



MECHANICS OF MATERIALS

NINTH EDITION

Barry J. Goodno | James M. Gere



CONVERSIONS BETWEEN U.S. CUSTOMARY UNITS AND SI UNITS

U.S. Customary unit		Times conversion factor		Equals SI unit	
		Accurate	Practical		
Acceleration (linear)					
foot per second squared	ft/s ²	0.3048*	0.305	meter per second squared	m/s ²
inch per second squared	in./s ²	0.0254*	0.0254	meter per second squared	m/s ²
Area					
square foot	ft ²	0.09290304*	0.0929	square meter	m ²
square inch	in. ²	645.16*	645	square millimeter	mm ²
Density (mass)					
slug per cubic foot	slug/ft ³	515.379	515	kilogram per cubic meter	kg/m ³
Density (weight)					
pound per cubic foot	lb/ft ³	157.087	157	newton per cubic meter	N/m ³
pound per cubic inch	lb/in. ³	271.447	271	kilonewton per cubic meter	kN/m ³
Energy; work					
foot-pound	ft-lb	1.35582	1.36	joule (N·m)	J
inch-pound	in.-lb	0.112985	0.113	joule	J
kilowatt-hour	kWh	3.6*	3.6	megajoule	MJ
British thermal unit	Btu	1055.06	1055	joule	J
Force					
pound	lb	4.44822	4.45	newton (kg·m/s ²)	N
kip (1000 pounds)	k	4.44822	4.45	kilonewton	kN
Force per unit length					
pound per foot	lb/ft	14.5939	14.6	newton per meter	N/m
pound per inch	lb/in.	175.127	175	newton per meter	N/m
kip per foot	k/ft	14.5939	14.6	kilonewton per meter	kN/m
kip per inch	k/in.	175.127	175	kilonewton per meter	kN/m
Length					
foot	ft	0.3048*	0.305	meter	m
inch	in.	25.4*	25.4	millimeter	mm
mile	mi	1.609344*	1.61	kilometer	km
Mass					
slug	lb-s ² /ft	14.5939	14.6	kilogram	kg
Moment of a force; torque					
pound-foot	lb-ft	1.35582	1.36	newton meter	N·m
pound-inch	lb-in.	0.112985	0.113	newton meter	N·m
kip-foot	k-ft	1.35582	1.36	kilonewton meter	kN·m
kip-inch	k-in.	0.112985	0.113	kilonewton meter	kN·m

CONVERSIONS BETWEEN U.S. CUSTOMARY UNITS AND SI UNITS (Continued)

U.S. Customary unit		Times conversion factor		Equals SI unit	
		Accurate	Practical		
Moment of inertia (area)					
inch to fourth power	in. ⁴	416,231	416,000	millimeter to fourth power	mm ⁴
inch to fourth power	in. ⁴	0.416231×10^{-6}	0.416×10^{-6}	meter to fourth power	m ⁴
Moment of inertia (mass)					
slug foot squared	slug-ft ²	1.35582	1.36	kilogram meter squared	kg·m ²
Power					
foot-pound per second	ft-lb/s	1.35582	1.36	watt (J/s or N·m/s)	W
foot-pound per minute	ft-lb/min	0.0225970	0.0226	watt	W
horsepower (550 ft-lb/s)	hp	745.701	746	watt	W
Pressure; stress					
pound per square foot	psf	47.8803	47.9	pascal (N/m ²)	Pa
pound per square inch	psi	6894.76	6890	pascal	Pa
kip per square foot	ksf	47.8803	47.9	kilopascal	kPa
kip per square inch	ksi	6.89476	6.89	megapascal	MPa
Section modulus					
inch to third power	in. ³	16,387.1	16,400	millimeter to third power	mm ³
inch to third power	in. ³	16.3871×10^{-6}	16.4×10^{-6}	meter to third power	m ³
Velocity (linear)					
foot per second	ft/s	0.3048*	0.305	meter per second	m/s
inch per second	in./s	0.0254*	0.0254	meter per second	m/s
mile per hour	mph	0.44704*	0.447	meter per second	m/s
mile per hour	mph	1.609344*	1.61	kilometer per hour	km/h
Volume					
cubic foot	ft ³	0.0283168	0.0283	cubic meter	m ³
cubic inch	in. ³	16.3871×10^{-6}	16.4×10^{-6}	cubic meter	m ³
cubic inch	in. ³	16.3871	16.4	cubic centimeter (cc)	cm ³
gallon (231 in. ³)	gal.	3.78541	3.79	liter	L
gallon (231 in. ³)	gal.	0.00378541	0.00379	cubic meter	m ³

*An asterisk denotes an *exact* conversion factor


Note: To convert from SI units to USCS units, *divide* by the conversion factor

Temperature Conversion Formulas

$$T(^{\circ}\text{C}) = \frac{5}{9}[T(^{\circ}\text{F}) - 32] = T(\text{K}) - 273.15$$

$$T(\text{K}) = \frac{5}{9}[T(^{\circ}\text{F}) - 32] + 273.15 = T(^{\circ}\text{C}) + 273.15$$

$$T(^{\circ}\text{F}) = \frac{9}{5}T(^{\circ}\text{C}) + 32 = \frac{9}{5}T(\text{K}) - 459.67$$



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Ninth Edition

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Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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About the Authors ix

Preface xi

MindTap Online Course xviii

Symbols xxi

Greek Alphabet xxiv

1. Tension, Compression, and Shear 1

- 1.1 Introduction to Mechanics of Materials 2
- 1.2 Problem-Solving Approach 2
- 1.3 Statics Review 3
- 1.4 Normal Stress and Strain 22
- 1.5 Mechanical Properties of Materials 31
- 1.6 Elasticity, Plasticity, and Creep 38
- 1.7 Linear Elasticity, Hooke's Law, and Poisson's Ratio 44
- 1.8 Shear Stress and Strain 50
- 1.9 Allowable Stresses and Allowable Loads 63
- 1.10 Design For Axial Loads and Direct Shear 70
 - Chapter Summary and Review 74
 - Problems 77

2. Axially Loaded Members 119

- 2.1 Introduction 120
- 2.2 Changes in Lengths of Axially Loaded Members 120
- 2.3 Changes in Lengths under Nonuniform Conditions 128
- 2.4 Statically Indeterminate Structures 142
- 2.5 Thermal Effects, Misfits, and Prestrains 155
- 2.6 Stresses on Inclined Sections 174
- 2.7 Strain Energy 186
- *2.8 Impact Loading 197
- *2.9 Repeated Loading and Fatigue 205
- *2.10 Stress Concentrations 207
- *2.11 Nonlinear Behavior 214
- *2.12 Elastoplastic Analysis 218
 - Chapter Summary and Review 225
 - Problems 227

3. Torsion 273

- 3.1 Introduction 274
- 3.2 Torsional Deformations of a Circular Bar 274
- 3.3 Circular Bars of Linearly Elastic Materials 277
- 3.4 Nonuniform Torsion 290
- 3.5 Stresses and Strains in Pure Shear 302
- 3.6 Relationship Between Moduli of Elasticity E and G 309
- 3.7 Transmission of Power by Circular Shafts 311
- 3.8 Statically Indeterminate Torsional Members 315
- 3.9 Strain Energy in Torsion and Pure Shear 319
- 3.10 Torsion of Noncircular Prismatic Shafts 326
- 3.11 Thin-Walled Tubes 336
- *3.12 Stress Concentrations in Torsion 344
 - Chapter Summary and Review 349
 - Problems 352

4. Shear Forces and Bending Moments 377

- 4.1 Introduction 378
- 4.2 Types of Beams, Loads, and Reactions 378
- 4.3 Shear Forces and Bending Moments 388
- 4.4 Relationships Among Loads, Shear Forces, and Bending Moments 396
- 4.5 Shear-Force and Bending-Moment Diagrams 400
 - Chapter Summary and Review 427
 - Problems 429

5. Stresses in Beams (Basic Topics) 445

- 5.1 Introduction 446
- 5.2 Pure Bending and Nonuniform Bending 446
- 5.3 Curvature of a Beam 447

