

# The First Great Theorem

## The History of Mathematics, Part 4

Chuck Garner, Ph.D.

Department of Mathematics  
Rockdale Magnet School for Science and Technology

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# Outline

The Pythagorean Theorem before Pythagoras

Pythagoras and the Pythagoreans

Pythagoras and Music

Commensurable Versus Incommensurable

Homework

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## The Pythagorean Theorem before Pythagoras

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# Babylonian

Clay tablet (*Plimpton 322*) from Babylon, c.2000 BC



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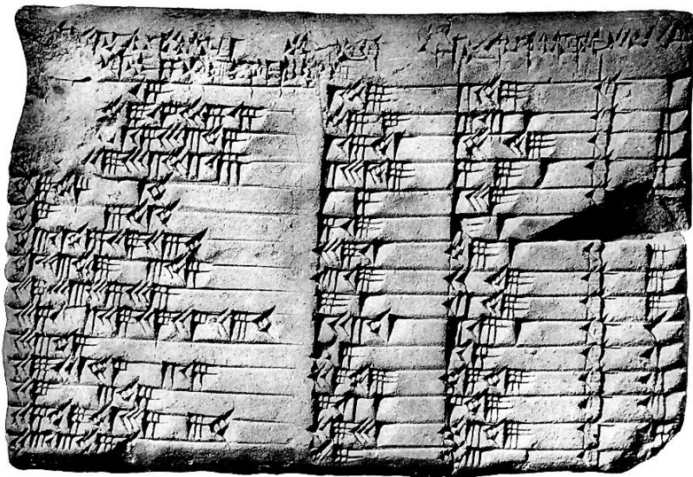
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Clay tablet from Babylon, c.2000 BC



Second column: shorter leg  
Third column: hypotenuse

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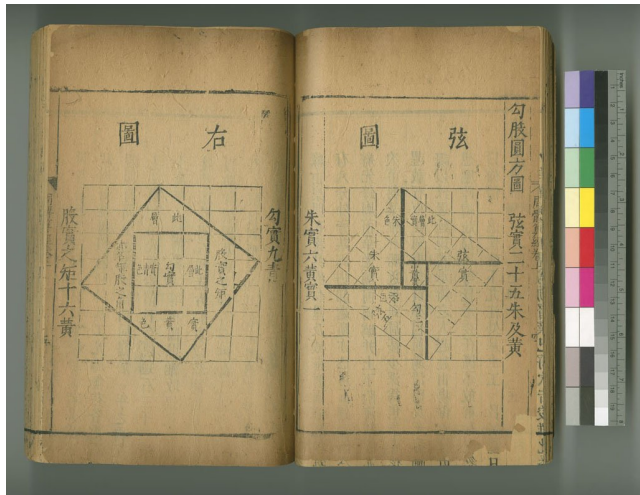
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# Chinese

Called the “gougu” rule



1600 AD copy of a book written in 1500 BC

# Egyptian

- ▶ Knew special right triangles
- ▶ Used ropes with knots equally spaced apart
- ▶ No formal rules for finding Pythagorean triples

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# Pythagoras



*Pythagoras of Samos*

570 BC-475 BC

*“Do not say a little in many words but a great deal in a few.”*

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# Pythagoras

- ▶ Possibly studied under Thales; traveled to Egypt and possibly India
- ▶ Founded a school in Crotona with elaborate rites and beliefs; all discoveries made by students were credited to Pythagoras
- ▶ Possibly was the first to prove the Pythagorean Theorem
- ▶ Believed every soul is immortal and, upon death, enters into a new body
- ▶ Planets move according to mathematical equation and thus resonate to produce a symphony of music
- ▶ Conflict with supporters of democracy forced Pythagoras and his followers to flee Crotona

# Pythagorean School

- ▶ Whole numbers rule the universe in all ways
- ▶ “Divine Number” bestowed blessings
- ▶ School emblem was a 5-pointed star

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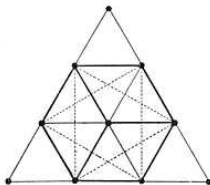
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# Pythagorean School

- ▶ Whole numbers rule the universe in all ways
- ▶ “Divine Number” bestowed blessings
- ▶ School emblem was a 5-pointed star
- ▶ Sacred symbol was a tetractys



# Pythagorean School

- ▶ Women treated as equals
- ▶ “All things in common among friends”
- ▶ Two groups: *mathematikoi* (learners – rational, scientific) and *askousmatikoi* (listeners – mystic, religious).

