

# ALGEBRA-BASED PHYSICS-2: ELECTRICITY, MAGNETISM, AND MODERN PHYSICS (PHYS135B-01): UNIT 2

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## UNIT 1 REVIEW

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### Reading: Chapters 18 and 19

1. Charge, mass, the Coulomb force, and the gravitational force
2. Force fields
3. Electric potential and capacitance

## UNIT 1 REVIEW PROBLEMS

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## UNIT 1 REVIEW PROBLEMS

**Charged black holes:** Suppose two black holes with the same mass are pulled towards each other by gravity. Each, however, has a slight positive charge. If the Coulomb force balances with gravity, what is the charge of the black holes? Each black hole has a mass of  $6 \times 10^{30} \text{ kg}$ ,  $G = 7 \times 10^{-11} \text{ m}^3 \text{ s}^{-2} \text{ kg}^{-1}$ , and  $\epsilon_0 = 9 \times 10^{-12} \text{ N}^{-1} \text{ m}^{-2} \text{ C}^2$ .

- A:  $5 \times 10^{40} \text{ C}$
- B:  $5 \times 10^{30} \text{ C}$
- C:  $5 \times 10^{20} \text{ C}$
- D:  $5 \times 10^{10} \text{ C}$

*Is this number surprisingly small, or surprisingly large?*

## SUMMARY

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### Reading: Chapters 20 and 21

1. Current, Ohm's Law, resistors and conductors
2. DC circuits I
3. Nerve signals
4. DC circuits II

## JITT - READING QUIZ RESULTS

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1. In your own words, make an analogy between current flowing through resistors and water flowing through rivers and dams.
2. What is the difference between resistance and resistivity?
3. Two resistors in series  $R_1$  and  $R_2$  add like  $R_1 + R_2$ . How is this different from capacitors?

The relationship between resistor and current is that if there is higher resistance, it produces a lower current and if there is lower resistance, it produces a higher current. In addition, current flowing through resistance is analogous with water flowing through rivers and dams. As the river or dam has lower resistance, avoiding the rocks or branches on the water, the current of the water would be higher than if it contained things that blocked the water from flowing.

- What is correct? What needs fixing?

Resistance is the specific number of omhs that a conductor has, and it has to do with its shape and the material it is made of. Resistivity is the electrical property of a material.

- What is correct? What needs fixing?

While resistors add up like  $R1 + R2$ , Capacitors add up like  $1/R1 + 1/R2$ .

The sum of the two resistors can just be added up independently along one another as given in the question. When adding capacitors in problems, the likely sum would be in a fraction form. Therefore, adding capacitors compared to adding resistors is a different process.

- What is correct? What needs fixing?

## CURRENT

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## Notions of current:

- $I = \frac{\Delta Q}{\Delta t}$  - The derivative of charge
- The *movement* of electrons
- The *flow* of charge
- Number of Coulombs per second (1 Amp = C/s)

There is an interesting problem with the notion of current as movement of charges.

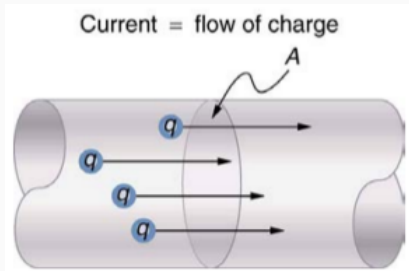
Speed of typical electronic signals:  $\approx 10^8$  m/s

Typical speed of actual charges passing through a conductor under voltage:  $\approx 10^{-4}$  m/s

Since there is a 12 order of magnitude range, it's probably a good idea to ponder...

# CURRENT

Are the electrons colliding/interacting to form electrical signals? Or just moving all together?

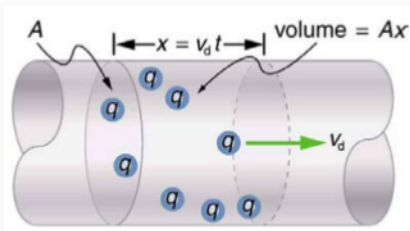


**Figure 1:** The *drift velocity* is the average velocity of an electron, and current is derived from this average velocity.

<https://youtu.be/8dgyPRA86K0>

## CURRENT

So we see how electrical signals can move near the speed of light, but we measure the movements of electrons in circuits to be slow. Can we make a calculation to understand the speed of the electrons?



