

## THE INERTIAL FORCE

Along with the Coriolis and centrifugal forces, inertial force is one of the three fictitious forces physicists refer to in the context of imaginary descriptions.

What is a fictitious force? What is an imaginary description? What is meant by inertial force? Where does it come from and how does it work? Why doesn't this force really exist? Here are some answers...

### A little reminder...

A force refers to any cause capable of changing the speed or trajectory of a mass. There are two types of forces: real forces, which are the real causes of the movement, and fictitious forces (also called apparent forces, imaginary forces or pseudo-forces), which only come into play in the context of imaginary descriptions.

### Definition

Inertial comes from 'inert'. Inertial force is defined as the force delivered by an inert object. How could an inert object deliver any force? This definition sounds paradoxical... In fact, everything is explained when one knows that the inertial force belongs to the category of fictitious forces, as we shall see...

### A real description...

Imagine a stationary truck parked on level ground, with a ball placed in the middle of the bed. Get the truck moving and watch the scene from a window or a balcony, for example: as soon as the truck starts, the ball seems to roll towards the rear of the bed, as if subjected to an apparent force.

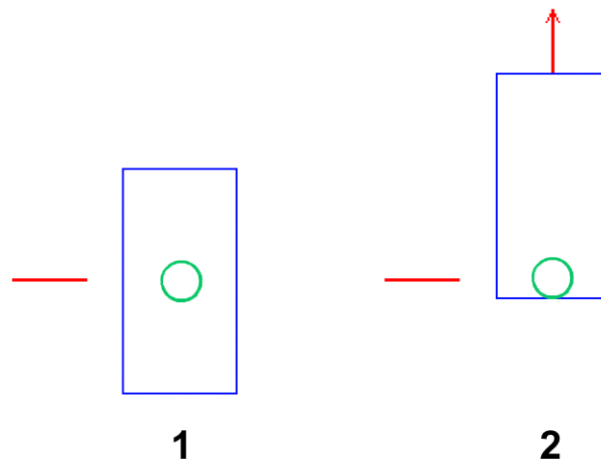
This apparent force is the inertial force. But beware! The movement of the ball is an optical illusion. Indeed, a ground reference can verify that in fact the ball has not moved, it has only been caught up and then hit by the tailgate of the truck.

Explanation: The only force requested in this experiment is the traction force created by the truck engine. This force is exerted on the tires of the driving wheels in contact with the ground. It then transmits to the wheels, the chassis, the body and the bed as well as everything it contains, including the ball.

The point of contact between the truck bed and the ball is too small a surface to communicate the force required to accelerate the ball, so that the latter remains stationary in relation to the Earth while the truck starts<sup>(1)</sup>.

And it is precisely because the ball remains motionless, completely insensitive to the movement of the truck, and thus completely inert, that it gives the illusion of movement, hence the name given to this force.

In fact, in this experiment, the one and only force exerted, the one and only force that really exists is the traction force that applies on the driving wheels of the truck as they touch the ground. There has been no other force brought into play in this description. The inertial force is an imaginary force indeed.



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Experiment top view:

1. A ball is placed in the middle of the bed of a stationary truck.
2. When the truck starts, it seems that the ball moves to the back of the bed.  
A ground reference (red line) shows that in fact the ball has not moved.

### **An imaginary description...**

Now imagine that the ball moves on its own, without anyone touching it, and without the truck starting either. It is impossible, isn't it?

Of course: the ball cannot move on its own, it is quite impossible!

To hell with reality! Close our eyes for a moment and imagine that the previous experiment takes place without any visual reference to the ground...

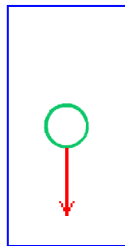
In such a description, which is of course totally imaginary, the traction force delivered by the truck no longer exists.

The movement of the ball must then be explained without reference to the truck, that is, totally regardless of the truck's own movement. That's right! Let's pretend the truck has not moved!

It surely stretches one's imagination! Physicists love this kind of exercise <sup>(2)</sup>...

So this is what inertial force is: an apparent force, i.e. a fictitious force used to explain a movement that occurs only in the context of a purely imaginary description.

