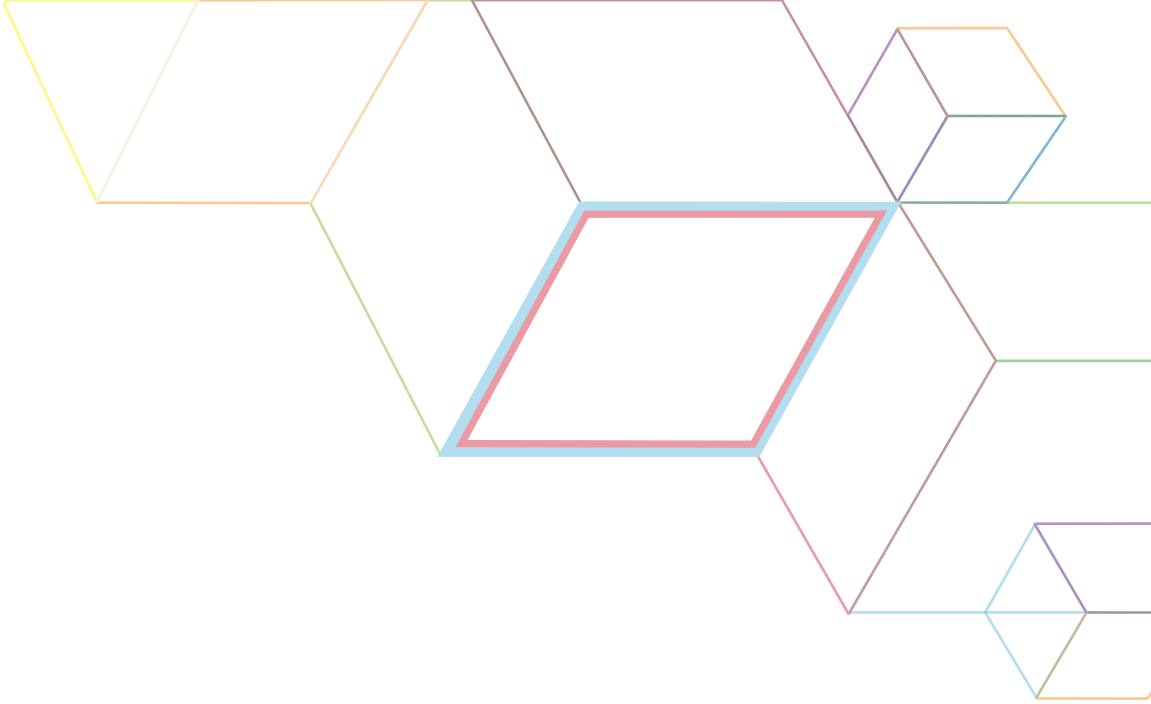


THINKING MATHEMATICALLY

6TH EDITION



Blitzer



Thinking Mathematically

Sixth Edition

Robert Blitzer

Miami Dade College

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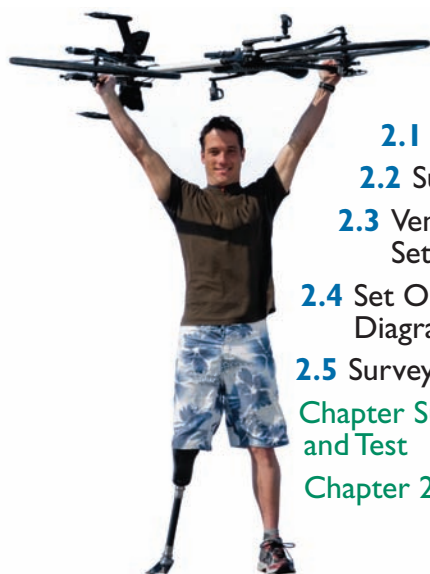
Contents

About the Author	vi
Preface	vii
Dynamic Resources	x
To the Student	xii
Acknowledgments	xiii
Index of Applications	xv



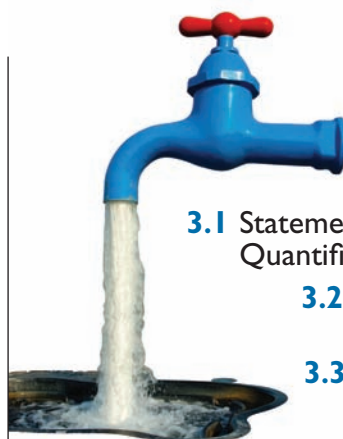
1 Problem Solving and Critical Thinking

1.1 Inductive and Deductive Reasoning	2
1.2 Estimation, Graphs, and Mathematical Models	14
1.3 Problem Solving	29
Chapter Summary, Review, and Test	42
Chapter 1 Test	45



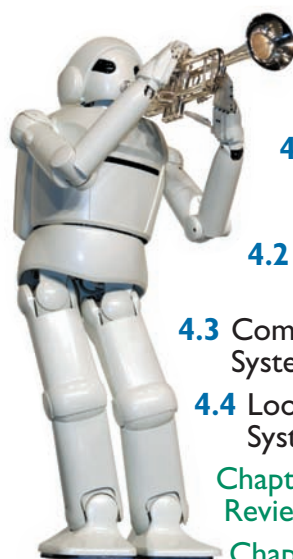
2 Set Theory

2.1 Basic Set Concepts	48
2.2 Subsets	61
2.3 Venn Diagrams and Set Operations	70
2.4 Set Operations and Venn Diagrams with Three Sets	84
2.5 Survey Problems	96
Chapter Summary, Review, and Test	107
Chapter 2 Test	111



3 Logic 113

3.1 Statements, Negations, and Quantified Statements	114
3.2 Compound Statements and Connectives	122
3.3 Truth Tables for Negation, Conjunction, and Disjunction	135
3.4 Truth Tables for the Conditional and the Biconditional	150
3.5 Equivalent Statements and Variations of Conditional Statements	162
3.6 Negations of Conditional Statements and De Morgan's Laws	172
3.7 Arguments and Truth Tables	180
3.8 Arguments and Euler Diagrams	195
Chapter Summary, Review, and Test	205
Chapter 3 Test	209



4 Number Representation and Calculation 211

4.1 Our Hindu-Arabic System and Early Positional Systems	212
4.2 Number Bases in Positional Systems	220
4.3 Computation in Positional Systems	227
4.4 Looking Back at Early Numeration Systems	236
Chapter Summary, Review, and Test	243
Chapter 4 Test	246

5 Number Theory and the Real Number System 247

- 5.1 Number Theory: Prime and Composite Numbers 248
- 5.2 The Integers; Order of Operations 258
- 5.3 The Rational Numbers 272
- 5.4 The Irrational Numbers 287
- 5.5 Real Numbers and Their Properties; Clock Addition 300
- 5.6 Exponents and Scientific Notation 311
- 5.7 Arithmetic and Geometric Sequences 322
- Chapter Summary, Review, and Test 332
- Chapter 5 Test 337

6 Algebra: Equations and Inequalities 339

- 6.1 Algebraic Expressions and Formulas 340
- 6.2 Linear Equations in One Variable and Proportions 350
- 6.3 Applications of Linear Equations 365
- 6.4 Linear Inequalities in One Variable 376
- 6.5 Quadratic Equations 386
- Chapter Summary, Review, and Test 401
- Chapter 6 Test 405

7 Algebra: Graphs, Functions, and Linear Systems 407

- 7.1 Graphing and Functions 408
- 7.2 Linear Functions and Their Graphs 420
- 7.3 Systems of Linear Equations in Two Variables 433
- 7.4 Linear Inequalities in Two Variables 447
- 7.5 Linear Programming 456
- 7.6 Modeling Data: Exponential, Logarithmic, and Quadratic Functions 462
- Chapter Summary, Review, and Test 478
- Chapter 7 Test 483

8 Personal Finance 487

- 8.1 Percent, Sales Tax, and Discounts 488
- 8.2 Income Tax 497
- 8.3 Simple Interest 508
- 8.4 Compound Interest 513
- 8.5 Annuities, Methods of Saving, and Investments 523
- 8.6 Cars 539
- 8.7 The Cost of Home Ownership 548
- 8.8 Credit Cards 557
- Chapter Summary, Review, and Test 566
- Chapter 8 Test 572



9 Measurement 575

- 9.1 Measuring Length; The Metric System 576
- 9.2 Measuring Area and Volume 585
- 9.3 Measuring Weight and Temperature 596
- Chapter Summary, Review, and Test 605
- Chapter 9 Test 607

Chapter Summary, Review, and Test

Chapter 9 Test



10 Geometry 609

- 10.1 Points, Lines, Planes, and Angles 610
- 10.2 Triangles 619
- 10.3 Polygons, Perimeter, and Tessellations 630
- 10.4 Area and Circumference 639
- 10.5 Volume and Surface Area 650
- 10.6 Right Triangle Trigonometry 659
- 10.7 Beyond Euclidean Geometry 669
- Chapter Summary, Review, and Test 678
- Chapter 10 Test 684

10.3 Polygons, Perimeter, and Tessellations

10.4 Area and Circumference

10.5 Volume and Surface Area

10.6 Right Triangle Trigonometry

10.7 Beyond Euclidean Geometry

Chapter Summary, Review, and Test

Chapter 10 Test



11 Counting Methods and Probability Theory 687

- 11.1 The Fundamental Counting Principle 688
- 11.2 Permutations 694
- 11.3 Combinations 702
- 11.4 Fundamentals of Probability 709
- 11.5 Probability with the Fundamental Counting Principle, Permutations, and Combinations 718
- 11.6 Events Involving *Not* and *Or*; Odds 725
- 11.7 Events Involving *And*; Conditional Probability 737
- 11.8 Expected Value 749
- Chapter Summary, Review, and Test 756
- Chapter 11 Test 762

Chapter Summary, Review, and Test

Chapter 11 Test



12 Statistics 765

- 12.1 Sampling, Frequency Distributions, and Graphs 766
- 12.2 Measures of Central Tendency 780
- 12.3 Measures of Dispersion 794
- 12.4 The Normal Distribution 802
- 12.5 Problem Solving with the Normal Distribution 816
- 12.6 Scatter Plots, Correlation, and Regression Lines 821
- Chapter Summary, Review, and Test 832
- Chapter 12 Test 837

12.3 Measures of Dispersion

12.4 The Normal Distribution

12.5 Problem Solving with the Normal Distribution

12.6 Scatter Plots, Correlation, and Regression Lines

Chapter Summary, Review, and Test

Chapter 12 Test

13 Voting and Apportionment 839



- 13.1 Voting Methods 840
- 13.2 Flaws of Voting Methods 852
- 13.3 Apportionment Methods 863
- 13.4 Flaws of Apportionment Methods 877

Chapter Summary, Review, and Test

Chapter 13 Test



14 Graph Theory 891

- 14.1 Graphs, Paths, and Circuits 892
- 14.2 Euler Paths and Euler Circuits 902
- 14.3 Hamilton Paths and Hamilton Circuits 914
- 14.4 Trees 924
- Chapter Summary, Review, and Test 933
- Chapter 14 Test 938

Answers to Selected Exercises

Credits

Subject Index

AI

PI

II

About the Author

Bob Blitzer is a native of Manhattan and received a Bachelor of Arts degree with dual majors in mathematics and psychology (minor: English literature) from the City College of New York. His unusual combination of academic interests led him toward a Master of Arts in mathematics from the University of Miami and a doctorate in behavioral sciences from Nova University. Bob's love for teaching mathematics was nourished for nearly 30 years at Miami Dade College, where he received numerous teaching awards, including Innovator of the Year from the League for Innovations



Bob and his buddy Casper Cockatoo

in the Community College and an endowed chair based on excellence in the classroom. In addition to *Thinking Mathematically*, Bob has written textbooks covering introductory algebra, intermediate algebra, college algebra, algebra and trigonometry, precalculus, trigonometry, and liberal arts mathematics for high school students, all published by Pearson. When not secluded in his Northern California writer's cabin, Bob can be found hiking the beaches and trails of Point Reyes National Seashore, and tending to the chores required by his beloved entourage of horses, chickens, and irritable roosters.

