

SOLUTIONS FOR PART I

1. NUMBERS, SETS, AND FUNCTIONS

1.1. "We have at least four times as many chairs as tables." The number of chairs (c) is at least (\geq) four times the number of tables (t). Hence $c \geq 4t$.

1.2. Fill in the blanks. The equation $x^2 + bx + c = 0$ has exactly one solution when $b^2 = 4c$, and it has no solutions when $b^2 < 4c$. These statements follow from the quadratic formula.

1.3. Given that $x + y = 100$, the maximum value of xy is 2500. By the AGM Inequality, $xy \leq (\frac{x+y}{2})^2 = (\frac{100}{2})^2 = 2500$. This is achieved by $x = y = 50$.

1.4. The square has the largest area among all rectangles with a given perimeter. With side-lengths x , y and perimeter p , we have $x + y = p/2$. By the AGM Inequality, $xy \leq (\frac{x+y}{2})^2 = (p/4)^2$. The bound is achieved with equality when $x = y$, which is the case of a square.

1.5. Translation of "The temperature was 10°C and increased by 20°C ." "The temperature was 50°F and increased by 36°F ." (One converts a change of 20 degrees C to a change of 36 degrees F, not to a temperature of 68 degrees.)

1.6. Temperature scales. If f denotes the current temperature in Fahrenheit degrees and c denotes the current temperature in Celsius degrees, then we always have $f = (9/5)c + 32$.

a) Equality in the values occurs at -40 degrees Fahrenheit, since -40 is the solution to $f = (9/5)f + 32$.

b) Equal magnitude with opposite signs occurs at $80/7$ degrees Fahrenheit, since $80/7$ is the solution to $f = (9/5)(-f) + 32$.

c) The Fahrenheit value is twice the Celsius value of 320 degrees Fahrenheit, since 320 is the solution to $f = (9/5)(f/2) + 32$.

1.7. Correction of "If x and y are nonzero real numbers and $x > y$, then $(-1/x) > (-1/y)$." If y is negative and x is positive, then $-1/x$ is negative and $-1/y$ is positive, so $(-1/x) < (-1/y)$.

Adding the condition $y > 0$ makes the statement true. If now x is negative, then $(-1/x) > 0 > (-1/y)$. If now x is also positive, then $1/x < 1/y$, and multiplying by -1 yields the desired inequality.

In fact, the statement is true whenever $y > 0$ or $x < 0$, which is a more general situation than $y > 0$.

1.8. Simpson's Paradox. The tables below confirm the paradox. The explanation is that the bulk of the men are in the afternoon class, where

receiving an A is easier, while half of the women come from each class. This makes it easier on average for men to receive A grades.

A grades	Men	Women
Morning	9/10	5/9
Afternoon	9/14	6/9
Total	11/24	8/18

A grades	Men	Women
Morning	.50	.55
Afternoon	.64	.67
Total	.48	.44

1.9. Percentage changes. In either case, (30% decline and then 23% rise) or (20% rise and then 18% decline), the original amount is multiplied by $.984 = .80 \cdot 1.23 = 1.20 \cdot .82 = .984$, producing a loss.

1.10. If 25% more Ph.D. degrees are produced than the economy can absorb, then there is a 1 in 5 chance of underemployment. The economy can absorb x Ph.D's, but $(5/4)x$ are produced. The fraction unused is $\frac{5/4x - x}{5/4x} = \frac{1}{5}$.

1.11. Promotional discount. When a 15% discount is applied to an amount x , the actual cost is $.85x$. When 5% tax is computed on an amount y , the tax is $.05y$, and the paid total is $1.05y$. If the price of the item is z , then applying the discount before the tax yields a total cost of $1.05(.85z)$. Applying the tax first yields a total cost of $.85(1.05z)$. By the commutativity of multiplication, these are equal.

1.12. Installment plan. If the first of thirteen payments toward \$1000 is half the others, then the total will be 12.5 times the usual payment. We set $12.5x = 1000$ to obtain \$80 as the regular payment and \$40 as the first payment.

1.13. If $A = \{2k - 1; k \in \mathbb{Z}\}$ and $B = \{2k + 1; k \in \mathbb{Z}\}$, then $A = B$. If $n = 2k - 1 \in A$ for $k \in \mathbb{Z}$, then $n = 2(k - 1) + 1$. Since $k - 1 \in \mathbb{Z}$, we have $n \in B$. Similarly, $n = 2k + 1$ when $k \in \mathbb{Z}$ yields $n = 2(k + 1) - 1$, and thus $n \in B$ implies $n \in A$.

1.14. $[a, b] \cup [c, d]$ using set difference. If $a < b < c < d$, then $[a, b] \cup [c, d]$ consists of all numbers in the closed interval $[a, d]$ except those between b and c . Thus $[a, b] \cup [c, d] = [a, d] - (b, c)$.

1.15. For sets, $A - B = B - A$ if and only if $A = B$. If $A = B$, then both differences are empty. Conversely, each element of $A - B$ is not in B and hence not in $B - A$. Similarly, no element of $B - A$ belongs to $A - B$. Hence equality requires that both differences are empty, and thus that $A = B$.

1.16. Iteration of the Penny Problem operation.

$5 \rightarrow 41 \rightarrow 32 \rightarrow 221 \rightarrow 311 \rightarrow 32$, reaching a cycle of length 3.
 $6 \rightarrow 51 \rightarrow 42 \rightarrow 321 \rightarrow 312$, reaching a fixed point.

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John N. Fujii



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order to enhance the overall view the editors have included a section Chronicle and Bibliography in which information is given on the most important actions relating to mathematization of geology taking place in 1965 and the first half of 1966 and which includes a bibliography on two dimensional regressions having great practical value in geology but little known to us in the Soviet Union

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