MODULAR ELECTRONICS LEARNING (ModEL) PROJECT

Electric and Magnetic Fields

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Chapter 1

Introduction

This module formally introduces the twin concepts of electric and magnetic fields, which are the foundation of a great many electrical components and practical devices explored in subsequent modules. Simply put, electric and magnetic fields are invisible “webs” of interaction extending through empty space, causing forces to be exerted on certain types of matter. Electric fields exert direct forces on electrical charges, while magnetic fields exert forces on moving electric charges. Both fields are somewhat similar to gravity, which is a type of field acting on any mass. Since electric and magnetic fields are both specific to electric charges, though, their effects depend on the charge status of that object.

Important concepts related to electric and magnetic fields include gravity, voltage, current, force, solenoids and motors, the right-hand rule, saturation, hysteresis, remanence and coercivity, energy dissipation, electromagnetic induction, Lenz’s Law, Faraday’s Law of electromagnetic induction, and braking.

Here are some good questions to ask of yourself while studying this subject:

- How might an experiment be designed and conducted to demonstrate the phenomenon of electric fields? What hypothesis (i.e. prediction) might you pose for that experiment, and what result(s) would either support or disprove that hypothesis?

- How might an experiment be designed and conducted to demonstrate the phenomenon of magnetic fields? What hypothesis (i.e. prediction) might you pose for that experiment, and what result(s) would either support or disprove that hypothesis?

- How might an experiment be designed and conducted to demonstrate the phenomenon of electromagnetism? What hypothesis (i.e. prediction) might you pose for that experiment, and what result(s) would either support or disprove that hypothesis?

- How might an experiment be designed and conducted to demonstrate the phenomenon of electromagnetic induction? What hypothesis (i.e. prediction) might you pose for that experiment, and what result(s) would either support or disprove that hypothesis?

- What type(s) of matter do gravitational fields interact with?
• What type(s) of matter do electric fields interact with?
• What type(s) of matter do magnetic fields interact with?
• How do field lines differ between electric and magnetic fields?
• How does the right-hand-rule apply to magnetic fields?
• How to arrow-head and arrow-tail symbols show field lines when drawn on a flat surface such as paper?
• How do air and iron differ in their responses to magnetic fields?
• What does a B-H curve tell us?
• What is “hysteresis” and how does it apply to magnetic fields?
• What special property(ies) are offered by the material ferrite?
• Why does a coil generate no voltage when a stationary magnet is positioned nearby, but generates a voltage when the magnet is moved?
• What factors determine the magnitude of an induced voltage?
• How does Lenz’s Law fit with the phenomenon of electromagnetic induction?
• How could we exploit the principle of electromagnetic induction to construct a generator?
Chapter 2

Case Tutorial

The idea behind a Case Tutorial is to explore new concepts by way of example. In this chapter you will read less presentation of theory compared to other Tutorial chapters, but by close observation and comparison of the given examples be able to discern patterns and principles much the same way as a scientific experimenter. Hopefully you will find these cases illuminating, and a good supplement to text-based tutorials.

These examples also serve well as challenges following your reading of the other Tutorial(s) in this module – can you explain why the circuits behave as they do?
2.1 Example: CMOS inverter as electric field detector

Very strong electric fields may be detected by instruments such as electroscopes, but weak electric fields require some form of signal amplification for detection. Fortunately, devices known as field-effect transistors or FETs work exceptionally well for this purpose.

Discrete field-effect transistors are easily damaged by excessive electric field strength, and so there is always a risk when building an electric field detector from a single transistor. Digital logic circuits built using FETs, however, typically contain internal protection diodes to help guard against such damage, and therefore make more rugged electric field detectors.

The first (left-hand) inverter functions as the electrostatic sensor: moving your hand near the long wire will cause the output of that first inverter to change state (from “low” to “high” or vice-versa). The second (right-hand) inverter takes the first inverter’s signal and complements it, so that the green and red LEDs should always be in opposite states.
2.2 Example: cow magnet as magnetic field detector

Cylindrical “bar” magnets are sold to cattle ranchers for the purpose of their cattle ingesting them. The concept is that a strong magnet should attract and retain ferrous objects such as screws, nails, and fence staples near the beginning of the animal’s digestive tract rather than passing completely through and possibly causing internal trauma. These magnets are quite powerful and readily available at any ranching supply store.

Hanging such a magnet from a string allows it to freely pivot and self-align with the Earth’s magnetic field:

![Diagram of a magnet hanging from a string]

The pole pointing toward geographic north is the “magnetic north” pole of the bar magnet. Feel free to label the magnet’s poles so you know which is which.

Positioning another magnet nearby this suspended magnet will cause it to shift position. Whichever end of this second magnet attracts the hanging magnet’s “north” pole will be the second magnet’s “south” pole.
2.3 Example: loudspeaker as electromagnetic demonstrator

Magnetic loudspeakers use a stationary permanent magnet positioned in close proximity to a lightweight wire coil attached to the “cone” of the speaker, so that energizing this coil causes the speaker cone to either extend or retract (depending on the direction of current through the coil) because the magnetic field generated by the current-carrying wire (i.e. electromagnetism) reacts with the magnetic field of the speaker’s permanent magnet.

![Image of a loudspeaker](image)

Briefly connecting a low-voltage DC battery to the speaker’s terminals will cause the cone to visibly move.

Conversely, one may use the exact same device to demonstrate electromagnetic induction. Simply connect a voltmeter to the speaker’s terminals while gently pressing and releasing the speaker cone to cause the coil to move through the permanent magnet’s field. Note how the voltage magnitude varies with the speed of the cone’s motion, and not its position. This is in keeping with the principle of Faraday’s Law, where the induced voltage is proportional to the rate at which magnetic flux varies through the coil.
2.4 Example: demonstrating Lenz’s Law

An easy demonstration of Lenz’s Law may be performed using commonly-available components: a small AC induction motor (such as the type used in residential bathroom ventilation fans, typically sold as replacement motors at most hardware stores) and a 6 Volt dry-cell battery.

Spin the motor’s shaft and feel how freely it turns. Then, connect the 6 Volt battery to the motor’s terminals and try spinning the shaft again – you will notice the shaft does not spin as easily as it did before, due to the effect of Lenz’s Law as the conductive rotor rotates within the stationary magnetic field produced by the stator winding energized by the (DC) battery. The currents induce in the spinning rotor produce magnetic fields that oppose its motion, making the rotor feel as though there is some sort of friction working against its motion.

Not only does this demonstration showcase Lenz’s Law, but it also provides an illustrative example of a very practical AC motor “braking” technique known as *DC injection*, where a low DC voltage is applied to the motor’s stator winding to produce a stationary magnetic field that the rotor must turn through.
Chapter 3

Tutorial

It has long been observed that certain objects exert forces upon each other from a distance, and that these actions-at-a-distance are not all of the same category. Rubbing electrically-insulating materials against each other in a low-humidity environment causes “static electricity” to build between them, and those objects will experience an attracting force between them. Striking an iron bar while oriented along the Earth’s north-south axis causes it to “magnetize” with “north” and “south” poles able to attract other iron objects. Masses in space experience mutual attraction proportional to their mass, regardless of other circumstances.

The modern explanation for these actions-at-a-distance has been to posit the existence of fields filling the space between the acting objects. Electric fields interact with any matter possessing electric charge. Magnetic fields interact with any moving (but not stationary) electric charges. Gravitational fields interact with any object possessing mass. Each of these fields may be envisioned as invisible “webs” of interaction between their respective particles or objects, and we may even approximate the shape of these fields by sketching sets of lines or curves showing the direction of their generated forces. Our focus of study in this module will be on electric and magnetic fields, because gravitational fields are of little consequence to electric circuits.
3.1 Electric versus magnetic fields

An electric field exists wherever voltage exists (i.e. wherever an imbalance exists between positive and negative electrical charges), parallel to the axis of that voltage. A magnetic field exists wherever an electric charge moves, perpendicular to the axis of that charge’s motion. These fields may be represented as lines or curves in an illustration:

These two types of fields differ from each other in multiple ways. Electric fields terminate at conductors having opposite voltage polarity, while magnetic fields “loop” around current-carrying conductors and have no termination points at all. Electric field strength is proportional to the magnitude of the voltage, while magnetic field strength is proportional to the magnitude of the current.

Fields are often defined and quantified in terms of the amount of force they exert on matter. This is true for gravitational, electric, and magnetic fields alike. Gravitational fields \( g \) act on mass \( m \) to produce force \( F \). Electric fields \( E \) act on electric charges \( Q \) to produce force \( F \). Magnetic fields \( B \) act on moving charges (charge \( Q \) with velocity \( v \)) to produce force \( F \):

\[
F = mg \\
F = QE \\
F = Qv \times B
\]

Electric and magnetic fields alike are natural consequences of voltage and current, respectively. These fields are found everywhere in energized electric circuits, but are generally weak enough that we do not notice their forces.
3.2 Electromagnetism

The phenomenon of an electric current creating a magnetic field is called electromagnetism. This effect may be enhanced by forming the current-carrying conductor into a coil shape, which causes each wire turn’s magnetic field to link with the magnetic fields of the other turns in the wire coil, producing a greater net magnetic field:

The terms “north” and “south” refer to the tips of a magnetic compass needle, in honor of which direction they point when allowed to freely orient to the natural magnetic field of the Earth. While the magnetic field passing through and around the coiled wire is an endless loop just like the circular field surrounding the straight wire, we are able to assign “north” and “south” poles only to the coil because the coil itself has definite ends for the field to enter and exit. A straight wire provides no convenient features to mark the “ends” of the field, and so we cannot place “N” and “S” symbols anywhere along its length.

An interesting photograph appears next, showing an image of an electric arc welding cable lying on a concrete surface at a construction site for a steel-framed building. Tiny pieces of steel (“filings”) scattered on the concrete floor oriented themselves perpendicular to the cable (i.e. aligning with the magnetic field encircling the cable) as electric current passed through it from the arc-welding process:

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1It should be noted that every single current-carrying conductor has a circular magnetic field around it, including all the connecting wires. Here only the fields around the grey-colored conductors are shown, for simplicity.

2This means that any bar-shaped magnet will tend to orient itself such that its “north” pole points toward the Arctic and its “south” pole toward the Antarctic. Since opposite magnetic poles attract, this actually means that the natural magnetic pole located on Earth’s north (Arctic) end is actually “magnetic south” and vice-versa. Confusing, no?
A coil’s magnetic field may be further enhanced by providing a solid iron path for it to pass through, since iron offers less magnetic “resistance” than empty space or air. This is how powerful electromagnets are made: by wrapping coils of wire around an iron “core” material. The strength of the magnetic field is then easily controlled by varying the intensity of the electric current. Such electromagnets are the basis of solenoid actuators used to exert mechanical force, as well as electric motors used to perform mechanical work.

The following illustration shows an electric solenoid valve using an electromagnet coil to magnetically attract a movable iron “armature” and thereby operate a fluid-controlling valve mechanism:

In this photograph we see an example of a solenoid valve (manufactured by ASCO) with threaded ports for the fluid connections and wires at the right-hand end for connection to the solenoid coil:
3.3 The right-hand rule

When we sketch electric and/or magnetic fields, as well as electric currents, we show them as arrow symbols with heads pointing in specific directions. In physics and mathematics we refer to any quantity having both magnitude and spatial direction as a *vector*, and so electric currents, electric fields, and magnetic fields are all vector quantities. The directions of these vectors and their relations to one another are merely conventions, and the method we use to properly associate these directions is something called the *right-hand rule*. If you curl the fingers of your right hand as though forming a fist, and point your thumb outward (perpendicular to your wrist), your fingers and thumb will serve as a faithful guide to associating conventional-flow current vectors with magnetic field vectors. For a straight current-carrying conductor, your thumb points in the direction of conventional current flow and your curled fingertips point in the direction of magnetic north. For a coiled conductor, your curled fingertips point in the direction of conventional flow while your thumb points in the direction of magnetic north:

The challenges of accurately representing three-dimensional vectors on a two-dimensional page are obvious. A common notation used for vector arrows perpendicular to the page is to show arrowheads as circles with center-dots (as though you were looking at a cone-shaped arrowhead headed toward your eyes) and arrow tails as “X” symbols (as though you were looking at the fletchings of an arrow headed away from you). Here is a view of the same circuit using this notation to show the true orientation of the magnetic field lines perpendicular to the page:

---

As we know, the direction of “conventional flow” for electric current is merely what early experimenters *assumed* was the correct direction of the mysterious “electric fluid” for which they had no reliable means to discern. Later discoveries showed that in fact electric current through metallic conductors is comprised of negatively-charged electrons which actually flow in the direction opposite to the accepted convention. This matters less than one might suppose. Magnetic fields are even more arbitrary, as there are no particles actually drifting anywhere to constitute a direction, but still it is necessary for the sake of accurate communication to define “north” and “south” polarity of these fields. Incidentally, the definition of “north” for a magnetic field is that of the north-pointing end of a magnetic compass needle, which means that the magnetic pole located near the Earth’s geographic north pole (in the Arctic) is actually “magnetic south” so that the “magnetic north” of a compass’ needle will be attracted in that direction!

Either an entirely straight wire, or a straight section of wire that is part some other shape.

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It is a good active-reading exercise to take your right hand and try applying it to these illustrations, first pointing your thumb in the direction of current for each straight wire section and seeing how the curl of your fingers match the arrow head/tail symbols, then curling your fingers in the clockwise direction of the circuit’s current and verifying that your thumb indeed points into the page with the arrow tails in the center of the wire loop.

Another version of the right-hand rule uses the thumb as well as the index and middle fingers to denote three vectors all perpendicular to each other. In vector mathematics, a certain type of multiplication called the cross-product (×) frequently applied to electromagnetism deals with such mutually-perpendicular vectors:

\[ \vec{C} = \vec{A} \times \vec{B} \]

Using your right hand as a guide, the vector represented by your index finger (\( \vec{A} \)) and the vector represented by your middle finger (\( \vec{B} \)) form the cross-product vector \( \vec{C} \) represented by your thumb. Photographs of a person’s right hand with index finger, middle finger, and thumb extended perpendicularly to each other are shown here, with corresponding annotations:
3.3. THE RIGHT-HAND RULE

A common application for this version of the right-hand rule is in calculating the Lorentz force exerted on a current-carrying conductor placed within a perpendicular magnetic field. Consider the illustration shown below, where a straight wire (perpendicular to the page) carries an electric current (into the page) while exposed to a magnetic field pointing from right to left between two permanent magnet poles. The resulting Lorentz force will be upwards:

Below is another set of illustrations showing the three-vector version of the right-hand rule, and with this reference comes another exhortation to take your right hand and apply it to the above illustration. You should see for yourself how the index finger, middle finger, and thumb correspond accurately to the directions of current, magnetic field, and Lorentz force, respectively:

A simple mnemonic I use to remember these relationships of fingers to vectors is that the Index finger points in the direction of current ($I$, conventional flow notation), the Middle finger points in the direction of the Magnetic field ($B$), and the Thumb points in the direction of the Thrust (i.e. Lorentz force) acting upon the moving charge.
3.4 Electric motors

Magnetism, of course, is a direct consequence of moving electrical charge carriers, which is why every current-carrying conductor is surrounded by its own magnetic field. Certain materials\textsuperscript{5}, however, may be made “permanently” magnetic, requiring no electric current to sustain their own magnetic field. The common \textit{bar magnet} and \textit{horseshoe magnet} are examples of this phenomenon.

