

Yunus A. Çengel | John M. Cimbala | Robert H. Turner

FUNDAMENTALS OF
**Thermal-Fluid
Sciences**

FIFTH EDITION



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Education

FUNDAMENTALS OF THERMAL-FLUID SCIENCES

FIFTH EDITION

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P R E F A C E

BACKGROUND

This text is an abbreviated version of standard thermodynamics, fluid mechanics, and heat transfer texts, covering topics that the engineering students are most likely to need in their professional lives. The thermodynamics portion of this text is based on the text *Thermodynamics: An Engineering Approach* by Y. A. Çengel and M. A. Boles, the fluid mechanics portion is based on *Fluid Mechanics: Fundamentals and Applications* by Y. A. Çengel and J. M. Cimbala, and the heat transfer portion is based on *Heat and Mass Transfer: Fundamentals and Applications* by Y. A. Çengel and A. J. Ghajar, all published by McGraw-Hill. Most chapters are practically independent of each other and can be covered in any order. The text is well-suited for curriculums that have a common introductory course or a two-course sequence on thermal-fluid sciences or on thermodynamics and heat transfer.

It is recognized that all topics of thermodynamics, fluid mechanics, and heat transfer cannot be covered adequately in a typical three-semester-hour course, and, therefore, sacrifices must be made from the depth if not from the breadth. Selecting the right topics and finding the proper level of depth and breadth are no small challenge for the instructors, and this text is intended to serve as the ground for such selection. Students in a combined thermal-fluids course can gain a basic understanding of energy and energy interactions, various mechanisms of heat transfer, and fundamentals of fluid flow. Such a course can also instill in students the confidence and the background to do further reading of their own and to be able to communicate effectively with specialists in thermal-fluid sciences.

OBJECTIVES

This book is intended for use as a textbook in a first course in thermal-fluid sciences for undergraduate engineering students in their junior or senior year, and as a reference book for practicing engineers. Students are assumed to have an adequate background in calculus, physics, and engineering mechanics. The objectives of this text are

- To cover the *basic principles* of thermodynamics, fluid mechanics, and heat transfer.
- To present numerous and diverse real-world *engineering examples* to give students a feel for how thermal-fluid sciences are applied in engineering practice.
- To develop an *intuitive understanding* of thermal-fluid sciences by emphasizing the physics and physical arguments.

The text contains sufficient material to give instructors flexibility and to accommodate their preferences on the right blend of thermodynamics, fluid mechanics, and heat transfer for their students. By careful selection of topics,

an instructor can spend one-third, one-half, or two-thirds of the course on thermodynamics and the rest on selected topics of fluid mechanics and heat transfer.

PHILOSOPHY AND GOAL

The philosophy that contributed to the warm reception of the first edition of this book has remained unchanged. Namely, our goal is to offer an engineering textbook that

- Communicates directly to the minds of tomorrow's engineers in a *simple yet precise* manner.
- Leads students toward a clear understanding and firm grasp of the *basic principles* of thermal-fluid sciences.
- Encourages *creative thinking* and development of a *deeper understanding* and *intuitive feel* for thermal-fluid sciences.
- Is *read* by students with *interest* and *enthusiasm* rather than being used as an aid to solve problems.

Special effort has been made to appeal to readers' natural curiosity and to help students explore the various facets of the exciting subject area of thermal-fluid sciences. The enthusiastic response we received from the users of the previous editions—from small colleges to large universities all over the world—indicates that our objectives have largely been achieved. It is our philosophy that the best way to learn is by practice. Therefore, special effort is made throughout the book to reinforce material that was presented earlier.

Yesterday's engineers spent a major portion of their time substituting values into the formulas and obtaining numerical results. However, now formula manipulations and number crunching are being left to computers. Tomorrow's engineer will need to have a clear understanding and a firm grasp of the *basic principles* so that he or she can understand even the most complex problems, formulate them, and interpret the results. A conscious effort is made to emphasize these basic principles while also providing students with a look at how modern tools are used in engineering practice.

NEW IN THIS EDITION

All the popular features of the previous editions are retained while new ones are added. The main body of the text remains largely unchanged.

The primary change in this fifth edition of the text is the effective use of full color to enhance the learning experience of students and to make it more enjoyable.

Another change is the update of the R-134a tables to make property values consistent with those from the latest version of EES. All the solved examples and end-of-chapter problems dealing with R-134a are modified to reflect this change.

A large number of the problems in the text are modified and many problems are replaced by new ones. Also, some of the solved examples are replaced by new ones.

LEARNING TOOLS

EMPHASIS ON PHYSICS

A distinctive feature of this book is its emphasis on the physical aspects of subject matter in addition to mathematical representations and manipulations. The authors believe that the emphasis in undergraduate education should remain on *developing a sense of underlying physical mechanisms* and a *mastery of solving practical problems* that an engineer is likely to face in the real world. Developing an intuitive understanding should also make the course a more motivating and worthwhile experience for the students.

