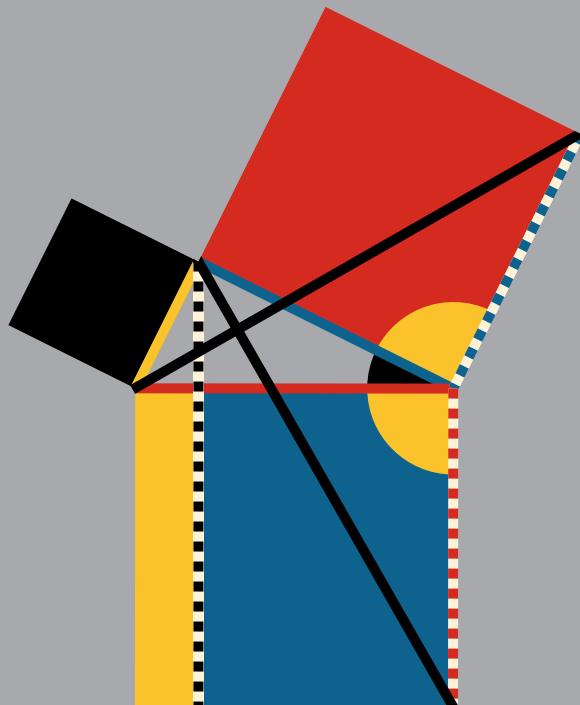


# BYRNE'S EUCLID

The First Six Books of the *Elements* of Euclid



Newell Jensen

2023

Byrne's  
**Euclid**

Newell Jensen  
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Dedicated to the COLOURFUL memory of my  
father, WILLIAM HENRY JENSEN.

# Preface

*Let no one destitute of geometry enter my doors.*

— Plato

*Sire, there is no royal road to geometry.*

— Euclid

*The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas like the colours or the words, must fit together in a harmonious way.*

*Beauty is the first test: there is no permanent place in the world for ugly mathematics.*

— G. H. Hardy

Legend has it that the words, "*Let no one destitute of geometry enter my doors*" were inscribed in the doorway entering Plato's Academy in Athens. Euclid, a renowned ancient Greek mathematician of Alexandria and contemporary of Plato, is widely regarded as the '*Father of geometry*' for his contributions to the field as well as his monumental treatise of 13 books, the *Elements*. A mathematical and logical masterpiece, the *Elements* is a collection of definitions, postulates, propositions (consisting of theorems, problems and constructions), as well as the logical proofs of these propositions. The *Elements* has been referred to as the most successful and influential textbook ever written.

According to the ancient Greek historian Proclus, when the King of Egypt asked Euclid if there was an easier way to learn geometry, Euclid famously replied: "*There is no royal road to geometry.*" A well-known quote, often used to emphasize the importance of hard work, discipline, and persistence in the pursuit of knowledge and understanding, it suggests that there are no shortcuts to true understanding, and that the only way to master a subject is through diligent study and practice.

Enter Oliver Byrne. An Irish-born civil engineer and surveyor, Byrne (1810-1880) is best known for his illustrated edition of the first six books of Euclid's *Elements*, published in 1847 under the title *Byrne's Euclid*. Byrne's edition is noted for its distinctive use of colour-coded diagrams and symbols, intended to make the complex concepts of Euclidean geometry more accessible and understandable to a wider audience. Each of the book's geometric figures is rendered in bold primary colors, with different colors being used to distinguish between various parts of the figure and to indicate different types of lines and angles. Byrne's edition of the *Elements* was a commercial success and went through several editions in the years following its initial publication. While the book's approach to illustrating geometry was unconventional for its time, it has since become a popular and influential work in the field of graphic design, as well as a fascinating example of the intersection between mathematics, art, and visual communication.

Overall, *Byrne's Euclid* represents a unique and innovative approach to the study of geometry – one that combines technical precision with a bold and imaginative visual style. Inspiring generations of students and scholars to approach the study of mathematics with a sense of creativity and wonder, it remains an important and enduring work in the history of mathematical literature. The book's use of colorful diagrams and illustrations, along with concise and straightforward explanations, can make it easier for students to understand abstract concepts and develop a deeper appreciation for the beauty and elegance of mathematics. Additionally, studying *Byrne's Euclid* can help students develop problem-

solving skills and logical reasoning, which are valuable not just in mathematics but in many areas of life.

My first experience with *Byrne's Euclid* occurred while I was working through Euclid's *Elements* and searching on the Internet for more information about a particular proposition, when I came across Nicholas Rougeux's exquisite reproduction of Oliver Byrne's celebrated work — <https://c82.net/euclid>. Awed by the stunning beauty of the *Elements* and its logical precision, as well as Byrne's masterful and imaginative approach, I was filled with inspiration to create this book. Both G. H. Hardy's quote and *Byrne's Euclid*, underscore the creative and aesthetic dimensions of mathematics. Hardy's quote highlights how mathematicians, like painters or poets, create enduring patterns with ideas, while *Byrne's Euclid*, visually showcases the beauty of mathematical concepts through intricate illustrations. Together, they remind us that mathematics is not solely a logical pursuit, but also a richly imaginative and expressive one. It is my hope that this rendition of *Byrne's Euclid* continues in this spirit.

While Byrne's original work featured the elegant *Caslon* typeface, I have chosen to use the open source *EB Garamond* typeface for my edition. While the two typefaces share many similarities in ligatures and glyphs, those who aren't typography experts may not even notice the difference. For example, both *Caslon* and *EB Garamond* are serif typefaces, which means they have small decorative lines at the ends of each letter stroke. Classic and elegant, both have had a long history in printing and publishing.

In terms of their specific design features, these typefaces have similar letter shapes and proportions. For example, they both have a lowercase "a" with a curved tail, and a lowercase "g" with a descending loop. They also both have a tall and narrow uppercase "H", and a diagonal crossbar on the uppercase "A". Finally, both typefaces feature ligatures (two or more letters that are joined together into a single glyph), such as "fi" and "fl", which have a similar design and placement in the two typefaces.

First time readers of *Byrne's Euclid* should be made aware that the long s (ſ) is used throughout the book. The long s (ſ) is a letterform of the Latin alphabet that was commonly used in Europe from the Middle Ages until the 19<sup>th</sup> century. It looks like a lowercase "s", but with a longer, more elongated shape, resembling an "f" without its crossbar. In printed materials from the time, the long s was used in place of a normal "s" at the beginning or in the middle of a word, but not at the end of a word or after certain letters like "m", "n", or "u."

A stylistic convention, the use of the long s was thought to make text easier to read and more aesthetically pleasing, as it allowed letters to be more closely spaced and made words look more uniform in appearance. However, as printing technology evolved and more uniform letter spacing became possible, the long s fell out of use and was gradually replaced by the modern short "s" in the 19<sup>th</sup> century. Despite its decline in usage, the long s can still be found in some historic texts and remains a fascinating example of the evolution of written language over time. Here is an illustration of the long s,

ſorts = sorts ≠ ſorts  
caſe = case ≠ cafe

I wish to express my gratitude and appreciation to the creators and contributors of L<sup>A</sup>T<sub>E</sub>X, whose powerful and versatile document preparation system has been instrumental in typesetting this book. I am also deeply grateful to Nicholas Rougeux for his generous permission to utilize the Scalable Vector Graphics figures from his website. Additionally, I would like to express my gratitude to all the logicians and mathematicians whose shoulders we all stand on. And finally, to you, the reader. It's my sincere hope and desire that you enjoy this book and the logical truths found herein. I encourage you to study and practice the propositions so that you may walk your own road to geometry.

*Reason is immortal, all else is mortal.*

— Pythagoras

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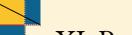
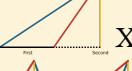
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## INTRODUCTION.



THE arts and sciences have become so extensive, that to facilitate their acquirement is of as much importance as to extend their boundaries. Illustration, if it does not shorten the time of study, will at least make it more agreeable. THIS WORK has a greater aim than mere illustration; we do not introduce colours for the purpose of entertainment, or to amuse *by certain combinations of tint and form*, but to assist the mind in its researches after truth, to increase the facilities of instruction, and to diffuse permanent knowledge. If we wanted authorities to prove the importance and usefulness of geometry, we might quote every philosopher since the days of Plato. Among the Greeks, in ancient, as in the school of Pestalozzi and others in recent times, geometry was adopted as the best gymnastic of the mind. In fact, Euclid's Elements have become, by common consent, the basis of mathematical science all over the civilized globe. But this will not appear extraordinary, if we consider that this sublime science is not only better calculated than any other to call forth the spirit of inquiry, to elevate the mind, and to strengthen the reasoning faculties, but also it forms the best introduction to most of the useful and important vocations of human life. Arithmetic, land-surveying, mensuration, engineering, navigation, mechanics, hydrostatics, pneumatics, optics, physical astronomy, &c. are all dependent on the propositions of geometry.

Much however depends on the first communication of any science to a learner, though the best and most easy methods are seldom adopted. Propositions are placed before a student, who though having a sufficient understanding, is told just as much about them on entering at the very threshold of the science, as gives him a prepossession most unfavourable to his future study of this delightful subject; or “the formalities and paraphernalia of rigour are so ostentatiously put forward, as almost to hide the reality. Endless and perplexing repetitions, which do not confer greater exactitude on the reasoning, render the demonstrations in-

volved and obscure, and conceal from the view of the student the consecution of evidence."

Thus an aversion is created in the mind of the pupil, and a subject so calculated to improve the reasoning powers, and give the habit of close thinking, is degraded by a dry and rigid course of instruction into an uninteresting exercise of the memory. To raise the curiosity, and to awaken the listless and dormant powers of younger minds should be the aim of every teacher; but where examples of excellence are wanting, the attempts to attain it are but few, while eminence excites attention and produces imitation. The object of this Work is to introduce a method of teaching geometry, which has been much approved of by many scientific men in this country, as well as in France and America. The plan here adopted forcibly appeals to the eye, the most sensitive and the most comprehensive of our external organs, and its pre-eminence to imprint it subject on the mind is supported by the incontrovertible maxim expressed in the well known words of Horace:—

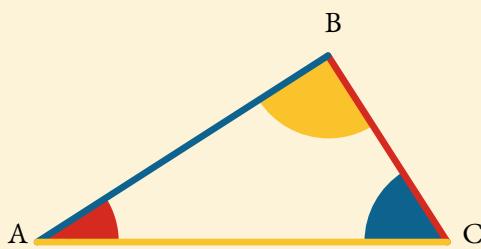
*Segnus irritant animos demissa per aurem  
Quam quae sunt oculis subjecta fidelibus.*

A feebler impress through the ear is made,  
Than what is by the faithful eye conveyed.

All language consists of representative signs, and those signs are the best which effect their purposes with the greatest precision and dispatch. Such for all common purposes are the audible signs called words, which are still considered as audible, whether addressed immediately to the ear, or through the medium of letters to the eye. Geometrical diagrams are not signs, but the materials of geometrical science, the object of which is to show the relative quantities of their parts by a process of reasoning called Demonstration. This reasoning has been generally carried on by words, letters, and black or uncoloured diagrams but as the use of coloured symbols, signs, and diagrams in the linear arts and sciences, renders the process of reasoning more precise, and the attainment more expedit-

tious, they have been in this instance accordingly adopted.

Such is the expedition of this enticing mode of communicating knowledge, that the Elements of Euclid can be acquired in less than one third the time usually employed, and the retention by the memory is much more permanent; these facts have been ascertained by numerous experiments made by the inventor, and several others who have adopted his plans. The particulars of which are few and obvious; the letters annexed to points, lines, or other parts of a diagram are in fact but arbitrary names, and represent them in the demonstration; instead of these, the parts being differently coloured, are made to name themselves, for their forms in corresponding colours represent them in the demonstration. In order to give a better idea of this system, and of the advantages gained by its adoption, let us take a right angled triangle, and express some of its properties both by colours and the method generally employed.



*Some of the properties of the right angled triangle ABC, expressed by the method generally employed.*

$$1. \quad \text{red angle} + \text{yellow angle} + \text{blue angle} = 2 \text{ yellow angles} = \text{half circle}.$$

That is, the red angle added to the yellow angle added to the blue angle, equal twice the yellow angle, equal two right angles.

$$2. \quad \text{red angle} + \text{blue angle} = \text{yellow angle}.$$

Or in words, the red angle added to the blue angle, equal the yellow angle.



The yellow angle is greater than either the red or blue angle.



Either the red or blue angle is less than the yellow angle.



In other terms, the yellow angle made less by the blue angle equal the red angle.

6.

That is, the square of the yellow line is equal to the sum of the squares of the blue and red lines.

In oral demonstrations we gain with colours this important advantage, the eye and the ear can be addressed at the same moment, so that for teaching geometry, and other linear arts and sciences, in classes, the system is the best ever proposed, this is apparent from the examples just given.

Whence it is evident that a reference from the text to the diagram is more rapid and sure, by giving the forms and colours of the parts, or by naming the parts and their colours, than naming the parts and letters on the diagram. Besides the superior simplicity, this system is likewise conspicuous for concentration, and wholly excludes the injurious through prevalent practice of allowing the student to commit the demonstration to memory; until reason, and fact, and proof only make impressions on the understanding.

Again, when lecturing on the principles or properties of figures, if we mention the colour of the part or parts referred to, as in saying, the red angle, the blue line, or lines, &c. the part or parts thus named will be immediately seen by all in the class at the same instant; not so if we say the angle ABC, the triangle PFQ,

the figure EGKt, and so on; for the letters must be traced one by one before the students arrange in their minds the particular magnitude referred to, which often occasions confusion and error, as well as loss of time. Also if the parts which are given as equal, have the same colours in any diagram, the mind will not wander from the object before it; that is, such an arrangement presents an ocular demonstration of the parts to be proved equal, and the learner retains the data throughout the whole of the reasoning. But whatever may be the advantages of the present plan, if it be not substituted for, it can always be made a powerful auxiliary to the other methods, for the purpose of introduction, or of a more speedy reminiscence, or of more permanent retention by the memory.

