MATH CALCULUS B

Core gravity - the whole of core.

Definition:
A group is that which has a set, a binary operation, an identity & an inverse & satisfies associativity. Abelian groups are groups which also satisfy commutativity. Rings are abelian groups with a second operation which satisfies distributivity. Fields are rings with multiplicative inverses.

Group Actions:
The action and space is the same thing when we consider the action of a group on itself.
Orbit: $O_x = \{g \cdot x : g \in G\}$
Stabilizer: $G_x = \{g \in G : g \cdot x = x\}$

Problem: $|O_x| = [G : G_x]$
1. Every element has one point in any given orbit.
2. Every point in a given orbit corresponds to a unique left coset of the stabilizer subgroup of that point.
3. Left cosets correspond to elements in the orbit.
4. The number of left cosets is the index of the stabilizer subgroup.
5. The index of the stabilizer subgroup is the number of elements in the orbit.

Theory of Equations (Galois): $\mathbb{Z} \subset \mathbb{Q} \subset \mathbb{R} \subset \mathbb{C}$
Z is the smallest ring and is the ring of integers.
Q is the smallest field and is the field of fractions for Z.
R is the smallest complete ordered field and is the field of Dedekind cuts for Q.
C is the smallest algebraically closed field and is the field of roots for R.
$\mathbb{Z}[i] \subset \mathbb{Q}[i] \subset \mathbb{R}[i] = \mathbb{C}$
$\mathbb{Z}[\sqrt{2}] \subset \mathbb{Q}[\sqrt{2}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-2}] \subset \mathbb{Q}[\sqrt{-2}] \subset \mathbb{C}$
$\mathbb{Z}[\sqrt{3}] \subset \mathbb{Q}[\sqrt{3}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-3}] \subset \mathbb{Q}[\sqrt{-3}] \subset \mathbb{C}$
$\mathbb{Z}[\sqrt{5}] \subset \mathbb{Q}[\sqrt{5}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-5}] \subset \mathbb{Q}[\sqrt{-5}] \subset \mathbb{C}$
$\mathbb{Z}[\sqrt{6}] \subset \mathbb{Q}[\sqrt{6}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-6}] \subset \mathbb{Q}[\sqrt{-6}] \subset \mathbb{C}$
$\mathbb{Z}[\sqrt{7}] \subset \mathbb{Q}[\sqrt{7}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-7}] \subset \mathbb{Q}[\sqrt{-7}] \subset \mathbb{C}$
$\mathbb{Z}[\sqrt{10}] \subset \mathbb{Q}[\sqrt{10}] \subset \mathbb{R}$
$\mathbb{Z}[\sqrt{-10}] \subset \mathbb{Q}[\sqrt{-10}] \subset \mathbb{C}$

Irreducible: $\forall a, b \in R : ab = 0 \Rightarrow a = 0 \vee b = 0$
Prime: $\forall a, b \in R : p \mid ab \Rightarrow p \mid a \vee p \mid b$
Irreducible: $\forall a, b \in R : p = ab \Rightarrow a \in R^\times \vee b \in R^\times$
Unit: $\forall a \in R : \exists b \in R : ab = 1$
Associate: $\forall a, b \in R : a \mid b \wedge b \mid a$
Euclidean: $\forall a, b \in R : \exists q, r \in R : a = bq + r \wedge r = 0 \vee \deg r < \deg b$
Principal: $\forall I \subseteq R : \exists a \in R : I = (a)$
Unique Factorization: $\forall a \in R : a = p_1 \cdots p_n$

1. Fig 1. To construct an equilateral triangle on a given finite straight line.

Fig 2. Problem: to draw from a given point a straight line equal to a given straight line.

Fig 3. To cut off from the greater of two given unequal straight lines a straight line equal to the less.

Fig 4. The angle-side-angle theorem: if two triangles have two angles equal to two angles respectively, and one side equal to one side, namely, either the sides adjacent to the equal angles, or the sides opposite to the equal angles, then the triangles are congruent.

Fig 5. The isosceles triangle theorem: if two sides of a triangle are equal, then the angles opposite those sides are equal.

Fig 6. The converse of the isosceles triangle theorem: if two angles of a triangle are equal, then the sides opposite those angles are equal.

Fig 7. Euclid's construction of the midpoint of a line segment: to bisect a given finite straight line.

Fig 8. The side-side-side theorem: if three sides of one triangle are equal to three sides of another triangle, then the triangles are congruent.

Fig 9. To bisect a given rectilinear angle.

Fig 10. To construct a triangle from three given straight lines, any two of which are together greater than the third.

Fig 11. To draw a straight line at right angles to a given straight line from a given point on it.

Fig 12. To draw a straight line perpendicular to a given infinite straight line from a given point not on it.

Fig 13. The supplementary angles theorem: if a straight line stands on a straight line, then it makes either two right angles or angles whose sum is two right angles.

