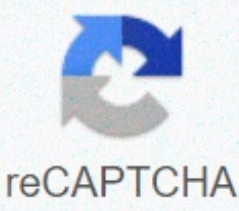




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Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, (201) 748-6011, fax (201) 748-6008, E-Mail: permreq@wiley.com. ISBN-13: 978-0-471-72647-0 ISBN-10: 0471-72647-8 Printed in the United States of America 10 9 8 7 6 5 4 3 2 1 Vice President and Publisher: Laurie Rosatone Editorial Assistant: Daniel Grace Associate Production Director: Lucille Buonocore Senior Production Editor: Ken Chen Senior Media Editor: Stefanie Liebman Cover Designer: Madelyn Lesure Cover Photo: © John Sohm/Chromosohm/Photo Researchers This book was set in Times Roman by GGS Information Services and printed and bound by Hamilton Printing. The cover was printed by Hamilton Printing. This book is printed on acid free paper. infm.qxd 9/15/05 12:06 PM Page iv PREFACE General Character and Purpose of the Instructor's Manual This Manual contains: (I) Detailed solutions of the even-numbered problems. (II) General comments on the purpose of each section and its classroom use, with mathematical and didactic information on teaching practice and pedagogical aspects. Some of the comments refer to whole chapters (as are indicated accordingly). Changes in Problem Sets The major changes in this edition of the text are listed and explained in the Preface of the book. They include global improvements produced by updating and streamlining chapters as well as many local improvements aimed at simplification of the whole text. Speedy orientation is helped by chapter summaries at the end of each chapter, as in the last edition, and by the subdivision of sections into subsections with unnumbered headings. Resulting effects of these changes on the problem sets are as follows. The problems have been changed. The large total number of more than 4000 problems has been retained, increasing their overall usefulness by the following: • Placing more emphasis on modeling and conceptual thinking and less emphasis on technicalities, to parallel recent and ongoing developments in calculus. • Balancing by extending problem sets that seemed too short and contracting others that were too long, adjusting the length to the relative importance of the material in a section, so that important issues are reflected sufficiently well not only in the text but also in the problems. Thus, the danger of overemphasizing minor techniques and ideas is avoided as much as possible. • Simplification by omitting a small number of very difficult problems that appeared in the previous edition, retaining the wide spectrum ranging from simple routine problems to more sophisticated engineering applications, and taking into account the "algorithmic thinking" that is developing along with computers. • Amalgamation of text, examples, and problems by including the large number of more than 600 worked-out examples in the text and by providing problems closely related to those examples. • Addition of TEAM PROJECTS, CAS PROJECTS, and WRITING PROJECTS, whose role is explained in the Preface of the book. • Addition of CAS EXPERIMENTS, that is, the use of the computer in "experimental mathematics" for experimentation, discovery, and research, which often produces unexpected results for open-ended problems, deeper insights, and relations among practical problems. These changes in the problem sets will help students in solving problems as well as in gaining a better understanding of practical aspects in the text. It will also enable instructors to explain ideas and methods in terms of examples supplementing and illustrating theoretical discussions—or even replacing some of them if so desired. infm.qxd 9/15/05 12:06 PM Page v "Show the details of your work." This request is repeatedly stated in the book applies to all the problem sets. Of course, it is intended to prevent the student from simply producing answers by a CAS instead of trying to understand the underlying mathematics. Orientation on Computer Use are included in the Preface of the book. Software systems are listed in the book at the beginning of Chap. 19 on numeric analysis and at the beginning of Chap. 24 on probability theory. ERWIN KREYSZIG vi Instructor's Manual infm.qxd 9/15/05 12:06 PM Page vi Comment on Order of Sections This section could equally well be presented later in the book. Chap. 1, perhaps after one or two formal methods of solution have been studied. SOLUTIONS TO PROBLEM SET 1.2, page 11 2. Semi-ellipse x/4 + y/9 = 1/3. u = 0. To graph it, choose the y-interval large enough, at least 0 < y ≤ 4. Logistic equation (Verhulst equation, Sec. 1.5). Constant solutions y = 0 and y = 1/2. For these, y = 0. Increasing solutions for 0 < y < 1/2, decreasing for y = 1/2. 