The experience of all who have formed systems to impress facts on the understanding, agree in proving that coloured representations, as pictures, cuts, diagrams, &c. are more easily fixed in the mind than mere sentences unmarked by any peculiarity. Curious as it may appear, poets seem to be aware of this fact more than mathematicians; many modern poets allude to this visible system of communicating knowledge, one of them has thus expressed himself:

Sounds which address the ear are lost and die  
In one short hour, but those which strike the eye,  
Live long upon the mind, the faithful sight  
Engraves the knowledge with a beam of light.

This perhaps may be reckoned the only improvement which plane geometry has received since the days of Euclid, and if there were any geometers of note before that time, Euclid's success has quite eclipsed their memory, and even occasioned all good things of that kind to be assigned to him; like Æsop among the writers of Fables. It may also be worthy of remark, as tangible diagrams afford the only medium through which geometry and other linear arts and sciences can be taught to the blind, this visible system is no less adapted to the exigencies of the deaf and dumb.

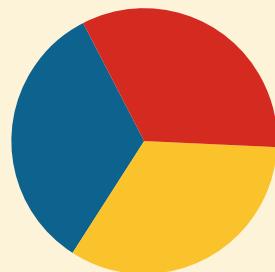
Care must be taken to show that colour has nothing to do with the lines, angles, or magnitudes, except merely to name them. A mathematical line, which is length without breadth, cannot possess colour, yet the junction of the two colours on the same plane gives a good idea of what is meant by a mathematical line; recollect we are speaking familiarly, such a junction is to be understood and not the colour, when we say the black line, the red line or lines, &c.

Colours and coloured diagrams may at first appear a clumsy method to convey proper notations of the properties and parts of mathematical figures and magnitudes, however they will be found to afford a means more refined and extensive than any that has been hitherto proposed.

We shall here define a point, a line, and a surface, and demonstrate a proposition in order to show the truth of this assertion.

A point is that which has position, but not magnitude; or a point is position only, abstracted from the consideration of length, breadth, and thickness. Perhaps the following description is better calculated to explain the nature of a mathematical point to those who have not acquired the idea, than the above specious definition.

Let three colours meet and cover a portion of the paper, where they meet is not blue, nor is it yellow, nor is it red, as it occupies no portion of the plane, for if it did, it would belong to the blue, the red, or the yellow part; yet it exists, and has position without magnitude, so that with a little reflection, this junction of three colours on a plane gives a good idea of a mathematical point.

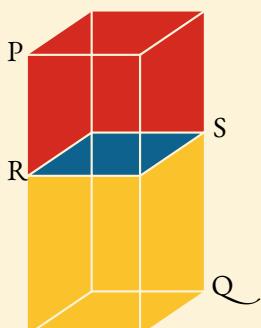


A line is length without breadth. With the assistance of colours, nearly in the same manner as before, an idea of a line may be thus given:—



Let two colours meet and cover a portion of the paper; where they meet is not red, nor is it blue; therefore the junction occupies no portion of the plane, and therefore it cannot have breadth but only length: from which we can readily form an idea of what is meant by a

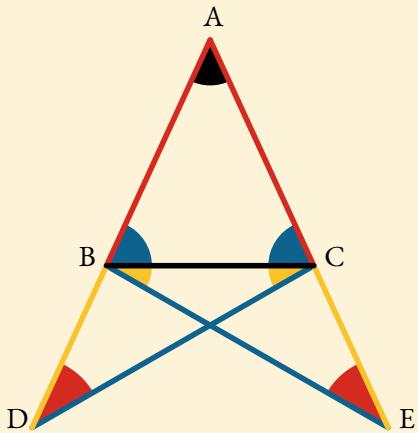
mathematical line. For the purpose of illustration, one colour differing from the colour of the paper, or plane upon which it is drawn, would have been sufficient; hence in future, if we say the red line, the blue line, or lines, &c. it is the junctions with the plane upon which they are drawn are to be understood.



Surface is that which has length and breadth without thickness. When we consider a solid body (PQ), we perceive at once that it has three dimensions, namely:—length, breadth, and thickness; suppose one part of this solid (PS) to be red, and the other part (QR) yellow, and that the colours be distinct without commingling, the blue surface (RS) which separates these parts, or which is the same thing, that which divides the solid without

loss of material, must be without thickness, and only possesses length and breadth; this plainly appears from reasoning, similar to that just employed in defining, or rather describing a point and a line.

The proposition which we have selected to elucidate the manner in which the principles are applied is the fifth of the first Book. In an isosceles triangle ABC, the internal angles at the base ABC, ACB are equal, and when the sides AB, AC are produced, the external angles at the base BCE, CBD are also equal.



Produce —— and —— .

Make —— = —— .

Draw —— = —— [I. 3]



we have —— = ——

— = — and common:

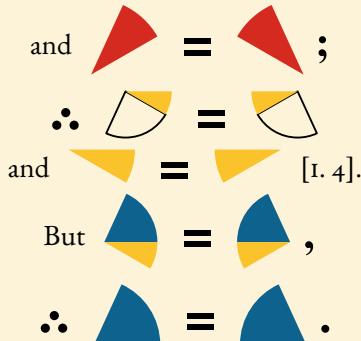
$\therefore$  — = —,

and

Again in

— = —,

— = —,



Q.E.D.

*By annexing Letters to the Diagram.*

LET the equal sides AB and AC be produced through the extremities BC, of the third side, and in the produced part BD of either, let any point D be assumed, and from the other let AE be cut off equal to AD [i. 3]. Let the points E and D, so taken in the produced sides, be connected by straight lines DC and BE with the alternate extremities of the third side of the triangle. In the triangles DAC and EAB the sides DA and AC are respectively equal to EA and AB, and the included angle A is common to both triangles. Hence [i. 4] the line DC is equal to BE, the angle ADC to the angle AEB, and the angle ACD to the angle ABE; if from the equal lines AD and AE the equal sides AB and AC be taken, the remainders BD and CE will be equal. Hence in the triangles BDC and CEB, the sides BD and DC are respectively equal to CE and EB, and the angles D and E included by those sides are also equal. Hence [i. 4] the angles DBC and ECB, which are those included by the third side BC and the productions of the equal sides AB and AC are equal. Also the angles DCB and EBC are equal if those equals be taken from the angles DCA and EBA before proved equal, the remainders, which are the angles ABC and ACB opposite to the equal sides, will be equal.

*Therefore in an isosceles triangle, &c.*

Q.E.D.

Our object in this place being to introduce the system rather than to teach any particular set of propositions, we have therefore selected the foregoing out of the regular course. For schools and other public places of instruction, dyed chalks will answer to describe diagrams, &c. for private use coloured pencils will be found very convenient.

We are happy to find that the Elements of Mathematics now forms a considerable part of every sound female education, therefore we call the attention of those interested or engaged in the education of ladies to this very attractive mode of communicating knowledge, and to the succeeding work for its future development.

We shall for the present conclude by observing, as the senses of sight and hearing can be so forcibly and instantaneously addressed alike with one thousand as with one, *the million* might be taught geometry and other branches of mathematics with great ease, this would advance the purpose of education more than any thing that *might* be named, for it would teach the people how to think, and not what to think; it is in this particular the great error of education originates.

# THE ELEMENTS OF EUCLID

## BOOK I.

### DEFINITIONS.

I.

A *point* is that which has no part.

II.

A *line* is length without breadth.

III.

The extremities of a line are points.

IV.

A straight or right line is that which lies evenly between its extremities.

V.

A surface is that which has length and breadth only.

VI.

The extremities of a surface are lines.

## VII.

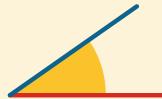
A plane surface is that which lies evenly between its extremities.

## VIII.

A plane angle is the inclination of two lines to one another, in a plane, which meet together, but are not in the same direction.

## IX.

A plane rectilineal angle is the inclination of two straight lines to one another, which meet together, but are not in the same straight line.



## X.

When one straight line standing on another straight line makes the adjacent angles equal, each of these angles is called a *right angle*, and each of these lines is said to be *perpendicular* to the other.



## XI.

An obtuse angle is an angle greater than a right angle.



XII.



An acute angle is less than a right angle.

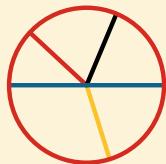
XIII.

A term or boundary is the extremity of any thing.

XIV.

A figure is a surface enclosed on all sides by a line or lines.

XV.



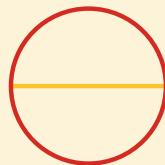
A circle is a plane figure, bounded by one continued line, called its circumference or periphery; and having a certain point within it, from which all straight lines drawn to its circumference are equal.

XVI.

This point (from which the equal lines are drawn) is called the centre of the circle.

XVII.

A diameter of a circle is a straight line drawn through the centre, terminated both ways in the circumference.



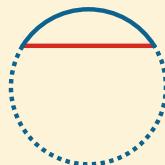
XVIII.

A semicircle is the figure contained by the diameter, and the part of the circle cut off by the diameter.



XIX.

A segment of a circle is a figure contained by a straight line, and the part of the circumference which it cuts off.



XX.

A figure contained by straight lines only, is called a rectilinear figure.

XXI.

A triangle is a rectilinear figure included by three sides.

XXII.



A quadrilateral figure is one which is bounded by four fides. The straight lines —— and —— connecting the vertices of the opposite angles of a quadrilateral figure, are called its diagonal.

XXIII.

A polygon is a rectilinear figure bounded by more than four fides.

XXIV.



A triangle whose three fides are equal, is said to be equilateral.

XXV.



A triangle which has only two fides equal is called an ifosceles triangle.

XXVI.

A scalene triangle is one which has no two fides equal.

XXVII.

A right angled triangle is that which has a right angle.



XXVIII.

An obtuse angled triangle is that which has an obtuse angle.



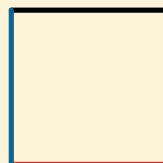
XXIX.

An acute angled triangle is that which has three acute angles.



XXX.

Of four-sided figures, a square is that which has all its sides equal, and all its angles right angles.



XXXI.

A rhombus is that which has all its sides equal, but its angles are not right angles.

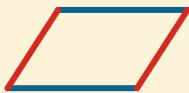


XXXII.



An oblong is that which has all its angles right angles, but has not all its sides equal.

XXXIII.



A rhomboid is that which has its opposite sides equal to one another, but all its sides are not equal, nor its angles right angles.

XXXIV.

All other quadrilateral figures are called trapeziums.

XXXV.



Parallel straight lines are such as are in the same plane, and which being produced continually in both directions, would never meet.

## POSTULATES.

I.

Let it be granted that a straight line may be drawn from any one point to any other point.

II.

Let it be granted that a finite straight line may be produced to any length in a straight line.

III.

Let it be granted that a circle may be described with any centre at any distance from that centre.

## AXIOMS.

I.

Magnitudes which are equal to the same are equal to each other.

II.

If equals be added to equals the sums will be equal.

III.

If equals be taken away from equals the remainders will be equal.

IV.

If equals be added to unequals the sums will be unequal.

V.

If equals be taken away from unequals the remainders will be unequal.

VI.

The doubles of the same or equal magnitudes are equal.

VII.

The halves of the same or equal magnitudes are equal.

VIII.

Magnitudes which coincide with one another, or exactly fill the same space, are equal.

IX.

The whole is greater than its part.

X.

Two straight lines cannot include a space.

XI.

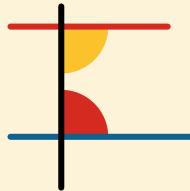
All right angles are equal.

## XII.

If two straight lines (  ) meet a third straight line (  ) so as to make the two interior angles (  and  ) on the same side less than two right angles, these two straight lines will meet if they be produced on that side on which the angles are less than two right angles.

The fifth postulate may be expressed in any of the following ways:

1. Two diverging straight lines cannot be both parallel to the same straight line.
2. If a straight line intersect one of the two parallel straight lines it must also intersect the other.
3. Only one straight line can be drawn through a given point, parallel to a given straight line.

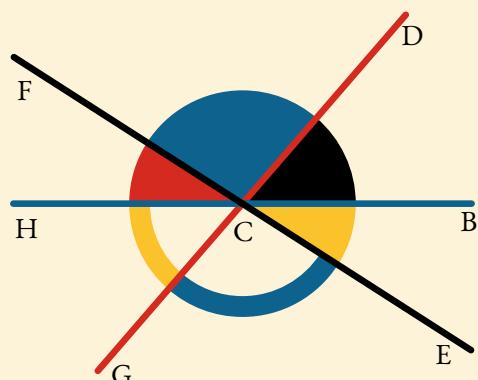
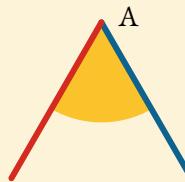


## ELUCIDATIONS.

Geometry has for its principal objects the exposition and explanation of the properties of *figure*, and figure is defined to be the relation which subsists between the boundaries of space. Space or magnitude is of three kinds, *linear*, *superficial*, and *solid*.

Angles might properly be considered as a fourth species of magnitude. Angular magnitude evidently consists of parts, and must therefore be admitted to be a species of quantity. The student must not suppose that the magnitude of an angle is affected by the length of the straight lines which include it, and of whose mutual divergence it is the measure. The *vertex* of an angle is the point where the *sides* or the *legs* of the angle meet, as A.