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# Pythagorean School

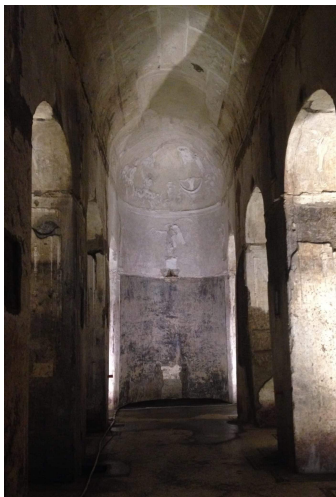
Number beliefs: odds are masculine, evens feminine

- 1 The source of all things; the monad
- 2 The dyad; all matter
- 3 ideal; it has beginning, middle, end
- 4 seasons and elements
- 5 Marriage
- 6 Luck
- 7 planets; strings on a lyre
- 10 the perfect number

# Pythagorean Influence

- ▶ Was the first to call himself “philosopher”
- ▶ Ideas on mathematical perfection influenced Greek art
- ▶ Teachings were revived in first century BC (so-called “neopythagoreanism”) and again in Middle Ages, influencing mathematicians in 1600s
- ▶ Transmigration of souls in Christianity
- ▶ Fictional portrayal in Ovid’s *Metamorphoses* in which Pythagoras urged a strict vegetarian diet inspired the modern vegetarian movement – before “vegetarian” was used in 1840s, vegetarians were called “pythagoreans”

# Neopythagorean Temple



Oldest known Pythagorean temple: first century BC, 40 feet below street level in outer Rome

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Statue on Isle of Samos, erected in 1988

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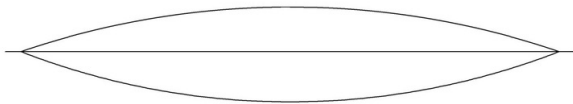
# Harmonics

- ▶ Harmonics of notes between plucked strings occur when the lengths of strings are in whole number ratios
- ▶ The most harmonious interval between notes is the *octave*

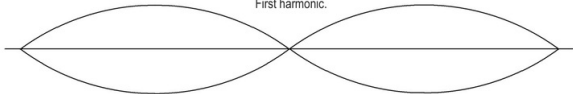
# Harmonics

## Harmonics of a Vibrating String

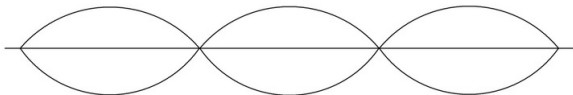
A string, fixed at two ends, vibrates in its "normal modes", referred to in music as harmonics.



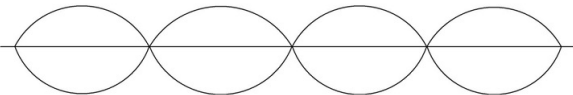
First harmonic.



Second harmonic: vibrates with twice the frequency of the first. The 2:1 ratio creates the octave.



Third harmonic: vibrates with three times the frequency of the first. The 3:2 ratio creates the perfect fifth.



Fourth harmonic: vibrates with four times the frequency of the first. The 4:3 ratio creates the perfect fourth.

# Harmonics

- ▶ When the fifth (3 : 2 ratio) and the fourth (4 : 3 ratio) are combined (added), they create the octave, since

$$\frac{3}{2} \times \frac{4}{3} = 2.$$

- ▶ These are natural steps smaller than the octave. What about the other steps of the 8-note scale?
- ▶ Add fifths! (As the Pythagoreans thought.)

