



Physics

HP COMPUTER CURRICULUM

Mechanics

TEACHERS ADVISOR

HEWLETT  PACKARD

Hewlett-Packard  
Computer Curriculum Series

**physics**  
**TEACHER'S ADVISOR**

**mechanics**

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HEWLETT-PACKARD COMPANY  
Cupertino, California  
Printed in the U.S.A.

The Hewlett-Packard Computer Curriculum Series represents the published results of a Curriculum Development Project sponsored by the Data Systems Division of Hewlett-Packard Company. This project is under the directorship of Jean H. Danver.

This material is designed to be used with any Hewlett-Packard system with the BASIC programming language such as the 9830A, Educational BASIC, and the 2000 and 3000 series systems.

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Printed in the U.S.A.

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## INTRODUCTION

This Physics Problem-Solving Set consists of a Student Lab Book and the corresponding Teacher's Advisor. It was designed to help meet the need for computer-oriented problems in physics, providing students an opportunity to use a computer as a problem solving tool within a particular subject matter area.

The materials are designed for flexible use as desired by the individual instructor. The material and exercises in this unit are intended as an "enrichment" experience in the field of mechanics.

Nearly all the exercises involve calculus in a difference approximation. This enables a wide variety of problems to be undertaken which would be impossible using only algebra and trigonometry. However, the words calculus, derivative, and integration are never used. The student who uses this material will have a much better feeling for calculus when he studies it analytically. Of course the primary reason a student should use the material is to better understand the ideas in mechanics. The use of this material will not compete with your text. Instead, it can be used to supplement and enrich in any fashion you choose.

The degree of difficulty of the material is dependent upon the amount of assistance which you choose to provide. With no assistance, the better physics student should be challenged. However, given a good deal of assistance, any physics student should be able to work out the exercises with no great difficulty. The level of the material is determined by the assumption that students taking introductory physics will be quite capable as a group.

The Lab Books provide text material and programming exercises for the students, advanced problems, and a sample program. The Teacher's Advisor contains an example of a program to solve each exercise and a brief discussion of the important elements of exercise.

For best results, you should study all the solutions until you are certain you have a complete grasp of the general methods. This should be done before assigning the material to the class. Generally, the exercises are cumulative so that as techniques are developed they are used in subsequent exercises. Therefore, you will probably wish to proceed through the exercises in the order in which they are given.

The solutions should be treated as *typical* only. There are many ways to work a given problem. Students should be encouraged to develop their own solutions even though they may be quite different from those presented here. Also, you should not become obsessively concerned with computer efficiency. It is far more important that the student develop a logical and methodical approach to computer programming than to dwell on flashy techniques.

**NOTES**

## RATES

## Exercise 1 — Computing Velocity

This exercise utilizes the program from Figure 1 in the Student Lab Book. The only change required is a new DEF statement in line 150. The intent is to let the student see the limiting process as the average and instantaneous velocities approach each other. If the student tries a value of D too small, the accuracy begins to deteriorate due to internal round off error by the computer. If you choose, you might ask the student to investigate other values of time and plot the results.

## RUN

```

100 REM PROGRAM FOR AVERAGE VELOCITY
110 PRINT "INPUT VALUE OF T DESIRED";
120 INPUT T
130 PRINT "INPUT VALUE OF D";
140 INPUT D
150 DEF FNA(T)=SIN(T)+T^2
160 LET V=(FNA(T+D/2)-FNA(T-D/2))/D
170 PRINT "AVERAGE VELOCITY IS ";V
180 PRINT
190 GOTO 110
999 END

```

```

INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.5
AVERAGE VELOCITY IS 2.53469

INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.1
AVERAGE VELOCITY IS 2.54008

INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.05
AVERAGE VELOCITY IS 2.54024

INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.01
AVERAGE VELOCITY IS 2.5403

INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.1
AVERAGE VELOCITY IS 3.58403

INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.05
AVERAGE VELOCITY IS 3.58391

INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.01
AVERAGE VELOCITY IS 3.584