An angle is often designated by a single letter when its legs are the only lines which meet together at its vertex. Thus the red and blue lines form the yellow angle, which in other systems would be called the angle A. But when more than two lines meet in the same point, it was necessary by former methods, in order to avoid confusion, to employ three letters to designate an angle about that point, the letter which marked the vertex of the angle being always placed in the middle. Thus the black and red lines meeting together at C, form the blue angle, and has been usually denominated the angle FCD or DCF. The lines FC and CD are the legs of the angle; the point C is its vertex. In like manner the black angle would be designated the angle DCB or BCD. The red and blue angles added together,



or the angle HCF added to FCD, make the angle HCD; and so of the other angles. When the legs of an angle are produced or prolonged beyond its vertex, the angles made by them on both sides of the vertex are said to be vertically opposite to each other: Thus the red and yellow angles are said to be *vertically opposite* angles.

*Superposition* is the process by which one magnitude may be conceived to be placed upon another, so as exactly to cover it, or so that every part of each shall exactly coincide.

A line is said to be *produced*, when it is extended, prolonged, or has its length increased, and the increase of length which it receives is called its *produced part*, or its *production*.

The entire length of the line or lines which enclose a figure, is called its *perimeter*. The first six books of Euclid treat of plane figures only. A line drawn from the centre of a circle to its circumference, is called a *radius*. The lines which include a figure are called its *sides*. That side of a right angled triangle, which is opposite to the right angle, is called the *hypotenuse*. An *oblong* is defined in the second book, called a *rectangle*. All the lines which are considered in the first six books of the Elements are supposed to be in the same plane.

The *straight-edge* and *compasses* are the only instruments, the use of which is permitted in Euclid, or plane Geometry. To declare this restriction is the object of the *postulates*.

The *Axioms* of geometry are certain general propositions, the truth of which is taken to be self-evident and incapable of being established by demonstration.

*Propositions* are those results which are obtained in geometry by a process of reasoning. There are two species of propositions in geometry, *problems* and *theorems*.

A *Problem* is a proposition in which something is proposed to be done; as a line to be drawn under some given conditions, a circle to be described, some figure to be constructed, &c.

The *solution* of the problem consists in showing how the thing required may be done by the aid of the rule or straight-edge and compasses.

The *demonstration* consists in proving that the process indicated in the solution really attains the required end.

A *Theorem* is a proposition in which the truth of some principle is asserted. This principle must be deduced from the axioms and definitions, or other truths previously and independently established. To show this is the object of demonstration.

A *Problem* is analogous to a postulate.

A *Theorem* resembles an axiom.

A *Postulate* is a problem, the solution of which is assumed.

An *Axiom* is a theorem, the truth of which is granted without demonstration.

A *Corollary* is an inference deduced immediately from a proposition.

A *Scholium* is a note or observation on a proposition not containing an inference of sufficient importance to entitle it to the name of a *corollary*.

A *Lemma* is a proposition merely introduced for the purpose of establishing some more important proposition.

## SYMBOLS AND ABBREVIATIONS.

- expresses the word *therefore*.
- = ... *equal*. This sign of equality may be read *equal to*, or *is equal to*, or *are equal to*; but any discrepancy in regard to the introduction of the auxiliary verbs *is*, *are*, &c. cannot affect the geometrical rigour.
- ≠ means the same as if the words ‘not equal’ were written.
- signifies *greater than*.
- ... *less than*.
- + is read *plus (more)*, the sign of addition; when interposed between two or more magnitudes, signifies their sum.
- is read *minus (less)*, signifies subtraction; and when placed between two quantities denotes that the latter is to be taken from the former.
- × this sign expresses the product of two or more numbers when placed between them in arithmetic and algebra; but in geometry it is generally used to express a *rectangle*, when placed between “two straight lines which contain one of its right angles.” A *rectangle* may also be represented by placing a point between two of its conterminous sides.

$\therefore :: :$  expresses an analogy or proportion; thus, if A, B, C and D, represent four magnitudes, and A has to B the same ratio that C has to D, the proposition is thus briefly written,

$$\begin{aligned}A : B :: C : D \\A : B = C : D \\ \text{or } \frac{A}{B} = \frac{C}{D}.\end{aligned}$$

This equality or sameness of ratio is read,

as A is to B, so is C to D;  
or A is to B, as C is to D.



signifies *parallel to*.



... *perpendicular to*.



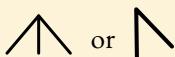
... *angle*.



... *right angle*.



... *two right angles*.



briefly designates a *point*.



$^2$  The square described on a line is concisely written thus.



$^2$  In the same manner twice the square of, is expressed.

def. signifies *definition*.

post. ... *postulate*.

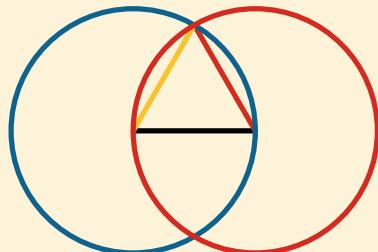
- ax. . . . *axiom.*
- hyp. . . . *hypothesis.* It may be necessary here to remark that the *hypothesis* is the condition assumed or taken for granted. Thus, the hypothesis of the proposition given in the Introduction, is that the triangle is isosceles, or that its legs are equal.
- const. . . . *construction.* The *construction* is the change made in the original figure, by drawing lines, making angles, describing circles, &c. in order to adapt it to the argument of the demonstration or the solution of the problem. The conditions under which these changes are made, are indisputable as those contained in the hypothesis. For instance, if we make an angle equal to a given angle, these two angles are equal by construction.
- Q.E.F. . . . *Quod erat faciendum.*  
... Which was to be done.
- Q.E.D. . . . *Quod erat demonstrandum.*  
... Which was to be demonstrated.

## PROPOSITIONS.

*PROPOSITION I. PROBLEM.*



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



Describe and [postulate 3];

draw and [post. 1], then will be equilateral.

For = [I. def. 15];

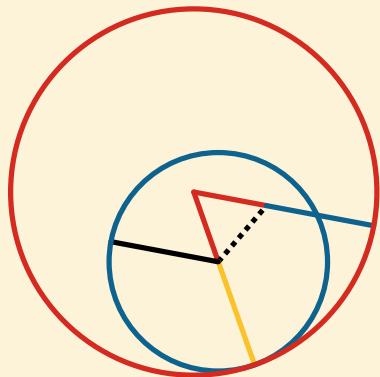
and = [I. def. 15],

∴ = [axiom. 1];

and therefore is the equilateral triangle required.

Q.E.F.

*PROPOSITION II. PROBLEM.*



 *ROM a given point (—), to draw a straight line equal to a given finite straight line (—).*

Draw ..... [post. 1], describe  [I. 1], produce — [post. 2],  
 describe  [post. 3], and  [post. 3]; produce —  
 [post. 2], then — is the line required.

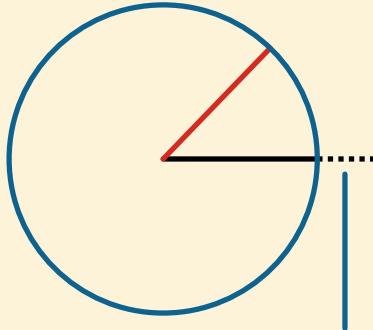
For — = — [I. def. 15], and — = —  
 [const.], ∵ — = — [ax. 3], but [I. def. 15]  
 — = — = — ; ∵ — drawn from the given  
 point (—), is equal the given line — .

Q.E.F.

*PROPOSITION III. PROBLEM.*



ROM the greater (—...—) of two given straight lines, to cut off a part equal to the less (—).



Draw — = — [I. 2]; describe

then — = — .

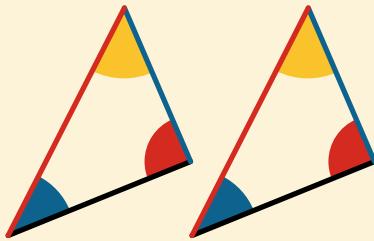
For — = — [I. def. 15],

and — = — [const.];

∴ — = — [ax. 1].

Q.E.F.

PROPOSITION IV. THEOREM.



 If 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 (  =  and  
 =  ): and the triangles are equal in every respect.

Let the two triangles be conceived, to be so placed, that the vertex of one of the equal angles,  or  ; shall fall upon that of the other, and

— to coincide with —, then will — coincide with — if applied: consequently — will coincide with —, or two straight lines will enclose a space, which is impossible [ax. 10], therefore

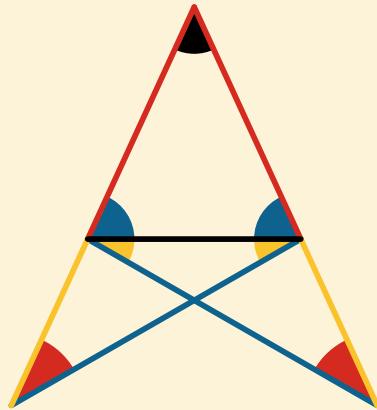
$$— = —, \quad \triangle = \triangle \text{ and } \triangle = \triangle, \text{ and}$$

as the triangles  and  coincide, when applied, they are equal in every respect.

Q.E.D.

*PROPOSITION V. THEOREM.*

**S**C 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  =  ,

[i. 3]; draw  and  . Then in  and  we have,

$$\text{---} - \text{---} = \text{---} - \text{---} \quad [\text{const.}], \quad \blacktriangle \quad \text{common to both, and}$$

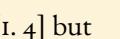
$$\text{---} = \text{---} \quad [\text{hyp.}]$$

$$\therefore \text{---} = \text{---}, \quad \text{---} = \text{---} \quad \text{and} \quad \text{---} = \text{---}$$

[i. 4]. Again in  and  we have

$$\text{---} = \text{---}, \quad \text{---} = \text{---} \quad \text{and}$$

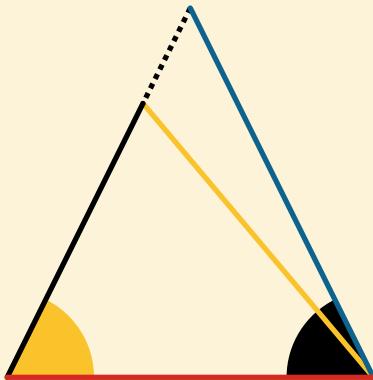
$$\text{---} = \text{---}, \quad \therefore \text{---} = \text{---} \quad \text{and}$$

 =  [i. 4] but

$$\text{---} = \text{---}, \quad \therefore \text{---} = \text{---} \quad [\text{ax. 3}].$$

Q.E.D.

*PROPOSITION VI. THEOREM.*



**N** any triangle ( if two angles ( and ) are equal, the sides ( and ) opposite to them are also equal.

For if the sides be not equal, let one of them be greater than the other , and from it cut off = [I. 3], draw .

Then and , = , [const.]

= [hyp.] and common,  $\therefore$  the triangles are equal [I. 4] a part equal to the whole, which is absurd;  $\therefore$  neither of the sides or is greater than the other,  $\therefore$  hence they are equal.

Q.E.D.

*PROPOSITION VII. THEOREM.*

 *In 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 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

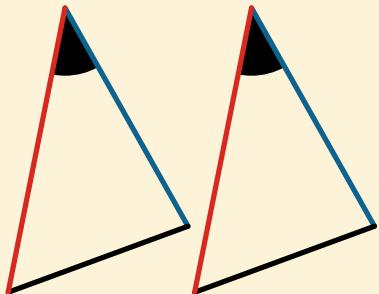
$$\left\{ \begin{array}{l} \text{---} = \text{---} \\ \text{---} = \text{---} \end{array} \right\}, \text{ then draw ..... and,}$$

$$\begin{aligned} &\text{---} = \text{---} \quad [\text{I. } 5] \\ &\therefore \text{---} \square \text{---} \quad \text{and} \\ &\therefore \text{---} \square \text{---} \quad \left. \begin{array}{l} \text{---} = \text{---} \\ \text{but } [\text{I. } 5] \end{array} \right\} \text{ which is absurd,} \end{aligned}$$

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

Q.E.D.

*PROPOSITION VIII. THEOREM.*



If two triangles have two sides of the one respectively equal to two sides of the other ( = , and also their bases ( = , equal; then the angles ( and ) contained by their equal sides are also equal.

If the equal bases and be conceived to be placed upon the other, so that the triangles shall lie at the same side of them, and that the equal sides and , and be conterminous, the vertex of the one must fall on the vertex of the other; for to suppose them not coincident would contradict the last proposition.

Therefore the sides and , being coincident with and ,

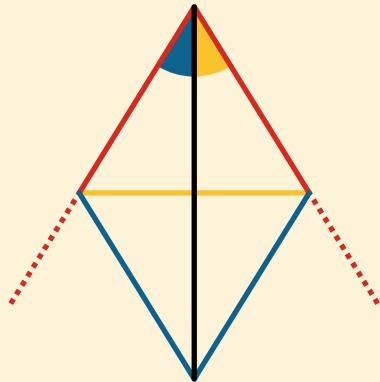
$\therefore \triangle = \triangle.$

Q.E.D.

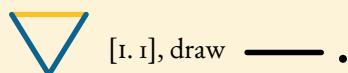
*PROPOSITION IX. PROBLEM.*



Observe a given rectilinear angle ( ).



Take = [I. 3] draw , upon which describe



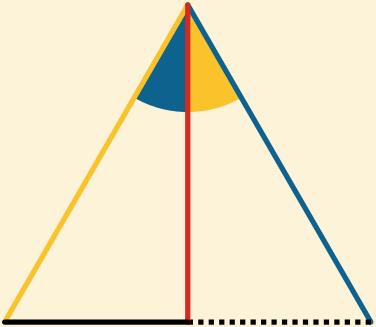
[I. 1], draw .

Because = [const.] and   
common to the two triangles and = [const.],



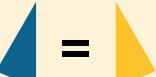
Q.E.F.

*PROPOSITION X. PROBLEM.*



*Observe a given finite straight line (—···).*

Construct  [I. 1],

draw  , making  =  [I. 9].

Then  =  by [I. 4],

for  =  [const.]

 =  and  common to the two triangles.

