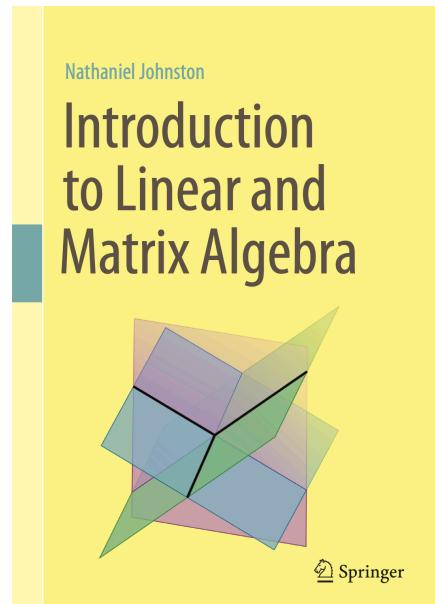


Math 416: Abstract Linear Algebra

Date: Sept. 3, 2025

Lecture: 4



Announcements

- HW 1 is now live. Due 9/5
 - Updated office hours:
 - Tuesdays 5 - 5:50 Davenport 212
 - Wednesdays 2-2:50 Davenport 132
- today after class!

Last time

- Trichotomy of linear systems
- Row echelon form
- motivated Gaussian elimination

This time

- Clarification: Trichotomy for linear systems
- Gaussian elimination example
- reduced row echelon form (RREF)
- - - - - - - - - -
- Start Complex #'s
 - ↳ § LA of Axier
 - ↳ § "Imaginary #'s are Real"
series on YouTube

Trichotomy of linear systems (our first proof)

Theorem. (trichotomy of linear systems)

Every system of linear equations has either zero, one, or infinitely many solutions.

Proof. We will prove this by contradiction.

Logically, we either have

- 0 soln, 1 soln, infinitely many soln.

OR

- m soln., where $m \in \mathbb{N}$ s.t. $1 \leq m < \infty$

Assume for the sake of contradiction that \exists finitely many soln. $\vec{x}_1, \vec{x}_2, \dots, \vec{x}_m$. Without loss of generality (w.l.o.g), consider \vec{x}_1 & \vec{x}_2 . Let $\vec{x}' := c\vec{x}_1 + (1-c)\vec{x}_2$, $c \in \mathbb{R}$

$$\begin{aligned} A\vec{x}' &= A(c\vec{x}_1 + (1-c)\vec{x}_2) = cA\vec{x}_1 + (1-c)A\vec{x}_2 \\ &= c\vec{b} + (1-c)\vec{b} \\ &= \vec{b} \end{aligned}$$

↳ "therefore"

$\therefore \exists$ infinitely many soln. a contradiction! We conclude that there can only be 0, 1, or ∞ soln.

□

Augmented Matrix

This was a lot of tedious writing.

To ease this process, we often use an augmented matrix

$$A\vec{x} = \vec{b} \rightarrow [A | b]$$

$$x + 3y - 2z = 5$$

$$x + 5y - 8z = 9$$

$$2x + 4y + 5z = 12$$

$$\left[\begin{array}{ccc|c} 1 & 3 & -2 & 5 \\ 1 & 5 & -8 & 9 \\ 2 & 4 & 5 & 12 \end{array} \right]$$

Elementary row operations

You will prove (HW 1, ex 2) that the following operations are allowed

1. multiplication.

$$R_i \rightarrow cR_i \quad \forall c \in \mathbb{R}$$

2. permutation.

$$i \leftrightarrow j$$

3. addition

$$R_i + R_j \rightarrow R_i$$

Gaussian Elimination

- Algorithizes the above process

$$\left[\begin{array}{ccc|c} 1 & 3 & -2 & 5 \\ 1 & 5 & -8 & 9 \\ 2 & 4 & 5 & 12 \end{array} \right] \xrightarrow{\text{Gaussian elim.}} \left[\begin{array}{ccc|c} 1 & 3 & -2 & 5 \\ 0 & 2 & -6 & 4 \\ 0 & 0 & 3 & 6 \end{array} \right]$$

↳ aug. always terminates

↳ n eqs. \leq n unknowns

requires $\mathcal{O}(n^3)$ operations

(see additional resources for proof)