Fig 14. The vertical angles theorem: if two straight lines intersect, then the opposite angles are equal.

Fig 15. The exterior angle theorem: if one of the sides of a triangle is extended, then the exterior angle is greater than either of the interior and opposite angles.

Fig 16. The alternate angles theorem: if a straight line intersects two straight lines and makes the alternate angles equal to one another, then the straight lines are parallel to one another.

Fig 17. The exterior angle theorem: if a straight line intersects two straight lines and makes the exterior angle equal to the interior and opposite angle on the same side, then the straight lines are parallel to one another.

Fig 18. The interior angles theorem: if a straight line intersects two parallel straight lines, then it makes the alternate angles equal to one another, the exterior angle equal to the interior and opposite angle on the same side, and the sum of the interior angles on the same side equal to two right angles.

Fig 19. The transitivity of parallelism: straight lines parallel to the same straight line are also parallel to one another.

Fig 20. To draw a straight line through a given point parallel to a given straight line.

Fig 21. To draw a straight line parallel to a given straight line from a given point not on it.

Fig 22. The triangle inequality: in any triangle, two sides taken together in any manner are greater than the third side.

Fig 23. To construct a rectilinear angle equal to a given rectilinear angle on a given straight line and at a given point on it.

Fig 24. The hinge theorem: if two sides of one triangle are equal to two sides of another triangle, but the angle of the first triangle is greater than the angle of the second triangle, then the third side of the first triangle is greater than the third side of the second triangle.

Fig 25. The hinge theorem: if two sides of one triangle are equal to two sides of another triangle, but the third side of the first triangle is greater than the third side of the second triangle, then the angle of the first triangle is greater than the angle of the second triangle.

Fig 26. The angle-side-angle theorem: if two triangles have two angles equal to two angles respectively, and one side equal to one side, namely, either the sides adjacent to the equal angles, or the sides opposite to the equal angles, then the triangles are congruent.

Fig 27. To bisect a given rectilinear angle.

Fig 28. The converse of the interior angles theorem: if a straight line intersects two straight lines and makes the sum of the interior angles on the same side equal to two right angles, then the straight lines are parallel to one another.

Fig 29. The converse of the alternate angles theorem: if a straight line intersects two parallel straight lines, then it makes the alternate angles equal to one another.

Fig 30. The converse of the exterior angle theorem: if a straight line intersects two straight lines and makes the exterior angle equal to the interior and opposite angle on the same side, then the straight lines are parallel to one another.

Fig 31. To draw a straight line through a given point parallel to a given straight line.

Fig 32. The sum of the angles of a triangle theorem: the three interior angles of a triangle add up to a straight angle.

Fig 33. The exterior angle theorem: if one of the sides of a triangle is extended, then the exterior angle is greater than either of the interior and opposite angles.

Fig 34. The parallelogram theorem: the opposite sides and angles of a parallelogram are equal to one another, and the diameter bisects the parallelogram.

Fig 35. The parallelogram theorem: parallelograms which are on the same base and between the same parallels are equal to one another.

Fig 36. The parallelogram theorem: parallelograms which are on equal bases and between the same parallels are equal to one another.

Fig 37. The triangle theorem: triangles which are on the same base and between the same parallels are equal to one another.

Fig 38. The triangle theorem: triangles which are on equal bases and between the same parallels are equal to one another.

Fig 39. The triangle theorem: equal triangles which are on the same base and on the same side are between the same parallels.

Fig 40. The triangle theorem: equal triangles which are on equal bases and on the same side are between the same parallels.

Fig 41. The parallelogram theorem: if a parallelogram has the same base with a triangle and is between the same parallels, then the parallelogram is double of the triangle.

Fig 42. To construct a parallelogram equal to a given triangle in a given rectilinear angle.

Fig 43. The complements theorem: in any parallelogram the complements of the parallelograms about the diameter are equal to one another.

Fig 44. To apply a parallelogram equal to a given triangle to a given straight line in a given rectilinear angle.

Fig 45. To construct a parallelogram equal to a given rectilinear figure in a given rectilinear angle.

Fig 46. To construct a square on a given straight line.

Fig 47. The Pythagorean theorem: in right-angled triangles the square on the side opposite the right angle is equal to the squares on the sides containing the right angle.

Fig 48. The converse of the Pythagorean theorem: if the square on one side of a triangle is equal to the squares on the other two sides of the triangle, then the angle contained by those two sides is a right angle.

Theorem: Circles may not be the same as but should be equal to the other.

Proof: $C_1 \cong C_2$ is the set $\{(C_1, C_2) : C_1 = C_2\}$

Proof: $C_1 = C_2 \Leftrightarrow \forall p \in C_1 : p \in C_2 \wedge \forall p \in C_2 : p \in C_1$

Proof: $C_1 = C_2 \Leftrightarrow \forall p \in C_1 : p \in C_2$ (Two Way)