Preface

Thinking Mathematically, Sixth Edition provides a general survey of mathematical topics that are useful in our contemporary world. My primary purpose in writing the book was to show students how mathematics can be applied to their lives in interesting, enjoyable, and meaningful ways. The book's variety of topics and flexibility of sequence make it appropriate for a one- or two-term course in liberal arts mathematics, quantitative reasoning, finite mathematics, as well as for courses specifically designed to meet state-mandated requirements in mathematics.

I wrote the book to help diverse students, with different backgrounds and career plans, to succeed. **Thinking Mathematically, Sixth Edition**, has four major goals:

1. To help students acquire knowledge of fundamental mathematics.
2. To show students how mathematics can solve authentic problems that apply to their lives.
3. To enable students to understand and reason with quantitative issues and mathematical ideas they are likely to encounter in college, career, and life.
4. To enable students to develop problem-solving skills, while fostering critical thinking, within an interesting setting.

One major obstacle in the way of achieving these goals is the fact that very few students actually read their textbook. This has been a regular source of frustration for me and my colleagues in the classroom. Anecdotal evidence gathered over years highlights two basic reasons why students do not take advantage of their textbook:

“I’ll never use this information.”
“I can’t follow the explanations.”

I’ve written every page of the Sixth Edition with the intent of eliminating these two objections. The ideas and tools I’ve used to do so are described for the student in “A Brief Guide to Getting the Most from This Book,” which appears inside the front cover.

What’s New in the Sixth Edition?

- **New Applications and Real-World Data.** I’m on a constant search for real-world data that can be used to illustrate unique mathematical applications. I researched hundreds of books, magazines, newspapers, almanacs, and online sites to prepare the Sixth Edition. This edition contains 366 worked-out examples and application exercises based on new data sets.
- **Concept and Vocabulary Checks.** The Sixth Edition contains 653 new short-answer exercises, mainly

fill-in-the-blank and true/false items, that assess students’ understanding of the definitions and concepts presented in each section. The Concept and Vocabulary Checks appear as separate features preceding the Exercise Sets.

- **Great Question!** This feature takes the content of each Study Tip in the Fifth Edition and presents it in the context of a student question. Answers to questions offer suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions. ‘Great Question!’ should draw students’ attention and curiosity more than the ‘Study Tips.’ As a secondary benefit, this new feature should help students not to feel anxious or threatened when asking questions in class. The feature is extended to the learning objectives at the beginning of each section, which are now framed in the context of a student question: What am I supposed to learn?
- **New Blitzer Bonuses.** The Sixth Edition contains a variety of new but optional enrichment essays. There are more new Blitzer Bonuses in this edition than in any previous revision of *Thinking Mathematically*. These include “Are You Smart Enough to Work at Google?” (Section 1.1), “Science and Math Tattoos” (Section 2.1), “NUMB3RS: Solving Crime with Mathematics” (Section 5.3), “Using Algebra to Measure Blood-Alcohol Concentration” (Section 6.1), “Testing Your Financial Literacy” (Section 8.1), “The Bottom Line on Investments” (Section 8.5), “Financing Your Car” (Section 8.6), “Reducing Rental Costs” (Section 8.7), “College Students and Credit Cards” (Section 8.8), “Big Fears and Their Odds” (Section 11.6), “Using Means to Compare How the U.S. Measures Up” (Section 12.2), “The 2012 Presidential Election” (Section 13.4), and “A Family Tree: The Sopranos” (Section 14.4).
- **Brief Reviews.** The book’s Brief Review boxes summarize mathematical skills that students should have learned previously, but which many students still need to review. This feature appears whenever a particular skill is first needed and eliminates the need to reteach that skill.
- **Sample Homework Assignments.** Within each Exercise Set, I have chosen odd-numbered problems from the Practice Exercises and the Application Exercises that can serve as sample homework assignments. These are indicated by a red underline in the Annotated Instructor’s Edition. Based on the goals and objectives of your course, you may wish to enrich each sample homework assignment with additional exercises from the other categories in the Exercise Set.

- **Learning Guide.** This study aid is organized by objective and provides support for note-taking, practice, and video review. The Learning Guide is available as PDFs and customizable Word files in MyMathLab. They can also be packaged with the textbook and MyMathLab access code.
- **Thinking Mathematically with Integrated Review.** For courses where students do require more extensive prerequisite review, we have created a version of the *Thinking Mathematically* MyMathLab course called *Thinking Mathematically with Integrated Review* that includes just-in-time review of select topics where appropriate. Students are asked to check their skills with an assignment at the start of each chapter to assess their understanding of requisite, developmental material. For those students who do require further review, resources include the eText, short objective-based videos, Integrated Review Worksheets, and Integrated Review Homework to help provide students with a solid foundation on the review topics needed for their *Thinking Mathematically* course.

What Content and Organizational Changes Have Been Made to the Sixth Edition?

- **Section 3.3 (Truth Tables for Negation, Conjunction, and Disjunction)** opens with a new application on the distribution of looks for U.S. men and women. The application reappears in an example on determining the truth value of a compound statement.
- **Section 4.2 (Number Bases in Positional Systems)** contains a new discussion (within the context of the Great Question! feature) on the use of octal and hexadecimal systems by computer programmers.
- **Section 5.5 (Real Numbers and Their Properties; Clock Addition)** integrates material from Chapter 13 (Mathematical Systems) of the Fifth Edition by applying properties of real numbers to clock arithmetic and discussing related symmetries.
- **Section 6.3 (Applications of Linear Equations)** has a new example on the starting salaries for college graduates with undergraduate degrees. The example from the Fifth Edition on comparing long-distance telephone plans has been replaced by an example on choosing between texting plans.
- **Chapter 8 (Personal Finance)** has been renamed and expanded to include relevant information, both mathematical and non-mathematical, to help students manage their finances. The Sixth Edition contains separate sections on income tax, cars, home ownership, and credit cards.
- **Section 8.2 (Income Tax)** expands the discussion of income tax from the Fifth Edition, giving a broader understanding of the terms and complexities involved in calculating taxes. Included in this new section are discussions of Social Security and Medicare (FICA), as well as an example related to taxes for working students.
- **Section 8.6 (Cars)** is a new section that uses the mathematics of financing a car to develop the loan payment formula for fixed installment loans. The section includes new objectives on the pros and cons of leasing versus buying a car, understanding the different kinds of car insurance, comparing monthly payments on new and used cars, and solving problems related to owning and operating a car.
- **Section 8.7 (The Cost of Home Ownership)** is a new section that applies the loan payment formula that was developed for cars in Section 8.6 to mortgages. The section includes new objectives on solving problems involving what one can afford to spend for a mortgage, and understanding the pros and cons of renting versus buying.
- **Section 8.8 (Credit Cards)** is a new section devoted entirely to credit cards. Objectives unique to the Sixth Edition include understanding the pros and cons of using credit cards, understanding the difference between credit cards and debit cards, knowing what is contained in a credit report, and understanding credit scores as measures of creditworthiness.
- **Section 9.2 (Measuring Area and Volume)** and **Section 9.3 (Measuring Weight and Temperature)** incorporate new discussions on measuring dosages of medication, including dosages based on weight in the metric system.
- **Section 12.4 (The Normal Distribution)** uses the activities U.S. adults say they dread to illustrate a poll's margin of error.

What Familiar Features Have Been Retained in the Sixth Edition?

- **Chapter-Opening and Section-Opening Scenarios.** Every chapter and every section open with a scenario presenting a unique application of mathematics in students' lives outside the classroom. These scenarios are revisited in the course of the chapter or section in an example, discussion, or exercise. The often humorous tone of these openers is intended to help fearful and reluctant students overcome their negative perceptions about math. A new feature in the Sixth Edition, "Here's Where You'll Find These Applications," is included with each chapter opener.
- **Detailed Worked-Out Examples.** Each example is titled, making the purpose of the example clear. Examples are clearly written and provide students with detailed step-by-step solutions. No steps are omitted and each step is thoroughly explained to the right of the mathematics.
- **Explanatory Voice Balloons.** Voice Balloons are used in a variety of ways to demystify mathematics. They translate mathematical language into everyday English, help clarify problem-solving procedures, present alternative ways of understanding concepts, and connect problem solving to concepts students have already learned.

- **Check Point Examples.** Each example is followed by a similar matched problem, called a Check Point, offering students the opportunity to test for conceptual understanding by working a similar exercise. The answers to the Check Points are provided in the answer section in the back of the book. Worked-out video solutions are in the MyMathLab courses or on YouTube.
- **Extensive and Varied Exercise Sets.** An abundant collection of exercises is included in an Exercise Set at the end of each section. Exercises are organized within seven category types: Practice Exercises, Practice Plus Exercises, Application Exercises, Writing in Mathematics, Critical Thinking Exercises, Technology Exercises, and Group Exercises.
- **Practice Plus Problems.** This category of exercises contains practice problems that often require students to combine several skills or concepts, providing instructors the option of creating assignments that take Practice Exercises to a more challenging level.
- **Section Objectives (What Am I Supposed to Learn?).** Learning objectives are clearly stated at the beginning of each section. These objectives help students recognize and focus on the section's most important ideas. The objectives are restated in the margin at their point of use.
- **Chapter Summaries.** Each chapter contains a review chart that summarizes the definitions and concepts in every section of the chapter. Examples that illustrate these key concepts are also referenced in the chart.
- **End-of-Chapter Materials.** A comprehensive collection of review exercises for each of the chapter's sections follows the Summary. This is followed by a Chapter Test that enables students to test their understanding of the material covered in the chapter. Worked-out video solutions are available for every Chapter Test Prep problem in the MyMathLab course or on YouTube.

I hope that my love for learning, as well as my respect for the diversity of students I have taught and learned from over the years, is apparent throughout this new edition. By connecting mathematics to the whole spectrum of learning, it is my intent to show students that their world is profoundly mathematical, and indeed, π is in the sky.

Robert Blitzer

Dynamic Resources

MyMathLab (access code required)

MyMathLab from Pearson is the world's leading online resource in mathematics, integrating interactive homework, assessment, and media in a flexible, easy to use format. It provides **engaging experiences** that personalize, stimulate, and measure learning for each student. And, it comes from an **experienced partner** with educational expertise and an eye on the future.

To learn more about how MyMathLab combines proven learning applications with powerful assessment, visit www.mymathlab.com or contact your Pearson representative.

Blitzer's MyMathLab course provides access to innovative and engaging study solutions to increase student success.

Ready to Go Course

This new MyMathLab course option provides students with all the same great MyMathLab features, but makes it easier for instructors to get started, with premade and pre-assigned assignments.

Integrated Review Course Solution

For courses where students require more extensive remediation, we have created the Integrated Review solution that includes just-in-time review of select topics where appropriate. For students who require this review, resources include the eText, short objective-based videos, Integrated Review Worksheets, and Integrated Review Homework to help provide students with a solid foundation for success in their *Thinking Mathematically* course.