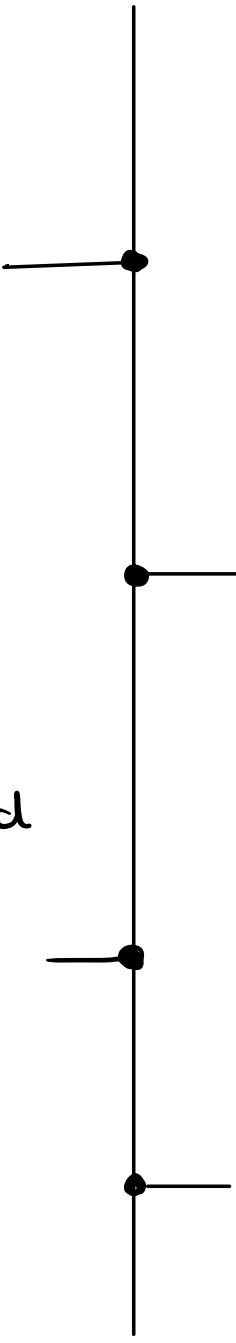
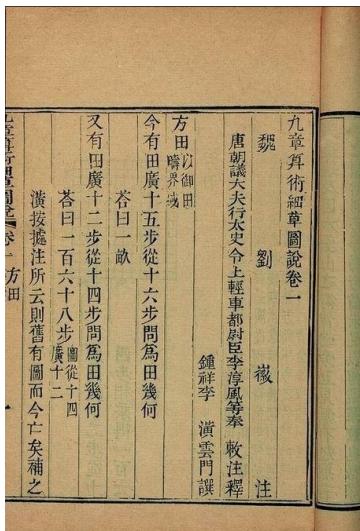
↳ we will practice in Hw 1, ex 3

↳ See §2.1.3 of Johnston's
textbook for details

History of Gaussian Elimination

~ 200 BCE

9 chapters on mathematical art (Chinese Scholars)



1670 Newton
rediscovered method



1810
Gauss devises
clean notation
for this method



19th century: Harvard
"computers" adopt
notation of Gauss



See "How Ordinary Elimination became
Gaussian Elimination" by Grcar (on canvas)

Gaussian Elimination

We will do the tricky case together and I refer you to § 2.1.3 of Johnston for the other cases.

$$\text{Ex. } x + y + z = 2$$

$$2x + 2y + 2z = 4$$

$$x - y + z = 0$$

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 2 & 2 & 2 & 4 \\ 1 & -1 & 1 & 0 \end{array} \right]$$

Step 1. Position a leading entry
need nonzero entry in top left

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 2 & 2 & 2 & 4 \\ 1 & -1 & 1 & 0 \end{array} \right]$$

↑

Step 2. Zero out leading entry's column

$$R_2 \rightarrow R_2 - 2R_1 \quad \left. \right\}$$

$$R_3 \rightarrow R_3 - R_1 \quad \left. \right\}$$

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 4 & 0 & 4 \\ 0 & -2 & 0 & -2 \end{array} \right]$$

Step 3. Repeat until we cannot.

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 4 & 0 & 4 \\ 0 & -2 & 0 & -2 \end{array} \right] \xrightarrow{R_2 \rightarrow R_2 + 2R_3} \left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 0 & 0 & 0 \\ 0 & -2 & 0 & -2 \end{array} \right]$$

Reduced echelon
form!

$R_2 \leftrightarrow R_3$

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & -2 & 0 & -2 \\ 0 & 0 & 0 & 0 \end{array} \right]$$

is this unique?

No, in the last step, we could have

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 4 & 0 & 4 \\ 0 & -2 & 0 & -2 \end{array} \right] \xrightarrow{R_3 \rightarrow R_3 + \frac{1}{2}R_2} \left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 4 & 0 & 4 \\ 0 & 0 & 0 & 0 \end{array} \right]$$

Reduced echelon!

