



PARK SCHOOL MATHEMATICS

BOOK 9: REASONING AND PROVING III

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HABITS

- look for patterns:** to look for patterns amongst a set of numbers or figures
- tinker:** to play around with numbers, figures, or other mathematical expressions in order to learn something more about them or the situation; experiment
- describe:** to describe clearly a problem, a process, a series of steps to a solution; modulate the language (its complexity or formalness) depending on the audience
- visualize:** to draw, or represent in some fashion, a diagram in order to help understand a problem; to interpret or vary a given diagram
- represent symbolically:** to use algebra to solve problems efficiently and to have more confidence in one's answer, and also so as to communicate solutions more persuasively, to acquire deeper understanding of problems, and to investigate the possibility of multiple solutions
- prove:** to desire that a statement be proved to you or by you; to engage in dialogue aimed at clarifying an argument; to establish a deductive proof; to use indirect reasoning or a counterexample as a way of constructing an argument
- check for plausibility:** to routinely check the reasonableness of any statement in a problem or its proposed solution, regardless of whether it seems true or false on initial impression; to be particularly skeptical of results that seem contradictory or implausible, whether the source be peer, teacher, evening news, book, newspaper, internet or some other; and to look at special and limiting cases to see if a formula or an argument makes sense in some easily examined specific situations

take things apart: to break a large or complex problem into smaller chunks or cases, achieve some understanding of these parts or cases, and rebuild the original problem; to focus on one part of a problem (or definition or concept) in order to understand the larger problem

conjecture: to generalize from specific examples; to extend or combine ideas in order to form new ones

change or simplify the problem: to change some variables or unknowns to numbers; to change the value of a constant to make the problem easier; change one of the conditions of the problem; to reduce or increase the number of conditions; to specialize the problem; make the problem more general

work backwards: to reverse a process as a way of trying to understand it or as a way of learning something new; to work a problem backwards as a way of solving

re-examine the problem: to look at a problem slowly and carefully, closely examining it and thinking about the meaning and implications of each term, phrase, number and piece of information given before trying to answer the question posed

change representations: to look at a problem from a different perspective by representing it using mathematical concepts that are not directly suggested by the problem; to invent an equivalent problem, about a seemingly different situation, to which the present problem can be reduced; to use a different field (mathematics or other) from the present problem's field in order to learn more about its structure

create: to invent mathematics both for utilitarian purposes (such as in constructing an algorithm) and for fun (such as in a mathematical game); to posit a series of premises (axioms) and see what can be logically derived from them

to desire that a statement be proved to you or by you to engage in dialogue aimed at clarifying an argument

to establish a deductive proof

to use indirect reasoning or a counter-example as a way of constructing an argument

Problems

1 At Arnaldo’s small party, people shook hands with as many people they liked, from 0 up to everyone else at the party. Nayla has been paying close attention, and says that if you add up everyone’s personal “handshake total”, you will get 15. Can she be correct? Explain.

Often in life, when someone says something that seems surprising, counter-intuitive, or even reasonable, we will look not at the conviction with which the speaker is speaking, but instead for the evidence and reasoning needed to back up their claim. In mathematics, we do the same thing. It is a fun fact of mathematics that many things that initially appear to be false are in fact true, and as well many things that appear to be true are false. So the only way to know if a statement is correct is to use clear reasoning based on assumptions we all agree upon.

Proving is a way of demonstrating to yourself and others that something you think may be true (or false), must in fact be true (or false). Although there are many different ways of proving a statement, everyone agrees that the steps of a proof should be clear: a careful reader should be able to read each step of your proof and see how it connects and follows from the one before. That way, at the conclusion of your proof, they will agree with you!

In the “Arnaldo’s party” problem above, at first it may seem a bit mystifying how to approach testing Nayla’s claim. Probably the best thing to do at first is to Tinker by trying to see if you can get a “handshake total” for all party members to be equal or close to 15. If you can get to exactly 15, you’re done; Nayla is correct, and the problem is over. On

the other hand, if you have tried a number of different handshake “scenarios” and only gotten close to 15 in each case, nevertheless you will probably have noticed something interesting about handshake totals in general—something you might try to prove (and which will tell us if Nayla can be correct as well).

So, when presented with a claim, do three things. First, decide whether it seems reasonable – do you believe it at first glance? Next, try to find evidence that the claim is or is not true. Finally, for any claim that you believe to be true, try to prove that it’s true by making a sequence of logical statements, each of which your peers could understand and agree to; and for any claim you believe to be false, provide an example that shows the claim is false—such an example is called a counterexample.

2 Here’s a problem that many students have enjoyed:

A 64-square black and white checkerboard (see above) can clearly be completely covered by 32 dominos. If the top right and bottom left squares are removed, what is left is a 62-square board. How many dominoes will be required to cover the 62-square board?

3 [Continuation of problem 2] Did you check your answer to problem 2? A 64 square checkerboard is covered by 32 dominoes since every domino covers 2 squares, a white one and a black one. In the altered checkerboard, how many black squares are there? How many white squares? Would 31 dominoes do the job?

Here's another problem that might seem very tricky at first, but with a little persistence and some tinkering . . .

4 In a stock market game, Traci claims that she can purchase any stock above \$26 by using only \$5 and \$6 coupons. (For example, there is no way she could purchase \$13 of stock with these coupons, but she could purchase \$41 of stock by using one \$6 coupon and seven \$5 coupons.) Do you think that Traci can really pull this off?

As a token of our affection to you, the answer is given on the reverse.

While it may seem plausible that there is always some combination of \$5 and \$6 coupons that is equivalent to a specific amount of money, it at first seems unlikely that we may be able to prove that any amount over \$26 can be produced by some combination of the two coupons. How would we know for sure that \$329876 could be paid out?

Our best strategy is to begin by tinkering, and then see if there are any interesting patterns that emerge. We can then try to establish through careful reasoning that the patterns we see are no fluke, that they have to continue.

So let's start.

The first few dollar amounts one can figure out just by Tinkering:

27 stock can be paid by using three \$5 coupons and two \$6 coupons.

28 stock can be paid by using two \$5 coupons and three \$6 coupons.

29 stock can be paid by using one \$5 coupon and four \$6 coupons.

30 stock can be paid by using no \$5 coupons and five \$6 coupons.

31 stock can be paid by using five \$5 coupons and one \$6 coupon.

Wait a second. Isn't this sort of tedious? Doesn't it seem like this approach would take us forever, and even then we would still have an infinity of numbers left to check? And weren't we supposed to look for a pattern? There doesn't seem to be any pattern in the 5's and 6's at all.

Well, let's think about a \$32 stock. Traci knows how to purchase a \$27 stock—three \$5 coupons and two \$6 coupons. What coupon should she now add in order to purchase a \$32 stock?

Now convince yourself that Traci's claim is valid.

5 Phillip says that every whole number has an even number of positive integer factors (for example, 6 is $1 \cdot 6$ and $2 \cdot 3$ so its factors are 1, 6, 2, 3). Either explain why he is correct, or give a counterexample.

14 Can one make change for a 25-ruble bill, using exactly ten smaller bills of denominations of 1, 3, or 5 rubles? (The 1, 3, 5, and 25 ruble denominations used to be standard in Russian currency.)

15 Imagine you are at a school that has a row of 500 lockers, all shut. Initially a student goes along the row and opens every locker. Then a second student goes along and shuts every other locker beginning with locker number 2. A third student changes the state of every third locker beginning with locker number 3—that is, if a locker is open the student shuts it, and if a locker is closed the student opens it. A fourth student changes the state of every fourth locker beginning with locker number 4.

This continues until all 500 students have followed the pattern with the 500 lockers. At the end, which lockers will be open and which will be closed?

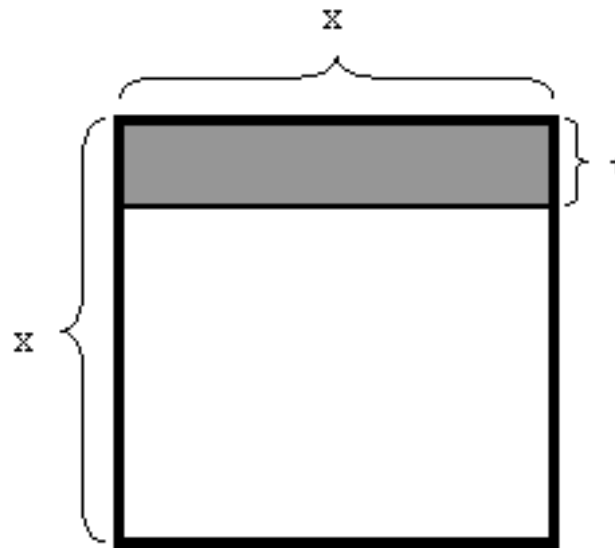
16 In a certain year there were exactly four Fridays and exactly four Mondays in January. Gisele says that, given only that information, she can determine what day of the week the 20th of January must fall on in that year. Is Gisele correct?

17 There are 12 million people in New York City. The number of hairs on a human head never exceeds 750,000. Must there be 2 people in New York who have the same number of hairs on their head?

OF MINDED

prove

prove



prove

LOOK FOR PATTERNS
TINKER
DESCRIBE
VISUALIZE
REPRESENT SYMBOLICALLY
PROVE
CHECK FOR PLAUSIBILITY
TAKE THINGS APART
CONJECTURE
HYPOTHESIZE
WORK BACKWARDS
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HABITS

LESSON 1: ALGORITHMS

Introduction

An explorer is lost in the 30 by 60 mile rectangular section of snowy wilderness shown below. The search and rescue team knows that she started her journey at the southwest corner, and since there hasn't been any new snow for a while, they also know that they'll be able to see her tracks.

Obviously, the team wants to find the lost explorer as quickly as possible. There are different ideas about how to do this, though, so they decide to split into two groups. Group A will start at the southwest corner and simply follow the explorer's trail. Group B, though, has a different strategy. Here's what they do:

1 Group B starts out at $(0, 30)$, and walks directly east. Every time they cross the explorer's trail, they make a note of it. Suppose that by the time they reach the eastern border, they've crossed the explorer's trail 5 times. What can they conclude about where the explorer must be now? How about if they'd crossed the trail 8 times?

2 As you can see, Group B's west-to-east walk allows them to cut the remaining search area in half. Their idea is to keep repeating this until they've narrowed down the search area to a small horizontal strip. Suppose that on the first walk (along $y = 30$), they crossed the trail 3 times.

a. What horizontal line should they walk next?

b. Now, suppose that on the second walk, they cross the explorer's trail 6 times. Where could the explorer possibly be? Demonstrate your answer by drawing a picture of one such trail the explorer could have taken.

3 Is Group B’s strategy better than Group A’s? To help you answer this question, determine approximately how long each one would take to find the lost explorer in each of the following scenarios. (Assume that each group moves at the same speed, and that as soon as a group comes within a mile or so, they’ll see the explorer’s signal flares.)

a. .

b. .

c. .

Development

The two strategies in the situation above are both examples of *algorithms*—though, of course, Group A’s is a rather simple one. An algorithm is simply a clearly defined, step-by-step process for accomplishing a desired task. You can think of every algorithm as having three main parts: input, process and output. In the search and rescue situation, for example, the input would be the whole search area and the explorer’s trail, and the output would be the explorer’s location.

As you can hopefully see, thinking about and analyzing algorithms can be useful in situations where there are multiple possible approaches, and we want the “best” or most efficient one. But this kind of thinking isn’t only useful in practical applications — it’s also a source of some classic games and puzzles.

4 The Number Devil is thinking of an integer between 1 and 63 (inclusive), and your job is to guess it. If you guess wrong, the Number Devil will tell you (truthfully) whether your guess is too low or too high. Come up with a strategy for finding the Number Devil’s number in as few guesses as possible.

Was there anything in common between your strategy in the previous problem and Group B’s approach to finding the missing explorer? Group B’s strategy — and, likely, yours — is an example of a *binarysearch* algorithm. (The Latin root *bini* means “two-by-two”.) Here’s another application of it.

5 Your English teacher has an alphabetized stack of 15 papers, but she's forgotten whose papers she collected. Now, she needs to check and see if she has Gabi's paper in the stack. She decides to use a binary search algorithm.

a. Simulate this with your group: have a group member make an alphabetized list of names without showing you. The list maker gets to decide whether or not "Gabi" is in the list. You, in the role of the teacher, can ask for any individual name in the list (e.g., "Who is the fifth person in the list?"). How many times do you have to ask before you can be sure whether or not Gabi's name is in the stack?

b. Make up an alphabetized list of 15 names that would force the teacher's binary search process to make the most guesses possible. This is called a "worst case" input for the algorithm. How many guesses does the algorithm take, in the worst case?

6 Now, you decide to play a little trick on the teacher. Carefully rearrange the ordering of names you made in part (b) of the previous problem so that, when your teacher uses binary search, she'll end up mistakenly concluding that Gabi's paper is not in the stack.

Based on what happened in problem 6, it's clear that there are certain situations in which the binary search algorithm isn't appropriate. This is always true: every algorithm makes some assumptions about its input.

7 What assumption(s) did the teacher make in using her binary search algorithm?

In addition to thinking carefully about the input, it's also helpful when working with algorithms to identify the *basic operations* your algorithm can use. The basic operations are always based on the situation you're dealing with: they are the actions you're able to do as a single "step" of your algorithm. In the Number Devil game, for example, your basic operation was to guess a number and find out if it was correct, too big, or too small. In the stack of papers example, the basic operation was to check the name on a single paper in the stack and compare it alphabetically with the name 'Gabi'. The basic operation in the following game is similar to these two, but slightly different.

8 Play the following game with a classmate:

Your partner should write five different numbers on slips of paper. Then shuffle the papers and put them face down on the table in a straight row.

You are the guesser. Your job is to figure out which paper has the largest number written on it. But you can never see the numbers themselves — you can only ask for comparisons. For example, you could point to the first slip and the fourth slip, and your classmate would have to tell you which one has the larger number.

Each comparison counts as one step, and your goal is to find the paper with the largest number with as few steps as possible.

Play the game and identify the paper with the largest number. How many steps did it take before you were certain about your answer?

Describe, in detail, an algorithm for finding the largest number in a list of numbers, using as few comparisons as possible.

9 Aaron has an algorithm that he claims can find the largest number every time using only three comparisons. Either figure out Aaron's algorithm, or explain why it's impossible.