```

**Exercise 2 — Applications**

This exercise is based upon Exercise 1, but a very important point is developed here. That is, with the computer we can handle cases that would be very difficult even if the student had completed a course in calculus. Assuming the student was acquainted with differentiation he would find great difficulty with (c). However it is handled in the same manner as (a) and (b).

```
150 DEF FNA(T)= 3*T^3-4*T^2+5
RUN
```

```
INPUT VALUE OF T DESIRED?1
```

```
INPUT VALUE OF D?1
```

```
AVERAGE VELOCITY IS 1.75
```

```
INPUT VALUE OF T DESIRED?1
```

```
INPUT VALUE OF D?.1
```

```
AVERAGE VELOCITY IS 1.00751
```

```
INPUT VALUE OF T DESIRED?1
```

```
INPUT VALUE OF D?.01
```

```
AVERAGE VELOCITY IS 1.00017
```

```
INPUT VALUE OF T DESIRED?2
```

```
INPUT VALUE OF D?.1
```

```
AVERAGE VELOCITY IS 20.0075
```

```
INPUT VALUE OF T DESIRED?2
```

```
INPUT VALUE OF D?.01
```

```
AVERAGE VELOCITY IS 20.0001
```

```
150 DEF FNA(T) = EXP(T)+T
RUN
```

```
INPUT VALUE OF T DESIRED?1
```

```
INPUT VALUE OF D?.1
```

```
AVERAGE VELOCITY IS 3.71942
```

```
INPUT VALUE OF T DESIRED?1
```

```
INPUT VALUE OF D?.01
```

```
AVERAGE VELOCITY IS 3.71833
```

```
INPUT VALUE OF T DESIRED?2
```

```
INPUT VALUE OF D?.1
```

```
AVERAGE VELOCITY IS 8.39216
```

```
INPUT VALUE OF T DESIRED?2
```

```
INPUT VALUE OF D?.01
```

```
AVERAGE VELOCITY IS 8.38928
```

```
150 DEF FNA(T) = COS(T^3)-EXP(COS(T))
RUN
```

```
INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?1
AVERAGE VELOCITY IS -.633302
```

```
INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.1
AVERAGE VELOCITY IS -1.08582
```

```
INPUT VALUE OF T DESIRED?1
INPUT VALUE OF D?.01
AVERAGE VELOCITY IS -1.08004
```

```
INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.1
AVERAGE VELOCITY IS -10.5488
```

```
INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.01
AVERAGE VELOCITY IS -11.2654
```

```
INPUT VALUE OF T DESIRED?2
INPUT VALUE OF D?.0075
AVERAGE VELOCITY IS -11.2685
```

**Exercise 3 — Automatic Accuracy**

This is an exercise in programming skill. The old value of the velocity is set equal to zero in line 140. The new value is computed in line 170. The test that is the heart of the process in line 180 gives the exit condition. Other than this, the program is straightforward.

```
100  REM AUTOMATIC VELOCITY PROGRAM
110  READ N
120  DEF FNA(T)=T^2
130  FOR I=1 TO N
140  LET V0=0
150  LET D=1
160  READ T
170  LET V1=(FNA(T+D/2)-FNA(T-D/2))/D
180  IF ABS((V1-V0)/V1)<.00005 THEN 220
190  LET D=D/10
200  LET V0=V1
210  GOTO 170
220  PRINT "AT T = "T"  V =  "V1
230  NEXT I
800  DATA 4
801  DATA 1,2,3,4
999  END
```

RUN

AT T = 1	V = 2.
AT T = 2	V = 4.
AT T = 3	V = 6.00002
AT T = 4	V = 8.00001

**Exercise 4 — Advanced — Plotting Results**

Hopefully, the student will discover in this exercise that for a displacement that is a linear function of time, the velocity is a constant. You might assign the students other linear functions and let them discover the property of constant velocity.

```

120 DEF FNA(T) = T
RUN

AT T = 1      V = .999999
AT T = 2      V = 1.
AT T = 3      V = 1.
AT T = 4      V = 1.

DONE

```

**Exercise 5 — Rates and Trigonometric Functions**

The student should discover that the desired function is the Cosine function. This is facilitated by plotting both the function for displacement and for velocity on the same graph.

```

100 REM AUTOMATIC VELOCITY PROGRAM
105 PRINT
106 PRINT " T","V1","SIN(T)","COS(T)"
107 PRINT
120 DEF FNA(T)=SIN(T)
130 FOR T=0 TO 1 STEP .1
140 LET V0=0
150 LET D=1
170 LET V1=(FNA(T+D/2)-FNA(T-D/2))/D
180 IF ABS(V1-V0)<.0001 THEN 220
190 LET D=D/10
200 LET V0=V1
210 GOTO 170
220 PRINT T,V1,SIN(T),COS(T)
230 NEXT T
999 END

```

**PHYSICS****Hewlett-Packard Computer Curriculum****RUN**

T	V1	SIN(T)	COS(T)
0	1	0	1.
.1	.99498	9.98334E-02	.995004
.2	.980079	.198669	.980067
.3	.955343	.29552	.955336
.4	.92113	.389418	.921061
.5	.877619	.479426	.877582
.6	.825286	.564643	.825336
.7	.764847	.644218	.764842
.8	.696659	.717356	.696707
.9	.621557	.783327	.62161
1	.540257	.841471	.540302

