

Course: Mathematics of Data Management, MDM 4U

Instructor: Mr. C. Stewart

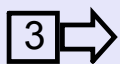
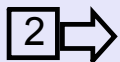
Welcome back to ...



Pull

More on Abstraction...

Florence Nightingale, "The Passionate Statistician" (Cook, 1913)



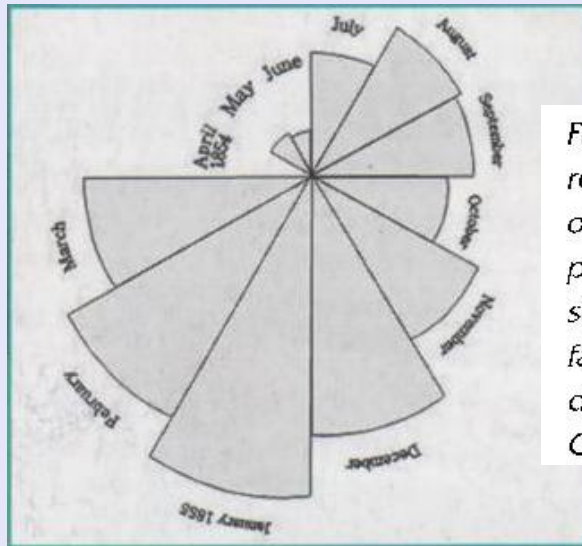
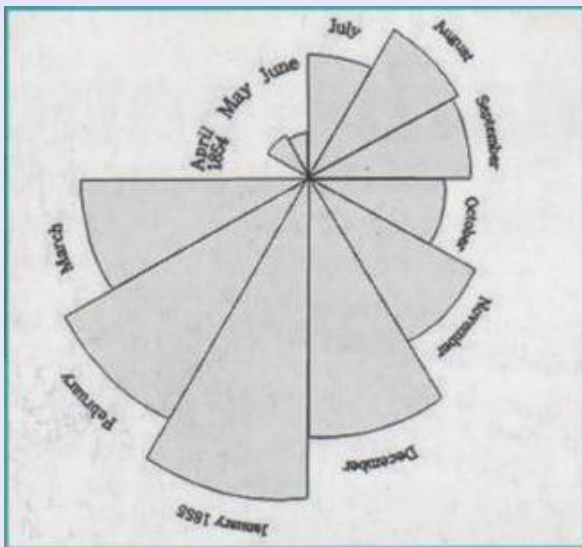


Figure 1 A partial reproduction of one of Florence's polar area charts showing military fatalities due to disease in the Crimean War.

Problem

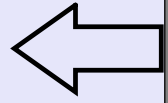
- What can be *implied* from the following visual representation?
- How do you think the visual was constructed? (mathematically)



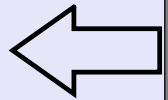
b) How do you think the visual was constructed? mathematically?

- similar to a pie chart
 - in a pie chart, the radius is constant
 - the total area is proportionally divided among categories to show their relative frequency
 - for example, if one category has twice as many items, then its piece of the pie chart is twice as big as any other
- differences
 - the circle is divided into angles or wedges; each wedge has the same size for each category
 - radii differ, but there is still a constant of proportionality between the wedges
 - the square root of a category's frequency determines the wedges' radii.

c) What limitations do you think statistician's, at this time, had in the construction of polar area charts?



d) If inspired, what could you *dream* of doing with this information?



More on Abstraction...

Alan Turing

- born 1912, London, England to upper, middle-class parents
- symbolic logic as an applied mathematics
- responsible for the technological developments of the 20th century
- pivotal role in deciphering German *Enigma* codes during WWII allowing German U-boat communications to be determined
- proposed that computers would rival the human brain



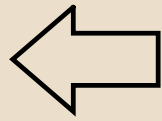
Bombe, designed by Alan Turing to decipher *Enigma* codes



Activity: Deciphering & Encoding

Consider the following simple *cipher*:

2	9	4
7	5	3
6	1	8



Use this cipher to evaluate the following:

2	9	4
7	5	3
6	1	8

b) $\square^{\square} - \square^{\square} =$

a) $\frac{\square}{\square} - \frac{\square}{\square} =$

c) $\square \times \frac{\square}{\square} - \frac{\square}{\square} =$

A Final Thought... 'Food' for You

d) How could you build upon or modify this form of decryption/encryption? What purpose(s) could it serve?

Attachments

Color reveal 1.galleryitem

Course Expectations_2010_11.doc