

# Is Seeing Believing in Geometry?

Byrne's Euclid in Color

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## Axiomatic Framework for Bob the Young Bus Delinquent

**Axiom:** Person is trustworthy unless proven otherwise.

**Proposition 1:** My daughter, her friend Alice and Alice's sister are trustworthy

**Proof:** We have no reason to think otherwise and so, according to the Axiom, they must be so.

**Proposition 2:** Bob the Delinquent is in fifth grade.

**Proof:** By Proposition 1, Alice's sister knows and is truthful about who is in the same class as her. Alice knows and is truthful about what grade her sister is in. Bob is in the same class as Alice's sister and so must be in the fifth grade.

## The Euclidean Model of Reason

**Euclid's *Elements*** Axiomatic treatment of geometry of lines, circles, triangles, and more.

Pythagorean Theorem,  $\pi$  is a constant, and much more.

**Trust but Verify** Do the rails of train tracks meet?

How to tell if two fields have the same area?

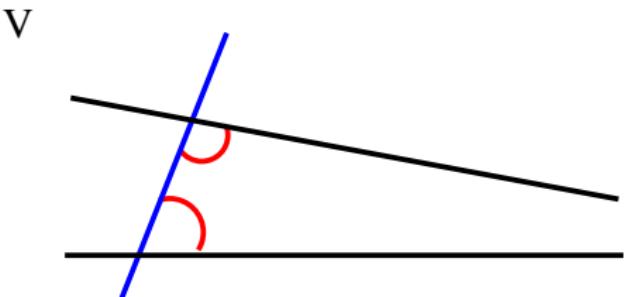
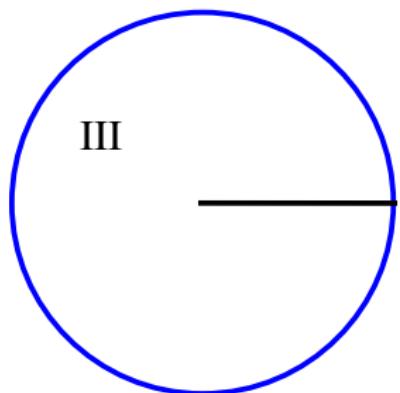
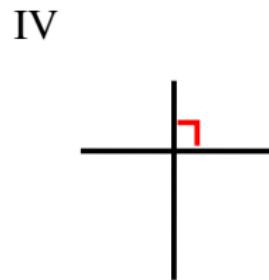
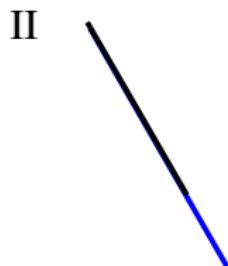
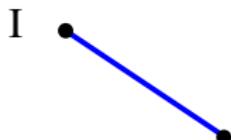
**Plato** *Let none ignorant of geometry enter.*

**Spinoza** aims to understand human emotions *as if the surfaces of lines, planes or solids.*

**Kant** *absolute universality which are characteristic of all propositions of geometry.*

**Euclid pivotal to Ancient and Classical education.**

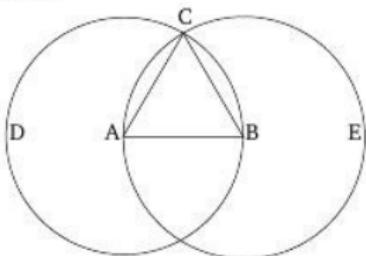
# The Five Postulates



# An Equilateral Triangle

## Proposition 1

To construct an equilateral triangle on a given finite straight-line.



Let  $AB$  be the given finite straight-line.

So it is required to construct an equilateral triangle on the straight-line  $AB$ .

Let the circle  $BCD$  with center  $A$  and radius  $AB$  have been drawn [Post. 3], and again let the circle  $ACE$  with center  $B$  and radius  $BA$  have been drawn [Post. 3]. And let the straight-lines  $CA$  and  $CB$  have been joined from the point  $C$ , where the circles cut one another,<sup>†</sup> to the points  $A$  and  $B$  (respectively) [Post. 1].