**DONE**

**FROM RATES TO DISPLACEMENTS****Exercise 6 — Displacement**

This exercise introduces the student to the solution of differential equations. Of course, he won't know what a differential equation is; but due to the way the problem is phrased, the solution can be obtained without difficulty.

```
100  REM PROGRAM TO FIND DISPLACEMENT
110  REM GIVEN VELOCITY
120  PRINT "INPUT INITIAL VALUE OF X  ";
130  INPUT X0
140  PRINT "INPUT TIME INCREMENT  ";
150  INPUT D
160  DEF FNA(T)=COS(T)
170  FOR T=0 TO 1 STEP D
180  PRINT T,X0
190  LET X1=X0+FNA(T)*D
200  LET X0=X1
210  NEXT T
299  END
```

**RUN**

```
INPUT INITIAL VALUE OF X  ?0
INPUT TIME INCREMENT  ?.1
0          0
.1          .1
.2          .1995
.3          .297507
.4          .393041
.5          .485147
.6          .572905
.7          .655439
.8          .731923
.9          .801594
1          .863755
```

**DONE**

**Exercise 7 — Increasing the Accuracy**

The notion of a function is illustrated very nicely in this exercise. With the definition of the cosine function in line 160, the average velocity can be clearly defined in line 190. The student should be aware of the fact that different values of displacement are obtained using the average velocity, and that these values are more accurate.

```
100  REM PROGRAM TO FIND DISPLACEMENT
110  REM GIVEN VELOCITY
120  PRINT "INPUT INITIAL VALUE OF X  ";
130  INPUT X0
140  PRINT "INPUT TIME INCREMENT  ";
150  INPUT D
160  DEF FNA(T)=COS(T)
170  FOR T=0 TO 1 STEP D
180  PRINT T,X0
190  LET X1=X0+((FNA(T+D)+FNA(T))/2)*D
200  LET X0=X1
210  NEXT T
999  END
```

**RUN**

```
INPUT INITIAL VALUE OF X  ?0
INPUT TIME INCREMENT  ?.1
0          0
.1         9.97502E-02
.2         .198504
.3         .295274
.4         .389094
.5         .479026
.6         .564172
.7         .643681
.8         .716758
.9         .782674
1          .84077
```

**DONE**

### Exercise 8 — Finding Displacement From Acceleration

This exercise needs to be related to the physics text to be most meaningful. The idea here is very powerful, and the students should work at it until the strategy is clear. The program is clear and needs no special explanation.

```

100  REM PROGRAM TO FIND DISPLACEMENT
110  REM GIVEN ACCELERATION
120  PRINT "INPUT INITIAL VALUE OF X  ";
130  INPUT X0
140  PRINT "INPUT INITIAL VALUE OF V  ";
150  INPUT V0
160  PRINT "INPUT TIME INCREMENT  ";
170  INPUT D
180  DEF FNA(T)=T
190  FOR T=0 TO 1 STEP D
200  PRINT T,V0,X0
210  LET V1=V0+FNA(T)*D
220  LET X1=X0+V0*D
230  LET V0=V1
240  LET X0=X1
250  NEXT T
999  END

```

RUN

```

INPUT INITIAL VALUE OF X  ?0
INPUT INITIAL VALUE OF V  ?0
INPUT TIME INCREMENT  ?.1
      0          0          0
      .1          0          0
      .2          .01         0
      .3          .03         .001
      .4          .06         .004
      .5          .1          .01
      .6          .15         .02
      .7          .21         .035
      .8          .28         .056
      .9          .36         .084
      1          .45         .12

```

DONE

## Exercise 9 — Advanced — Average Values of Velocity and Acceleration

The only change in the program is to use average values of acceleration and velocity. This is done in lines 210 and 220. This is a good program to use in a heuristic sense. Supply the student with a wide variety of acceleration functions with initial conditions on velocity and position. Then the computer can be used to great advantage to investigate the characteristics of the motion. The student should be made aware that with the computer nearly any type of motion can be studied whereas only a few types of motion can be described if only algebra is used.

```

100  REM PROGRAM TO FIND DISPLACEMENT
110  REM GIVEN ACCELERATION
120  PRINT "INPUT INITIAL VALUE OF X  ";
130  INPUT X0
140  PRINT "INPUT INITIAL VALUE OF V  ";
150  INPUT V0
160  PRINT "INPUT TIME INCREMENT  ";
170  INPUT D
180  DEF FNA(T)=T
190  FOR T=0 TO 1 STEP D
200  PRINT T,V0,X0
210  LET V1=V0+((FNA(T+D)+FNA(T))/2)*D
220  LET X1=X0+((V1+V0)/2)*D
230  LET V0=V1
240  LET X0=X1
250  NEXT T
999  END