Getting Ready

Getting Ready exercises are now available for online review in the Standard and Ready to Go MyMathLab courses. These skill review quizzes test on prerequisite knowledge, allowing students to refresh forgotten concepts.

MathTalk Videos

These fun, application-based videos connect the math in Blitzer to the real world. These instructional videos have a sense of humor while demonstrating how everyday life is full of math applications.



Concept and Vocabulary Check

New Concept and Vocabulary Check exercises provide a quick check of understanding of concepts. Assignable in MyMathLab, these also test for reading comprehension before moving onto the homework exercise sets.

Check Point Videos

These videos show instructors working out every Check Point problem in the text to ensure understanding. New to the Sixth Edition MyMathLab course are assignable Check Point exercises that correspond with each video, ensuring that students watched the video and understood the concepts presented.

Chapter Test Prep Videos

Students can watch instructors work through step-by-step solutions to all the Chapter Test Prep exercises from the textbook. These are available in MyMathLab and on YouTube.

Student Success Module

A new Student Success Module supports students toward continued success in college. This module provides tutorials and guidance on topics such as transition to college, online learning, time management, and more. Additionally, there is content to help students develop professional skills such as resume development and interview preparation.

Instructor Resources

Annotated Instructor's Edition

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ISBN-10: 0-321-91487-2

Additional resources can be downloaded from www.pearsonhighered.com:

TestGen

Powerpoint Lecture Slides

Instructor's Solutions Manual

Instructor's Testing Manual

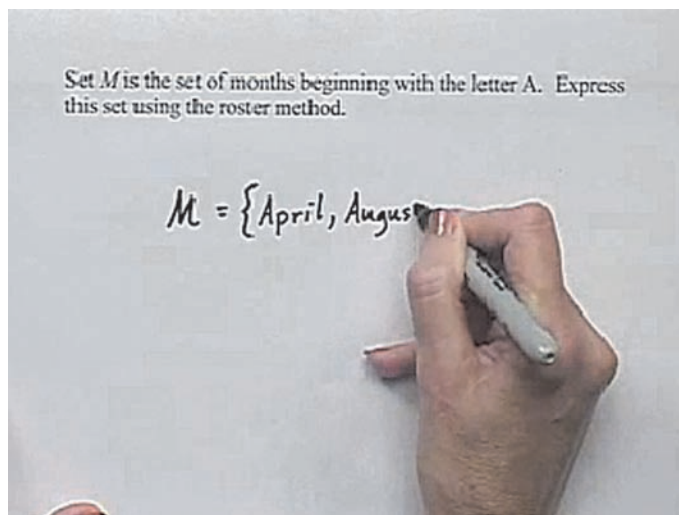
Student Resources

Learning Guide – NEW!

This study aid is organized by objective and provides support for note-taking, practice, and video review. The Learning Guide is available as PDFs and customizable Word files in MyMathLab. It can also be packaged with the textbook and MyMathLab access code.

Student's Solutions Manual

This manual contains fully worked solutions to odd-numbered exercises and all Check Points.



To the Student

The bar graph shows some of the qualities that students say make a great teacher. It was my goal to incorporate each of these qualities throughout the pages of this book to help you gain control over the part of your life that involves numbers and mathematical ideas.

Explains Things Clearly

I understand that your primary purpose in reading *Thinking Mathematically* is to acquire a solid understanding of the required topics in your liberal arts math course. In order to achieve this goal, I've carefully explained each topic. Important definitions and procedures are set off in boxes, and worked-out examples that present solutions in a step-by-step manner appear in every section. Each example is followed by a similar matched problem, called a Check Point, for you to try so that you can actively participate in the learning process as you read the book. (Answers to all Check Points appear in the back of the book and video solutions are in MyMathLab.)

Funny & Entertaining

Who says that a math textbook can't be entertaining? From our quirky cover to the photos in the chapter and section openers, prepare to expect the unexpected. I hope some of the book's enrichment essays, called Blitzer Bonuses, will put a smile on your face from time to time.

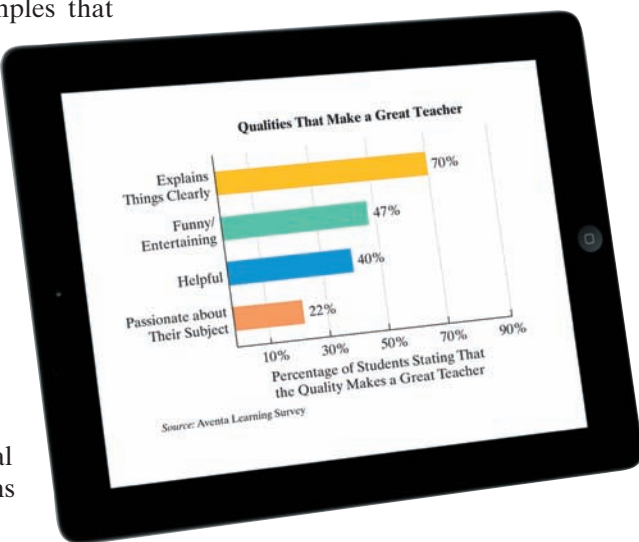
Helpful

I designed the book's features to help you acquire knowledge of fundamental mathematics, as well as to show you how math can solve authentic problems that apply to your life. These helpful features include

- **Explanatory Voice Balloons:** Voice balloons are used in a variety of ways to make math less intimidating. They translate mathematical language into everyday English, help clarify problem-solving procedures, present alternative ways of understanding concepts, and connect new concepts to concepts you have already learned.
- **Great Question!:** The book's Great Question! boxes are based on questions students ask in class. The answers to these questions give suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions.
- **Chapter Summaries:** Each chapter contains a review chart that summarizes the definitions and concepts in every section of the chapter. Examples from the chapter that illustrate these key concepts are also referenced in the chart. Review these summaries and you'll know the most important material in the chapter!

Passionate about the Subject

I passionately believe that no other discipline comes close to math in offering a more extensive set of tools for application and development of your mind. I wrote the book in Point Reyes National Seashore, 40 miles north of San Francisco. The park consists of 75,000 acres with miles of pristine surf-washed beaches, forested ridges, and bays bordered by white cliffs. It was my hope to convey the beauty and excitement of mathematics using nature's unspoiled beauty as a source of inspiration and creativity. Enjoy the pages that follow as you empower yourself with the mathematics needed to succeed in college, your career, and in your life.



Regards,

Bob

Robert Blitzer

Acknowledgments

An enormous benefit of authoring a successful textbook is the broad-based feedback I receive from students, dedicated users, and reviewers. Every change to this edition is the result of their thoughtful comments and suggestions. I would like to express my appreciation to all the reviewers, whose collective insights form the backbone of this revision. In particular, I would like to thank the following people for reviewing *Thinking Mathematically* for this Sixth Edition.

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Alexandra Verkhovtseva, *Anoka-Ramsey Community College*

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Index of Applications

- A**
- Activities, most-dreaded, 809–811
 - Actors, casting combinations, 692, 701, 758
 - Adjusted gross income, 498–499, 506–507, 569, 572
 - Advertisement, misleading, 155, 157–158
 - Affordable housing, voting on, 860, 888
 - Age
 - Americans' definition of old age, 18–19
 - blood pressure and, 397–398
 - body-mass index and, 455
 - calculating, 258
 - car accidents and, 420, 482
 - of Oscar winners, 778
 - of presidents, 777, 801, 835
 - stress level and, 431
 - Aging
 - body fat-to-muscle mass relationship in, 149
 - near-light speed travel and, 295, 298
 - Ailments, tobacco and, 747
 - Airfares, 36–37
 - Alcohol
 - blood concentration of, 346, 349, 600
 - car accidents and, 466–467
 - Alligator, tail length of, 364
 - Ambassadors, seating arrangements for, 924
 - Amortization schedule, 551–552, 571, 573
 - Angle(s)
 - of depression, from helicopter to object, 668
 - of elevation
 - of kite string, 668
 - of sun, 663–664, 667, 683
 - to top of Washington Monument, 667
 - of wheelchair ramp, 668
 - of snow on windows, 618
 - on umbrellas, 617
 - Annuities, 524–526, 527, 536, 537, 547, 570, 573
 - Antimagic square, 40
 - Anxiety
 - in college students, 835
 - over dental work, 813
 - Apartments
 - demand and supply for, 446
 - option combinations, 693, 724
 - Aquarium
 - volume of water in, 591, 595, 607
 - weight of water in, 598
 - Architecture
 - bidding for design, 754, 763
 - golden rectangles in, 294, 401
 - house length from scale, 38
 - Area
 - of islands, 595
 - of kitchen floor tiling, 648
 - to paint, 648
 - of rectangular room, 649
 - for shipping boxes, 683
 - Area codes, combinations of, 692, 693
 - Autism, brain development and, 297
 - Awnings, 932
- B**
- Baboon grooming behavior, 728–729
 - Bachelor's degrees, gender differences in acquiring, 432
 - Ball(s). *See also specific types of balls*
 - random selection of colored, 762
 - thrown height of, 477
 - Ballot measures, citizen-initiated, 863
 - Baseball, 585
 - batting orders, 697, 702
 - distance from home plate to second base, 629
 - favorite players, 702
 - salaries in, 331
 - uniforms, loan to purchase, 512
 - weekly schedule, 900
 - Baseboard installation, 638, 681
 - Basketball, 38
 - dimensions of court, 637
 - free throw odds in favor, 736
 - volume of, 654
 - Berlin airlift (1948), 456, 461
 - Bicycle
 - hip angle of rider on, 618
 - manufacturing, 445
 - Bicycle-friendly communities, 405
 - Bike trail system, graphing, 932
 - Birthdays, probabilities and coincidence of shared, 748
 - Births
 - per woman, contraceptives and, 830
 - worldwide, 374
 - Blood, red blood cells in the body, 336
 - Blood alcohol concentration (BAC), 346, 349, 600
 - Blood drive, campus, 80, 96–97
 - Blood pressure, 397–398, 820
 - age and, 397–398
 - Blood transfusions, 91, 95
 - Blood volume, 363
 - Body-mass index (BMI), 455
 - Book(s)
 - arrangement of, 695–696, 701, 758
 - book club selections, 707
 - collections of, 707
 - combinations of, 762
 - number read a year, 811
 - words read per minute, 38
 - Bookshelf manufacturing, 457, 458, 460
 - Box(es)
 - shipping, space needed by, 683
 - volume of, 657
 - Brain, growth of, 476
 - Breast cancer, mammography screening for, 744–745
 - Budget deficit, federal, 335, 336
 - Buses
 - apportionment of, 867, 868–869, 870–871, 872, 875
 - fare options, 375
 - revenue from, 46
 - Business
 - branch location, 860
 - break-even point, 442–443, 445, 481
 - cocaine testing for employees, 717
 - cost of opening a restaurant, 46
 - customer service representatives, 708
 - defective products, 709
 - fractional ownership of franchise, 286
 - garage charges, 38
 - hamburger restaurant, 694
 - Internet marketing consultation, 698
 - investment in, 445
 - manufacturing costs, 349
 - officers, 701
 - profit, 38, 386, 482
 - maximization of, 460
 - promotions, 886, 889
 - revenue from bus operation, 46
 - self-employed's work week, 819
 - site selection, 755
- C**
- Caloric needs, 342–343, 348
 - Campers, seating arrangements for, 701, 708
 - Cancer, breast, 744–745
 - Canoe manufacturing, 445
 - Car(s)
 - accidents in
 - alcohol-related, 466–467
 - driver age and, 420, 482
 - outcome of, 747
 - average annual costs of owning and operating, 544, 547
 - depreciated value of, 38, 45, 374, 406
 - gasoline consumed, 46, 335
 - comparing fuel expenses, 544–545, 547, 571, 573
 - fuel efficiency, 46
 - in a year, 38
 - loan on, 38, 540–541, 543–544, 546–547, 571
 - dealer incentives, 547
 - unpaid balance, 548
 - option combinations, 690–691, 692, 693, 762
 - rental cost, 38, 45, 376, 378, 385, 386
 - skidding distance and speed of, 296–297
 - stopping distance of, 413–414
 - tires, durability of, 835
 - Carbon dioxide in the atmosphere, 28
 - Cardiovascular disease, probability of, 734
 - Cards, probability of selecting, 712, 725–726, 727–728, 731–732, 734, 735, 736, 737, 741, 743–744, 746, 748, 758, 759, 760, 762
 - Carpentry
 - baseboard costs, 638, 681
 - baseboard installation, 681
 - weekly salary, 17–18
 - Carpet installation, cost of, 640–641, 648, 649, 682
 - Casino gambling, opinions about, 767, 768
 - CD player, discount on, 491, 572
 - Cellphones
 - monthly charges for, 817
 - subscription to, 385
 - Cereals, potassium content of, 801
 - Certificate of deposit (CD), 511–512, 513
 - Check-out line, gender combinations at, 702, 723
 - Child mortality, literacy and, 481, 836
 - Children, drug dosage for, 310
 - Chocolates, selection of, 740–741, 747, 759, 760
 - Cholesterol levels, 817, 836
 - Cigarette smoking. *See* Smoking
 - City(ies)
 - distance between, 585
 - ethnically diverse, 69
 - hottest, 789
 - layout of, 39, 912, 935, 936, 938
 - graph of, 900
 - with new college graduates, 792
 - New York City, 913
 - Real World*, 860
 - snow removal, 121
 - visiting in random order, 759
 - Climate change, 28
 - Clock, movement around, in degrees, 611
 - Clock addition, 306–307, 309
 - Club, officers of, 758
 - Coin toss, 714–715, 746, 762
 - College(s)
 - attendance at, 760
 - cost of, 44
 - election for president, 853
 - enrollment at university, 874
 - final course grade, 382–383, 385, 404, 770, 771, 790
 - professors
 - running for department chair, 851
 - running for division chair, 850
 - running for president of League of Innovation, 850
 - College student(s)
 - anxiety in, 835
 - attitudes of, 368–369
 - average high school grades of, 46
 - binge drinking by, 104
 - careers most commonly named by freshmen, 149
 - cigarette use by, 21–22
 - claiming no religious affiliation, 27
 - course registration, 105, 106
 - emotional health of, 484
 - enrollment rates, 375
 - on greatest problems on campus, 12
 - heights of, 776
 - hours spent studying each week, 838
 - IQ scores of, 777
 - majors of, 40
 - selection of, 760
 - musical styles preferred by, 105
 - participation in extracurricular activities, 105
 - party affiliation and position on death penalty, 110
 - percent increase in lecture registration, 569
 - random selection of freshmen vs. other years, 742, 762
 - recruitment of male, 104–105
 - scholarships for minorities and women, 104
 - selection of speakers by, 39, 856, 861
 - selection of topics by, 850
 - social interactions of, 776–777, 792
 - sources of news, 105
 - stress in, 776, 782, 785–786
 - symptoms of illness in procrastinators vs. nonprocrastinators, 433, 446
- XV**