In fact, inertial force does not exist, does not exist anywhere and never exists in any case!



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The inertial force is purely imaginary force: in theory, it would be capable of moving the ball without having to start the truck...

### **The mascot hanging from the mirror...**

Here is another experiment which is easily achieved and often misinterpreted as proving the existence of inertial force.

Just hang any kind of mascot or pendulum from a car interior mirror. In a straight line at a constant speed, the mascot is subject solely to gravitational force, so it remains completely still and indicates perfect verticality.

But during speed or trajectory variations, the mascot tilts. Where does this movement come from? Here is the correct explanation...

Let us describe what happens when the car starts: from inside the car, we can see the mascot tilt back, it seems that it is driven by an apparent force, and the term makes it clear that the observation is only valid in the reference frame of the car.

But in reality, in the Earth reference frame, there is no reason why the mascot would move without a force being exerted on it. It therefore remains motionless, completely inert, like the ball in the truck bed, and it remains so until the acceleration of the car is transmitted to it. Where does this acceleration come from and how is it transmitted?

The acceleration of the car comes from the traction force exerted on the tires of the steered wheels in contact with the ground. This force is then transmitted to the rest of the car and everything in it through the wheels, the chassis and the bodywork. It finally reaches the mascot through the mirror and the string after which it hangs. Hence its inclination.

This apparent force is the inertial force! It seems to move the mascot, but this observation is nothing but an optical illusion. In reality, this force does not exist and a ground reference would show that, when the mascot tilts, there is no movement in relation to the Earth. It is only when the inclination is stabilized that the mascot really moves and picks up speed thanks to the traction force transmitted to it by the string...

The same phenomenon occurs during braking, and these explanations enable us to better understand what the passengers may feel...

### **The 'seatbelt' effect...**

When heavy braking or a collision occur, car passengers have the feeling they are pressed against the seatbelt, as if driven by an apparent force...

This apparent force is inertial force, of course, but here again it is only a feeling!

In reality, this force does not exist in this experiment any more than it did in the previous ones. So where does the feeling come from? Here is the correct explanation...

When the driver presses the brake pedal, the car is subjected to the braking force exerted on the tires in contact with the ground. This force is then transmitted to the wheels, the chassis, the bodywork and all its accessories. Objects firmly attached to the body are entirely and immediately subjected to this force, as stowage precisely consists in enabling the bodywork to communicate this famous force.

But it is not the case with the passengers who, though seated on their seats, still retain some freedom of movement.

When the car starts to slow down, the passengers therefore retain their original speed, just like the mascot in the previous experiment, and they do so until their seatbelts communicate the famous braking force to them...

In this example, the seatbelts play the same role for the passengers as the string did for the mascot.

The passengers of a car are therefore never thrown forward, they are simply held back by the bodywork and the seat belts... or by the dashboard and the windshield, if they have forgotten to fasten their seatbelts!..

The feelings they experience therefore only come from the braking force that is communicated to them by the car... As inertial force is an imaginary force, it is of course impossible to observe or feel its effects.

### **The movement of luggage...**

What about luggage placed in the trunk or objects on the rear shelf?

The explanation is the same as for passengers: when braking or a collision occurs, the movement of luggage placed in the trunk or objects on the rear shelf is only apparent.

In reality, these objects are never thrown forward, they simply retain their original speed if they have not been firmly anchored to the bodywork, and as long as no part of the body can communicate any braking force to them.

### **Action and reaction: Newton's third law**

Another common mistake is to present inertial force as the reaction (in the Newtonian sense of the word) associated with traction or braking forces.

But what does Newton's famous law say? It is the action-reaction law: *'When one body exerts a force on a second body, the second body simultaneously exerts a force equal in magnitude and opposite in direction to that of the first body'*<sup>(3)</sup>.

This law is probably the most misunderstood of all those ever enunciated by Newton!

Indeed, the reaction associated with any force can exist and occur only in the context of a single description, and on the basis of a common reference frame. Again, mixing genres is strictly prohibited!

