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Although higher mathematics is beautiful, natural and interconnected, to the uninitiated it can feel like an arbitrary mass of disconnected technical definitions, symbols, theorems and methods. An intellectual gulf needs to be crossed before a true, deep appreciation of mathematics can develop. This book bridges this mathematical gap. It focuses on the process of discovery as much as the content, leading the reader to a clear, intuitive understanding of how and why mathematics exists in the way it does.The narrative does not evolve along traditional subject lines: each topic develops from its simplest, intuitive starting point; complexity develops naturally via questions and extensions. Throughout, the book includes levels of explanation, discussion and passion rarely seen in traditional textbooks. The choice of material is similarly rich, ranging from number theory and the nature of mathematical thought to quantum mechanics and the history of mathematics. It rounds off with a selection of thought-provoking and stimulating exercises for the reader.

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Building bridges between classical results and contemporary nonstandard problems, this highly relevant work embraces important topics in analysis and algebra from a problem-solving perspective. The book is structured to assist the reader in formulating and proving conjectures, as well as devising solutions to important mathematical problems by making connections between various concepts and ideas from different areas of mathematics. Instructors and motivated mathematics students from high school juniors to college seniors will find the work a useful resource in calculus, linear and abstract algebra, analysis and differential equations. Students with an interest in mathematics competitions must have this book in their personal libraries.

This helpful "bridge" book offers students the foundations they need to understand advanced mathematics. The two-part treatment provides basic tools and covers sets, relations, functions, mathematical proofs and reasoning, more. 1975 edition.

The fundamental mathematical tools needed to understand machine learning include linear algebra, analytic geometry, matrix decompositions, vector calculus, optimization, probability and statistics. These topics are traditionally taught in disparate courses, making it hard for data science or computer science students, or professionals, to efficiently learn the mathematics. This self-contained textbook bridges the gap between mathematical and machine learning texts, introducing the mathematical concepts with a minimum of prerequisites. It uses these concepts to derive four central machine learning methods: linear regression, principal component analysis, Gaussian mixture models and support vector machines. For students and others with a mathematical background, these derivations provide a starting point to machine learning texts. For those learning the mathematics for the first time, the methods help build intuition and practical experience with applying mathematical concepts. Every chapter includes worked examples and exercises to test understanding. Programming tutorials are offered on the book's web site.

Classic, lively explanation of one of the byways of mathematics. Klein bottles, Moebius strips, projective planes, map coloring, problem of the Koenigsberg bridges, much more, described with clarity and wit.

the mass of experimental data from current research in psychology and physiology, Grossberg proposes and develops a non-linear mathematics as a model for specific functions of mind and brain. He finds the classic approach to the mathematical modelling of mind and brain systematically inadequate. This inadequacy, he holds, arises from the attempt to describe adaptive systems in the mathematical language of 9 physics developed to describe "stationary", i. e. non-adaptive and non-evolving systems. In place of this linear mathematics, Grossberg develops his non-linear approach. His method is at once imaginative, rigorous, and philosophically significant: it is the thought experiment. It is here that the richness of his interdisciplinary mastery, and the power of his methods, constructions and proofs, reveal themselves. The method is what C. S. Peirce characterized as the method of abduction, or of hypothetical inference in theory construction: given the output of the system as a psychological phenomenon (e. g.

This book is an introduction to the language and standard proof methods of mathematics. It is a bridge from the computational courses (such as calculus or differential equations) that students typically encounter in their first year of college to a more abstract outlook. It lays a foundation for more theoretical courses such as topology, analysis and abstract algebra. Although it may be more meaningful to the student who has had some calculus, there is really no prerequisite other than a measure of mathematical maturity.

A Bridge to Abstract Mathematics will prepare the mathematical novice to explore the universe of abstract mathematics. Mathematics is a science that concerns theorems that must be proved within the constraints of a logical system of axioms and definitions rather than theories that must be tested, revised, and retested. Readers will learn how to read mathematics beyond popular computational calculus courses. Moreover, readers will learn how to construct their own proofs. The book is intended as the primary text for an introductory course in proving theorems, as well as for self-study or as a reference. Throughout the text, some pieces (usually proofs) are left as exercises. Part V gives hints to help students find good approaches to the exercises. Part I introduces the language of mathematics and the methods of proof. The mathematical content of Parts II through IV were chosen so as not to seriously overlap the standard mathematics major. In Part II, students study sets, functions, equivalence and order relations, and cardinality. Part III concerns algebra. The goal is to prove that the real numbers form the unique, up to isomorphism, ordered field with the least upper bound. In the process, we construct the real numbers starting with the natural numbers. Students will be prepared for an abstract linear algebra or modern algebra course. Part IV studies analysis. Continuity and differentiation are considered in the context of time scales (nonempty, closed subsets of the real numbers). Students will be prepared for advanced calculus and general topology courses. There is a lot of room for instructors to skip and choose topics from among those that are presented.

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