If a pair of permanent magnets are arranged to form a magnetic flux spanning a gap, and a current-carrying conductor placed within that gap perpendicular to the permanent magnetism, the conductor will experience a lateral force perpendicular to both the current and the magnetic flux vectors. This is the familiar \textit{Lorentz force}, following the right-hand rule:

\textsuperscript{5}All ferromagnetic materials such as iron have the ability to retain at least some magnetic flux after the magnetizing stimulus has been removed. Certain so-called \textit{rare earth} compounds are exceptionally good in this regard.
If we revise this experiment slightly and place a loop of wire within that same gap, the loop experiences a *torque* (i.e. twisting force) as one wire is forced upward and the other downward:

![Diagram showing loop of wire experiencing torque](image)

This makes sense if we view the loop as a pair of wires with each wire experiencing its own force by the perpendicular right-hand rule (left-hand wire forced up and right-hand wire forced down), or alternatively if we consider the loop as a partial *coil* with the curled-finger version of the right-hand rule informing us of the coil’s magnetic polarity (north down and south up), with north repelling north, south repelling south, and north-south attracting. Either way the loop tries to rotate clockwise as viewed from the perspective of the battery.

As promising as this seems to be as the foundation for the design of an electric motor, there is a problem: the loop will not spin in a full circle, but instead will stop when its magnetic poles align with the permanent magnets, only one-quarter of a turn away from where it is shown above. Furthermore, the wires connecting the loop to the battery would become twisted together if the loop were (somehow) to turn more than 180 degrees. If only we had a way to *make* and *break* connection to the battery at just the right positions as the loop rotated, we might have a way to make this loop fully spin.
An ingenious solution to this problem is a sliding-contact assembly called a **commutator**, and a pair of graphite (carbon) **brushes** serving as contact points between the battery’s wires and the commutator segments. The commutator is simply a pair of semi-circular metal pieces terminating the ends of the wire loop and arranged about the centerline of rotation. These pieces rotate along with the loop as one assembly, making and breaking contact with the brushes as it spins:

![Diagram of a DC motor with a commutator and brushes](image)

When energized by a DC electrical source, the loop continuously turns while the commutator and brushes make and break contact as necessary to maintain the same direction of rotation. Reversing the direction of a permanent-magnet (PM) DC motor is as simple as reversing the polarity of the energizing source:

![Diagram of a DC motor with a commutator and brushes reversed](image)

In order to maintain a strong magnetic field through the rotating loop, it is generally wound around an iron core mounted on a bearing-supported shaft called an **armature**. The armature supports the rotating loop while providing a nearly continuous pathway for magnetic flux lines from one permanent magnet to the other. A circular iron structure joining the magnets’ outer poles together similarly enhances the magnetism by providing a complete magnetic path.
3.4. ELECTRIC MOTORS

The following illustration taken from page 394 of *Hawkins Electrical Guide Number Two* (published in 1914) shows how the wire loop may be wrapped around an iron armature, as well as directions of current (both *conventional* and *electron* flow):

For greater effect, we may substitute a multi-turn coil for a single loop. For even greater effect, we may position multiple coils around the armature, with a multitude of commutator bars for the coils’ termination. Additional illustrations (with captions) taken from pages 400 and 401 of the same text show photographs of typical DC motor components:

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*Fig. 400.* Fairbanks-Morse armature for 7½ H. P., 1,500 R. P. M., TR type motor. The armature core is built up of sheet metal laminations with notches in the circumference, which, when the slots are placed together, form grooves or slots to receive the armature coils. The armature cores for the larger machines are mounted on a cast iron spider, which also carries the commutator, making the two parts entirely self-contained, and with this construction, it is possible to remove the armature shaft, without disturbing the core, commutator or windings. Cores of all sizes are provided with ventilating spaces, running from the surface to the central opening of the core, so that air is drawn through the core and blown out over the windings by the revolution of the armature.

*Fig. 401.* Fairbanks-Morse wire wound armature coils. These coils are form wound and are thoroughly insulated and baked before assembling in the slots. Material of great mechanical strength as well as high insulating value is used, and the coils are subjected to dips in insulating compound and to bakes, thus driving out all moisture and making a coil which is practically waterproof and which will withstand rough handling. These coils, when completed, are placed in the slots, where they are retained by bands on the finer smaller sizes and by hardwood wedges on the larger sizes.
Most industrial DC motors have multiple armature coils and commutator segments (also called bars), not just a single “loop” and two segments as shown in the previous model. A photograph of a large (1250 horsepower) DC motor used to propel a passenger ferry ship is shown here, with the field and armature poles clearly seen (appearing much like spokes in a wheel):

A close-up of one brush assembly on this large motor shows both the graphite brush, the brush’s spring-loaded holder, and the myriad of commutator bars the brush makes contact with as the armature rotates. Each armature coil terminates at two of the commutator bars:
3.5 Field strength and field force

The relationship between electric current and magnetic field strength is a complicated one. For any current-carrying conductor in air or vacuum, or surrounded by most material types, the magnetic field strength ($B$, measured in the unit of the Tesla) is a direct and linear function of magnetizing force ($H$, measured in the unit of the Ampere-turns per meter$^6$). Magnetic field strength ($B$) and magnetizing force ($H$) are related to each other by a factor known as permeability, symbolized by the Greek letter “µ” ($\mu$)$^7$:

$$B = \mu H$$

A perfect vacuum has a permeability ($\mu_0$) of approximately $4\pi \times 10^{-7}$, but certain ferromagnetic substances such as iron have much greater magnetic permeabilities, which means their immediate presence near a current-carrying conductor help boost the magnetic field strength for any given amount of magnetizing force (i.e. more $B$ for the same $H$). This is why electromagnets generally have iron cores: to maximize their magnetic field strength for any given amount of current. However, the boosting action of iron (and other ferromagnetic materials) comes with certain caveats. One is called saturation, which simply means its permeability is not constant but rather decreases with increasing magnetic flux. Thus, the rate of growth for magnetism ($B$) does not remain constant but decreases with as current continues to increase ($H$), as shown in the following graph:

---

$^6$This compound unit of measurement is precisely what you’d think it is: current multiplied by the number of “turns” (loops) of wire in the coil, divided by the length of the core in meters. Thus, $H$ increases with current, with turns, and with a shorter coil. A straight conductor is considered to be equivalent to one turn.

$^7$We are accustomed to seeing $\mu$ used as the metric prefix micro ($10^{-6}$) but here it is being used a symbol for a physical ratio: $\mu = \frac{B}{H}$.
For small amounts of magnetizing force (i.e. small amounts of current for a given number of “turns” in the coil), the gain in magnetic field strength with iron versus air is impressive. However, as the iron becomes more and more magnetized, we see diminishing returns until the rate of magnetic field increase versus current increase is the same as for air (i.e. the slope of the $B$-$H$ curve for iron tapers off to eventually match the slope of the $B$-$H$ curve for air).

Another caveat of ferromagnetism is that ferromagnetic materials tend to retain some magnetism even after current through the conductor ceases, and in fact an opposing magnetizing force ($H$) will be necessary to restore the net magnetic flux to zero. A hysteresis\(^8\) curve shows these effects, documenting the amount of magnetic field ($B$) versus applied magnetizing force ($H$) as current oscillates:

![Hysteresis curve](image)

Strange-sounding as these terms may be, they actually make a lot of sense. Remanence is how much magnetic field remains in the ferromagnetic core after current returns to zero. Coercivity is the degree to which the ferromagnetic core must be coerced by a reverse magnetizing force in order to return to zero magnetism.

\(^8\)Hysteresis is not limited to ferromagnetism, and in fact is applicable to many different types of systems. A good general definition for hysteresis is “That property of any system whereby it does not return exactly to its original state following the removal of a stimulus”.

The example hysteresis curve shown above is just one possible trajectory among a family of curves for any given ferromagnetic substance. A fuller plot of multiple hysteresis curves appears next:

As you can see, the $B$-$H$ curve is never linear, but it approaches linearity for small values of $H$. Strong applications of magnetizing force result in non-linear magnetic behavior. If we are in the business of creating permanent magnets (i.e. magnets designed to remain magnetic on their own without aid of a magnetizing current), then saturation is the condition we strive for. If our goal is to have magnetic field strength ($B$) track as proportionately as possible to the applied magnetizing force ($H$) then we must avoid saturation. One way to avoid saturation is to design the ferromagnetic core with a large cross-sectional area, avoiding high concentrations of magnetic flux, but this of course increases the size, weight, and expense of the electromagnet.
Interestingly, ferromagnetic materials will dissipate energy in the form of heat as they are magnetized and de-magnetized, and the amount of energy dissipated with each cycle is proportional to the geometric area enclosed by the material’s hysteresis curve. The distinction between materials having a small enclosed area to their B-H curves versus a large enclosed area is that of “soft” versus “hard” magnetic materials, respectively:

Magnetically soft materials work well as cores for devices such as transformers which are energized by alternating current (AC) for the purpose of converting between different levels of voltage and current. Transformers need to transfer electrical energy from one circuit to another with maximum energy efficiency, and so “soft” magnetic materials help this goal by dissipating as little energy as possible during the magnetization and demagnetization cycle. Conversely, there are some applications where we want the magnetization/demagnetization cycle to dissipate maximum energy, such as when electromagnets are used to dissipate the energy of AC electrical “noise” in a circuit, or when designing an object to present the smallest possible radar signature\(^9\), and for those specialized applications we choose classes of magnetic materials (e.g. hard ferrite) exhibiting very wide hysteresis curves.

\(^9\)Radio waves consist of alternating electric and magnetic fields radiating through space, those two fields mutually supporting one another. When a radio wave encounters a magnetically “hard” material, the magnetic-field component of the wave tries to magnetize and de-magnetize the material and in so doing expends much of its energy in the form of heat, leaving far less energy available to return as an echo for the radar system to detect.
3.6 Electromagnetic induction

A phenomenon complementary to electromagnetism is *electromagnetic induction*. This occurs when a conductor experiences a perpendicular magnetic field varying in strength over time. This is how *generators* are constructed: by moving coils of wire past a stationary magnetic field, or vice-versa. The amount of voltage induced across the coil is proportional to the number of turns of wire in that coil and to the magnetic field’s rate-of-change over time. This mathematical relationship is expressed in *Faraday’s Law of Electromagnetic Induction*:

\[ V = N \frac{d\Phi}{dt} \]

Where,
- \( V \) = Induced voltage across the coil, in Volts
- \( N \) = Number of “turns” or “wraps” in the coil
- \( \frac{d\Phi}{dt} \) = Rate-of-change of magnetic flux\(^{10}\), in Webers per second

Electromagnetic induction is proportional to the *rate* at which a magnetic field strengthens or weakens perpendicular to a conductive coil. This means a voltmeter connected to a wire coil will register nothing when a nearby magnet is stationary, but will register voltage every time the magnet moves (either toward the coil or away from it):

\(^{10}\)Magnetic flux is related to magnetic field strength by cross-sectional area, with \( B = \frac{\Phi}{A} \). Thus, it is valid to think of magnetic field strength as the degree to which magnetic flux is *concentrated* into an area. This holds true for the units of measurement used to express each: the unit of the *Tesla* used for magnetic field strength (\( B \)) is equivalent to *Webers of flux per square meter*. 
As previously mentioned, electromagnetic induction is the principle by which electrical generators function. All electro-mechanical generators used for generating electrical power in the world function in basically the same way: using relative motion between a magnetic field and one or more coils of wire to induce voltage in those coils of wire.

A simple example of such a machine is the Delco-Remy model 10SI “alternator” used for years in many models of General Motors automobiles to generate electricity from the engine’s mechanical power. A photograph of one in isolation is shown here, the mechanical power coupled from engine to alternator by a V-belt (not shown):

Upon disassembly of this machine’s case, we see the rotor as a red-colored iron assembly containing a single coil of wire. In the Delco-Remy model 10SI, the rotor’s coil is energized with DC from the automobile’s battery to create a magnetic field, the North and South poles of that field existing between the “fingers” of the rotor’s iron periphery:

The engine’s shaft rotation spins this rotor at a high rate of speed.
3.6. ELECTROMAGNETIC INDUCTION

Surrounding this spinning rotor is the stator assembly, consisting of a set of iron poles around which enameled copper wire is wrapped into coils. These coils experience rapid growth and decay of magnetism as the rotor’s North- and South-polarized “fingers” rotate past, thus inducing voltage in those stator coils. This induced voltage\textsuperscript{11} is then tapped as a source to replenish the automobile’s battery with electrical energy:

Thus, in this one machine we see both electromagnetism and electromagnetic induction at work. Electromagnetism is apparent in the function of the rotor, where DC from the vehicle’s battery energizes the rotor coil to produce North and South poles at the rotor’s tips. Electromagnetism is apparent in the function of the stator, where the rapidly-rotating magnetic field from the spinning rotor induces voltage in the stator’s wire coils.

\textsuperscript{11}Which happens to be alternating (AC) rather than continuous (DC), hence the term “alternator” used to describe the Delco-Remy 10SI machine.
A page from a 1965 patent awarded to David Redick, Willard Shaw, and Arza Heiny of the General Motors Corporation shows a detailed cross-sectional diagram of this alternator:

The schematic diagram at the bottom of this page shows the singular rotor coil (46) and the three-coil stator assembly (18). *Diodes* serving as one-way valves for electric current (54, 56, 58, 74, 76, 78) *rectify* the stator coils’ AC voltage into DC suitable for re-charging the vehicle’s battery.
3.7 Lenz’s Law

If such a coil is connected to form a complete circuit allowing an electric current to form when the magnet advances or retreats, the coil will produce its own magnetic field of such a polarity as to oppose the inducing field’s change. This is called *Lenz’s Law*, and it stands as a universal feature of induction: *the induced effect always opposes the inducing cause*.

Examine the illustrations below showing a coil of wire facing a permanent magnet. In the left-hand illustration the magnet is stationary and therefore no induction occurs. In the center and right-hand illustrations the magnet moves, causing the coil to experience a varying magnetic field and thereby causing induction. The short-circuit permits current as a result of this induction, and we know any electric current through a coil produces its own magnetic field. Lenz’s Law tells us this induced magnetic field must act to counter the motion of the permanent magnet:

Inserting an electrical resistance into the coil’s circuit diminishes the strength of this reaction, but does not alter its direction. Note how the coil functions as a *source* to the resistor’s *load*:

If we break the circuit, no current may pass and therefore no opposing magnetic field can form. However, the coil must still generate a voltage in accordance with Faraday’s Law, and the polarity of that voltage will be the same as it would if there were a resistive load connected:

In case you were wondering, all these current directions and voltage polarities will reverse if we swap either the permanent magnet’s polarity (i.e. magnetic south pole facing the coil) or the
direction the coil is wrapped around its core. Reversing both of these parameters is equivalent to a double-negative, resulting in the same current directions and voltage polarities as shown above.

Lenz’s Law is consistent with how we know electrical generators behave under different load conditions. Generators work by moving magnets past wire coils (called windings) or vice-versa, employing the relative motion between magnet and coil to produce voltage. If a generator is unloaded (i.e. open-circuited terminals) there will be no current as it spins, and with no current there will be no reaction force against the spinning, and so we would expect the generator shaft to spin freely. As we load a generator (i.e. connect it to an electrical load such as a resistor), the magnetic field created by that current in the generator’s own windings creates a reaction torque which makes the generator shaft more difficult to spin. A short-circuited generator is extremely difficult to turn, and in fact will act as a mechanical brake. This variation in shaft torque makes sense from the perspective of energy conservation: an unloaded generator conveys no electrical energy to any load, and so no energy should be required to spin its shaft other than to overcome bearing friction and aerodynamic drag; a loaded generator, by contrast, delivers electrical energy to a load and therefore must receive an input of mechanical work (i.e. rotation and torque) to supply that energy.
Chapter 4

Historical References

This chapter is where you will find references to historical texts and technologies related to the module’s topic.