**Figure 2:** Consider the volume  $V$  of conductor with cross-sectional area  $A$  and length  $\Delta x$ , having  $n$  free electrons per unit volume.



## CURRENT

An **amp** is one *Coulomb* per second. The definition of current is

$$I = \frac{\Delta Q}{\Delta t} = \frac{qnA\Delta x}{\Delta t} = qnAv_d \quad (1)$$

Solving for drift velocity:

$$v_d = \frac{I}{qnA} \quad (2)$$

Suppose our conductor is a wire with radius  $r$  and  $A = \pi r^2$ .

Substituting,

$$v_d = \frac{I}{\pi qnr^2} \quad (3)$$

Remember that  $q = 1.6 \times 10^{-19}$  C, and  $n$  is the number of free electrons *per atom per unit volume*. How do we get this number?

**Number density:** The total number of objects in a system is equal to the *number density* times the volume of the system.

$$N = nV \quad (4)$$

- N: Total number
- n: *number density*
- V: Volume

**Example:** *Number of Stars in the Milky Way*. How many stars are in our galaxy? Assume the galaxy is a disk of height  $h$  and radius  $r$ . We observe  $n$  stars per unit volume.

- $r = 50 \times 10^3$  *light-years*
- $h = 2 \times 10^3$  *light-years*
- $n = 10^{-2}$  *light-year*<sup>-3</sup>

1. Compute the volume in *light-years*<sup>3</sup>
2. Multiply the volume by the number density to obtain the total number.
3. Compare the result with others' results.

How many **conduction** electrons are there in a cube of copper that is 1 micron ( $1\ \mu\text{m} = 10^{-6}\ \text{m}$ ) on a side?

- Copper has a density of 8.8 grams per cubic centimeter.
- Copper has an atomic weight of 63.54 grams per mole. (*Do you remember what a mole is?*).
- There are  $N_A = 6.02 \times 10^{23}$  atoms per mole.
- Only one electron per atom of copper is a conduction electron.

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1. Divide the density by the atomic weight. What are the units?
  2. Multiply by  $N_A$  (Avogadro's number). What are the units?
  3. Convert the units from  $\text{cm}^{-3}$  to  $\mu\text{m}^{-3}$ .

**Number density:** Let's examine copper, a common wire material with one free electron per atom. Copper has a density of  $8800 \text{ kg/m}^3$ , and  $0.06354 \text{ kg/mol}$ . There are  $6.02 \times 10^{23}$  atoms/mol. How many free electrons per  $\text{m}^3$  of copper? (Remember that there is only one conduction electron per copper atom).

- A:  $8.34 \times 10^{26}$  free electrons per  $\text{m}^3$
- B:  $8.34 \times 10^{27}$  free electrons per  $\text{m}^3$
- C:  $8.34 \times 10^{28}$  free electrons per  $\text{m}^3$
- D:  $8.34 \times 10^{29}$  free electrons per  $\text{m}^3$

Consider a copper wire with radius  $r = 2.053$  mm that is carrying 20.0 A of current. Using  $q = 1.6 \times 10^{19}$ , and  $n = 8.34 \times 10^{28}$  electrons/m<sup>3</sup>, and  $v_d = I/(\pi q n r^2)$ , compute the drift velocity of charge in the wire. *This is a common situation in household wiring.*

- A:  $10^1$  m/s
- B:  $10^0$  m/s
- C:  $10^{-2}$  m/s
- D:  $10^{-3}$  m/s

**Drift speed vs. signal speed.** Given that the electrons move at 1mm/s, how is it that electric signals move at  $10^8$  m/s?

Electrical signals are more like a **wave on a string**:  
<https://phet.colorado.edu/en/simulation/legacy/wave-on-a-string>

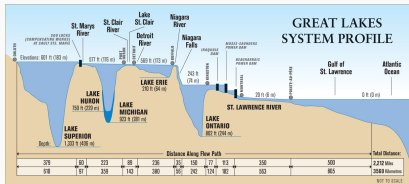
## OHM'S LAW

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# CURRENT

Electrons are now moving through our copper wire ( $v_d \propto I$ ,  $v_d \propto A^{-1}$ ). What happens when the electrons, which have had some PE converted to KE, encounter objects that are not conductors? They deposit energy and move forward.