Reduced row echelon form (RREF)

- Reduce more, from right-to-left
↳ referred to as Gauss-Jordan elim

$$\left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 4 & 0 & 4 \\ 0 & 0 & 0 & 0 \end{array} \right] \xrightarrow{R_2 \rightarrow \frac{1}{4}R_2} \left[\begin{array}{ccc|c} 1 & 1 & 1 & 2 \\ 0 & 1 & 0 & 1 \\ 0 & 0 & 0 & 0 \end{array} \right]$$

(brace under the second matrix)

our solution is thus

RREF is unique!

$$\left. \begin{array}{l} x + y + z = 2 \\ y = 1 \end{array} \right\} \quad \begin{array}{l} x + z = 1 \\ y = 1 \end{array}$$

free variable

leading variables $\rightarrow x = 1 - z$

$y = 1$

$$\left[\begin{array}{c} x \\ y \\ z \end{array} \right] = \left[\begin{array}{c} 1-z \\ 1 \\ z \end{array} \right] = \left[\begin{array}{c} 1 \\ 1 \\ 0 \end{array} \right] + z \left[\begin{array}{c} -1 \\ 0 \\ 1 \end{array} \right]$$

Recap

PG. 91 of
Johnston

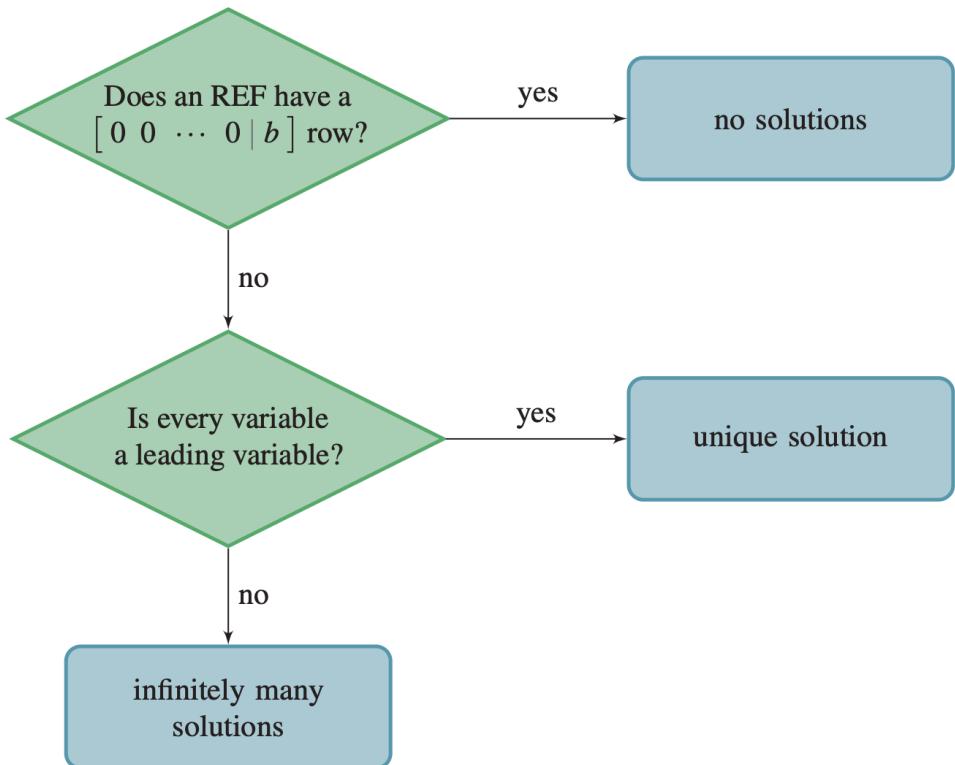


Figure 2.6: A flowchart that describes how to use a row echelon form of an augmented matrix to determine how many solutions the associated linear system has.

- Gaussian elim \longrightarrow Row echelon form (not unique)
- Gauss-Jordan elim \longrightarrow Reduced row echelon form (unique!)

We will now begin our formal treatment of LA.