Readers may wonder why historical references might be included in any modern lesson on a subject. Why dwell on old ideas and obsolete technologies? One answer to this question is that the initial discoveries and early applications of scientific principles typically present those principles in forms that are unusually easy to grasp. Anyone who first discovers a new principle must necessarily do so from a perspective of ignorance (i.e. if you truly discover something yourself, it means you must have come to that discovery with no prior knowledge of it and no hints from others knowledgeable in it), and in so doing the discoverer lacks any hindsight or advantage that might have otherwise come from a more advanced perspective. Thus, discoverers are forced to think and express themselves in less-advanced terms, and this often makes their explanations more readily accessible to others who, like the discoverer, comes to this idea with no prior knowledge. Furthermore, early discoverers often faced the daunting challenge of explaining their new and complex ideas to a naturally skeptical scientific community, and this pressure incentivized clear and compelling communication. As James Clerk Maxwell eloquently stated in the Preface to his book *A Treatise on Electricity and Magnetism* written in 1873,

> It is of great advantage to the student of any subject to read the original memoirs on that subject, for science is always most completely assimilated when it is in its nascent state . . . [page xi]

Furthermore, grasping the historical context of technological discoveries is important for understanding how science intersects with culture and civilization, which is ever important because new discoveries and new applications of existing discoveries will always continue to impact our lives. One will often find themselves impressed by the ingenuity of previous generations, and by the high degree of refinement to which now-obsolete technologies were once raised. There is much to learn and much inspiration to be drawn from the technological past, and to the inquisitive mind these historical references are treasures waiting to be (re)-discovered.
4.1 Electric-field instruments

The attractive force generated by an electric field stretching between two oppositely-charged bodies is sufficient to employ as a means for measuring voltage. Some early voltmeters utilized this principle, since a voltage of greater intensity results in a stronger electric field and therefore a stronger attractive force. If any mechanism is built to respond to this force, it will function as a voltage-measuring instrument.

Perhaps the first “electrostatic voltmeter” was a device called an electroscope. An electroscope consists of a two delicately thin strips of hammered gold (called gold leaf) hung from the bottom of a metal rod situated at the mouth of an upright glass jar. The jar is flanked by metal rods to either side of the gold leaf strips. When a sufficiently high voltage is impressed between the leaf-rod and the rods outside the jar, the gold leaf strips spread apart in an inverted-V shape. The greater the voltage, the further apart these thin metal strips spread. An illustration from page 63 of Electrical Installations, Volume 1 by Rankin Kennedy (published in 1902) shows a sketch of an electroscope in action:

Volts only, as the heating at the low pressure becomes very feeble on a wire long enough to stand 120 volts. Properly made and used hot-wire instruments have no serious errors; they are dead beat, and are equally correct on continuous or alternating circuits for measuring current and pressure.

Electrostatic instruments were the earliest of all electrical measuring apparatus. The old gold-leaf electroscope was a high-pressure voltmeter, modifications of which are now the most successful high-pressure voltmeters of to-day. In Fig. 60 we have the simple electroscope, containing two gold leaves and two earth-connected upright rods, to which the leaves are attracted when electrified. The lines of force are shown; these lines are like stretched rubber filaments, tending to contract and draw the leaves to the nearest objects, the rods, in the induction circuit; but the pull due to the force is resisted by the weight of the gold leaves, and the angle of deflection is roughly an indication of the electric pressure

Rod “A” in this illustration is some insulating material which has been statically charged, probably by friction with some other insulating object. The resulting electric charge imbalance on the surface of this object “induces” an opposite charge on the top plate (B) of the electroscope, which causes the gold-leaf foil strips to spread apart.

Electroscopes tend to be useful only for high voltages (in the range of thousands of volts), suitable for experiments with static electricity but little else. The basic principle of electrostatic attraction, however, may be employed in more sensitive mechanisms to greater effect.
The following illustrations, both from page 65 of Kennedy’s book, show more sophisticated electrostatic voltmeter designs. The instrument in figure 67 relies on electrostatic attraction to pull a metal rod (a) farther into a metal tube (b) as applied voltage (from source c) increases. Figure 68 shows an instrument employing the attractive force of the electric field between a movable metal vane and a nearby metal shell to draw a pointer across a dial face against the restraining force of a small weight, causing the vane to tilt counter-clockwise with increasing voltage:

It is interesting to note that these voltmeters respond equally well to DC of either polarity, and even to AC voltage, because the two conductors will always have opposite polarity and therefore will always attract one another.
4.2 Michael Faraday’s experiments on electromagnetic induction

Michael Faraday describes in some detail his discovery of electromagnetic induction, by which a varying magnetic field produced by an intermittently-energized conductor is able to induce an electric current through another conductor. What follows is Faraday’s account written on 24 November 1831, as recorded in the pages of his first volume of Experimental Researches In Electricity published in 1839. Faraday begins by defining “induction” in the electrostatic sense, describing how an electrically charged object (“electricity of tension”) is able to induce an oppositely-charged state in a nearby object, and then proceeds to apply this term as a more general principle to the generation of an electric current (“electricity in motion”) through a wire coil resulting from a pulsed current through an adjacent wire coil:

1. The power which electricity of tension possesses of causing an opposite electrical state in its vicinity has been expressed by the general term Induction; which, as it has been received into the scientific language, may also, with propriety, be used in the same general sense to express the power which electric currents may possess of inducing any particular state upon matter in their immediate neighborhood, otherwise indifferent. It is with this meaning that I purpose using it in the present paper.

2. Certain effects of the induction of electrical currents have already been recognized and described: as those of magnetization; Ampère’s experiments of bringing a copper disk near to a flat spiral; his repetition with electro-magnets of Arago’s extraordinary experiments, and perhaps a few others. Still it appeared unlikely that these could be all the effects which induction by currents could produce; especially as, upon dispensing with iron, almost the whole of them disappear, whilst yet an infinity of bodies, exhibiting definite phenomena of induction with electricity of tension, still remain to be acted upon by the induction of electricity in motion.

3. Further: Whether Ampère’s beautiful theory were adopted, or any other, or whatever reservation were mentally made, still it appeared very extraordinary, that as every electric current was accompanied by a corresponding intensity of magnetic action at right angles to the current, good conductors of electricity, when placed within the sphere of this action, should not have any current induced through them, or some sensible effect produced equivalent in force to such a current.

4. These considerations, with their consequence, the hope of obtaining electricity from ordinary magnetism, have stimulated me at various times to investigate experimentally the inductive effect of electric currents. I lately arrived at positive results; and not only had my hopes fulfilled, but obtained a key which appeared to me to open out a full explanation of Arago’s magnetic phenomena, and also to discover a new state, which may probably have great influence in some of the most important effects of electric currents.

5. These results I purpose describing, not as they were obtained, but in such a manner as to give the most concise view of the whole.
1. Induction of Electric Currents

6. About twenty-six feet of copper wire one twentieth of an inch in diameter were wound round a cylinder of wood as a helix, the different spires of which were prevented from touching by a thin interposed twine. This helix was covered with calico, and then a second wire applied in the same manner. In this way twelve helices were superposed, each containing an average length of wire of twenty-seven feet, and all in the same direction. The first, third, fifth, seventh, ninth, and eleventh of these helices were connected at their extremities end to end, so as to form one helix; the other were connected in a similar manner; and this two principal helices were produced, closely interposed, having the same direction, not touching anywhere, and each containing one hundred and fifty-five feet in length of wire.

7. One of these helices was connected with a galvanometer, the other with a voltaic battery of ten pair of plates four inches square with double coppers and well charged; yet not the slightest sensible deflection of the galvanometer needle could be observed.

8. A similar compound helix, consisting of six lengths of copper and six of soft iron wire, was constructed. The resulting iron helix contained two hundred and fourteen feet of wire, the resulting copper helix two hundred and eight feet; but whether the current from the trough\(^1\) was passed through the copper or the iron helix, no effect upon the other could be perceived at the galvanometer.

9. In these and many similar experiments no difference in action of any kind appeared between iron and other metals.

10. Two hundred and three feet of copper wire in one length were coiled round a large block of wood; other two hundred and three feet of similar wire were interposed as a spiral between the turns of the first coil, and metallic contact everywhere prevented by twine. One of these helices was connected with a galvanometer, and the other with a battery of one hundred pairs of plates four inches square, with double coppers, and well charged. When the contact was made, there was a sudden and very slight effect at the galvanometer, and there was also a similar slight effect when the contact with the battery was broken. But whilst the voltaic current was continuing to pass through the one helix, no galvanometrical appearances nor any effect like induction upon the other helix could be perceived, although the active power of the battery was proved to be great, but its heating the whole of its own helix, and by the brilliancy of the discharge when made through charcoal.

11. Repetition of the experiments with a battery of one hundred and twenty pairs of plates produced no other effects; but it was ascertained, both at this time and the former time, that the slight deflection of the needle occurring at the moment of completing the [sic] connexion, was always in one direction, and that the equally slight deflection produced when the contact was broken, was in the other direction; and also, that these effects occurred with the first helices were used (6. 8.).

\(^{1}\)A “trough” in Faraday’s time referred to an electrochemical battery with an open-top glass vessel containing the liquid electrolyte.
12. The results which I had by this time obtained with magnets led me to believe that the battery current through one wire, did, in reality, induce a similar current through the other [page 3]

wire, but that is continued for an instant only, and partook more of the nature of the electrical wave passed through from the shock of a common Leyden jar than of the current from a voltaic battery, and therefore might magnetize a steel needle, although it scarcely affected the galvanometer. [page 4]

Faraday then goes on to describe how this apparatus might be used to magnetize a steel needle. After that, he continues with a somewhat different apparatus consisting of two wires mounted to different surfaces, allowing one wire to be moved with respect to the other as a galvanometer registers any induced effects by its needle indicator:

18. In the preceding experiments the wires were placed near to each other, and the contact of the inducing one with the battery made with the inductive effect was required; but as the particular action might be supposed to be exerted only at the moments of making and breaking contact, the induction was produced in another way. Several feet of copper wire were stretched in wide zigzag forms, representing the letter W, on one surface of a broad board; a second wire was stretched in precisely similar forms on a second board, so that when brought near the first, the wires should everywhere touch, except that a sheet of thick paper was interposed. One of these wires was connected with the galvanometer, and the other with a voltaic battery. The first wire was then moved towards the second, and as it approached, the needle was deflected. Being then removed, the needle was deflected in the opposite direction. By first making the wires approach and then recede, simultaneously with the vibrations of the needle, the latter soon became very extensive; but when the wires ceased to move from or towards each other, the galvanometer needle soon came to its usual position.

19. As the wires approximated, the induced current was in the contrary direction to the inducing current. As the wires receded, the induced current was in the same direction as the inducing current. When the wires remained stationary, there was no induced current.

20. When a small voltaic arrangement was introduced into the circuit between the galvanometer and its helix or wire, so as to cause a permanent deflection of 30° or 40°, and then the battery of one hundred pairs of plates connected with the inducing wire, there was an instantaneous action as before; but the galvanometer-needle immediately resumed and retained its place unaltered, notwithstanding the continued contact of the inducing wire with the trough; such was the case in whichever way the contacts were made. [page 5]

21. Hence it would appear that collateral currents, either in the same or in opposite directions, exert no permanent inducing power on each other, affecting their quantity or tension. [page 6]

In order to avoid confusion with static induction whereby a statically-charged object “induces” an opposite static charge on any nearby object, Faraday then begins to refer to this new current-based form of induction as volta-electric induction (page 7). He proceeds to explain variations on this experimental theme, where the wire coils were wrapped around an iron ring rather than around
blocks of wood (pages 7-9), and after that an experiment where wire coils were wrapped around a paper tube through which various materials (iron, copper) could be inserted as magnetic “cores” (pages 9-10). In all cases, the presence of iron greatly enhanced the inductive effects.

After this, Faraday proceeds to describe an experiment demonstrating how permanent magnets could be used to induce electric currents:

36. Similar effects were then produced by ordinary magnets: thus the hollow helix just described has all its elementary helices connected with the galvanometer by two copper wires, each five feet in length; the soft iron cylinder was introduced into its axis; a couple of bar magnets, each twenty-four inches long, were arranged with their opposite poles at one end in contact, so as to resemble a horse-shoe magnet, and then contact made between the other poles and the ends of the iron cylinder, so as to convert it for the time into a magnet: by breaking the magnetic contacts, or reversing them, the magnetism of the iron cylinder could be destroyed or reversed at pleasure.

37. Upon making magnetic contact, the needle was deflected; continuing the contact, the needle became indifferent, and resumed its first position; on breaking the contact, it was again deflected, but in the opposite direction to the first effect, and then it again became indifferent. When the magnetic contacts were reverse the deflections were reversed.

38. When the magnetic contact was made, the deflection was such as to indicate an induced current of electricity in the opposite direction to that fitted to form a magnet, having the same polarity as that really produced by contact with the bar magnets. Thus when the marked and unmarked poles were placed as in fig. 3, the current in the helix was in the direction represented, P being supposed to be the end of the wire going to the positive pole of the battery, or that end towards which the zinc plates face, and N the negative wire. Such a current would have converted the cylinder into a magnet of the opposite kind to that formed by contact with the poles A and B; and such a current moves in the opposite direction to the currents which in M. Ampère’s beautiful theory are considered constituting a magnet in the position figured. [page 10]

39. But as it might be supposed that in all the preceding experiments of this section, it was by some peculiar effect taking place during the formation of the magnet, and not by its mere virtual approximation, that the momentary induced current was excited, the following experiment was made. All the similar ends of the compound hollow helix (34.) were bound together by copper wire, forming two general terminations, and these were connected with the galvanometer. The soft iron cylinder (34.) was removed, and a cylindrical magnet, three quarters of an inch in diameter and eight inches and a half in length, used instead. One end of this magnet was introduced into the axis of the helix (fig. 4.), and then, the galvanometer-needle being stationary, the magnet was suddenly thrust in; immediately the needle was deflected in the same direction as if the magnet had been formed by either of the two preceding processes (34. 36.). Being left in, the needle resumed its first position, and then the magnet being with drawn the needle was deflected in the opposite direction. These effects were not great; but by introducing and with drawing the magnet, so that the impulse each time should be added to those previously communicated to the needle, the latter could be made to vibrate through an arc of 180 or more.
40. In this experiment the magnet must not be passed entirely through the helix, for then a second action occurs. When the magnet is introduced, the needle at the galvanometer is deflected in a certain direction; but being in, whether it be pushed quite through or withdrawn, the needle is deflected in a direction the reverse of that previously produced. When the magnet is passed in and through at one continuous motion, the needle moves one way, is then suddenly stopped, and finally moves the other way.

41. If such a hollow helix as that described (34.) be laid east and west (or in any other constant position), and a magnet be retained east and west, its marked pole always being one way; then whichever end of the helix the magnet goes in at, and consequently whichever pole of the magnet enters first, still the needle is deflected the same way: on the other hand, whichever direction is followed in withdrawing the magnet, the deflection is constant, but contrary to that due to its entrance.

Summarizing the similarities between the battery-powered experiments and the permanent magnet experiments, Faraday says the following:

58. The similarity of action, almost amounting to identity, between common magnets and either electro-magnets or volta-electric currents, is strikingly in accordance with and confirmatory of M. Ampère’s theory, and furnishes powerful reasons for believing that the action is the same in both cases; but, as a distinction in language is still necessary, I propose to call the agency thus exerted by ordinary magnets, *magneto-electric* or *magnelectric* induction.

59. The only difference which powerfully strikes the attention as existing between volta-electric and magneto-electric induction, is the suddenness of the former, and the sensible time required by the latter; but even in this early state of investigation there are circumstances which seem to indicate, that upon further inquiry this difference will, as a philosophical distinction, disappear.