EFFECTIVE USE OF ASSOCIATION

An observant mind should have no difficulty understanding engineering sciences. After all, the principles of engineering sciences are based on our *everyday experiences* and *experimental observations*. A more physical, intuitive approach is used throughout this text. Frequently, *parallels are drawn* between the subject matter and students' everyday experiences so that they can relate the subject matter to what they already know.

SELF-INSTRUCTING

The material in the text is introduced at a level that an average student can follow comfortably. It speaks to students, not over them. In fact, it is *self-instructive*. Noting that the principles of science are based on experimental observations, most of the derivations in this text are largely based on physical arguments, and thus they are easy to follow and understand.

EXTENSIVE USE OF ARTWORK

Figures are important learning tools that help the students “get the picture.” The text makes effective use of graphics, and it contains a great number of figures and illustrations. Figures attract attention and stimulate curiosity and interest. Some of the figures in this text are intended to serve as a means of emphasizing some key concepts that would otherwise go unnoticed; some serve as page summaries.

CHAPTER OPENERS AND SUMMARIES

Each chapter begins with an overview of the material to be covered and chapter objectives. A *summary* is included at the end of each chapter for a quick review of basic concepts and important relations.

NUMEROUS WORKED-OUT EXAMPLES

Each chapter contains several worked-out *examples* that clarify the material and illustrate the use of the basic principles. An *intuitive* and *systematic* approach is used in the solution of the example problems, with particular attention to the proper use of units.

A WEALTH OF REAL-WORLD END-OF-CHAPTER PROBLEMS

The end-of-chapter problems are grouped under specific topics in the order they are covered to make problem selection easier for both instructors and students. Within each group of problems are *Concept Questions*, indicated by “C” to check the students' level of understanding of basic concepts. The problems under *Review Problems* are more comprehensive in nature and are not directly

tied to any specific section of a chapter—in some cases they require review of material learned in previous chapters. The problems under the *Design and Essay Problems* title are intended to encourage students to make engineering judgments, to conduct independent exploration of topics of interest, and to communicate their findings in a professional manner. Several economics- and safety-related problems are incorporated throughout to enhance cost and safety awareness among engineering students. Answers to selected problems are listed immediately following the problem for convenience to students.

A SYSTEMATIC SOLUTION PROCEDURE

A well-structured approach is used in problem solving while maintaining an informal conversational style. The problem is first stated and the objectives are identified, and the assumptions made are stated together with their justifications. The properties needed to solve the problem are listed separately. Numerical values are used together with their units to emphasize that numbers without units are meaningless, and unit manipulations are as important as manipulating the numerical values with a calculator. The significance of the findings is discussed following the solutions. This approach is also used consistently in the solutions presented in the Instructor's Solutions Manual.

RELAXED SIGN CONVENTION

The use of a formal sign convention for heat and work is abandoned as it often becomes counterproductive. A physically meaningful and engaging approach is adopted for interactions instead of a mechanical approach. Subscripts “in” and “out,” rather than the plus and minus signs, are used to indicate the directions of interactions.

A CHOICE OF SI ALONE OR SI / ENGLISH UNITS

In recognition of the fact that English units are still widely used in some industries, both SI and English units are used in this text, with an emphasis on SI. The material in this text can be covered using combined SI/English units or SI units alone, depending on the preference of the instructor. The property tables and charts in the appendices are presented in both units, except the ones that involve dimensionless quantities. Problems, tables, and charts in English units are designated by “E” after the number for easy recognition, and they can be ignored easily by the SI users.

CONVERSION FACTORS

Frequently used conversion factors and physical constants are listed on the inner cover pages of the text for easy reference.



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continually adapting reading experience. This ensures that every minute spent with SmartBook is returned to the student as the most value-added minute possible. The result? More confidence, better grades, and greater success.

SUPPLEMENTS

The following supplements are available to the adopters of the book.

TEXT WEBSITE (www.mhhe.com/cengel)

Web support is provided for the text on the text-specific website. Visit this website for general text information, errata, and author information. The site also includes resources for students including a list of helpful web links. The instructor side of the site includes the solutions manual, the text's images in PowerPoint form, and more!

COSMOS (Available to Instructors Only)

McGraw-Hill's COSMOS (Complete Online Solutions Manual Organization System) allows instructors to streamline the creation of assignments, quizzes, and tests by using problems and solutions from the textbook, as well as their own custom material. COSMOS is now available online at <http://cosmos.mhhe.com/>

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Yunus A. Çengel
John M. Cimbala
Robert H. Turner

INTRODUCTION AND OVERVIEW

Many engineering systems involve the transfer, transport, and conversion of energy, and the sciences that deal with these subjects are broadly referred to as *thermal-fluid sciences*. Thermal-fluid sciences are usually studied under the subcategories of *thermodynamics*, *heat transfer*, and *fluid mechanics*. We start this chapter with an overview of these sciences, and give some historical background. Then we review the unit systems that will be used, and discuss dimensional homogeneity. We then present an intuitive systematic *problem-solving technique* that can be used as a model in solving engineering problems, followed by a discussion of the proper place of software packages in engineering. Finally, we discuss accuracy and significant digits in engineering measurements and calculations.