Here's a somewhat different algorithmic puzzle that many consider a "modern classic." (In fact, the story goes that, before it got out onto the Internet, this was a question that Google interviewers asked of potential employees.)

You have two perfectly identical eggs. You need to figure out how high an egg can fall from a 100-story building before it breaks. You know nothing about the toughness of the eggs; they may be very fragile and break when dropped from the first floor. On the other hand, they may be super tough genetically altered eggs, so tough that that dropping them from the 100th floor doesn't even cause a scratch. The only thing you know for sure is that they both have exactly the same "toughness."

10 Joey takes his first egg, and drops it off of the fourth floor. It doesn't break. Then, he goes up and drops it off the tenth floor, and it shatters spectacularly on the sidewalk. Finally, he takes his second (and last) egg, and drops it off the seventh floor. It breaks. What can Joey conclude about the toughness of his eggs?

11 Come up with a strategy for figuring out your eggs' toughness. Your job is to guarantee the smallest number of egg-drops, in the worst case. You are allowed to break both eggs, but remember, two is all you get!

Practice

12 You have 16 identical-looking coins. Fifteen of them have exactly the same weight, and one is too heavy. Describe an algorithm for finding the heavy coin in as few steps as possible. The basic operation allowed is to use a simple balance to compare 2 piles of coins to see which pile is heavier.

13 In the algorithm you use for adding two very large numbers by hand, what are the basic operations? How about multiplying two numbers by hand? Dividing?

14 Describe the mental algorithm a street vendor might use to quickly make change for a \backslash 20 bill. *Makesureyouralgorithmworksbytestingitoutthefollowingsaleamounts :* 1.50, 3.00, 11.45, \$17.26.

15 Write an algorithm for finding someone's age based on their birth date and the current date. (For instance, Tom's birth date is 6/14/90 and today's date is so Tom is years old.)

16 Recall the Number Devil game from problem 4. Now let's say you're trying to guess a number between 1 and 255. If you were going to play using the binary search algorithm, what would be one worst-case number that the Number Devil could choose?

17 Consider the following strategy to the egg-drop problem:

Starting at floor 1, drop the first egg off of odd – numbered floors until it breaks. Then, go back down one floor.

Say you get to decide how tough the eggs are, and you want to force the strategy above to make the largest possible number of drops before it succeeds.

a. What is the worst-case input for this strategy? i.e., how tough should you make

the eggs?

b. What's the worst-case number of drops?

Going Further

The algorithms we've worked with so far dealt with lists of information, whether they were lists of numbers, names, phone numbers, etc. Now, we're going to look at algorithms that transform a single item, such as a number, word, etc.

18

You and your friend are planning to share lockers, so as soon as you get your combinations, you plan to exchange them over the phone. Each combination has three numbers in it – for example, 11 – 2 – 41.

In case someone might be listening, though, you agree ahead of time to use the following algorithm to encrypt each number in the combination:

EncryptNumber (N) If N is odd, then output $2 + N$. Otherwise, output $2 \cdot N$.

Notice that the notation being used here is similar to the “function notation” that you’ve seen in some previous lessons. “EncryptNumber” is the name of the algorithm, and N is a name for the input to the algorithm.

Your combination is 12 – 7 – 11. What should you tell your friend?

Your friend tells you 80 – 28 – 29. What was her combination?

19

Your brother wants to use the same system with his friend, but he's confused about how it's possible to “decrypt” the numbers he receives. Give him detailed instructions for a “DecryptNumber” algorithm that he can use to understand what his friend tells him.

One convenient feature of using function notation is that we can use it to easily write down things about what an algorithm does for specific inputs. For example, we can write $\text{EncryptNumber}(4) = 8$, or $\text{DecryptNumber}(8) = 4$.

20

What is $\text{DecryptNumber}(13)$? How about $\text{DecryptNumber}(24)$? And $\text{DecryptNumber}(18)$?

21 Predict what would happen if you applied the `EncryptNumber` algorithm to each of your three answers in the previous problem. Then try it out to test your prediction.

When you use an algorithm to encode a message so that no strangers can understand it, it's called an "encryption" algorithm. This is essentially what a computer does when you enter a password or other personal information on a website, so that nobody besides the website owner can see it.

Another kind of encoding is called "compression". With compression, the idea is to shrink the size of a message down so it's faster to transport. This is why mp3's are such a big deal: they allow you to compress very large song files so that they're small enough to download quickly.

22 Emmett wants to compress all the old emails he's saved on his computer. Thinking of the shorthand he sometimes uses for text messages, he decides to go through each message and remove all the vowels and all the spaces. One problem with this approach is that it simply doesn't shrink the message by all that much. However, there's a much deeper problem. What is it? Can you suggest an alternative method for compressing Emmett's emails?

23 What are some characteristics that would make a good compression algorithm? What characteristics are absolutely necessary?

You saw with the compression and encryption algorithms above that they're only useful if they also have *decompression* and *decryption* algorithms to go with them. These are two examples of a more general type of algorithm called an inverse algorithm. When you have two algorithms, and each one reverses the other, then the two algorithms are called inverses of each other. Using this language, we can say the major flaw in Emmett's compression algorithm was that it has no inverse algorithm. (Why not?)

24 You want to share your gym locker with a different friend from the one in problem 18. But she and your other friend don't get along, so you need a different code for this locker. Here's the one you use:

GymCode (N): If N is odd, then output

$$2N$$

. Otherwise, if N is a multiple of 4, output $N + 1$. Otherwise, output $2N + 3$.

Write an inverse for this algorithm called `GymDecode`.

Now, let's say you wanted to write down all your passwords so you don't forget them. Since someone else might see the paper, you decide to encrypt all the passwords so that only you will know what they really are.

You've already got two encryption algorithms: `EncryptNumber` from problem 18 and `GymCode` from problem 24. So you can just combine the two to create the `SuperSecretCode` algorithm, as follows:

`SuperSecretCode(N)`: Output `EncryptNumber(GymCode(N))`.

Recall that `GymCode(N)` just means "the output of `GymCode` when you input `N`". Similarly, "" means, "the output of `EncryptNumber` when you input `GymCode(N)`".

25 What is the value of `SuperSecretCode(14)`? (Hint: first figure out the value of `GymCode(14)`, and then use substitution.)

26 Write the inverse algorithm, `SuperSecretDecode`.

Practice

27 I have three bags, two with marbles in them (bags A and B) and one without (bag C). First, I take half the marbles in bag A and add them to bag B. Then I recount the marbles in bag B, take out half, and put them in bag C. You know that when I'm done, the contents of the bags are as follows:

Bag A Bag B Bag C 10 marbles 20 marbles 20 marbles

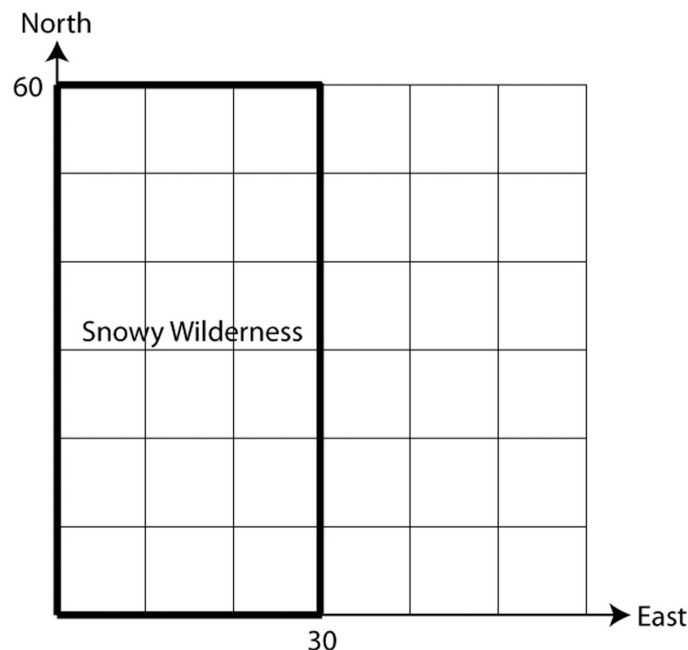
Find out how many marbles were in the bags originally.

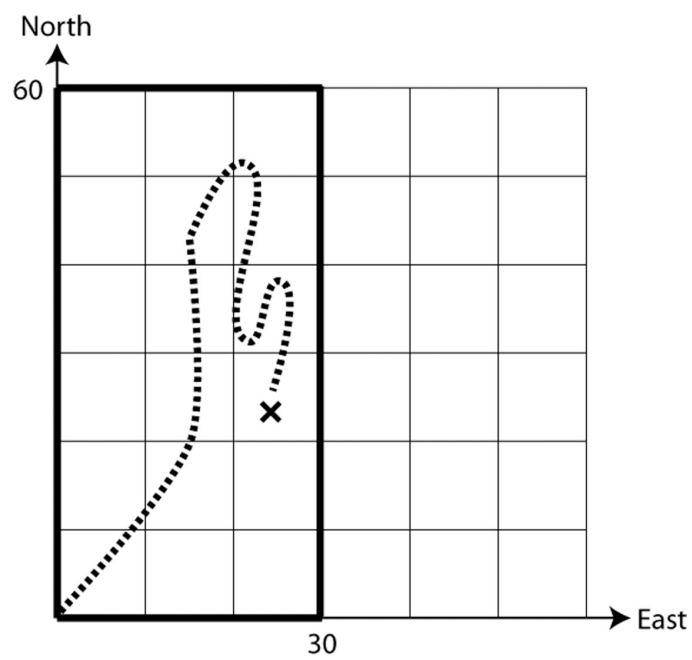
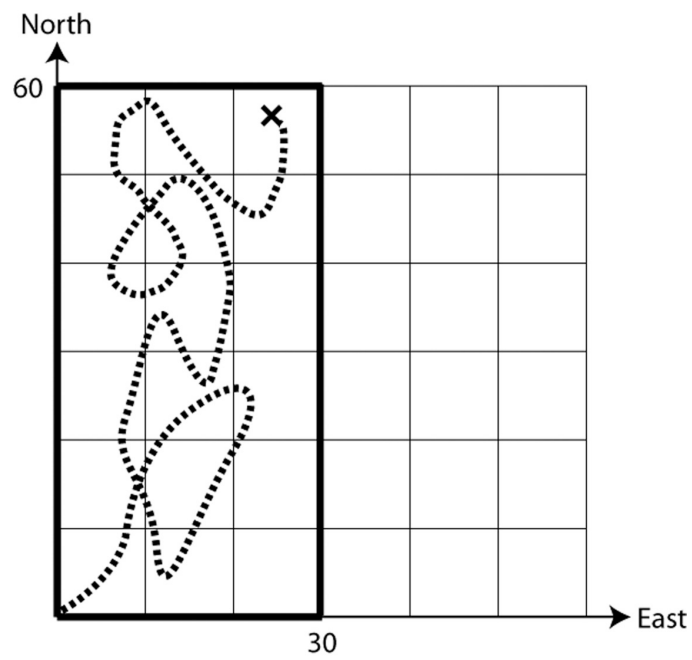
28 Write an inverse algorithm to reverse the following process: Take a number and add 4 to it. Then multiply your answer by 3. Finally, subtract 1 from your answer.

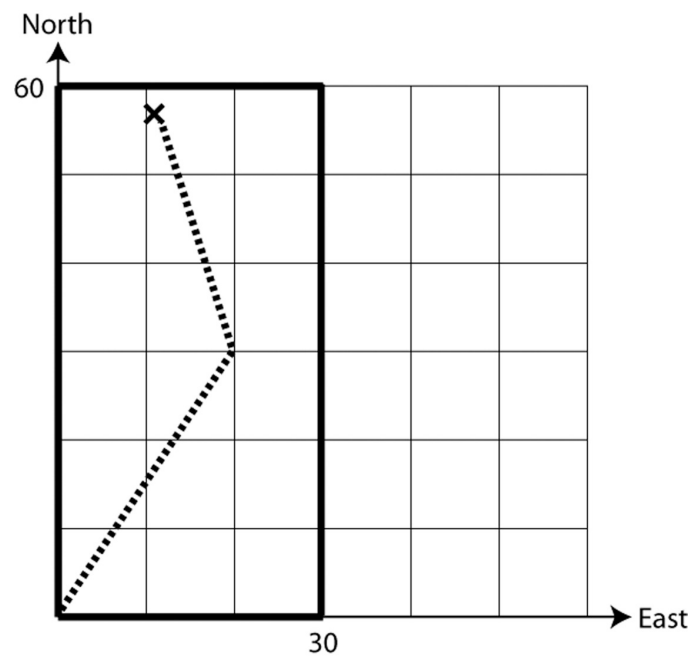
- 29 Is there an inverse for an algorithm that sorts a list of numbers in ascending order? (“Ascending order” just means from least to greatest.)
- 30 An algorithm takes a number, multiplies it by 2, and then adds 5. If the output from the algorithm is X , what was its input, in terms of X ?
- 31 Write an inverse algorithm to reverse the following process: Take an integer between 1 and 99. If it’s a 2-digit number, multiply it by 5. If it’s a 1-digit number, multiply it by 10 and then add 1. (Try the process on a few different numbers first.)
- 32 The ShiftCipher algorithm is a simple way of encrypting a word. Here’s how it works:

Take a word, such as DOOR. Shift the first letter once – D becomes E. Then, since D is the 4th letter of the alphabet, shift all the other letters 4 times – OOR becomes SSV. If at any point you hit Z and need to go past it, then just wrap back around to A. So, ShiftCipher(“DOOR”) = “ESSV”. (Another example: ShiftCipher(“EYES”) = “FDJX” – try it).

Write the DecryptShiftCypher algorithm.







Problems

33 You always set your alarm clock to wake you up one hour before you have to leave. But if you have to leave before 7 am, you give yourself 15 extra minutes to get ready since you know you'll be groggy.

- What's the input for the process described above? What's its output?
- What time would you have to leave if the clock woke you up at 5:40am? 5:50am?
- Your alarm wakes you up. Based on the time you see on the clock, how do you know when you'll have to leave?

34 You've got a stack of five pancakes, all of different sizes. Your only tool is a spatula, and the only basic operation allowed is: insert the spatula beneath any pancake in the stack and flip the whole section of the stack that's above the spatula onto the remaining stack below. Your job is to sort the stack so that the smallest pancake ends up on top and the pancakes increase in size as you go down the stack.