Indeed, with time and further research this distinction has disappeared: Faraday’s observation that volta-electric induction was quicker than magneto-electric induction was purely a function of how rapidly the magnetic field could vary. When making and breaking a contact between an electromagnet coil and a battery, the transition from no magnetism to full magnetism is very rapid; when making and breaking “contact” between a permanent magnet and a soft iron bar, a much more gradual rise and fall of magnetism occurs because there is still some magnetism passing from the magnet to the iron bar even with a slight air gap between them.
4.3 Mapping magnetic fields

John Ambrose Fleming, in his book *Magnets and Electric Currents*, shows on page 48 an image of a bar magnet’s field lines made by sprinkling steel filings\(^2\) near the magnet:

![Image of magnetic field lines made by steel filings](image)

In another of his books on elementary electricity, *Electric Lamps and Electric Lighting*, Fleming shows a series of illustrations demonstrating the shapes of magnetic fields around current-carrying wires. These two illustrations were found on pages 195 and 196, respectively:

![Illustration of magnetic field lines around a current-carrying wire](image)

\(^2\)Anyone who has ever used a grinding machine to shape iron or steel parts knows what these “filings” look like: tiny slivers of metal.
Later in *Electric Lamps and Electric Lighting* Fleming shows the magnetic fields produced by three different magnetized iron rings, one gapless (page 205) and others with increasingly large gaps (pages 206-207). Dashed circles drawn inside each ring represent the intensity of the magnetic field within, while the orientation of filings outside the ring show magnetic field lines outside:

As the gap widens, more magnetism “leaks” from the iron toroid, and the field within the toroid weakens because the air gap presents greater opposition to the establishment of magnetic flux.

The upper-left illustration from page 205 shows just how effective continuous annular iron rings (also called toroids) are in confining their magnetic fields. Inductors and transformers using toroidal iron cores exhibit very little “leakage” flux escaping the core, and for this same reason they pose negligible magnetic interference to nearby components.
4.4 Solenoid-driven turbine control

Electromagnetism found widespread application soon after its discovery. Perhaps the most obvious of these 19th century applications include electric motors and electric generators, machines designed to convert electrical into mechanical energy, and mechanical into electrical energy, respectively.

In the following photograph we see another, more subtle, application of electromagnetism. This photograph was taken within a museum, at an exhibit showcasing early electrical technology. In it we see a cutaway steam turbine engine coupled to a generator. Steam (most likely from a coal-fired boiler) drove the blades of the turbine, converting thermal energy into mechanical energy, which then spun the generator’s shaft to convert into electrical energy:

The subtle application of electromagnetism suggested in the previous paragraph is the solenoid coil visible on the right-hand side of the image, linked to a lever arm which in turn influenced the speed governor mechanism for the turbine. A “solenoid” is nothing more than a coil of wire, typically wrapped around a cylindrical ferromagnetic core to produce strong magnetic fields. These magnetic fields, in turn, could be employed to attract other coils or ferromagnetic objects by way of magnetic attraction. This particular solenoid coil was wired in series with the output of the generator such that any changes in load current would immediately produce force on the lever arm to preload the governor mechanism and thereby alter the amount of steam fed to the turbine by the throttling valve mechanism near the steam inlet pipe. Any increase in load current, for example, would automatically result in more steam being fed to the turbine to provide more mechanical power to the generator.

\[3\] I am indebted to Mario Sotomaior for taking this photograph for me at a museum in London, England.
Speed regulation of such a generator is intended to stabilize the generator’s output voltage. If the electrical load placed on this generator’s output increases, the generator will become a “heavier” load for the turbine to drive, which in turn has a natural effect of slowing down the turbine. A slower-spinning generator outputs less voltage, all other factors being equal, and so stabilizing generator shaft speed helps the generator to maintain a more constant voltage. The governor assembly detects changes in turbine shaft speed and moves the throttling valve accordingly to correct for those disturbances. However, the governor alone is not the most effective way to stabilize generator output, as it cannot act until after the generator’s shaft speed noticeably decreases. This is where the solenoid coil helps: by using load current to produce a mechanical force on the lever, any changes in load current preemptively adjust the throttling valve’s position to increase or decrease steam flow as necessary to counteract the effects of electrical load changes. This means the task of restoring shaft speed does not rest solely with the mechanical governor, resulting in better dynamic stability for the whole generator system.

In control theory, this arrangement is known as feedforward control, in contrast to the governor’s response being feedback control. Feedback control works to stabilize some measured quantity (called the process variable) by taking action after that measured quantity deviates from the desired level (called a setpoint). Feedforward control, however, takes action before that process variable has opportunity to deviate from its setpoint, based on the measurement of some other variable having a “loading” effect on the process variable. As you might expect, the combination of feedforward control offered by the load current solenoid and feedback control offered by the turbine’s mechanical speed governor work well together to stabilize generator output when faced with rapid changes in load current.
Chapter 5

Derivations and Technical References

This chapter is where you will find mathematical derivations too detailed to include in the tutorial, and/or tables and other technical reference material.
5.1 Electric field quantities

A useful definition of electric field \( E \) is in terms of the force \( F \) exerted on an electric charge \( Q \) influenced by that field:

\[
\vec{F} = Q \vec{E}
\]

Where,
- \( \vec{F} \) = Force exerted on the charge (Newtons)
- \( Q \) = Charge quantity (Coulombs\(^1\))
- \( \vec{E} \) = Electric field (Newtons per Coulomb)

The small “arrow” symbols above the variables for force and electric field in the equation denote those variables as \textit{vector quantities}, having both magnitude and direction. Charge is a \textit{scalar quantity} having only magnitude but no direction, and as a scalar quantity when multiplied by the electric field vector it simply magnifies the magnitude but does not alter the direction. Therefore, the force and electric field vectors always point in the same direction.

Alternatively electric field may be defined in terms of the voltage between the end-points and the distance separating them, in which case we may express the electric field in units of \textit{Volts per meter} as an alternative to \textit{Newtons per Coulomb}:

\[
\vec{E} = \frac{V}{d}
\]

This measurement of electric field strength is very important for quantifying the \textit{breakdown} of electrical insulators: the point at which the electric field becomes so powerful that otherwise immobile charges within the insulating substance are torn free to constitute a current and that substance is no longer an insulator. For rating the dielectric strength of insulating materials, we often see electric fields expressed in units of \textit{kiloVolts per millimeter} rather than Volts per meter just to make the numerical quantities easier to manage (1 kV/mm = 1 \textit{million} V/m).

\(^1\)One Coulomb of electric charge is equal to \( 6.2415 \times 10^{18} \) electrons.
The vector arrows shown in the previous illustration representing the electric field between two metal plates actually represent electric flux ($\Phi_E$). The electric field ($E$) is related to electric flux by area ($A$), the field being a measurement of how densely-packed those flux lines are per unit area:

$$\vec{E} = \frac{\Phi_E}{A}$$

Where,
- $\vec{E}$ = Electric field, or electric flux density (Newtons per Coulomb)
- $\Phi_E$ = Electric flux (Newton-meter squared per Coulomb)
- $A$ = Area over which flux is distributed (square meters)

The mere presence of an unbalanced electric charge at any point in space is sufficient to generate lines of electric flux, the total magnitude of that flux predicted by the following equation:

$$\Phi_E = \frac{Q}{\epsilon}$$

Where,
- $\Phi_E$ = Electric flux (Newton-meter squared per Coulomb)
- $Q$ = Charge quantity (Coulombs)
- $\epsilon$ = Electric permittivity of the surrounding space (Coulombs squared per Newton-meter squared, approximately $8.85 \times 10^{-12}$ for empty space)

By convention, these flux vectors point away from positive charges and point toward negative charges, their direction indicating force exerted on any positively-charged particle influenced by that field. As the equation states, the amount of flux depends on how much charge exists at each particle as well as the permittivity of the surrounding space:

For example, identical charges suspended in a vacuum versus in a substance such as oil will have different amounts of flux associated with them as a result of oil and vacuum having different permittivity values. Perfectly empty space has the least amount of permittivity, which means anything else (gas, liquid, or solid matter) has greater $\epsilon$ which acts to diminish the amount of electric flux surrounding any charged particle. Superconducting materials have infinite permittivity, which means they forbid the existence of any electric field inside their bulk.

2 Conversely, the flux vectors point exactly opposite the direction of force applied to any negatively-charged particle within that field. This makes sense of the aphorism that like charges repel and opposite charges attract. If you consider the two charges shown in this illustration, the positive charge will be pulled in the direction of the flux vectors pointing toward the negative charge, as the negative charge will also be pulled opposite the direction of the flux vectors pointing away from the positive charge (i.e. the negative charge will be pulled toward the positive charge) – thus the positive and negative charges feel mutual attraction.
5.2 Magnetic field quantities

A useful definition of electric field ($E$) is in terms of the force ($F$, called the Lorentz force) exerted on an electric charge ($Q$) influenced by that field:

\[ \vec{F} = Q\vec{v} \times \vec{B} \]

Where,
- $\vec{F}$ = Force exerted on the charge (Newtons)
- $Q$ = Charge quantity (Coulombs$^3$)
- $\vec{v}$ = Velocity of moving charge (meters per second)
- $\vec{B}$ = Magnetic field (Tesla, or Newtons per Ampere-meter)

The small “arrow” symbols above the variables for force and velocity and magnetic field in the equation denote those variables as vector quantities, having both magnitude and direction. Charge is a scalar quantity having only magnitude but no direction, and as a scalar quantity when multiplied by the velocity vector it simply magnifies the magnitude but does not alter the direction. The “cross-product” ($\times$) is a specific form of vector multiplication, and it results in a product at right angles to the vector directions of both terms. Therefore, the force and velocity and electric field vectors never all point in the same direction.

---

$^3$One Coulomb of electric charge is equal to $6.2415 \times 10^{18}$ electrons.
Vector cross-products conveniently relate to the fingers of the right hand, which is where the “right-hand rule” originates:

\[
C = A \times B
\]

For vector cross-products

When holding the index finger, middle finger, and thumb of your right hand perpendicular to each other, your index finger points in the direction of the velocity vector \( \vec{v} \), your middle finger in the direction of the magnetic field vector \( \vec{B} \), and your thumb in the direction of the force vector \( \vec{F} \). A simple mnemonic I use to remember these relationships of fingers to vectors is that the Index finger points in the direction of current\(^4\) \( I \), the Middle finger points in the direction of the magnetic field \( B \), and the Thumb points in the direction of the thrust (i.e. force) acting upon the moving charge.

The Lorentz force’s effect on electrically-charged particles in motion has many applications, from redirecting the paths of charged-particle beams in particle accelerator machines, to bending the trajectory of electron beams in a cathode-ray tube (CRT), to forcing electrons to travel in spiral or circular trajectories inside of magnetron (microwave oscillator) tubes. An illustration of a positively-charged particle curving perpendicular to a magnetic field appears here:

---

\(^4\)Some textbooks speak of a “left-hand rule” which is intended to make sense of electric charge motion (current) in terms of electron flow. As we know, electrons are the only real mobile charge carriers within metal conductors, and so technically “electron flow” notation is most physically accurate when describing the motion of electric charges in metallic circuits. However, the right-hand rule is a mathematical definition for vector cross products, the concept of the cross product arising in the late 18th century when electrical science was still in its infancy. Early explorers of electricity used the established mathematical tools of their time and applied it to their work with electric currents and magnetism. At that time, charge carriers in metal wires were assumed to be “positive” and this is how the motion of positively-charged carriers became associated with the first vector of the cross-product. As a result of this assumption which was later proven false, we have two different conventions for denoting the motion of electricity: electron-flow which is physically accurate (for metal wires, at least), and conventional flow which is mathematically accurate. This, perhaps more than any other reason, is why educational programs designed for mathematically rigorous fields (e.g. electrical engineering) exclusively use conventional flow notation rather than electron flow notation to denote the direction of current.
If the moving charge in question is not a single charged particle but rather part an electric
*current* passing through a conductor parallel to the first, both conductors will experience a mutually-attracting force given by the following equation:

\[ \vec{F} = I\vec{l} \times \vec{B} \]

Where,
- \( \vec{F} \) = Force exerted on both conductors (Newtons)
- \( I \) = Current (Amperes)
- \( \vec{l} \) = Length of wire (meters)
- \( \vec{B} \) = Magnetic field (Tesla, or Newtons per Ampere-meter)

The point-charge Lorentz force equation and the two-conductor Lorentz force equation are not that different from one another. Dimensional analysis validates this: the Lorentz force on a moving charge uses that charge quantity (Coulombs) multiplied by the point-charge’s velocity in meters per second to give Coulomb-meters per second for the first term:

\[ Q\vec{v} = \left[ \text{C} \right] \left[ \frac{\text{m}}{\text{s}} \right] = \left[ \frac{\text{C} \cdot \text{m}}{\text{s}} \right] \]

The Lorentz force on a current-carrying conductor uses the current (Amperes, which is Coulombs per second) multiplied by length in meters, for the same composite units of Coulomb-meters per second:

\[ I\vec{l} = \left[ \frac{\text{C}}{\text{s}} \right] [\text{m}] = \left[ \frac{\text{C} \cdot \text{m}}{\text{s}} \right] \]

This dimensional equivalence makes conceptual sense as well: an electrically-charged particle moving through empty space is an electric current in its own right, and an electric current flowing through a conductor is just a collection of charged particles moving through space (just not *empty* space). In either case, the basis for the Lorentz force remains the same: the moving charge(s) create their own magnetic field, which reacts with the magnetic field of the original current-carrying wire to produce forces acting on both.

If the two currents flow in the same direction, their mutual forces *attract*. If the two currents flow in opposite directions, their mutual forces *repel*. This is the basis of electric motors: causing
5.2. MAGNETIC FIELD QUANTITIES

mechanical motion by electro-magnetic attraction and repulsion. It also represents an interesting contrast with electric fields:

With electric fields, opposite charges attract and like charges repel.

With magnetic fields, opposite poles attract and like poles repel.

With parallel currents, opposite directions repel and like directions attract\(^5\).

Two parallel current-carrying conductors of length \(l\) and separated by a distance \(d\) will generate a mutual force proportional to both their currents:

\[
F = \frac{l \mu I_1 I_2}{2\pi d}
\]

\(^5\)That is, assuming it’s like charges moving in these directions! If the charges in question are opposite each other, then like directions will repel and opposite directions will attract!
The circular loops surrounding the current-carrying conductors in the previous illustrations represent the magnetic lines of flux ($\Phi_B$) surrounding each of those conductors. The magnetic field ($B$) is related to magnetic flux by area ($A$), the field being a measurement of how densely-packed those flux lines are per unit area:

$$\vec{B} = \frac{\Phi_B}{A}$$

Where,
- $\vec{B} = \text{Magnetic field (Tesla, or Webers per square meter)}$
- $\Phi_B = \text{Magnetic flux (Webers)}$
- $A = \text{Area over which flux is distributed (square meters)}$

An older unit of measurement for magnetic fields is the Gauss which is much smaller than a Tesla, with one Tesla equivalent to 10,000 Gauss. To put things into perspective, the Earth’s natural magnetic field has a strength of approximately one-half of one Gauss$^6$.

Magnetic field strength is an inverse function of distance from any current-carrying wire, and also depends on the magnetic permeability of the space adjacent to the wire:

$$B = \frac{\mu I}{2\pi d}$$

Where,
- $B = \text{Magnetic field (Tesla, or Newtons per Ampere-meter)}$
- $\mu = \text{Magnetic permeability of the surrounding space (Tesla-meters per Ampere, } 4\pi \times 10^{-7} \text{ for empty space)}$
- $I = \text{Current (Amperes)}$
- $d = \text{Distance from conductor (meters)}$

---

$^6$Using the online Magnetic Field Calculator application provided by NOAA (the National Oceanic and Atmospheric Administration) at https://ngdc.noaa.gov/geomag/calculators/magcalc.shtml#igrfwmm, applying the World Magnetic Model WMM modeling algorithm for years 2019-2024, the total magnetic field strength at my home is 53,584.4 nano-Tesla (53,584.4 nT or 0.535844 Gauss), and presently (May 2020) decaying at a rate of $-104.1 \text{ nT per year}$.
5.2. MAGNETIC FIELD QUANTITIES

The relation of magnetic flux to current through a conductor follows a similar equation:

\[ \Phi = \frac{\mu AI}{2\pi d} \]

Where,

- \( \Phi \) = Magnetic flux (Webers)
- \( \mu \) = Magnetic permeability of the surrounding space (Tesla-meters per Ampere, \( 4\pi \times 10^{-7} \) for empty space)
- \( A \) = Area over which flux is distributed (square meters)
- \( I \) = Current (Amperes)
- \( d \) = Distance from conductor (meters)

As this equation makes clear, the amount of magnetic flux surrounding a current-carrying conductor depends not only on the amount of current, but also on the sampled area, the distance from the wire, and also the surrounding material. Most\(^7\) substances (gas, liquid, solid) have permeability values greater than that of empty space, and so this means magnetic flux is usually enhanced by the presence of matter around the current-carrying conductor.