- 5.4 Longitudinal Strains in Beams 449
 - 5.5 Normal Stress in Beams (Linearly Elastic Materials) 453
 - 5.6 Design of Beams for Bending Stresses 466
 - 5.7 Nonprismatic Beams 476
 - 5.8 Shear Stresses in Beams of Rectangular Cross Section 480
 - 5.9 Shear Stresses in Beams of Circular Cross Section 488
 - 5.10 Shear Stresses in the Webs of Beams with Flanges 491
 - *5.11 Built-Up Beams and Shear Flow 498
 - *5.12 Beams with Axial Loads 502
 - *5.13 Stress Concentrations in Bending 509
 - Chapter Summary and Review 514
 - Problems 518
- 6. Stresses in Beams (Advanced Topics) 553**
- 6.1 Introduction 554
 - 6.2 Composite Beams 554
 - 6.3 Transformed-Section Method 563
 - 6.4 Doubly Symmetric Beams with Inclined Loads 571
 - 6.5 Bending of Unsymmetric Beams 578
 - 6.6 The Shear-Center Concept 589
 - 6.7 Shear Stresses in Beams of Thin-Walled Open Cross Sections 590
 - 6.8 Shear Stresses in Wide-Flange Beams 593
 - 6.9 Shear Centers of Thin-Walled Open Sections 597
 - *6.10 Elastoplastic Bending 605
 - Chapter Summary and Review 614
 - Problems 616
- 7. Analysis of Stress and Strain 639**
- 7.1 Introduction 640
 - 7.2 Plane Stress 640
 - 7.3 Principal Stresses and Maximum Shear Stresses 648
 - 7.4 Mohr's Circle for Plane Stress 656
 - 7.5 Hooke's Law for Plane Stress 669
 - 7.6 Triaxial Stress 675
 - 7.7 Plane Strain 679
 - Chapter Summary and Review 694
 - Problems 697
- 8. Applications of Plane Stress (Pressure Vessels, Beams, and Combined Loadings) 719**
- 8.1 Introduction 720
 - 8.2 Spherical Pressure Vessels 720
 - 8.3 Cylindrical Pressure Vessels 726
 - 8.4 Maximum Stresses in Beams 733
 - 8.5 Combined Loadings 741
 - Chapter Summary and Review 766
 - Problems 768
- 9. Deflections of Beams 787**
- 9.1 Introduction 788
 - 9.2 Differential Equations of the Deflection Curve 788
 - 9.3 Deflections by Integration of the Bending-Moment Equation 793
 - 9.4 Deflections by Integration of the Shear-Force and Load Equations 804
 - 9.5 Method of Superposition 809
 - 9.6 Moment-Area Method 818
 - 9.7 Nonprismatic Beams 826
 - 9.8 Strain Energy of Bending 831
 - *9.9 Castigliano's Theorem 836
 - *9.10 Deflections Produced by Impact 848
 - *9.11 Temperature Effects 850
 - Chapter Summary and Review 854
 - Problems 856
- 10. Statically Indeterminate Beams 883**
- 10.1 Introduction 884
 - 10.2 Types of Statically Indeterminate Beams 884

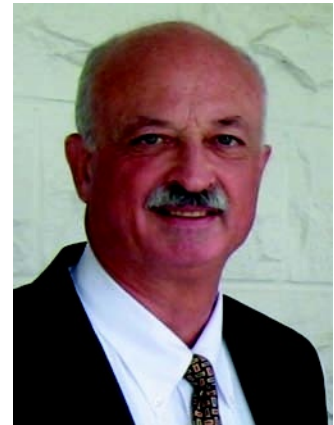
- 10.3 Analysis by the Differential Equations of the Deflection Curve 887
- 10.4 Method of Superposition 893
- *10.5 Temperature Effects 907
- *10.6 Longitudinal Displacements at the Ends of a Beam 914
 - Chapter Summary and Review 917
 - Problems 919
- 11. Columns 933**
 - 11.1 Introduction 934
 - 11.2 Buckling and Stability 934
 - 11.3 Columns with Pinned Ends 942
 - 11.4 Columns with Other Support Conditions 951
 - 11.5 Columns with Eccentric Axial Loads 960
 - 11.6 The Secant Formula for Columns 965
 - 11.7 Elastic and Inelastic Column Behavior 970
 - 11.8 Inelastic Buckling 972
 - 11.9 Design Formulas for Columns 977
 - Chapter Summary and Review 993
 - Problems 996
- References and Historical Notes 1019
- APPENDIX A: Systems of Units and Conversion Factors 1029
- APPENDIX B: Problem Solving 1043
- APPENDIX C: Mathematical Formulas 1051
- APPENDIX D: Review of Centroids and Moments of Inertia 1057
- APPENDIX E: Properties of Plane Areas 1083
- APPENDIX F: Properties of Structural-Steel Shapes 1089
- APPENDIX G: Properties of Structural Lumber 1101
- APPENDIX H: Deflections and Slopes of Beams 1103
- APPENDIX I: Properties of Materials 1109
- Answers to Problems 1115
- Index 1153

*A star attached to a section number indicates a specialized and/or advanced topic.

Barry J. Goodno

Barry John Goodno is Professor of Civil and Environmental Engineering at Georgia Institute of Technology. He joined the Georgia Tech faculty in 1974. He was an Evans Scholar and received a B.S. in Civil Engineering from the University of Wisconsin, Madison, Wisconsin, in 1970. He received M.S. and Ph.D. degrees in Structural Engineering from Stanford University, Stanford, California, in 1971 and 1975, respectively. He holds a professional engineering license (PE) in Georgia, is a Distinguished Member of ASCE and an Inaugural Fellow of SEI, and has held numerous leadership positions within ASCE. He is a past president of the ASCE Structural Engineering Institute (SEI) Board of Governors and is also a member of the Engineering Mechanics Institute (EMI) of ASCE. He is past-chair of the ASCE-SEI Technical Activities Division (TAD) Executive Committee, and past-chair of the ASCE-SEI Awards Committee. In 2002, Dr. Goodno received the SEI *Dennis L. Tewksbury Award* for outstanding service to ASCE-SEI. He received the departmental award for *Leadership in Use of Technology* in 2013 for his pioneering use of lecture capture technologies in undergraduate statics and mechanics of materials courses at Georgia Tech. He is a member of the Earthquake Engineering Research Institute (EERI) and has held several leadership positions within the NSF-funded Mid-America Earthquake Center (MAE), directing the MAE Memphis Test Bed Project. Dr. Goodno has carried out research, taught graduate courses and published extensively in the areas of earthquake engineering and structural dynamics during his tenure at Georgia Tech.

Dr. Goodno is an active cyclist, retired soccer coach and referee, and a retired marathon runner. Like co-author and mentor James Gere, he has completed numerous marathons including qualifying for and running the Boston Marathon in 1987.



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James M. Gere

James M. Gere (1925-2008) earned his undergraduate and master's degree in Civil Engineering from the Rensselaer Polytechnic Institute in 1949 and 1951, respectively. He worked as an instructor and later as a Research Associate for Rensselaer. He was awarded one of the first NSF Fellowships, and chose to study at Stanford. He received his Ph.D. in 1954 and was offered a faculty position in Civil Engineering, beginning a 34-year career of engaging his students in challenging topics in mechanics, and structural and earthquake engineering. He served as Department Chair and Associate Dean of Engineering and in 1974 co-founded the John A. Blume Earthquake Engineering Center at Stanford. In 1980, Jim Gere also became the founding head of the Stanford Committee on Earthquake Preparedness. That same year, he was invited as one of the first foreigners to study the earthquake-devastated city of Tangshan, China. Jim retired from Stanford in 1988 but continued to be an active and most valuable member of the Stanford community.



Courtesy of James and Janice Gere Family Trust

Jim Gere was known for his outgoing manner, his cheerful personality and wonderful smile, his athleticism, and his skill as an educator in Civil Engineering. He authored nine textbooks on various engineering subjects starting in 1972 with *Mechanics of Materials*, a text that was inspired by his teacher and mentor Stephan P. Timoshenko. His other well-known textbooks, used in engineering courses around the world, include: *Theory of Elastic Stability*, co-authored with S. Timoshenko; *Matrix Analysis of Framed Structures* and *Matrix Algebra for Engineers*, both co-authored with W. Weaver; *Moment Distribution*; *Earthquake Tables: Structural and Construction Design Manual*, co-authored with H. Krawinkler; and *Terra Non Firma: Understanding and Preparing for Earthquakes*, co-authored with H. Shah.

In 1986 he hiked to the base camp of Mount Everest, saving the life of a companion on the trip. James was an active runner and completed the Boston Marathon at age 48, in a time of 3:13. James Gere will be long remembered by all who knew him as a considerate and loving man whose upbeat good humor made aspects of daily life or work easier to bear.

Mechanics of Materials is a basic engineering subject that, along with statics, must be understood by anyone concerned with the strength and physical performance of structures, whether those structures are man-made or natural. At the college level, statics is usually taught during the sophomore or junior year and is a prerequisite for the follow-on course in Mechanics of Materials. Both courses are required for most students majoring in mechanical, structural, civil, biomedical, petroleum, nuclear, aeronautical, and aerospace engineering. In addition, many students from such diverse fields as materials science, industrial engineering, architecture, and agricultural engineering also find it useful to study mechanics of materials.

Mechanics of Materials

In many university engineering programs today, both statics and mechanics of materials are taught in large sections of students from the many engineering disciplines. Instructors for the various parallel sections must cover the same material, and all of the major topics must be presented so that students are well prepared for the more advanced courses required by their specific degree programs. An essential prerequisite for success in a first course in mechanics of materials is a strong foundation in statics, which includes not only understanding fundamental concepts but also proficiency in applying the laws of static equilibrium to solutions of both two- and three-dimensional problems. This ninth edition begins with an updated section on statics in which the laws of equilibrium and an expanded list of boundary (or support) conditions are reviewed, as well as types of applied forces and internal stress resultants, all based upon and derived from a properly drawn free-body diagram. Numerous examples and end-of-chapter problems are included to help students review the analysis of plane and space trusses, shafts in torsion, beams and plane and space frames, and to reinforce basic concepts learned in the prerequisite course.