35 a. Sort each of the following stacks, using as few flips as possible. i)

b. ii)

c. iii)

36 a. Write a general algorithm for sorting any stack, and try it out on a few different initial arrangements of pancakes.

b. Make up a worst-case initial arrangement of five pancakes for your algorithm. How many flips does your algorithm take in the worst case?

37 You've lost your calculator, and your diabolical arch nemesis has decided to exploit this opportunity. He'll make calculations for you — for a price! Multiplication costs \

1, *whereas exponentiation costs \$6. Unfortunately, you*

$\{7^{10}\}$ \$, and you've only got \$5. What will you do?

38 You input any word, and the AlphaBlast algorithm outputs the same word but with all the 'a's replaced with 'z's. Is AlphaBlast reversible? Example:

AlphaBlast("mathematics") = "mzthemztics". Test it carefully and then explain your answer. (An algorithm is called reversible if it's possible to create an inverse algorithm for it.)

39 For each of the following algorithms, assume that the input can be any number, and call it X . Read each description, and decide in each case whether the algorithm is reversible. If so, write the inverse.

- a. The Foo algorithm either multiplies X by 2 (if it's a whole number) or doesn't change it (if it's not a whole number).
- b. The Bar algorithm either multiplies X by 2 (if it's NOT a whole number) or doesn't change it (if it IS a whole number).
- c. The FractionsAreFun algorithm takes a X , adds 10, and divides that answer by 4, and outputs the result.
- d. The NoReallyTheyAre algorithm divides X by 20 then adds 1 and outputs the result.
- e. The Flip algorithm outputs the value of $100/X$, unless X is zero, in which case the output is just zero.
- f. The Flop algorithm divides 20 by X , then adds 1 and outputs the result.
- g. The Square algorithm simply outputs the value of X^2 .

40 Here's a variation on the Number Devil game: the Number Devil is allowed to change its secret number after each time you guess. However, it can't change it in a way that makes any of its previous answers untrue. (So, if you guessed "5" the first time and the answer was "higher", it could not change its answer to "2", but it *could* change it to "7".)

- a. Explain why binary search algorithm's worst-case guarantee is still the same.
- b. Describe an algorithm the Number Devil could use to force a worst-case outcome every time, as long as you didn't get lucky and guess right the first time.

41 Here's a tougher variation of the game you played in problem 8. The setup is the same: your partner shuffles the cards and lines them up, and you can't look at them. But now, instead of just finding the largest one, your goal is to sort all the cards into descending order (i.e., line them up from largest to smallest). Your basic operations are (i) to ask your partner to compare two cards (just like last time), and (ii) to swap the positions of any two cards. Write an algorithm for this game. That is, create an algorithm that will sort a list of 5 numbers. After writing the algorithm, go ahead and try it out with a group member. Does it work?

42 Look back at your pancake-flipping algorithm from problem 34. If you extended your algorithm to stacks of N pancakes, how many flips, maximum, could you guarantee it taking — that is, what's the worst it could do?

43 Here's a different version of the pancake problem. This time, you have three plates. Plate #1 has a stack of 5 pancakes, in order from the largest one on the bottom to the smallest on top. This time, though, you can only use the spatula to shift one pancake at a time to another plate. At no time can any larger pancake be on top of a smaller pancake. How many moves does it take to get the entire stack of pancakes from Plate #1 to Plate #3?

44 Don't use a calculator for this problem.

a. Simplify $\frac{20a^4b^7}{30a^3b^{-2}}$

b. Reduce the fraction

c. Solve for x : $x^{\frac{2}{3}} = 64$

d. Solve for x : $x^2 + 8x + 9 = 0$

e. Solve for x : $3x^2 + 7x + 3 = 0$

45 If you double the size of a list in which you're doing a binary search, will it (in the worst-case scenario) take you about twice as long to do the search?

46 The shape below is called a "tromino."

Each of the following "checkerboards" has had one square removed. For each board, find a way to cover *all* of the remaining squares with trominoes.

a. .

b. .

c. .

d. .

47 You have only a compass and an unmarked straightedge. Come up with an algorithm for finding a point equidistant from three given points. In doing so, you will have proven that it is always possible to find such a point.

48 Alice is in the top right square of a giant chessboard, and the white rabbit she's chasing is in the bottom left square. Each turn, Alice gets to move one square up, down, left, or right. Then, after that, the white rabbit gets to move (up, down, left, or right). Alice catches the rabbit when she's able to move into the square he's sitting in. Assuming that both Alice and the white rabbit are strategically quite savvy, predict the outcome.

49 The Floor operation takes any number whatsoever as an input. $\text{Floor}(x)$ simply takes x and returns the greatest integer that's less than or equal to x . In other words, the Floor function always “rounds down”. Examples: $\text{Floor}(2.001) = 2$, $\text{Floor}(\pi) = 3$, and .

The following algorithm, which uses Floor and some basic arithmetic operations, only takes positive integers for its input. What does it do?

$$\text{Mystery}(n) = 5 \left(\frac{n}{5} - \text{Floor} \left(\frac{n}{5} \right) \right)$$

50 The RightShift and LeftShift operations work for any non-negative integers with five or fewer digits:

$\text{RightShift}(N, d)$ chops off the rightmost d digits of N and outputs the result.
Example: $\text{RightShift}(3214, 2) = 32$.

$\text{LeftShift}(N, d)$ moves each digit d places to the left, and fills in 0's in the empty spaces; then, it chops off all but the last five digits. Examples:

$\text{LeftShift}(75, 3) = 75000$, and
 $\text{LeftShift}(3214, 2) = 21400$.

a. Starting with the number 6789, how can you use only the LeftShift and RightShift operations to end up with the number ‘7’?

b. Generalize your work from part (a) to create the PickADigit algorithm, where $\text{PickADigit}(N, d)$ outputs the d th digit of a positive integer N .

51 What does the following algorithm do, assuming that N is a positive, five-digit integer?

52 You input a whole number to a certain algorithm. If it's even, the algorithm doesn't change the number. If it's odd, the algorithm turns the number backwards — for example, 57 becomes 75. Is this algorithm reversible?

53 Come up with a non-trivial numerical algorithm that reverses itself. In other words, come up with an algorithm Boing such that, for every N ,

$$\text{Boing}(\text{Boing}(N)) = N$$

.

54 Imagine your friend gave you a very long table of *all* the possible inputs to her algorithm and their corresponding outputs. Even if she didn't explain the process her algorithm used, describe using a single sentence how you could figure out whether or not the algorithm was reversible.

55 Your basic operations for the following are addition, subtraction, multiplication, division, and testing which of two numbers is the biggest.

a. Write an algorithm for figuring out whether or not a positive integer N is prime. Pick some three-digit numbers and try it out. (By the way, computer systems actually use algorithms like these to encrypt your private data.)

b. Suppose it takes you 3 seconds to use your calculator to do each of the basic operations above. How long would it take you to check whether or not 1,000,003 is prime? How about 1,000,005?

56 You have 4 identical-looking coins. Two of them are heavy and two of them are light (the two heavy ones weigh the same, and the two light ones weigh the same).

Call the coins A, B, C, and D. Your goal is to find out which two are heavy and which two are light. Your only instrument is a balance scale — you put some coins on the two sides of the scale, and it tells you which side is heavier (or that the two sides weigh the same).

Describe an algorithm for finding the light coins in as few steps as possible.

57 When you type a text message into a cell phone using multi-tap typing, you are essentially encoding English words into a long sequence of numbers (and pauses). For example, to type in the word “EIGHT”, I type: 3 3 4 4 4 [pause] 4 [pause] 4 4 8. Use this picture of a cell phone’s keypad to help you:

58 a. I typed 7 7 7 7 , 7 3 3 , 3 3 2 2 2 4 4. (Here the commas represent pauses). What word did I type?

b. Write an algorithm for “decoding” a string of numbers and pauses into a word.

59 You and a fellow explorer need to be able to communicate two numbers to each other — coordinates for your location, which will always be positive *whole* numbers, but can be small or large. The only means of communication you have is a carrier pigeon. Due to its tiny brain, the pigeon can only remember one *whole* number (though it can be as big as you want).

Somehow, you need to fit the two numbers together into one number, but you need to make sure that the process is reversible, so that your companion can figure out what numbers you’re sending him.

a. Here’s the first process you try. Say your two numbers are 67 and 302. Then you just put them together to make 67302, and send that number along with the pigeon.

b. Why is this non-reversible?

c. The next strategy you develop fails as well. What you tried to do was separate the numbers with “000”. So, 67 and 302 gets written as 67000302.

d. This strategy will usually work, but not for every pair of numbers. When is this strategy non-reversible?

e. Create your own strategy, and show that it works — that it is reversible.

60 Look back at the sorting algorithm you wrote for problem 39.

- a. Are there certain initial arrangements of the cards that make your algorithm finish in fewer steps?
- b. Using your algorithm, what's the maximum number of comparisons you have to make, in the worst case, when you play the game with five cards?
- c. If you used your sort algorithm from problem 39 to sort a list with N items in it, how many comparisons would it take? See if you can express your answer as a simple algebraic formula.

61 Five pirates come across 100 bars of gold. The pirates have a pecking order, with #5 and #1 indicating the top and bottom-ranked pirates, respectively. Each pirate wants to maximize his or her share of the gold bars. There are no coalitions or collusions between them. They are all very analytical — they can think things through! Their process for splitting the loot is somewhat democratic. It begins with the top-ranked pirate making a proposal on how to divvy up the loot. (Note that the gold bars cannot be broken up, glued together, or otherwise changed; there are 100 bars of gold, period.) Each pirate gets one vote, up or down on the entire proposal. Remember, each pirate votes based on his or her own pocket and there are no side agreements of any sort. If the proposal gets 50% or more votes, it wins, and that's that. On the other hand, if it fails to muster 50%, then the pirate who made the proposal is thrown overboard, and the process continues with the next pirate down the hierarchy.

What is the maximum number of bars that the most powerful pirate can get and what allocation to each pirate will ensure him the 50% vote that he needs?

(from <http://www.eogogics.com/talkgogics/ezone/tech-talk/pirates1>)

62 Create an algorithm to find the median of a list of numbers. Your only basic operation allowed is to compare two numbers to see which is larger. Assume the list has an odd number of items in it.

63 Write an algorithm that finds the second largest number in a list of 16 numbers, using only comparison as the basic operation. It's possible to guarantee a correct answer in fewer than 29 comparisons — can your algorithm do this?

64 Sherlock and Watson create the following code to encrypt their messages:

First, turn each letter into a number (A is 1, B is 2, etc). Then for each number, multiply it by 7 and add 1. Finally, if any numbers have 3 digits, just ignore the hundreds digit — so 141 just gets written as 41, and so on.

a. Encrypt the word NO according to their code.

b. Sherlock sends Watson the message 36 34 22 8 13 36. Decode it.

c. Even though the code $\square\square\square$ “erases” hundreds digits, it's still perfectly reversible — you can always decode any message and know exactly what was written. Explain why it's reversible.

65 You create an especially tricky locker code. Here's what you do to encode the 3-number combination: The new first number will be the sum of all three numbers in the original.

The new second number will be the sum of the first two numbers in the original.

The new third number will be the sum of the last two numbers in the original.

a. Encode $12 - 8 - 1$. Do you see how you could find the 12, 8, and 1 from the coded version?

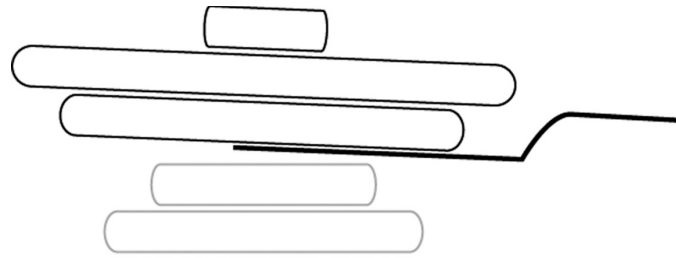
b. Decode $17 - 14 - 5$.

c. You receive a coded combination: $A - B - C$ (A, B, and C represent the numbers you receive). Write instructions or equations for decoding it.

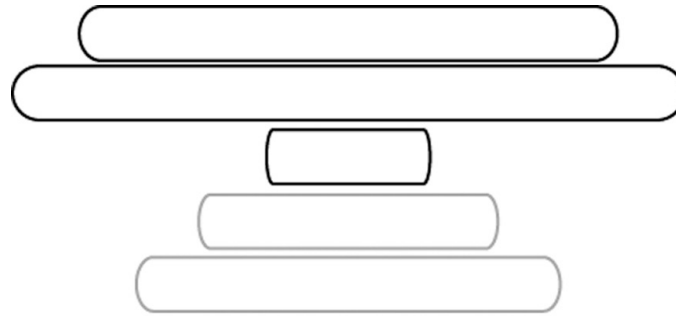
66 This is a famous problem that's challenged many mathematicians. You have 12 coins that look alike. 11 are genuine and each have the same weight. 1 is counterfeit, and is *either* too heavy or too light.

Write an algorithm for how to use a balance scale to find the fake coin, *and* determine whether it's too heavy or too light, in as few steps as possible. (It can be done with three weighings! See if you can figure out how.)

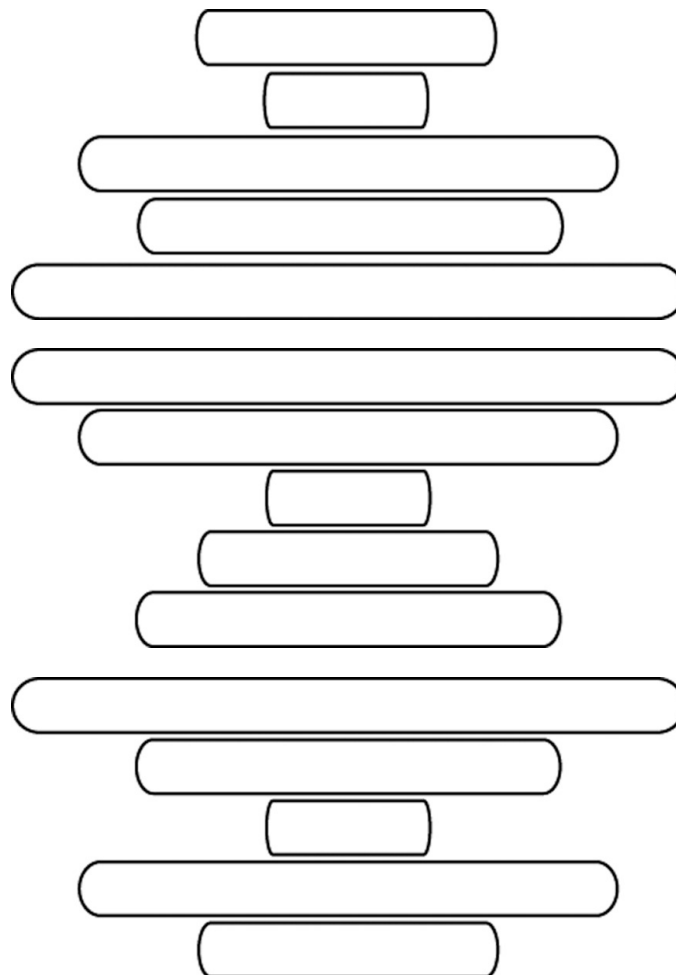
Hint: it will probably help a lot to make a chart to keep track of the different possibilities.