- College student(s), (*cont.*)
 time spent on homework, 776, 834
 transportation to campus, 110
 weight of male, 793
- Color combinations, 95
- Color printer, percent reduction from original price, 496
- Commercials, disclaimers in, 150
- Committees
 common members among, 900
 formation of, 705, 707, 724, 759
- Communication, monthly text message plan, 370, 404, 406
- Computer(s)
 discounted sales price, 490–491
 manufacturing, 484
 payment time for, 46
 saving for, 37
- Concerts, ordering of bands, 701, 702
- Concrete, cost of, 658, 683
- Condominium
 property tax on, 496
 purchase options, 758
- Conference attendance, 708, 721–722, 723
- Construction
 affordable housing proposals, selecting, 860, 888
 bidding on contract, 754, 762
 of brick path, 639–640
 carpet installation, 640–641, 648, 649, 682
 costs of, 648, 649
 of deck, 649
 dirt removal, 658
 of Great Pyramid, 658
 kitchen floor tiling, 648
 of new road, 629
 plastering, 648
 of swimming pool, 651
 tiling room, 648
 trimming around window, 644
 of wheelchair ramp, 624
- Container, volume of, 594, 607
- Contraceptives, births per woman and, 830
- Cost(s)
 of baseboard, 638, 681
 of building new road, 629
 of calculators, 26
 of carpet, 640–641, 648, 649, 682
 of ceramic tile, 649
 of cigarette habit, 510–511
 of college, 44
 comparison of, 38
 of concrete, 658, 683
 of construction, 649
 of deck, 649
 of fencing, 632, 638
 of fertilizer, 648
 to fill pool, 658
 of hauling dirt, 651, 658
 of inflation, 403
 of making a penny, 485
 manufacturing, 349, 481
 of oil pipeline, 649
 for opening a restaurant, 46
 of party, 39
 per pound, 37
 of pizza, 645, 649
 of plastering, 648
 of resurfacing path around swimming pool, 649
 of taxicab ride, 45
 of tile installation, 648, 682
 of tires, 38
 total, 44
 of United States Census, 769
 of vacation, 46
- Counselors, school, 881–882
- Countries, common borders between, 938
- Creativity workshop, 286
- Credit card(s)
 average daily balance, 558–560, 564, 572, 574
 balance owed on, 558–560, 572, 574
 interest on, 558–560, 564, 572, 574
 monthly payment on, 558–560, 564, 572, 574
- Crowd, estimating number of people in, 17
- D**
- Darts, 39, 717
- Death and dying
 infant, 836
 involving firearms, 761, 826
 leading causes of, 179
 probability of dying at a given age, 718
 worldwide, 374
- Death-row inmates, final statements of, 406
- Debt, national, 318–319, 322
- Decks, construction of, 649
- Deficit, federal budget, 270–271, 335, 336
- Delivery routes, 913
- Delivery team, combinations of, 708
- Demographics. *See also* Population
 Americans over 20 years old, 18–19
 college graduates among people 25 and older, 44
 family composition, 716
 life expectancy after 20, 736
 literacy and child mortality, 481
 living alone, 716
 marital status, 714, 748
 number of Americans who moved in recent year, 717
- Dentist, choosing, 41
- Depression
 exercise and, 431
 humor and, 350, 356–357
 treatments for, 105
- Desk manufacturing, 457, 481
- Dictionary, discounted price for, 495, 569
- Die/dice
 expected value for roll of, 749, 755, 756
 probability in rolling of, 710–711, 716, 731, 735, 736, 746, 748, 759, 760
- Diet. *See* Food
- Dimensions
 of basketball court, 637
 of football field, 637
 of paper, 585
 of rectangle, 637
- Dinner party, guest arrivals, 723
- Dinosaur walking speed, 335
- Discount warehouse plans, 45, 375
- Disease(s)
 sickle cell anemia, 716
 Tay-Sachs, 759
 tuberculosis, 761
- Distance
 converting between mi/hr and km/hr, 585
 of helicopter from island, 668
 from home plate to second base, 629
 of ladder's bottom from building, 681
 across a lake, 667, 683
 rate and, 38
 reach of ladder, 629
 of ship from lighthouse, 668
 of ship from shore, 667
 of ship from Statue of Liberty, 667
 sight, 296
- between tracking stations, 629
 traveled at given rate and time, 26
 traveled by plane, 667
 walking vs. jogging, 286
 walking vs. riding bike, 38
- Diversity index, 403
- Doctors, apportionment of, 875, 889, 890
- Dogs, U.S. presidents with and without, 80
- Down payment on house, 528–529, 549–550, 555–556, 571, 573
 saving for, 571
- Dress, outfit combinations, 708
- Drinks, combinations of orders, 693
- Drivers. *See also* Car(s)
 ages of licensed, 821
 intoxicated, on New Year's Eve, 737
 random selection of, 726–727
- Driving, texting while, 484
- Drug(s)
 concentration of, 417
 dosage, 592, 595, 599, 608
 for children, 45, 310
 weight and, 604, 607
 marijuana usage by country, 59
 teenage use by country, 829, 831
- E**
- Earnings
 from tutoring, 38, 461
 weekly, 461, 812
- Earthquake, on Richter scale, 313
- Eating, hours and minutes per day spent on, 785
- Economics, 2009 stimulus package, 338
- Education. *See also* College(s)
 average earnings, by college major, 496
 bilingual math courses, 875
 cost of attending a public college, 23–25
 department chairmanship, 851
 final exam schedule, 850, 887
 grants to states for, 338
 home-schooling, 838
 teacher-student ratio, 403
 yearly earnings and, 366–368
- Educational attainment
 of college-graduate parents, 736
 prejudice and, 825–826, 827, 828
 of 25-and-over population, 330, 717, 735
- Elections, 850, 853, 861, 890. *See also* Politics
 mayoral, 851, 857–858, 890
 probability of winning, 760, 762
- Elevation, differences in, 270
- Elevators, lifting capacity of, 385, 454
- Employment. *See also* Job(s)
 in environmentally friendly company, 835
 as professor, 149
 status of, 759
 tree model of employee relationships, 931
- Enclosure(s)
 fencing around circular garden, 682
 of rectangular region, 649
- Energy consumption, home energy pie, 19
- English Channel tunnel, volume of dirt removed to make, 658
- Entertainment. *See also* Movies; Music; Television
 highest-earning actors and actresses, 780–781
 play production, 445
Real World cities, 860
 shared party costs, 39
- theater revenue, 461
 voting for play to perform, 850, 888
- Environment, carbon dioxide in the atmosphere, 28
- Errands, route to run, 39, 923
- Estate, division of, 286
- Ethnicity
 income by, 787
 in police force, 760
 in U.S. population, 325–326, 403
- Examinations. *See* Test(s)
- Exercise
 depression and, 431
 maximum heart rate during, 348
- Exercise machine, discounted price, 495
- Extraterrestrial intelligence, 257
- Eye color, gender and, 763
- F**
- Family, gender of children in, 738–739, 750, 760
- FAX machine, discounted price for, 496
- Fencing
 around circular garden, 682
 cost of, 632, 638
 maximum area enclosed by, 649
- Fertilizer, cost of, 648
- Fiber-optic cable system, graphing, 932, 937
- FICA taxes, 503, 507, 570, 572, 573
- Finance. *See* Cost(s); Interest; Investment(s); Loan(s); Money; Mortgages
- Firearms, deaths involving, 761, 826
- Firefighter, rungs climbed by, 41
- Fish pond, volume of, 591
- Flagpole, cable supports for, 629
- Flags, combinations of, 701
- Flooding, probability of, 746, 760, 762
- Floor plans, 676
 connecting relationships in, 895–896, 901, 906–907, 913, 935, 938
- Floor tiling, 648
- Floor
 HMO study of, 12
 temperature curve during, 416–417
- Flying time, time zones and, 45
- Food
 caloric needs, 342–343, 348
 calories in hot dogs, 790–791
 changing recipe size for preparing, 283, 286, 335
 cholesterol-restricted diet, 455
 estimating cost of meal, 17
 taste-testing, 854–855, 860
 two-course meal, 758
- Football
 dimensions of field, 637
 height of kicked ball, 347
 height of thrown, 419
 number of games required, 400
 path of a punted, 472–473
 401(k) plans, 534–535, 538
 Frankfurters, amount for picnic, 45
 Freshmen. *See under* College student(s)
- Fund raiser, order of performance in, 723
- Furnace capacity, 658
- G**
- Game(s)
 coin toss, 714–715, 746
 darts, 39, 717
 die rolling, 710–711, 716, 731, 735, 736, 746, 748, 759, 760
 expected value and, 752, 753, 763
 numbers, 755

