}}{1/4 \text{ inch}} = \text{constant.} \quad (4.2)$$

In the gradual increase in the complexity of her world, she finds a whole series of terms representing ways of calculating how many blocks are in places where she is not allowed to look. As a result, she finds a complex formula, a quantity which *has to be computed*, which always stays the same in her situation.

What is the analogy of this to the conservation of energy? The most remarkable aspect that must be abstracted from this picture is that *there are no blocks*. Take away the first terms in (4.1) and (4.2) and we find ourselves calculating more or less abstract things. The analogy has the following points. First, when we are calculating the energy, sometimes some of it leaves the system and goes away, or sometimes some comes in. In order to verify the conservation of energy, we must be careful that we have not put any in or taken any out. Second, the energy has a large number of *different forms*, and there is a formula for each one. These are: gravitational energy, kinetic energy, heat energy, elastic energy, electrical energy, chemical energy, radiant energy, nuclear energy, mass energy. If we total up the formulas for each of these contributions, it will not change except for energy going in and out.

It is important to realize that in physics today, we have no knowledge of what energy *is*. We do not have a picture that energy comes in little blobs of a definite amount. It is not that way. However, there are formulas for calculating some numerical quantity, and when we add it all together it gives “28”—always the same number. It is an abstract thing in that it does not tell us the mechanism or the *reasons* for the various formulas.