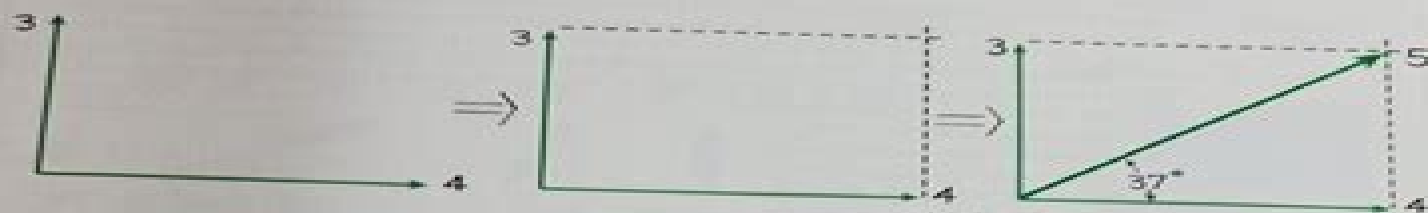


FIGURE 5.4 ▼

The 3-unit and 4-unit vectors add to produce a resultant vector of 5 units, at 37° from the horizontal.



⊗ The resultant of two perpendicular vectors is the diagonal of a rectangle constructed with the two vectors as sides. We learned this in Chapter 2. Here, the diagonal of the constructed rectangle measures 5 cm, which represents 100 km/h. So relative to the ground, the airplane moves 100 km/h northeasterly.^{5,2,1}

In Figure 5.4 we see a 3-unit vector at right angles to a 4-unit vector. Can you see that they make up the sides of a rectangle, and when added vectorially they produce a resultant of magnitude of 5? (Note that $5^2 = 3^2 + 4^2$.)

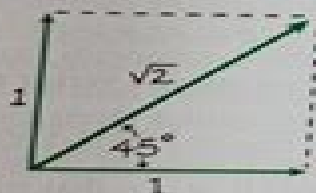


FIGURE 5.5

The diagonal of a square is $\sqrt{2}$, or 1.414, times the length of one of its sides.

In the special case of adding a pair of equal-magnitude vectors that are at right angles to each other, we construct a square, as shown in Figure 5.5. For any square, the length of its diagonal is $\sqrt{2}$, or 1.414, times either of its sides. Thus, the resultant is $\sqrt{2}$ times either of the vectors. For instance, the resultant of two equal vectors of magnitude 100 acting at right angles to each other is 141.4.^{5,2,2}

CONCEPT CHECK

What is the resultant of two perpendicular vectors?

think!

Suppose that an airplane normally flying at 80 km/h encounters wind at a right angle to its forward motion—a crosswind. Will the airplane fly faster or slower than 80 km/h?

Answer: 5.2



Conceptual Physics Next Time Question 36 1

Wilmer Cauthorn Smith



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Energy Research Abstracts, 1989 **Applied Mechanics Reviews**, 1969 American Journal of Physics, 1999 *English Mechanic and World of Science*, 1920 Bulletin, 1913 **The Philosopher's Index**, 2008 Vols for 1969 include a section of abstracts *Bulletin* University of Illinois (Urbana-Champaign campus). College of Education, 1917

Physics for Scientists and Engineers, Volume 2: Electricity, Magnetism, Light, and Elementary Modern Physics Paul Allen Tipler, 2004 *Soviet Journal of Nuclear Physics*, 1983 *Science at Age 15* Great Britain. Dept. of Education and Science. Assessment of Performance Unit, 1988 *Principles of Disability Evaluation* Wilmer Cauthorn Smith, 1959 **The American Mathematical Monthly**, 1921 Includes section Recent publications **The Ever-present Origin** Jean Gebser, 1985 Gebser's central thesis was that a potent leap in thinking was happening in the 20th century This new mode of thought would be a holistic centered or integral one an answer to the type of thinking responsible for economic and industrial crisis two World Wars and what many today consider a dire global ecological crisis **The New York Times Index**, 2003 *Energy Research Abstracts*, 1989-06 Conceptual Physics--a New Introduction to Your Environment, 1981 **Soviet Physics "Doklady."**, 1991

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