OBJECTIVES

Objectives of this chapter are to:

- Be acquainted with the engineering sciences thermodynamics, heat transfer, and fluid mechanics, and understand the basic concepts of thermal-fluid sciences.
- Be comfortable with the metric SI and English units commonly used in engineering.
- Develop an intuitive systematic problem-solving technique.
- Learn the proper use of software packages in engineering.
- Develop an understanding of accuracy and significant digits in calculations.

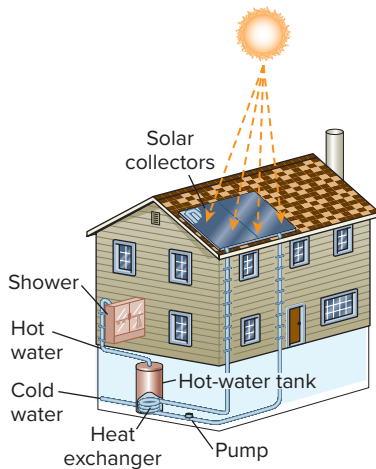


FIGURE 1-1

The design of many engineering systems, such as this solar hot-water system, involves thermal-fluid sciences.

1-1 ■ INTRODUCTION TO THERMAL-FLUID SCIENCES

The word *thermal* stems from the Greek word *therme*, which means *heat*. Therefore, thermal sciences can loosely be defined as the sciences that deal with heat. The recognition of different forms of energy and its transformations has forced this definition to be broadened. Today, the physical sciences that deal with energy and the transfer, transport, and conversion of energy are usually referred to as **thermal-fluid sciences** or just **thermal sciences**. Traditionally, the thermal-fluid sciences are studied under the subcategories of thermodynamics, heat transfer, and fluid mechanics. In this book, we present the basic principles of these sciences, and apply them to situations that engineers are likely to encounter in their practice.

The design and analysis of most thermal systems such as power plants, automotive engines, and refrigerators involve all categories of thermal-fluid sciences as well as other sciences (Fig. 1-1). For example, designing the radiator of a car involves the determination of the amount of energy transfer from a knowledge of the properties of the coolant using *thermodynamics*, the determination of the size and shape of the inner tubes and the outer fins using *heat transfer*, and the determination of the size and type of the water pump using *fluid mechanics*. Of course, the determination of the materials and the thickness of the tubes requires the use of material science as well as strength of materials. The reason for studying different sciences separately is simply to facilitate learning without being overwhelmed. Once the basic principles are mastered, they can then be synthesized by solving comprehensive real-world practical problems. But first we present an overview of thermal-fluid sciences.

Application Areas of Thermal-Fluid Sciences

All activities in nature involve some interaction between energy and matter; thus it is hard to imagine an area that does not relate to thermal-fluid sciences in some manner. Therefore, developing a good understanding of basic principles of thermal-fluid sciences has long been an essential part of engineering education.

Thermal-fluid sciences are commonly encountered in many engineering systems and other aspects of life, and one does not need to go very far to see some application areas of them. In fact, one does not need to go anywhere. The heart is constantly pumping blood to all parts of the human body, various energy conversions occur in trillions of body cells, and the body heat generated is constantly rejected to the environment. Human comfort is closely tied to the rate of this metabolic heat rejection. We try to control this heat transfer rate by adjusting our clothing to the environmental conditions. Also, any defect in the heart and the circulatory system is a major cause for alarm.

Other applications of thermal-fluid sciences are right where one lives. An ordinary house is, in some respects, an exhibition hall filled with wonders of thermal-fluid sciences. Many ordinary household utensils and appliances are designed, in whole or in part, by using the principles of thermal-fluid sciences. Some examples include the electric or gas range, heating and air-conditioning systems, refrigerator, humidifier, pressure cooker, water heater, shower, iron, plumbing and sprinkling systems, and even the computer, TV, and DVD player. On a larger scale,



Refrigerator

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Boats

© Doug Menuez/Getty Images RF



Aircraft and spacecraft

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Power plants

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Human body

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Cars

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Wind turbines

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Food processing

Glow Images RF



A piping network in an industrial facility

Courtesy of UMDE Engineering Contracting and Trading. Used by permission

FIGURE 1-2

Some application areas of thermal-fluid sciences.

thermal-fluid sciences play a major part in the design and analysis of automotive engines, rockets, jet engines, and conventional or nuclear power plants, solar collectors, the transportation of water, crude oil, and natural gas, the water distribution systems in cities, and the design of vehicles from ordinary cars to airplanes (Fig. 1-2). The energy-efficient home that you may be living in, for example, is designed on the basis of minimizing heat loss in winter and heat gain in summer. The size, location, and the power input of the fan of your computer is also selected after a thermodynamic, heat transfer, and fluid flow analysis of the computer.