Logically, since the traction or braking forces are exerted in contact with the ground, the reactions associated with these two forces can only occur at ground level too, and not elsewhere.

Isaac Newton had his feet on the ground!

In fact, this famous reaction exists for good! Indeed, when a land vehicle accelerates or brakes, the tires rest on the ground, thus exerting a horizontal thrust which would be perfectly capable of disrupting the rotation of the Earth, were it not for the mass of the Earth itself, much too large, compared to that of the vehicle, for the movement of the Earth to be affected<sup>(4)</sup>!

This thrust is the reaction associated with the traction or braking forces.

In other words, the notion of reaction has nothing to do whatsoever with the concept of imaginary force and the inertial force is not, cannot be, is indeed never associated with any force!

### **Choosing the right reference frame!..**

These various considerations take us back to the theory of reference frames and the previous experiments can be summarized as follows:

- some are observed in an absolute reference frame (here the Earth) and describe a real movement;
- others are observed in a relative reference frame (here, the vehicle) and describe apparent movement.

Obviously, these two reference frames are quite distinct, so there is no question of confusing or mixing them (see ADILCA documents). It is, however, a common mistake!

### **Choosing the right description!..**

To be exhaustive, let us finally point out that, in an absolute reference frame (here, the Earth), the description may be 'dynamic' or 'static':

- in a 'dynamic' description, the mass of the car is accelerated or decelerated thanks to the traction or braking forces exerted at the periphery of the tires;
- in a 'static' description, the car is stationary; we imagine a fictitious force capable of compressing the tires and suspensions as when the car is accelerated or decelerated ; this pseudo-force is supposed to be exerted on the center of mass of the car.

Obviously, these two descriptions are completely contradictory, so there is no question of superimposing them (see ADILCA documents). Unfortunately, this is a very common blunder!

### **Inertial force: the true definition!**

The foregoing leads us to these two original and unpublished definitions of inertial force:

*'In the reference frame of the car, inertial force is the imaginary force that would have to be exerted on the center of mass of the passengers and luggage of a stationary car to see them driven by a motion identical to that observed in reality when the car is subject to traction or braking forces'.*

*'In the reference frame of Earth, inertial force is the imaginary force that would have to be exerted on the center of mass of a stationary car to create on the tires and suspensions an effect identical to that observed in reality when the car is subject to traction or braking forces'.*

Let us insist on the three fundamental requirements to these definitions:

1. The car must be stationary;

2. This force is hypothetical, as clearly stated by the conditional: *'the force that would have to be exerted'*...

3. It is technically impossible to exert any force directly on the center of mass of any mass... (try to make the experiment, and you will have to admit that this requirement alone would suffice to prove the unreality of inertial force!)

These are sufficient reasons to assert in a clear and final way that inertial force does not exist!

### **How to measure inertial force...**

Can the intensity of inertial force be measured? It is indeed quite possible to measure the intensity of an imaginary force, i.e. the intensity of a force that does not exist, but that would have to be resorted to if... Physicists love this kind of exercise!

However, with regard to inertial force, the usual approach is not correct, and here's why...

First things first: in science, as a rule, one should always check the origin of the quantity one is faced with, what it represents, and how it was obtained. This is what you may call a principle of traceability.

Before any calculation is carried out, a physicist must perform experiments, define benchmarks and make measurements. The process is what matters most. Calculations only come next, but they are necessarily based on concrete measures, numerical values whose origin and meaning are certified – in short, quantities that really exist...

It is only later, thanks to a purely theoretical reasoning, that the physicist can transpose his reasoning to the study of an imaginary phenomenon.

Indeed, there is no imaginary force without a real force. But the reverse is not true: the traction or braking forces may well be considered independently, in a series of experiments and measurements, for instance, while the inertial force is always necessarily dependent on a traction force or a braking one!

It is therefore strictly forbidden to mention the inertial force without explaining where it comes from, what it represents and how it was obtained.

In short, though it is quite possible to talk about the traction force or the braking force alone, however it is absolutely forbidden to talk about inertial force without mentioning traction or braking forces! In other words, to come to the inertial force, which is an imaginary force, one needs to start from the traction force or the braking force, which are real forces.