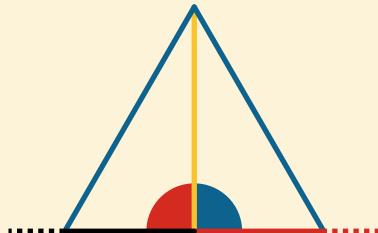
Therefore the given line is bisected.

Q.E.F.

*PROPOSITION XI. PROBLEM.*



ROM a given point  
 (—), in a given straight  
 line (—), to draw a  
 perpendicular.



Take any point (—) in the given line, cut off

— = — [I. 3], construct [I. 1],

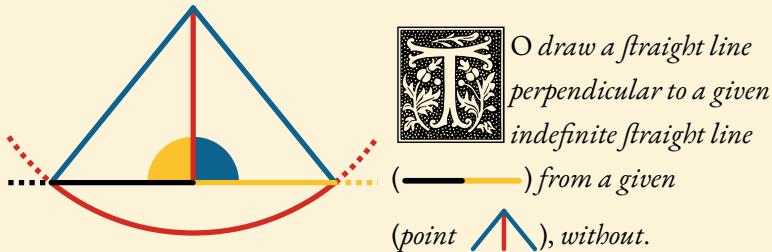
draw — and it shall be perpendicular to the given line.

For — = — [const.] — = — [const.]  
 and — common to the two triangles.

Therefore = [I. 8]  
 ∵ — ⊥ — [I. def. 10].

Q.E.F.

*PROPOSITION XII. PROBLEM.*



With the given point ( ) as centre, at one side of the line,  
and any distance — capable of extending to the other side,  
describe .

Make — = — [I. 10]  
draw —, — and —.  
Then — —.

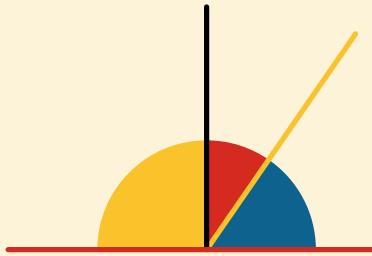
For [I. 8] since — = — [const.]  
— common to both,  
and — = — [I. def. 15]

= , and  
 — — [I. def. 10].

Q.E.F.

*PROPOSITION XIII. THEOREM.*

**C**HEN a straight line (—) standing upon another straight line (—) makes angles with it; they are either two right angles or together equal to two right angles.

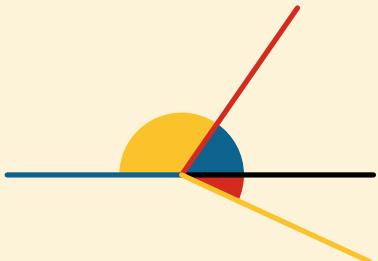


If — be  $\perp$  to — then,  
 $\text{[Diagram: a yellow sector and a blue sector meeting at a vertical line segment]} \quad \text{and} \quad \text{[Diagram: a semicircle divided into two equal halves by a vertical diameter]}$  [I. def. 10].

But if — be not  $\perp$  to —,  
 draw —  $\perp$  —; [I. ii]  
 $\text{[Diagram: a yellow sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]} \quad = \quad \text{[Diagram: a semicircle divided into two equal halves by a vertical diameter]}$  [const.],  
 $\text{[Diagram: a yellow sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]} \quad = \quad \text{[Diagram: a red sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]}$  +  $\text{[Diagram: a blue sector]} \quad \text{[Diagram: a red sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]}$  +  $\text{[Diagram: a blue sector]}$   
 $\therefore \text{[Diagram: a yellow sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]} \quad + \quad \text{[Diagram: a red sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]} \quad = \quad \text{[Diagram: a yellow sector]} \quad + \quad \text{[Diagram: a red sector]} \quad + \quad \text{[Diagram: a blue sector]} \quad \text{[ax. 2]}$   
 $= \quad \text{[Diagram: a yellow sector and a blue sector meeting at a point on a line segment, with a perpendicular line drawn from that point to the line segment]} \quad + \quad \text{[Diagram: a blue sector]} \quad = \quad \text{[Diagram: a semicircle divided into two equal halves by a vertical diameter]}.$

Q.E.D.

PROPOSITION XIV. THEOREM.



 F two straight lines (— and —), meeting a third straight line (—), at the same point, and at opposite sides of it, make with it adjacent angles ( and ) equal to two right angles; these straight lines lie in one continuous straight line.

For, if possible, let — , and not — ,

be the continuation of — ,

$$\text{then } \textcolor{yellow}{\text{---}} + \textcolor{blue}{\text{---}} = \textcolor{black}{\text{---}}$$

$$\text{but by the hypothesis } \textcolor{yellow}{\text{---}} + \textcolor{blue}{\text{---}} = \textcolor{black}{\text{---}}$$

$$\therefore \textcolor{blue}{\text{---}} = \textcolor{blue}{\text{---}}, [\text{ax. 3}]; \text{ which is absurd [ax. 9].}$$

∴ — , is not the continuation of — , and the like may be demonstrated of any other straight line except — ,

∴ — is the continuation of — .

Q.E.D.

*PROPOSITION XV. THEOREM.*



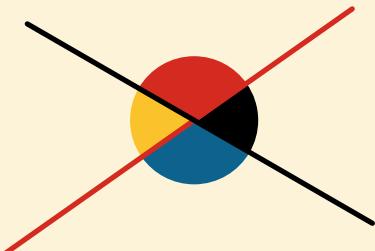
If two straight lines (—  
and —) intersect  
one another, the vertical angles



and , and



are equal.



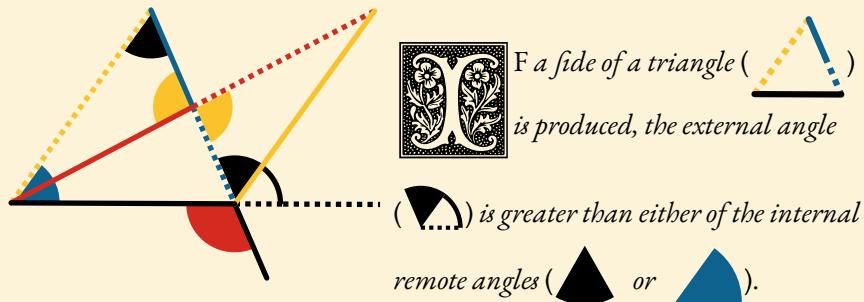
$$\begin{aligned} \text{Yellow angle} + \text{Red angle} &= \text{Half-circle} \\ \text{Black angle} + \text{Red angle} &= \text{Half-circle} \\ \therefore \text{Yellow angle} &= \text{Black angle}. \end{aligned}$$

In the same manner it may be shown that

$$\text{Red angle} = \text{Blue angle}$$

Q.E.D.

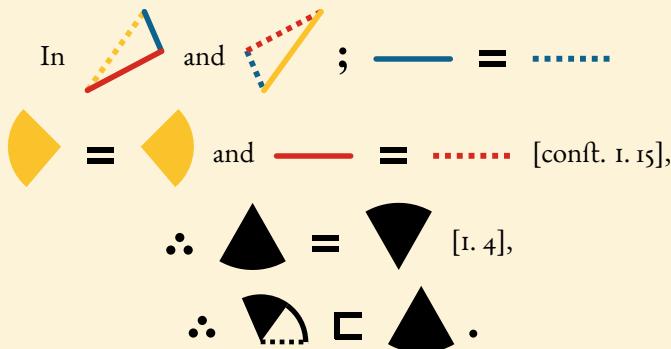
*PROPOSITION XVI. THEOREM.*



Make  $\text{---} = \text{-----}$  [I. 10].

Draw  $\text{---}$  and produce it until

$\text{-----} = \text{---}$ ; draw  $\text{---}$ .



Q.E.D.

*PROPOSITION XVII. THEOREM.*



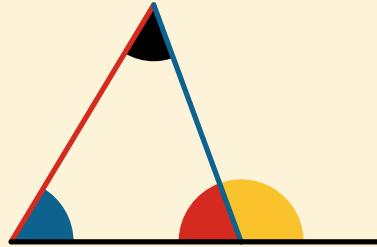
NY of two angles of a triangle  
are together less than  
two right angles.



NY of two angles of a triangle

are together less than

two right angles.



Produce ——, then will

$$\textcolor{red}{\text{semicircle}} + \textcolor{yellow}{\text{semicircle}} = \text{full circle}$$

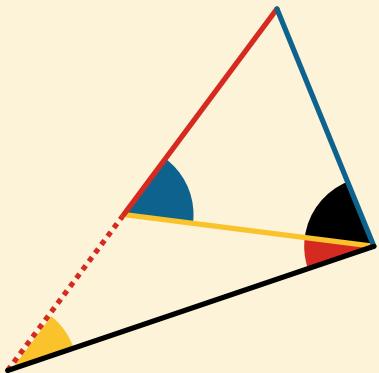
$$\text{But } \textcolor{yellow}{\text{semicircle}} \sqsubset \textcolor{blue}{\triangle} \quad [\text{I. 16}]$$

$$\therefore \textcolor{red}{\text{semicircle}} + \textcolor{blue}{\triangle} \sqsubset \text{full circle},$$

and in the same manner it may be shown that any other two angles of the triangle taken together are less than two right angles.

Q.E.D.

*PROPOSITION XVIII. THEOREM.*



**X** *In any triangle if one side —— be greater than another ——, the angle opposite to the greater side is greater than the angle to the opposite to the less. i.e.*

Make —— = —— [I. 3], draw —— .

Then will [I. 5];

but [I. 16]

∴ and much more

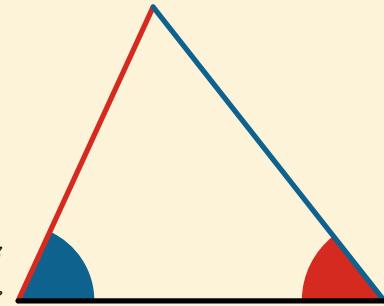
is .

Q.E.D.

*PROPOSITION XIX. THEOREM.*



If in any triangle  
one angle be greater  
than another the side which is opposite to the greater angle, is  
greater than the side opposite the  
less.



If be not greater than then must  
 = or .

If = then



which is contrary to the hypothesis.

is not less than ; for if it were,

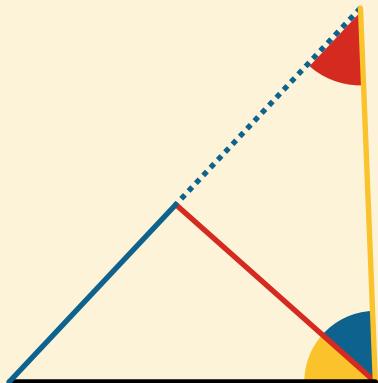


which is contrary to the hypothesis:

$\therefore \text{Blue line segment} \sqsubset \text{Red line segment}.$

Q.E.D.

*PROPOSITION XX. THEOREM.*



NY two sides —  
and — of a triangle  
taken together are  
greater than the third side (—).

Produce —, and  
make ..... = — [I. 3];  
draw —.

Then because ..... = — [confit.],

$$\begin{array}{c} \text{blue sector} \\ \text{red sector} \end{array} = \begin{array}{c} \text{red sector} \\ \text{red sector} \end{array} \quad [\text{I. 5}]$$

$$\therefore \begin{array}{c} \text{blue sector} \\ \text{yellow sector} \end{array} \sqsubset \begin{array}{c} \text{red sector} \\ \text{red sector} \end{array} \quad [\text{ax. 9}]$$

$$\therefore \text{blue} + \text{dotted} \sqsubset \text{black} \quad [\text{I. 19}]$$

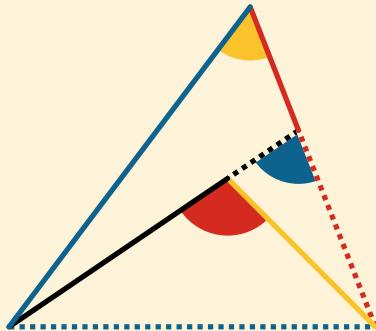
and  $\therefore \text{blue} + \text{red} \sqsubset \text{black}$ .

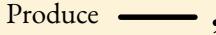
Q.E.D.

*PROPOSITION XXI. THEOREM.*

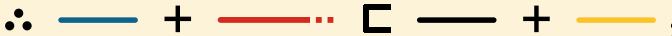


F from any point (  )  
within a triangle  
*straight lines be drawn to the extremities of  
one side (  ), these lines must be  
together less than the other two sides, but  
must contain a greater angle.*



Produce  ,  
  $\square$   [I. 20],  
 add  to each,  
  $\square$   +  [ax. 4].

In the same manner it may be shwon that

  $\square$   ,  
 $\therefore$    $\square$   ,

which was to be proved.

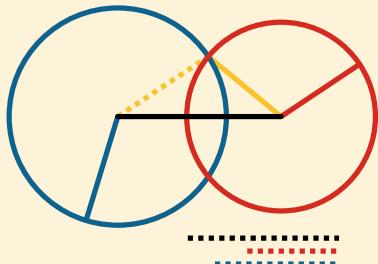
Again  [I. 16],

and also  [I. 16],

$\therefore$   .

Q.E.D.

PROPOSITION XXII. THEOREM.



IVEN three right  
lines { the sum of any  
two greater than the third, to  
construct a triangle whose sides shall be  
respectively equal to the given lines.

Assume  $\text{---} = \cdots \cdots$  [I. 3].

Draw  $\text{---} = \cdots \cdots$   
and  $\text{---} = \cdots \cdots$  } [I. 2].

With  $\text{---}$  and  $\text{---}$  as radii,

describe  and  [post. 3];

draw  $\cdots \cdots$  and  $\text{---}$ ,

then will  be the triangle required.