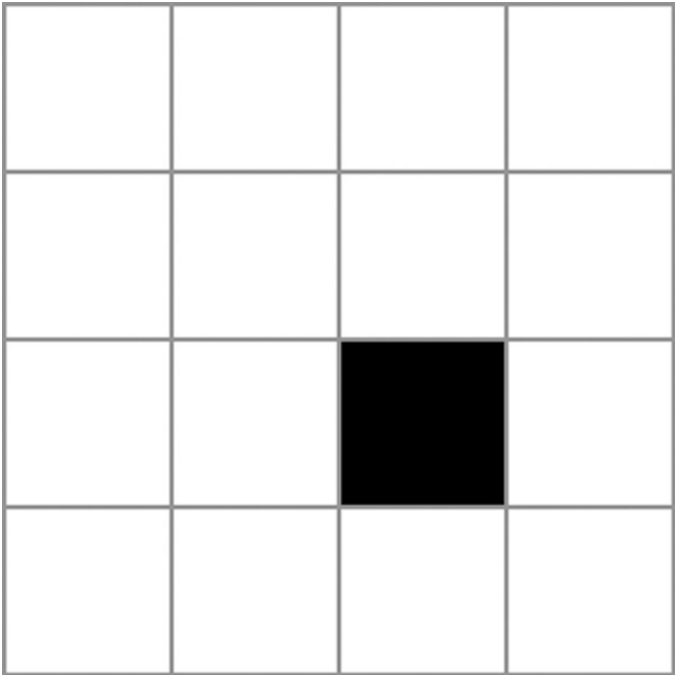
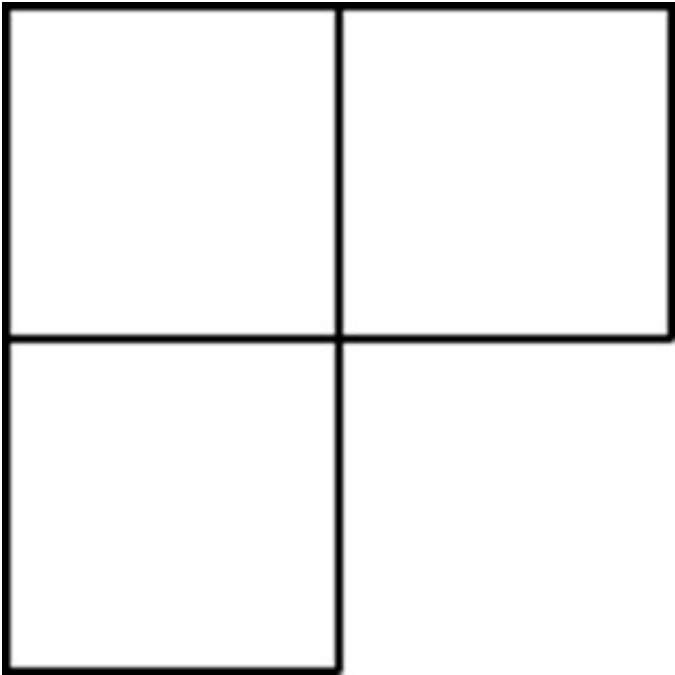


Before

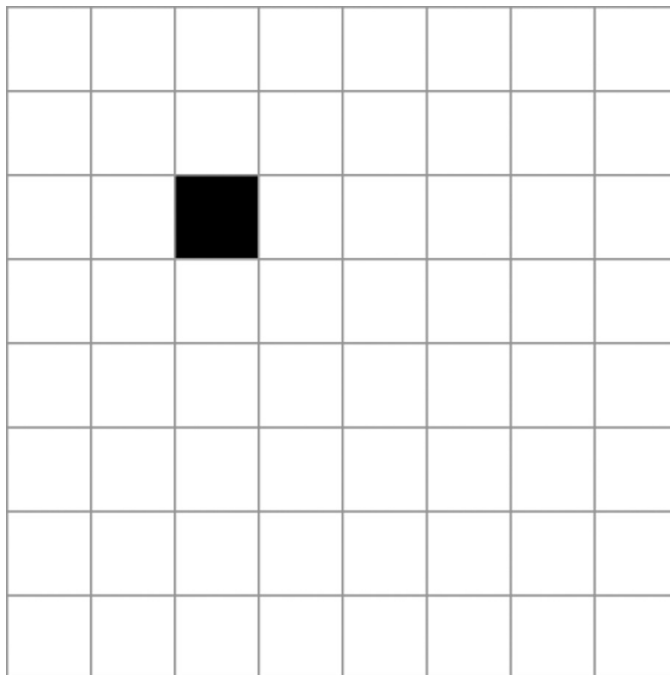
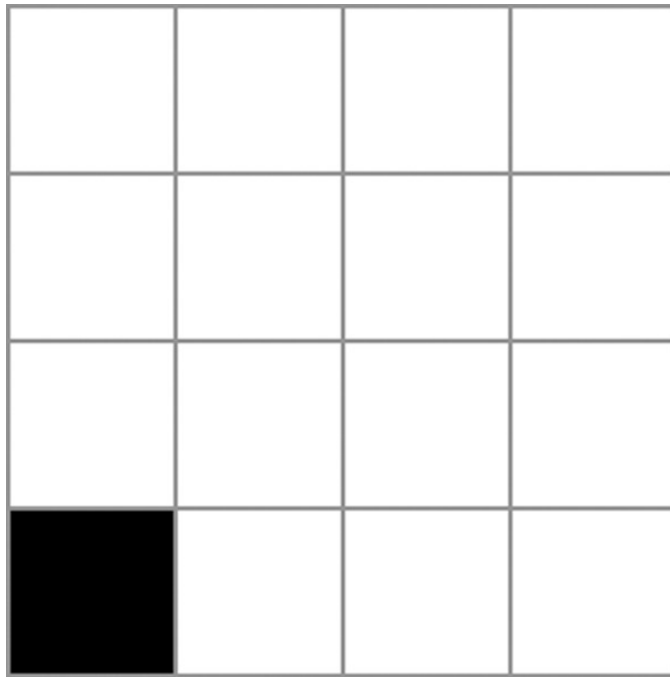


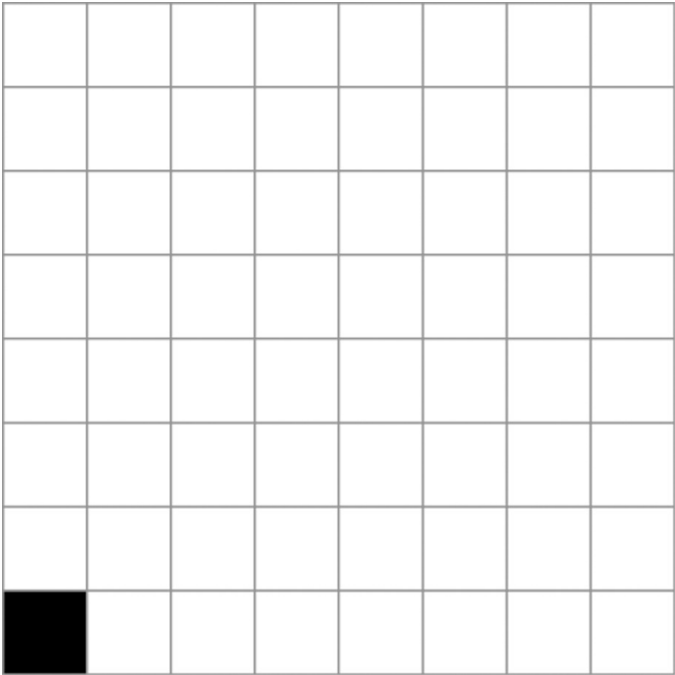
After





(continued on next page)





$Ffleba(N) = \text{LeftShift}(N, 2) + 10 \cdot \text{RightShift}(N, 4) + \text{RightShift}(\text{LeftShift}(N, 1), 4)?$

(continuedonnextpage)

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
	0 (space)	

Exploring in Depth

(continuedonnextpage)

LESSON 2: LOGARITHMS

Introduction

The following tree diagrams, which are called binary trees, are all based on the same system for organizing information.

Each item (phone number, animal, letter) in the tree is called a “node”, and the nodes immediately below a node are called its “children”. As you can see, each node in the tree has at most two children. Furthermore, notice that as you start at the top and travel down the branches, every descendant down the right branch of a given node is somehow more than (or larger than, or after) that node, whereas every descendent to the left is somehow less.

1 Let’s say we wanted to add the number “866-3162” to the phone number tree above. Even though it comes after “393-1765”, it would be wrong to hang it to the right of that number, because that would still be down the left branch from “555-1791”. Where should “866-3162” go? How about “squirrel” and “k” in their respective trees? There is only one correct answer for each of these.

2 Ask a group member to write down, without showing you, a list of 10 different numbers. Your group member will be reading the list to you one number at a time, and your job is to organize them into a binary search tree as they’re being read to you. There’s one rule: unlike in nature, these trees grow down. This means, for example, that the first number your group member reads will have to be the one at the very top of your tree.

a. Have your group member read the numbers to you, giving you time to add each number to the tree, without rearranging the ones you’ve added so far, before reading the next one out.

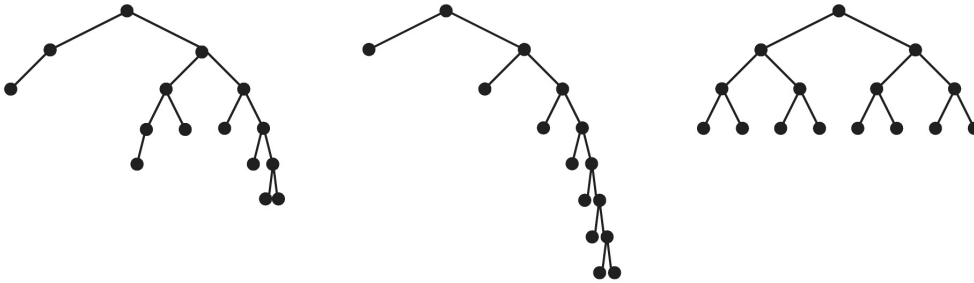
b. What would have happened if the numbers had been read to you in a different order? Try it and see.

In these small examples, it’s quite easy to see all the information at once, so they’re not necessarily any better than just writing out a simple list. Imagine, though, that instead of the 7 phone numbers in the first diagram, you had a binary tree with hundreds of phone numbers in it. (By the way, this is essentially how a cell phone really does store phone numbers.)

3

Alice the ant starts at the top node of this large phone number tree and wants to know if the exterminator's number, which she knows by heart, is in it. (She's hoping it's not!) Because Alice is so small, she can only read one node at a time, and she has to crawl down a branch to read another number.

- a. Describe a simple algorithm she can use to find out where the exterminator's number would have to be, if it were in the tree.
- b. Which of the following trees do you think Alice would rather search?
Remember the old saying: when you're trying to find something, it's always in the last place you look!

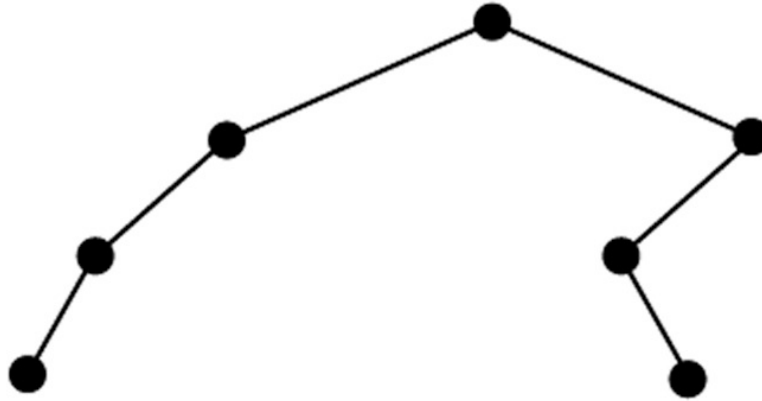


Development

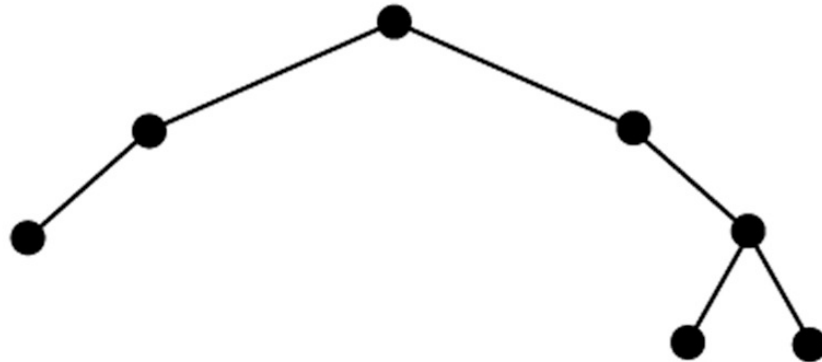
You saw from problem 2 that there is more than one possible “shape” that a binary tree can take, even with the same raw data.

- 4 For each of the following, come up with a sequence of items, which, if you used your approach from problem 2, would end up in a binary tree with the given shape. (The items can be anything you want: names, numbers, etc.)

a. *a.*



b.