Many instructors like to present the basic theory of say, beam bending, and then use real world examples to motivate student interest in the subject of beam flexure, beam design, etc. In many cases, structures on campus offer easy access to beams, frames, and bolted connections that can be dissected in lecture or in homework problems, to find reactions at supports, forces and moments in members and stresses in connections. In addition, study of causes of failures in structures and components also offers the opportunity for students to begin the process of learning from actual designs and past engineering mistakes. A number of the new example problems and also the new and revised end-of-chapter problems in this ninth edition are based upon actual components or structures and are accompanied by photographs so that the student can see the real world problem alongside the simplified mechanics model and free-body diagrams used in its analysis.

An increasing number of universities are using rich media lecture (and/or classroom) capture software (such as Panopto and Tegrity) in their large undergraduate courses in mathematics, physics, and engineering. The *many new photos and enhanced graphics* in the ninth edition are designed to support this enhanced lecture mode.

Key Features

The main topics covered in this book are the analysis and design of structural members subjected to tension, compression, torsion, and bending, including the fundamental concepts mentioned above. Other important topics are the transformations of stress and strain, combined loadings and combined stress, deflections of beams, and stability of columns. Some additional specialized topics include the following: stress concentrations, dynamic and impact loadings, non-prismatic members, shear centers, bending of beams of two materials (or composite beams), bending of unsymmetric beams, maximum stresses in beams, energy based approaches for computing deflections of beams, and statically indeterminate beams.

Each chapter begins with a **Chapter Overview** highlighting the major topics covered in that chapter and closes with a **Chapter Summary and Review** in which the key points as well as major mathematical formulas in the chapter are listed for quick review. Each chapter also opens with a photograph of a component or structure that illustrates the key concepts discussed in the chapter.

New Features

Some of the notable features of this ninth edition, which have been added as new or updated material to meet the needs of a modern course in mechanics of materials, are:

- **Problem-Solving Approach**—All examples in the text are presented in a new Four-Step Problem-Solving Approach which is patterned after that presented by R. Serway and J. Jewett in *Principles of Physics, 5e*, Cengage Learning, 2013. This new structured format helps students refine their problem-solving skills and improve their understanding of the main concepts illustrated in the example.
- **Statics Review**—The *Statics Review* section has been enhanced in Chapter 1. Section 1.2 includes four new example problems which illustrate calculation of support reactions and internal stress resultants for truss, beam, circular shaft and plane frame structures. Thirty-four end-of-chapter problems on statics provide students with two- and three-dimensional structures to be used as practice, review, and homework assignment problems of varying difficulty.
- **Expanded Chapter Overview and Chapter Summary and Review sections**—The *Chapter Overview* and *Chapter Summary* sections have been expanded to include *key equations* and *figures* presented in each chapter. These summary sections serve as a convenient review for students of key topics and equations presented in each chapter.
- **Continued emphasis on underlying fundamental concepts** such as equilibrium, constitutive, and strain-displacement/ compatibility equations in problem solutions. Example problem and end-of-chapter problem solutions have been updated to emphasize an orderly process of explicitly writing out the equilibrium, constitutive and strain-displacement/ compatibility equations before attempting a solution.

- **Expanded topic coverage**—The following topics have been updated or have received expanded coverage: stress concentrations in axially loads bars (Sec. 2.10); torsion of noncircular shafts (Sec. 3.10); stress concentrations in bending (Sec. 5.13); transformed section analysis for composite beams (Sec. 6.3); generalized flexure formula for unsymmetric beams (Sec. 6.5); and updated code provisions for buckling of steel, aluminum and timber columns (Sec. 11.9).
- **Many new example and end-of-chapter problems**—More than forty new example problems have been added to the ninth edition. In addition, there are more than 400 new and revised end-of-chapter problems out of the 1440 problems presented in the ninth edition text. The end-of-chapter problems are now grouped as **Introductory** or **Representative** and are arranged in order of increasing difficulty.
- **Centroids and Moments of Inertia review** has moved to Appendix D to free up space for more examples and problems in earlier chapters.

Importance of Example Problems

- Examples are presented throughout the book to illustrate the theoretical concepts and show how those concepts may be used in practical situations. All examples are presented in the **Four-Step Problem-Solving Approach** format so that the basic concepts as well as the key steps in setting up and solving each problem are clearly understood. New photographs have been added showing actual engineering structures or components to reinforce the tie between theory and application. Each example begins with a clear statement of the problem and then presents a simplified analytical model and the associated free-body diagrams to aid students in understanding and applying the relevant theory in engineering analysis of the system. In most cases, the examples are worked out in symbolic terms so as to better illustrate the ideas, and then numeric values of key parameters are substituted in the final part of the analysis step. In selected examples throughout the text, graphical display of results (e.g., stresses in beams) has been added to enhance the student's understanding of the problem results.

Example 1-1

FIGURE 1-6

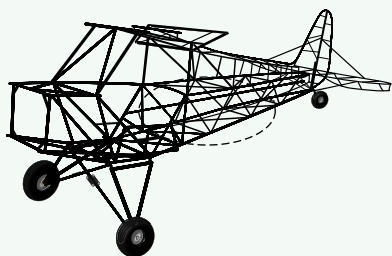
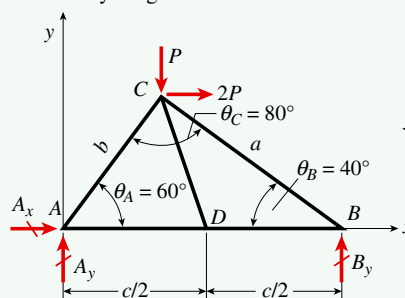


FIGURE 1-7

Free-body diagram of truss model



In many cases, the problem involves the analysis of a real physical structure, such as this truss structure (Fig. 1-6) representing part of the fuselage of a model airplane. Begin by sketching the portion of the structure of interest showing members, supports, dimensions and loadings. This **Conceptualization** step in the analysis often leads to a free-body diagram (Fig. 1-7).

The next step is to simplify the problem, list known data and identify all unknowns, and make necessary assumptions to create a suitable model for analysis. This is the **Categorize** step.

Write the governing equations, then use appropriate mathematical and computational techniques to solve the equations and obtain results, either in the form of mathematical formulas or numerical values. The **Analysis** step leads to support reaction and member forces in the truss.

List the major steps in your analysis procedure so that it is easy to review or check at a later time.

Solution:

The solution involves the following steps:

1. **Conceptualize** [*hypothesize, sketch*]: First sketch a free-body diagram of the entire truss model (Figure 1-7). Only known applied forces at *C* and unknown reaction forces at *A* and *B* are shown and then used in an equilibrium analysis to find the reactions.
2. **Categorize** [*simplify, classify*]: Overall equilibrium requires that the force components in *x* and *y* directions and the moment about the *z* axis must sum to zero; this leads to reaction force components A_x , A_y , and B_y . The truss is statically determinate (*unknowns*: $m + r = 5 + 3 = 8$, *knowns*: $2j = 8$) so all member forces can be obtained using the *method of joints*. . . .
3. **Analyze** [*evaluate; select relevant equations, carry out mathematical solution*]: First find the lengths of members *AC* and *BC*, which are needed to compute distances to lines of action of forces.

Law of sines to find member lengths *a* and *b*: Use known angles θ_A , θ_B , and θ_C and $c = 10$ ft to find lengths *a* and *b*:

$$b = c \frac{\sin(\theta_B)}{\sin(\theta_C)} = (10 \text{ ft}) \frac{\sin(40^\circ)}{\sin(80^\circ)} = 6.527 \text{ ft},$$

$$a = c \frac{\sin(\theta_A)}{\sin(\theta_C)} = (10 \text{ ft}) \frac{\sin(60^\circ)}{\sin(80^\circ)} = 8.794 \text{ ft}$$

Check that computed lengths *a* and *b* give length *c* by using the law of cosines:

$$c = \sqrt{(6.527 \text{ ft})^2 + (8.794 \text{ ft})^2 - 2(6.527 \text{ ft})(8.794 \text{ ft}) \cos(80^\circ)} = 10 \text{ ft}$$

4. **Finalize** [*conclude; examine answer—does it make sense? Are units correct? How does it compare to similar problem solutions?*]: There are $2j = 8$ equilibrium equations for the simple plane truss considered above and, using the *method of joints*, these are obtained by applying $\Sigma F_x = 0$ and $\Sigma F_y = 0$ at each joint in succession. A computer solution of these simultaneous equations leads to the three reaction forces and five member forces. The *method of sections* is an efficient way to find selected member forces.