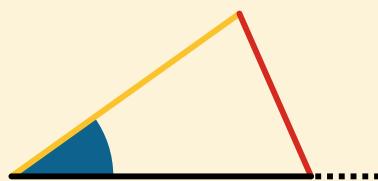
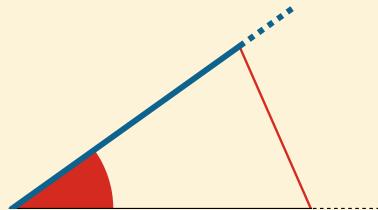
For  $\text{---} = \cdots \cdots$ ,  
 $\text{---} = \text{---} = \cdots \cdots$ ,  
and  $\cdots \cdots = \text{---} = \cdots \cdots$ . } [confit.]

Q.E.D.

*PROPOSITION XXIII. THEOREM.*



T a given point (),  
in a given straight line (), to make an angle  
equal to a given rectilineal angle ().



Draw between any two points in the legs of the given angle.

Construct [I. 22], so that

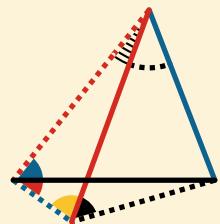
$$\text{—} = \text{—}, \quad \text{—} = \text{—}$$

and = .

Then = [I. 8].

Q.E.D.

PROPOSITION XXIV. THEOREM.



If two triangles have two sides of one respectively equal to two sides of the other (— to — and ..... to —), and

if one of the angles ( ) contained by the equal sides be greater than the other ( ), the side (—) which is opposite to the greater angle is greater than the side (—) which is opposite to the less angle.

Make = [I. 23],

and = [I. 3],  
draw ..... and .....

Because = ..... [ax. I. hyp. const.]

$$\therefore \text{shaded area} = \text{yellow area} \quad [\text{I. 5}]$$

$$\text{but } \text{red area} \sqsubset \text{yellow area}$$

$$\text{and } \therefore \text{red area} \sqsubset \text{yellow area},$$

$$\therefore \text{black line} \sqsubset \text{yellow line} \quad [\text{I. 19}]$$

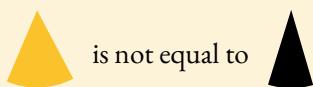
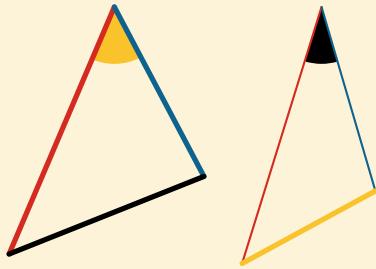
$$\text{but } \text{yellow line} = \text{yellow line} \quad [\text{I. 4}]$$

$$\therefore \text{black line} \sqsubset \text{yellow line}.$$

Q.E.D.

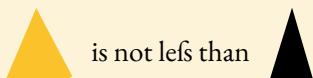
*PROPOSITION XXV. THEOREM.*

**S**C F two triangles have two sides  
 (— and —) of  
 the one respectively equal to two  
 sides (— and —) of the other,  
 but their bases unequal, the angle subtended  
 by the greater base (—) of the one, must  
 be greater than the angle subtended by the  
 less base (—) of the other.



for if = then — = — [I. 4]

which is contrary to the hypothesis;



then — < — [I. 24],

which is also contrary to the hypothesis:

∴ < .

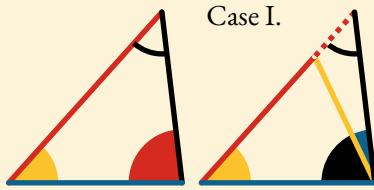
Q.E.D.

*PROPOSITION XXVI. THEOREM.*



If two triangles have two angles of the one respectively equal to two angles of the other, ( = and = ),

and a side of the one equal to a side of the other similarly placed with respect to the equal angles, the remaining sides and angles are respectively equal to one another.



Case I.

CASE I.

Let and which lie between the equal angles be equal, then  
 = .

For if it be possible, let one of them be greater than the other; make

= , draw . In and we have

$$\text{---} = \text{---}, \quad \text{---} = \text{---}, \quad \text{---} = \text{---};$$

$$\therefore \text{---} = \text{---} \quad [\text{I. 4}]$$

$$\text{but } \text{---} = \text{---} \quad [\text{hyp.}]$$

and therefore = , which is absurd;

hence neither of the sides and is greater than the other;

and  $\therefore$  they are equal;  $\therefore \text{---} = \text{---}$ ,

and = , [I. 4].

CASE II.

Again, let  $\overline{\text{---}} = \overline{\text{---}}$ , which lie opposite the equal angles  
 and .



If it be possible, let  $\overline{\text{-----}} < \overline{\text{---}}$ , then take  $\overline{\text{---}} = \overline{\text{---}}$ , draw  $\overline{\text{---}}$ .

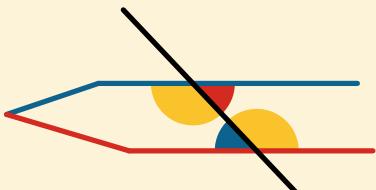
Then in  and  we have  $\overline{\text{---}} = \overline{\text{---}}$ ,  
 $\overline{\text{---}} = \overline{\text{---}}$  and   $=$    $=$  

Consequently, neither of the sides  $\overline{\text{---}}$  or  $\overline{\text{-----}}$  is greater than the other, hence they must be equal.

It follows [by I. 4] that the triangles are equal in all respects.

Q.E.D.

*PROPOSITION XXVII. THEOREM.*

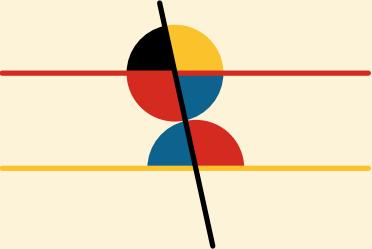


 If a straight line (—) meeting two other straight lines, (— and —) makes with them the alternate angles ( and ; and ) equal, these two straight lines are parallel.

If — be not parallel to — they shall meet when produced. If it be possible, let those lines be not parallel, but meet when produced; then the external angle is greater than [I. 16], but they are also equal [hyp.], which is absurd: in the same manner it may be shown that they cannot meet on the other side; ∴ they are parallel.

Q.E.D.

*PROPOSITION XXVIII. THEOREM.*

 If a straight line (—), cutting two other straight lines (— and —), makes the external angle equal the cutting line (namely,  =  or  = )), or if it makes the two internal angles at the same side ( and , or  and ) together equal to two right angles, those two straight lines are parallel.

First, if  = , then  =  [I. 15],

$\therefore$   =   $\therefore$  — || — [I. 27].

Secondly, if  +  = ,

then  +  =  [I. 13],

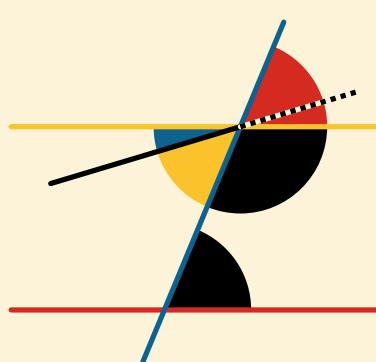
$\therefore$   +  =  +  [ax. 3]

$\therefore$   = 

$\therefore$  — || — [I. 27].

Q.E.D.

PROPOSITION XXIX. THEOREM.



**A** straight line (—) falling on two parallel straight lines (— and —), makes the alternate angles equal to one another; and also the external equal to the internal and opposite angle on the same side; and the two internal angles on the same side together equal to two right angles.

For if the alternate angles and be not equal, draw —, making = [I. 23]. Therefore —— || —

[I. 27] and therefore two straight lines which intersect are parallel to the same straight line, which is impossible [ax. 12]. Hence the alternate angles and are not unequal, that is they are equal:

= [I. 15]; ∵ = , the external angle equal to the internal and

opposite on the same side: if be added to both, then

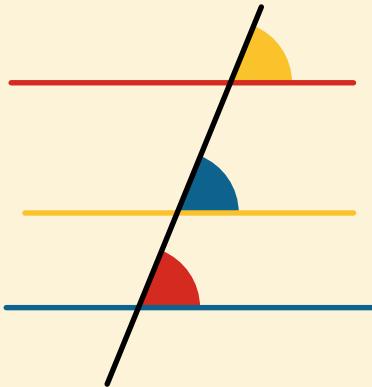
+ = = [I. 13]. That is to say, the two internal angles at the same side of the cutting line are equal to two right angles.

Q.E.D.

*PROPOSITION XXX. THEOREM.*



TRAIGHT *lines* (—) which are parallel to the same straight line (—), are parallel to one another.



Let — intersect  $\left\{ \begin{array}{c} \text{—} \\ \text{—} \\ \text{—} \end{array} \right\}$ ;

Then, = = [I. 29],  
 $\therefore$  =   
 $\therefore$  || [I. 27].

Q.E.D.

*PROPOSITION XXXI. PROBLEM.*



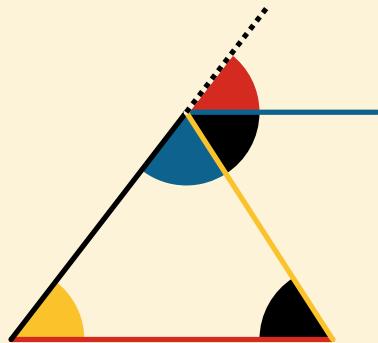
ROM a given point to draw a straight line parallel to a given straight line (.

Draw from the point to any point in , make = [I. 23], then || [I. 27].

Q.E.F.

*PROPOSITION XXXII. PROBLEM.*

 *If any side (—) of a triangle be produced, the external angle (↗) is equal to the sum of the two internal and opposite angles (Yellow and Black), and the three internal angles of every triangle taken together are equal to two right angles.*



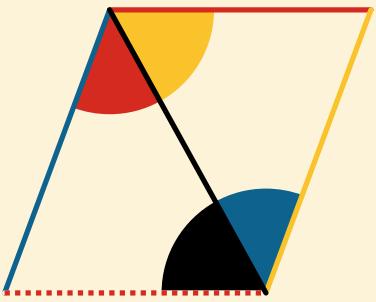
Through the point  draw  
 —  — [I. 31].

Then  $\left\{ \begin{array}{l} \text{Yellow} = \text{Red} \\ \text{Black} = \text{Black} \end{array} \right\}$  [I. 29],

$$\therefore \text{Yellow} + \text{Black} = \text{Red} \quad [\text{ax. 2}], \text{ and therefore} \\ \text{Yellow} + \text{Blue} + \text{Black} = \text{Red} + \text{Blue} = \text{Half Circle} \quad [\text{I. 13}].$$

Q.E.F.

*PROPOSITION XXXIII. THEOREM.*



 TRAIGHT lines (— and —) which join the adjacent extremities of two equal and parallel straight lines (— and .....), are themselves equal and parallel.

Draw — the diagonal.

— = ..... [hyp.]

 =  [I. 29]

and — common to the two triangles;

∴ — = —, and  =  [I. 4];

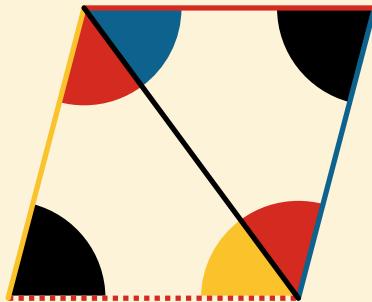
and ∴ — || — [I. 27].

Q.E.D.

*PROPOSITION XXXIV. THEOREM.*



HE opposite sides and angles  
of any parallelogram are equal,  
and the diagonal (—)   
divides it into two equal parts.



Since  $\left\{ \begin{array}{l} \text{blue triangle} = \text{yellow triangle} \\ \text{red triangle} = \text{red triangle} \end{array} \right\}$  [I. 29] and — common to the two triangles.

$\therefore \left\{ \begin{array}{l} \text{red side} = \text{dotted side} \\ \text{yellow side} = \text{blue side} \\ \text{black triangle} = \text{black triangle} \end{array} \right\}$  [I. 26]

and  $\text{blue triangle} = \text{yellow triangle}$  [ax. 2]:

Therefore the opposite sides and angles of the parallelogram are equal: and as the triangles and are equal in every respect [I. 4], the diagonal divides the parallelogram into two equal parts.

Q.E.D.

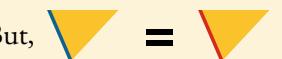
*PROPOSITION XXXV. THEOREM.*



**P**ARALLELOGRAMS  
on the same base, and between  
the same parallels, are (in area)  
equal.

On account of the parallels,

$$\left. \begin{array}{rcl} \textcolor{red}{\triangle} & = & \textcolor{blue}{\triangle} \\ \textcolor{black}{\triangle} & = & \textcolor{white}{\triangle} \\ \textcolor{blue}{\text{---}} & = & \textcolor{red}{\text{---}} \end{array} \right\} \begin{array}{l} [\text{I. 29}] \\ [\text{I. 29}] \\ [\text{I. 34}] \end{array}$$

But,  [I. 8]

∴  ,

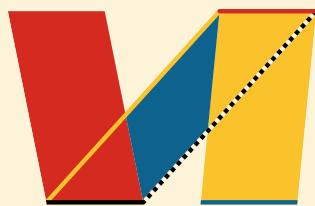
and  ;

∴  .

Q.E.D.

*PROPOSITION XXXVI. THEOREM.*

 ARALLELOGRAMS ( and ) on equal bases, and  
between the same parallels, are equal.

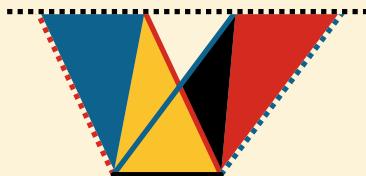


Draw  and ,  
 $\overline{AB} = \overline{CD} = \overline{EF}$ , by [I. 34, and hyp.];  
 $\therefore \overline{AB} = \overline{EF}$  and  $\overline{CD} \parallel \overline{EF}$ ;  
 $\therefore \overline{AD} = \overline{CF}$  and  $\overline{BC} \parallel \overline{DF}$  [I. 33].