- Gardens
 circular
 enclosure of, 649
 fencing around, 682
 plants around, 649
 flower bed, 638
- Gender
 bachelor's degrees conferred and, 432
 best and worst places to be woman, 789–790
 at checkout line, combinations of, 702, 723
 of children in family, 738–739, 750, 760
 eye color and, 763
 income by, 787
 odds of randomly selecting male from group, 762
 police force and, 760
- Genetics, cystic fibrosis and, 713
- Government
 budget surplus/deficit, 270–271
 collection and spending of money by, 270–271. *See also* Tax(es)
 tax system, 154–155, 834
 2009 economic stimulus package, 338
- GPA, 793
- Grade inflation in U.S. high schools, 431
- Greeting card venture, 445
- Gross income, 498–499, 506–507, 569, 572, 573
- Growth of boys, maximum yearly, 770, 772
- Gun ownership, 405–406, 481
- Gun violence, 814
- Gym lockers, numbering of, 41
- H**
- Happiness
 during the day, 60
 money and, 830
 over time, 83
- Head circumference, 297
- Health
 aging and body fat, 149
 emotional, of college freshmen, 484
 exercise per week, 838
 headaches per month, 838
 panic attacks, 44
 poverty and, 483
 weight and, 451, 454, 455
 weight ranges for given height, 363, 451
- Health club plans, selecting, 375
- Health indicators, worldwide, 95
- Health insurance, 476
 premiums, 476, 756
- Health maintenance organization (HMO)
 apportionment of doctors by, 875, 889, 890
 flu study, 12
- Heart rate, during exercise, 348
- Height(s). *See also* Length
 of adults, 477, 802–806
 female, 818
 of arch, 668
 of building, 667, 668, 685
 converting between meters and feet, 585
 of eagle in flight, 483–484
 of Eiffel Tower, 663
 femur length and, 364
 healthy weight as function of, 454, 455
 of kicked football, 347
 of lamppost, 623, 681
 median, 297
 of plane, 668
 of ramp, 629
 of tower, 623, 624, 663, 667
 of tree, 628–629, 667
 weight and, 363, 451
- High school, grade inflation in, 431
- High school students, most important problems for, 27
- Highway routes, 693
- Hiking up slope, 683
- Home(s). *See also* Mortgages
 affordable housing vote, 888
 average size of, 775
 down payment on, 528–529, 549–550, 555–556, 571, 573
 saving for, 571
 options available for new, 69
- Homeless shelters, opinions about, 767
- Home-schooling, 838
- Homework, time spent on, 776, 834
- Honeycombs, 631
- Horse races, finishing combinations, 702, 733
- Hospitalization, probability of, 748
- Hot sauce, combinations of, 708
- Housework, time devoted to, 337
- Humor, depression and, 350, 356–357
- Hunger, literacy and, 830, 831
- Hurricane, probability of, 739, 746
- I**
- Ice cream, flavor combinations, 708
- Illness, stress and, 824
- Income
 by gender and race, 787
 of graduating college seniors, 13
 gross, 498–499, 506–507, 569, 572, 573
 taxable, 498–499, 506–507, 569, 572, 573
 weekly earnings, 461, 812
- Income tax. *See* Tax(es)
- Individual Retirement Accounts (IRAs), 527, 537, 570, 573
- Infant deaths, 836
- Infants, weight of, 806–807, 821
- Inflation, grade, in U.S. high schools, 431
- Insects, life cycles of, 257
- Installment payment, on computer, 46
- Insurance
 automobile, 750–751
 expected gain on policies sold, 755
 health, 476
 premium on, 476, 750–751
 probabilities of claims, 754, 762
- Intelligence, extraterrestrial, 257
- Intelligence quotient. *See* IQ scores
- Interest, 570
 on credit cards, 558–560
 on investment, 573
 on loans
 compound, 521–522
 simple, 508–509, 511, 512, 513
 on mortgage, 556, 571, 572, 574
 on savings, 508–510, 514, 515–516, 521–522, 572
- Investment(s)
 accumulated value of, 521
 asset allocation, 110
 in business venture, 445
 choosing between, 516–517
 gain and loss calculation, 496
 of inheritance, 462
 interest on, 573
 lump-sum vs. periodic deposits, 537
 present value of, 511–512
 return on, 572, 799
 for scholarship funds, 537
 in stocks, 38, 693, 758, 799
 percent increase/decrease, 569
 price movements, 693, 758
 return on, 799
 share apportionment, 875
 share purchase, 38
 stock tables, 532–533, 536, 571, 573
 volatility of, 801
- IQ scores, 777, 808, 809, 813, 814, 838
- Irrigation system, graphing, 932
- J**
- Jacket, sale price of, 492–493
- Japanese words, syllable frequency in, 836
- Jet skis, 485
- Job(s). *See also* Employment
 applicant qualifications, 149
 applicant selections, 762
 comparing offers for, 331, 332
 gender preferences for various, 82
 opportunities for women vs. men, 99
 shared night off from, 257
- Job interview, turnoffs in, 814
- Jogging
 kilometers covered, 585, 606, 607
 lapping other runner, 257
- Jokes
 combinations of, 695
 ordering of, 708, 718–719
- Juices, random selection of, 747
- K**
- Königsberg, Germany, modeling, 893–894
- L**
- Lawns, fertilizer for, 648
- Lawsuits
 against contractor, 658
 settlement vs., 755
- Lawyers, women as, 28
- Lectures on video, 335
- Leisure activities, winter, 83
- Length. *See also* Distance; Height(s)
 of alligator tail, 364
 of blue whales, 581
 of diplodocus, 582
 of garden hose, 629
 of trim around window, 644
- Letters, combinations of, 700, 701, 709, 758, 762
- License plate numbers and letters, combinations of, 693
- Life events, responding to negative, 356–357
- Life expectancy, 20–21, 22–23, 264–265, 270, 836
- Literacy
 child mortality and, 481, 836
 hunger and, 830, 831
- Literature, Shakespeare's plays, 736
- Loan(s). *See also* Interest
 car, 38, 540–541, 543–544, 546–547, 571
 dealer incentives, 547
 unpaid balance, 548
 compounded interest on, 521–522
 future value of, 510, 570
 to pay off credit-card balance, 565
 simple interest on, 508–509, 511, 512, 513, 570, 573
 unpaid balance on, 559–560, 564
- Logic problems, 41
- Looks, distribution of, 146–147
- Lottery(ies), 707, 720–721
 expected value in, 756
 number selection for, 707, 709
 probability of winning, 723, 759, 762
 6/53, 709
- Loudness, 483
- Love
 components of, 384–385
 romantic, 121
- M**
- Magic squares, 40
- Mail routes, 896–897, 901, 912
- Mail trucks, apportionment of, 886
- Maintenance agreement, expected profit per, 755
- Mammography screening, 744–745
- Map
 legend of, 286
 number of colors on, 40, 673
 tracing route on, 39
- Mapmaking, 664
- Marital status, 714, 748
- Marriage
 between 20 to 24, 428
 approval of equality in, sushi and, 829, 831
 average age of first, 21
 interfaith, 385
 legal ages for, 171
 preferred age difference in a mate, 55–56
 romantic love as basis of, 121
- Mass
 atomic, 321
 molecular, 321
- Meals, combinations of courses, 689, 692, 693, 708
- Medical volunteers, selection of, 707, 708
- Memorabilia collectors, survey of, 101
- Menendez trial, 184–185
- Military
 “don't ask, don't tell” policy, 46
 service in, 735–736
- Missing dollar problem, 41
- Money
 average price per movie ticket, 321, 404
 cost of minting a penny, 485
 dealer cost, 375
 deferred payment plan, 372
 digital camera price reduction, 371
 division of, in will, 376
 dollar's purchasing power, 775
 government collection and spending of, 270–271
 happiness and, 830
 lost wallet, 262
 percent price decrease, 492–493, 496
 price before reduction, 375, 376, 404, 406
 sales commission, 404
 sales tax, 375, 490–491, 495, 496, 569
 stacking different denominations of, 257
- Money market account, 523
- Mortgages, 549–550, 555–556
 amortization schedule for, 551–552, 571
 amount of, 571, 573
 comparing, 556, 571
 cost of interest over term of, 556, 571
 maximum affordable amount, 553–554, 572, 573
 monthly payment on, 556, 571–572, 573
 points at closing, 556, 571, 573
- Movies
 age distribution of moviegoers, 734
 horror film body count, 404
 of Matthew McConaughey, 829, 831
 with the most Oscar nominations, 95
 order of showing, 762
 Oscar winners, 778
 survey on, 100–102