1-2 ■ THERMODYNAMICS

Thermodynamics can be defined as the science of *energy*. Although everybody has a feeling of what energy is, it is difficult to give a precise definition for it. Energy can be viewed as the ability to cause changes.

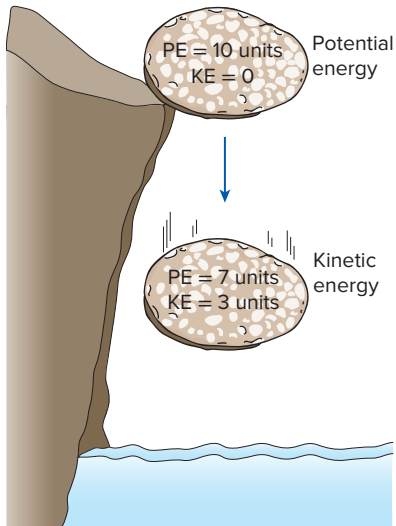


FIGURE 1-3

Energy cannot be created or destroyed; it can only change forms (the first law).

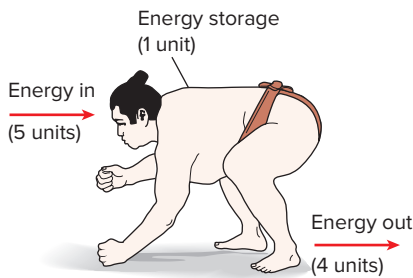


FIGURE 1-4

Conservation of energy principle for the human body.

The name *thermodynamics* stems from the Greek words *therme* (heat) and *dynamis* (power), which is most descriptive of the early efforts to convert heat into power. Today the same name is broadly interpreted to include all aspects of energy and energy transformations including power generation, refrigeration, and relationships among the properties of matter.

One of the most fundamental laws of nature is the **conservation of energy principle**. It simply states that during an interaction, energy can change from one form to another but the total amount of energy remains constant. That is, energy cannot be created or destroyed. A rock falling off a cliff, for example, picks up speed as a result of its potential energy being converted to kinetic energy (Fig. 1-3). The conservation of energy principle also forms the backbone of the diet industry: A person who has a greater energy input (food) than energy output (exercise) will gain weight (store energy in the form of fat), and a person who has a smaller energy input than output will lose weight (Fig. 1-4). The change in the energy content of a body or any other system is equal to the difference between the energy input and the energy output, and the energy balance is expressed as $E_{\text{in}} - E_{\text{out}} = \Delta E$.

The **first law of thermodynamics** is simply an expression of the conservation of energy principle, and it asserts that *energy* is a thermodynamic property. The **second law of thermodynamics** asserts that energy has *quality* as well as *quantity*, and actual processes occur in the direction of decreasing quality of energy. For example, a cup of hot coffee left on a table eventually cools, but a cup of cool coffee in the same room never gets hot by itself. The high-temperature energy of the coffee is degraded (transformed into a less useful form at a lower temperature) once it is transferred to the surrounding air.

Although the principles of thermodynamics have been in existence since the creation of the universe, thermodynamics did not emerge as a science until the construction of the first successful atmospheric steam engines in England by Thomas Savery in 1697 and Thomas Newcomen in 1712. These engines were very slow and inefficient, but they opened the way for the development of a new science.

The first and second laws of thermodynamics emerged simultaneously in the 1850s, primarily out of the works of William Rankine, Rudolph Clausius, and Lord Kelvin (formerly William Thomson). The term *thermodynamics* was first used in a publication by Lord Kelvin in 1849. The first thermodynamics textbook was written in 1859 by William Rankine, a professor at the University of Glasgow.

It is well-known that a substance consists of a large number of particles called *molecules*. The properties of the substance naturally depend on the behavior of these particles. For example, the pressure of a gas in a container is the result of momentum transfer between the molecules and the walls of the container. However, one does not need to know the behavior of the gas particles to determine the pressure in the container. It would be sufficient to attach a pressure gage to the container. This macroscopic approach to the study of thermodynamics that does not require a knowledge of the behavior of individual particles is called **classical thermodynamics**. It provides a direct and easy way to the solution of engineering problems. A more elaborate approach, based on the average behavior of large groups of individual particles, is called **statistical thermodynamics**. This microscopic approach is rather involved and is used in this text only in the supporting role.

1–3 ■ HEAT TRANSFER

We all know from experience that a cold canned drink left in a room warms up and a warm canned drink left in a refrigerator cools down. This is accomplished by the transfer of *energy* from the warm medium to the cold one. The energy transfer is always from the higher temperature medium to the lower temperature one, and the energy transfer stops when the two mediums reach the same temperature.