And therefore  is a parallelogram:  
but  =  =  [I. 35]  
 $\therefore \overline{AB} = \overline{CD}$  [ax. I].

Q.E.D.

*PROPOSITION XXXVII. THEOREM.*



on the same base (—) and between the same parallels are equal.

Draw } [I. 31]

Produce



are parallelograms on the same base, and between the same parallels, and therefore equal [I. 35].

∴ } [I. 34]

∴

Q.E.D.

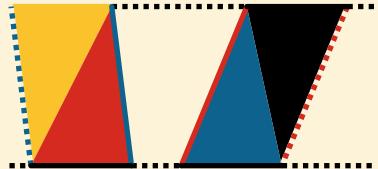
*PROPOSITION XXXVIII. THEOREM.*



TRIANGLES



*( and ) on equal bases and between the same parallels are equal.*



Draw } [I. 31]

$$\text{yellow} + \text{red} = \text{blue} \quad [\text{I. 36}];$$

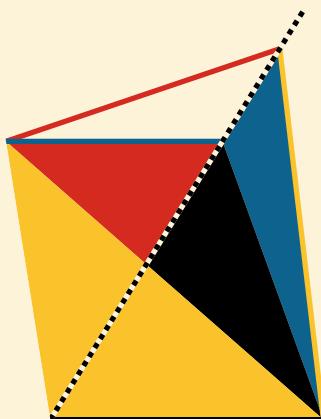
$$\text{yellow} + \text{red} = \text{twice } \text{red} \quad [\text{I. 34}],$$

$$\text{and } \text{blue} + \text{black} = \text{twice } \text{blue} \quad [\text{I. 34}],$$

$$\therefore \text{red} = \text{blue} \quad [\text{ax. 7}].$$

Q.E.D.

*PROPOSITION XXXIX. THEOREM.*



QUAL triangles ( and ) on the same base () and on the same side of it, are between the same parallels.

If , which joins the vertices of the triangles,  
be not ,  
draw [I. 31], meeting .

Draw . Because [confst.]

$$\begin{array}{c} \text{but } \triangle = \triangle \text{ [I. 37]:} \\ \text{but } \triangle = \triangle \text{ [hyp.];} \end{array}$$

$\therefore \triangle = \triangle$ , a part equal to the whole, which is absurd.  
 $\therefore \text{---} \neq \text{---}$ ; and in the same manner it can be  
demonstrated, that no other line except  
 is ;  $\therefore \text{---} \parallel \text{---}$ .

Q.E.D.

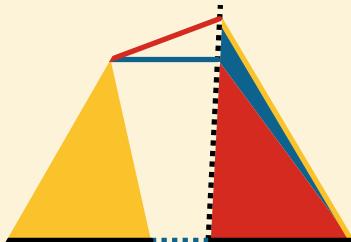
*PROPOSITION XL. THEOREM.*



QUAL triangles



and



on equal bases, and on the same side, are  
between the same parallels.

If ————— which joins the vertices of the triangles

be not || —————,

draw ————— || ————— [I. 31],

meeting ..... . Draw ————— .

Because ————— || ————— [const.]



= but

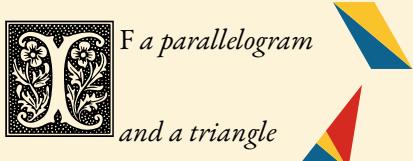


∴ ————— = , a part equal to the whole,  
which is absurd.

∴ ————— + ————— ; and in the same manner it can be  
demonstrated, that no other line except  
———— is || ————— ; ∴ ————— || ————— .

Q.E.D.

*PROPOSITION XLI. THEOREM.*



are upon the same base (—) and between the same parallels (..... and —), the parallelogram is double the triangle.

Draw — the diagonal;

Then = [I. 37]

= twice [I. 34]

∴ = twice .

Q.E.D.

*PROPOSITION XLII. THEOREM.*



O construct a parallelogram  
equal to a given triangle  
and having an  
angle equal to a given rectilineal angle



Make = [I. 10].

Draw .

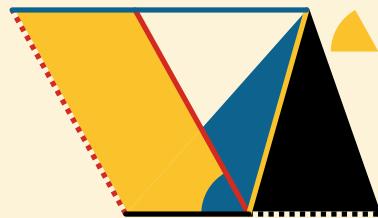
Make = [I. 23].

Draw || }  
 || [I. 31]

= twice [I. 41]

but = [I. 38]

∴ = .



Q.E.D.

*PROPOSITION XLIII. THEOREM.*



HE complements  and  of the parallelograms which are about the diagonal of a parallelogram are equal.

$$\begin{array}{c} \triangle \text{ (black and red)} = \triangle \text{ (yellow and red)} \quad [\text{I. 34}] \\ \text{and} \quad \triangle \text{ (yellow and red)} = \triangle \text{ (yellow and red)} \quad [\text{I. 34}] \\ \therefore \quad \blacksquare = \square \quad [\text{ax. 3}]. \end{array}$$

Q.E.D.

*PROPOSITION XLIV. PROBLEM.*



O a given straight line (—) to apply a parallelogram equal to a given triangle ( ), and having an angle equal to a given rectilineal angle ( ).



Make = with = [I. 42]

and having one of its sides ..... conterminous with and in continuation of — . Produce — till it meets — || ..... draw — produce it till it meets ..... continued; draw ..... || ..... meeting — produced, and produce ..... •

$$\text{yellow parallelogram} = \text{blue parallelogram} \quad [\text{I. 43}]$$

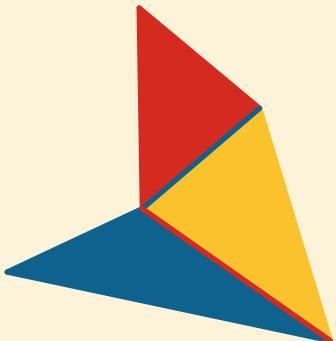
$$\text{but yellow parallelogram} = \text{red triangle} \quad [\text{const.}]$$

$$\therefore \text{blue parallelogram} = \text{red triangle}, \text{ and}$$

$$\text{blue triangle} = \text{red triangle} = \text{black triangle} = \text{yellow triangle} \quad [\text{I. 29 and const.}]$$

Q.E.F.

*PROPOSITION XLV. PROBLEM.*



**T**O construct a parallelogram equal to a given rectilinear figure (  ) and having an angle equal to a given rectilinear angle (  ).



Draw —— and —— dividing the rectilinear figure into triangles.

Construct  =  having  =  [I. 42]

to —— apply  =  having  =  [I. 44]

to —— apply  =  having  =  [I. 44]

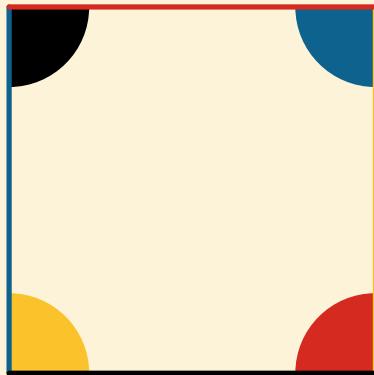
∴  =  and  is a parallelogram [I. 29, 14, 30]  
having  = .

Q.E.F.

*PROPOSITION XLVI. PROBLEM.*



PON a given straight line  
 (—) to construct a square.

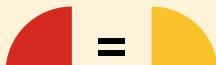


Draw —  $\perp$  — and = — [I. 11, 3].

Draw — || —, and meeting — drawn || — .

In  — = — [conf.]

 = a right angle [const.]

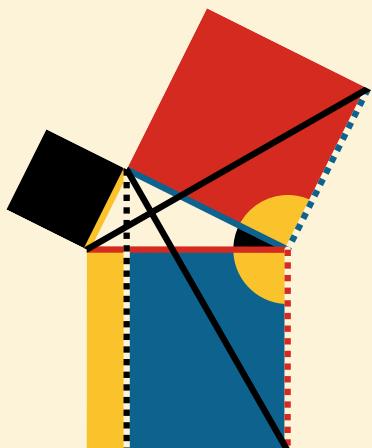
$\therefore$   =  = a right angle [I. 29],

and the remaining sides and angles must be equal, [I. 34]

and  $\therefore$   is a square [I. def. 27].

Q.E.F.

PROPOSITION XLVII. THEOREM.



**D**N a right angled triangle ( the square on the hypotenuse ( is equal to the sum of the squares of the sides, ( and ).

On , and describe squares, [I. 46].

Draw || [I. 31], also draw and .

$$\text{---} = \text{---},$$

To each add ∵ = ,

= and = ;

$$\therefore \text{---} = \text{---}.$$

Again, because   $\parallel$  

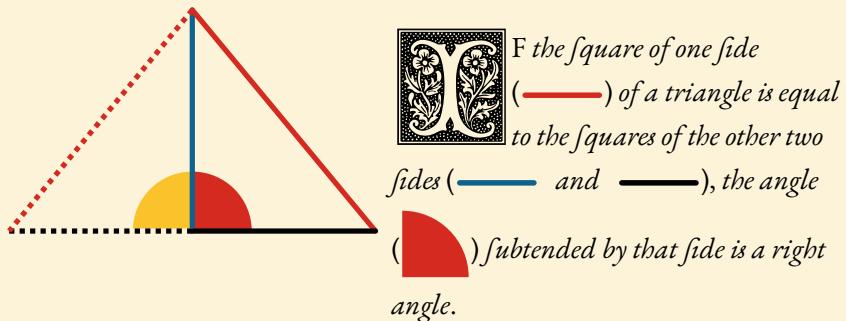
$$\begin{aligned} \text{red square} &= \text{twice } \text{red triangle}, \\ \text{and blue square} &= \text{twice } \text{blue triangle}; \\ \therefore \text{red square} &= \text{blue square}. \end{aligned}$$

In the same manner it may be shown

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

Q.E.D.

*PROPOSITION XLVIII. THEOREM.*



Draw .....  $\perp$  — and = — [I. II, 3]  
and draw ..... also.

Since ..... = — [const.]  
 $\therefore \dots^2 + \text{blue}^2 = \text{black}^2 + \text{blue}^2$  ;  
 $\therefore \dots^2 + \text{blue}^2 = \dots^2$  [I. 47],  
and  $\text{black}^2 + \text{blue}^2 = \text{red}^2$  [hyp.]  
 $\therefore \dots^2 = \text{red}^2$ ,  
 $\therefore \dots = \text{red}$ ;  
and  $\therefore \text{yellow} = \text{red}$  [I. 8],  
consequently  $\text{red}$  is a right angle.

Q.E.D.

## BOOK II.

### DEFINITIONS.

#### *DEFINITION I.*



rectangle or a right angled parallelogram is said to be contained by any two of its adjacent or conterminous fides.



Thus: the right angled parallelogram  is said to be contained by the fides  and  ; or it may be briefly designated by

 • .

If the adjacent fides are equal; i.e.  =  • 

is equal to  $\left\{ \begin{array}{l} \text{---} \cdot \text{---} \text{ or } \text{---}^2 \\ \text{---} \cdot \text{---} \text{ or } \text{---}^2 \end{array} \right.$

*DEFINITION II.*



In a parallelogram, the figure composed of one of the parallelograms about the diagonal, together with the two complements, is called a *Gnomon*.

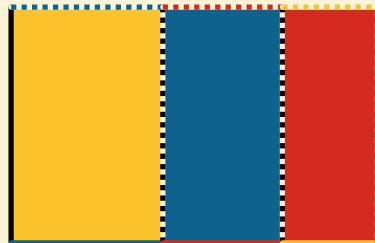
Thus  and  are called Gnomons.

## PROPOSITIONS.

### *PROPOSITION I. PROBLEM.*



THE rectangle contained by two straight lines, one of which is divided into any number of parts,



$$\overbrace{\text{---}}^{\text{---} \cdot \text{---}} = \left\{ \begin{array}{l} + \text{---} : \text{---} \\ + \text{---} : \text{---} \\ + \text{---} : \text{---} \end{array} \right.$$

*is equal to the sum of the rectangles contained by the undivided line, and the several parts of the divided line.*

Draw  $\text{---} \perp \text{---}$  and  $= \text{---}$  [I. 2, 3]; complete parallelograms, that is to say,

Draw  $\left\{ \begin{array}{c} \text{---} \\ \vdots \vdots \vdots \\ \text{---} \end{array} \right\}$  [I. 31]



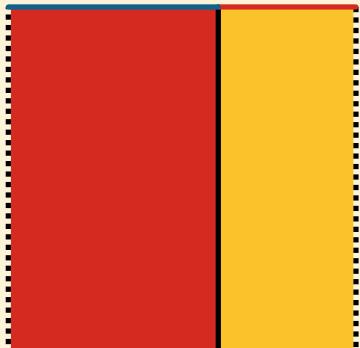
$$\begin{array}{c}
 \begin{array}{c} \text{Yellow} \\ \text{Blue} \\ \text{Red} \end{array} = \begin{array}{c} \text{Blue} \\ \text{Red} \\ \text{Yellow} \end{array} \cdot \begin{array}{c} \text{Black} \\ \text{Black} \end{array} \\
 \begin{array}{c} \text{Yellow} \end{array} = \begin{array}{c} \text{Blue} \\ \text{Black} \end{array} \cdot \begin{array}{c} \text{Black} \end{array}, \quad \begin{array}{c} \text{Blue} \end{array} = \begin{array}{c} \text{Red} \end{array} \cdot \begin{array}{c} \text{Black} \end{array}, \\
 \begin{array}{c} \text{Red} \end{array} = \begin{array}{c} \text{Yellow} \end{array} \cdot \begin{array}{c} \text{Black} \end{array}
 \end{array}$$

$$\begin{array}{c}
 \ddots \begin{array}{c} \text{Blue} \\ \text{Red} \\ \text{Yellow} \end{array} \cdot \begin{array}{c} \text{Black} \end{array} = \begin{array}{c} \text{Blue} \\ \text{Red} \\ \text{Yellow} \end{array} \cdot \begin{array}{c} \text{Black} \end{array} + \\
 \begin{array}{c} \text{Red} \end{array} \cdot \begin{array}{c} \text{Black} \end{array} + \\
 \begin{array}{c} \text{Yellow} \end{array} \cdot \begin{array}{c} \text{Black} \end{array}.
 \end{array}$$

Q.E.F.