List the major steps in the **Finalize** step, review the solution to make sure that it is presented in a clear fashion so that it can be easily reviewed and checked by others. Are the expressions and numerical values obtained reasonable? Do they agree with your initial expectations?

Problems

In all mechanics courses, solving problems is an important part of the learning process. This textbook offers more than 1440 problems, many with multiple parts, for homework assignments and classroom discussions. The problems are placed at the end of each chapter so that they are easy to find and don't break up the presentation of the main subject matter. Also, problems are generally arranged in order of increasing difficulty, thus alerting students to the time necessary for solution. Answers to all problems are listed near the back of the book.

Considerable effort has been spent in checking and proofreading the text so as to eliminate errors. If you happen to find one, no matter how trivial, please notify me by e-mail (bgoodno@ce.gatech.edu). We will correct any errors in the next printing of the book.

Units

Both the International System of Units (SI) and the U.S. Customary System (USCS) are used in the examples and problems. Discussions of both systems and a table of conversion factors are given in Appendix A. For problems involving numerical solutions, odd-numbered problems are in USCS units and even-numbered problems are in SI units. This convention makes it easy to know in advance which system of units is being used in any particular problem. In addition, tables containing properties of structural-steel shapes in both USCS and SI units may be found in Appendix F so that solution of beam analysis and design examples and end-of-chapter problems can be carried out in either USCS or SI units.

Supplements

Instructor Resources

An **Instructor's Solutions Manual** is available in both print and digital versions, and includes solutions to all problems from this edition with Mathcad solutions available for some problems. The Manual includes rotated stress elements for problems as well as an increased number of free body diagrams. The digital version is accessible to instructors on <http://login.cengage.com>. The Instructor Resource Center also contains a full set of **Lecture Note PowerPoints**.

Student Resources

FE Exam Review Problems has been updated and now appears online. This supplement contains 106 FE-type review problems and solutions, which cover all of the major topics presented in the text and are representative of those likely to appear on an FE exam. Each of the problems is presented in the FE Exam format and is intended to serve as a useful guide to the student in preparing for this important examination.

Many students take the *Fundamentals of Engineering Examination* upon graduation, the first step on their path to registration as a Professional Engineer. Most of these problems are in SI units which is the system of units used

on the FE Exam itself, and require use of an engineering calculator to carry out the solution. The student must select from four available answers, only one of which is the correct answer. Go to <http://www.cengagebrain.com> to find the FE Exam Review Problems and the resources below, which are available on the student website for this book:

- *Answers to the FE Exam Review Problems*
- *Detailed Solutions for Each Problem*

S.P. Timoshenko (1878–1972) and J.M. Gere (1925–2008)

Many readers of this book will recognize the name of Stephen P. Timoshenko—probably the most famous name in the field of applied mechanics. A brief biography of Timoshenko appears in the first reference in the *References and Historical Notes* section. Timoshenko is generally recognized as the world's most outstanding pioneer in applied mechanics. He contributed many new ideas and concepts and became famous for both his scholarship and his teaching. Through his numerous textbooks he made a profound change in the teaching of mechanics not only in this country but wherever mechanics is taught. Timoshenko was both teacher and mentor to James Gere and provided the motivation for the first edition of this text, authored by James M. Gere and published in 1972. The second and each subsequent edition of this book were written by James Gere over the course of his long and distinguished tenure as author, educator, and researcher at Stanford University. James Gere started as a doctoral student at Stanford in 1952 and retired from Stanford as a professor in 1988 having authored this and eight other well-known and respected text books on mechanics, and structural and earthquake engineering. He remained active at Stanford as Professor Emeritus until his death in January of 2008.

Acknowledgments

To acknowledge everyone who contributed to this book in some manner is clearly impossible, but I owe a major debt to my former Stanford teachers, especially my mentor and friend, and co-author James M. Gere.

I am grateful to my many colleagues teaching Mechanics of Materials at various institutions throughout the world who have provided feedback and constructive criticism about the text; for all those anonymous reviews, my thanks. With each new edition, their advice has resulted in significant improvements in both content and pedagogy.

My appreciation and thanks also go to the reviewers who provided specific comments for this ninth edition:

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I wish to acknowledge and thank the Global Engineering team at Cengage Learning for their dedication to this new book:

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They have skillfully guided every aspect of this text's development and production to successful completion.

I am deeply appreciative of the patience and encouragement provided by my family, especially my wife, Lana, throughout this project.

Finally, I am very pleased to continue this endeavor begun so many years ago by my mentor and friend, Jim Gere. This ninth edition text has now reached its 45th year of publication. I am committed to its continued excellence and welcome all comments and suggestions. Please feel free to provide me with your critical input at bgoodno@ce.gatech.edu.

Barry J. Goodno
Atlanta, Georgia

MINDTAP ONLINE COURSE

Mechanics of Materials is also available through MindTap, Cengage Learning's digital course platform. The carefully-crafted pedagogy and exercises in this trusted textbook are made even more effective by an interactive, customizable eBook, automatically graded assessments, and a full suite of learning tools.

As an instructor using MindTap, you have at your fingertips the full text and a unique set of tools, all in an interface designed to save you time. MindTap makes it easy for instructors to build and customize their course, so you can focus on the most relevant material while also lowering costs for your students. Stay connected and informed through real-time student tracking that provides the opportunity to adjust your course as needed based on analytics of interactivity and performance. **End-of-chapter quizzes** and **problem sets** test students' knowledge of concepts and numerics. Wrong answers in the algorithmically generated problem sets pop up custom step-by-step solutions to guide students how to solve the problems.

GOODNO, MECHANICS OF MATERIALS, 9E

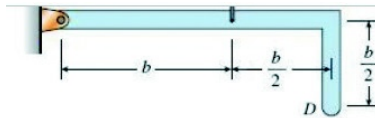
Chapter 2: Axially Loaded Members
Introduction - Changes in lengths of Axially Loaded Members - Changes in Lengths under Nonuniform Conditions - Statically Indeterminate Structures - Thermal Effects, Misfits, and Prestrains - Stresses on Inclined Sections - Strain Energy - Impact Loading - Repeated Loading and Fatigue - Stress Concentrations - Nonlinear Behavior - Elastoplastic Analysis - Summary and Review

Chapter 2 Videos
Tutorial: Plot the Axial Force Diagram (AFD) and the Axial Displacement Diagram (ADD)
Follow each step in the example to make sure you fully understand them in order to solve future problems.

Chapter 2 Quiz
Take this quiz to see what you've learned in Chapter 2.
COUNTS TOWARD GRADE

Chapter 2 Problem Set
Solve this set of problems designed to help you master mechanics of materials challenges.
COUNTS TOWARD GRADE

Reflective Questions
These questions provide you with an opportunity to reflect on how you did in learning the content in this chapter.
COUNTS TOWARD GRADE



(a) Obtain a formula for the elongation of the spring due to the weight of the arm.

$\delta = 3$ ❌

(b) Repeat part (a)

$\delta = 4$ ✅

Incorrect

(a) Wrong

Solution	
Take first moments about A to find c.g.	$x = \frac{\left(\frac{3}{2}b\right)W\left(\frac{3}{4}b\right) + \left(\frac{b}{2}\right)W\left(\frac{3}{2}b\right)}{W}$
	$x = \frac{15}{16}b$
Find force in spring due to weight of arm	$\sum M_A = 0$
	$F_k = \frac{W\left(\frac{15}{16}b\right)}{b} = \frac{15}{16}W$
Find elongation of spring due to weight of arm	$\delta = \frac{F_k}{k} = \frac{15W}{16k}$



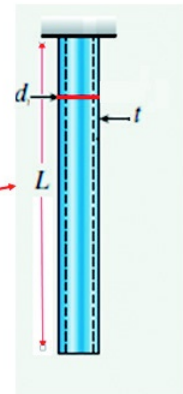
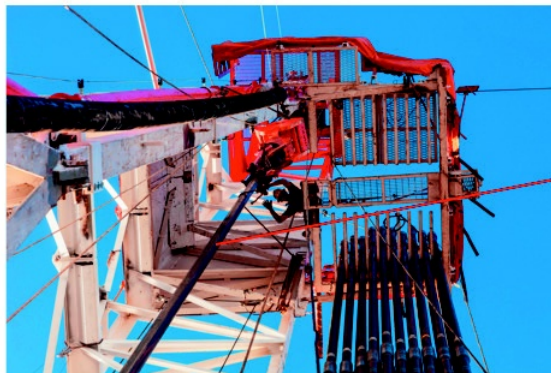
Videos provide views of real world structures discussed in each chapter.

Step-through-tutorials

help students master concepts and solve problems explained in examples.

Example 2-3

A section of steel drill pipe hangs from an oil drilling rig just before the start of drilling operations. The pipe has length L , diameter d , and wall thickness t .