Energy exists in various forms. In heat transfer, we are primarily interested in **heat**, which is *the form of energy that can be transferred from one system to another as a result of temperature difference*. The science that deals with the determination of the *rates* of such energy transfers is **heat transfer**.

You may be wondering why we need to undertake a detailed study on heat transfer. After all, we can determine the amount of heat transfer for any system undergoing any process using a thermodynamic analysis alone. The reason is that thermodynamics is concerned with the *amount* of heat transfer as a system undergoes a process from one equilibrium state to another, and it gives no indication about *how long* the process will take. A thermodynamic analysis simply tells us how much heat must be transferred to realize a specified change of state to satisfy the conservation of energy principle.

In practice, we are more concerned about the rate of heat transfer (heat transfer per unit time) than we are with the amount of it. For example, we can determine the amount of heat transferred from a thermos bottle as the hot coffee inside cools from 90°C to 80°C by a thermodynamic analysis alone. But a typical user or designer of a thermos bottle is primarily interested in *how long* it will be before the hot coffee inside cools to 80°C , and a thermodynamic analysis cannot answer this question. Determining the rates of heat transfer to or from a system and thus the times of heating or cooling, as well as the variation of the temperature, is the subject of *heat transfer* (Fig. 1–5).

Thermodynamics deals with equilibrium states and changes from one equilibrium state to another. Heat transfer, on the other hand, deals with systems that lack thermal equilibrium, and thus it is a *nonequilibrium* phenomenon. Therefore, the study of heat transfer cannot be based on the principles of thermodynamics alone. However, the laws of thermodynamics lay the framework for the science of heat transfer. The *first law* requires that the rate of energy transfer into a system be equal to the rate of increase of the energy of that system. The *second law* requires that heat be transferred in the direction of decreasing temperature (Fig. 1–6). This is like a car parked on an inclined road must go downhill in the direction of decreasing elevation when its brakes are released. It is also analogous to the electric current flowing in the direction of decreasing voltage or the fluid flowing in the direction of decreasing total pressure.

The basic requirement for heat transfer is the presence of a *temperature difference*. There can be no net heat transfer between two bodies that are at the same temperature. The temperature difference is the *driving force* for heat transfer, just as the *voltage difference* is the driving force for electric current flow and *pressure difference* is the driving force for fluid flow. The rate of heat transfer in a certain direction depends on the magnitude of the *temperature gradient* (the temperature difference per unit length or the rate of change of temperature) in that direction. The larger the temperature gradient, the higher the rate of heat transfer.

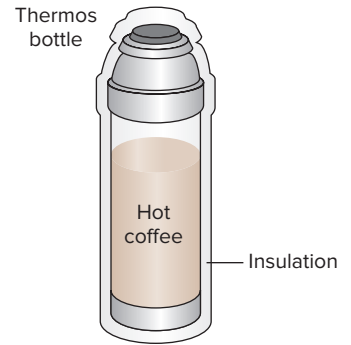


FIGURE 1–5

We are normally interested in how long it takes for the hot coffee in a thermos bottle to cool to a certain temperature, which cannot be determined from a thermodynamic analysis alone.

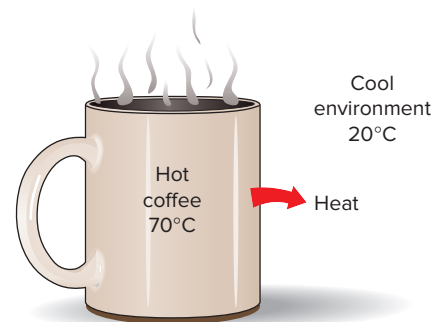


FIGURE 1–6

Heat flows in the direction of decreasing temperature.



FIGURE 1-7

Fluid mechanics deals with liquids and gases in motion or at rest.

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1-4 ■ FLUID MECHANICS

Mechanics is the oldest physical science that deals with both stationary and moving bodies under the influence of forces. The branch of mechanics that deals with bodies at rest is called **statics**, while the branch that deals with bodies in motion is called **dynamics**. The subcategory **fluid mechanics** is defined as the science that deals with the behavior of fluids at rest (*fluid statics*) or in motion (*fluid dynamics*), and the interaction of fluids with solids or other fluids at the boundaries. Fluid mechanics is also referred to as **fluid dynamics** by considering fluids at rest as a special case of motion with zero velocity (Fig. 1-7).

Fluid mechanics itself is also divided into several categories. The study of the motion of fluids that can be approximated as incompressible (such as liquids, especially water, and gases at low speeds) is usually referred to as **hydrodynamics**. A subcategory of hydrodynamics is **hydraulics**, which deals with liquid flows in pipes and open channels. **Gas dynamics** deals with the flow of fluids that undergo significant density changes, such as the flow of gases through nozzles at high speeds. The category **aerodynamics** deals with the flow of gases (especially air) over bodies such as aircraft, rockets, and automobiles at high or low speeds. Some other specialized categories such as **meteorology**, **oceanography**, and **hydrology** deal with naturally occurring flows.