# Harmonics

- ▶ Two fifths:  $\frac{3}{2} \times \frac{3}{2} = \frac{9}{4}$ . More than 2 octaves, so the pitch is raised by more than an octave
- ▶ Size of step over 1 octave is  $\frac{9}{4} \div 2 = \frac{9}{8}$ .  
Called a *second*.
- ▶ “Add” fifths by multiplying  $3/2$  to itself, “subtract” octaves by dividing by 2, until the “difference” is less than an octave.
- ▶ 12 fifths is very close to 7 octaves:

$$\left(\frac{3}{2}\right)^{12} \div 2^7 = \frac{3^{12}}{2^{19}} = \frac{531441}{524288} \approx 1.0136$$

- ▶ This interval (1.0136) is called the *Pythagorean comma*, about  $1/4$  of the smallest step in the scale.

# Harmonics

- ▶ Pythagoreans never found what number of factors of  $3/2$  (fifths) exactly equals a number of factors of 2 (octaves).
- ▶ Modern adjustment: Build the octave from 12 equal parts (called a *semitone*).
- ▶ So 12 multiplications are needed to make an octave: each semitone is  $2^{1/12}$ . Then  $(2^{1/12})^7 \approx 1.49831$  is almost a perfect fifth
- ▶ One fret to the next on a guitar changes the length of the vibrating string by  $2^{1/12}$



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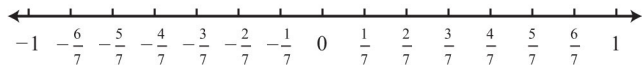
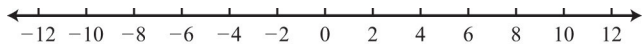
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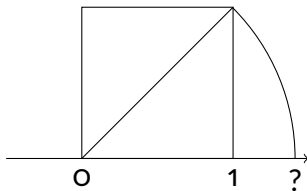
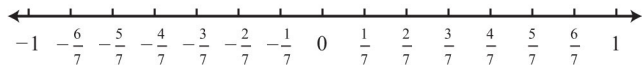
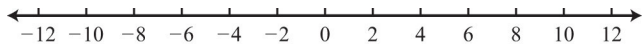
# Commensurable Numbers

Any measure can be expressed as the ratio of two numbers; or, For any two measures, they may be expressed as integer multiples of a third segment.



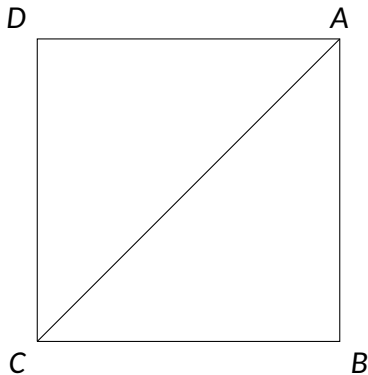
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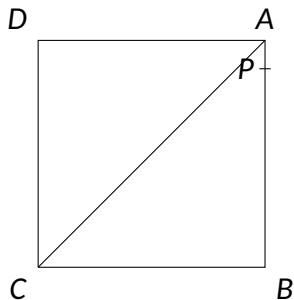


# A Pythagorean Problem

Determine the ratio of the side of a square to its diagonal.

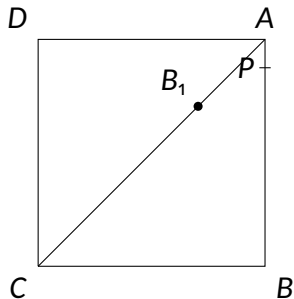


# A Pythagorean Problem



Suppose there is a segment  $AP$  that measures the side and the diagonal.

