Paraphrased comments from the 3/4 feedback forms, with responses.

- **“Group work.”** Got several pieces of positive feedback about this. Plan to have it continue.

- **“Can I work on my p-sets in your office on Fridays after 4pm?”** Fridays are a bad day; I attend the combinatorics seminar until 4:45, then usually leave soon afterwards. Office hours would be a good time for this, though.

- **“Tell me about the relationship between the first and second parts of this course.”** Graph theory and enumeration are not inherently related, except that both tend to deal with discrete objects. (E.g., they are taught as separate 5000-level classes here). So to a certain extent it is just an accident that they end up in the same course. But in fact we will be doing at least a couple of things that come from the intersection of graph theory and enumerative combinatorics. Our next big topic (we will start on Monday) is graph enumeration, counting certain families of graphs. And a bit later we will talk about the **chromatic polynomial** of a graph, which is a very enumerative/algebraic object. But we’ll also be doing a lot of graph theory that doesn’t really have anything at all to do with the first part of the class.

- **“If we know other ways that GFs to prove things about the Fibonacci numbers, is this ok?”** Of course! It is important to me that you understand the mechanics associated with generating functions and have a few ideas about how one could use them in certain situations; but having other tools is good, too.

- **“Could you tell us the corresponding chapter at the beginning of lecture?”** Well, this info is usually on the course webpage, but I can try to remember to mention this. (And of course you can ask!)

- **“Exam review?”** I have a theory that exam review is good for increasing an instructor’s student evaluation scores but not particularly good for helping anyone learn anything. So I don’t do them.

- **“Can we have time in class to discuss homework solutions?”** So far, no one has tried to ask me to discuss a particular homework question in class. (The natural time to ask would be in the classroom a minute or two before 2:30.) Perhaps you should try the experiment!

- **“I think it would be a good idea to have a short weekly quiz, not necessarily for credit.”** I agree that this is a good idea; it is also a lot of work to be done properly, which is the main reason it won’t happen. (Sorry!)

- **“Is it possible to form a group (the algebraic structure) from graphs, and if so, what is the group operation?”** There are groups associated to graphs; notably, the **sandpile group**, related to the **chip-firing game**. (Try putting these words into your favorite search engine for more information.) There are also lots of operations on graphs, some of which we will discuss. But I can’t think of these operations that give a group structure in a nontrivial way, because most of these operations do not have natural inverse objects. I don’t want to say it’s impossible, though.