**Figure 3:** Current is comprised of electrons that deposit energy as they move to lower voltages.

PhET: <https://phet.colorado.edu/en/simulation/circuit-construction-kit-dc>

**PhET:** Create a DC circuit involving a battery, resistor (the brown striped object), a light bulb, and a switch.

1. Place the battery and connect to it a wire, and attach a resistor to that wire.
2. To the other end of the resistor, connect a switch and leave it open.
3. Connect a light bulb to the other end of the switch, and connect a wire from the light bulb to the battery.
4. The properties of each circuit element can be edited by clicking on the element.

# CURRENT

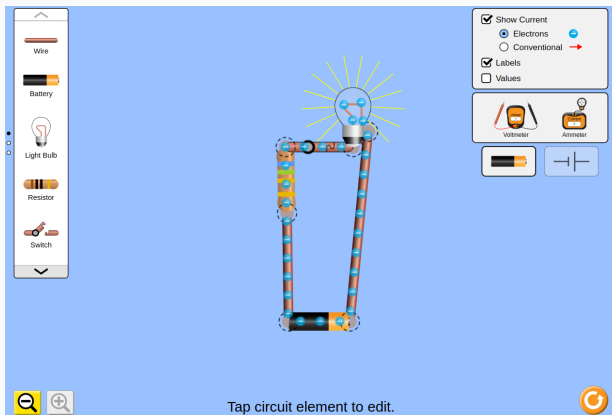


Figure 4: Your circuit should resemble this.

PhET: Make observations.

1. What happens to the drift velocity of the electrons as you raise and lower the resistance? Why do we call light bulbs and the brown striped objects “resistors?”
2. Since we cannot change the cross-sectional area of the wire independently, we can treat  $v_d \propto I$ .
3. How does the current change if you increase the voltage?

**PhET:** The unit of resistance is the Ohm. We use the symbol  $\Omega$  for Ohms, and  $1\Omega = 1\text{V/A}$ .

1. There are two devices available: the *voltmeter*, and the *ammeter*. Using these devices, measure the voltage drop across the resistor and the light bulb, and the current flowing through the circuit.
2. How are voltage and current and resistance related? Derive an equation from the data.

**Ohm's Law:** Let  $V$  be the voltage change across a resistor with resistance  $R$ , and let  $i$  be the current flowing through the resistor. Ohm's law states that

$$\boxed{V = iR} \quad (5)$$

for materials that fall into the category of *Ohmic*.

**PhET:** How do we deal with more complex circuits? There must be a way to “add” resistors.

1. Create a circuit that involves just a hairy mess of resistors. Connect them *in series* and *in parallel*.
2. Calculate the *effective total resistance* by plotting an  $i - V$  curve of the system. Measure  $i$  and  $V$  by changing the voltage and using the voltmeter and ammeter.
3. What is the effective total resistance of the circuit? How did you obtain this number from the  $i - V$  curve?

As you may have discovered, *resistors in series* **add**:

$$R_{\text{tot}} = R_1 + R_2 + \dots \quad (6)$$

*Resistors in parallel* **add their reciprocals**:

$$\frac{1}{R_{\text{tot}}} = \frac{1}{R_1} + \frac{1}{R_2} + \dots \quad (7)$$



Resistance is not an *intrinsic property* of materials. Imagine a 0.1 m-long wire (which is a conductor) actually having a small resistance. What about that same wire, but 1 kilometer long?

- Electrons lose some fixed energy per unit length in a given material (*Joule heating*)
- Electrons lose more energy if the wire is thinner (*Joule heating*)

**Resistivity**  $\rho$  is defined in terms of resistance  $R$ , length  $L$  and cross-sectional area  $A$  as

$$R = \rho \left( \frac{L}{A} \right) \quad (8)$$

Material	Resistivity $\rho$ ( $\Omega \cdot \text{m}$ )
<i>Conductors</i>	
Silver	$1.59 \times 10^{-8}$
Copper	$1.72 \times 10^{-8}$
Gold	$2.44 \times 10^{-8}$
Aluminum	$2.65 \times 10^{-8}$
Tungsten	$5.6 \times 10^{-8}$
Iron	$9.71 \times 10^{-8}$
Platinum	$10.6 \times 10^{-8}$
Steel	$20 \times 10^{-8}$
Lead	$22 \times 10^{-8}$
Manganin (Cu, Mn, Ni alloy)	$44 \times 10^{-8}$
Constantan (Cu, Ni alloy)	$49 \times 10^{-8}$
Mercury	$96 \times 10^{-8}$
Nichrome (Ni, Fe, Cr alloy)	$100 \times 10^{-8}$