You will recall from physics that a substance exists in three primary phases: solid, liquid, and gas. (At very high temperatures, it also exists as plasma.) A substance in the liquid or gas phase is referred to as a **fluid**. Distinction between a solid and a fluid is made on the basis of the substance's ability to resist an applied shear (or tangential) stress that tends to change its shape. A solid can resist an applied shear stress by deforming, whereas *a fluid deforms continuously under the influence of a shear stress*, no matter how small. In solids, stress is proportional to *strain*, but in fluids, stress is proportional to *strain rate*. When a constant shear force is applied, a solid eventually stops deforming at some fixed strain angle, whereas a fluid never stops deforming and approaches a constant *rate* of strain.

Consider a rectangular rubber block tightly placed between two plates. As the upper plate is pulled with a force F while the lower plate is held fixed, the rubber block deforms, as shown in Fig. 1-8. The angle of deformation α (called the *shear strain* or *angular displacement*) increases in proportion to the applied force F . Assuming there is no slip between the rubber and the plates, the upper surface of the rubber is displaced by an amount equal to the displacement of the upper plate while the lower surface remains stationary. In equilibrium, the net force acting on the upper plate in the horizontal direction must be zero, and thus a force equal and opposite to F must be acting on the plate. This opposing force that develops at the plate–rubber interface due to friction is expressed as $F = \tau A$, where τ is the shear stress and A is the contact area between the upper plate and the rubber. When the force is removed, the rubber returns to its original position. This phenomenon would also be observed with other solids such as a steel block provided that the applied force does not exceed the elastic range. If this experiment were repeated with a fluid (with two large parallel plates placed in a large body of water, for example), the fluid layer in contact with the upper plate

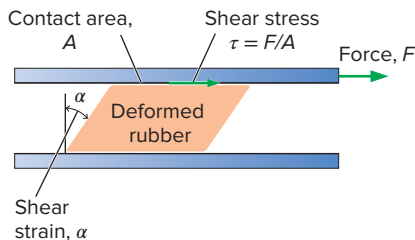


FIGURE 1-8

Deformation of a rubber block placed between two parallel plates under the influence of a shear force. The shear stress shown is that on the rubber—an equal but opposite shear stress acts on the upper plate.

would move with the plate continuously at the velocity of the plate no matter how small the force F . The fluid velocity would decrease with depth because of friction between fluid layers, reaching zero at the lower plate.

You will recall from statics that **stress** is defined as force per unit area and is determined by dividing the force by the area upon which it acts. The normal component of a force acting on a surface per unit area is called the **normal stress**, and the tangential component of a force acting on a surface per unit area is called **shear stress** (Fig. 1–9). In a fluid at rest, the normal stress is called **pressure**. A fluid at rest is at a state of zero shear stress. When the walls are removed or a liquid container is tilted, a shear develops as the liquid moves to re-establish a horizontal free surface.

In a liquid, groups of molecules can move relative to each other, but the volume remains relatively constant because of the strong cohesive forces between the molecules. As a result, a liquid takes the shape of the container it is in, and it forms a free surface in a larger container in a gravitational field. A gas, on the other hand, expands until it encounters the walls of the container and fills the entire available space. This is because the gas molecules are widely spaced, and the cohesive forces between them are very small. Unlike liquids, a gas in an open container cannot form a free surface (Fig. 1–10).

Although solids and fluids are easily distinguished in most cases, this distinction is not so clear in some borderline cases. For example, *asphalt* appears and behaves as a solid since it resists shear stress for short periods of time. When these forces are exerted over extended periods of time, however, the asphalt deforms slowly, behaving as a fluid. Some plastics, lead, and slurry mixtures exhibit similar behavior. Such borderline cases are beyond the scope of this text. The fluids we deal with in this text will be clearly recognizable as fluids.

1–5 ■ IMPORTANCE OF DIMENSIONS AND UNITS

Any physical quantity can be characterized by **dimensions**. The magnitudes assigned to the dimensions are called **units**. Some basic dimensions such as mass m , length L , time t , and temperature T are selected as **primary** or **fundamental dimensions**, while others such as velocity V , energy E , and volume V are expressed in terms of the primary dimensions and are called **secondary dimensions**, or **derived dimensions**.

A number of unit systems have been developed over the years. Despite strong efforts in the scientific and engineering community to unify the world with a single unit system, two sets of units are still in common use today: the **English system**, which is also known as the *United States Customary System* (USCS), and the metric **SI** (from *Le Système International d' Unités*), which is also known as the *International System*. The SI is a simple and logical system based on a decimal relationship between the various units, and it is being used for scientific and engineering work in most of the industrialized nations, including England. The English system, however, has no apparent systematic numerical base, and various units in this system are related to each other rather arbitrarily (12 in = 1 ft, 1 mile = 5280 ft, 4 qt = 1 gal, etc.), which makes it confusing and difficult to learn. The United States is the only industrialized country that has not yet fully converted to the metric system.