Assignment: Chapter 2 Quiz Assignment Score: 0.00%

Questions « Question 45 of 50 »

[Check My Work](#)

43.
 44.
 45. If the elastic limit of the material is exceeded, upon unloading:
 46. a. The material will return to its original dimensions
 47. b. Elastic strain energy is recovered
 48. c. Inelastic strain energy is recovered
 49. d. None of these choices

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A	area
A_f, A_w	area of flange; area of web
a, b, c	dimensions, distances
C	centroid, compressive force, constant of integration
c	distance from neutral axis to outer surface of a beam
D	diameter
d	diameter, dimension, distance
E	modulus of elasticity
E_r, E_t	reduced modulus of elasticity; tangent modulus of elasticity
e	eccentricity, dimension, distance, unit volume change (dilatation)
F	force
f	shear flow, shape factor for plastic bending, flexibility, frequency (Hz)
f_T	torsional flexibility of a bar
G	modulus of elasticity in shear
g	acceleration of gravity
H	height, distance, horizontal force or reaction, horsepower
h	height, dimensions
I	moment of inertia (or second moment) of a plane area
I_x, I_y, I_z	moments of inertia with respect to x , y , and z axes
I_{x_1}, I_{y_1}	moments of inertia with respect to x_1 and y_1 axes (rotated axes)
I_{xy}	product of inertia with respect to xy axes
$I_{x_1y_1}$	product of inertia with respect to x_1y_1 axes (rotated axes)
I_p	polar moment of inertia
I_1, I_2	principal moments of inertia
J	torsion constant
K	stress-concentration factor, bulk modulus of elasticity, effective length factor for a column
k	spring constant, stiffness, symbol for $\sqrt{P/EI}$
k_T	torsional stiffness of a bar
L	length, distance
L_E	effective length of a column
\ln, \log	natural logarithm (base e); common logarithm (base 10)
M	bending moment, couple, mass
M_p, M_Y	plastic moment for a beam; yield moment for a beam
m	moment per unit length, mass per unit length
N	axial force

n	factor of safety, integer, revolutions per minute (rpm)
O	origin of coordinates
O'	center of curvature
P	force, concentrated load, power
P_{allow}	allowable load (or working load)
P_{cr}	critical load for a column
P_p	plastic load for a structure
P_r, P_t	reduced-modulus load for a column; tangent-modulus load for a column
P_Y	yield load for a structure
p	pressure (force per unit area)
Q	force, concentrated load, first moment of a plane area
q	intensity of distributed load (force per unit distance)
R	reaction, radius
r	radius, radius of gyration ($r = \sqrt{I/A}$)
S	section modulus of the cross section of a beam, shear center
s	distance, distance along a curve
T	tensile force, twisting couple or torque, temperature
T_p, T_Y	plastic torque; yield torque
t	thickness, time, intensity of torque (torque per unit distance)
t_f, t_w	thickness of flange; thickness of web
U	strain energy
u	strain-energy density (strain energy per unit volume)
u_r, u_t	modulus of resistance; modulus of toughness
V	shear force, volume, vertical force or reaction
v	deflection of a beam, velocity
$v', v'', \text{ etc.}$	$dv/dx, d^2v/dx^2, \text{ etc.}$
W	force, weight, work
w	load per unit of area (force per unit area)
x, y, z	rectangular axes (origin at point O)
x_c, y_c, z_c	rectangular axes (origin at centroid C)
$\bar{x}, \bar{y}, \bar{z}$	coordinates of centroid
Z	plastic modulus of the cross section of a beam
α	angle, coefficient of thermal expansion, nondimensional ratio
β	angle, nondimensional ratio, spring constant, stiffness
β_R	rotational stiffness of a spring
γ	shear strain, weight density (weight per unit volume)
$\gamma_{xy}, \gamma_{yz}, \gamma_{zx}$	shear strains in $xy, yz, \text{ and } zx$ planes
$\gamma_{x_1y_1}$	shear strain with respect to x_1y_1 axes (rotated axes)
γ_θ	shear strain for inclined axes
δ	deflection of a beam, displacement, elongation of a bar or spring

ΔT	temperature differential
δ_p, δ_Y	plastic displacement; yield displacement
ε	normal strain
$\varepsilon_x, \varepsilon_y, \varepsilon_z$	normal strains in x , y , and z directions
$\varepsilon_{x_1}, \varepsilon_{y_1}$	normal strains in x_1 and y_1 directions (rotated axes)
ε_θ	normal strain for inclined axes
$\varepsilon_1, \varepsilon_2, \varepsilon_3$	principal normal strains
ε'	lateral strain in uniaxial stress
ε_T	thermal strain
ε_Y	yield strain
θ	angle, angle of rotation of beam axis, rate of twist of a bar in torsion (angle of twist per unit length)
θ_p	angle to a principal plane or to a principal axis
θ_s	angle to a plane of maximum shear stress
κ	curvature ($\kappa = 1/\rho$)
λ	distance, curvature shortening
ν	Poisson's ratio
ρ	radius, radius of curvature ($\rho = 1/\kappa$), radial distance in polar coordinates, mass density (mass per unit volume)
σ	normal stress
$\sigma_x, \sigma_y, \sigma_z$	normal stresses on planes perpendicular to x , y , and z axes
$\sigma_{x_1}, \sigma_{y_1}$	normal stresses on planes perpendicular to x_1, y_1 axes (rotated axes)
σ_θ	normal stress on an inclined plane
$\sigma_1, \sigma_2, \sigma_3$	principal normal stresses
σ_{allow}	allowable stress (or working stress)
σ_{cr}	critical stress for a column ($\sigma_{\text{cr}} = P_{\text{cr}}/A$)
σ_{pl}	proportional-limit stress
σ_r	residual stress
σ_T	thermal stress
σ_U, σ_Y	ultimate stress; yield stress
τ	shear stress
$\tau_{xy}, \tau_{yz}, \tau_{zx}$	shear stresses on planes perpendicular to the x , y , and z axes and acting parallel to the y , z , and x axes
$\tau_{x_1y_1}$	shear stress on a plane perpendicular to the x_1 axis and acting parallel to the y_1 axis (rotated axes)
τ_θ	shear stress on an inclined plane
τ_{allow}	allowable stress (or working stress) in shear
τ_U, τ_Y	ultimate stress in shear; yield stress in shear
ϕ	angle, angle of twist of a bar in torsion
ψ	angle, angle of rotation
ω	angular velocity, angular frequency ($\omega = 2\pi f$)

GREEK ALPHABET

A	α	Alpha	N	ν	Nu
B	β	Beta	Ξ	ξ	Xi
Γ	γ	Gamma	O	o	Omicron
Δ	δ	Delta	Π	π	Pi
E	ε	Epsilon	P	ρ	Rho
Z	ζ	Zeta	Σ	σ	Sigma
H	η	Eta	T	τ	Tau
Θ	θ	Theta	Υ	υ	Upsilon
I	ι	Iota	Φ	ϕ	Phi
K	κ	Kappa	X	χ	Chi
Λ	λ	Lambda	Ψ	ψ	Psi
M	μ	Mu	Ω	ω	Omega

Tension, Compression, and Shear



Jan Jirous/Shutterstock.com

This telecommunications tower is an assemblage of many members that act primarily in tension or compression.

Chapter Objectives

- Define *mechanics of materials*, which examines the stresses, strains, and displacements in structures made of various materials acted on by a variety of different loads.
- Study normal stress (σ) and normal strain (ϵ) in materials used for structural applications.
- Identify key properties of various materials, such as the modulus of elasticity (E) and yield (σ_y) and ultimate (σ_u) stresses, from plots of stress (σ) versus strain (ϵ).
- Plot shear stress (τ) versus shear strain (γ) and identify the shearing modulus of elasticity (G).
- Study Hooke's Law for normal stress and strain ($\sigma = E\epsilon$) and also for shear stress and strain ($\tau = G\gamma$).
- Investigate changes in lateral dimensions and volume of a bar, which depend upon Poisson's ratio (ν) for the material of the bar.
- Study normal, shear, and bearing stresses in simple bolted connections between members.
- Use factors of safety to establish allowable values of stresses.
- Introduce basic concepts of design: the iterative process by which the appropriate size of structural members is determined to meet a variety of both strength and stiffness requirements.

Chapter Outline

- | | | | |
|-----|--|------|--|
| 1.1 | Introduction to Mechanics of Materials 2 | 1.7 | Linear Elasticity, Hooke's Law, and Poisson's Ratio 44 |
| 1.2 | Problem-Solving Approach 2 | 1.8 | Shear Stress and Strain 50 |
| 1.3 | Statics Review 3 | 1.9 | Allowable Stresses and Allowable Loads 63 |
| 1.4 | Normal Stress and Strain 22 | 1.10 | Design For Axial Loads and Direct Shear 70 |
| 1.5 | Mechanical Properties of Materials 31 | | Chapter Summary and Review 74 |
| 1.6 | Elasticity, Plasticity, and Creep 38 | | Problems 77 |

1.1 Introduction to Mechanics of Materials

Mechanics of materials is a branch of applied mechanics that deals with the behavior of solid bodies subjected to various types of loading. Other names for this field of study are *strength of materials* and *mechanics of deformable bodies*. The solid bodies considered in this book include bars with axial loads, shafts in torsion, beams in bending, and columns in compression.