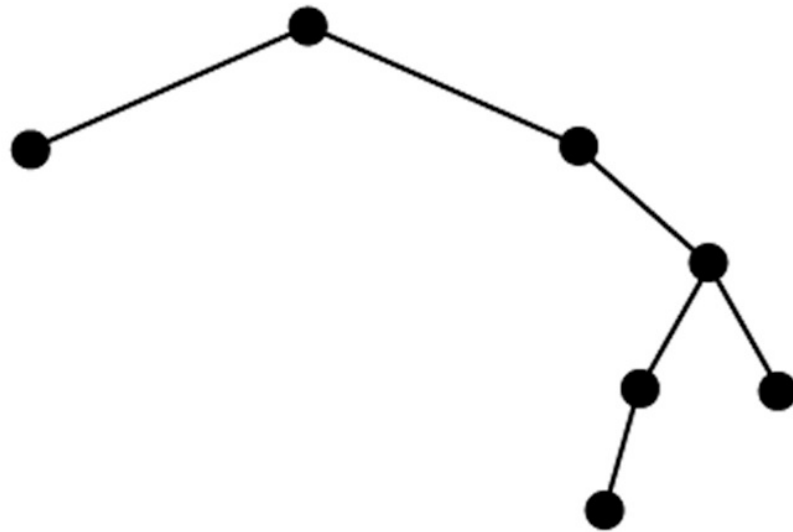


The depth of a node in a tree is the number of branches it is away from the top. So, for example, “chicken” in the animal tree has a depth of 2. The depth of the whole tree is just the depth of its deepest node. (So the animal tree has a depth of 3, because “mouse”, the deepest node, has a depth of 3.)

- 5 Rearrange the lists of items you used in problem 4 so that the resulting trees have the minimum possible depth.

- 6 Do the same for the list your group used in problem 2.

b. c.



The trees you made in problem 5 are examples of balanced binary trees, whereas the one you made in problem 6 is not balanced. To see why, think of the tree like a hanging mobile: if each node is perfectly balanced, then the whole thing is balanced.

7 Is it possible to arrange the numbers 1 through 7 into a balanced binary tree? How about 1 through 12? 1 through 15?

8 A leaf of a tree is a node that doesn't have any children. Notice that in a balanced binary tree, all the leaves have the same depth. If a balanced binary tree has 512 leaves, then what is the depth of the tree?

9 Of course, not all trees have to be binary. If you continued the regular pattern of the tree below, how many leaves would the next level of the tree have? How deep would it need to be in order to have 4096 leaves?

10 On some ancient computers, passwords had to consist of only the letters A through E. If I tell you that on these computers, there were 15625 passwords, and all of the passwords had to be the same length, can you say how many letters were required in a password?

In the last three problems, you were effectively looking for exponents. You might have found yourself asking, in rather awkward English, the question:

“5 to the what power equals 15625?”

Fortunately, there’s a mathematical term for the number we’re looking for here: it’s called “the logarithm, base 5, of 15625”. Symbolically, it’s written “ $\log_5(15625)$ ”.

So our awkward question is now both easier to pronounce,

“What is the log, base 5, of 15625?”

and easier to write,

“.”

11 Translate the equation above into an equation involving exponents.

12 Go back and set up problems 8-10 with equations using log notation. (No need to solve them again—just set them up.)

13 Use symbols to create a formal definition for what it means to say that “y is the log, base b, of x”. Your definition should have the form: “(equation involving log) if and only if (equation involving exponents)”.

This is something you can refer to whenever you need to translate to and from “log” notation.

Practice

14 Consider the following binary tree.

Assuming this tree was built similarly to the one you built in problem 2, what order could the letters have been added in?

What ordering would you use to produce a tree with the greatest possible depth?

15 Determine the depth of each of the trees described below.

- a. A balanced binary tree that has 1,048,576 leaves.
- b. Every node that isn't a leaf has 4 children. There are 64 leaves.
- c. Every non-leaf node has 6 children, and there are X leaves. (Answer in terms of X , using log notation.)

16 Unlike on this planet, primordial amoebas from Mars reproduce by splitting into three children. If life on Mars started with a single amoeba, but now there are 1,594,323 amoebas, then:

- a. Estimate, without using a calculator, for how many amoeba-generations there has been life on Mars.
- b. Now rewrite the question as a logarithm, and find an exact answer (calculator allowed this time).

- 17 Translate the following awkward bits of English into log notation.
(Notice that some are complete sentences, and others are fragments.)
- “What number could I raise 4 to, to get 64?”
 - “The power of 3 that gives you 81”
 - “4 to the something-or-other power equals 1024.”
 - “The number to which 6 must be raised in order to produce 216”
 - “The number of times, starting with 1, that you have to double to get x ”

- 18 Calculate the value of each of the following:

- $\log_3 (81)$
- $\log_{13} (169)$
- $\log_8 (512)$
- $\log_{11} (14,641)$
- $\log_{100} (1,000,000)$
- $\log_{1,000} (1,000,000)$
- $\log_{10} (1,000,000)$
- $\log_{15} (11,390,625)$

Going Further

- 19 Start with $x = 243$. Check with your calculator that $\log_3 (x) = 5$. How much do you have to add to x to make $\log_3 (x)$ go up by one? Up by two? Three?

20 What is the value of $\log_9(3)$?

Since the number 3 is not one of the powers of 9, it's not clear just what this question means, or how to find out what the value of $\log_9(3)$ would be. Remember, though, that it's also possible to have non-integer exponents. Let's see if we can use that to find an answer.

21 Start by rewriting $\log_9(3) = x$ in exponential form. Then, try tinkering with different ways to write this equation by applying some of your rules of exponents.

You might have noticed in the problem above that it was much simpler to solve once you'd rewritten "3" as " $9^{1/2}$ ". In the next problem, try using a similar strategy: tinker with different ways of rewriting things, using the definition of logarithms and your exponent rules. (You might want to take a minute with your group to remind yourselves of all the rules.)

22 Find the value of each of the following without using a calculator.

- a. $\log_4(32)$
- b. $\log_5\left(\frac{1}{25}\right)$
- c. $\log_{10}(0.000000001)$
- d. $\log_7(1)$

23 Why can you be sure that $\log_2(42)$ is not an integer?

24 Find every number from 1 to 1 million whose base-10 logarithm is an integer.

- 25 The “log” button on your calculator actually stands for “ \log_{10} ”.
- Before trying it out, can you estimate roughly what $\log_{10}(4000)$ will be? Check it on the calculator.
 - What are $\log_{10}(40)$, $\log_{10}(40,000)$, and $\log_{10}(4)$? What’s the pattern?

- 26 Pick several three-digit numbers, and use your calculator to find the base-10 log of each one. Now do the same with several four-, five-, and six-digit numbers. What do you notice?

- 27 If $\log_{10}(2) = 0.301$, then what is the value of $\log_{10}(2 \cdot 10^a)$?

If you want to see why your answer to the previous problem is true, try using the definition of log and your exponent rules to tinker with different ways of rewriting things, like you did earlier in problems 20-22. This will also help with the next two problems.

- 28 If $\log_2(x) = 1.125$ and $\log_2(y) = 2.875$, then what is the value of $\log_2(x \cdot y)$?

- 29 If $\log_4(x) = 1.20$ and $\log_4(y) = 2.009$, then what is the value of $\log_4(x \cdot y)$?

Practice

- 30 Put the following in order from least to greatest: $\log_2(47)$, 2, $\log_3(47)$, 3, $\log_2(35)$, 4, 5, $\log_3(240)$.

- 31 What are the nearest integers above and below $\log_2(24)$? Which of the two is the closest?

32 Find the value of each of the following.

a. $\log_{16}(4)$

b. $\log_3\left(\frac{1}{9}\right)$

c. $\log_4(.5)$

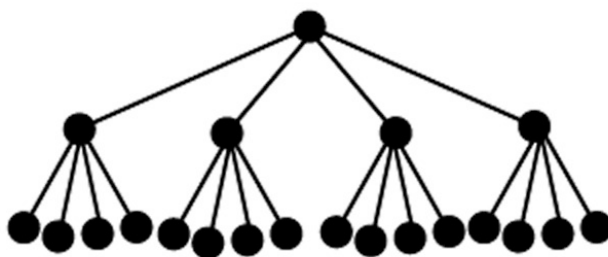
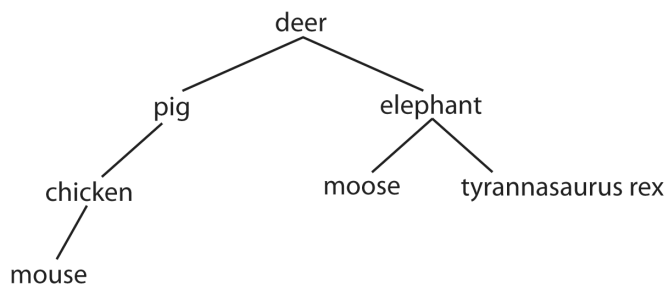
d. $\log_2(\sqrt{2})$

33 Why does your calculator give you an error when you input “?”

34 Practice using the definition of logarithms and the rules of exponents to solve each of the following.

a. If $\log_4(x) = 1.6$ and $\log_4(y) = 3.2$, then what is $\log_4(xy)$?

b. If $\log_8(x) = 6$, then what is $\log_8(2x)$?



Problems

- 35 If $\log_5(x) = 5$ and $\log_5(y) = 7$, then what is the value of $\log_5\left(\frac{y}{x}\right)$?
- 36 If $\log_3(x) = 1.776$ and $\log_3(y) = 2.013$, then what is the value of $\log_3\left(\frac{y}{x}\right)$? (By the way: how old is the United States of America?)
- 37 Based on what you did in problems 28 and 29, complete the following generalization: “If $\log_b(x) = C$ and $\log_b(y) = D$, then $\log_b(xy) = \dots$ ” Now prove it using algebra.
- 38 Revise the generalization you wrote in the previous problem into an identity that relates $\log_b(x \cdot y)$ to $\log_b(x)$ and $\log_b(y)$. (Remember that an identity is just an equation that is always true, for all values of the variables involved.) This identity is going to come in handy, so write it down somewhere where it will be easy to refer to it.
- 39 Given that $\log_2(5) = 2.322$ and $\log_2(3) = 1.585$, what is the value of $\log_2(15)$?
- 40 State and prove an identity that relates $\log_b\left(\frac{x}{y}\right)$ to $\log_b(x)$ and $\log_b(y)$.
- 41 If $\log_3(10) = 2.096$, then what is the value of $\log_3(30)$? How about $\log_3(100)$?
- 42 Don't use a calculator for this problem.
- Simplify .
 - Simplify $\frac{x^5y^{-3}}{x^{-1}y^2}$.
 - Solve for x : .
 - Simplify $\frac{\sqrt{125}}{\sqrt{50}}$.
 - If $\frac{1}{x^2} - \frac{1}{x} = 1$, find $x^2 + x + 1$.
- 43 What is the value of $\log_2(4^{1005})$?
- 44 For each of the following equations, use the log function of your calculator (and possibly some algebra) to approximate x to the nearest thousandth.
- $10^x = 461.2$
 - $3 \cdot 10^x = 5$
 - $10^{x+2} = 50$

45 Mr. Golthramis was in a bad mood one day, and decided to take it out on his students by giving them this problem: “Write down, using no exponents, a number x such that .” The students, having recently learned the definition of log, were outraged, and refused to do the homework. Why?

46 Verify with your calculator that $\log_3(12) = 2.2619$. Now, find the values of , $\log_3(4)$, and .

47 According to the incomplete table below, $\log_5(10) = 1.4307$. Is this (approximately) correct? Correct it if not, and then complete the rest of the table.

A	$\log_5(A)$
2	
	0.5
4	
	1
8	
10	1.4307
16	
	2
	2.1535
50	

48 Suppose we visualize some number L as a tree diagram with L leaves, and another number M as a tree with M leaves. Using these as building blocks, how could you build a tree to visualize the quantity $L \cdot M$? Can you use this to illustrate the multiplication and division identities of logarithms you proved? (It might help to use specific numbers first: try $L = 27$ and $M = 9$.)

49 Consider a balanced binary tree with a depth of D .

a. True or false: the total number of nodes in the tree will be $1 + 2 + 2^2 + \dots + 2^D$.

b. Find a simple formula for the total number of nodes in the tree. Answer in terms of D , and without using “...”. (Hint: try several small examples, and look for a pattern.)

50 If a balanced binary tree has 1023 nodes total, then how many of the nodes are leaves?

51 Have one of your group members make up a binary tree and show it to you. Your job is to add nodes to the tree until you have doubled the total number of nodes, while keeping the tree as “shallow” as possible. Try this a few times with trees of different sizes and shapes. If the original tree has N nodes, then how many additional levels of depth do you need?

52 If you build a binary tree by adding the numbers 5, 2, 3, 7, 11, 17, and 13, in that order, the resulting tree would not be balanced. (Check this.) Instead of this, suppose you put these seven numbers into a hat and randomly chose one number at a time to add to the tree. What is the probability that your tree would be balanced?

62 A binary tree has 6000 nodes in it. What are its minimum and maximum possible depths?

63 Recall the Number Devil guessing game from the previous lesson, where the Number Devil picks a number between 1 and 15 and you have to guess it. When you guess, the Number Devil will tell you whether you're correct, too high, or too low. If you use binary search, how many guesses will you need in the worst case? What if the Number Devil chose a number between 1 and 1 million?

64 That pesky bad coin you saw in the previous lesson is back. (Maybe the Number Devil brought it along.) You have 27 identical-looking coins. The bad coin is too light, and the rest all weigh exactly the same.

a. Using a balance scale, how many weighings do you need to find the bad coin?

b. How many weighings would it take to find one bad coin among 2187 coins? How about 1 million coins?

65 If you look up logarithms on the Web, you're likely to see the following sentence, which is meant to be a helpful reminder when you're learning what logarithms are:

"A logarithm is an exponent."

What do you think people mean by this?

66 If is a geometric sequence, then what kind of sequence is?

67 Recall that the Floor operation from the previous lesson takes a positive number x and chops off anything after the decimal point. Similarly, the Ceiling function essentially "rounds up": e.g., $\text{Ceiling}(3) = 3$, and $\text{Ceiling}(2.0001) = 3$. If N is a positive integer, what does $\text{Ceiling}(\log_{10}(N))$ tell you about N ?