*PROPOSITION II. THEOREM.*

**C** If a straight line be divided into any two parts ———, the square of the whole line is equal to the sum of the rectangles contained by the whole line and each of its parts.

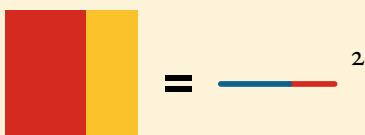


$$\overline{\text{---}}^2 = \left\{ \begin{array}{l} \overline{\text{---}} \cdot \overline{\text{---}} \\ + \quad \overline{\text{---}} \cdot \overline{\text{---}} \end{array} \right.$$

Describe [I. 46].

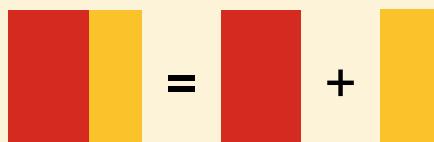


Draw ——— parallel to ..... [I. 31].



$$\boxed{\text{Red Box}} = \overline{\text{---}} \cdot \overline{\text{---}} = \overline{\text{---}} \cdot \overline{\text{---}}$$

$$\boxed{\text{Yellow Box}} = \overline{\text{---}} \cdot \overline{\text{---}} = \overline{\text{---}} \cdot \overline{\text{---}}$$



$$\bullet\bullet \quad \overbrace{\text{---} \text{---}}^2 = \text{---} \text{---} \cdot \text{---} \text{---} +$$
$$\qquad \qquad \qquad \text{---} \text{---} \cdot \text{---} \text{---} \cdot$$

Q.E.D.

*PROPOSITION III. THEOREM.*

**C** If a straight line be divided into any two parts  , the rectangle contained by the whole line and either of its parts, is equal to the square of that part, together with the rectangle under the parts.



$$\text{---} \cdot \text{---} = \text{---}^2 + \text{---} \cdot \text{---}, \text{ or,}$$

$$\text{---} \cdot \text{---} = \text{---}^2 + \text{---} \cdot \text{---}.$$

Describe  [I. 46]. Complete  [I. 31].

Then  =  +  , but

$$\text{---} = \text{---} \cdot \text{---} \text{ and}$$

$$\text{---} = \text{---}^2, \quad \text{---} = \text{---} \cdot \text{---},$$

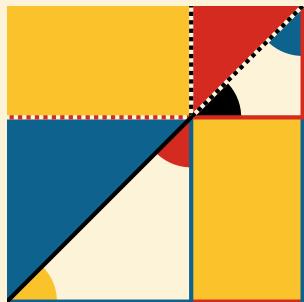
$$\therefore \text{---} \cdot \text{---} = \text{---}^2 + \text{---} \cdot \text{---} :$$

In a similar manner it may be readily shown that

$$\text{---} \cdot \text{---} = \text{---}^2 + \text{---} \cdot \text{---}.$$

Q.E.D.

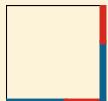
*PROPOSITION IV. THEOREM.*



 If a straight line be divided into any two parts , the square of the whole line is equal to the squares of the parts, together with twice the rectangle contained by the parts.

$$\overline{\text{---}}^2 = \overline{\text{---}}^2 + \overline{\text{---}}^2 + \text{twice } \overline{\text{---}} \cdot \overline{\text{---}}.$$

Describe



[I. 46]

draw  [post. 1],

and  $\left\{ \begin{array}{c} \overline{\text{---}} \cdots \parallel \overline{\text{---}} \\ \overline{\text{---}} \cdots \parallel \overline{\text{---}} \end{array} \right\}$  [I. 31]

$$\triangle \text{---} = \triangle \text{---} \quad [\text{I. 5}],$$

$$\triangle \text{---} = \triangle \text{---} \quad [\text{I. 29}]$$

$$\therefore \triangle \text{---} = \triangle \text{---}$$

$\therefore$  by [I. 6, 29, 34]  is a fquare  $= \overline{\text{---}}^2$ .

For the same reasons  is a square  $= \text{---}^2$ ,

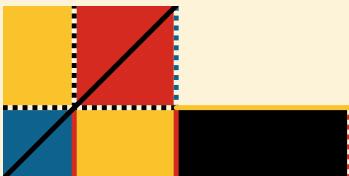
$$\text{---} = \text{---} = \text{---} \cdot \text{---} \quad [\text{l. 43}]$$

but   $=$    $+ \text{---} + \text{---} + \text{---}$ ,

$$\therefore \text{---}^2 = \text{---}^2 + \text{---}^2 + \text{twice } \text{---} \cdot \text{---}.$$

Q.E.D.

PROPOSITION V. THEOREM.



If a straight line be divided  
into two equal parts and also

into two unequal parts, the rectangle  
contained by the unequal parts, together with the square of the line between the  
points of section, the square of the line between the points of section, is equal to the  
square of half that line

$$\text{---} \cdot \text{---} + \text{---}^2 = \text{---}^2 = \text{---} \cdot \text{---}.$$

Describe [I. 46], draw —— and

$$\left\{ \begin{array}{l} \text{---} \cdots \parallel \text{---} \\ \text{---} \cdots \text{---} \parallel \text{---} \\ \text{---} \cdots \text{---} \parallel \text{---} \end{array} \right\} [I. 31]$$

$$\blacksquare = \text{---}^2 [I. 36]$$

$$\text{---} = \text{---}^2 [I. 43]$$

$$\therefore [\text{ax. 2}] \quad \begin{array}{c} \text{---} \\ | \\ \text{---} \end{array} = \text{---} \blacksquare = \text{---} \cdot \text{---}$$

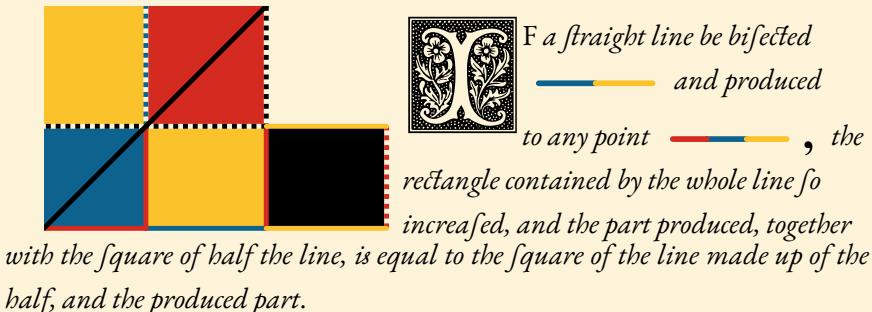
$$\text{but } \text{---}^2 = \text{---}^2 [\text{II. 4 cor.}]$$

and  =  $\underline{\text{red}} \underline{\text{blue}}$ <sup>2</sup> [const.]

$$\begin{aligned} & \therefore [\text{ax. 2}] \quad \begin{array}{|c|c|} \hline \text{yellow} & \text{red} \\ \hline \text{blue} & \text{yellow} \\ \hline \end{array} = \begin{array}{|c|} \hline \text{red} \\ \hline \text{yellow} \\ \hline \end{array} \\ & \therefore \underline{\text{red}} \cdot \underline{\text{blue}} + \underline{\text{blue}}^2 = \underline{\text{blue}}^2 = \underline{\text{red}} \underline{\text{blue}}^2. \end{aligned}$$

Q.E.D.

*PROPOSITION VI. THEOREM.*



$$\text{---} \cdot \text{---} + \text{---}^2 = \text{---}^2.$$

Describe [I. 46], draw —— and



$$\left\{ \begin{array}{l} \text{---} \parallel \text{---} \\ \text{---} \parallel \text{---} \\ \text{---} \parallel \text{---} \end{array} \right\} [\text{I. 31}]$$

$$\boxed{\text{---}} = \boxed{\text{---}} = \boxed{\text{---}} [\text{I. 36, 43}]$$

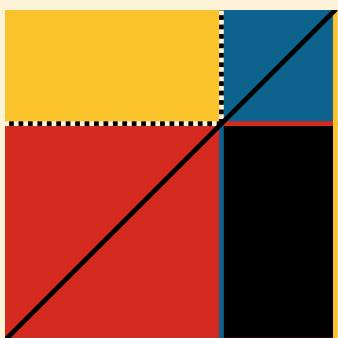
$$\therefore \boxed{\text{---}} = \boxed{\text{---}} = \boxed{\text{---}} \cdot \boxed{\text{---}} ;$$

$$\boxed{\text{---}} = \boxed{\text{---}}^2 [\text{II. 4 cor.}]$$

$$\begin{array}{c}
 \bullet\bullet \quad \begin{matrix} \text{Yellow} & \text{Red} \\ \text{Blue} & \text{Yellow} \end{matrix} = \quad \text{---}^2 = \quad \begin{matrix} \text{Red} \\ \text{Blue} \end{matrix} \quad [\text{const. ax. 2}] \\
 \bullet\bullet \quad \text{---} \cdot \text{---} + \text{---}^2 = \quad \text{---}^2 \cdot
 \end{array}$$

Q.E.D.

PROPOSITION VII. THEOREM.



If a straight line be divided into any two parts ,  
the squares of the whole line and  
one of the parts are equal to twice the  
rectangle contained by the whole line and  
that part, together with the square of the  
other parts.

$$\overline{\text{---}}^2 + \overline{\text{---}}^2 = 2 \cdot \overline{\text{---}} \cdot \overline{\text{---}} + \overline{\text{---}}^2.$$



Draw — [post. 1],

and  $\left\{ \begin{array}{l} \overline{\text{---}} \cdots \parallel \overline{\text{---}} \\ \cdots \cdots \overline{\text{---}} \parallel \overline{\text{---}} \end{array} \right\}$  [I. 31].

$$\boxed{\text{---}} = \boxed{\text{---}} \quad [\text{I. 43}],$$

$$\text{add } \boxed{\text{---}} = \overline{\text{---}}^2 \text{ to both [II. 4 cor.]}$$

$$\boxed{\text{---}} = \boxed{\text{---}} = \overline{\text{---}} \cdot \overline{\text{---}}$$

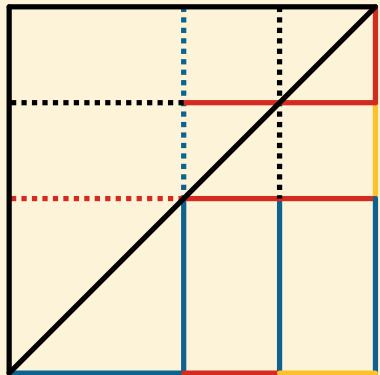
$$\boxed{\text{Red}} = \underline{\quad}^2 [\text{II. 4 cor.}]$$

$$\begin{aligned}
 \therefore \quad & \boxed{\text{Yellow}} + \boxed{\text{Black}} + \boxed{\text{Red}} = 2 \underline{\quad} \cdot \underline{\quad} + \underline{\quad}^2 \\
 & = \boxed{\text{Yellow}} + \boxed{\text{Blue}} ;
 \end{aligned}$$

$$\therefore \underline{\quad}^2 + \underline{\quad}^2 = 2 \underline{\quad} \cdot \underline{\quad} + \underline{\quad}^2 .$$

Q.E.D.

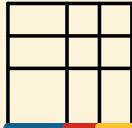
PROPOSITION VIII. THEOREM.



 If a straight line be divided into any two parts, the square of the sum of the whole line and any one of its parts, is equal to four times the rectangle contained by the whole line, and that part together with the square of the other part.

$$\text{---}^2 - \text{---} = 4 \cdot \text{---} + \text{---}^2.$$

Produce  $\text{---}$  and make  $\text{---} = \text{---}$

Construct  [I. 46]; draw  $\text{---}$ ,

$$\left. \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \\ \text{---} \end{array} \right\} \parallel \left. \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} \right\} \begin{array}{l} \parallel \\ \parallel \end{array} \left. \begin{array}{c} \text{---} \\ \text{---} \\ \text{---} \end{array} \right\} \begin{array}{l} \parallel \\ \parallel \end{array} \begin{array}{l} [\text{I. 31}] \\ \end{array}$$

$$\begin{aligned} & \text{---}^2 - \text{---}^2 = \text{---}^2 + \text{---}^2 + \text{---}^2 + \text{---}^2 \\ \text{but } & \text{---}^2 + \text{---}^2 = 2 \cdot \text{---} \cdot \text{---} + \text{---}^2 \\ & \therefore \text{---}^2 = 4 \cdot \text{---} \cdot \text{---} + \text{---}^2. \end{aligned}$$

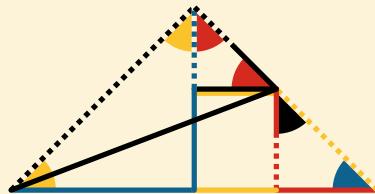
[II. 4]                                    [II. 7]

Q.E.D.