**Figure 5:** Conductor resistivities are in units of  $\Omega \cdot \text{m}$ , and are small but non-zero.

<i>Semiconductors<sup>[1]</sup></i>	
Carbon (pure)	$3.5 \times 10^5$
Carbon	$(3.5 - 60) \times 10^5$
Germanium (pure)	$600 \times 10^{-3}$
Germanium	$(1 - 600) \times 10^{-3}$
Silicon (pure)	2300
Silicon	0.1–2300
<i>Insulators</i>	
Amber	$5 \times 10^{14}$
Glass	$10^9 - 10^{14}$
Lucite	$> 10^{13}$
Mica	$10^{11} - 10^{15}$
Quartz (fused)	$75 \times 10^{16}$
Rubber (hard)	$10^{13} - 10^{16}$
Sulfur	$10^{15}$
Teflon	$> 10^{13}$
Wood	$10^8 - 10^{11}$

**Figure 6:** Semiconductor resistivities are in units of  $\Omega \cdot \text{m}$ , and are larger.

Two copper wires need to be attached to carry current to the top floor of a building. One has a cross-sectional area of  $2 \text{ mm}^2$  and is 10 meters long, while the other has a cross-sectional area of  $4 \text{ mm}^2$  and is 15 meters long. What is the total resistance of the two wires attached in series?

- A: about  $1 \text{ m}\Omega$
- B: about  $20 \text{ m}\Omega$
- C: about  $200 \text{ m}\Omega$
- D: about  $2 \Omega$

Consider the same system. If we attach a battery and use the wire to feed voltage to some circuit drawing 3.0 A of current, what is the voltage drop due to just the wire?

- A: about 60 mV
- B: about 600 mV
- C: about 6 V
- D: Current will not flow at all

What would the resistance be if the wire system was 10 times as long?

- A: about 60 mV
- B: about 600 mV
- C: about 6 V
- D: Current will not flow at all

*So you can start to see that resistance matters even for conductors, if the current is traveling for long distances. Often manufacturers quote the Ohms per foot in wire data sheets.*

Resistivity depends on temperature in the following way:

$$\rho = \rho_0 (1 + \alpha \Delta T) \quad (9)$$

For most conductors,  $\alpha$  is small, on the order of  $10^{-3} \text{ }^\circ\text{C}^{-1}$ .

Material	Coefficient $\alpha$ (1/°C) <sup>[2]</sup>
<i>Conductors</i>	
Silver	$3.8 \times 10^{-3}$
Copper	$3.9 \times 10^{-3}$
Gold	$3.4 \times 10^{-3}$
Aluminum	$3.9 \times 10^{-3}$
Tungsten	$4.5 \times 10^{-3}$
Iron	$5.0 \times 10^{-3}$
Platinum	$3.93 \times 10^{-3}$
Lead	$3.9 \times 10^{-3}$
Manganin (Cu, Mn, Ni alloy)	$0.000 \times 10^{-3}$
Constantan (Cu, Ni alloy)	$0.002 \times 10^{-3}$
Mercury	$0.89 \times 10^{-3}$
Nichrome (Ni, Fe, Cr alloy)	$0.4 \times 10^{-3}$
<i>Semiconductors</i>	
Carbon (pure)	$-0.5 \times 10^{-3}$
Germanium (pure)	$-50 \times 10^{-3}$
Silicon (pure)	$-70 \times 10^{-3}$

Figure 7: Conductor resistivities depend on temperature.

Continuing with the same example of the long copper wires attached together (10.0 m and 15.0 m), if the temperature increases by 50.0 deg C, what is the new resistance?