68 If you double a three-digit number 100 times, how many digits will the resulting number have?

69 Prove that squaring a number at most doubles the number of digits in the number.

70 Prove that $\log_b\left(\frac{1}{x}\right) = -\log_b(x)$.

71 Generalize what you did in problem 59 into an identity about logarithms.

72 What is $\log_{10}(2) \cdot \log_2(10)$? How about $\log_{10}(3) \cdot \log_3(10)$? And $\log_7(3) \cdot \log_3(7)$?

- 73 In a balanced ternary tree, every non-leaf node has three children, and all the leaves have the same depth. How many nodes are in a balanced ternary tree with a depth of 10?

Exploring in Depth

LESSON 3: RECURSION

Introduction

- 1 An ecologist is studying moose herds, to see if hunting practices are depleting the herds. In each herd, every year, $\frac{1}{3}$ of the population reproduces (1 baby moose each). Every fall, though, after the moose reproduce, hunters are allowed to hunt down 100 moose. In one herd, at the beginning of the study there are 270 moose. What would be the size of the herd population after 5 years? (Each year, round to the nearest moose.)

The situation above is an example of recursion — a process in which the input at any particular stage depends on the output of a previous stage (or previous stages). In this particular case the size of the herd in any given year is dependent on its size the year before.

If you understand exactly how the stages are related you can then express that relationship with an equation, called a recursive equation. These equations will allow you to model and track changes in all sorts of populations — people, wildlife, bacteria, viruses, radioactive material and a host of others. People who use these powerful tools are interested in essentially three important questions: Will the population continue to increase without bound, will it level off at a certain number, or will it disappear after a certain period?

Here is another example of a recursive process.

- 2 Enter any number greater than 1 in your calculator and find its square root. Then find the square root of your answer. Continue finding square roots of previous answers until something interesting develops. Do you think the same thing would happen with any number greater than 1 that you choose? How about any positive number less than 1?

Development

3

A bacteria colony is placed into a Petri dish along with a bacteria-eating fungus. Every day, the bacteria population increases by 50%, but during the night at midnight, the fungus devours 50 bacteria.

a. Draw a chart and track the bacteria population over the next week, if the initial population is 120:

# days later	0	1	2	3	4	5	6	7
Pop. size	120							

A smaller colony would have a hard time surviving in the same dish as the fungus. Find an initial population size that would cause the population to drop quickly. Draw a chart for this situation. You can assume that if at the end of a day there are less than 50 bacteria left, the fungus will simply eat all the bacteria that are left.

Find an initial population size that would cause the population to decline slowly. Draw a chart for this situation.

Is there a population size that would remain unchanged despite the bacteria-eating fungus? (In this sort of outcome, the system is said to be in a state of equilibrium, or in a steady state.)

Explain how you could figure out B_n , the number of bacteria after n days, by knowing the population in the dish one day earlier. Write an equation for B_n in terms of B_{n-1} .

Is there a number such that if the population size falls below that number, the colony will eventually die out?

The equation you wrote in problem 3e is a recursive equation. To fully describe a recursion process one would write the recursion equation together with the initial condition. In the case of problem 3e, for example, we would write $B_n = \frac{3}{2}B_{n-1} - 50$ as well as $B_0 = 120$. In mathematics, the subscript zero is sometimes used to represent the amount or number you started with.

- 4 A buyer and seller are bargaining over the price of an antique lamp. First, the buyer offers to pay \400. Next, the seller makes a counter – offer — she'll sell it for 800. Trying to be fair, the buyer decides to average those two prices for his next offer of \$600. Also trying to be fair, the seller then averages the two most recent prices, to make her next offer. They continue bargaining, each using the averaging method to come up with their next offer.

Draw a table like the one below with the prices offered and fill it out.

Buyer	400							
Seller		800						

Let $\{L_n\}$ be the sequence of prices that are offered (disregarding who makes which offers). So, since the buyer makes the first offer of \400, and the seller then offers 800, $L_1 = 400$ and $L_2 = 800$.

What is L_5 ?

Which offers would you need to know, in order to find L_{100} ? Write an equation for L_{100} in terms of those offers.

Write a recursive equation for L_n , in terms of the previous offers.

Who seems to be at an advantage in this situation — that is, who is happier with the prices being offered?

Is there a point at which this bargaining process would stop? Assume that payment will be made in whole dollars.

- 5 Write a recursive equation to describe the process in problem 2.

- 6 When students were asked to create their own recursive problem, Emdash came up with the following;

$$G_{n+2} = \frac{G_{n+1}}{G_n}, G_1 = 2. \text{ Find the first nine terms of the sequence.}$$

- It is not possible to solve Emdash's problem. Why?
- Vasilla added to Emdash's problem the following: $G_2 = 4$. Is it possible to write down the first nine terms of Vasilla's sequence?

Practice

7 You are training for a race by running every day. On the first day, you run 2000 meters. Every day after that, you increase the past day’s run by 20%, and then add on an extra 100 meters.

a. Fill in the chart with how much you run each day:

Day	1	2	3	4	5	6	7
Distance	2000						

Write a recursive equation for R_n , the distance you run on day n .

8 Back to our moose situation in problem 1 in which every year $\frac{1}{3}$ of the population reproduces (1 baby moose each), and every fall hunters are allowed to hunt down 100 moose, but only after the moose reproduce. (This time you do not have to round to the nearest moose each year.)

- a. In one herd, at the beginning of the study there are 270 moose. Write a recursive equation for M_n , the population of the moose herd after n years. What do you think will ultimately happen to the population of this herd?
- b. Suppose at the beginning of the study there were 310 moose. What would be size of the herd after 5 years? What do you think will ultimately happen to the population of this herd?
- c. Another herd’s population is in an equilibrium state — it doesn’t ultimately grow or shrink. What was its starting population? Explain why this herd’s population doesn’t change.

9 Refer to problem 4, where a buyer and seller are trying to agree on a price for a lamp. Recall that each new offer was the average of the previous two offers. Again let $\{L_n\}$ be the sequence of prices that are offered (disregarding who makes which offers). But now suppose that the seller offers first. In this case $L_1 = 800$ and $L_2 = 400$.

- a. What is L_5 ?
- b. Who seems to be at an advantage in this situation — that is, who is happier with the prices being offered?
- c. What price do you think they will settle on?
- d. Why is the final price they agree on different, depending on who offers first?

10 A sequence follows a recursive rule — every term is 9 more than half of the previous term.

- a. If the first term T_1 is 12, find the next 10 or so values of the sequence.
- b. Do the same thing for different values of T_1 — try some small numbers, and some large numbers.
- c. What would T_1 have to be in order to produce an equilibrium solution?
- d. For which values of T_1 does the sequence increase? For which does it decrease?

(continued on next page)

Problems

11

Sweden and Croatia are locked in an escalating arms race. Every year, one of the countries builds some bombs and missiles, and then inevitably, the next year, the other country builds even more to compensate. In each country, the Department of Defense has the following strategy:

For every new bomb that the enemy built last year, we'll build 2 new bombs. For every new missile that the enemy built last year, we'll build 2 new missiles, AND a new bomb.

Neither country can afford the expense of this pointless arms race, and each one claims that the other country started the whole situation by building the first few weapons.

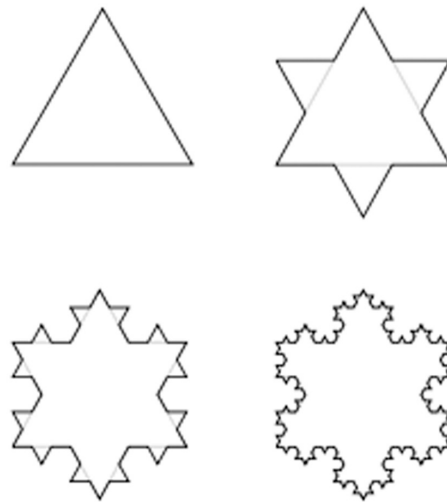
- In 2008, Sweden built a total of 64 new bombs and 16 new missiles. What will happen in 2009? How about 2010?
- Those 64 bombs and 16 missiles were constructed in response to the weapons that Croatia built in 2007. What were those weapons?
- Continue working back in time to determine who must have started the situation. What year did it start, and what weapons were built?

12

The fractal you see below is called the Koch Snowflake.

It's a fractal because if you magnify any portion of the diagram, it will look like the diagram itself — also called self similar. The image you see above is

actually just an approximation to the Koch Snowflake, but one could define the snowflake recursively. First, start with an equilateral triangle. Let's call that stage 0.



For the first iteration, stage 1, the middle one-third of each side is erased and two line segments — whose lengths are equal to the length of the erased segment — are added to form sides of smaller equilateral triangles. In the second iteration, the process is repeated. Each old segment is replaced with four new segments, each of which is one-third as long as the segment they replace. (See figure below)

Draw stages 1 and 2 of the snowflake. Be sure to use a pencil since at each step there's some erasing to do.

Draw stage 3 of the snowflake.

How many stages do you think were completed for the image you saw at the beginning of this problem?

13 In problem 12 above:

- If the length of each side of the original triangle is 1 unit, write a recursion equation for P_n , the perimeter of the shape after n stages. Will the perimeter ever reach 1,000,000 units?
- Suppose that the area of the original triangle was 1 cm², what would be the area of the shape after 1 stage? After 2 stages? After 3 stages?
- Write a recursive equation for A_n , the area of the shape after n stages. Could the area get as large as 5 cm²?

14 2000 people are exposed to a particularly contagious cold virus. Every day, $\frac{1}{4}$ of the people (rounded to the nearest person) that were healthy the day before, have now caught the virus. I_t is the total number of people infected, after t days.

- If $I_1 = 0$ (no one is infected on the first day), find I_t up to $t = 5$.
- If $I_1 = 40$, do the same.
- Write a recursive equation for I_t . (In your formula, you may use $\text{Round}(x, 0)$, which is the operation on your calculator that rounds any number x to the nearest integer.)
- What happens eventually to these 2000 people?

15 Suppose that a less contagious cold virus infects $\frac{1}{20}$ of the healthy population on a given day.

- Find out how many days it takes for a population of 2000 to go from 0 sick people to half of the population being sick.
- If you double the population to 4000, how many days do you think it will take for half of the population to get sick? Do the calculations to see if you are right.

16 You have 10 pet lizards and each gets fed 3 crickets at the end of every week. You buy 80 crickets, thinking that as the crickets reproduce at a rate of 50% per week, the population will sustain itself even though some crickets will be fed to the lizards. But the lizards reproduce at a rate of 10% per week. After the lizards and crickets both reproduce, then the lizards get fed.

- At the end of the first week, how large is each population?
- Draw a chart to track the populations over the next few weeks. Each week, round to the nearest whole number in your answers.

# weeks	0	1	2	3	4	5	6
# lizards	10						
# crickets	80						

Write recursive equations for L_t and C_t , the number of lizards and the number of crickets after t weeks respectively. Your equation for C_t , the number of crickets, will have to depend on how many crickets there were last week AND how many lizards there were this week.

Do you think you'll always have enough crickets to feed the lizards, even though the lizard population will continue to grow?

17 A well-fed bacteria colony in a Petri dish grows as follows:

# hours in dish	1	2	3	4	5	6
# bacteria	60	180	540			

Find a pattern, and fill in the blanks.

Write a recursive equation for B_n , the number of bacteria after n hours.

There are times when describing a set of data using recursive equations is the most efficient and times when it is the only thing you can do, but there are times when an explicit equation would be better. An explicit (regular) equation allows you to find any term without necessarily knowing the value of any previous term. Let's use problem 17 as an example.

18 Check whether the pattern you discovered in problem 17 satisfies the equation, $B_n = 60 \cdot 3^{n-1}$. Find the size of the colony after 24 hours, by using either your recursive formula or the explicit formula.

19 Let the sequence $\{R_n\}$ be generated by the quadratic equation $R_n = n^2 + 1$.

a. Create a table for $\{R_n\}$.

b. Write a recursive equation for $\{R_n\}$.

20 Repeat problem 19 for the:

a. Quadratic equation, $R_n = 2n^2 - 3n + 1$.

b. Exponential equation .

c. Exponential equation $R_n = 3 \cdot 2^n$.

21 For each chart below find a recursive equation and an explicit equation.

n	1	2	3	4	5
T_n	10	13	16	19	22

n	1	2	3	4	5
T_n	3	5	9	17	33

22 You come across the following sequence in a textbook.

n	1	2	3	4	5	6
T_n	2	5	10	17	26	37

Find an explicit formula for T_n . (It might help to first carefully make a graph with n as your horizontal axis and T_n as your vertical axis.)

Find T_{100} .

23 A sequence follows this recursive rule:
 $A_n = A_{n-1} - A_{n-2}$.

a. Pick several different starting values for the sequence, and find the next ten or so values. What always happens?

b. How can you be sure of your conclusion in part a?

24 Write a recursive equation to describe the pattern you see in the Fibonacci sequence below.

n	1	2	3	4	5	6	7	8
	1	1	2	3	5	8	13	21

25 You take out a loan from a bank. At the end of each year, you pay them \$200, and then they charge 3% interest on the amount that you still owe. For example, if you borrowed \$1200, you would owe \$1,030 after 1 year.

a. Find out how many years it would take to pay off your loan of \$1200. (Once you hit a negative number, just assume the loan is now paid off.)

b. In part a, did the amount of money owed decrease faster and faster as time went on, or slower and slower? Why?

c. Write an equation M_t for the amount of money you owe after t years.

d. What happens if instead you borrow \$5000? Track the loan over at least ten years.

e. What happens if you borrow \$10,000? Track the loan over at least ten years.

f. Find an initial loan amount that is an equilibrium solution.

26 One of the simplest models for population growth is based on the idea that the growth rate of the population is proportional to the current size of the population. So, for example, we might expect that, each year, the number of frogs in a pond will increase by 6% every year.

a. Write a recursive equation for this model of growth.

b. Does this equation have any equilibria?

27 The population model you looked at in the previous problem has a major limitation: it doesn't take into account the fact that the frogs in the pond have a limited number of resources (food, lily pad real estate, etc.). The following equation, called the logistic model of population growth, attempts to take this into account:

$$F_{n+1} = F_n + 1.1F_n \cdot \left(\frac{40 - F_n}{40} \right)$$

The idea here is that, the pond has a “carrying capacity” of 40 frogs — i.e., it has enough resources for 40 frogs to live healthily. So, while the population's growth rate is proportional to the current population size, it is also proportional to how close the population is to the carrying capacity.