```

RUN

```

INPUT INITIAL VALUE OF X  ?0
INPUT INITIAL VALUE OF V  ?0
INPUT TIME INCREMENT  ?.1
      0          0          0
      .1         .005      .00025
      .2         .02       .0015
      .3         .045      .00475
      .4         .08       .011
      .5         .125      .02125
      .6         .18       .0365
      .7         .245      .05775
      .8         .32       .086
      .9         .405      .12225
      1          .5        .1675

```

DONE

## Exercise 10 — Advanced — A Generalization

The only change required is in line 190 where the FOR statement is modified.

190 FOR T = 0 TO 4 STEP D

RUN

```

INPUT INITIAL VALUE OF X  ?0
INPUT INITIAL VALUE OF V  ?0
INPUT TIME INCREMENT  ?.1
0          0          0
.1        .005      .00025
.2        .02       .0015
.3        .045      .00475
.4        .08       .011
.5        .125      .02125
.6        .18       .0365
.7        .245      .05775
.8        .32       .086
.9        .405      .12225
1         .5        .1675
1.1       .605      .22275
1.2       .72       .289
1.3       .845      .36725
1.4       .98       .4585
1.5      1.125      .56375
1.6      1.28       .684
1.7      1.445      .82025
1.8      1.62       .9735
1.9      1.805      1.14475
2.0      2.0        1.335
2.1      2.205      1.54525
2.2      2.42       1.7765
2.3      2.645      2.02975
2.4      2.88       2.306
2.5      3.125      2.60625
2.6      3.38       2.9315
2.7      3.645      3.28275
2.8      3.92       3.661
2.9      4.205      4.06725
3.0      4.5        4.5025

```

**PHYSICS****Hewlett-Packard Computer Curriculum**

3.1	4.805	4.96775
3.2	5.12	5.464
3.3	5.445	5.99225
3.4	5.78	6.5535
3.5	6.125	7.14875
3.6	6.48	7.779
3.7	6.845	8.44525
3.8	7.22	9.1485
3.9	7.605	9.88975
4.	8.	10.67

**DONE**

## NEWTON'S SECOND LAW

## Exercise 11 — Force and Motion

This exercise is designed to promote qualitative thinking about motion problems.  
It may help to have the student plot the results.

800 DATA 2,-4,2

RUN

T	V	X
0	-4	2
1	-3.	-1.55
2.	-2.	-4.1
3.	-1.	-5.65
4.	-2.83122E-06	-6.20001

DONE

800 DATA 2,-4,1

130 LET F = 8

RUN

T	V	X
0	-4	2
1	4.	1.6
2.	12.	9.2
3.	20.	24.8
4.	28.	48.4

DONE

**Exercise 12 – Converging on Accuracy**

As the time increment in the problem decreases the student should begin to suspect that the velocity and position will be more accurate. You can run this program with some other values for force, mass, and initial conditions to give more experience.

**801 DATA .1,10,5****RUN**

T	V	X
0	-4	2
1	-2.	-1.1
2.	-1.84774E-06	-2.2
3.	2.	-1.3
4.	4.	1.59999

**DONE****801 DATA .05,20,5****RUN**

T	V	X
0	-4	2
1.	-2.	-1.05
2.	-2.83122E-06	-2.1
3.	2.	-1.15001
4.00001	3.99999	1.79999

**DONE**

801 DATA .01,100,5  
RUN

T	V	X
0	-4	2
.999999	-2.	-1.01
2.	-3.52412E-06	-2.02
3.00002	1.99999	-1.03001
4.00004	3.99999	1.95999

DONE

801 DATA .005,200,5  
RUN

T	V	X
0	-4	2
.999999	-1.99995	-1.00498
2.00002	4.37759E-05	-2.00993
3.00004	2.00004	-1.01489
4.00007	4.00009	1.98017

DONE

## Exercise 13 — A Variable Force

A simple change in the program is required. Now the force is not a constant and must be computed each time step. This is done in line 185 in the program. It will be very easy for the student to respond to this simple change. You may wish to point out the vast difference in the analytical techniques produced by such a simple change. It is precisely at points such as this that the power of the computer becomes visible.

```

100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ D,N,L
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
180  FOR T=0 TO L STEP D
185  LET F=4*COS(T)
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 2,-4,1
801  DATA .1,10,5
999  END