These details of what is in fact a very logical approach are often ignored or overlooked. To illustrate this, here is a concrete example.

### **A concrete example...**

Take the example of a car with a mass of 3,300 lb (1,500 kg) accelerating from 0 to 45 mph (20 m.s<sup>-1</sup>) in 10 seconds. Let us first calculate the intensity of the supposedly constant acceleration:

$$Y = V / T$$

$$Y = 20 / 10 = 2 \text{ m.s}^{-2}$$

The fundamental relation of dynamics enables one to calculate the intensity of the traction force **F** exerted on the tires of the steered wheels in contact with the ground:

$$F = M Y$$

$$F = 1,500 \times 2 = 3,000 \text{ N}$$

It is only from this result that we can deduce the intensity of the inertial force **F'**, the famous force that would have to be exerted on the center of mass of the car, if it was stationary, in order to produce an effect comparable to that observed in reality when the car is subjected to the traction force or the braking force. The following formula, and no other, is then used:

$$F' = - M Y = - F$$

The calculation is easy: to a real force of **3,000 N** in a dynamic description corresponds an imaginary force of **- 3,000 N** in a static description! Hence the confusion!

Indeed, the 'real force' and 'imaginary force' vectors have the same modulus! But beware, everything divides them:

- their point of application (one of these two vectors originates at the periphery of the tire and the other at the center of mass);

- their direction (here, the sign [-], which is often forgotten, is determining; it shows that, if the inertial force existed, inertial force, its spatial orientation should be rigorously opposed to that of the traction force or of the braking force.



- and one of these two vectors applies to a moving car while the other applies to a stationary one!

In short, these two vectors do not all belong at all to the same description! Be careful not to mix genres!

Thus, the intensity of the inertial force results from that of the traction force or of the braking force, it never works the other way. And the quantity supposed to prove the existence of the inertial force results in fact from a confusion with the traction or braking forces!

### **The inertial sensor...**

Can a simple inertial sensor (also called accelerometer) directly measure the intensity of inertial force?

Let us detail the principle of operation of this device: a block capable of sliding in a tube, is maintained at rest by two springs, but can nevertheless move along a slider in case of acceleration or deceleration. The device is securely attached to the car body.

Let's get back to the example of a car that accelerates from 0 to 45 mph in 10 seconds. If the mass of the block is  $10^{-2}$  kg, if the device is accurately calibrated, the cursor indicates a force of  $2 \times 10^{-2}$  N, this is the force necessary to accelerate the block.

The fundamental relation of dynamics enables one to calculate the intensity of the acceleration communicated to the block by the car:

$$Y = F / M$$

$$Y = 2 \times 10^{-2} / 10^{-2} = 2 \text{ m.s}^{-2}$$

Note that this acceleration is strictly identical to that of the car, which is not surprising since the sensor is a part of the car body and accelerates at the same rate.

As there is no motion without cause, it is deduced that the acceleration of the block comes from the traction force exerted on the car.

In other words, the inertia sensor measures the intensity of the traction force, and its operating principle has nothing to do with the concept of inertial force.

### **The inventor of inertial force...**

It is an open-and-shut case: inertial forces do not exist. But then, where does the mistake come from? In fact, the mechanisms of the confusion are old, complex and cultural.

Let us start at the beginning. We owe the idea of reducing real descriptions to mere statics problems to Jean Le Rond d'Alembert, a French mathematician and physicist (1717-1783) best known as the co-editor of the '*Encyclopédie*'<sup>(5)</sup>. He was the inventor of inertial force!

Looking into the work of Newton and considering that it was incomplete, d'Alembert imagined to reverse the reasoning by considering that any accelerated body could be described as being motionless, its state of inertia making it capable of generating a force, etc. Instead of d'Alembert, it should have earned him the nickname of *d'à l'envers* – literally 'in a reverse way'! Anyway, Descartes was avenged<sup>(6)</sup>!