Complex #s

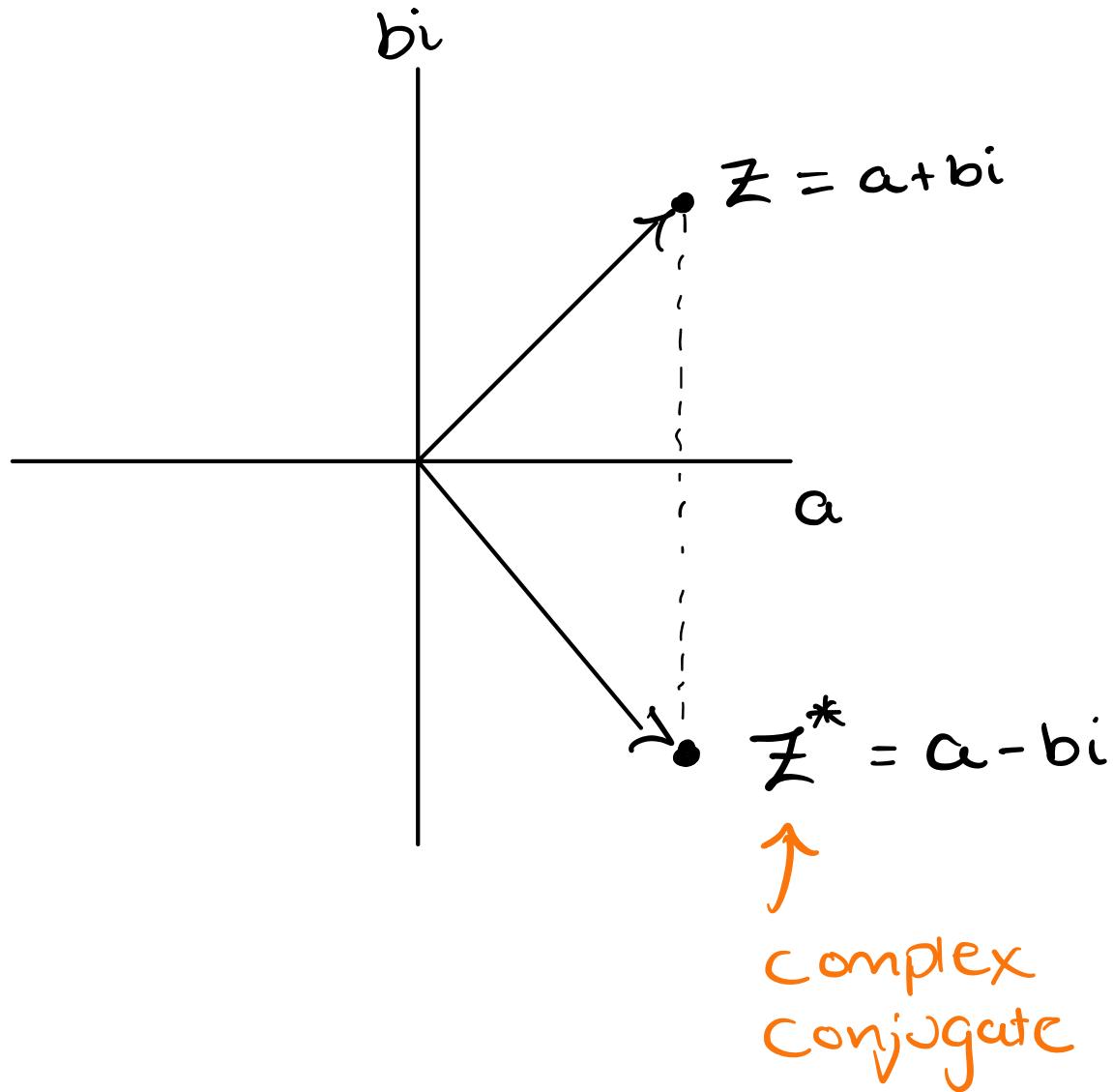
Def. (complex #s)

$\text{Re}[z]$ $\text{Im}[z]$



- $z = a + bi$, $a, b \in \mathbb{R}$
- Set of all such #s is denoted $\mathbb{C} = \{a+bi : a, b \in \mathbb{R}\}$
- addition:
$$(a+bi) + (c+di) = (a+c) + (b+d)i$$
- multiplication:
$$(a+bi)(c+di) = (ac - bd) + (ad + bc)i$$

Complex Plane



Challenge

Express $\operatorname{Re}[z] \in \operatorname{Im}[z]$

in terms of $z \in \bar{z}^*$.

$$\operatorname{Re}[z] = \frac{z + \bar{z}^*}{2}, \quad \operatorname{Im}[z] = \frac{z - \bar{z}^*}{2i}$$