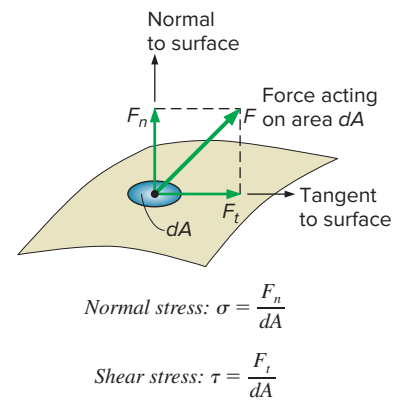


FIGURE 1–9

The normal stress and shear stress at the surface of a fluid element. For fluids at rest, the shear stress is zero and pressure is the only normal stress.

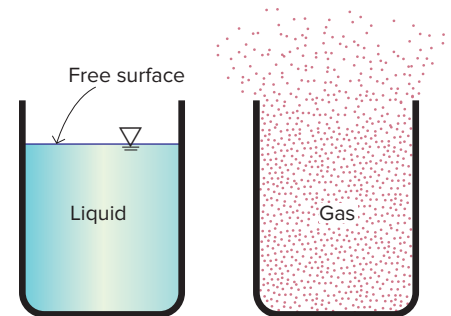


FIGURE 1–10

Unlike a liquid, a gas does not form a free surface, and it expands to fill the entire available space.

TABLE 1-1

The seven fundamental (or primary) dimensions and their units in SI

Dimension	Unit
Length	meter (m)
Mass	kilogram (kg)
Time	second (s)
Temperature	kelvin (K)
Electric current	ampere (A)
Amount of light	candela (cd)
Amount of matter	mole (mol)

TABLE 1-2

Standard prefixes in SI units

Multiple	Prefix
10^{24}	yotta, Y
10^{21}	zetta, Z
10^{18}	exa, E
10^{15}	peta, P
10^{12}	tera, T
10^9	giga, G
10^6	mega, M
10^3	kilo, k
10^2	hecto, h
10^1	deka, da
10^{-1}	deci, d
10^{-2}	centi, c
10^{-3}	milli, m
10^{-6}	micro, μ
10^{-9}	nano, n
10^{-12}	pico, p
10^{-15}	femto, f
10^{-18}	atto, a
10^{-21}	zepto, z
10^{-24}	yocto, y

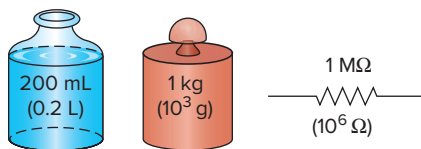


FIGURE 1-11

The SI unit prefixes are used in all branches of engineering.

The systematic efforts to develop a universally acceptable system of units date back to 1790 when the French National Assembly charged the French Academy of Sciences to come up with such a unit system. An early version of the metric system was soon developed in France, but it did not find universal acceptance until 1875 when *The Metric Convention Treaty* was prepared and signed by 17 nations, including the United States. In this international treaty, meter and gram were established as the metric units for length and mass, respectively, and a *General Conference of Weights and Measures (CGPM)* was established that was to meet every six years. In 1960, the CGPM produced the SI, which was based on six fundamental quantities, and their units were adopted in 1954 at the Tenth General Conference of Weights and Measures: *meter* (m) for length, *kilogram* (kg) for mass, *second* (s) for time, *ampere* (A) for electric current, *degree Kelvin* ($^{\circ}\text{K}$) for temperature, and *candela* (cd) for luminous intensity (amount of light). In 1971, the CGPM added a seventh fundamental quantity and unit: *mole* (mol) for the amount of matter.

Based on the notational scheme introduced in 1967, the degree symbol was officially dropped from the absolute temperature unit, and all unit names were to be written without capitalization even if they were derived from proper names (Table 1-1). However, the abbreviation of a unit was to be capitalized if the unit was derived from a proper name. For example, the SI unit of force, which is named after Sir Isaac Newton (1647–1723), is *newton* (not Newton), and it is abbreviated as N. Also, the full name of a unit may be pluralized, but its abbreviation cannot. For example, the length of an object can be 5 m or 5 meters, *not* 5 ms or 5 meter. Finally, no period is to be used in unit abbreviations unless they appear at the end of a sentence. For example, the proper abbreviation of meter is m (*not* m.).

The recent move toward the metric system in the United States seems to have started in 1968 when Congress, in response to what was happening in the rest of the world, passed a Metric Study Act. Congress continued to promote a voluntary switch to the metric system by passing the Metric Conversion Act in 1975. A trade bill passed by Congress in 1988 set a September 1992 deadline for all federal agencies to convert to the metric system. However, the deadlines were relaxed later with no clear plans for the future.