- A: 16 m $\Omega$
- B: 20 m $\Omega$
- C: 24 m $\Omega$
- D: 30 m $\Omega$



**Power** is consumed in resistors, since charges are losing energy and new charges are showing up at a certain rate. Consider the PE converted to work in a resistor:

$$\Delta PE = \Delta q \Delta V \quad (10)$$

$$\Delta W = \Delta q i R \quad (11)$$

$$\frac{\Delta W}{\Delta t} = \frac{\Delta q}{\Delta t} i R = i^2 R \quad (12)$$

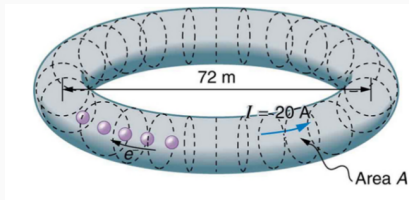
$$\frac{\Delta W}{\Delta t} = i V \quad (13)$$

$$P = i V \quad (14)$$

The formula  $P = iV$  shows that the wattage required by some device in a circuit will pull current according to the voltage of the battery.

How much current is required by a 50 W light bulb if the voltage supplying it is 120 V?

- A: 420 mA
- B: 120 mA
- C: 50 mA
- D: 50 V

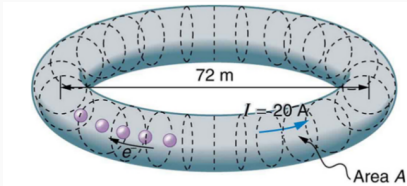


**Figure 20.39** Electrons circulating in the storage ring called SPEAR constitute a 20.0-A current. Because they travel close to the speed of light, each electron completes many orbits in each second.

**Figure 8:** A component of the Stanford Linear Accelerator (SLAC) stores high-energy electrons.

SPEAR, a storage ring about 72.0 m in diameter at the Stanford Linear Accelerator (closed in 2009), has a 20.0-A circulating beam of electrons that are moving at nearly the speed of light. (See Figure 20.39.) How many electrons are in the beam?

- A:  $2 \times 10^{11}$
- B:  $2 \times 10^{12}$
- C:  $2 \times 10^{13}$
- D:  $2 \times 10^{14}$

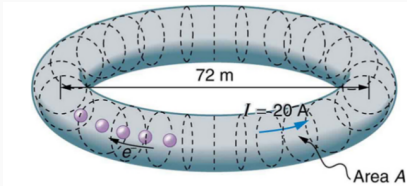


**Figure 20.39** Electrons circulating in the storage ring called SPEAR constitute a 20.0-A current. Because they travel close to the speed of light, each electron completes many orbits in each second.

**Figure 9:** A component of the Stanford Linear Accelerator (SLAC) stores high-energy electrons.

Suppose each electron was dropped through a potential of 1 kV as it enters the ring. What is the energy of each electron?

- A: 100 eV
- B: 1 keV
- C: 1 MeV
- D: 1 Joule

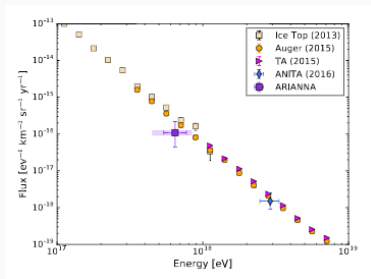


**Figure 20.39** Electrons circulating in the storage ring called SPEAR constitute a 20.0-A current. Because they travel close to the speed of light, each electron completes many orbits in each second.

**Figure 10:** A component of the Stanford Linear Accelerator (SLAC) stores high-energy electrons.

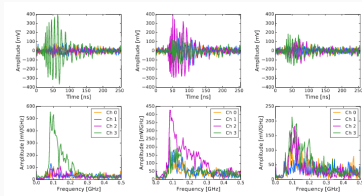
What's the total energy of all the electrons? (Multiply the previous two answers).

- A:  $2 \times 10^{16}$  eV
- B:  $2 \times 10^{17}$  eV
- C:  $2 \times 10^{18}$  eV
- D:  $2 \times 10^{19}$  eV



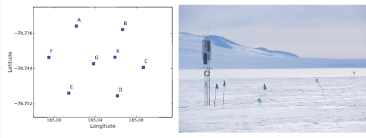
**Figure 11:** Cosmic ray protons' flux observed recently by the ARIANNA experiment.

How much energy is  $2 \times 10^{17}$  eV?  
 Recently, the ARIANNA experiment observed protons with so much energy (about  $2 \times 10^{17}$  eV) the ensuing shock in the atmosphere created a radio pulse observed over a several kilometer range.



