



WILLIAM J. ADAMS

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For Business, Social, and Life Sciences

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William J. Adams

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Preface

My objective in this book is to present a lucid exposition of topics in mathematics for students who plan to pursue studies in business, economics, psychology, the life and social sciences, and other disciplines that bring them into contact with mathematics. My other concern is with the student who, apart from professional interest, wishes to be a well-educated person. Mathematics, as one of the great triumphs of the human intellect, brings us together as human beings interested in partaking of the best of the human spirit.

This book is designed for multi-semester or quarter sequences in mathematics which presuppose a minimal mathematics background. It seeks to provide an introduction to basic concepts and methods of linear mathematics, probability and calculus along with the needed foundation in algebra. At the same time it seeks to provide a proper perspective on the scope and limitations of mathematical methods. In this connection, the distinction between the validity of a mathematical conclusion and its truth is pointed out on every suitable occasion. The presentation in this text is intuitive and informal, without sacrifice of correctness. Concepts are introduced through examples. Rigorous proofs above the expected level of mathematical maturity of the intended audience are avoided. To help stimulate student interest and appreciation for mathematical methods, emphasis has been placed on realistic applications that are appropriate at the freshman level.

To optimize flexibility, the book is organized into five parts that exhibit maximum independence. Part I, Basic Concepts and Fundamental Algebra, develops and reviews

topics which serve as a foundation for the rest of the book and are in the mainstream regardless of one's subsequent direction. In response to such questions as, why should man go to the moon (or climb Mt. Everest), it was popular a few years ago to remark, "because it is there." This is certainly not true of Part 1; it should not be done in its entirety because it is there. Certain topics can be surveyed lightly or omitted entirely, depending on student needs and preparation.

Part 2, Linear Mathematics, begins with a discussion of linear equations, inequalities and functions (Chapter 4) which serves as a foundation for the discussion of matrix algebra (Chapter 5) and linear programming (Chapters 6–8). Chapter 5, Introduction to the World of Matrices, provides an introduction to basic matrix algebra and some of its applications, particularly to input-output analysis and a cost-allocation problem in accounting. Chapters 6 and 7 on linear programming apply linear methods to solve linear programs that are developed for a variety of situations. A good deal of attention is paid to the role of assumptions in the formulation of linear programming models so as to leave the student with an understanding of the scope and limitations of mathematical methods. A presentation of the simplex method which presupposes only a knowledge of arithmetic is given. Another dimension of linear programming that arises in connection with game theory is discussed in Chapter 8. Linear programming may be taken up before matrix algebra since Chapters 6, 7 and 8 are independent of Chapter 5.

Part 3, Probability, provides an introduction to basic probabilistic ideas and their interpretation. The distinction between probability as a mathematical structure and its relative-frequency and subjective interpretations is discussed and a good deal of attention is paid to the role of assumptions in the construction of probabilistic models for random processes. The only prerequisite for Part 3 in a formal sense is that matrix multiplication, discussed in Section 19, is needed for Markov chains, discussed in Section 44.

Part 4, Topics in Algebra, discusses a number of topics in algebra in appropriate depth. The purpose of Part 4 is to strengthen the student's background in algebraic techniques, especially in preparation for calculus. It can be treated in detail, surveyed quickly, assigned for independent review, referred to as needed, or omitted entirely, depending on class preparation and circumstances. Part 1 is prerequisite for Part 4.

Part 5, Calculus, provides an introduction to basic concepts of differential and integral calculus with applications. Part 1, or its equivalent, and some algebra treated in Part 4 are prerequisites for Part 5.

This text has been designed to accommodate course sequences which integrate algebra, finite mathematics, and calculus, as well as those courses in which these subjects are treated separately. In a course that focuses on algebra, one might, for example, take up Parts 1 and 4 along with Chapter 4 on linearity in Part 2, spiced with some discussion of matrix algebra or linear programming. At a glance, the general structural flexibility in the five parts is shown in the diagram of part dependence on the inside front cover.

In addition to the large number of exercises found at the end of each section, comprehensive review exercises are provided at the end of each part to help the stu-

dent obtain a better perspective on the parts as a whole. Answers to odd-numbered exercises are given at the end of the book, and a separate solutions guide with answers to even-numbered exercises and solutions to selected exercises is available for student use at the discretion of the instructor.

I should like to express my appreciation to Dr. Leo Vroman for the cartoon on calculator failure that appears on page 31, and to the following reviewers for their constructive criticism that helped make this a better book: Professors John W. Dettman, Oakland University; Claude Schochet, Wayne State University; Clinton W. Smullen III, University of Tennessee at Chattanooga; Lawrence E. Spence, Illinois State University; and Arnold Villone, San Diego State University.

W. J. A.

Contents

Preface xv

Part One

Basic Concepts and Fundamental Algebra 1

Chapter One

The World of Real Numbers 2

1. The Real-Number System 3
2. Properties of Addition and Multiplication 6
3. Subtraction and Division 12
4. Fractions 16
5. Powers, Roots, and Radicals 26

Chapter Two

Equations and Inequalities: A First Look 36

- 6. Equations 37
- 7. Graphs of Equations 42
- 8. Equations in the World of Finance 50
- 9. Inequalities 57
- 10. Graphs of Inequalities 61

Chapter Three

Functions 66

- 11. Functions of One Variable 67
- 12. Graphs of Functions 73
- 13. Multivariable Functions 84

Review Questions for Part One 86

Part Two

Linear Mathematics 89

Chapter Four

Linearity: Equations, Inequalities, and Functions 90

- 14. Linear Equations and Lines 91
- 15. Systems of Linear Equations: A First Look 96
- 16. The Tableau Method 109
- 17. Systems of Linear Inequalities 135
- 18. Linear Functions 143