```

RUN

T	V	X
0	-4	2
1	-544982	-305178
2.	-8.26126E-02	-322429
3.	-3.03799	-1.52959
4.	-6.69396	-6.31051

DONE

### Exercise 14 — Advanced — A Challenge

This problem would be very difficult by analytical methods. However with the computer it merely requires several tests to locate the current value of displacement which in turn determines the appropriate value of force to use. The program follows without difficulty.

```
100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ D,N,L
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
180  FOR T=0 TO L STEP D
181  IF ABS(X0)<5 THEN 185
182  IF X0 >= 5 THEN 187
183  LET F=+4
184  GOTO 190
185  LET F=0
186  GOTO 190
187  LET F=-4
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 0,5,1
801  DATA .1,5,10
999  END
```

RUN

T	V	X
0	5	0
.5	5	2.5
1	5	5
1.5	3.	7.1
2.	1.	8.2
2.5	<b>-999999</b>	8.3
3.	-3.	7.4
3.5	-5.	5.5
4.	-5.8	2.72
4.5	-5.8	<b>-179999</b>
5.	-5.8	-3.08
5.5	-5.4	-5.98
6.	-3.4	-8.28
6.50001	-1.4	-9.58
7.00001	.6	-9.88
7.50001	2.6	-9.18
8.00001	4.6	-7.48
8.50001	6.6	-4.78
9.00002	6.6	-1.48
9.50002	6.6	1.82

DONE

**Exercise 15 — Advanced — Barrier Penetration**

The only difficult point in this exercise is to insure that each step produces a positive velocity as long as  $x$  is less than 5. A statement must be provided to test for this condition. If the test is failed the object is moving in the negative direction and will not penetrate. For your better students, this problem is a good one for which to develop an automatic program to replace the trial and error approach.

```
100  REM BARRIER SIMULATION
110  INPUT V0
115  LET A=V0
120  LET X0=0
130  LET V1=V0-5.00000E-02
140  LET X1=X0+1.00000E-02*V0
145  IF X1>X0 THEN 150
146  PRINT "VELOCITY TOO LOW"
147  GOTO 110
150  LET V0=V1
160  LET X0=X1
170  IF X0<5 THEN 130
180  PRINT
190  PRINT A,V0
195  PRINT
200  GOTO 110
999  END
```

RUN

?10

10 7.05003

?5

VELOCITY TOO LOW

?7.5

7.5

2.49998

?7

VELOCITY TOO LOW

?7.25

7.25

1.64998

?7.125

7.125

1.02498

?7.05

7.05

.199983

?7.04

VELOCITY TOO LOW

?7.045

VELOCITY TOO LOW

?7.0475

7.0475

.097482

?

DONE

## HALF STEP METHOD

## Exercise 16 — Half Step Computation

The half step is very easy to insert. This is done in line 175 in the program. Note that this does throw the velocity out of step. However the increase in accuracy for the position is dramatic. The values of position in the printout are exact with the exception of the last value. The exact value for  $t = 4$  is 2.

```

100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ D,N,L
130  LET F=2
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
175  LET V0=V0+(F/M)*D/2
180  FOR T=0 TO L STEP D
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 2,-4,1
801  DATA .1,10,5
999  END

```

RUN

T	V	X
0	-3.9	2
1	-1.9	-1.
2.	9.99982E-02	-2.
3.	2.1	-1.
4.	4.1	1.99999

DONE

**Exercise 17 — Half Step Computation**

This exercise uses the same program developed for Exercise 16 with the data used in Exercise 12.

801 DATA .1,10,5  
RUN

T	V	X	T	V	X
0	-3.9	2	0	-3.99	2
1	-1.9	-1.	.999999	-1.99	-1.
2.	9.99982E-02	-2.	2.	9.99671E-03	-2.
3.	2.1	-1.	3.00002	2.01	-1.00001
4.	4.1	1.99999	4.00004	4.00999	1.99999

DONE

801 DATA .01,100,5  
RUN

T	V	X	T	V	X
0	-3.9	2	0	-3.99	2
1	-1.9	-1.	.999999	-1.99	-1.
2.	9.99982E-02	-2.	2.	9.99671E-03	-2.
3.	2.1	-1.	3.00002	2.01	-1.00001
4.	4.1	1.99999	4.00004	4.00999	1.99999