**Figure 12:** Cosmic ray protons' flux observed recently by the ARIANNA experiment.

How much energy is  $2 \times 10^{17}$  eV?  
 Recently, the ARIANNA experiment observed protons with so much energy (about  $2 \times 10^{17}$  eV) the ensuing shock in the atmosphere created a radio pulse observed over a several kilometer range.



**Figure 13:** Cosmic ray protons' flux observed recently by the ARIANNA experiment.

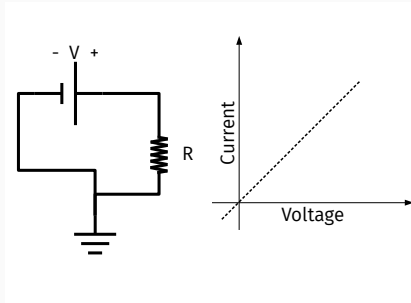
How much energy is  $2 \times 10^{17}$  eV? Recently, the ARIANNA experiment observed protons with so much energy (about  $2 \times 10^{17}$  eV) the ensuing shock in the atmosphere created a radio pulse observed over a several kilometer range.

*Good paper topic:* What is the purpose of the ARIANNA and ARA experiments in the Antarctic? What are they trying to measure?



# GRAPHICAL ANALYSIS OF SIMPLE CIRCUITS

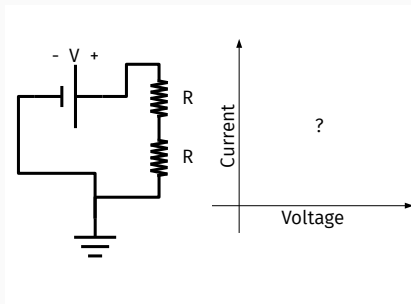
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**Figure 14:** Circuits components are represented graphically by iV curves.

If the resistance  $R$  is increased, what will happen?

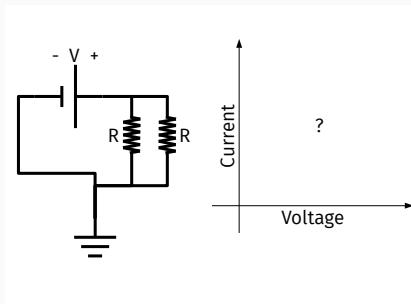
- A: The slope on the graph will increase
- B: The slope on the graph will decrease
- C: The slope will stay the same
- D: Cannot determine what will happen



**Figure 15:** Circuits components are represented graphically by  $iV$  curves.

Should the slope now be greater than, less than, or equal to the that of Fig. 14?

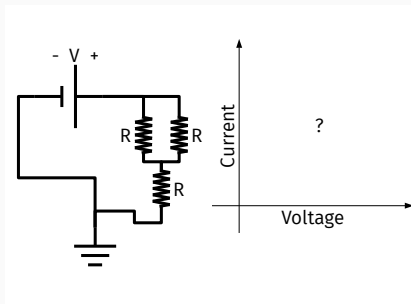
- A: Greater than Fig. 14
- B: Less than Fig. 14
- C: Equal to Fig. 14
- D: Cannot determine.



**Figure 16:** Circuits components are represented graphically by  $iV$  curves.

Should the slope now be greater than, less than, or equal to the that of Fig. 14?

- A: Greater than Fig. 14
- B: Less than Fig. 14
- C: Equal to Fig. 14
- D: Cannot determine.



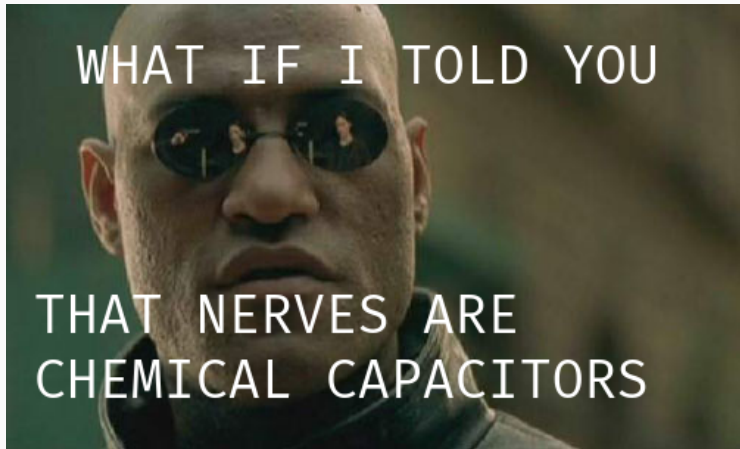
**Figure 17:** Circuits components are represented graphically by  $iV$  curves.