- Movies, (*cont.*)
 theater times, 255, 257, 258
 tickets sold, 321
 top rated, 69, 701
 viewing options, 69
- Murder rates, 814–815
- Music
 choral group, 254, 257
 college student preferences for, 105
 favorite CDs, 758
 musical for new network, 851
 note value and time signature, 286
 order of performance of singers, 758, 759
 platinum albums, 801
 sounds created by plucked or bowed strings, 286
 stereo speakers selection, 855
 survey on musical tastes, 97
 top single recordings, 94
- N**
- National park, area of, 587, 594, 606
- Nature, honeycombs, 631
- New England states, common borders among, 894–895, 913
- Numbers
 combinations of, 701, 702, 709, 758
 palindromic, 717
- Nursing staff, apportionment of, 875
- O**
- Obesity, in mothers and daughters, 824
- Oil pipeline, cost of, 649
- Oscar awards, ages of winners, 778
- Outfit combinations, 36
- Overtime pay, 286
- P**
- Painting, house, 648
- Paper, dimensions of, 585
- Paper manufacturing company, profit margins, 482
- Paragraphs, arrangement of sentences in, 700, 701
- Parent-child relationships, tree model of, 931
- Parking space, combinations of designations of, 693, 708
- Passwords, four-letter, 707, 708, 709
- Paths
 brick, 639–640
 resurfacing, 649
- Payments
 for computer, 46
 credit card, 558–560
 deferred plan, 372
 in installment, 46
 mortgage, 555–556, 571
- Pay off periods, calculating, 32–33
- Payroll, monthly, 44
- Pens
 choices of, 758
 color of, 692
- Pet ownership survey, 83
- Photographs, arrangements of, 701
- Pizza
 combinations of orders, 693
 cost of, 649
 topping options, 69
- Plane travel
 runway line up, 758, 762
 standbys selection, 707
- Plastering, 648
- Poker, possible 5-card hands, 705–706, 724
- Poles, wires supporting, 681, 684
- Police
 apportionment among precincts, 875
 ethnic and gender composition of, 760
 patrol route, 914, 939
- Police cars, dispatching options, 69
- Police lineup, arrangements in, 700
- Politics
 campaign promises, 493–494
 city commissioners, 707, 758
 committee formation, 706, 707, 708, 759
 congressional seat allocation, 41
 discussion group, 723, 747, 758
 mayoral candidates, 848
 mayoral election, 851, 857–858
 ordinance
 on nudity at public beaches, 861
 on smoking, 860–861
 president of the Student Film Institute, 842–844, 845–846, 847–848
 probability of choosing one party over another, 735
 public support for jail construction, 776
 public support for school construction, 776
 Senate committee members, 707
 state apportionment, 874–875, 876, 878–881, 885, 886, 889
 student body president, 842
 student president of club, 842
 U.S. presidents
 age of, 777, 795, 797, 801, 835
 net worth of, 788, 792
 Watergate scandal, 121
- Pond, volume of, 591
- Population. *See also* Demographics
 of bass in a lake, 364
 of California, 331
 of deer, 360
 density of, 587, 594, 595, 606, 608
 of Florida, 337
 of foreign-born Americans, 400–401
 of fur seal pups, 364
 of Greece, 375
 growth, 328
 projections, 46
 by state, 25
 of Texas, 331
 of trout in a lake, 403
 of United States, 45, 315–316, 320–321, 325–326, 328, 338
 age 65 and over, 475–476
 marital status of, 729–730, 748
 percentage of high school graduates and college graduates in, 429–430
 of wildlife, 360, 406
 of world, 44, 374, 464–466
 projections through year 2150, 491–492
- Poverty
 attitudes about causes of, 98–99
 health and, 483
 rate of, 774
- Pregnancies, lengths of, 818
- Prejudice, educational attainment and, 825–826, 827, 828
- Pressure, blood, 397–398, 820
 age and, 397–398
- Principal, selection of, 854
- Prizes, ways of awarding, 758
- Professors
 ages of, 777
 as mentors, 708
 probability of choosing, vs. instructor, 735
 running for department chair, 851
 running for division chair, 850
 running for president of League of Innovation, 850
- Property
 area of, 588, 594, 607, 608
 tax on, 359–360
- Public speaking, dread of, 809–811
- Purchase, ways to receive change for, 39
- Q**
- Questionnaires on student stress, 776, 782
- R**
- Race(s)
 finishing combinations, 35, 39, 701, 707
 5 K, 602
 income by, 787
 lapping another racer, 257
- Radio manufacturing, 445
- Radio show, organization of, 701
- Radio station call letters, combinations of, 693
- Raffles
 award combinations, 707, 708
 expected value of ticket purchase, 753
 odds against winning, 732, 736, 760
- Rainfall, 585
- Ramps
 angle of elevation of, 668
 height of, 629
- Rapid transit service, 867, 868–869, 870–871, 872, 875
- Real estate
 appraisal of, 640
 decision to list a house, 751
- Recipes, changing size of, 283, 286, 335
- Refrigerators, life of, 819
- Relief supplies, distribution of, 257, 456–458, 459, 461
- Religion
 American adults believing in God, Heaven, the devil, and Hell, 160–161
 college students claiming no religious affiliation, 27
- Rental cost(s)
 of boat, 46
 of car, 38, 45
- Rescue from piranhas, 41
- Retirement community, ages of people living in, 835
- Retirement planning, 522
 401(k), 534–535, 538
 IRAs, 527, 537, 538, 570
- Return on investment, 799
 on stocks, 799
- Roads, inclined, 667
- Roulette
 expected value and, 753, 755
 independent events on, 738
- Rug cleaner, rental, 375
- Rugs, length of fringe around circular, 649
- Running shoes, manufacturing, 443
- S**
- Sailboat, area of sail on, 642
- Salary(ies), 44
 annual increase in, 330, 331
 baseball, 331
 bonus to, 38
 of carpenters, 17–18
 after college, 349, 366–368
 of environmentally friendly company, 835
 mean vs. median, 786–787
 minimum wage, 446
 of recent graduates, 777
 reduction in, to work in environmentally friendly company, 835
 of salespeople, 838
 of teachers, 44
 wage gap by gender, 419
- Sales director, traveling, 920, 922–923, 937, 939
- Sales tax, 490–491, 495, 496, 569
- Saving(s)
 annuity value, 524–526, 527, 536, 537, 547, 570
 for computer, 37
 effective annual yield of, 518–520, 521, 522, 570, 573
 interest on, 572
 compound, 514, 515–516, 521, 523, 570, 573
 simple, 570
 present value of, 517
 rate of, 330–331
 for retirement, 522
 IRAs, 527, 537, 538, 570, 573
 for vacation, 537
- Scheduling
 of comedy acts, 698–699, 700, 708, 723
 of night club acts, 700
 by random selection, 723
 of TV shows, 698–699, 701
- Scholarship funds, 537
- Scholarships for minorities and women, 104
- School courses. *See also* Education
 combinations of, 689, 690
 registration for, 105, 106
 speed-reading, 793
- School district
 apportionment of counselors in, 881–882
 laptops divided in, 885, 889
- Seating arrangements, on airplane, 702
- Security guard, patrol route, 897, 901, 912, 936
- Sex, legal age for, 171
- Shaking hands, in groups, 39, 709
- Shipping boxes, space needed by, 683
- Shoes, combination with outfit, 689–690
- Shopping
 browsing time vs. amount spent on, 483
 for cans of soup, 658
 categories of shoppers, 693
 estimating total bill for, 17
 unit price comparison, 31–32
- Shower, water use during, 364
- Sickle cell anemia, probability of getting, 716
- Sidewalks, clearing snow from, 928–929
- Sight distance, 296
- Signs, triangular, 621
- Simple interest, 570
 on loan, 508–509, 511, 512, 513, 570, 573
 on savings, 570
- Skin, UV exposure of, 480
- Sleep, average number of hours per day, 785
 by age, 60
- Smoking
 ailments associated with, vs. non-smoking, 106
 alcohol and cigarette use by high school seniors, 21–22
 cost of habit, 510–511

- ordinance on, 860–861
poll on, 104
various ailments and, 747
warning labels and percentage of smokers, 363
- Social Security, projected income and outflow of, 406
- Social Security numbers, combinations of, 693
- Society
American adults believing in God, Heaven, the devil, and Hell, 160–161
class structure of the United States, 161
countries Americans consider their greatest enemy, 27–28
multilingual households, 79
social interactions of college students, 776–777, 792
women's lives across continents and cultures, 110
- Sound, intensity and loudness of, 483
- Soups, ranking brands of, 851
- Speed
converting between mi/hr and km/hr, 583
of dinosaur walking, 335
skidding distance and, 296–297
- Speed-reading course, 793
- Spelling proficiency, 27
- Spinner(s)
expected value for, 755, 761
probable outcomes in, 716, 729, 735, 746, 759–760, 762
- Sports. *See also specific sports*
intramural league, 253, 335
survey on winter activities people enjoy, 83, 112
- Sports card collection, 257
- States, common borders among, 895, 900, 913, 935
- Stock(s), 38, 693, 758, 799
price movements of, 693, 758
return on investment in, 799
share apportionment, 875
share purchase, 38
volatility of, 801
- Stock tables, 532–533, 536, 571, 573
- Stonehenge, raising stone to build, 668
- Stress
age and, 431
in college students, 776, 782, 785–786
how teens deal with, 285–286
illness and, 824
- String instruments, sounds created by plucked or bowed strings, 286
- Students. *See also* College student(s)
friendship pairs in homework group, 900
high school, 431
studying time, 82
- Subway system, London, 899
- Sun
angle of elevation of, 663–664, 667, 683
distance from Earth to, 585
- Surface area of cement block, 657
- Swimming pool
construction of, 651
cost of filling, 658
volume of, 590, 594, 607, 608
- T**
- Tattooed Americans, percentage of, 69
- Tax(es)
deductions for home office, 648
FICA, 503, 507, 570, 572, 573
income, 496, 498–499, 507
 computing, 501–502
 federal, 501–502
 net pay after, 505
 withheld from gross pay, 504–505, 573
IRS 1040 instruction booklet, 482
IRS fairness in, 154–155
marginal rates, 501–502, 506, 570, 572
percentage of work time spent paying for, 496
percent reduction of, 493–494
property, 359–360
sales, 490–491, 495, 496, 569
state, 573
U.S. population and, 320–321
for working teen, 504–505, 507
- Taxable income, 498–499, 506–507, 569, 572
- Teachers, number required by school board, 403
- Teaching assistants, apportionment of, 885
- Telephone numbers, combinations of, 691, 692, 693
- Television
discount price, 569
hours spent viewing, 29, 837
manufacturing, 461
*M*A*S*H*, viewership of final episode, 814
most popular shows on, 94
Nielsen Media Research surveys, 814
NUMB3RS crime series, 284
percents misused on, 493
Roots, Part 8 viewership, 814
sale price, 493
- Temperature, 262
in enclosed vehicle, 468–469
estimating, 604
flu and, 416–417
perception of, 271
scale conversion, 347, 385, 432, 601, 603
- Terminal illness, poll on, 104
- Tessellations, 635, 637
- Test(s)
ACT, 808
aptitude, 799
average score, 404
IQ, 777, 808, 813, 814, 838
multiple-choice, 691, 693, 758, 762
SAT, 752, 755, 808
scores on
 comparing, 807–808
 distribution of, 834, 835
 frequency distribution for, 771
 maximizing, 461
 needed to achieve certain average, 404, 406
 percentile, 838
 stem-and-leaf plot for, 773
 students classified by, 93–94
selection of questions and problems in, 707
true/false, 39
- Texting while driving, 484
- Text message plan, monthly, 370, 404, 406
- Tile installation, 684
cost of, 648, 682
- Time
driving, 376
seconds in a year, 321
taken up counting, 26
to walk around road, 39
- Tobacco, various ailments and, 747.
See also Smoking
- Toll(s)
discount pass for, 375, 410–411
exact-change gates, 33–34
- Transistors, defective, 723
- Trash, amount of, 46
- Travel club, voting on destination city, 850
- Treasury bills (T-bills), 513
- Triangles, in signs, 621
- Trip(s)
combinations of parts of, 693
selecting companions for, 741
- Tuberculosis, 761
- Tutoring, earnings for, 38, 461
- U**
- Ultraviolet exposure, 480
- University. *See* College(s)
- V**
- Vacation, saving for, 537
- Variety show, acts performed in, 758, 762
- Vehicles. *See* Car(s)
- Vending machine, coin combinations for 45-cent purchase, 39
- Volleyball tournament, elimination, 39
- Volume
of basketball, 654
of box, 657
of car, 658
of cement block, 657
of dirt from tunnel construction, 658
of Eiffel Tower, 658
of Great Pyramid, 658
of ice cream cone, 654
of pond, 591
of pyramid, 652, 683
 Transamerica Tower, 652
of sphere, 657
- Volunteers
for driving, 707
selection of, 708
- Vowel, probability of selecting, 743, 760
- W**
- Wages, overtime, 286. *See also* Salary(ies)
- Washing machine, discounted price for, 496
- Water
gallons consumed while showering, 364
usage of, 658
utility charge for, 837
- Water tank capacity, 658
- Week, day of the, 41
- Weight(s)
of adult men over 40, 836
drug dosage and, 604
estimating, 603
healthy ranges of, 363, 451, 454, 455
height and, 363, 451
of infants, 806–807, 821
of killer whale, 604
of male college students, 793
on moon, 364
- Wheelchair
manufacturing, 442–443
ramps for, 624
- Windows
stripping around stained glass, 649
trimming around, 644
- Winter activities, survey of, 83, 112
- Wood boards, sawing, 286
- Words, longest, 784
- Work, spending for average household using 365 days worked, 496. *See also* Employment; Job(s)
- Y**
- Yogurts, ranking brands of, 860
- Z**
- Zoo, bear collections in, 706

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Problem Solving and Critical Thinking

HOW WOULD YOUR LIFESTYLE CHANGE IF A GALLON OF GAS COST \$9.15? OR IF THE PRICE OF A staple such as milk was \$15? That's how much those products would cost if their prices had increased at the same rate college tuition has increased since 1980.