\(^7\)Interestingly, superconducting materials forbid magnetic fields inside of their bulk, and so the permeability value of any superconductor must be zero!
5.3 The Poynting vector

We know that electric fields (E) are always associated with a voltage (V), and magnetic fields (field strength B and field force H) with a current (I). Specifically, electric field strength is the quotient of voltage and distance between two points which is why electric fields are measured in units of \( \text{Volts per meter} \). Similarly, magnetic field force around a straight current-carrying conductor is the quotient of current and circumference of the circular magnetic path (equal to \( 2\pi \) times the distance from the conductor) which is why magnetic field force is measured in units of \( \text{Amperes per meter} \).

From Joule’s Law we know that the rate of energy transfer (called power) whenever there is simultaneous voltage and current (\( P = VI \)). It stands to reason, then, that just as voltage multiplied by current yields power, an electric field multiplied by a magnetic field must similarly express power transferred by those two fields through space. That is, if \( P = VI \), then the product of \( E \) and \( H \) should yield a power intensity which we shall label \( S \):

\[
P = VI \\
S = EH
\]

[\( \text{Watts} = \text{Volts} \times \text{Amperes} \)]

[\( \text{Watts/meter}^2 = \text{Volts/meter} \times \text{Amperes/meter} \)]

Notice how the Joule’s Law equation \( P = VI \) involves scalar quantities, while the \( S = EH \) equation necessarily involves spatial dimensions of distance (meters) and area (square meters). This is because both electric and magnetic fields are vector quantities having both magnitude and spatial direction. Power intensity (\( S \)) is the measure of how much power is flowing per square meter of area in open space. As it so happens, power intensity in Watts per square meter relates to electric and magnetic fields by the right-hand rule of vector cross-products, the vector expression of that power intensity being called the Poynting vector (\( \vec{S} \)) after its formulator, the English physicist John H. Poynting:

\[
\vec{C} = \vec{A} \times \vec{B} \\
\vec{S} = \vec{E} \times \vec{H}
\]

Poynting’s contribution to the science of electromagnetism was expressing energy conservation and energy transfer in terms of electric and magnetic fields. That is, the electric and magnetic fields associated with any electrical source result in a flow of energy away from that source through space, and the electric and magnetic fields associated with any load result in a flow of energy toward that load through space. The direction of the Poynting vector shows the direction of that energy flow,
5.3. THE POYNTING VECTOR

and the Poynting vector magnitude shows how many Watts of power flow per square meter of space.

This should be a rather startling conclusion to anyone familiar with voltage, current, and power in simple DC circuits. Beginning students of electricity regard energy transfer in simple circuits as the gain and loss of potential energy in mobile electric charges, those charges gaining energy as they pass through a source and losing energy as they pass through a load:

![Diagram showing charge carriers gaining and losing energy](image)

Though this model is conceptually correct, so is Poynting’s model of energy flowing through space. In fact, if we re-draw this simple circuit illustration showing the electric and magnetic field vectors between the two wires, we can see the Poynting vector expressing that flow of energy from source to load.

![Diagram showing Poynting vector](image)

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8Holding your right hand such that your index finger points downward (\( \vec{E} \)) and your middle finger into the page (\( \vec{H} \)), your thumb will point to the right (\( \vec{S} \)) from source to load.
If we examine the source and load separately using the right-hand rule, we see how the Poynting vector in each case shows the proper direction of energy transfer:

![Diagram](image)

It is well-worth your time to apply the right-hand rule to each of the four Poynting vectors shown above, to familiarize yourself with the use of this tool as a means to determine vector cross-product directions. For example, to the left of the source we see the electric field vector pointing down which means your index finger should point downward as well. The magnetic field vector on that side is coming out of the page (middle finger pointing toward you), and holding your right hand in that manner points your thumb to the left.
For simple DC circuits and circuit elements, Poynting’s theory of power transfer may seem like a mere curiosity. It fails to explain anything we could not already explain using the model of potential energy gained and lost by mobile charge carriers, and it requires contortions of your right hand to properly align all the vectors. However, in some applications such as radio where energy radiates away from structures called antennas in the form of electromagnetic waves (oscillating electric and magnetic fields), Poynting’s theory is the only suitable explanation for power transfer because there are no wires to convey mobile electric charges from source (transmitting antenna) to load (receiving antenna). Below we see a simplified representation of an electromagnetic wave consisting of two oscillating fields (shown here as an electric field oscillating vertically and a magnetic field oscillating horizontally), and if you use the right-hand rule in each half-cycle you will find that the Poynting vector consistently points in the same direction at the speed of light:

\[ E \]

\[ H \]

\[ S \]

Based on the direction of the Poynting vector we see in this illustration, the source (transmitting antenna) would be located somewhere above and to the left of the drawn wave. There is no definite location for a load, as electromagnetic waves spread out in all directions away from the source. Our simple illustration merely shows a “cross-section” of a wave radiating cylindrically away from the transmitting antenna. The real electromagnetic wave (of which this illustration shows just a portion) would have an electric field resembling ripples on a pond oscillating vertically while radiating away in all horizontal directions from a single point, and have a magnetic field resembling a set of concentric circles oscillating rotationally in the horizontal plane while also radiating in all directions from that same point.
Chapter 6

Questions

This learning module, along with all others in the ModEL collection, is designed to be used in an inverted instructional environment where students independently read\(^1\) the tutorials and attempt to answer questions on their own prior to the instructor’s interaction with them. In place of lecture\(^2\), the instructor engages with students in Socratic-style dialogue, probing and challenging their understanding of the subject matter through inquiry.

Answers are not provided for questions within this chapter, and this is by design. Solved problems may be found in the Tutorial and Derivation chapters, instead. The goal here is independence, and this requires students to be challenged in ways where others cannot think for them. Remember that you always have the tools of experimentation and computer simulation (e.g. SPICE) to explore concepts!

The following lists contain ideas for Socratic-style questions and challenges. Upon inspection, one will notice a strong theme of metacognition within these statements: they are designed to foster a regular habit of examining one’s own thoughts as a means toward clearer thinking. As such these sample questions are useful both for instructor-led discussions as well as for self-study.

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1. Technical reading is an essential academic skill for any technical practitioner to possess for the simple reason that the most comprehensive, accurate, and useful information to be found for developing technical competence is in textual form. Technical careers in general are characterized by the need for continuous learning to remain current with standards and technology, and therefore any technical practitioner who cannot read well is handicapped in their professional development. An excellent resource for educators on improving students’ reading prowess through intentional effort and strategy is the book *Reading For Understanding – How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy.

2. Lecture is popular as a teaching method because it is easy to implement: any reasonably articulate subject matter expert can talk to students, even with little preparation. However, it is also quite problematic. A good lecture always makes complicated concepts seem easier than they are, which is bad for students because it instills a false sense of confidence in their own understanding; reading and re-articulation requires more cognitive effort and serves to verify comprehension. A culture of teaching-by-lecture fosters a debilitating dependence upon direct personal instruction, whereas the challenges of modern life demand independent and critical thought made possible only by gathering information and perspectives from afar. Information presented in a lecture is ephemeral, easily lost to failures of memory and dictation; text is forever, and may be referenced at any time.
CHAPTER 6. QUESTIONS

GENERAL CHALLENGES FOLLOWING TUTORIAL READING

- **Summarize** as much of the text as you can in one paragraph of your own words. A helpful strategy is to explain ideas as you would for an *intelligent child*: as simple as you can without compromising too much accuracy.

- **Simplify** a particular section of the text, for example a paragraph or even a single sentence, so as to capture the same fundamental idea in fewer words.

- Where did the text **make the most sense** to you? What was it about the text’s presentation that made it clear?

- Identify where it might be easy for someone to **misunderstand the text**, and explain why you think it could be confusing.

- Identify any **new concept(s)** presented in the text, and explain in your own words.

- Identify any **familiar concept(s)** such as physical laws or principles applied or referenced in the text.

- Devise a **proof of concept** experiment demonstrating an important principle, physical law, or technical innovation represented in the text.

- Devise an experiment to **disprove** a plausible misconception.

- Did the text reveal any **misconceptions** you might have harbored? If so, describe the misconception(s) and the reason(s) why you now know them to be incorrect.

- Describe any useful **problem-solving strategies** applied in the text.

- Devise a question of your own to challenge a reader’s comprehension of the text.
GENERAL FOLLOW-UP CHALLENGES FOR ASSIGNED PROBLEMS

- Identify where any fundamental laws or principles apply to the solution of this problem, especially before applying any mathematical techniques.
- Devise a thought experiment to explore the characteristics of the problem scenario, applying known laws and principles to mentally model its behavior.
- Describe in detail your own strategy for solving this problem. How did you identify and organized the given information? Did you sketch any diagrams to help frame the problem?
- Is there more than one way to solve this problem? Which method seems best to you?
- Show the work you did in solving this problem, even if the solution is incomplete or incorrect.
- What would you say was the most challenging part of this problem, and why was it so?
- Was any important information missing from the problem which you had to research or recall?
- Was there any extraneous information presented within this problem? If so, what was it and why did it not matter?
- Examine someone else’s solution to identify where they applied fundamental laws or principles.
- Simplify the problem from its given form and show how to solve this simpler version of it. Examples include eliminating certain variables or conditions, altering values to simpler (usually whole) numbers, applying a limiting case (i.e. altering a variable to some extreme or ultimate value).
- For quantitative problems, identify the real-world meaning of all intermediate calculations: their units of measurement, where they fit into the scenario at hand. Annotate any diagrams or illustrations with these calculated values.
- For quantitative problems, try approaching it qualitatively instead, thinking in terms of “increase” and “decrease” rather than definite values.
- For qualitative problems, try approaching it quantitatively instead, proposing simple numerical values for the variables.
- Were there any assumptions you made while solving this problem? Would your solution change if one of those assumptions were altered?
- Identify where it would be easy for someone to go astray in attempting to solve this problem.
- Formulate your own problem based on what you learned solving this one.

GENERAL FOLLOW-UP CHALLENGES FOR EXPERIMENTS OR PROJECTS

- In what way(s) was this experiment or project easy to complete?
- Identify some of the challenges you faced in completing this experiment or project.
• Show how thorough documentation assisted in the completion of this experiment or project.
• Which fundamental laws or principles are key to this system’s function?
• Identify any way(s) in which one might obtain false or otherwise misleading measurements from test equipment in this system.
• What will happen if (component X) fails (open/shorted/etc.)?
• What would have to occur to make this system unsafe?
6.1 Conceptual reasoning

These questions are designed to stimulate your analytic and synthetic thinking\(^3\). In a Socratic discussion with your instructor, the goal is for these questions to prompt an extended dialogue where assumptions are revealed, conclusions are tested, and understanding is sharpened. Your instructor may also pose additional questions based on those assigned, in order to further probe and refine your conceptual understanding.

Questions that follow are presented to challenge and probe your understanding of various concepts presented in the tutorial. These questions are intended to serve as a guide for the Socratic dialogue between yourself and the instructor. Your instructor’s task is to ensure you have a sound grasp of these concepts, and the questions contained in this document are merely a means to this end. Your instructor may, at his or her discretion, alter or substitute questions for the benefit of tailoring the discussion to each student’s needs. The only absolute requirement is that each student is challenged and assessed at a level equal to or greater than that represented by the documented questions.

It is far more important that you convey your reasoning than it is to simply convey a correct answer. For this reason, you should refrain from researching other information sources to answer questions. What matters here is that you are doing the thinking. If the answer is incorrect, your instructor will work with you to correct it through proper reasoning. A correct answer without an adequate explanation of how you derived that answer is unacceptable, as it does not aid the learning or assessment process.

You will note a conspicuous lack of answers given for these conceptual questions. Unlike standard textbooks where answers to every other question are given somewhere toward the back of the book, here in these learning modules students must rely on other means to check their work. The best way by far is to debate the answers with fellow students and also with the instructor during the Socratic dialogue sessions intended to be used with these learning modules. Reasoning through challenging questions with other people is an excellent tool for developing strong reasoning skills.

Another means of checking your conceptual answers, where applicable, is to use circuit simulation software to explore the effects of changes made to circuits. For example, if one of these conceptual questions challenges you to predict the effects of altering some component parameter in a circuit, you may check the validity of your work by simulating that same parameter change within software and seeing if the results agree.

\(^{3}\text{Analytical thinking involves the “disassembly” of an idea into its constituent parts, analogous to dissection. Synthetic thinking involves the “assembly” of a new idea comprised of multiple concepts, analogous to construction. Both activities are high-level cognitive skills, extremely important for effective problem-solving, necessitating frequent challenge and regular practice to fully develop.}\)
6.1.1 Reading outline and reflections

"Reading maketh a full man; conference a ready man; and writing an exact man" – Francis Bacon

Francis Bacon’s advice is a blueprint for effective education: reading provides the learner with knowledge, writing focuses the learner’s thoughts, and critical dialogue equips the learner to confidently communicate and apply their learning. Independent acquisition and application of knowledge is a powerful skill, well worth the effort to cultivate. To this end, students should read these educational resources closely, write their own outline and reflections on the reading, and discuss in detail their findings with classmates and instructor(s). You should be able to do all of the following after reading any instructional text:

- Briefly OUTLINE THE TEXT, as though you were writing a detailed Table of Contents. Feel free to rearrange the order if it makes more sense that way. Prepare to articulate these points in detail and to answer questions from your classmates and instructor. Outlining is a good self-test of thorough reading because you cannot outline what you have not read or do not comprehend.

- Demonstrate ACTIVE READING STRATEGIES, including verbalizing your impressions as you read, simplifying long passages to convey the same ideas using fewer words, annotating text and illustrations with your own interpretations, working through mathematical examples shown in the text, cross-referencing passages with relevant illustrations and/or other passages, identifying problem-solving strategies applied by the author, etc. Technical reading is a special case of problem-solving, and so these strategies work precisely because they help solve any problem: paying attention to your own thoughts (metacognition), eliminating unnecessary complexities, identifying what makes sense, paying close attention to details, drawing connections between separated facts, and noting the successful strategies of others.

- Identify IMPORTANT THEMES, especially GENERAL LAWS and PRINCIPLES, expounded in the text and express them in the simplest of terms as though you were teaching an intelligent child. This emphasizes connections between related topics and develops your ability to communicate complex ideas to anyone.

- Form YOUR OWN QUESTIONS based on the reading, and then pose them to your instructor and classmates for their consideration. Anticipate both correct and incorrect answers, the incorrect answer(s) assuming one or more plausible misconceptions. This helps you view the subject from different perspectives to grasp it more fully.

- Devise EXPERIMENTS to test claims presented in the reading, or to disprove misconceptions. Predict possible outcomes of these experiments, and evaluate their meanings: what result(s) would confirm, and what would constitute disproof? Running mental simulations and evaluating results is essential to scientific and diagnostic reasoning.

- Specifically identify any points you found CONFUSING. The reason for doing this is to help diagnose misconceptions and overcome barriers to learning.
6.1.2 Foundational concepts

Correct analysis and diagnosis of electric circuits begins with a proper understanding of some basic concepts. The following is a list of some important concepts referenced in this module’s full tutorial. Define each of them in your own words, and be prepared to illustrate each of these concepts with a description of a practical example and/or a live demonstration.

