

美国MCM/ICM竞赛指导丛书

# Mathematical Modeling for the MCM/ICM Contests

Volume 1

MCM/ICM数学建模竞赛

第

1

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Jay Belanger  
Amanda Beecher  
Jie Wang

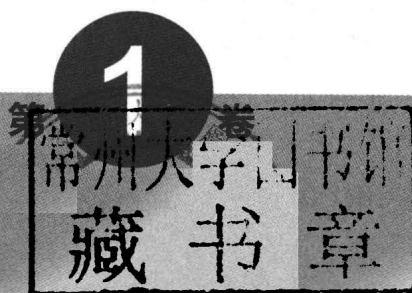
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## MCM/ICM数学建模竞赛



Jay Belanger  
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# Foreword by Sol Garfunkel

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While it is hard for me to believe, the Mathematical Contest in Modeling (MCM) is fast approaching its 30th year. During this time we have grown from 90 US teams to over 5000 teams representing 25 countries from all across the globe. We have been especially buoyed by the enthusiasm shown by our international colleagues and the rapid growth in international participation. COMAP welcomes your involvement with open arms.

COMAP runs three contests in mathematical modeling; they are MCM, ICM (the Interdisciplinary Contest in Modeling), and HiMCM (the High School Mathematical Contest in Modeling). The purpose of all of these contests has never been simply to reward student efforts – as important as that is. Rather, our objective from the beginning has been to increase the presence of applied mathematics and modeling in education systems at all levels worldwide. Modeling is an attempt to learn how the world works and the use of mathematics can help us produce better models. This is not a job for one country, but for all. The COMAP modeling contests were conceived and evolved to be strong instruments to help achieve this much larger goal.

It is my supreme hope that through this excellent book series students will learn more about COMAP contests and more about the process of mathematical modeling. I hope that you will begin to work on the exciting and important problems you see here, and that you will join the MCM/ICM contests and the rewarding work of increasing the awareness of the importance of mathematical modeling.

Sol Garfunkel, PhD  
Executive Director  
COMAP  
November 2014



# Foreword by Chris Arney

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Undergraduate students who receive instruction and experiences in mathematical modeling become better and more creative problem solvers and graduate students. This book series is being published to prepare and educate students on the topics and concepts of mathematical modeling to help them establish a problem solving foundation for a successful career.

Mathematical modeling is both a process and a mindset or philosophy. As a process, students need instruction and experience in understanding and using the modeling process or framework. As part of their experience, they need to see various levels of sophistication and complexity, along with various types of mathematical structures (discrete, continuous, linear, nonlinear, deterministic, stochastic, geometric, and analytic). As a mindset, students need to see problems that are relevant, challenging, and interesting so they build a passion for the process and its utility in their lives. A major goal in modeling is for students to want to model problems and find their solutions. Recipes for structured or prescribed problem solving (canned algorithms and formulas) do exist in the real world, but mathematical modelers can do much more than execute recipes or formulas. Modelers are empowered to solve new, open, unsolved problems.

In order to build sufficient experience in modeling, student exposure must begin as early as possible – definitely by the early undergraduate years. Then the modeling process can be reinforced and used throughout their undergraduate program. Since modeling is interdisciplinary, students from all areas of undergraduate study benefit from this experience.

The articles and chapters in this series expose the readers to model construction, model analysis, and modeling as a research tool. All these areas are important and build the students' modeling skills. Modeling is a challenging and advanced skill, but one that is empowering and important in student development. In today's world, models are often complex and require sophisticated computation or simulation to provide solutions or insights into model behavior. Now is an exciting



time to be a skilled modeler since methodology to provide visualization and find solutions are more prevalent and more powerful than ever before.

I wish the students well in their adventure into modeling and I likewise wish faculty well as they use the examples and techniques in this book series to teach the modeling process to their students. My advice to all levels of modelers is to build your confidence and skills and use your talents to solve society's most challenging and important problems. Good luck in modeling!

Chris Arney, PhD  
United States Military Academy at West Point  
Professor of Mathematics  
Director of the Interdisciplinary Contest in Modeling  
October, 2011

# Preface

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This book series is a collection and expositions of the ideas, background knowledge, and modeling methodologies for solving the problems for the Mathematical Contest in Modeling (MCM) and the Interdisciplinary Contest in Modeling (ICM). It is intended to help promote, enrich, and advance mathematical modeling education for undergraduate students. It is also intended to provide guidance for students to participate in the MCM/ICM contests. It can be used not only as a reference book in mathematical modeling, but also as supplementary materials for teaching an undergraduate course on modeling.

This book series is co-published by the Higher Education Press (HEP) and the Consortium for Mathematics and Its Applications (COMAP), making it accessible worldwide to students and their faculty advisors, as well as to readers interested in modeling.

This volume addresses Problem A and Problem B in MCM 2014, and Problem C in ICM 2014. Problem A asks how to devise rules to increase traffic throughput, Problem B asks how to rank the top coaches of a popular sport, and Problem C asks how to use networks to measure influence and impact. In addition to the expositions of these problems, this book also presents a brief history of the MCM/ICM contests, offers ideas to help students prepare for the MCM/ICM contests, presents general modeling framework and methodologies, describes the judging procedure of the MCM/ICM papers, explains how to write attractive MCM/ICM papers, and presents a sample scheduling of tasks during the contest. A number of exercise problems are also included to help students understand the materials presented in the book.

Jay Belanger drafted Chapters 1 to 4. Amanda Beecher drafted Chapter 5. Jie Wang devised the book, contributed to some of the writings, and edited and unified all the chapters. The authors thank Sol Garfunkel, Chris Arney, and Bill Fox for inviting them to participate in judging the MCM/ICM 2014 contests, and the judges of the MCM/ICM 2014 contests and the COMAP staff for making judging

the contests a rewarding experience.

We would like to thank Ying Liu of HEP and Sol Garfunkel of COMAP for their insights, support, and guidance. Without them this book series would not have been published. We welcome and appreciate feedback from our readers. Please email your comments and suggestions to the following address: micmbbooks@gmail.com.

Jie Wang  
Editor-in-Chief  
November 27, 2014

## About the Authors

**Dr. Jay Belanger** is a mathematics professor at Truman State University in Kirksville, Missouri, USA. He received his PhD degree in Mathematics from Princeton University in 1987 and his BS degree in Mathematics from the University of Michigan at Ann Arbor in 1983. He has published research papers in complex analysis, computational complexity theory, mathematical computing, and the history of mathematics. He has judged for the MCM contest and co-authored two books in the HEP series on MCM/ICM Contests Guides and Solutions. Since 2011 he has served as a member of the editorial board of the series.

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**Dr. Jie Wang** is Editor-in-Chief of the HEP book series on MCM/ICM Contests Guides and Solutions and COMAP's Director for China Partnerships. He is Professor and Chair of Computer Science at the University of Massachusetts in Lowell, Massachusetts, USA. He has written problems for the MCM and served as a final judge multiple times, including ICM 2014. He received his PhD degree in Computer Science from Boston University in 1990, MS degree in Computer Science from Zhongshan University in 1985, and BS degree in Computational Mathematics from Zhongshan University in 1982. His research interests include big data modeling and applications, algorithms and computational optimization, and network security. His research has been funded continuously by the National Science Foundation since 1991. IBM, Intel, Google, and the Natural Science Foundation of China also funded his research. He has published over 160 journal and conference papers, 6 books and 4 edited books. He is active in professional service, including chairing conference program committees, organizing workshops, and serving as an editor for a number of journals.



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