TUITION AND FEES AT FOUR-YEAR COLLEGES

	School Year Ending 2000	School Year Ending 2010
Public	\$3362	\$7020
Private	\$15,518	\$26,273

Source: The College Board

If these trends continue, what can we expect for the rest of this decade and beyond? We can answer this question by using estimation techniques that allow us to represent the data mathematically. With such representations, called *mathematical models*, we can gain insights and predict what might occur in the future on a variety of issues, ranging from college costs to global warming.



Here's where you'll find these applications:

Mathematical models involving college costs are developed in Example 8 and Check Point 8 of Section 1.2. In Exercises 51 and 52 in Exercise Set 1.2, you will approach our climate crisis mathematically by developing models for data related to global warming.

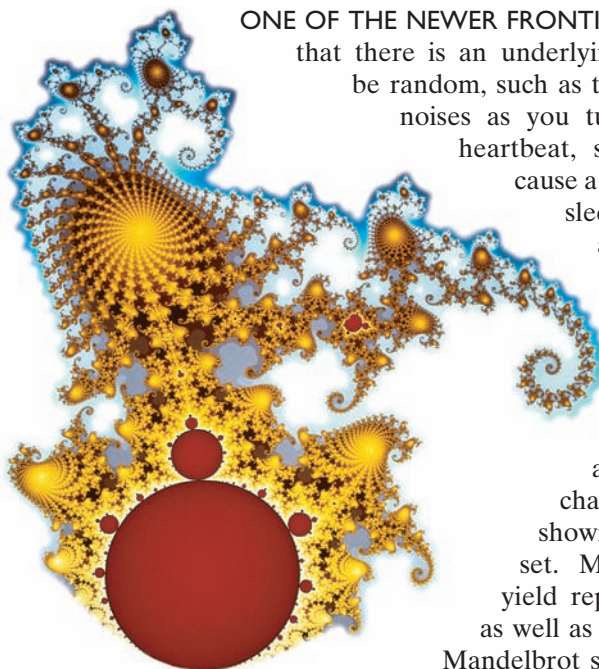
1.1

**WHAT AM I
SUPPOSED TO LEARN?**

After you have read this section, you should be able to:

- 1 Understand and use inductive reasoning.
- 2 Understand and use deductive reasoning.

Inductive and Deductive Reasoning



A magnification of the Mandelbrot set
Richard F. Voss

ONE OF THE NEWER FRONTIERS OF MATHEMATICS SUGGESTS that there is an underlying order in things that appear to be random, such as the hiss and crackle of background noises as you tune a radio. Irregularities in the heartbeat, some of them severe enough to cause a heart attack, or irregularities in our sleeping patterns, such as insomnia, are examples of chaotic behavior. Chaos in the mathematical sense does not mean a complete lack of form or arrangement. In mathematics, chaos is used to describe something that appears to be random but is not actually random. The patterns of chaos appear in images like the one shown on the left, called the Mandelbrot set. Magnified portions of this image yield repetitions of the original structure, as well as new and unexpected patterns. The Mandelbrot set transforms the hidden structure of chaotic events into a source of wonder and inspiration.

Many people associate mathematics with tedious computation, meaningless algebraic procedures, and intimidating sets of equations. The truth is that mathematics is the most powerful means we have of exploring our world and describing how it works. The word *mathematics* comes from the Greek word *mathematikos*, which means “inclined to learn.” To be mathematical literally means to be inquisitive, open-minded, and interested in a lifetime of pursuing knowledge!

Mathematics and Your Life

A major goal of this book is to show you how mathematics can be applied to your life in interesting, enjoyable, and meaningful ways. The ability to think mathematically and reason with quantitative issues will help you so that you can:

- order and arrange your world by using sets to sort and classify information (Chapter 2, Set Theory)
- use logic to evaluate the arguments of others and become a more effective advocate for your own beliefs (Chapter 3, Logic)
- understand the relationship between cutting-edge technology and ancient systems of number representation (Chapter 4, Number Representation and Calculation)
- put the numbers you encounter in the news, from contemplating the national debt to grasping just how colossal \$1 trillion actually is, into perspective (Chapter 5, Number Theory and the Real Number System)
- use mathematical models to gain insights into a variety of issues, including the positive benefits that humor and laughter can have on your life (Chapter 6, Algebra: Equations and Inequalities)

- use basic ideas about savings, loans, and investments to achieve your financial goals (Chapter 8, Personal Finance)
- use geometry to study the shape of your world, enhancing your appreciation of nature's patterns and beauty (Chapter 10, Geometry)
- develop an understanding of the fundamentals of statistics and how these numbers are used to make decisions (Chapter 12, Statistics)
- understand the mathematical paradoxes of voting in a democracy, increasing your ability to function as a more fully aware citizen (Chapter 13, Voting and Apportionment)
- use graph theory to examine how mathematics is used to solve problems in the business world (Chapter 14, Graph Theory)

“It is better to take what may seem to be too much math rather than too little. Career plans change, and one of the biggest roadblocks in undertaking new educational or training goals is poor preparation in mathematics. Furthermore, not only do people qualify for more jobs with more math, they are also better able to perform their jobs.”

—Occupational Outlook Quarterly

Understand and use inductive reasoning.

Mathematics and Your Career

Generally speaking, the income of an occupation is related to the amount of education required. This, in turn, is usually related to the skill level required in language and mathematics. With our increasing reliance on technology, the more mathematics you know, the more career choices you will have.

Mathematics and Your World

Mathematics is a science that helps us recognize, classify, and explore the hidden patterns of our universe. Focusing on areas as different as planetary motion, animal markings, shapes of viruses, aerodynamics of figure skaters, and the very origin of the universe, mathematics is the most powerful tool available for revealing the underlying structure of our world. Within the last 30 years, mathematicians have even found order in chaotic events such as the uncontrolled storm of noise in the nerve cells of the brain during an epileptic seizure.

Inductive Reasoning

Mathematics involves the study of patterns. In everyday life, we frequently rely on patterns and routines to draw conclusions. Here is an example:

The last six times I went to the beach, the traffic was light on Wednesdays and heavy on Sundays. My conclusion is that weekdays have lighter traffic than weekends.

This type of reasoning process is referred to as *inductive reasoning*, or *induction*.

INDUCTIVE REASONING

Inductive reasoning is the process of arriving at a general conclusion based on observations of specific examples.

Although inductive reasoning is a powerful method of drawing conclusions, we can never be absolutely certain that these conclusions are true. For this reason, the conclusions are called **conjectures**, **hypotheses**, or educated guesses. A strong inductive argument does not guarantee the truth of the conclusion, but rather provides strong support for the conclusion. If there is just one case for which the conjecture does not hold, then the conjecture is false. Such a case is called a **counterexample**.

EXAMPLE 1*Finding a Counterexample*

The ten symbols that we use to write numbers, namely 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9, are called **digits**. In each example shown below, the sum of two two-digit numbers is a three-digit number.

$$\begin{array}{r} 47 \\ +73 \\ \hline 120 \end{array} \quad \begin{array}{l} \text{Two-digit} \\ \text{numbers} \end{array} \quad \begin{array}{r} 56 \\ +46 \\ \hline 102 \end{array}$$

Three-digit sums

Is the sum of two two-digit numbers always a three-digit number? Find a counterexample to show that the statement

The sum of two two-digit numbers is a three-digit number

is false.

SOLUTION

There are many counterexamples, but we need to find only one. Here is an example that makes the statement false:

$$\begin{array}{r} 56 \\ +43 \\ \hline 99 \end{array}$$

Two-digit numbers **This is a two-digit sum, not a three-digit sum.**

This example is a counterexample that shows the statement

The sum of two two-digit numbers is a three-digit number

is false.

**CHECK POINT 1** Find a counterexample to show that the statement

The product of two two-digit numbers is a three-digit number

is false.

Here are two examples of inductive reasoning:

- **Strong Inductive Argument** In a random sample of 380,000 freshmen at 722 four-year colleges, 25% said they frequently came to class without completing readings or assignments (*Source*: National Survey of Student Engagement). We can conclude that there is a 95% probability that between 24.84% and 25.15% of all college freshmen frequently come to class unprepared.
- **Weak Inductive Argument** Neither my dad nor my boyfriend has ever cried in front of me. Therefore, men have difficulty expressing their feelings.

In Chapter 12, you will learn how observations from a randomly selected group, one in which each member of the population has an equal chance of being selected, can provide probabilities of what is true about an entire population.

When generalizing from observations about your own circumstances and experiences, avoid jumping to hasty conclusions based on a few observations. Psychologists theorize that we do this - that is, place everyone in a neat category - to feel more secure about ourselves and our relationships to others.

Inductive reasoning is extremely important to mathematicians. Discovery in mathematics often begins with an examination of individual cases to reveal patterns about numbers.

GREAT QUESTION!

Why is it so important to work each of the book's Check Points?

You learn best by doing. Do not simply look at the worked examples and conclude that you know how to solve them. To be sure you understand the worked examples, try each Check Point. Check your answer in the answer section before continuing your reading. Expect to read this book with pencil and paper handy to work the Check Points.

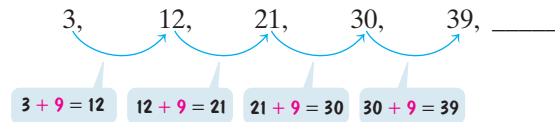
EXAMPLE 2 Using Inductive Reasoning

Identify a pattern in each list of numbers. Then use this pattern to find the next number.

- a. 3, 12, 21, 30, 39, _____ b. 3, 12, 48, 192, 768, _____
 c. 3, 4, 6, 9, 13, 18, _____ d. 3, 6, 18, 36, 108, 216, _____

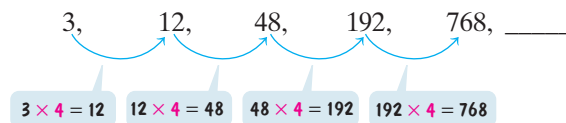
SOLUTION

- a. Because 3, 12, 21, 30, 39, _____ is increasing relatively slowly, let's use addition as the basis for our individual observations.



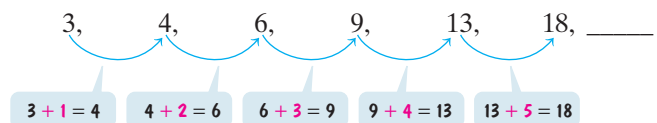
Generalizing from these observations, we conclude that each number after the first is obtained by adding 9 to the previous number. Using this pattern, the next number is $39 + 9$, or 48.

- b. Because 3, 12, 48, 192, 768, _____ is increasing relatively rapidly, let's use multiplication as the basis for our individual observations.



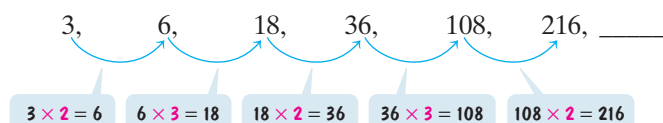
Generalizing from these observations, we conclude that each number after the first is obtained by multiplying the previous number by 4. Using this pattern, the next number is 768×4 , or 3072.

- c. Because 3, 4, 6, 9, 13, 18, _____ is increasing relatively slowly, let's use addition as the basis for our individual observations.



Generalizing from these observations, we conclude that each number after the first is obtained by adding a counting number to the previous number. The additions begin with 1 and continue through each successive counting number. Using this pattern, the next number is $18 + 6$, or 24.