- Electric field
- Magnetic field
- Gravitational field
- Electric field strength
- Electric flux
- Electromagnetism
- Electromagnetic induction
- Right-hand rule
- Ferromagnetism
- Magnetic field strength
- Magnetizing force
6.1.3 Sketching magnetic flux lines

If we were to trace the magnetic lines of flux extending from this bar magnet, what would they appear like?

![Magnet with North and South poles labeled]

**Challenges**

- Design a physical experiment to reveal the patterns of magnetic flux lines in visual form.
6.1.4 Defining “north” and “south”
Magnetic poles are designated by two labels: “North” and “South”. How are these labels defined? Explain how we can experimentally determine which ends of a magnet are “North” and “South”, respectively.

Challenges

• If two magnetic compasses are held close enough to each other to interact, which way will their needles point?

6.1.5 Effect of an iron piece on magnetic flux
What happens to the magnetic lines of flux emanating from a magnet, when an unmagnetized piece of iron is placed near it?

Challenges

• Identify a practical application of this effect.

6.1.6 Compass in a lightning storm
When lightning strikes, nearby magnetic compass needles may be seen to jerk in response to the electrical discharge. No compass needle deflection results during the accumulation of electrostatic charge preceding the lightning bolt, but only when the bolt actually strikes. What does this phenomenon indicate about voltage, current, and magnetism?

Challenges

• What would a sensitive electroscope (an instrument designed to detect electric fields) register alongside the compass during a lightning storm.
6.1.7 Circle-and-dot notation

When engineers and physicists draw pictures illustrating the magnetic field produced by a straight current-carrying wire drawn parallel to the printed page, they usually do so using this notation:

```
  o  o  o  o  o
```

Explain what the circle-and-dot and circle-and-cross symbols mean, with reference to the right-hand rule.

Likewise, in illustrations depicting a current-carrying wire drawn perpendicular to the printed page, we use similar notation:

```
  ✗  ✗  ✗  ✗  ✗
```

Explain what the circle-and-cross symbol means, with reference to the right-hand rule.

**Challenges**

- What would change, if anything, if the direction of electric current were to reverse?
6.1.8 Magnetic crane circuit

Cranes used to move scrap iron and steel use electrically powered magnets to hold the metal pieces, rather than a scoop or some other mechanical grasping device:

In this illustration of a crane, superimpose a drawing showing the electromagnet, electrical power supply and wiring necessary for this to work. Also include a switch so the crane operator can turn the magnet on and off. Also, draw an electrical schematic diagram of the same circuit, showing all components in the crane’s magnet circuit.

Challenges

- Suppose the electromagnetic proved too weak to be practical. What could be changed in the circuit to strengthen the magnetic field?
6.1.9 Solenoid valve

A solenoid valve uses magnetism from an electromagnet coil to actuate a valve mechanism:

![Diagram of solenoid valve](image)

Essentially, this is an electrically-controlled on/off water valve. In the development of this valve, though, the design engineers discover that the magnetic force produced by the electromagnet coil is not strong enough to achieve reliable valve actuation every time. What can be changed in this solenoid valve design to produce a greater actuating force?

**Challenges**

- Suppose this valve did not open like it was supposed to when the solenoid coil was energized. Identify some possible reasons for this type of failure.

6.1.10 Ampère’s experiment

In 1820, the French physicist André Marie Ampère discovered that two parallel wires carrying electrical current would either be attracted to one another, or repelled by one another, depending on what directions the two currents were going. Devise an experiment to reproduce Ampère’s results, and determine which directions current must go to produce an attractive versus a repulsive force.

**Challenges**

- When electric current is passed through a coil of wire, does the inter-loop force tend to compress the coil or extend it? What if the electric current were alternating and not direct?
6.1.11 Lorentz force in a rail gun

A rail gun is a kinetic energy weapon using electricity to launch a projectile. One of the advantages of a rail gun over conventional gun-type weapons is that the velocity of the projectile is not limited by the speed of chemical reactions as is the case when using gunpowder or some other combustible substance to thermally propel a projectile.

Rail guns work by placing an electrically-conductive object between two metal “rails” connected to the poles of a high-energy DC source. In the following diagram, the rails are colored orange while the conductive object is colored green. The green-colored object is free to slide along the rails while maintaining electrical contact with both:

Based on the above diagram, which way will the movable object be pushed by the resulting Lorentz force? Hint: annotate the diagram with all directions of current and directions of magnetic flux vectors.

Will the object’s motion reverse if the current source’s direction is reverse?

Will the object’s motion reverse if the current source is connected to the right-hand end of the rails rather than the left-hand end as shown?

Challenges

- What difference does the resistor’s value make, if any?
6.1.12 Audio speaker

A large audio speaker may serve to demonstrate both the principles of electromagnetism and of electromagnetic induction. Explain how this may be done, based on the following cut-away illustration of such a device:

**Challenges**

- Identify some possible points of failure in a speaker which would prevent it from operating properly.
6.1.13 Magnet and copper ring

If a copper ring is brought closer to the end of a permanent magnet, a repulsive force will develop between the magnet and the ring. This force will cease, however, when the ring stops moving. What is this effect called?

Also, describe what will happen if the copper ring is moved away from the end of the permanent magnet.

**Challenges**

- Trace the direction of rotation for the induced electric current in the ring necessary to produce both the repulsive and the attractive force.
- What would happen if the magnet’s orientation were reversed (south pole on left and north pole on right)?
6.1.14 Magnet and non-magnetic metal disk

Lenz’s Law describes the opposition to changes in magnetic flux resulting from electromagnetic induction between a magnetic field and an electrical conductor. One apparatus capable of demonstrating Lenz’s Law is a copper or aluminum disk (electrically conductive, but non-magnetic) positioned close to the end of a powerful permanent magnet. There is no attraction or repulsion between the disk and magnet when there is no motion, but a force will develop between the two objects if either is suddenly moved. This force will be in such a direction that it tries to resist the motion (i.e. the force tries to maintain the gap constant between the two objects):

We know this force is magnetic in nature. That is, the induced current causes the disk itself to become a magnet in order to react against the permanent magnet’s field and produce the opposing force. For each of the following scenarios, label the disk’s induced magnetic poles (North and South) as it reacts to the motion imposed by an outside force:

![Figure 1](image1)

![Figure 2](image2)

![Figure 3](image3)

![Figure 4](image4)
6.1. CONCEPTUAL REASONING

Challenges

- Trace the direction of rotation for the induced electric current in the disk necessary to produce both the repulsive and the attractive force.
- What would happen if the magnet’s orientation were reversed (south pole on left and north pole on right)?

6.1.15 Induced current directions

In the following examples, trace the direction of current through the load resistor:

- Figure 1
- Figure 2
- Figure 3
- Figure 4
- Figure 5
- Figure 6

Challenges

- What difference does the resistor’s value make, if any?
6.1.16  Induced voltage polarities

Determine the polarity of the coil’s induced voltage for each of the following examples. Be careful to note the direction each coil is wrapped around its core – the coils are not all identical!

Figure 1

(Stationary)  Motion  N S

Figure 2

(Stationary)  Motion  S N

Figure 3

Motion  (Stationary)  S N

Figure 4

Motion  (Stationary)  N S

Challenges

• Explain why imagining the presence of a load between the two terminals is helpful.
• What difference does the number of turns in the coil make, if any?
6.1.17 Magnetic drag disk

Electromechanical watt-hour meters use an aluminum disk that is spun by an electric motor. To generate a constant “drag” on the disk necessary to limit its rotational speed, a strong magnet is placed in such a way that its lines of magnetic flux pass perpendicularly through the disk’s thickness:

![Diagram of a magnetic drag disk](image)

Explain the phenomenon behind this magnetic “drag” mechanism, and also explain how the permanent magnet assembly should be re-positioned so that it provides *less* drag on the disk for the same rotational speed.

**Challenges**

- Suppose you *move* a strong magnet past the surface of an aluminum disk. What will happen to the disk, if anything?

- If you were working an an electrical power meter technician and calibrating a watt-hour meter that was turning slower than it should, which way would you have to reposition the drag magnet to correct the meter’s calibration error?

6.1.18 Fluid induction

If the motion of a conductor through a magnetic field induces a voltage in that conductor, it stands to reason that a conductive fluid moving through a pipe can also generate a voltage, if properly exposed to a magnetic field. Draw a picture showing the necessary orientation of the pipe, the magnetic field, and the electrodes intercepting the induced voltage.

**Challenges**

- What effect does a change in the liquid’s electrical conductivity have, if any, on the induced voltage?
6.2 Quantitative reasoning

These questions are designed to stimulate your computational thinking. In a Socratic discussion with your instructor, the goal is for these questions to reveal your mathematical approach(es) to problem-solving so that good technique and sound reasoning may be reinforced. Your instructor may also pose additional questions based on those assigned, in order to observe your problem-solving firsthand.

Mental arithmetic and estimations are strongly encouraged for all calculations, because without these abilities you will be unable to readily detect errors caused by calculator misuse (e.g. keystroke errors).

You will note a conspicuous lack of answers given for these quantitative questions. Unlike standard textbooks where answers to every other question are given somewhere toward the back of the book, here in these learning modules students must rely on other means to check their work. My advice is to use circuit simulation software such as SPICE to check the correctness of quantitative answers. Refer to those learning modules within this collection focusing on SPICE to see worked examples which you may use directly as practice problems for your own study, and/or as templates you may modify to run your own analyses and generate your own practice problems.

Completely worked example problems found in the Tutorial may also serve as “test cases” for gaining proficiency in the use of circuit simulation software, and then once that proficiency is gained you will never need to rely on an answer key!

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4 In other words, set up the circuit simulation software to analyze the same circuit examples found in the Tutorial. If the simulated results match the answers shown in the Tutorial, it confirms the simulation has properly run. If the simulated results disagree with the Tutorial’s answers, something has been set up incorrectly in the simulation software. Using every Tutorial as practice in this way will quickly develop proficiency in the use of circuit simulation software.

5 This approach is perfectly in keeping with the instructional philosophy of these learning modules: teaching students to be self-sufficient thinkers. Answer keys can be useful, but it is even more useful to your long-term success to have a set of tools on hand for checking your own work, because once you have left school and are on your own, there will no longer be “answer keys” available for the problems you will have to solve.
6.2. QUANTITATIVE REASONING

6.2.1 Miscellaneous physical constants

Note: constants shown in bold type are exact, not approximations. Values inside of parentheses show one standard deviation (\( \sigma \)) of uncertainty in the final digits: for example, Avogadro’s number given as 6.02214179(30) \( \times \) 10\(^{23} \) means the center value (6.02214179 \( \times \) 10\(^{23} \)) plus or minus 0.00000030 \( \times \) 10\(^{23} \).

- Avogadro’s number \( (N_A) = 6.02214179(30) \times 10^{23} \) per mole \( (\text{mol}^{-1}) \)
- Boltzmann’s constant \( (k) = 1.3806504(24) \times 10^{-23} \) Joules per Kelvin \( (\text{J/K}) \)
- Electronic charge \( (e) = 1.602176487(40) \times 10^{-19} \) Coulomb \( (\text{C}) \)
- Faraday constant \( (F) = 9.64853399(24) \times 10^4 \) Coulombs per mole \( (\text{C/mol}) \)
- Magnetic permeability of free space \( (\mu_0) = 1.25663706212(19) \times 10^{-6} \) Henrys per meter \( (\text{H/m}) \)
- Electric permittivity of free space \( (\epsilon_0) = 8.8541878128(13) \times 10^{-12} \) Farads per meter \( (\text{F/m}) \)
- Characteristic impedance of free space \( (Z_0) = 376.730313668(57) \) Ohms \( (\Omega) \)
- Gravitational constant \( (G) = 6.67428(67) \times 10^{-11} \) cubic meters per kilogram-seconds squared \( (\text{m}^3/\text{kg-s}^2) \)
- Molar gas constant \( (R) = 8.314472(15) \) Joules per mole-Kelvin \( (\text{J/mol-K}) = 0.08205746(14) \) liters-atmospheres per mole-Kelvin
- Planck constant \( (h) = 6.62606896(33) \times 10^{-34} \) joule-seconds \( (\text{J-s}) \)
- Stefan-Boltzmann constant \( (\sigma) = 5.670400(40) \times 10^{-8} \) Watts per square meter-Kelvin\(^4 \) \( (\text{W/m}^2\cdot\text{K}^4) \)
- Speed of light in a vacuum \( (c) = 299792458 \text{ meters per second} \) \( (\text{m/s}) = 186282.4 \text{ miles per second} \) \( (\text{mi/s}) \)

Note: All constants taken from NIST data “Fundamental Physical Constants – Extensive Listing”, from http://physics.nist.gov/constant, National Institute of Standards and Technology (NIST), 2006; with the exception of the permeability of free space which was taken from NIST’s 2018 CODATA recommended values database.
6.2.2 Introduction to spreadsheets

A powerful computational tool you are encouraged to use in your work is a spreadsheet. Available on most personal computers (e.g. Microsoft Excel), spreadsheet software performs numerical calculations based on number values and formulae entered into cells of a grid. This grid is typically arranged as lettered columns and numbered rows, with each cell of the grid identified by its column/row coordinates (e.g. cell B3, cell A8). Each cell may contain a string of text, a number value, or a mathematical formula. The spreadsheet automatically updates the results of all mathematical formulae whenever the entered number values are changed. This means it is possible to set up a spreadsheet to perform a series of calculations on entered data, and those calculations will be re-done by the computer any time the data points are edited in any way.

For example, the following spreadsheet calculates average speed based on entered values of distance traveled and time elapsed:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Distance traveled</td>
<td>46.9 Kilometers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Time elapsed</td>
<td>1.18 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Average speed</td>
<td>= B1 / B2</td>
<td>km/h</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text labels contained in cells A1 through A3 and cells C1 through C3 exist solely for readability and are not involved in any calculations. Cell B1 contains a sample distance value while cell B2 contains a sample time value. The formula for computing speed is contained in cell B3. Note how this formula begins with an “equals” symbol (=), references the values for distance and speed by lettered column and numbered row coordinates (B1 and B2), and uses a forward slash symbol for division (/). The coordinates B1 and B2 function as variables in an algebraic formula.

When this spreadsheet is executed, the numerical value 39.74576 will appear in cell B3 rather than the formula = B1 / B2, because 39.74576 is the computed speed value given 46.9 kilometers traveled over a period of 1.18 hours. If a different numerical value for distance is entered into cell B1 or a different value for time is entered into cell B2, cell B3’s value will automatically update. All you need to do is set up the given values and any formulae into the spreadsheet, and the computer will do all the calculations for you.

Cell B3 may be referenced by other formulae in the spreadsheet if desired, since it is a variable just like the given values contained in B1 and B2. This means it is possible to set up an entire chain of calculations, one dependent on the result of another, in order to arrive at a final value. The arrangement of the given data and formulae need not follow any pattern on the grid, which means you may place them anywhere.

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6Spreadsheets may also provide means to attach text labels to cells for use as variable names (Microsoft Excel simply calls these labels “names”), but for simple spreadsheets such as those shown here it’s usually easier just to use the standard coordinate naming for each cell.
Common arithmetic operations available for your use in a spreadsheet include the following:

- Addition (+)
- Subtraction (-)
- Multiplication (*)
- Division (/)
- Powers (^)
- Square roots (sqrt())
- Logarithms (ln(), log10())

Parentheses may be used to ensure proper order of operations within a complex formula. Consider this example of a spreadsheet implementing the quadratic formula, used to solve for roots of a polynomial expression in the form of $ax^2 + bx + c$:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$x_1 = \frac{-B4 + \text{sqrt}((B4^2) - (4<em>B3</em>B5)))}{(2*B3}$</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$x_2 = \frac{-B4 - \text{sqrt}((B4^2) - (4<em>B3</em>B5)))}{(2*B3}$</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a =</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>b =</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>c =</td>
<td>-2</td>
</tr>
</tbody>
</table>

This example is configured to compute roots of the polynomial $9x^2 + 5x - 2$ because the values of 9, 5, and $-2$ have been inserted into cells B3, B4, and B5, respectively. Once this spreadsheet has been built, though, it may be used to calculate the roots of any second-degree polynomial expression simply by entering the new $a$, $b$, and $c$ coefficients into cells B3 through B5. The numerical values appearing in cells B1 and B2 will be automatically updated by the computer immediately following any changes made to the coefficients.