The principal objective of mechanics of materials is to determine the stresses, strains, and displacements in structures and their components due to the loads acting on them. An understanding of mechanical behavior is essential for the safe design of all types of structures, whether airplanes and antennas, buildings and bridges, machines and motors, or ships and spacecraft. That is why mechanics of materials is a basic subject in so many engineering fields. Most problems in mechanics of materials begin with an examination of the external and internal forces acting on a stable deformable body. First the loads acting on the body are defined, along with its support conditions, then reaction forces at supports and internal forces in its members or elements are determined using the basic laws of static equilibrium (provided that the body is statically determinate).

In mechanics of materials you study the stresses and strains inside real bodies, that is, bodies of finite dimensions that deform under loads. To determine the stresses and strains, use the physical properties of the materials as well as numerous theoretical laws and concepts. Mechanics of materials provides additional essential information, based on the deformations of the body, to solve statically indeterminate problems (not possible using the laws of static equilibrium alone).

Theoretical analyses and experimental results have equally important roles in mechanics of materials. Theories are used to derive formulas and equations for predicting mechanical behavior but these expressions cannot be used in practical design unless the physical properties of the materials are known. Such properties are available only after careful experiments have been carried out in the laboratory. Furthermore, not all practical problems are amenable to theoretical analysis alone, and in such cases physical testing is a necessity.

The historical development of mechanics of materials is a fascinating blend of both theory and experiment—theory has pointed the way to useful results in some instances, and experiment has done so in others. Such famous persons as Leonardo da Vinci (1452–1519) and Galileo Galilei (1564–1642) performed experiments to determine the strength of wires, bars, and beams, although they did not develop adequate theories (by today’s standards) to explain their test results. By contrast, the famous mathematician Leonhard Euler (1707–1783) developed the mathematical theory of columns and calculated the critical load of a column in 1744, long before any experimental evidence existed to show the significance of his results. Without appropriate tests to back up his theories, Euler’s results remained unused for over a hundred years, although today they are the basis for the design and analysis of most columns (see Refs. 1-1, 1-2, and 1-3).

1.2 Problem-Solving Approach*

The study of mechanics divides naturally into two parts: first, *understanding* the general concepts and principles, and second, *applying* those concepts and principles to physical situations. You can gain an understanding of the general

*The four step problem-solving approach presented here is patterned after that presented by R. Serway and J. Jewett in *Principles of Physics, 5e, Cengage Learning, 2013*.

concepts by studying the discussions and derivations presented in this book. You can gain skill only by solving problems on your own. Of course, these two aspects of mechanics are closely related, and many experts in mechanics will argue that *you do not really understand the concepts if you cannot apply them*. It is easy to recite the principles, but applying them to real situations requires an in-depth understanding. Problem solving gives meaning to the concepts and also provides an opportunity to gain experience and develop judgment.

A major objective of this text is to assist you in developing a *structured solution process* for problems in statics and mechanics of materials. This process is referred to as a *problem-solving approach* (PSA) and is used in all example problems in the text. The PSA involves the following four steps:

1. **Conceptualize** [*hypothesize, sketch*]: List all relevant data and draw a sketch showing all applied forces, support/boundary conditions, and interactions between adjacent bodies. Development and refinement of the *free-body diagram* is an essential part of this step.
2. **Categorize** [*simplify, classify*]: Identify the unknowns in the problem and make any necessary assumptions to simplify the problem and streamline the solution process.
3. **Analyze** [*evaluate; select relevant equations, carry out mathematical solution*]: Apply appropriate theories, set up the necessary equations for the chosen mathematical model, and then solve for the unknowns.
4. **Finalize** [*conclude; examine answer—Does it make sense? Are units correct? How does it compare to similar problem solutions?*]: Study the answers, compare them to those for similar problems you have solved in the past, and test the robustness of the solution by varying key parameters to see how the results change (perhaps even plot the main result as a function of that parameter to investigate the sensitivity of the answer).

You are encouraged to study the *problem-solving approach* presented in the example problems and then apply it to homework and in-class laboratory problems. This structured systematic approach also will be useful during examinations. See Appendix B.2 for further discussion of the Problem Solving Approach summarized above.

All problems appear at the ends of the chapters, with the problem numbers and subheadings identifying the sections to which they belong. In the case of problems requiring numerical solutions, odd-numbered problems are in U.S. Customary System (USCS) units and even-numbered problems are in International System of Units (SI).

In this book, final numerical results are usually presented with three significant digits when a number begins with the digits 2 through 9, and with four significant digits when a number begins with the digit 1. Intermediate values are often recorded with additional digits to avoid losing numerical accuracy due to rounding of numbers.

1.3 Statics Review

In your prerequisite course on statics, you studied the *equilibrium* of rigid bodies acted upon by a variety of different forces and supported or restrained in such a way that the body was stable and at rest. As a result, a properly restrained body could not undergo rigid-body motion due to the application of static forces. You drew *free-body diagrams* of the entire body, or of key parts of the body, and then

applied the *equations of equilibrium* to find external reaction forces and moments or internal forces and moments at critical points. In this section, the basic static equilibrium equations are reviewed and then applied to the solution of example structures (both two and three-dimensional) using both scalar and vector operations (both acceleration and velocity of the body are assumed to be zero). Most problems in mechanics of materials require a static analysis as the first step, so all forces acting on the system and causing its deformation are known. Once all external and internal forces of interest have been found, you can proceed with the evaluation of stresses, strains, and deformations of bars, shafts, beams, and columns as described in subsequent chapters.

Equilibrium Equations

The resultant force R and resultant moment M of *all* forces and moments acting on either a rigid or deformable body in equilibrium are both zero. The sum of the moments may be taken about any arbitrary point. The resulting equilibrium equations can be expressed in *vector form* as:

$$R = \Sigma F = 0 \quad (1-1)$$

$$M = \Sigma M = \Sigma(r \times F) = 0 \quad (1-2)$$

where F is one of a number of vectors of forces acting on the body and r is a position vector from the point at which moments are taken to a point along the line of application of any force F . It is often convenient to write the equilibrium equations in *scalar form* using a rectangular Cartesian coordinate system, either in two dimensions (x, y) or three dimensions (x, y, z) as

$$\Sigma F_x = 0 \quad \Sigma F_y = 0 \quad \Sigma M_z = 0 \quad (1-3)$$

Equation (1-3) can be used for two-dimensional or planar problems, but in three dimensions, three force and three moment equations are required:

$$\Sigma F_x = 0 \quad \Sigma F_y = 0 \quad \Sigma F_z = 0 \quad (1-4)$$

$$\Sigma M_x = 0 \quad \Sigma M_y = 0 \quad \Sigma M_z = 0 \quad (1-5)$$

If the number of unknown forces is equal to the number of independent equilibrium equations, these equations are sufficient to solve for all unknown reaction or internal forces in the body, and the problem is referred to as *statically determinate* (provided that the body is stable). If the body or structure is constrained by additional (or redundant) supports, it is *statically indeterminate*, and a solution is not possible using the laws of static equilibrium alone.

Applied Forces

External loads applied to a body or structure may be either concentrated or distributed forces or moments. For example, force F_B (with units of pounds, lb, or newtons, N) in Fig. 1-1 is a point or concentrated load and is assumed to act at point B on the body, while moment M_A is a concentrated moment or couple (with units of lb-ft or N · m) acting at point A . Distributed forces may act along or normal to a member and may have constant intensity, such as line load q_1 normal to member BC (Fig. 1-1) or line load q_2 acting in the $-y$ direction on inclined member DF ; both q_1 and q_2 have units of force intensity (lb/ft or N/m). Distributed loads also

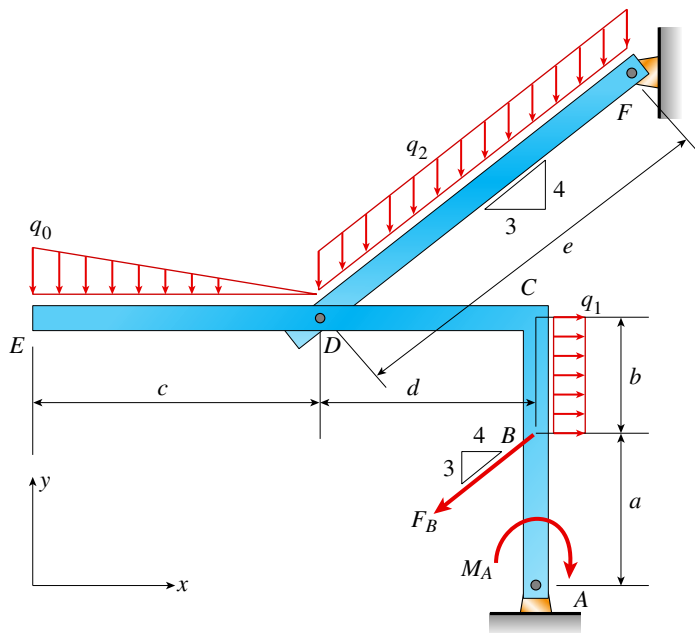


FIGURE 1-1

Plane frame structure

may have a linear (or other) variation with some peak intensity q_0 (as on member ED in Fig. 1-1). Surface pressures p (with units of lb/ft^2 or Pa), such as wind acting on a sign (Fig. 1-2), act over a designated region of a body. Finally, a body force w (with units of force per unit volume, lb/ft^3 or N/m^3), such as the distributed self-weight of the sign or post in Fig. 1-2, acts throughout the volume of the body and can be replaced by the component weight W acting at the center of gravity (c.g.) of the sign (W_s) or post (W_p). In fact, any distributed loading (line, surface, or body force) can be replaced by a statically equivalent force at the center of gravity (or center of pressure for wind) of the distributed loading when overall static equilibrium of the structure is evaluated using Eqs. (1-1) to (1-5).