- a. Suppose that there were 15 frogs in the pond. According to the equation, how much would the population change the next year? How about if there were 35 frogs in the pond?
- b. Does it seem plausible that this system (unlike the one in the previous problem) would have an equilibrium solution other than 0?
- c. Starting with an initial population of 2 frogs, use the equation above to track the frog population over several years. What happens in the long run?
- d. Predict what would happen if you repeated part c, but with an initial population of 60 frogs. Then try it and see.

28 Connect the midpoints of the sides of a triangle. Now connect the midpoints of the sides of your new triangle. If you could repeat this operation indefinitely it seems as though you would end up with a point. Where in the original triangle would that point be located?

29 Three kids sitting in a circle play a card game in which they are given a number of cards and asked on each turn to pass half of their cards to the kid sitting to their right. If they have an odd number of cards they must round up — for example, a kid who has 5 cards must pass 3. How is this game going to turn out?

30 Find the lowest value ever reached by the sequence $\{S_n\}$, and explain why you know it's the lowest value, given that:

$$S_n = S_{n-1} \cdot \frac{n}{10}$$

31 A bank's loan policy is that they calculate interest monthly: .8% per month. M_n will represent how much money you owe the bank after n months.

- Suppose you start by borrowing \$1500 — so . How much do you owe after 1, 2, and 3 months?
- Write a recursive equation for M_n .
- If you choose to pay off the loan a little bit at a time, by paying \$100 every month, calculate how much you'll owe after 1, 2, and 3 months — assume that the \$100 is paid before interest is calculated for the month.
- Write a recursive equation for M_n , under the assumptions of part c.
- Now suppose the bank, hoping to make more money, decides to calculate interest every month before accepting your \$100 payment for the month. How much more will you owe at the end of 1, 2, and 3 months?
- Write a recursive equation for M_n , under the assumptions of part e.

32 A sequence follows this recursive rule:
 $F_n = 2F_{n-1}^2$.

- Try starting with a few different values for F_1 , and see what happens over the next 10 or so values of n . For which starting values do the values of the sequence increase, and for which do they decrease?
- Without trying the numbers, say what will happen for the following starting values, based on what you noticed in part a — will the sequence's values increase, decrease, or stay the same? The starting values are: 1, $1/10$, $1/2$, .99.
- State and justify the "rule" you were using to make decisions in part b.

33 The recursive rule for a sequence $\{T_n\}$ is that each term equals 30 more than the (positive) square root of the previous term.

- If , find the number they must equal — call it C .
- If $T_1 > C$, what will happen to the value of T_n , as n increases? How sure are you?
- What if $T_1 < C$? Are you sure?

34 Investigate what happens with the rule
 $T_n = \frac{(T_{n-1})^2}{n}$ when you use different starting values. You should find at least 3 different types of behavior.

35 For each of the sequences below an explicit equation is given. Start at $n = 1$ and figure out what happens to each sequence eventually — as n gets larger and larger. a. $A_n = 1 + \frac{1}{n}$ b. $B_n = (1 + \frac{1}{n})^2$ c. $C_n = (1 + \frac{1}{n})^3$

a. d. $D_n = (1 + \frac{1}{n})^{10000}$

36 Based on your answers to problem 35, what would you expect to happen to the following sequence eventually? After your guess, go ahead and check carefully on your calculator.

$$E_n = (1 + \frac{1}{n})^n$$

37 You might have been a bit surprised by the answer you got for problem 36. This number happens to be quite an important number in mathematics — so important in fact that it has a special name and your calculator has a special button dedicated to it. The number is e . Check it out on your calculator.

38 Two animal populations are interdependent, because the predators (P) feed on the prey (Y). Here are recursive equations for the sizes of each population, in terms of time t (in years):

$$Y_t = (1.03 - .001P_{t-1})Y_{t-1}$$

$$P_t = (.99 + .00002Y_{t-1})P_{t-1}$$

a. If the starting population of predators is 0 and the starting population of prey is 100 (at time $t = 0$), what will happen to the prey population over time? Why does this make sense in context of the situation?

b. If on the other hand $Y_0 = 0$ but $P_0 = 50$, what will happen to the predator population over time? Why does this make sense?

c. If the starting populations are $Y_0 = 450$ and $P_0 = 45$, track what happens in the first ten years.

d. What should the starting populations be, for both populations to remain stable? Use what you saw in part c, or look at the equations themselves to figure it out.

39 You invest in a stock through a broker. M_t is how much money you have after t years. Every year, the value of your stock increases by 9%, but your stockbroker also charges a fee at the end of each year — \$100 the 1st year, \$200 the 2nd year, \$300 the third year, and so on.

- If you invest \$3000 initially, how much money do you have each year over the next five years? What's the trend?
- Write a recursive equation for $\{M_t\}$.
- How much money would you have to start with, so that after 1 year you have exactly the same amount of money?
- If you invested more at the beginning, would your money always grow, or would it still eventually decrease?

40 Don't use a calculator for this problem.

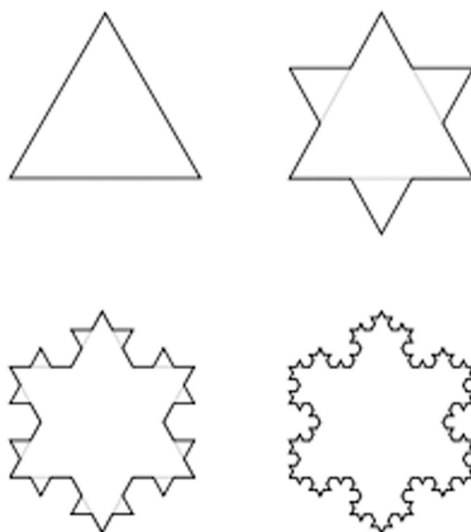
a. Solve for x : $x^2 - 6x = -2$:

b. Simplify

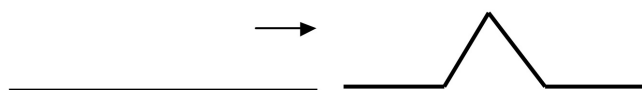
c. Simplify $\left(\frac{2x^2y^{-3}}{3x^{-1}y^4}\right)^{-2}$

d. Add $\frac{x}{5} + \frac{4}{x}$

e. Simplify $\frac{\sqrt{48}}{8}$



(continued on next page)



Exploring in Depth

LESSON 4: LOGIC AND FINITE GEOMETRY

Introduction

Last year, you discovered that whenever you inscribed a triangle in a circle with one side being a diameter of the circle, the triangle seemed to be a right triangle. And some of you might have concluded, not without good reason, that this must always be the case. This kind of reasoning is called *inductivereasoning*— when you use a set of examples to claim a general theory.

Most of you, however, may have remained unconvinced that this would be always the case, and set out to prove it using some of the axioms of geometry. The kind of reasoning you used is called *deductivereasoning*— the kind of reasoning preferred by mathematicians, and the kind which will be the focus of this lesson.

In mathematics, inductive reasoning is often used to make a guess at a property by examining some cases, and deductive reasoning (deduction) to prove that the property generally holds.

As in the case of the circle example above the conclusion reached by inductive reasoning proved to be indeed correct, but in many cases, conclusions reached by inductive reasoning will turn out to be false. If you check the value of the expression for the first 10 or so positive integer values of n , you might conclude that was a prime number for any positive integer n . It turns out that this is not the case.

Can you find a value for n such that the expression is not a prime number?

1 Which of the following do you think might be an example of deductive reasoning? Inductive reasoning? “Reasoning” that is neither inductive nor deductive? Explain.

- a. All dogs are friendly. All friendly things are huggable. If something is huggable then it’s a cat. Therefore, all dogs are cats.
- b. All dogs are blue. All animals are blue. Therefore, all dogs are animals.
- c. Every year since records were kept, if it rained in Cyber City on a particular day, it has rained three days later. It rained in Cyber City this past Monday. Therefore, it will rain in Cyber City this Thursday.
- d. Whenever the weather is fine, Rose goes to the beach. Rose is now at the beach. So the weather must be fine.

In this lesson not only will we explore logic problems including some similar to the ones in problem 1, but we will also introduce a different kind of geometry, called *finite geometry*. As its name suggests, finite geometry, unlike the geometry to which you are accustomed with an infinity of points, lines, planes, and so on, concerns itself solely with finite numbers of elements.

We will study some of these geometries not only because of their quirky elegance but also because they provide a look into the nature of mathematical proof and help to sharpen your skills in developing valid logical arguments. They also show the power of visualization as an aid in solving more difficult problems.

Development

As you know from your work in Euclidean Geometry, any system of deductive reasoning consists of undefined terms, definitions, postulates (axioms), rules of logic (akin to common sense), and theorems (proved statements).

Recall that a *postulate*(*axiom*) is a statement whose truth is to be accepted without proof, such as the line postulate in Euclidean Geometry, which states that one and only one line can be drawn through 2 distinct (different) points.

And the truth of a *theorem* is established by applying the rules of logic to the postulates. At each step in the proof of a theorem you must indicate which postulate you are applying, or which previously proved theorem you are drawing upon.

Why must there be undefined terms? Is it possible to define every word/term? Try defining the color blue for a person who has no idea what blue is. And assume

that if a person does not know what blue is, it is likely that the person will not know a host of other words associated with the color blue.

But, of more importance, would the correctness of your reasoning be in question if some of the words used in the postulates were not defined? For example, supposed we replaced some of the words in problem 1a with words whose meanings you did not know, would you still conclude that it was a case of deductive reasoning?

2 Is the following an example of deductive reasoning? Inductive reasoning? “Reasoning” that is neither inductive nor deductive?

All blewters are sartoasted. All sartoasted things are ducated. If something is ducated then it’s an ook. Therefore, all blewters are ooks.

3 Let’s try to draw a conclusion using all of the three postulates below.

Postulate 1. No ooks are acks. Postulate 2. All kooks are ooks. Postulate 3. All pocks are acks.

a. Draw, if possible, a diagram satisfying all three postulates using exactly 3 ooks, 2 kooks and 4 acks.

b. Compare your answer to part a with others. How many ooks did you have that were not kooks? How many acks did you have that were not pocks?

4 In problem 3, is it correct to conclude that no kooks are pocks? Prove your answer.

There are a few different ways to solve problem 4. You might have used a kind of indirect argument, or, if you are more visually inclined, you might have used a Venn diagram, as suggested by problem 3.

5 Let's first look at an indirect argument.

- a. We're eventually trying to prove that no kooks are pocks, but to start out, suppose that the opposite were true. That is, suppose there is some kook that is also a pock. Using Postulate 3, what conclusion can you draw about that kook?
- b. Using your answer to part a, and Postulate 1, what new conclusion can you draw about our kook?
- c. Now use Postulate 2 to complete your argument.

This kind of argument you used in problem 5 is called *proof by contradiction*. Here is how it works. First, assume that the original statement you want to prove is false. Second, by reasoning from this assumption, reach a conclusion that is impossible — impossible, either because it contradicts a postulate or an established theorem, or because it contradicts the given information. Third, since assuming your original statement was false led to contradictions of known facts, you can now conclude that the original statement must instead be true.

This kind of argument, proof by contradiction, makes use of a very important fact in the rules of logic — that any statement is equivalent to (exactly the same as) its *contrapositive*. Some of you may have encountered this term before. Here's an example of a statement and its contrapositive.

Statement: To be selected for Eightnotes you have to be a singing sensation.

Contrapositive: If you are not a singing sensation, then you will not be selected to Eightnotes. [or you can kiss Eightnotes goodbye.]

Here's another:

Statement: If an animal is a zebra, then it has stripes.

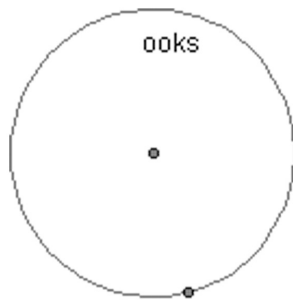
Contrapositive: If an animal does not have stripes, then it is not a zebra.

Would you agree that in the example above the statement and its contrapositive are equivalent? What follows is a somewhat less subtle use of the contrapositive. In the problem, x is considered to be an integer.

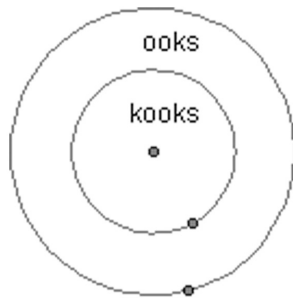
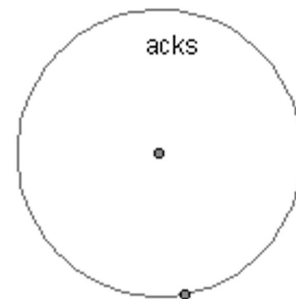
6 If x is not equal to 3, then x^3 is not equal to 27.

- Write the contrapositive of the above statement.
- Is it easier to prove the statement directly, or to prove its contrapositive?

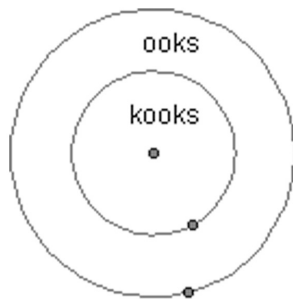
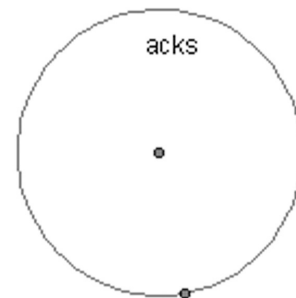
Back to problem 4. For a more visual approach, you might have represented each postulate by a Venn diagram (see below) and used the final picture to reach your conclusion.



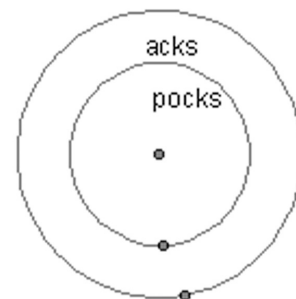
Postulate1



Postulate2



Postulate3



- 7 Draw Venn diagrams for the postulates in problems 1a and 1b, and use them to check the answers you gave earlier.

Next we will take a look at some finite geometries. But before we explore a more traditional example with “points”, “lines”, etc., let’s look at one that might be a tad more familiar.

