Annual and Semi-annual Variations of Equivalent Sq Current System along the 210 MM

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The equivalent Sq current pattern is estimated by using the CPMN data along the 210-degree Magnetic Meridian (MM) [see Yumoto and the CPMN group, 2001]. From these patterns we can see latitudinal and longitudinal (local time) distributions of the Sq current on day-to-day basis. The equivalent Sq current patterns thus can be regarded as a snapshot of the spatial structure of the Sq current system.

We analyzed the geomagnetic field data (dH, dD) obtained from the 19 CPMN stations during 1996-2007. 10 'International Quiet Days' are selected and hourly data (dH, dD) at each station (*Phi*, *LT*) are used; here, *Phi* and *LT* are magnetic latitude and local time of each station, respectively. Further, based on the daily *F10.7* solar flux data, the quiet days available are divided into two levels of the solar activity, "high" and "low". The data for $50^{\circ}F10.7^{\circ}150$ is classified as the data for "low" solar activity period, on the other hand, the data for $150^{\circ}F10.7^{\circ}250$ is classified as the data for "high" solar activity period.

The equivalent Sq current patterns of 210 MM sector are represented as the sum of three components: temporally constant component (Sq0), annual component (Sq1) and semi-annual component (Sq2). So that, SqFr = Sq0+Sq1+Sq2, here SqFr is an approximated Sq variation obtained by Fourier analysis. A mean error of the SqFr from the 30-day running average of the raw data is about 12%. In fact, the SqFr well represents some known features of the seasonal variation of the Sq current, e.g.: (1) The SqFr current is strong in summer and very weak in winter. (2) The vortex centre of the SqFr current in the winter hemisphere is located on the afternoon side of that in the summer hemisphere by a few hours local time. In the present paper, we will demonstrate the seasonal variations of equivalent current patterns of the each component (i.e., Sq0, Sq1 and Sq2) for both "high" and "low" solar activity periods and discuss the generation mechanisms of them.