And since the point  $A$  is the center of the circle  $CDB$ ,  $AC$  is equal to  $AB$  [Def. 1.15]. Again, since the point  $B$  is the center of the circle  $CAE$ ,  $BC$  is equal to  $BA$  [Def. 1.15]. But  $CA$  was also shown (to be) equal to  $AB$ . Thus,  $CA$  and  $CB$  are each equal to  $AB$ . But things equal to the same thing are also equal to one another [C.N. 1]. Thus,  $CA$  is also equal to  $CB$ . Thus, the three (straight-lines)  $CA$ ,  $AB$ , and  $BC$  are equal to one another.

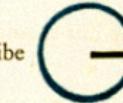
Thus, the triangle  $ABC$  is equilateral, and has been constructed on the given finite straight-line  $AB$ . (Which is) the very thing it was required to do.

# An Equilateral Triangle

BOOK I.

PROPOSITION I. PROBLEM.

**O**n a given finite straight line (—) to describe an equilateral triangle.

Describe  and

 (postulate 3.); draw — and — (post. 1.).

then will  be equilateral.

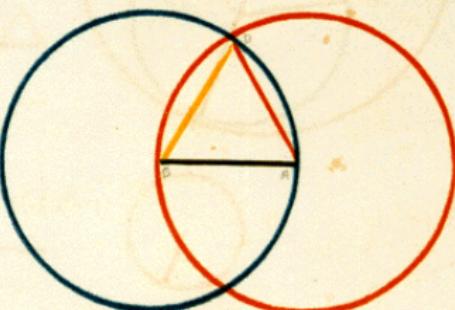
For — = — (def. 15.);

and — = — (def. 15.),

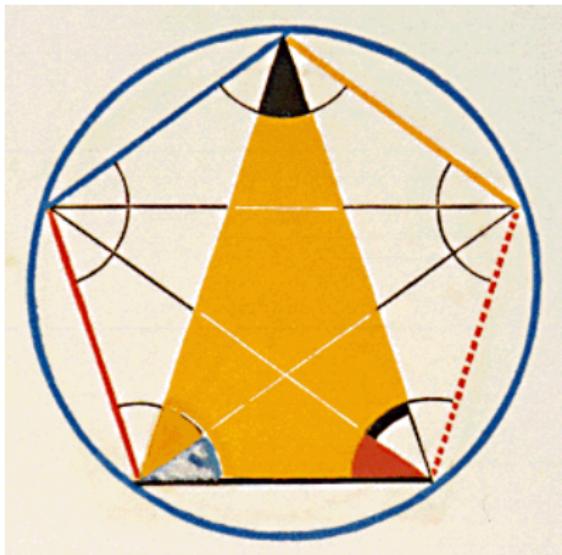
∴ — = — (axiom. 1.);

and therefore  is the equilateral triangle required.

Q. E. D.



## Byrne's Euclid (1847)

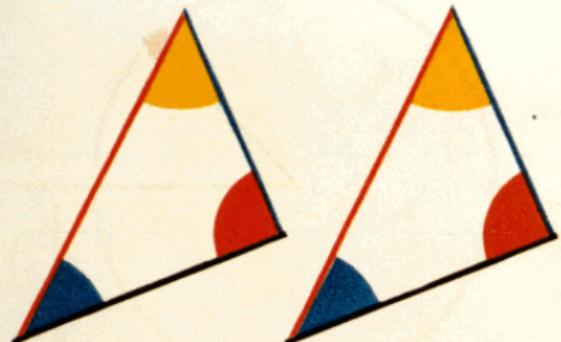


- *Most works addressed to the proficient, not the uninitiated.*
- *... as I should have explained it orally with my pupils.*
- *Dyed chalks and coloured pencils will be very convenient.*

# SAS Congruence

4

BOOK I. PROP. IV. THEOR.



**I**f two triangles have two sides of the one respectively equal to two sides of the other, (— to — and — to —) and the angles (▲ and ▲)

contained by those equal sides also equal; then their bases or their sides (— and —) are also equal: and the remaining and their remaining angles opposite to equal sides are respectively equal ( $\triangle = \triangle$  and  $\triangle = \triangle$ ): and the triangles are equal in every respect.