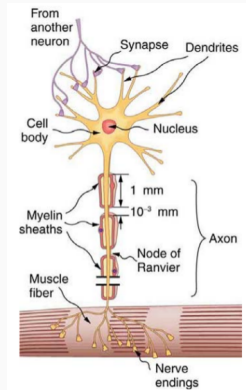
Should the slope now be greater than, less than, or equal to the that of Fig. 14?

- A: Greater than Fig. 14
- B: Less than Fig. 14
- C: Equal to Fig. 14
- D: Cannot determine.

## NERVE SIGNALS

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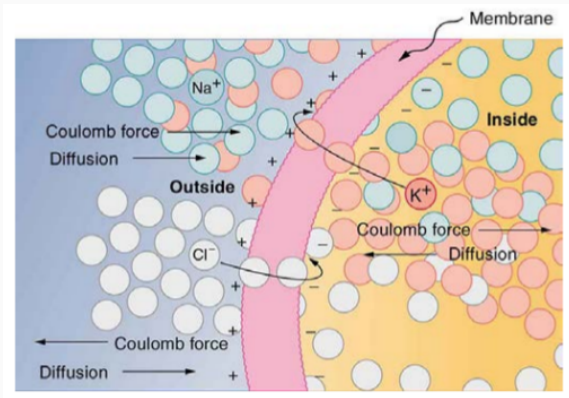
**Figure 18:** Structure of particular nerve cells known as *axons*, which have 1 mm long sections of *myelin* insulation, and  $10^{-3}$  mm nodes. Nerve signals are measured to propagate at 100 m/s in some cases. No myelin means slower propagation.



Sensory fiber types					
Type	Erlanger-Gasser Classification	Diameter	Myelin	Conduction velocity	Associated sensory receptors
Ia	A $\alpha$	13–20 $\mu\text{m}$	Yes	80–120 m/s <sup>[4]</sup>	Responsible for proprioception
Ib	A $\alpha$	13–20 $\mu\text{m}$	Yes	80–120 m/s	Golgi tendon organ
II	A $\beta$	6–12 $\mu\text{m}$	Yes	33–75 m/s	Secondary receptors of muscle spindle All cutaneous mechanoreceptors
III	A $\delta$	1–5 $\mu\text{m}$	Thin	3–30 m/s	Free nerve endings of touch and pressure Nociceptors of neospinothalamic tract Cold thermoreceptors
IV	C	0.2–1.5 $\mu\text{m}$	No	0.5–2.0 m/s	Nociceptors of paleospinothalamic tract Warmth receptors

**Figure 19:** Lack of myelin allows cross-talk, but also slows down signals by a factor of 100.

[https://en.wikipedia.org/wiki/Nerve\\_conduction\\_velocity](https://en.wikipedia.org/wiki/Nerve_conduction_velocity)



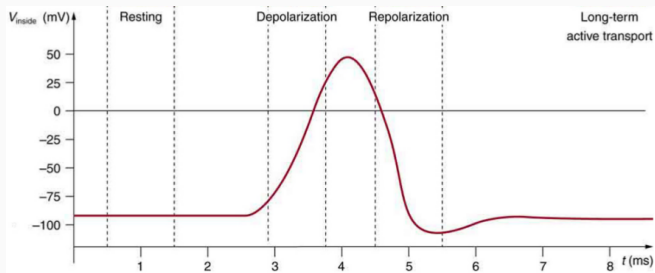
**Figure 20:** The sodium-potassium pump is responsible for creating an action potential that propagates along a nerve fiber. But how does this actually work?

We have a PhET simulation that demonstrates the mechanics of the pump.