- d. Because 3, 6, 18, 36, 108, 216, _____ is increasing relatively rapidly, let's use multiplication as the basis for our individual observations.



Generalizing from these observations, we conclude that each number after the first is obtained by multiplying the previous number by 2 or by 3. The multiplications begin with 2 and then alternate, multiplying by 2, then 3, then 2, then 3, and so on. Using this pattern, the next number is 216×3 , or 648.

“For thousands of years, people have loved numbers and found patterns and structures among them. The allure of numbers is not limited to or driven by a desire to change the world in a practical way. When we observe how numbers are connected to one another, we are seeing the inner workings of a fundamental concept.”

—Edward B. Burger and Michael Starbird, *Coincidences, Chaos, and All That Math Jazz*, W.W. Norton and Company, 2005



CHECK POINT 2 Identify a pattern in each list of numbers. Then use this pattern to find the next number.

- 3, 9, 15, 21, 27, _____
- 2, 10, 50, 250, _____
- 3, 6, 18, 72, 144, 432, 1728, _____
- 1, 9, 17, 3, 11, 19, 5, 13, 21, _____

In our next example, the patterns are a bit more complex than the additions and multiplications we encountered in Example 2.

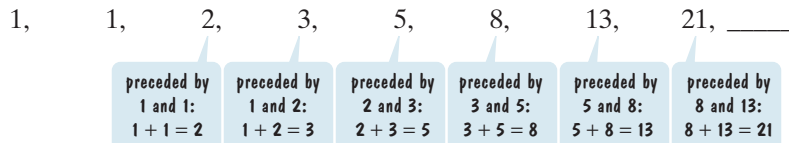
EXAMPLE 3 Using Inductive Reasoning

Identify a pattern in each list of numbers. Then use this pattern to find the next number.

- 1, 1, 2, 3, 5, 8, 13, 21, _____
- 23, 54, 95, 146, 117, 98, _____

SOLUTION

- We begin with 1, 1, 2, 3, 5, 8, 13, 21. Starting with the third number in the list, let's form our observations by comparing each number with the two numbers that immediately precede it.



GREAT QUESTION!

Can a list of numbers have more than one pattern?

Yes. Consider the illusion in **Figure 1.1**. This ambiguous figure contains two patterns, where it is not clear which pattern should predominate. Do you see a wine goblet or two faces looking at each other? Like this ambiguous figure, some lists of numbers can display more than one pattern, particularly if only a few numbers are given. Inductive reasoning can result in more than one probable next number in a list.

Example: 1, 2, 4, _____

Pattern: Each number after the first is obtained by multiplying the previous number by 2. The missing number is 4×2 , or 8.

Pattern: Each number after the first is obtained by adding successive counting numbers, starting with 1, to the previous number. The second number is $1 + 1$, or 2. The third number is $2 + 2$, or 4. The missing number is $4 + 3$, or 7.

Inductive reasoning can also result in different patterns that produce the same probable next number in a list.

Example: 1, 4, 9, 16, 25, _____

Pattern: Start by adding 3 to the first number. Then add successive odd numbers, 5, 7, 9, and so on. The missing number is $25 + 11$, or 36.

Pattern: Each number is obtained by squaring its position in the list: The first number is $1^2 = 1 \times 1 = 1$, the second number is $2^2 = 2 \times 2 = 4$, the third number is $3^2 = 3 \times 3 = 9$, and so on. The missing sixth number is $6^2 = 6 \times 6$, or 36.

The numbers that we found in Examples 2 and 3 are probable numbers. Perhaps you found patterns other than the ones we pointed out that might have resulted in different answers.

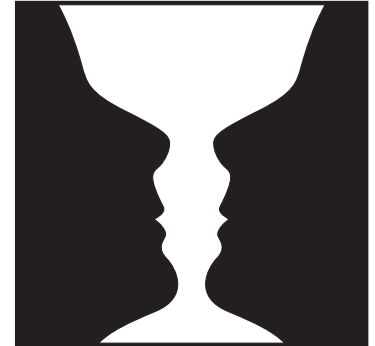


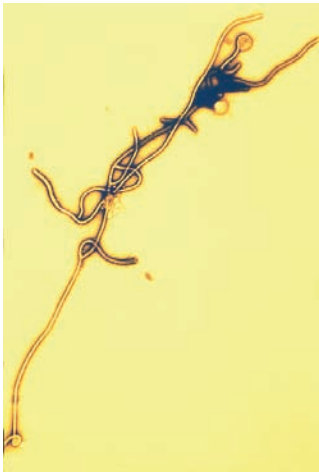
FIGURE 1.1



CHECK POINT 3 Identify a pattern in each list of numbers. Then use this pattern to find the next number.

a. 1, 3, 4, 7, 11, 18, 29, 47, _____

b. 2, 3, 5, 9, 17, 33, 65, 129, _____



This electron microscope photograph shows the knotty shape of the Ebola virus.

Mathematics is more than recognizing number patterns. It is about the patterns that arise in the world around us. For example, by describing patterns formed by various kinds of knots, mathematicians are helping scientists investigate the knotty shapes and patterns of viruses. One of the weapons used against viruses is based on recognizing visual patterns in the possible ways that knots can be tied.

Our next example deals with recognizing visual patterns.

EXAMPLE 4

Finding the Next Figure in a Visual Sequence

Describe two patterns in this sequence of figures. Use the patterns to draw the next figure in the sequence.



SOLUTION

The more obvious pattern is that the figures alternate between circles and squares. We conclude that the next figure will be a circle. We can identify the second pattern in the four regions containing no dots, one dot, two dots, and three dots. The dots are placed in order (no dots, one dot, two dots, three dots) in a clockwise direction. However, the entire pattern of the dots rotates counterclockwise as we follow the figures from left to right. This means that the next figure should be a circle with a single dot in the right-hand region, two dots in the bottom region, three dots in the left-hand region, and no dots in the top region.

The missing figure in the visual sequence on the previous page, a circle with a single dot in the right-hand region, two dots in the bottom region, three dots in the left-hand region, and no dots in the top region, is drawn in **Figure 1.2**.

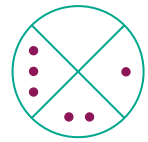

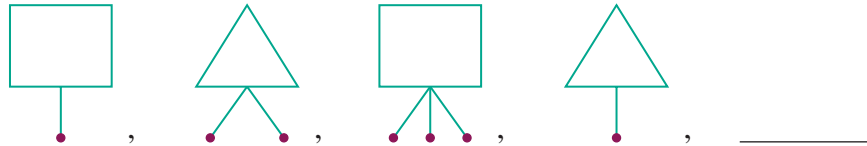


FIGURE 1.2

 **CHECK POINT 4** Describe two patterns in this sequence of figures. Use the patterns to draw the next figure in the sequence.



Blitzer Bonus

Are You Smart Enough to Work at Google?

In *Are You Smart Enough to Work at Google?* (Little, Brown, and Company, 2012), author William Poundstone guides readers through the surprising solutions to challenging job-interview questions. The book covers the importance of creative thinking in inductive reasoning, estimation, and problem solving. Best of all, Poundstone explains the answers.



Whether you're preparing for a job interview or simply want to increase your critical thinking skills, we highly recommend tackling the puzzles in *Are You Smart Enough to Work at Google?* Here is a sample of two of the book's problems that involve inductive reasoning. We've provided hints to help you recognize the pattern in each sequence. The answers appear in the answer section.

- Determine the next entry in the sequence.
SSS, SCC, C, SC, ___?

Hint: Think of the capital letters in the English alphabet. A is made up of three straight lines. B consists of one straight line and two curved lines. C is made up of one curved line.

- Determine the next line in this sequence of digits.

1									
1	1								
2	1								
1	2	1	1						
1	1	1	2	2	1				
?	?	?	?	?	?				

2 Understand and use deductive reasoning.

Deductive Reasoning

We use inductive reasoning in everyday life. Many of the conjectures that come from this kind of thinking seem highly likely, although we can never be absolutely certain that they are true. Another method of reasoning, called *deductive reasoning*, or *deduction*, can be used to prove that some conjectures are true.

DEDUCTIVE REASONING

Deductive reasoning is the process of proving a specific conclusion from one or more general statements. A conclusion that is proved to be true by deductive reasoning is called a **theorem**.

Deductive reasoning allows us to draw a specific conclusion from one or more general statements. On the next page are two examples of deductive reasoning. Notice that in both everyday situations, the general statement from which the conclusion is drawn is implied rather than directly stated.

Everyday Situation	Deductive Reasoning
One player to another in a Scrabble game: “You have to remove those five letters. You can’t use TEXAS as a word.”	<ul style="list-style-type: none"> All proper names are prohibited in Scrabble. general statement TEXAS is a proper name. Therefore, TEXAS is prohibited in Scrabble. conclusion
Advice to college freshmen on choosing classes: “Never sign up for a 7 A.M. class. Yes, you did it in high school, but Mom was always there to keep waking you up, and if by some miracle you do make it to an early class, you will sleep through the lecture when you get there.” <i>(Source: How to Survive Your Freshman Year, Hundreds of Heads Books, 2004)</i>	<ul style="list-style-type: none"> All people need to sleep at 7 A.M. You sign up for a class at 7 A.M. general statement Therefore, you’ll sleep through the lecture or not even make it to class. conclusion <p style="background-color: #e0f0ff; padding: 5px; margin-top: 10px;">In Chapter 3, you’ll learn how to prove this conclusion from the general statement in the first line. But is the general statement really true? Can we make assumptions about the sleeping patterns of all people, or are we using deductive reasoning to reinforce an untrue reality assumption?</p>

Our next example illustrates the difference between inductive and deductive reasoning. The first part of the example involves reasoning that moves from specific examples to a general statement, illustrating inductive reasoning. The second part of the example begins with the general case rather than specific examples and illustrates deductive reasoning. To begin the general case, we use a letter to represent any one of various numbers. A letter used to represent any number in a collection of numbers is called a **variable**.

A BRIEF REVIEW

In case you have forgotten some basic terms of arithmetic, the following list should be helpful.

Sum:	the result of addition
Difference:	the result of subtraction
Product:	the result of multiplication
Quotient:	the result of division

EXAMPLE 5 Using Inductive and Deductive Reasoning

Consider the following procedure:

Select a number. Multiply the number by 6. Add 8 to the product.
Divide this sum by 2. Subtract 4 from the quotient.

- Repeat this procedure for at least four different numbers. Write a conjecture that relates the result of this process to the original number selected.
- Use the variable n to represent the original number and use deductive reasoning to prove the conjecture in part (a).

SOLUTION

- First, let us pick our starting numbers. We will use 4, 7, 11, and 100, but we could pick any four numbers. Next we will apply the procedure given in this example to 4, 7, 11, and 100, four individual cases, in **Table 1.1**.

TABLE 1.1 Applying a Procedure to Four Individual Cases

	4	7	11	100
Select a number.	4	7	11	100
Multiply the number by 6.	$4 \times 6 = 24$	$7 \times 6 = 42$	$11 \times 6 = 66$	$100 \times 6 = 600$
Add 8 to the product.	$24 + 8 = 32$	$42 + 8 = 50$	$66 + 8 = 74$	$600 + 8 = 608$
Divide this sum by 2.	$\frac{32}{2} = 16$	$\frac{50}{2} = 25$	$\frac{74}{2} = 37$	$\frac{608}{2} = 304$
Subtract 4 from the quotient.	$16 - 4 = 12$	$25 - 4 = 21$	$37 - 4 = 33$	$304 - 4 = 300$