The industries that are heavily involved in international trade (such as the automotive, soft drink, and liquor industries) have been quick in converting to the metric system for economic reasons (having a single worldwide design, fewer sizes, smaller inventories, etc.). Today, nearly all the cars manufactured in the United States are metric. Most car owners probably do not realize this until they try an English socket wrench on a metric bolt. Most industries, however, resisted the change, thus slowing down the conversion process.

Presently the United States is a dual-system society, and it will stay that way until the transition to the metric system is completed. This puts an extra burden on today's engineering students, since they are expected to retain their understanding of the English system while learning, thinking, and working in terms of the SI. Given the position of the engineers in the transition period, both unit systems are used in this text, with particular emphasis on SI units.

As pointed out, the SI is based on a decimal relationship between units. The prefixes used to express the multiples of the various units are listed in Table 1-2. They are standard for all units, and the student is encouraged to memorize them because of their widespread use (Fig. 1-11).

Some SI and English Units

In SI, the units of mass, length, and time are the kilogram (kg), meter (m), and second (s), respectively. The respective units in the English system are the pound-mass (lbm), foot (ft), and second (s). The pound symbol *lb* is actually the abbreviation of *libra*, which was the ancient Roman unit of weight. The English retained this symbol even after the end of the Roman occupation of Britain in 410 AD. The mass and length units in the two systems are related to each other by

$$1 \text{ lbm} = 0.45359 \text{ kg}$$

$$1 \text{ ft} = 0.3048 \text{ m}$$

In the English system, force is usually considered to be one of the primary dimensions and is assigned a nonderived unit. This is a source of confusion and error that necessitates the use of a dimensional constant (g_c) in many formulas. To avoid this nuisance, we consider force to be a secondary dimension whose unit is derived from Newton's second law, that is,

$$\text{Force} = (\text{Mass})(\text{Acceleration})$$

or

$$F = ma \tag{1-1}$$

In SI, the force unit is the newton (N), and it is defined as the *force required to accelerate a mass of 1 kg at a rate of 1 m/s²*. In the English system, the force unit is the **pound-force** (lbf) and is defined as the *force required to accelerate a mass of 32.174 lbm (1 slug) at a rate of 1 ft/s²* (Fig. 1-12). That is,

$$1 \text{ N} = 1 \text{ kg}\cdot\text{m}/\text{s}^2$$

$$1 \text{ lbf} = 32.174 \text{ lbm}\cdot\text{ft}/\text{s}^2$$

A force of 1 N is roughly equivalent to the weight of a small apple ($m = 102 \text{ g}$), whereas a force of 1 lbf is roughly equivalent to the weight of four medium apples ($m_{\text{total}} = 454 \text{ g}$), as shown in Fig. 1-13. Another force unit in common use in many European countries is the *kilogram-force* (kgf), which is the weight of 1 kg mass at sea level ($1 \text{ kgf} = 9.807 \text{ N}$).

The term **weight** is often incorrectly used to express mass, particularly by the “weight watchers.” Unlike mass, weight W is a *force*. It is the gravitational force applied to a body, and its magnitude is determined from Newton's second law,

$$W = mg \text{ (N)} \tag{1-2}$$

where m is the mass of the body, and g is the local gravitational acceleration (g is 9.807 m/s^2 or 32.174 ft/s^2 at sea level and 45° latitude). An ordinary bathroom scale measures the gravitational force acting on a body.

The mass of a body remains the same regardless of its location in the universe. Its weight, however, changes with a change in gravitational acceleration. A body weighs less on top of a mountain since g decreases

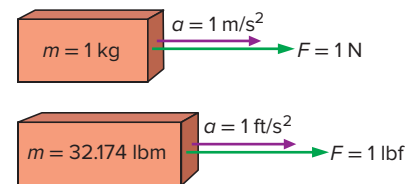


FIGURE 1-12
The definition of the force units.

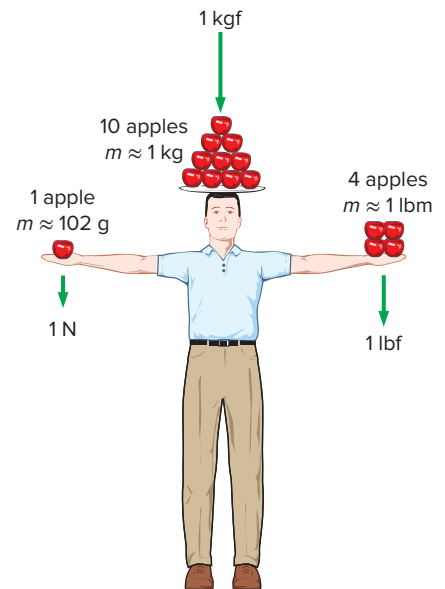


FIGURE 1-13
The relative magnitudes of the force units newton (N), kilogram-force (kgf), and pound-force (lbf).