<https://phet.colorado.edu/en/simulation/neuron>

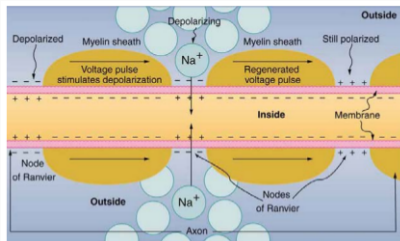
1. Click stimulate to cause a propagating pulse.
2. Click potential chart to see the voltage versus time, called the *action potential*.
3. Zoom in to the channels on the nerve membrane. Which chemical elements cross the membrane, and when?

# NERVE SIGNALS



**Figure 21:** We understand now how our nerves create this action potential, but there is a problem: **it is not fast enough.**

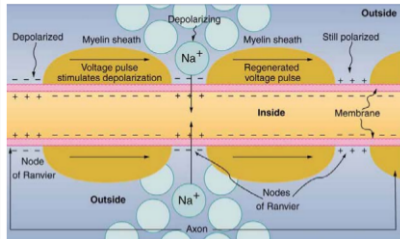
# NERVE SIGNALS



**Figure 22:** The *nodes of Ranvier* between *myelin sheaths* create a system which propagates the signal without losing speed.

**Professor calculation:** Let the speed of a signal in myelinated region be  $v_m$ , and the speed in the node  $v_n$ . Similarly, let the length of the myelinated area be  $\Delta l_m$ , and that of the node be  $\Delta l_n$ . For a total nerve length  $L$  that propagates a signal in time  $T$ , derive an expression for the speed of the signal, given  $N$  nodes.

# NERVE SIGNALS



**Figure 23:** The *nodes of Ranvier* between *myelin sheaths* create a system which propagates the signal without losing speed.

$$L = N(\Delta l_m + \Delta l_n) \quad (15)$$

$$T = T(\Delta t_m + \Delta t_n) \quad (16)$$

$$v = \frac{L}{T} = \frac{\Delta l_m + \Delta l_n}{\Delta t_m + \Delta t_n} \quad (17)$$

# NERVE SIGNALS

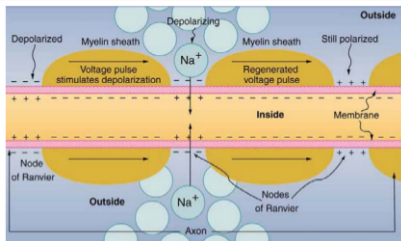


Figure 24: The nodes are small, the sheaths are large.

$$v = \frac{L}{T} = \frac{\Delta l_m + \Delta l_n}{\Delta t_m + \Delta t_n} \quad (18)$$

$$\epsilon = \frac{\Delta l_n}{\Delta l_m} \quad \kappa = \frac{v_m}{v_n} \quad (19)$$

$$v = v_m \left( \frac{1 + \epsilon}{1 + \kappa \epsilon} \right) \quad (20)$$

Now, we know that  $\epsilon \approx 10^{-3}$  and  $\kappa \approx 10^2$ , so  $\kappa\epsilon \approx 10^{-1}$ . We can approximate the final expression as

$$v \approx v_m \left( 1 - \kappa\epsilon + (\kappa\epsilon)^2 \right) \quad (21)$$

Using  $\kappa \approx 100$  and  $\epsilon \approx 1/1000$ , we get  $v = 91\%v_m$ .

- Our nerves have evolved to have the smallest nodes possible so that we get the highest nerve speed possible
- But we need the nodes to repolarize, otherwise the  $IR$  drop would dissipate the signal (think of electrical grid)

[https://en.wikipedia.org/wiki/Nerve\\_conduction\\_velocity](https://en.wikipedia.org/wiki/Nerve_conduction_velocity)



## CONCLUSION

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### Reading: Chapters 20 and 21

1. Current, Ohm's Law, resistors and conductors
2. DC circuits I
3. Nerve signals
4. DC circuits II

## ANSWERS

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- $5 \times 10^{20}$  C
- $8.34 \times 10^{28}$  free electrons per  $\text{m}^3$
- $\approx 10^{-3}$  m/s = 1mm per second
- about  $20 \text{ m}\Omega$
- about 60 mV
- about 600 mV
- $24 \text{ m}\Omega$
- 420 mA
- $2 \times 10^{14}$
- 1 keV
- $2 \times 10^{17}$  eV
- The slope on the graph will decrease
- Less than Fig. 14
- Greater than Fig. 14
- Less than Fig. 14