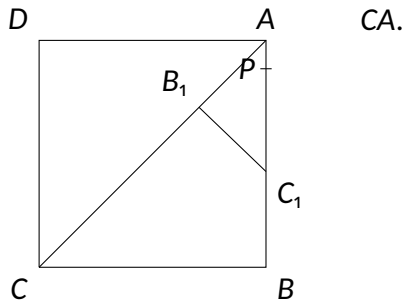
# A Pythagorean Problem



Suppose there is a segment  $AP$  that measures the side and the diagonal.

On  $AC$ , mark off  $CB_1 = AB$ .

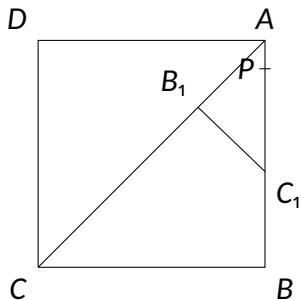
# A Pythagorean Problem



Suppose there is a segment  $AP$  that measures the side and the diagonal.

On  $AC$ , mark off  $CB_1 = AB$ .  
Draw  $B_1C_1$  perpendicular to

# A Pythagorean Problem



CA.

Then  $C_1B = C_1B_1 = AB_1$ .

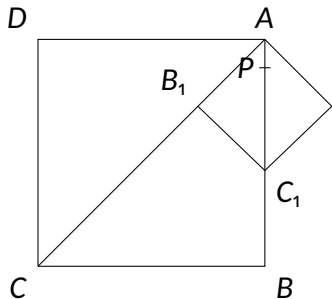
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CA.

Then  $C_1B = C_1B_1 = AB_1$ .

Hence  $AC_1 = AB - AB_1$ , and

$AC_1$  and  $AB_1$  are

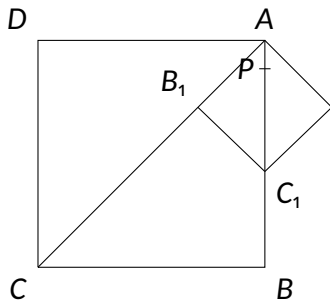
commensurable with  $AP$ .

Suppose there is a segment  $AP$  that measures the side and the diagonal.

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$AC_1$  and  $AB_1$  are

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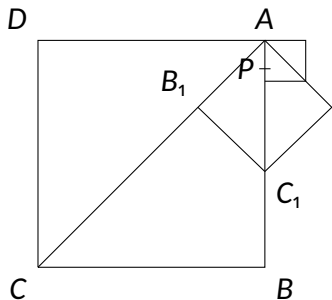
But  $AC_1$  and  $AB_1$  are a  
diagonal and side less than  
half the original.

Suppose there is a segment  $AP$  that measures the side and the diagonal.

On  $AC$ , mark off  $CB_1 = AB$ .

Draw  $B_1C_1$  perpendicular to

# A Pythagorean Problem



Suppose there is a segment  $AP$  that measures the side and the diagonal.

On  $AC$ , mark off  $CB_1 = AB$ . Draw  $B_1C_1$  perpendicular to

$CA$ .

Then  $C_1B = C_1B_1 = AB_1$ .  
Hence  $AC_1 = AB - AB_1$ , and  $AC_1$  and  $AB_1$  are commensurable with  $AP$ .  
But  $AC_1$  and  $AB_1$  are a diagonal and side less than half the original.

Now repeat the process. Eventually we get a side and diagonal commensurable with  $AP$  but that is less than  $AP$ .

# An Incommensurable

Result: A side and diagonal of a square are **incommensurable**.

Modern Result:  $\sqrt{2}$  is irrational.

# An Incommensurable

Result: A side and diagonal of a square are **incommensurable**.

Modern Result:  $\sqrt{2}$  is irrational.

So that's why they couldn't fit an integer number of fifths in an integer number of octaves:  $2^{1/12}$  is irrational!

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**Homework**

# Homework

- ▶ Last-Minute Problems, #2 – due February 8
- ▶ More on the Pythagorean Theorem;  
*Math Through the Ages*, Sketch 12

Next: Inconvenient Incorrigible Incomparable  
Incommensurables