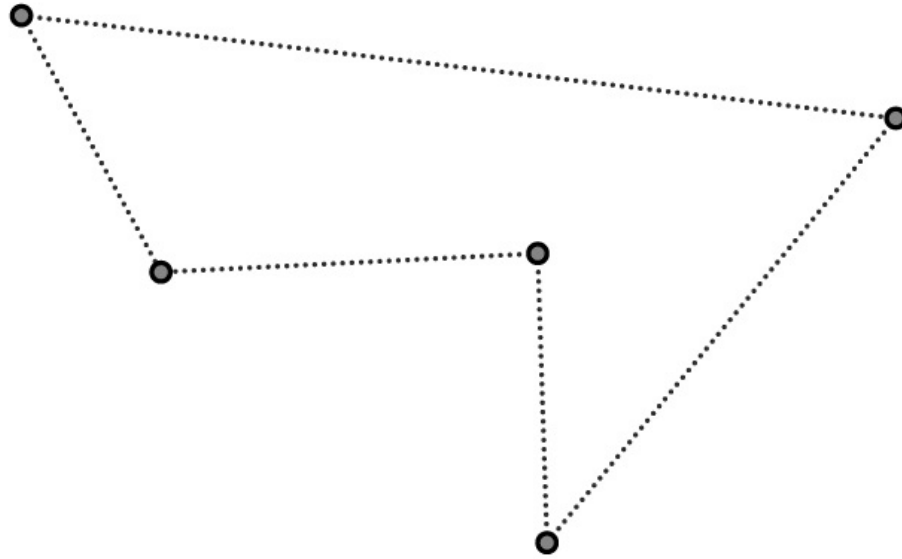
- 8 Postulate 1. There are six people and four entrees. Postulate 2. Everyone is sharing at least one entree with at least one other person. Postulate 3. Everyone is eating.

Draw out two different actual dinners that satisfy the postulates. In your diagrams you may use anything you please to represent people and entrees, but you have no choice regarding six and four.

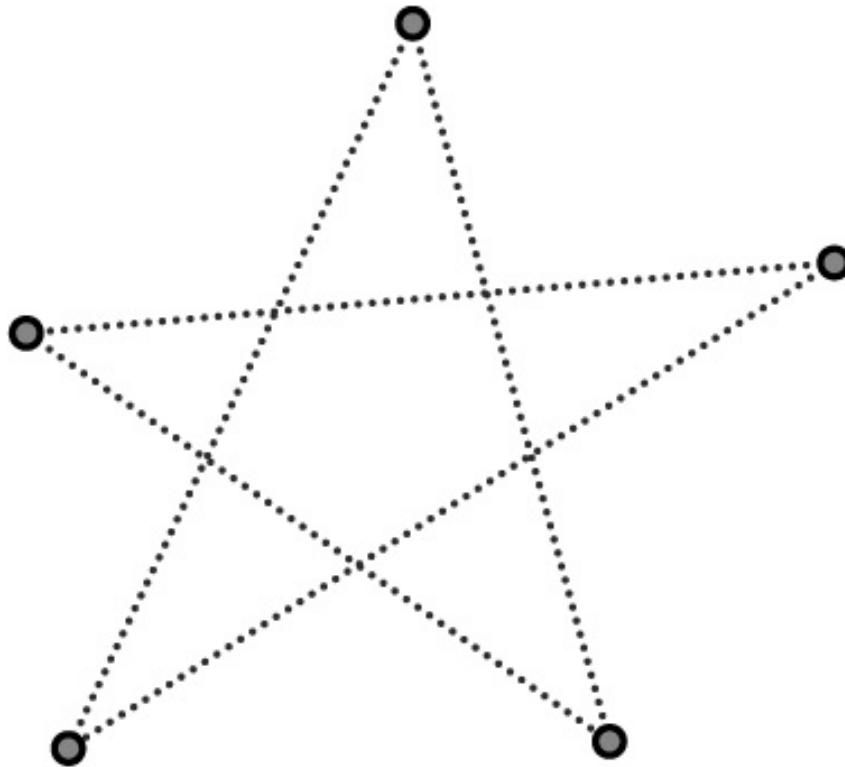
The diagrams you drew are called *models*.

Here is a more traditional one with three postulates. The terms “lines” and “points” are undefined and you must resist the temptation to think of these elements the way you did in Euclidean Geometry. For example, in a finite geometry a “line” cannot contain an infinite number of “points” since there are only a finite number of “points” in these geometries.

- 9 Postulate 1. There are 5 points and 5 lines. Postulate 2. Every line contains at least 2 points. Postulate 3. Every point is on at least one line.
- a. Check that the following diagram represents the set of postulates — that, in fact, it is a model.



The following is also a model for the system, but is essentially the same as the one above. Why does this claim make sense? (Think back to your graph theory lesson.)



10 On a soccer team, 5 students are vying for 5 spots. The coach wants to make sure that there are at least 2 players for each position, and that each player gets to play in at least one position. Draw a model for this system.

11 Using the postulates and models of problem 9, one group of students concluded that every point must be on at most two lines. Draw a model different from those in problem 7 to refute that claim.

Although models are extremely helpful in creating and examining conjectures, you have to be careful not to rely on models to construct proofs. In a very few cases it might be possible to construct every possible model satisfying all the postulates, but in general that would be very difficult to do. And even if you could construct all possible models, it might still be difficult to prove that you have done so. So to prove conclusions, you should reason directly from the postulates.

12 Based on your models in problems 9 and 11, make a claim, then try to refute it by drawing yet another model satisfying all the postulates of problem 9.

13 In the following geometry with four postulates, lines and points are undefined.

Postulate 1. There exist exactly 3 points. Postulate 2. Given any 2 points, there is exactly one line on them. Postulate 3. Not all points are on the same line. Postulate 4. Given any 2 lines, they are on at least one common point.

- a. Draw a model.
- b. Prove that 2 different lines cannot have more than one point in common. (You may use postulate 2 and proof by contradiction.)
- c. Can there be 4 lines?
- d. Prove that not all lines have the same point in common.
- e. Are there parallel lines in this system? (In finite geometries, two lines are *parallel* if they do not share a common point.)

Before working in any deductive system it is important to examine the postulates for *consistency*— is it possible for all the postulates to be true at the same time?

The rule of thumb is that if you can draw a diagram to represent the set of postulates, then the postulates are consistent. Can you come up with some reasonable argument why drawing a diagram would allow the claim that the postulates are consistent? The systems in problems 8 and 9 passed the test since we were able to construct a model for each.

14 Check the following system for consistency. Lines and points are undefined terms.

Postulate 1. There are 4 points and 5 lines. Postulate 2. Every line contains exactly 2 points. Postulate 3. Every point is on exactly 2 lines.

15 Let's now create a finite geometry that seems less abstract than the previous two.

- a. Replace undefined terms “points” and “lines” in problem 13 by new undefined terms “students” and “committees” respectively, and rewrite the four postulates, changing the language a bit to make sense with the new terms.
- b. Draw a chart of students and committees that would represent the postulates. (Your chart should have 3 rows for the 3 students, and as many columns for committees as you wish.)
- c. Are your postulates in part a consistent?
- d. How many committees did you finally end up with?
- e. Is there a student who is on all committees?

Practice

16 Which of the following do you think might be an example of deductive reasoning? Explain.

- a. Any student not voting is irresponsible. Jumbo did not vote. Therefore, Jumbo is irresponsible.
- b. Any student not voting is irresponsible. Jumbo is irresponsible. Therefore, Jumbo did not vote.
- c. If bruins win, then cardinals weep. If students don't turn in their papers, then teachers become depressed. If students turn in their papers, then cardinals don't weep. Therefore, if bruins win, teachers become depressed.

17 Write the contrapositives for the following statements.

- a. If two angles are right angles, then the two angles are congruent.
- b. If you are a Park student, then you will seek the truth.
- c. If it doesn't rain, I'll go to the park.
- d. All apples are red.

18 Describe a geometry with postulates the same as in problem 13 except, instead of points and lines use birds and trees, beads and wires, trees and rows of trees, stars and galaxies, or some other pair of your choice.

19 For the following geometry with three postulates, the undefined terms are “points” and “lines”.

Postulate 1. There are 3 points. Postulate 2. Every line contains exactly 2 points. Postulate 3. Every point is on at least one line.

- a. Draw two different models.
- b. Could there be any parallel lines in this geometry?

20 In problem 19 above, it seems as though there can be no more than 3 lines. What do you think?

Problems

- 21 Write a concluding statement for the following. If one is not a croot, then one is not a lurl. If one is a bleep, then one is a gurm. If one is a pift, then one is a lurl. If one is a croot, then one is not a gurm.

Therefore, if then

(Make sure your conclusion makes use of all of the postulates.)

- 22 What conclusion can you draw from the following?

If the triangle is acute, then the problem will be easy. If you are in Tony's class, then the problem will not be easy. If the triangle is acute, then you are in Tony's class.

- 23 Back to problem 13.

- a. Prove that there exist 3 and only 3 lines. (You may use the theorem you proved in part b as well as postulates 4 and 1, and proof by contradiction.)
- b. Try to draw a model that is different from your model in part a of problem 13.

- 24 Determine the consistency of each of the following systems.

a. In this system, the following 3 axioms hold. Squirrels and trees are the undefined terms. Postulate 1. There are exactly 3 squirrels. Postulate 2. Every squirrel climbs at least 2 trees. Postulate 3. No tree is climbed by more than 2 squirrels.

b. In this system, the following 4 axioms hold. Hearts, spades and trump(s) are the undefined terms. Postulate 1. There is at least one heart. Postulate 2. For each pair of spades, there is one and only one heart that trumps them. Postulate 3. Each heart trumps at least 2 spades. Postulate 4. Given any heart, there is at least one spade it does not trump.

25 In this system, the following 5 postulates hold. Lines and points are the undefined terms.

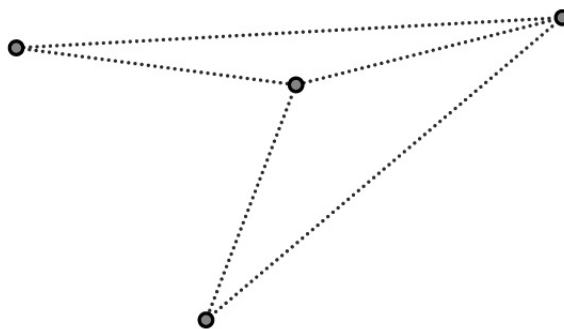
Postulate 1. Each pair of lines has at least one point in common. Postulate 2. Each pair of lines has no more than one point in common. Postulate 3. Every point is on at least 2 lines. Postulate 4. Every point is not on more than 2 lines. Postulate 5. There exist exactly 4 lines.

- Is the system consistent?
- Prove that every pair of lines has exactly one point in common.
- Prove that every point belongs to exactly 2 lines.
- Prove that there are exactly 6 points.
- Prove that every line contains exactly 3 points.
- Are there parallel lines in this system?

26 Here's a chance for you to create your own geometry.

- Invent an axiom system and a model for it.
- Prove a theorem in your geometry.
- Now add an additional axiom that would make the system inconsistent.

27 Use postulates to describe a geometry that would fit the model below.



In the following three problems, make sure that your solution constitutes a good argument.

28 Three large containers are filled with marbles. One is filled with red marbles, one with blue, and one with a mixture of blue and red marbles. The problem is that the containers have all been mislabeled, plus none of the containers has the correct label. Describe how you would correctly label the containers looking at the least number of marbles.

29 And how about this quite famous one. Someone is looking at a picture and says: "Brothers and sisters have I none, but this man's father is my father's son." Who is in the picture?

30 In this system, the following 6 postulates hold. Lines and points are the undefined terms.

Postulate 1. Given any two points, there is at least one line that contains them.

Postulate 2. Given any two points, there is at most one line that contains them.

Postulate 3. Given any two lines, there is at least one point that is contained in both lines.

Postulate 4. Given any line, there are at least three points that are contained in the line.

Postulate 5. Given any line, there is at least one point that is not on the line.

Postulate 6. There is at least one line.

- a. Are there parallel lines in this system?
- b. Prove that there exists at least one point.
- c. Prove that any 2 points are on exactly one line.
- d. Prove that 2 lines have exactly one point in common.
- e. Prove that if P is any point, there is at least one line that does not contain P.
- f. Prove that every point lies on at least 3 lines.

31 As we did in problem 15, let's make problem 30 a little less abstract.

a. Replace undefined terms "points" and "lines" by new undefined terms (you use "students" and "committees" again if you like), and rewrite the postulates, changing the language a bit to accommodate the new terms.

b. Draw a chart that would represent the postulates. How many "points" did you end up with? How many "lines"?

c. Would the addition of another "point" or "line" violate any of the postulates?

32 Is the following diagram a model for the system in problem 30? If you think not, explain.

33 Decide whether or not the following system is consistent:

Postulate 1. The town of Fairhaven consists exclusively of married couples and their children. Postulate 2. There are more adults than children. Postulate 3. Every boy has a sister. Postulate 4. There are more boys than girls. Postulate 5. There are no childless couples.

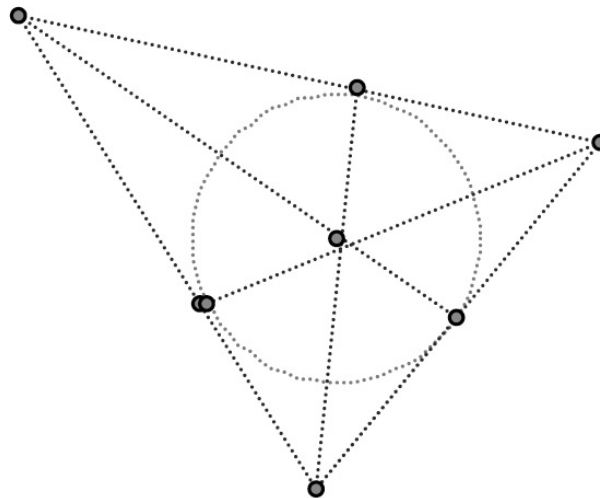
- 34 A system is considered *dependent* if at least one of the axioms follows from the other axioms; otherwise it is considered *independent*. To show that a system is dependent, it is only necessary to show that one axiom follows from the others. However to show that a system is independent, one must show that no one axiom follows from the others.

Construct two systems, one independent and one dependent.

- 35 Don't use a calculator for this problem.

- Add $3x + \frac{1}{2x}$
- Subtract $\frac{16}{x} - \frac{4+x}{x^2}$
- Simplify $\sqrt{75} - \sqrt{24} + \sqrt{18} z$
- Solve $x^2 + 3x = 2$

Exploring in Depth



Park School Mathematics

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