These were prodigious mental acrobatics, but they are alas without much interest, at least for the domain which currently occupies us. It is purely imaginary logic, used indiscriminately, adapted largely and loosely, so much in conformity with the French intellectual tradition which, unlike that of the English-speaking world, prefers abstraction over reality, concepts over their applications, theory over practice...

### **The role of teachers...**

The concept is one thing, the teaching craving it can arouse is quite another. What role have teachers been playing in this hoax?

While it is quite obvious that no physics teacher worthy of the name ever could mix up the origin of a phenomenon with its effects, the cause of a movement with its consequences, a real description with an imaginary description, since any scientific approach precisely consists in seeking explanations which may sometimes be counter-intuitive to observations which are only apparently logical or rational, that is still the way it goes.

D'Alembert's reasoning, relayed a few years later by that of Gaspard Coriolis (the inventor of the force that bears his name, see '*Coriolis force*' ADILCA document) met with great success, not only with French intellectuals, but also teachers, so much so that one may even speak of a certain fascination...

And since most physics teachers remained confined in classrooms, lecture halls or laboratories, they focused their teaching on these famous imaginary concepts. Unconcerned about pragmatism, disconnected from reality, they forgot to issue the instruction manual.

In short, as time and classes went by, imaginary descriptions irresistibly supplanted real descriptions.

### **Physics textbooks...**

What should be made of physics books?

You only need to take a look at the current production at all levels (secondary schools, higher education) to see the extent of the phenomenon. The least one can say is that these textbooks give imaginary descriptions more than their share!

Yet the honesty, the good faith and good intentions of the authors are not in question. Indeed, since most of these books were written by scholars and not by men with practical experience, the descriptions given by the former logically appear to the detriment of those proposed by the latter. (see ADILCA documents).

Let us also note that when it comes to writing a physics textbook, the concept of inertial force is very convenient as it is a comprehensive generic concept adaptable to a number of phenomena.

Conversely, the description of a real movement requires much more minuteness, in the etymological sense of the word, and is rather a matter for specialized books: the forces exerted on a car, for example, are not exactly the same as those exerted on a boat, an airplane or a satellite; identifying and exposing them in detail is therefore long and delicate.

### **...and those who read them!**

How have pupils and students assimilated these differences? Pedagogy is the art of controlling what happens in the minds of students. In this case, sophisticated knowledge, honesty and good intentions are no longer enough!

Unfortunately, the system has always worked in closed circuit the teachers have only validated through exams the knowledge they consider to be fundamental, within the limits of their skills and knowledge.

Let us instead see things from the pupils or students' point of view: when the discourses of teachers and textbooks combine to drum the compulsory dogma into their heads, it is difficult for them to escape indoctrination! Yes indeed, even in the field of science, this is quite possible!

It is the way it goes, and it is appalling: in people's brains, the logic of imaginary descriptions has irresistibly supplanted that of real descriptions. A small survey of students or young graduates is enough to convince one.

### **Conclusion**

Just like the Coriolis force and centrifugal force (see '*centrifugal force*' and '*Coriolis force*' ADILCA documents), inertial force is one of three fictitious forces (also called apparent forces or pseudo-forces) which are used by physicists in the context of purely imaginary descriptions.

But none of these three forces really exists! It is therefore strictly impossible to observe or feel their effects – there is absolutely no question about it!

(1) *In fact, the contact surface between the truck bed and the ball does not allow for total slip, the ball begins to spin, thus gaining kinetic energy of rotation. If the truck stops suddenly, this accumulated energy can be sufficient to cause the ball to be dragged towards the tailgate. In the context of this experiment, it is what is called an artefact.*

(2) *Contrary to what one might think, this manipulation is common in physics: the truck is said to have become a 'non-inertial reference frame' or 'non-Galilean reference frame'. We prefer to call it 'special reference frame' to indicate that it is not an absolute one. Concretely, it means that describing its own movement is now strictly forbidden! In short, let us pretend the truck is stationary!*

(3) *Beware! This principle applies only to real forces, never to fictitious forces. Indeed, in an imaginary description, interactions do not exist. Isaac Newton could not specify this, as fictitious forces were unknown at the time.*