Free-Body Diagrams

A free-body diagram (FBD) is an essential part of a static analysis of a rigid or deformable body. All forces acting on the body, or component part of the body, must be displayed on the FBD if a correct equilibrium solution is to be obtained. This includes applied forces and moments, reaction forces and moments, and any connection forces between individual components. For example, an *overall* FBD of the plane frame in Fig. 1-1 is shown in Fig. 1-3a; all applied and reaction forces are shown on this FBD and statically equivalent concentrated loads are displayed for all distributed loads. Statically equivalent forces F_{q_0} , F_{q_1} , and F_{q_2} , each acting at the c.g. of the corresponding distributed loading, are used in the equilibrium equation solution to represent distributed loads q_0 , q_1 , and q_2 , respectively.

Next, the plane frame has been disassembled in Fig. 1-3b, so that *separate* FBDs can be drawn for each part of the frame, thereby exposing pin-connection forces at D (D_x, D_y). Both FBDs must show all applied forces as well as reaction forces A_x and A_y at pin-support joint A and F_x and F_y at

FIGURE 1-2

Wind on sign

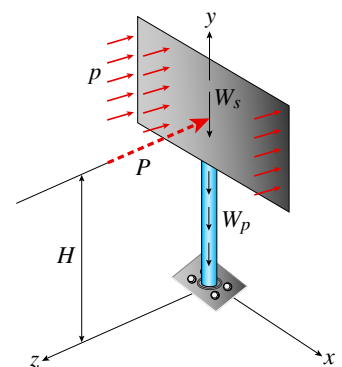
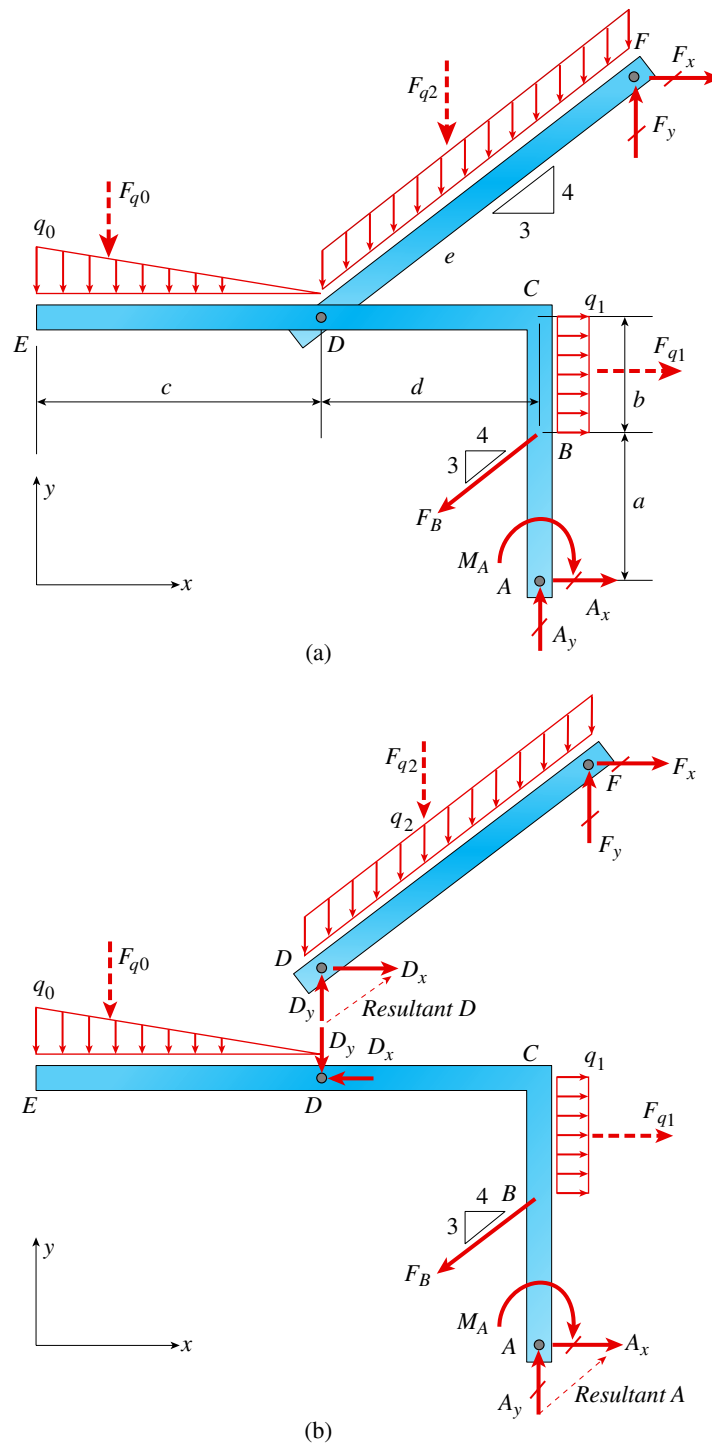


FIGURE 1-3

(a) Overall FBD of plane frame structure from Fig. 1-1, and
 (b) Separate free-body diagrams of part $ABCDE$ and part DF of the plane frame structure in Fig. 1-1



pin-support joint F . The forces transmitted between frame elements EDC and DF at pin connection D must be determined if the proper interaction of these two elements is to be accounted for in the static analysis.

The FBDs presented in Figs. 1-3a and 1-3b are essential parts of this solution process. A *statics sign convention* is usually employed in the solution for support reactions; forces acting in the positive directions of the coordinate axes are assumed positive, and the right-hand rule is used for moment vectors.

Reactive Forces and Support Conditions

Proper restraint of the body or structure is essential if the equilibrium equations are to be satisfied. A sufficient number and arrangement of supports must be present to prevent rigid-body motion under the action of static forces. A reaction force at a support is represented by a single arrow with a slash drawn through it (see Fig. 1-3) while a moment restraint at a support is shown as a double-headed or curved arrow with a slash. Reaction forces and moments usually result from the action of applied forces of the types described above (i.e., concentrated, distributed, surface, and body forces).

A variety of different support conditions may be assumed depending on whether the problem is 2D or 3D. Supports A and F in the 2D plane frame structure shown in Fig. 1-1 and Fig. 1-3 are pin supports, while the base of the 3D sign structure in Fig. 1-2 may be considered to be a fixed or clamped support. Some of the most commonly used idealizations for 2D and 3D supports, as well as interconnections between members or elements of a structure, are illustrated in Table 1-1. The restraining or transmitted forces and moments associated with each type of support or connection are displayed in the third column of the table (these are not FBDs, however). The reactions forces and moments for the 3D sign structure in Fig. 1-2 are shown on the FBD in Fig. 1-4a; only reactions R_y , R_z , and M_x are nonzero because the sign structure and wind loading are symmetric with respect to the y - z plane. If the sign is eccentric to the post (Fig. 1-4b), only reaction R_x is zero for the case of wind loading in the $-z$ direction. (See Problems 1.8-19 and 1.9-17 at the end of Chapter 1 for a more detailed examination of the reaction forces due to wind pressure acting on several sign structures similar to that shown in Fig. 1-2; forces and stresses in the base plate bolts are also computed).