DONE

801 DATA .05,20,5  
RUN

T	V	X	T	V	X
0	-3.95	2	0	-3.995	2
1.	-1.95	-1.	.999999	-1.99495	-.999977
2.	4.99974E-02	-2.	2.00002	5.04391E-03	-1.99993
3.	2.05	-1.00001	3.00004	2.00504	-.999889
4.00001	4.05	1.99999	4.00007	4.00509	2.00018

DONE

801 DATA .005,200,5  
RUN

T	V	X	T	V	X
0	-3.95	2	0	-3.995	2
1.	-1.95	-1.	.999999	-1.99495	-.999977
2.	4.99974E-02	-2.	2.00002	5.04391E-03	-1.99993
3.	2.05	-1.00001	3.00004	2.00504	-.999889
4.00001	4.05	1.99999	4.00007	4.00509	2.00018

DONE

## THE HARMONIC OSCILLATOR

### Exercise 18 – Harmonic Oscillator

The program for this exercise poses no special difficulty. When the results are available, see if the students can see what kind of mathematical function would describe them. Generally, if the results are plotted the students will see the Sine and Cosine curves. This leads naturally to Exercise 19.

```
100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ N
130  LET P=3.14159
132  LET D=P/100
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
180  FOR T=0 TO 2*P STEP P/100
185  LET F=-X0
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 1,0,1
801  DATA 10
999  END
```

**PHYSICS****Hewlett-Packard Computer Curriculum****RUN**

T	V	X
0	0	1
.314159	-.310446	.955791
.628318	-.593443	.81716
.942477	-.820892	.596802
1.25664	-.969876	.315576
1.5708	-1.02497	5.30496E-04
1.88496	-.979821	-.317691
2.19911	-.837879	-.607827
2.51327	-.61214	-.841072
2.82743	-.32397	-.993926
3.14159	-1.08758E-03	-1.05056
3.45575	.325103	-1.00445
3.76991	.622559	-.859122
4.08407	.861748	-.62787
4.39823	1.01857	-.332587
4.71239	1.07679	-1.67247E-03
5.02655	1.02971	.332687
5.34071	.880903	.637648
5.65487	.644004	.882931
5.96903	.341431	1.04383

**DONE**

**Exercise 19 — Half Step Computation**

The half step computation is in line 175.

```
100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ N
130  LET P=3.14159
132  LET D=P/100
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
175  LET V0=V0-(X0/M)*(D/2)
180  FOR T=0 TO 2*P STEP P/100
185  LET F=-X0
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 1,0,1
801  DATA 10
999  END
```

**PHYSICS****Hewlett-Packard Computer Curriculum****RUN**

T	V	X
0	-.015708	1
.314159	-.32546	.950915
.628318	-.606279	.807838
.942477	-.830266	.583908
1.25664	-.974833	.300341
1.5708	-1.02498	-1.55698E-02
1.88496	-.97483	-.333082
2.19911	-.828331	-.620989
2.51327	-.598928	-.850687
2.82743	-.308357	-.999014
3.14159	1.54147E-02	-1.05058
3.45575	.340881	-.999347
3.76991	.636054	-.849342
4.08407	.87161	-.614334
4.39823	1.02379	-.316587
4.71239	1.07682	1.52419E-02
5.02655	1.02448	.348862
5.34071	.870886	.651485
5.65487	.630135	.893047
5.96903	.325034	1.04919

**DONE**

**Exercise 20 — Changing the Mass**

This exercise should be correlated with the physics textbook for best results. Also, the student should plot the results to assist him to better observe the effects of the change in mass.

800 DATA 1,0,5  
RUN

T	V	X
0	-3.14159E-03	1
.314159	-6.57968E-02	.990141
.628318	-.127278	.960732
.942477	-.18637	.912315
1.25664	-.241903	.845808
1.5708	-.292774	.762486
1.88496	-.33797	.66396
2.19911	-.37659	.552142
2.51327	-.407858	.429213
2.82743	-.431143	.297575
3.14159	-.44597	.159807
3.45575	-.452029	1.86155E-02
3.76991	-.449185	-.123223
4.08407	-.437475	-.26291
4.39823	-.417112	-.397688
4.71239	-.388482	-.524888
5.02655	-.352133	-.641987
5.34071	-.308766	-.746653
5.65487	-.259224	-.836799
5.96903	-.20447	-.910618