(4) *If you compare a 10-ton truck and the Earth ( $6 \times 10^{24}$  kg), the mass ratio is of 1 to 600 trillion to the benefit of the Earth, to the detriment of the truck...*

(5) *Its full title is 'Encyclopédie ou Dictionnaire raisonné des sciences, des arts et des métiers', a gigantic work aiming at taking stock of the knowledge of the time, the first of its kind to be published in France (1772). In the same field, the British had fired first: a similar book entitled 'Cyclopaedia', edited at the initiative of Ephraim Chambers, had already been circulating in England since 1732.*

(6) *The Anglo-French rivalry at the time was not limited to the sole fields of industry and trade, it also showed through sciences and scientific reasoning. Thus, to explain the motion of planets in the solar system, René Descartes, a French mathematician and philosopher (1596-1650) had supposed the existence of a fluid ('aether') acting as an airstream, a hypothesis which was altogether swept away by Newton.*

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## SOME RELATIONSHIPS BETWEEN PHYSICAL QUANTITIES

### 1. Acceleration

$$Y = \Delta V / T$$

**Y**: acceleration, expressed in **m.s<sup>-2</sup>**

**V**: speed variation, expressed in **m.s<sup>-1</sup>**

**T**: duration, expressed in **s**

Consistency of the units:  $Y = \text{m.s}^{-1} \cdot \text{s}^{-1} = \text{m.s}^{-2}$

Example: calculate the acceleration of a car whose speed varies from 0 to 30 meters per second (67 mph) in 15 seconds:

$$Y = 30 / 15 = 2 \text{ m.s}^{-2}$$

### 2. Traction force or brake force

$$F = M \cdot Y$$

**F**: traction force or brake force, expressed in **N**

**M**: mass, expressed in **kg**

**Y**: acceleration or deceleration, expressed in **m.s<sup>-2</sup>**

Consistency of the units:  $F = \text{kg} \cdot \text{m.s}^{-2} = \text{kg.m.s}^{-2} = \text{N}$

Example 1: calculate the traction force acting in contact with the ground and which is capable of transmitting an acceleration of 2 meters per square second to a 1,500 kilograms (3,300 lb) car mass:

$$F = 1,500 \times 2 = 3,000 \text{ N}$$

Example 2: calculate the braking force acting in contact with the ground and which is capable of transmitting a deceleration of 2 meters per square second to a 1,500 kilograms (3,300 lb) car mass:

$$F = 1,500 \times 2 = 3,000 \text{ N}$$

### 3. Inertial force

$$F' = - M \cdot Y$$

**F'**: inertial force, expressed in **N**

**M**: mass, expressed in **kg**

**Y**: acceleration or deceleration, expressed in **m.s<sup>-2</sup>**

Consistency of the units:  $F' = \text{kg} \cdot \text{m.s}^{-2} = \text{N}$

Example: calculate the force that should be exerted on the center of mass of a stationary car, all brakes blocked, to create, on suspensions and tires, an effect comparable to that observed in reality when the speed of the car varies from 0 to 30 meters per second (67 mph) in 15 seconds:

$$F' = - 1,500 \times 2 = - 3,000 \text{ N}$$

Note 1: this force has no real existence because the car remains motionless all the time. To avoid any confusion, it is better to call it an imaginary force, a fictional force, or a pseudo-force.

Note 2: the sign [-] is mandatory, it specifies that the spatial orientation of the inertial force is contrary to the logic of the movement.

Note 3: beware to misinterpretation, the numerical equality of results does not allow the interchangeability of descriptions, concepts or reasoning.

Note 4: the different calculations must be done in the order indicated. It is indeed impossible to directly calculate the inertial force without performing the intermediate calculations detailed above.

Note 5: any scientific approach is based on the same principle: from experiment, observations and *measurements* (here: measuring the mass of the car, the speed variation and its duration), then to allow *calculations* (here: calculation of a traction force or a braking force), and finally lead to a *reasoning* (here: the concept of the inertial force). This passage from the concrete to the abstract, from the real to the imaginary has often been short-circuited, hence the confusion or misunderstanding about the inertial force.

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