Modern spreadsheet software offers a bewildering array of mathematical functions you may use in your computations. I recommend you consult the documentation for your particular spreadsheet for information on operations other than those listed here.

Spreadsheet programs, like text-based programming languages, are designed to follow standard order of operations by default. However, my personal preference is to use parentheses even where strictly unnecessary just to make it clear to any other person viewing the formula what the intended order of operations is.

Reviewing some algebra here, a root is a value for $x$ that yields an overall value of zero for the polynomial. For this polynomial $(9x^2 + 5x - 2)$ the two roots happen to be $x = 0.269381$ and $x = -0.82494$, with these values displayed in cells B1 and B2, respectively upon execution of the spreadsheet.
Alternatively, one could break up the long quadratic formula into smaller pieces like this:

\[ y = \sqrt{b^2 - 4ac} \quad z = 2a \]

\[ x = \frac{-b \pm y}{z} \]

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x_1</td>
<td>= (-B4 + C1) / C2</td>
<td>= sqrt((B4^2) - (4<em>B3</em>B5))</td>
</tr>
<tr>
<td>2</td>
<td>x_2</td>
<td>= (-B4 - C1) / C2</td>
<td>= 2*B3</td>
</tr>
<tr>
<td>3</td>
<td>a</td>
<td>= 9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>b</td>
<td>= 5</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>c</td>
<td>= -2</td>
<td></td>
</tr>
</tbody>
</table>

Note how the square-root term \((y)\) is calculated in cell \(C1\), and the denominator term \((z)\) in cell \(C2\). This makes the two final formulae (in cells \(B1\) and \(B2\)) simpler to interpret. The positioning of all these cells on the grid is completely arbitrary\(^{10}\) — all that matters is that they properly reference each other in the formulae.

Spreadsheets are particularly useful for situations where the same set of calculations representing a circuit or other system must be repeated for different initial conditions. The power of a spreadsheet is that it automates what would otherwise be a tedious set of calculations. One specific application of this is to simulate the effects of various components within a circuit failing with abnormal values (e.g. a shorted resistor simulated by making its value nearly zero; an open resistor simulated by making its value extremely large). Another application is analyzing the behavior of a circuit design given new components that are out of specification, and/or aging components experiencing drift over time.

\(^{10}\)My personal preference is to locate all the “given” data in the upper-left cells of the spreadsheet grid (each data point flanked by a sensible name in the cell to the left and units of measurement in the cell to the right as illustrated in the first distance/time spreadsheet example), sometimes coloring them in order to clearly distinguish which cells contain entered data versus which cells contain computed results from formulae. I like to place all formulae in cells below the given data, and try to arrange them in logical order so that anyone examining my spreadsheet will be able to figure out how I constructed a solution. This is a general principle I believe all computer programmers should follow: document and arrange your code to make it easy for other people to learn from it.
6.2.3 Magnetic field detector coil

Suppose you were designing a wire coil to be used as part of a magnetic field detection apparatus. It will detect the presence of oscillating (AC) magnetic fields by producing a voltage that will be sensed by a voltmeter.

If this coil is to be placed at a distance from an oscillating magnetic field where the coil covers an area large enough to experience a peak rate-of-change of flux \( \left( \frac{d\Phi}{dt} \right) \) equal to 0.2 Webers per second. How many “turns” of wire would this coil have to possess in order to generate a peak voltage of 5 Volts?

Challenges

- Identify one way for the coil to generate this much voltage, given the same magnetic field source, using fewer turns of wire.

6.2.4 Speaker coil voltage

It is possible to measure a small voltage by connecting a voltmeter to the terminals of a loudspeaker and gently tapping on the cone of that speaker. Suppose you do this, and measure a peak voltage of 45 milliVolts when doing so.

If the speaker’s coil happens to contain 180 turns of wire, calculate the maximum rate-of-change of magnetic flux experienced by the coil during this experiment.

Challenges

- Identify different ways to have this coil generate a larger peak voltage.
6.2.5 Induced voltage

If a wire coil with 450 turns is exposed to a magnetic flux increasing at a rate of 0.008 Webers per second, how much voltage will be induced across the coil?

If a wire coil with 320 turns is exposed to a magnetic flux decreasing at a rate of 0.03 Webers per second (as shown in the illustration), how much voltage will be induced across the coil, and what will its polarity be?

Challenges

- Are the motions shown in the illustrations the only valid way to physically expose these coils to changing magnetic flux?

6.2.6 Force between wires

Imagine a pair of wires 2 meters long (each) laid parallel to each other, separated by a distance of 10 cm. If 3 Amperes of current passes through one, and 5 Amperes of current passes through the other, both currents in the same direction, how much force will be produced between them?

Challenges

- What would happen if the direction of one of these currents was reversed?
- What would happen if the direction of both currents was reversed?
- Identify how to increase this force while not changing either of the current’s values.
6.3 Diagnostic reasoning

These questions are designed to stimulate your deductive and inductive thinking, where you must apply general principles to specific scenarios (deductive) and also derive conclusions about the failed circuit from specific details (inductive). In a Socratic discussion with your instructor, the goal is for these questions to reinforce your recall and use of general circuit principles and also challenge your ability to integrate multiple symptoms into a sensible explanation of what’s wrong in a circuit. Your instructor may also pose additional questions based on those assigned, in order to further challenge and sharpen your diagnostic abilities.

As always, your goal is to fully explain your analysis of each problem. Simply obtaining a correct answer is not good enough – you must also demonstrate sound reasoning in order to successfully complete the assignment. Your instructor’s responsibility is to probe and challenge your understanding of the relevant principles and analytical processes in order to ensure you have a strong foundation upon which to build further understanding.

You will note a conspicuous lack of answers given for these diagnostic questions. Unlike standard textbooks where answers to every other question are given somewhere toward the back of the book, here in these learning modules students must rely on other means to check their work. The best way by far is to debate the answers with fellow students and also with the instructor during the Socratic dialogue sessions intended to be used with these learning modules. Reasoning through challenging questions with other people is an excellent tool for developing strong reasoning skills.

Another means of checking your diagnostic answers, where applicable, is to use circuit simulation software to explore the effects of faults placed in circuits. For example, if one of these diagnostic questions requires that you predict the effect of an open or a short in a circuit, you may check the validity of your work by simulating that same fault (substituting a very high resistance in place of that component for an open, and substituting a very low resistance for a short) within software and seeing if the results agree.

6.3.1 Identifying magnet poles

A simply way to identify the poles of a bar magnet is to suspend that magnet so it is free to turn, and let it orient itself to the Earth’s magnetic field. Devise a method to identify the poles of a bar magnet that is too large and heavy to move.

<table>
<thead>
<tr>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Similarly, explain how we could identify the “North” and “South” poles of a horseshoe magnet, which will not orient itself quite as readily as a bar magnet.</td>
</tr>
</tbody>
</table>
6.3.2 Generator with low output

Suppose a generator used to output 14.6 Volts when its shaft was turned at a speed of 1800 RPM (revolutions per minute), but now only outputs 12.9 Volts at that same speed. Identify some possible causes of this reduced voltage.

Challenges

• What would you expect to see inside of a generator if you disassembled one?
Appendix A

Problem-Solving Strategies

The ability to solve complex problems is arguably one of the most valuable skills one can possess, and this skill is particularly important in any science-based discipline.

- **Study principles, not procedures.** Don’t be satisfied with merely knowing how to compute solutions – learn *why* those solutions work.

- **Identify** what it is you need to solve, identify all relevant data, identify all units of measurement, identify any general principles or formulae linking the given information to the solution, and then identify any “missing pieces” to a solution. **Annotate** all diagrams with this data.

- **Sketch a diagram** to help visualize the problem. When building a real system, always devise a plan for that system and analyze its function *before* constructing it.

- **Follow the units of measurement and meaning of every calculation.** If you are ever performing mathematical calculations as part of a problem-solving procedure, and you find yourself unable to apply each and every intermediate result to some aspect of the problem, it means you don’t understand what you are doing. Properly done, every mathematical result should have practical meaning for the problem, and not just be an abstract number. You should be able to identify the proper units of measurement for each and every calculated result, and show where that result fits into the problem.

- **Perform “thought experiments”** to explore the effects of different conditions for theoretical problems. When troubleshooting real systems, perform **diagnostic tests** rather than visually inspecting for faults, the best diagnostic test being the one giving you the most information about the nature and/or location of the fault with the fewest steps.

- **Simplify the problem** until the solution becomes obvious, and then use that obvious case as a model to follow in solving the more complex version of the problem.

- **Check for exceptions** to see if your solution is incorrect or incomplete. A good solution will work for *all* known conditions and criteria. A good example of this is the process of testing scientific hypotheses: the task of a scientist is not to find support for a new idea, but rather to **challenge** that new idea to see if it holds up under a battery of tests. The philosophical
principle of *reductio ad absurdum* (i.e. disproving a general idea by finding a specific case where it fails) is useful here.

- **Work “backward”** from a hypothetical solution to a new set of given conditions.
- **Add quantities** to problems that are qualitative in nature, because sometimes a little math helps illuminate the scenario.
- **Sketch graphs** illustrating how variables relate to each other. These may be quantitative (i.e. with realistic number values) or qualitative (i.e. simply showing increases and decreases).
- **Treat quantitative problems as qualitative** in order to discern the relative magnitudes and/or directions of change of the relevant variables. For example, try determining what happens if a certain variable were to increase or decrease before attempting to precisely calculate quantities: how will each of the dependent variables respond, by increasing, decreasing, or remaining the same as before?
- **Consider limiting cases.** This works especially well for qualitative problems where you need to determine which direction a variable will change. Take the given condition and magnify that condition to an extreme degree as a way of simplifying the direction of the system’s response.
- **Check your work.** This means regularly testing your conclusions to see if they make sense. This does not mean repeating the same steps originally used to obtain the conclusion(s), but rather to use some other means to check validity. Simply repeating procedures often leads to *repeating the same errors* if any were made, which is why alternative paths are better.
Appendix B

Instructional philosophy

“The unexamined circuit is not worth energizing” – Socrates (if he had taught electricity)

These learning modules, although useful for self-study, were designed to be used in a formal learning environment where a subject-matter expert challenges students to digest the content and exercise their critical thinking abilities in the answering of questions and in the construction and testing of working circuits.

The following principles inform the instructional and assessment philosophies embodied in these learning modules:

• The first goal of education is to enhance clear and independent thought, in order that every student reach their fullest potential in a highly complex and inter-dependent world. Robust reasoning is always more important than particulars of any subject matter, because its application is universal.

• Literacy is fundamental to independent learning and thought because text continues to be the most efficient way to communicate complex ideas over space and time. Those who cannot read with ease are limited in their ability to acquire knowledge and perspective.

• Articulate communication is fundamental to work that is complex and interdisciplinary.

• Faulty assumptions and poor reasoning are best corrected through challenge, not presentation. The rhetorical technique of reductio ad absurdum (disproving an assertion by exposing an absurdity) works well to discipline student’s minds, not only to correct the problem at hand but also to learn how to detect and correct future errors.

• Important principles should be repeatedly explored and widely applied throughout a course of study, not only to reinforce their importance and help ensure their mastery, but also to showcase the interconnectedness and utility of knowledge.
These learning modules were expressly designed to be used in an “inverted” teaching environment where students first read the introductory and tutorial chapters on their own, then individually attempt to answer the questions and construct working circuits according to the experiment and project guidelines. The instructor never lectures, but instead meets regularly with each individual student to review their progress, answer questions, identify misconceptions, and challenge the student to new depths of understanding through further questioning. Regular meetings between instructor and student should resemble a Socratic dialogue, where questions serve as scalpels to dissect topics and expose assumptions. The student passes each module only after consistently demonstrating their ability to logically analyze and correctly apply all major concepts in each question or project/experiment. The instructor must be vigilant in probing each student’s understanding to ensure they are truly reasoning and not just memorizing. This is why “Challenge” points appear throughout, as prompts for students to think deeper about topics and as starting points for instructor queries. Sometimes these challenge points require additional knowledge that hasn’t been covered in the series to answer in full. This is okay, as the major purpose of the Challenges is to stimulate analysis and synthesis on the part of each student.

The instructor must possess enough mastery of the subject matter and awareness of students' reasoning to generate their own follow-up questions to practically any student response. Even completely correct answers given by the student should be challenged by the instructor for the purpose of having students practice articulating their thoughts and defending their reasoning. Conceptual errors committed by the student should be exposed and corrected not by direct instruction, but rather by reducing the errors to an absurdity through well-chosen questions and thought experiments posed by the instructor. Becoming proficient at this style of instruction requires time and dedication, but the positive effects on critical thinking for both student and instructor are spectacular.

An inspection of these learning modules reveals certain unique characteristics. One of these is a bias toward thorough explanations in the tutorial chapters. Without a live instructor to explain concepts and applications to students, the text itself must fulfill this role. This philosophy results in lengthier explanations than what you might typically find in a textbook, each step of the reasoning process fully explained, including footnotes addressing common questions and concerns students raise while learning these concepts. Each tutorial seeks to not only explain each major concept in sufficient detail, but also to explain the logic of each concept and how each may be developed

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1In a traditional teaching environment, students first encounter new information via lecture from an expert, and then independently apply that information via homework. In an “inverted” course of study, students first encounter new information via homework, and then independently apply that information under the scrutiny of an expert. The expert’s role in lecture is to simply explain, but the expert’s role in an inverted session is to challenge, critique, and if necessary explain where gaps in understanding still exist.

2Socrates is a figure in ancient Greek philosophy famous for his unflinching style of questioning. Although he authored no texts, he appears as a character in Plato’s many writings. The essence of Socratic philosophy is to leave no question unexamined and no point of view unchallenged. While purists may argue a topic such as electric circuits is too narrow for a true Socratic-style dialogue, I would argue that the essential thought processes involved with scientific reasoning on any topic are not far removed from the Socratic ideal, and that students of electricity and electronics would do very well to challenge assumptions, pose thought experiments, identify fallacies, and otherwise employ the arsenal of critical thinking skills modeled by Socrates.

3This rhetorical technique is known by the Latin phrase *reductio ad absurdum*. The concept is to expose errors by counter-example, since only one solid counter-example is necessary to disprove a universal claim. As an example of this, consider the common misconception among beginning students of electricity that voltage cannot exist without current. One way to apply *reductio ad absurdum* to this statement is to ask how much current passes through a fully-charged battery connected to nothing (i.e. a clear example of voltage existing without current).
from “first principles”. Again, this reflects the goal of developing clear and independent thought in students’ minds, by showing how clear and logical thought was used to forge each concept. Students benefit from witnessing a model of clear thinking in action, and these tutorials strive to be just that.

Another characteristic of these learning modules is a lack of step-by-step instructions in the Project and Experiment chapters. Unlike many modern workbooks and laboratory guides where step-by-step instructions are prescribed for each experiment, these modules take the approach that students must learn to closely read the tutorials and apply their own reasoning to identify the appropriate experimental steps. Sometimes these steps are plainly declared in the text, just not as a set of enumerated points. At other times certain steps are implied, an example being assumed competence in test equipment use where the student should not need to be told again how to use their multimeter because that was thoroughly explained in previous lessons. In some circumstances no steps are given at all, leaving the entire procedure up to the student.