6. The solution (not of interest for doing the problem) is obtained by using dy/dx = 1/(dx/dy) and solving dx/dy = 1/(1 - sin y) by integration, x = 2/(tan 1/2 y - 1); thus y = 2 arctan ((x + 2 c)/(x - c)). 8. Linear ODE. The solution involves the error function. 12. By integration, y = c/16. The solution (not needed for doing the problem) of y = 1/y can be obtained by separating variables and using the initial condition: y/2 = t + c/2. 18. The solution of this initial value problem involving the linear ODE y'' + y = 4et 1/2 t = 2. 20. CAS Project. (a) Verify by substitution that the general solution is y = cex. Limit y(1) = y(x) for all x, increasing for y(0) = 1, decreasing for y(0) = 1. (b) Verify by substitution that the general solution is x/4 + y/2 = c. More "square-shaped," isoclines y = kx. Without the minus on the right you get "hyperbolic-like" curves y/4 + x/2 = const as solutions (verify). The direction fields should turn out in perfect shape. (c) The computer may be better if the isoclines are complicated; but the computer may give you nonsense even in simpler cases, for instance when y(x) becomes imaginary. Much will depend on the choice of x- and y-intervals, a method of trial and error. Isoclines may be preferable if the explicit form of the ODE contains roots on the right. SECTION 1.3. Separable ODEs. Modeling, page 12 Purpose. To familiarize the student with the first "big" method of solving ODEs, the separation of variables, and an extension of it, the reduction to separable form by a transformation of the ODE, namely, by introducing a new unknown function. The section includes standard applications that lead to separable ODEs, namely, 1. the ODE giving tan x as solution 2. the ODE of the exponential function, having various applications, such as in radiocarbon dating 3. a mixing problem for a single tank 4. Newton's law of cooling 5. Torricelli's law of outflow. Instructor's Manual 3 im01.qxd 9/21/05 10:17 AM Page 3 In reducing to separability we consider 6. the transformation u = y/x, giving perhaps the most important reducible class of ODEs. Ince's semi-ellipses [A11] contains many further reductions as well as a systematic theory of reduction for certain classes of ODEs. Comment on Problem 5 From the implicit solution we can get two explicit solutions y = c (6x/2) representing semi-ellipses in the upper half-plane, and y = c (6x/2) representing semi-ellipses in the lower half-plane. [Similarly, we can get two explicit solutions x(y) representing semi-ellipses in the left and right half-planes, respectively.] On the x-axis, the tangents to the ellipses are vertical, so that y(x) does not exist. Similarly for x(y) on the y-axis. This also illustrates that it is natural to consider solutions of ODEs on open rather than on closed intervals. Comment on Separability An analytic function f(x, y) in a domain D of the xy-plane can be factored in D, f(x, y) = g(x)h(y), if and only if in D, fxy = fyx [D. Scott, American Math. Monthly 92 (1985), 422–423]. Simple cases are easy to decide, but this may save time in cases of more complicated ODEs, some of which may perhaps be of practical interest. You may perhaps ask your students to derive such a criterion. Comments on Application Each of those examples can be modified in various ways, for example, by changing the application or by taking another form of the tank, so that each example characterizes a whole class of applications. The many ODEs in the problem set, much more than one would ordinarily be willing and have the time to consider, should serve to convince the student of the practical importance of ODEs; so these are ODEs to choose from, depending on the students' interest and background. Comment on Footnote 3 Newton conceived his method of fluxions (calculus) in 1665–1666, at the age of 22. Philosophiae Naturalis Principia Mathematica was his most influential work. Leibniz invented calculus independently in 1675 and introduced notations that were essential to the rapid development in this field. His first publication on differential calculus appeared in 1684. SOLUTIONS TO PROBLEM SET 1.3, page 18 2. dy/2 = (x/2) dx. The variables are now separated. Integration on both sides gives 1/2 ln |x| = x/2 + c. Hence y = 2x/2 + c/1 y Instructor's Manual im01.qxd 9/21/05 10:17 AM Page 4 4. Set y = 9x + v. Then y = 9x + v. By substitution into the given ODE you obtain v = 9 v/2. By separation, dx = 2 dv/(9 - v). Integration gives arctan x = c/2 arctan 3x +



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