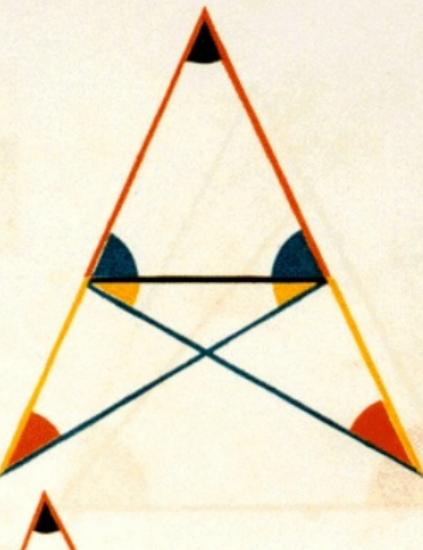
# Isosceles Triangles

BOOK I. PROP. V. THEOR.

5

**I**N any isosceles triangle  if the equal sides be produced, the external angles at the base are equal, and the internal angles at the base are also equal.

Produce  and  (post. 2.), take  =  and .



# SSS Congruence

**O**n the same base (—), and on the same side of it there cannot be two triangles having their conterminous sides (— and —, — and —) at both extremities of the base, equal to each other.

When two triangles stand on the same base, and on the same side of it, the vertex of the one shall either fall outside of the other triangle, or within it; or, lastly, on one of its sides.

If it be possible let the two triangles be constructed so that  $\begin{cases} \text{---} = \text{---} \\ \text{---} = \text{---} \end{cases}$ , then draw ----- and,

$$\blacktriangle = \triangle \text{ (pr. 5.)}$$

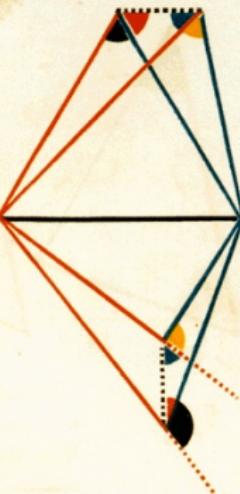
$$\therefore \triangle \sqsupset \triangle \text{ and}$$

$$\therefore \triangle \sqsupset \triangle \left. \right\} \text{ which is absurd,}$$

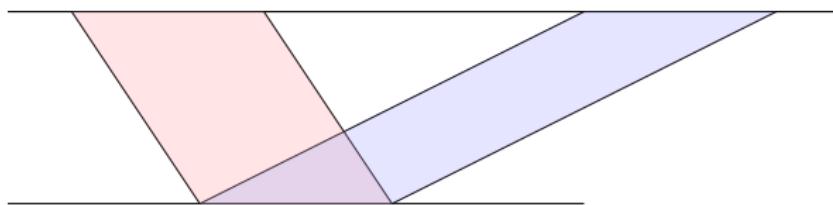
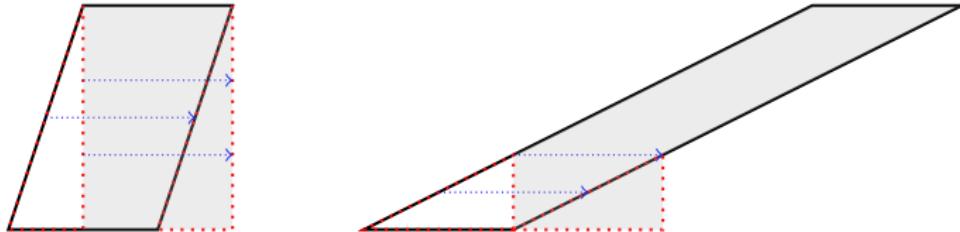
but (pr. 5.)  $\triangle = \triangle$

therefore the two triangles cannot have their conterminous sides equal at both extremities of the base.

Q. E. D.



# Areas of Parallelograms



# Areas of Parallelograms

36

BOOK I. PROP. XXXV. THEOR.



PARALLELOGRAMS  
on the same base, and  
between the same parallel-  
lets, are (in area) equal.