DONE

**PHYSICS****Hewlett-Packard Computer Curriculum**

800 DATA 1,0,2

RUN

T	V	X
0	-7.85398E-03	1
.314159	-.16383	.975392
.628318	-.312508	.902617
.942477	-.446529	.785023
1.25664	-.559217	.628179
1.5708	-.644918	.439618
1.88496	-.699276	.22847
2.19911	-.719458	5.02351E-03
2.51327	-.704303	-.219775
2.82743	-.654381	-.43486
3.14159	-.571979	-.629589
3.45575	-.460997	-.79427
3.76991	-.326758	-.920642
4.08407	-.17576	-1.00229
4.39823	-1.53575E-02	-1.03498
4.71239	.146594	-1.01684
5.02655	.302127	-.948531
5.34071	.443546	-.833161
5.65487	.563818	-.676183
5.96903	.656912	-.485121

DONE

**Exercise 21 — Advanced — The Pendulum**

The goal in this exercise is to encourage the student to derive the equations below which describe the motion of a simple pendulum of length L.

$$\Delta\omega/\Delta t = - (g/L)\theta$$

$$\Delta\theta/\Delta t = \omega$$

Then, the solution can be obtained from the harmonic oscillator program.

**NOTES**

## MORE COMPLICATED FORCES

## Exercise 22 — Damped Harmonic Oscillator

The only change required is in the line specifying the force.

```
100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ N
130  LET P=3.14159
132  LET D=P/100
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
175  LET V0=V0-(X0/M)*(D/2)-(V0/M)*(D/2)
180  FOR T=0 TO 2*P STEP P/100
185  LET F=-X0-V0
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 1,0,1
801  DATA 10
999  END
```

**PHYSICS****Hewlett-Packard Computer Curriculum****RUN**

T	V	X
0	-.015708	1
.314159	-.280771	.95506
.628318	-.451363	.840397
.942477	-.53801	.684351
1.25664	-.555616	.511266
1.5708	-.521031	.340473
1.88496	-.451085	.185967
2.19911	-.361159	5.66313E-02
2.51327	-.264255	-4.31658E-02
2.82743	-.170514	-.112743
3.14159	-8.71108E-02	-.154183
3.45575	-1.84299E-02	-.171423
3.76991	3.35695E-02	-.169421
4.08407	6.88752E-02	-.153463
4.39823	.088906	-.128625
4.71239	9.60094E-02	-9.93906E-02
5.02655	9.30146E-02	-6.94284E-02
5.34071	.082862	-.041494
5.65487	6.83225E-02	-1.74373E-02
5.96903	5.18057E-02	1.71561E-03

**DONE**

**Exercise 23 — An Experiment**

This is very good combination laboratory and computer exercise.

**Exercise 24 — Advanced — Driven, Damped Harmonic Oscillator**

As in Exercise 22, all that is required is modification of the forces.

```
100  REM NEWTON'S SECOND LAW
110  READ X0,V0,M
120  READ N
130  LET P=3.14159
132  LET D=P/100
134  LET T=0
140  PRINT
150  PRINT "T","V","X"
160  PRINT
170  LET C=N
175  LET V0=V0-(X0/M)*(D/2)-(V0/M)*(D/2)+(2*COS(T)/M)*(D/2)
180  FOR T=0 TO 2*P STEP P/100
185  LET F=-X0-V0+2*COS(T)
190  IF C<N THEN 220
200  PRINT T,V0,X0
210  LET C=0
220  LET V1=V0+F*D/M
230  LET X1=X0+V0*D
240  LET V0=V1
250  LET X0=X1
260  LET C=C+1
270  NEXT T
800  DATA 1,0,1
801  DATA 10
999  END
```

**PHYSICS****Hewlett-Packard Computer Curriculum****RUN**

T	V	X
0	.015708	1
.314159	.272497	1.04444
.628318	.386542	1.15026
.942477	.338567	1.26912
1.25664	.13793	1.35074
1.5708	-.182084	1.35134
1.88496	-.571079	1.24018
2.19911	-.969553	1.00389
2.51327	-1.31718	.64809
2.82743	-1.56052	.196585
3.14159	-1.65937	-.311768
3.45575	-1.59135	-.827912
3.76991	-1.35415	-1.29856
4.08407	-.965564	-1.67259
4.39823	-.461242	-1.90704
4.71239	.109376	-1.97227
5.02655	.688574	-1.85547
5.34071	1.21664	-1.56242
5.65487	1.63829	-1.11719
5.96903	1.9085	-.559911