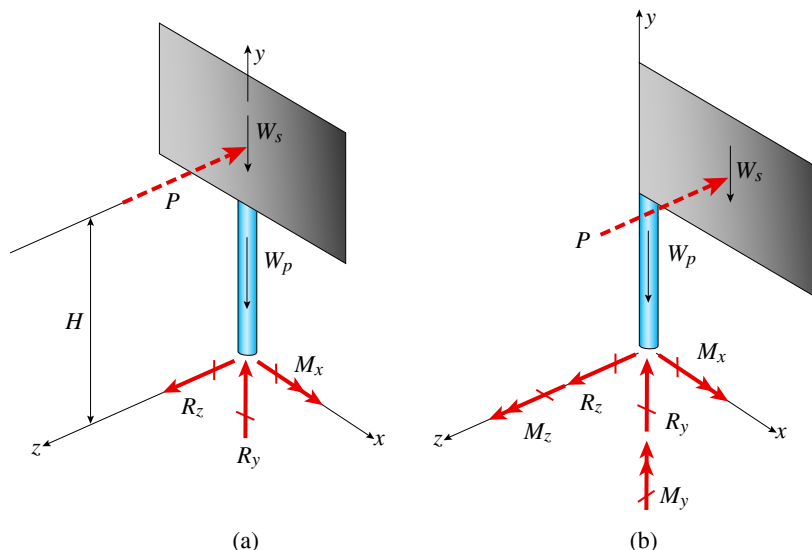


FIGURE 1-4

(a) FBD of symmetric sign structure, and (b) FBD of eccentric sign structure

Table 1-1

Modeling reaction forces and support conditions in 2D or 3D static analysis

Type of support or connection

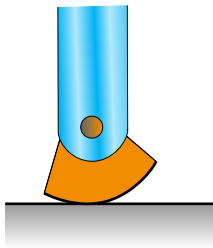
Simplified sketch of support or connection

Display of restraint forces and moments, or connection forces

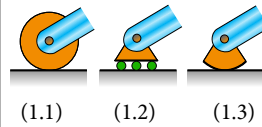
1. Roller Support: A single reaction force R is developed and is normal to the rolling surface; force R opposes motion into or away from the rolling surface. The rolling surface may be horizontal, vertical, or inclined at some angle θ . If friction is present, then include a force F opposing the movement of the support and tangential to the rolling surface. In 3D, the roller moves in the x - z plane and reaction R_y is normal to that plane.



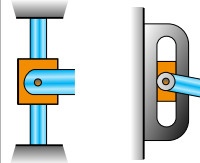
Bridge with roller support (see 1.1, 1.2)



Bridge with rocker support (see 1.3)



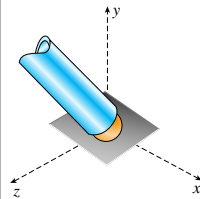
Horizontal roller support [(1.1), (1.2)]; or alternate representation as rocker support [(1.3)] Both downward and uplift motions are restrained.



Vertical roller restraints

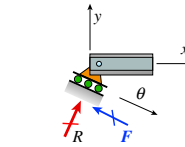
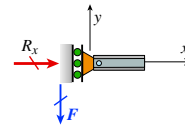
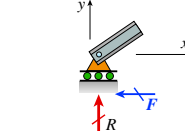


Rotated or inclined roller support

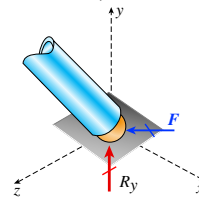


3D roller support

(a) **Two-dimensional roller support** (friction force $F = 0$ for smooth rolling surface)



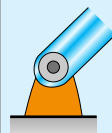
(b) **Three-dimensional roller support** (friction force $F = 0$ for smooth rolling surface; reaction R_y acts normal to plane x - z on which roller translates)



2. Pin Support: A single resultant force, usually shown using two rectangular components R_x and R_y in 2D but three components in 3D, resists motion in any direction normal to the pin. The pin support cannot resist moment, and the pin is free to rotate about the z axis. In 3D, the pin becomes a ball-and-socket joint or support.

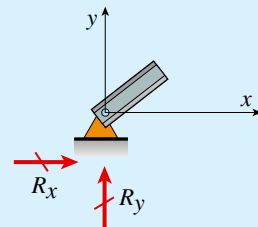


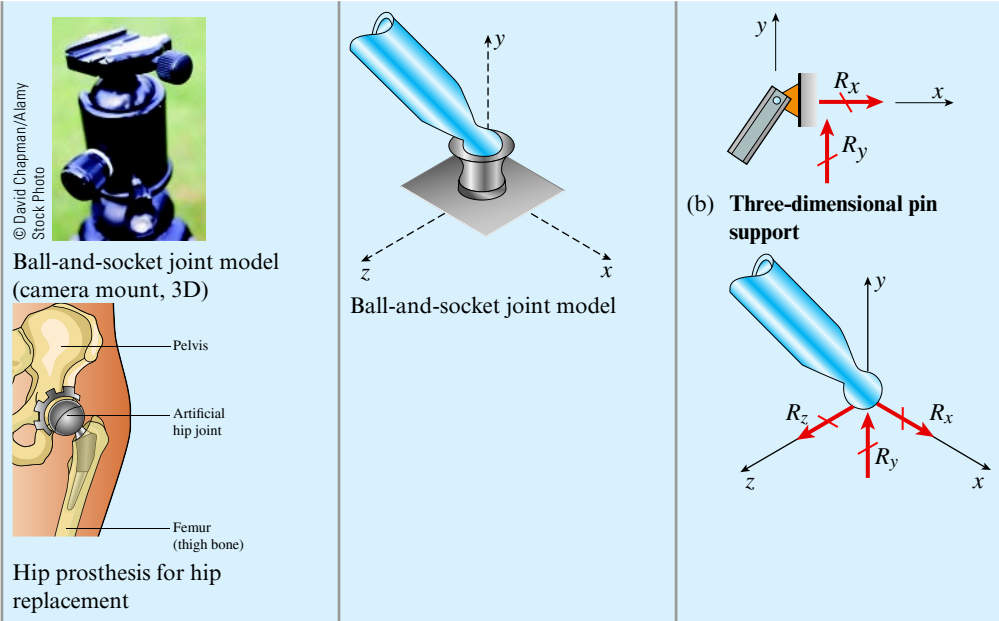
The Earthquake Engineering Online Archive



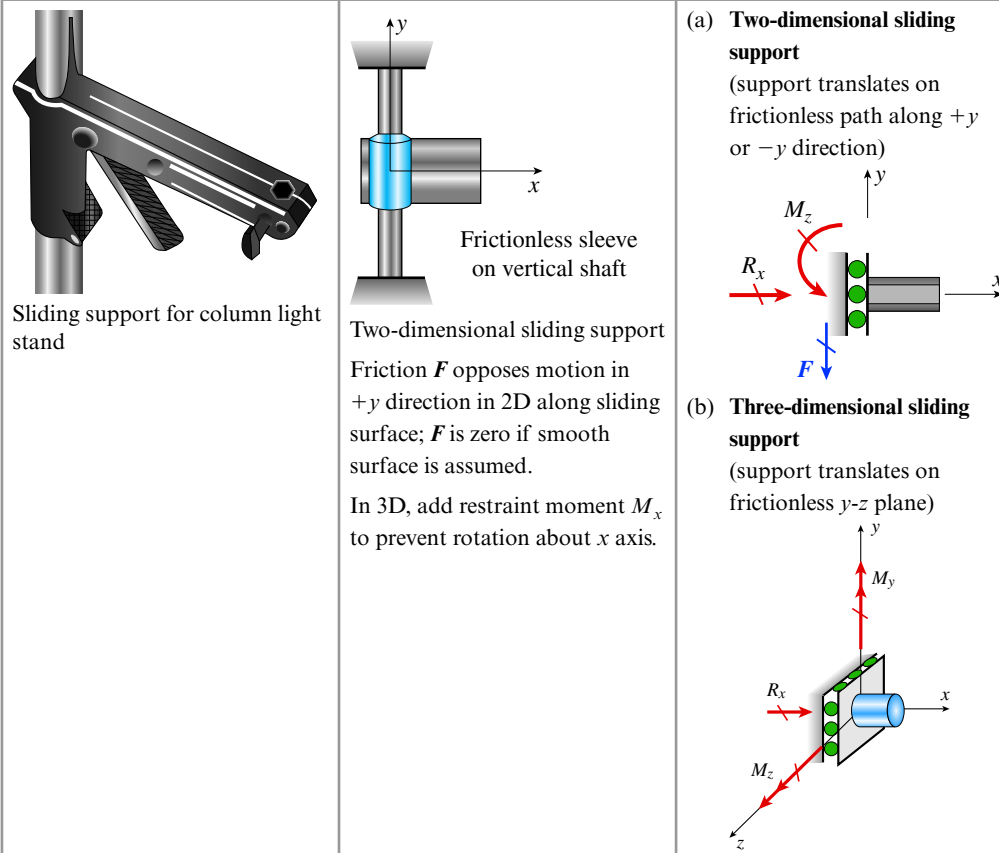
Two-dimensional pin

(a) **Two-dimensional pin support**





3. Sliding Support: A support that translates without rotation is a sliding support. Examples are a collar sliding along a sleeve or a flange moving within a slot. Reactions in 2D are a force R_x normal to the sleeve and a moment M_z representing resistance to rotation relative to the sleeve. In 3D, the sliding support translates on frictionless plane y - z and reaction moment components M_y and M_z prevent rotation relative to that plane.



(Continued)