On account of the parallels,

$$\begin{aligned} \textcolor{red}{\triangle} &= \textcolor{blue}{\triangle}; && \left. \begin{array}{l} (\text{pr. 29.}) \\ (\text{pr. 29.}) \end{array} \right\} \\ \textcolor{black}{\triangle} &= \textcolor{white}{\triangle}; \\ \text{and } \textcolor{blue}{\rule{1cm}{0.4pt}} &= \textcolor{red}{\rule{1cm}{0.4pt}} && (\text{pr. 34.}) \end{aligned}$$

$$\text{But, } \textcolor{yellow}{\triangle} = \textcolor{yellow}{\triangle} \quad (\text{pr. 8.})$$

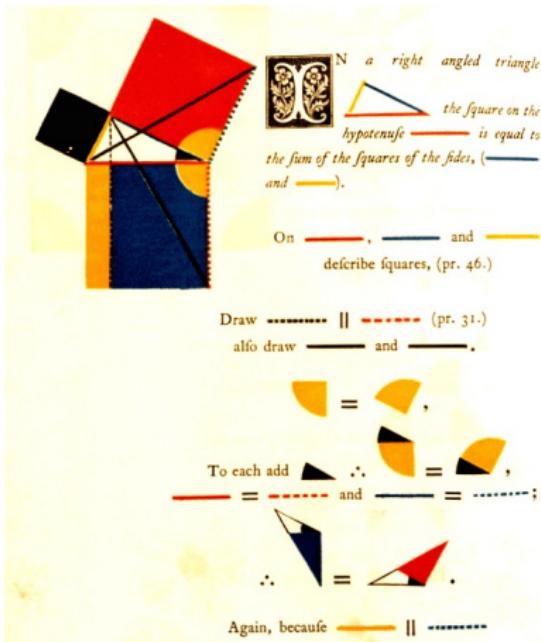
$$\therefore \textcolor{yellow}{\triangle} - \textcolor{red}{\triangle} = \textcolor{yellow}{\triangle}.$$

$$\text{and } \textcolor{yellow}{\triangle} - \textcolor{white}{\triangle} = \textcolor{yellow}{\triangle};$$

$$\therefore \textcolor{orange}{\triangle} = \textcolor{black}{\triangle}.$$

Q. E. D.

# Pythagorean Theorem



$$\begin{aligned}\text{red square} &= \text{twice } \text{red triangle}, \\ \text{blue square} &= \text{twice } \text{blue triangle};\end{aligned}$$

$$\therefore \text{red square} = \text{blue square}.$$

In the same manner it may be shown

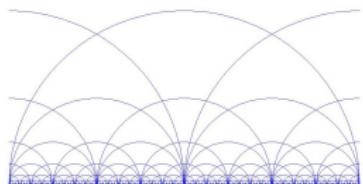
$$\begin{aligned}\text{that } \text{black square} &= \text{yellow square}; \\ \text{hence } \text{black square} &= \text{yellow square}.\end{aligned}$$

Q. E. D.

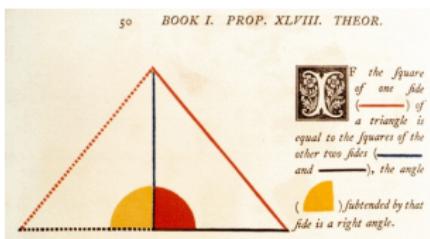
Visual comprehension  $\longleftrightarrow$  Geometric Rigor

# The Decline of Euclid in the Victorian Age

1850's Euclid as best seller (c.f. G. Eliot's *Daniel Deronda*)



- **Philosophical** The emergence of Non-Euclidean Geometry. The Kantian exhortation of the universality of geometry no longer held.



- **Societal** Liberal → Vocational. Practical aspects of Euclid were on the rise. It was assumed that artisans were only interested in direct applications.

# Byrne's Euclid: The Wrong Place at the Wrong Time



- Between a technological rock and a traditional hard place.
- Augustus de Morgan Byrne the Eccentric.
- Money Cost was three times more than the next most expensive Elements. Chiswick Press's demise.

## Some (not all) references

- Alice Jenkins in *What the Victorians Learned...* Journal of Victorian Studies 2007.
- Euclid Site <http://www.math.ubc.ca/~cass/Euclid/>
- Byrne's Euclid, facsimile by Taschen.