Chapter Five

Introduction to the World of Matrices 146

- 19. Algebraic Operations on Matrices 147
- 20. Properties of Matrices 157
- 21. Matrix Inversion 161
- 22. Matrix Solutions to Systems of Linear Equations 165

Chapter Six

Introduction to Linear Programming 172

- 23. Problems That Lead to Linear Programs 173
- 24. The Corner Point Method 193
- 25. Should Linear Programming Solutions Be Implemented? 202
- 26. Mathematical Duality 211

Chapter Seven

The Simplex Method 219

- 27. Solutions of Maximum Linear Programs 220
- 28. An Interpretation of the Simplex Method 232
- 29. Solutions of Minimum Linear Programs 234
- 30. Further Comments on the Simplex Method 240

Chapter Eight

Applications to Game Theory 260

- 31. Game Theory: A Mathematical Study of Conflict Situations 261
- 32. Linear Programming Solutions 274

Review Questions for Part Two 284

Part Three

Probability 291

Chapter Nine

Basic Concepts of Probability 292

- 33. Set Notation and Language 293
- 34. Probability Models for Random Processes 296
- 35. Derived Events and Their Probabilities 311
- 36. Interpretations of Probability 316

Chapter Ten

Probability Models Based on Equally Likely Outcomes 320

- 37. Tools for Counting 321
- 38. Return to Equally Likely Outcomes 332

Chapter Eleven

Probability Models Based on Independent Events 342

- 39. Independent Events 343
- 40. Bernoulli Trials 348
- 41. Normal Curve Approximation of Bernoulli Trial Probabilities 355

Chapter Twelve

Probability Models Based on Conditional Probability 366

- 42. Conditional Probability 367
- 43. Bayes's Theorem 372
- 44. Markov Chains 381

Review Questions for Part Three 392

Part Four

Topics in Algebra 397

Chapter Thirteen

More on Algebraic Equations, Expressions, and Functions 398

- 45. Operations with Polynomials and Factoring 399
- 46. Quadratic Equations and Quadratic Functions 406
- 47. The Language of Variation 413

Chapter Fourteen

Logarithms and Logarithmic Functions 416

- 48. Logarithms and Their Properties 417
- 49. Logarithmic Functions 427

Chapter Fifteen

Progressions and their Applications 430

- 50. Arithmetic and Geometric Progressions 431
- 51. Applications to the Mathematics of Finance 435

Review Questions for Part Four 443

Part Five

Calculus 445

Chapter Sixteen

Basic Differential Calculus 446

- 52. Limits of Functions 447
- 53. Tools for Computing Limits 454
- 54. Continuity 459
- 55. More on Limits 463
- 56. Continuous Compounding of Interest 469
- 57. Derivatives and Their Interpretation 473
- 58. Differentiability and Continuity 492
- 59. Tools for Computing Derivatives 494
- 60. Inverse Functions and Their Derivatives 508
- 61. Exponential Functions and Their Derivatives 509
- 62. Logarithmic Functions and Their Derivatives 517
- 63. Higher Order Derivatives 522

Chapter Seventeen

**Applications
of Differential Calculus** 524

- 64. Optimization Problems 525
- 65. Profit Maximization Behavior of the Firm 538
- 66. Curve Sketching 544

Chapter Eighteen

Basic Integral Calculus 558

- 67. Indefinite Integrals 559
- 68. Prelude to the Definite Integral 573
- 69. The Definite Integral and Its Determination 585
- 70. Definite Integral Structures 591

Chapter Nineteen

**Multivariable Calculus:
A Brief Look** 605

- 71. Partial Derivatives 606
- 72. Multivariable Optimization Problems 612

Review Questions for Part Five 623

Appendix on Tables 627

1. Squares and Square Roots 628
2. Compound Interest: $(1 + i)^n$ 629
3. Present Value: $(1 + i)^{-n}$ 630
4. Future Value of an Annuity: $s_{\overline{n}|i}$ 631
5. $1/s_{\overline{n}|i}$ 632
6. Present Value of an Annuity: $a_{\overline{n}|i}$ 633
7. $1/a_{\overline{n}|i}$ 634
8. Mantissas of Common Logarithms 635
9. Natural Logarithms 637
10. Powers of e 638
11. Standard Normal Curve Areas 639

Answers to Odd-Numbered Exercises 640

Index 687

Part One

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Basic Concepts and Fundamental Algebra

Chapter One

The World of Real Numbers

1. THE REAL-NUMBER SYSTEM

Since algebraic operations and developments are dependent on the number system adopted as a foundation, let us begin our study of algebraic principles and applications by reviewing and summarizing basic data about numbers and their mathematical life. The real-number system, as it is called, underlies a wide range of developments and applications and will serve as the foundation for the topics considered in this book.

The real-number system is a collection of mathematical objects, called real numbers, which acquire mathematical life by virtue of certain fundamental principles, or rules, that we adopt. The situation is somewhat similar to a game, like chess, for example. The chess system, or game, is a collection of objects, called chess pieces, which acquire life by virtue of the rules of the game, that is, the principles that are adopted to define allowable moves for the pieces and the way in which they may interact. A word about representation by symbols is perhaps in order at this point. The number two, for example, is represented by such symbols as 2 , $1 + 1$, $3 - 1$, $\frac{4}{2}$, and so on. We should be careful not to equate the symbol used to express a number and the number itself. They are not the same, just as the signature of a person is not the same as the person, although a person's signature can be used to identify or represent him under certain circumstances. When it is necessary to be ultracareful about this distinction, the symbol used to represent a number is called a **numeral**.