**DONE**

## ORBITAL MOTION

## Exercise 25 – Orbital Motion

This problem should cause no particular difficulty. The symbol assignment must be given particular attention however. The solution given contains a half step computation in the velocity.

```

100  REM ORBITAL PROBLEM
110  READ X1,X2,V1,V2
111  READ D,N,L
120  LET R1=(X1^2+X2^2)^1.5
121  LET V1=V1-(X1*D)/(R1*2)
122  LET V2=V2-(X2*D)/(R1*2)
125  LET C=N
130  FOR T=0 TO L STEP D
135  IF C<N THEN 151
140  PRINT T,X1,X2,R1
141  LET C=0
151  LET X1=X1+V1*D
152  LET X2=X2+V2*D
153  LET R1=(X1^2+X2^2)^1.5
154  LET V1=V1-X1*D/R1
155  LET V2=V2-X2*D/R1
156  LET C=C+1
157  NEXT T
800  DATA 1,0,0,1
801  DATA 1.00000E-02,10,1
999  END

```

## RUN

0	1	0	1.
.1	.995004	9.98351E-02	1.
.2	.980066	.198673	1.
.3	.955336	.295525	1.
.4	.921061	.389425	1.00001
.5	.877582	.479433	1.00001
.6	.825335	.564652	1.00001
.7	.764841	.644228	1.00002
.799999	.696706	.717368	1.00002
.899999	.621609	.78334	1.00003
.999999	.540301	.841485	1.00003

DONE

**Exercise 26 – Experimentation**

This is strictly a *discovery* exercise. Students should be encouraged to try a wide range of initial positions and velocities and plot the resultant orbits. See if they can predict the orbit that will result from given initial conditions.

**Exercise 27 – A Challenge**

The initial conditions place the object at rest under the influence of a central force. As indicated in the printout, the object begins to acquire velocity towards the center of force as would be expected. The unexpected part is how can the object arrive at a point further out on the other side than its initial distance? The problem is caused by the large changes in velocity that take place as the object nears the center of force. These large changes invalidate the whole solution. Students must constantly be on the alert for this type of error.

```
800 DATA 1,0,0,0
801 DATA .01,10,1.5
RUN
```

0	1	0	1.
.1	.994992	0	.985051
.2	.979865	0	.940804
.3	.954303	0	.869078
.4	.917733	0	.772946
.5	.869252	0	.656805
.6	.807476	0	.526488
.7	.730258	0	.389429
.799999	.634073	0	.254929
.899999	.512477	0	.134593
.999999	.350752	0	4.31519E-02
1.1	8.03883E-02	0	5.19491E-04
1.2	-2.13429	0	9.72217
1.3	-4.52498	0	92.6509
1.4	-6.91509	0	330.669
1.5	-9.30498	0	805.65

DONE

**Exercise 28 — Advanced — A Double Force Center**

The solution is obtained by adding an additional force to that considered previously. One of the fixed masses is located at (W,0) with the other at (-W,0). This program is fun to play with. Students can discover very interesting orbits and effects.

```
100  REM DOUBLE FORCE CENTER
110  READ X1,X2,V1,V2
115  READ D,N,L
116  READ W
120  LET R1=((X1-W)^2+X2^2)^1.5
130  LET R2=((X1+W)^2+X2^2)^1.5
140  LET V1=V1-(X1-W)*D/(R1*2)-(X1+W)*D/(R2*2)
150  LET V2=V2-(X2*D)/(R1*2)-(X2*D)/(R2*2)
160  LET C=N
170  FOR T=0 TO L STEP D
180  IF C<N THEN 210
190  PRINT T,X1,X2
200  LET C=0
210  LET X1=X1+V1*D
220  LET X2=X2+V2*D
230  LET R1=((X1-W)^2+X2^2)^1.5
240  LET R2=((X1+W)^2+X2^2)^1.5
250  LET V1=V1-(X1-W)*D/R1-(X1+W)*D/R2
260  LET V2=V2-(X2*D)/R1-(X2*D)/R2
270  LET C=C+1
280  NEXT T
800  DATA 1.5,0,0,1.5
801  DATA 1.00000E-02,10,2
802  DATA 1
999  END
```

## RUN

0	1.5	0
.1	1.47937	.148018
.2	1.41946	.28435
.3	1.32587	.398869
.4	1.20676	.48417
.5	1.07155	.536144
.6	.929619	.553918
.7	.789188	.539354
.799999	.656693	.496284
.899999	.536439	.429703
.999999	.430599	.345035
1.1	.339437	.247546
1.2	.261709	.141963
1.3	.195149	3.22819E-02
1.4	.136995	-7.82628E-02
1.5	8.44511E-02	-.187123
1.6	3.50322E-02	-.292324
1.7	-1.32462E-02	-.392354
1.8	-6.18257E-02	-.486073
1.9	-.111659	-.572639
2.	-.163308	-.65144

DONE

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