This lack of prescription is not a flaw, but rather a feature. Close reading and clear thinking are foundational principles of this learning series, and in keeping with this philosophy all activities are designed to require those behaviors. Some students may find the lack of prescription frustrating, because it demands more from them than what their previous educational experiences required. This frustration should be interpreted as an unfamiliarity with autonomous thinking, a problem which must be corrected if the student is ever to become a self-directed learner and effective problem-solver. Ultimately, the need for students to read closely and think clearly is more important both in the near-term and far-term than any specific facet of the subject matter at hand. If a student takes longer than expected to complete a module because they are forced to outline, digest, and reason on their own, so be it. The future gains enjoyed by developing this mental discipline will be well worth the additional effort and delay.

Another feature of these learning modules is that they do not treat topics in isolation. Rather, important concepts are introduced early in the series, and appear repeatedly as stepping-stones toward other concepts in subsequent modules. This helps to avoid the “compartmentalization” of knowledge, demonstrating the inter-connectedness of concepts and simultaneously reinforcing them. Each module is fairly complete in itself, reserving the beginning of its tutorial to a review of foundational concepts.

This methodology of assigning text-based modules to students for digestion and then using Socratic dialogue to assess progress and hone students’ thinking was developed over a period of several years by the author with his Electronics and Instrumentation students at the two-year college level. While decidedly unconventional and sometimes even unsettling for students accustomed to a more passive lecture environment, this instructional philosophy has proven its ability to convey conceptual mastery, foster careful analysis, and enhance employability so much better than lecture that the author refuses to ever teach by lecture again.

Problems which often go undiagnosed in a lecture environment are laid bare in this “inverted” format where students must articulate and logically defend their reasoning. This, too, may be unsettling for students accustomed to lecture sessions where the instructor cannot tell for sure who comprehends and who does not, and this vulnerability necessitates sensitivity on the part of the “inverted” session instructor in order that students never feel discouraged by having their errors exposed. Everyone makes mistakes from time to time, and learning is a lifelong process! Part of the instructor’s job is to build a culture of learning among the students where errors are not seen as shameful, but rather as opportunities for progress.
To this end, instructors managing courses based on these modules should adhere to the following principles:

- Student questions are always welcome and demand thorough, honest answers. The only type of question an instructor should refuse to answer is one the student should be able to easily answer on their own. Remember, the fundamental goal of education is for each student to learn to think clearly and independently. This requires hard work on the part of the student, which no instructor should ever circumvent. Anything done to bypass the student’s responsibility to do that hard work ultimately limits that student’s potential and thereby does real harm.

- It is not only permissible, but encouraged, to answer a student’s question by asking questions in return, these follow-up questions designed to guide the student to reach a correct answer through their own reasoning.

- All student answers demand to be challenged by the instructor and/or by other students. This includes both correct and incorrect answers – the goal is to practice the articulation and defense of one’s own reasoning.

- No reading assignment is deemed complete unless and until the student demonstrates their ability to accurately summarize the major points in their own terms. Recitation of the original text is unacceptable. This is why every module contains an “Outline and reflections” question as well as a “Foundational concepts” question in the Conceptual reasoning section, to prompt reflective reading.

- No assigned question is deemed answered unless and until the student demonstrates their ability to consistently and correctly apply the concepts to variations of that question. This is why module questions typically contain multiple “Challenges” suggesting different applications of the concept(s) as well as variations on the same theme(s). Instructors are encouraged to devise as many of their own “Challenges” as they are able, in order to have a multitude of ways ready to probe students’ understanding.

- No assigned experiment or project is deemed complete unless and until the student demonstrates the task in action. If this cannot be done “live” before the instructor, video-recordings showing the demonstration are acceptable. All relevant safety precautions must be followed, all test equipment must be used correctly, and the student must be able to properly explain all results. The student must also successfully answer all Challenges presented by the instructor for that experiment or project.
Students learning from these modules would do well to abide by the following principles:

- No text should be considered fully and adequately read unless and until you can express every idea in your own words, using your own examples.

- You should always articulate your thoughts as you read the text, noting points of agreement, confusion, and epiphanies. Feel free to print the text on paper and then write your notes in the margins. Alternatively, keep a journal for your own reflections as you read. This is truly a helpful tool when digesting complicated concepts.

- Never take the easy path of highlighting or underlining important text. Instead, summarize and/or comment on the text using your own words. This actively engages your mind, allowing you to more clearly perceive points of confusion or misunderstanding on your own.

- A very helpful strategy when learning new concepts is to place yourself in the role of a teacher, if only as a mental exercise. Either explain what you have recently learned to someone else, or at least imagine yourself explaining what you have learned to someone else. The simple act of having to articulate new knowledge and skill forces you to take on a different perspective, and will help reveal weaknesses in your understanding.

- Perform each and every mathematical calculation and thought experiment shown in the text on your own, referring back to the text to see that your results agree. This may seem trivial and unnecessary, but it is critically important to ensuring you actually understand what is presented, especially when the concepts at hand are complicated and easy to misunderstand. Apply this same strategy to become proficient in the use of circuit simulation software, checking to see if your simulated results agree with the results shown in the text.

- Above all, recognize that learning is hard work, and that a certain level of frustration is unavoidable. There are times when you will struggle to grasp some of these concepts, and that struggle is a natural thing. Take heart that it will yield with persistent and varied effort, and never give up!

Students interested in using these modules for self-study will also find them beneficial, although the onus of responsibility for thoroughly reading and answering questions will of course lie with that individual alone. If a qualified instructor is not available to challenge students, a workable alternative is for students to form study groups where they challenge one another.

To high standards of education,

Tony R. Kuphaldt

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4 As the old saying goes, “Insanity is trying the same thing over and over again, expecting different results.” If you find yourself stumped by something in the text, you should attempt a different approach. Alter the thought experiment, change the mathematical parameters, do whatever you can to see the problem in a slightly different light, and then the solution will often present itself more readily.

5 Avoid the temptation to simply share answers with study partners, as this is really counter-productive to learning. Always bear in mind that the answer to any question is far less important in the long run than the method(s) used to obtain that answer. The goal of education is to empower one’s life through the improvement of clear and independent thought, literacy, expression, and various practical skills.
Appendix C

Tools used

I am indebted to the developers of many open-source software applications in the creation of these learning modules. The following is a list of these applications with some commentary on each.

You will notice a theme common to many of these applications: a bias toward code. Although I am by no means an expert programmer in any computer language, I understand and appreciate the flexibility offered by code-based applications where the user (you) enters commands into a plain ASCII text file, which the software then reads and processes to create the final output. Code-based computer applications are by their very nature extensible, while WYSIWYG (What You See Is What You Get) applications are generally limited to whatever user interface the developer makes for you.

The GNU/Linux computer operating system

There is so much to be said about Linus Torvalds’ Linux and Richard Stallman’s GNU project. First, to credit just these two individuals is to fail to do justice to the mob of passionate volunteers who contributed to make this amazing software a reality. I first learned of Linux back in 1996, and have been using this operating system on my personal computers almost exclusively since then. It is free, it is completely configurable, and it permits the continued use of highly efficient Unix applications and scripting languages (e.g. shell scripts, Makefiles, sed, awk) developed over many decades. Linux not only provided me with a powerful computing platform, but its open design served to inspire my life’s work of creating open-source educational resources.

Bram Moolenaar’s Vim text editor

Writing code for any code-based computer application requires a text editor, which may be thought of as a word processor strictly limited to outputting plain-ASCII text files. Many good text editors exist, and one’s choice of text editor seems to be a deeply personal matter within the programming world. I prefer Vim because it operates very similarly to vi which is ubiquitous on Unix/Linux operating systems, and because it may be entirely operated via keyboard (i.e. no mouse required) which makes it fast to use.
Donald Knuth’s \TeX typesetting system

Developed in the late 1970’s and early 1980’s by computer scientist extraordinare Donald Knuth to typeset his multi-volume magnum opus *The Art of Computer Programming*, this software allows the production of formatted text for screen-viewing or paper printing, all by writing plain-text code to describe how the formatted text is supposed to appear. \TeX is not just a markup language for documents, but it is also a Turing-complete programming language in and of itself, allowing useful algorithms to be created to control the production of documents. Simply put, \TeX *is a programmer’s approach to word processing*. Since \TeX is controlled by code written in a plain-text file, this means anyone may read that plain-text file to see exactly how the document was created. This openness afforded by the code-based nature of \TeX makes it relatively easy to learn how other people have created their own \TeX documents. By contrast, examining a beautiful document created in a conventional WYSIWYG word processor such as Microsoft Word suggests nothing to the reader about *how* that document was created, or what the user might do to create something similar. As Mr. Knuth himself once quipped, conventional word processing applications should be called WYSIAYG (What You See Is All You Get).

Leslie Lamport’s \LaTeX extensions to \TeX

Like all true programming languages, \TeX is inherently extensible. So, years after the release of \TeX to the public, Leslie Lamport decided to create a massive extension allowing easier compilation of book-length documents. The result was \LaTeX, which is the markup language used to create all ModEL module documents. You could say that \TeX is to \LaTeX as C is to C++. This means it is permissible to use any and all \TeX commands within \LaTeX source code, and it all still works. Some of the features offered by \LaTeX that would be challenging to implement in \TeX include automatic index and table-of-content creation.

Tim Edwards’ \Xcircuit drafting program

This wonderful program is what I use to create all the schematic diagrams and illustrations (but not photographic images or mathematical plots) throughout the ModEL project. It natively outputs PostScript format which is a true vector graphic format (this is why the images do not pixellate when you zoom in for a closer view), and it is so simple to use that I have never had to read the manual! Object libraries are easy to create for \Xcircuit, being plain-text files using PostScript programming conventions. Over the years I have collected a large set of object libraries useful for drawing electrical and electronic schematics, pictorial diagrams, and other technical illustrations.
**Gimp** graphic image manipulation program

Essentially an open-source clone of Adobe’s PhotoShop, I use Gimp to resize, crop, and convert file formats for all of the photographic images appearing in the ModEL modules. Although Gimp does offer its own scripting language (called Script-Fu), I have never had occasion to use it. Thus, my utilization of Gimp to merely crop, resize, and convert graphic images is akin to using a sword to slice bread.

**SPICE** circuit simulation program

SPICE is to circuit analysis as TeX is to document creation: it is a form of markup language designed to describe a certain object to be processed in plain-ASCII text. When the plain-text “source file” is compiled by the software, it outputs the final result. More modern circuit analysis tools certainly exist, but I prefer SPICE for the following reasons: it is free, it is fast, it is reliable, and it is a fantastic tool for teaching students of electricity and electronics how to write simple code. I happen to use rather old versions of SPICE, version 2g6 being my “go to” application when I only require text-based output. NgSpice (version 26), which is based on Berkeley SPICE version 3f5, is used when I require graphical output for such things as time-domain waveforms and Bode plots. In all SPICE example netlists I strive to use coding conventions compatible with all SPICE versions.

Andrew D. Hwang’s **ePiX** mathematical visualization programming library

This amazing project is a C++ library you may link to any C/C++ code for the purpose of generating PostScript graphic images of mathematical functions. As a completely free and open-source project, it does all the plotting I would otherwise use a Computer Algebra System (CAS) such as Mathematica or Maple to do. It should be said that ePiX is not a Computer Algebra System like Mathematica or Maple, but merely a mathematical visualization tool. In other words, it won’t determine integrals for you (you’ll have to implement that in your own C/C++ code!), but it can graph the results, and it does so beautifully. What I really admire about ePiX is that it is a C++ programming library, which means it builds on the existing power and toolset available with that programming language. Mr. Hwang could have probably developed his own stand-alone application for mathematical plotting, but by creating a C++ library to do the same thing he accomplished something much greater.
**gnuplot** mathematical visualization software

Another open-source tool for mathematical visualization is **gnuplot**. Interestingly, this tool is *not* part of Richard Stallman’s GNU project, its name being a coincidence. For this reason the authors prefer “gnu” *not* be capitalized at all to avoid confusion. This is a much “lighter-weight” alternative to a spreadsheet for plotting tabular data, and the fact that it easily outputs directly to an X11 console or a file in a number of different graphical formats (including PostScript) is very helpful. I typically set my **gnuplot** output format to default (X11 on my Linux PC) for quick viewing while I’m developing a visualization, then switch to PostScript file export once the visual is ready to include in the document(s) I’m writing. As with my use of **Gimp** to do rudimentary image editing, my use of **gnuplot** only scratches the surface of its capabilities, but the important points are that it’s *free* and that it *works well*.

**Python** programming language

Both Python and C++ find extensive use in these modules as instructional aids and exercises, but I’m listing Python here as a *tool* for myself because I use it almost daily as a *calculator*. If you open a Python interpreter console and type `from math import *` you can type mathematical expressions and have it return results just as you would on a hand calculator. Complex-number (i.e. *phasor*) arithmetic is similarly supported if you include the complex-math library (`from cmath import *`). Examples of this are shown in the Programming References chapter (if included) in each module. Of course, being a fully-featured programming language, Python also supports conditionals, loops, and other structures useful for calculation of quantities. Also, running in a console environment where all entries and returned values show as text in a chronologically-ordered list makes it easy to copy-and-paste those calculations to document exactly how they were performed.
Appendix D

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Appendix E

References


Appendix F

Version history

This is a list showing all significant additions, corrections, and other edits made to this learning module. Each entry is referenced by calendar date in reverse chronological order (newest version first), which appears on the front cover of every learning module for easy reference. Any contributors to this open-source document are listed here as well.

27 November 2022 – placed questions at the top of the itemized list in the Introduction chapter prompting students to devise experiments related to the tutorial content.

16 November 2022 – added a new Historical References section (historical_solenoid_turbine.latex) showing a solenoid used as part of a feedforward control system for an antique steam turbine-driven electrical generator.

17 October 2022 – added comments to the Tutorial describing a way to easily remember the finger-vector relations in the right-hand rule. Also added a Conceptual Reasoning question on Lorentz forces in a rail gun.

13 July 2022 – clarified some of the images showing magnetic fields created by electric current.

27 November 2021 – added a new Tutorial section on basic motor theory.

26 November 2021 – added a new Technical Reference section on the Poynting vector, and added many details to the Tutorial including an expanded the right-hand rule section to include the vector cross-product form of the right-hand rule and photographs of my right hand annotated with vector symbols.

2 August 2021 – added a photograph to the Case Tutorial section demonstrating Lenz’s Law using a battery and a small AC motor.

9 July 2021 – added a Case Tutorial section with a demonstration of Lenz’s Law using a battery and a small AC motor.

28 May 2021 – added a Case Tutorial chapter with a section showing how to use a CMOS inverter
IC as a sensitive electric field detector. Also, divided the main Tutorial into sections.

8 May 2021 – commented out or deleted empty chapters.

30 March 2021 – qualified that only some types of ferrites are high-loss, and added distinction between magnetically “soft” versus “hard” materials.

13 October 2020 – minor additions to the Introduction chapter, and to the Tutorial. Also, changed the direction of coil “wrap” in one of the examples in the “Induced current directions” question.

2 October 2020 – significantly edited the Introduction chapter to make it more suitable as a pre-study guide and to provide cues useful to instructors leading “inverted” teaching sessions.

4 May 2020 – added questions, as well as Tutorial content on magnetic saturation.

1 May 2020 - 30 April 2020 – added questions, as well as Technical Reference sections on electric and magnetic field measurements.

27 January 2020 – added Foundational Concepts to the list in the Conceptual Reasoning section.

1 October 2019 – added more text from Michael Faraday’s book to the Historical Reference section on induction.

13 January 2019 – renamed Simplified Tutorial to Tutorial, since I haven’t written a Full Tutorial yet.

19 December 2018 – added photograph of steel filings oriented around an arc welding cable.

6 November 2018 – added historical references showing electrostatic-field instruments.

5 November 2018 – added historical references showing magnetic fields mapped by steel filings. Also edited Simplified Tutorial to elaborate more on the distinctions between electric and magnetic fields.

4 November 2018 – document first created.
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