*PROPOSITION IX. THEOREM.*

**S** If a straight line be divided into two equal parts —— —— , and also into two unequal parts —— —— , the squares of the unequal parts are together double the squares of half the line, and of the part between the points of section.

$$\text{——}^2 + \text{——}^2 = 2 \text{——}^2 + 2 \text{——}^2 .$$



Make —— ··· ··· ⊥ and = —— or —— —— ,

Draw ····· and ······· ,

— ··· ··· || — ····· , — ··· ··· || — ····· , and draw  
— ··· ··· .

$$\triangle \text{——} = \triangle \text{——} [\text{I. 5}] = \text{half a right angle.} [\text{I. 32 cor.}]$$

$$\triangle \text{——} = \triangle \text{——} [\text{I. 5}] = \text{half a right angle.} [\text{I. 32 cor.}]$$

$$\therefore \triangle \text{——} = \text{a right angle.}$$

$$\begin{array}{ccccccc} \text{Blue Triangle} & = & \text{Red Triangle} & = & \text{Yellow Triangle} & = & \text{Black Triangle} \\ \text{---} & = & \text{---} & , & \text{---} & = & \text{---} \end{array} \quad [\text{I. } 5, 29] \text{ hence}$$

$$[\text{I. } 6, 34]$$

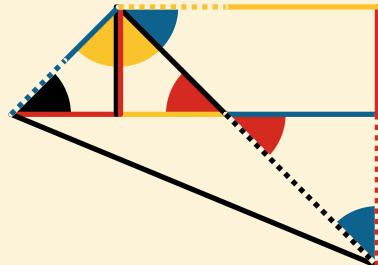
$$\begin{aligned} \text{---}^2 &= \left\{ \begin{array}{l} \text{---}^2 + \text{---}^2, \text{ or } \text{---}^2 \\ = \left\{ \begin{array}{l} \text{.....}^2 = 2 \text{ ---}^2 [\text{I. } 47] \\ \text{---}^2 = 2 \text{ ---}^2 \end{array} \right. \end{array} \right. \\ \therefore \text{---}^2 + \text{---}^2 &= 2 \text{ ---}^2 + 2 \text{ ---}^2 . \end{aligned}$$

Q.E.D.

*PROPOSITION X. THEOREM.*

**C** If a straight line ————— be bisected and produced to any point —————, the squares of the whole produced line, and of the produced part, are together double of the squares of the half line, and of the line made up of the half and produced part.

$$\overline{\text{---}}^2 + \overline{\text{---}}^2 = 2 \overline{\text{---}}^2 + 2 \overline{\text{---}}^2.$$



Make  $\overline{\text{---}} \perp \overline{\text{---}}$  and  $= \overline{\text{---}}$  or  $\overline{\text{---}}$ ,  
draw  $\overline{\text{-----}}$  and  $\overline{\text{-----}}$ ,

and  $\left\{ \begin{array}{c} \overline{\text{---}} \cdots \parallel \overline{\text{---}} \\ \overline{\text{---}} \cdots \parallel \overline{\text{---}} \end{array} \right\}$  [I. 31];

draw  $\overline{\text{---}}$  also.

$$\blacktriangle = \textcolor{blue}{\triangle} \text{ [I. 5]} = \text{half a right angle. [I. 32 cor.]}$$

$$\textcolor{red}{\triangle} = \textcolor{blue}{\triangle} \text{ [I. 5]} = \text{half a right angle. [I. 32 cor.]}$$

$$\therefore \textcolor{blue}{\triangle} = \text{a right angle.}$$



half a right angle [I. 5, 32, 29, 34], and

$\text{---} = \text{-----}$ ,  $\text{---} = \text{-----}$ ,  $\text{---} = \text{-----}$ ,  
[I. 6, 34]. Hence by [I. 47]

$$\text{---}^2 = \left\{ \begin{array}{l} \text{---}^2 + \text{-----}^2 \text{ or } \text{---}^2 \\ \left\{ \begin{array}{l} + \text{-----}^2 = 2 \text{ ---}^2 \\ + \text{-----}^2 = 2 \text{ -----}^2 \end{array} \right. \end{array} \right.$$

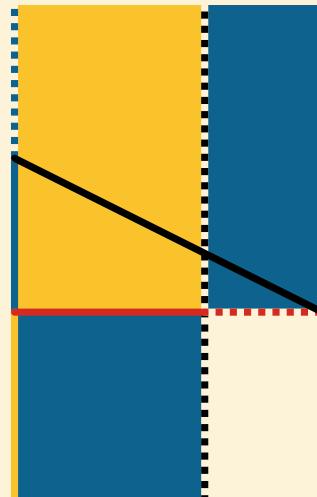
$$\therefore \text{---}^2 + \text{---}^2 =_2 \text{---}^2 +_2 \text{---}^2.$$

Q.E.D.

*PROPOSITION XI. PROBLEM.*



O divide a given straight line  
— · · · · · — in such a manner,  
that the rectangle contained by  
the whole line and one of its parts may be  
equal to the square of the other.



Describe  [I. 46],

make  [I. 10], draw ,

take  [I. 3],

on  describe  [I. 46].

Produce  [post. 2].

Then, [II. 6]

$$\begin{aligned}
 & \text{---} - \text{---} \cdot \text{---} + \text{---}^2 = \text{---} - \text{---} \\
 & \quad = \text{---}^2 \\
 & \quad = \text{---}^2 + \text{---}^2
 \end{aligned}$$

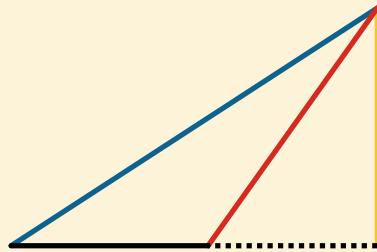
$$\bullet\bullet \cdot \text{---} \text{---} \bullet \text{---} \text{---} = \text{---} \text{---}^2, \text{ or}$$

$$\begin{array}{c} \text{---} \\ | \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ | \\ \text{---} \end{array} \quad \bullet\bullet \quad \begin{array}{c} \text{---} \\ | \\ \text{---} \end{array} = \begin{array}{c} \text{---} \\ | \\ \text{---} \end{array}^2$$

Q.E.F.

*PROPOSITION XII. PROBLEM.*

**S**IN any obtuse angled triangle, the square of the side subtending the obtuse angle exceeds the sum of the squares of the sides containing the obtuse angle, by twice the rectangle contained by either of these sides and the produced parts of the same from the obtuse angle to the perpendicular let fall on it from the opposite acute angle.



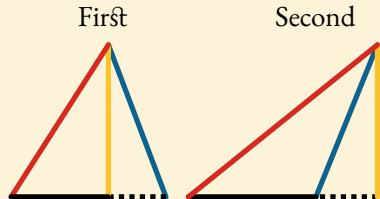
$$\overline{\text{blue}}^2 \blacksquare \overline{\text{black}}^2 + \overline{\text{red}}^2 \text{ by } 2 \overline{\text{black}} \cdot \dots \cdot .$$

$$\begin{aligned} & \overline{\dots\dots\dots}^2 = \overline{\text{black}}^2 + \overline{\dots\dots\dots}^2 + 2 \overline{\text{black}} \cdot \dots \cdot \dots \dots : \\ & \text{By [II. 4],} \\ & \text{add } \overline{\text{yellow}}^2 \text{ to both } \overline{\dots\dots\dots}^2 = \overline{\text{yellow}}^2 = \overline{\text{blue}}^2 [\text{I. 47}] \\ & = 2 \overline{\text{black}} \cdot \dots \cdot \dots \cdot + \overline{\text{black}}^2 + \left\{ \begin{array}{l} \overline{\dots\dots\dots}^2 \\ \overline{\text{yellow}}^2 \end{array} \right\} \text{ or} \\ & + \overline{\text{red}}^2 [\text{I. 47}]. \end{aligned}$$

$$\begin{aligned} & \text{Therefore,} \\ & \overline{\text{blue}}^2 = 2 \overline{\text{black}} \cdot \dots \cdot \dots \cdot + \overline{\text{black}}^2 + \overline{\text{red}}^2 : \\ & \text{hence } \overline{\text{blue}}^2 \blacksquare \overline{\text{red}}^2 + \overline{\text{blue}}^2 \text{ by } 2 \overline{\text{black}} \cdot \dots \cdot \dots \cdot . \end{aligned}$$

Q.E.F.

PROPOSITION XIII. PROBLEM.



*N* any triangle, the square of the side subtendeding an acute angle, is less than the sum of the squares of the sides containing that angle, by twice the rectangle contained by either of these sides, and the part of it intercepted between the foot of the perpendicular let fall on it from the opposite angle, and the angular point of the acute angle.

FIRST.

$$\overline{\text{blue}}^2 \blacksquare \overline{\dots\dots\dots}^2 + \overline{\text{red}}^2 \text{ by } 2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots}.$$

SECOND.

$$\overline{\text{blue}}^2 \blacksquare \overline{\text{red}}^2 + \overline{\dots\dots\dots}^2 \text{ by } 2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots}.$$

First, suppose the perpendicular to fall within the triangle, then [II. 7]

$$\overline{\dots\dots\dots}^2 + \overline{\dots\dots\dots}^2 = 2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots} + \overline{\dots\dots\dots}^2,$$

add to each  $\overline{\text{yellow}}^2$  then,

$$\begin{aligned} \overline{\dots\dots\dots}^2 + \overline{\dots\dots\dots}^2 + \overline{\text{yellow}}^2 &= 2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots} \\ + \overline{\dots\dots\dots}^2 + \overline{\text{yellow}}^2 & \end{aligned}$$

$\therefore$  [I. 47],

$$\overline{\dots\dots\dots}^2 + \overline{\text{red}}^2 = 2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots} + \overline{\text{blue}}^2,$$

and  $\therefore \overline{\text{blue}}^2 \blacksquare \overline{\dots\dots\dots}^2 + \overline{\text{red}}^2$  by

$$2 \overline{\dots\dots\dots} \cdot \overline{\dots\dots\dots}.$$

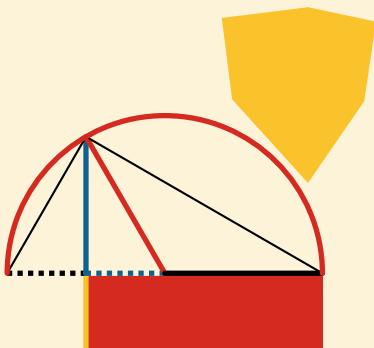
Next suppose the perpendicular to fall without the triangle,

$$\begin{array}{c} \text{then [II. 7]} \\ \hline \dots + \dots^2 = 2 \dots \cdot \dots + \dots^2, \\ \text{add to each } \begin{array}{c} \text{then,} \\ \hline \dots^2 + \text{yellow}^2 + \dots^2 = 2 \dots \cdot \dots \\ + \dots^2 + \text{yellow}^2 \end{array} \end{array}$$

$$\begin{array}{c} \bullet\bullet \text{ [I. 47]}, \\ \hline \text{red}^2 + \dots^2 = 2 \dots \cdot \dots + \text{blue}^2, \\ \therefore \text{blue}^2 \blacksquare \text{red}^2 + \dots^2 \text{ by} \\ \hline \dots^2 \cdot \dots. \end{array}$$

Q.E.F.

PROPOSITION XIV. PROBLEM.



**O** draw a right line of which the square shall be equal to a given rectilineal figure. To draw  
— such that

$$\text{—}^2 = \text{yellow shape}$$

Make  $\text{—}^2 = \text{yellow shape}$  [I. 45],

produce  $\dots\text{—}$  until  $\dots\dots\dots = \text{—}$ ;

take  $\dots\dots\dots = \text{—}$  [I. 10].

Describe  $\text{—}$  [post. 3],

and produce  $\text{—}$  to meet it: draw  $\text{—}$ .

$\text{—}^2$  or  $\text{—}^2 = \dots\dots\dots \cdot \dots\text{—} + \dots\dots\dots^2$   
[II. 5],

but  $\text{—}^2 = \text{—}^2 + \dots\dots\dots^2$  [I. 47];

$\therefore \text{—}^2 + \dots\dots\dots^2 = \dots\dots\dots \cdot \dots\text{—} + \dots\dots\dots^2$   
 $\therefore \text{—}^2 = \dots\dots\dots \cdot \dots\text{—}$ , and

$$\therefore \text{—}^2 = \text{—}^2 = \text{yellow shape}$$

Q.E.F.

## BOOK III.

### DEFINITIONS.

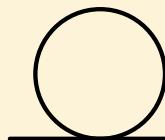
I.



QUAL circles are those whose diameters  
are equal.

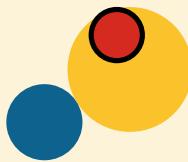
II.

A right line is said to touch a circle when it meets the circle, and being produced does not cut it.



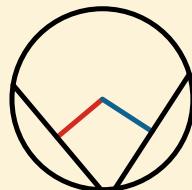
III.

Circles are said to touch one another which meet but do not cut one another.



IV.

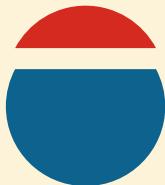
Right lines are said to be equally distant from the centre of a circle when the perpendiculars are drawn to them from the centre are equal.



V.

And the straight line on which the greater perpendicular falls is said to be farther from the centre.

VI.



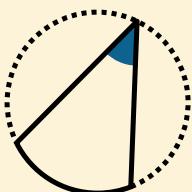
A segment of a circle is the figure contained by a straight line and the part of the circumference it cuts off.

VII.



An angle in a segment is the angle contained by two straight lines drawn from any in the circumference of the segment to the extremities of the straight line which is the base of the segment.

VIII.



An angle is said to stand on the part of the circumference, or the arch, intercepted between the right lines that contain the angle.

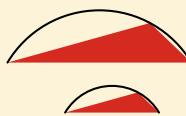
IX.

A sector of a circle is the figure contained by two radii and the arch between them.

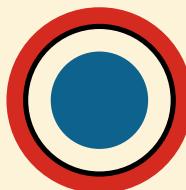


X.

Similar segments of circles are those which contain equal angles.

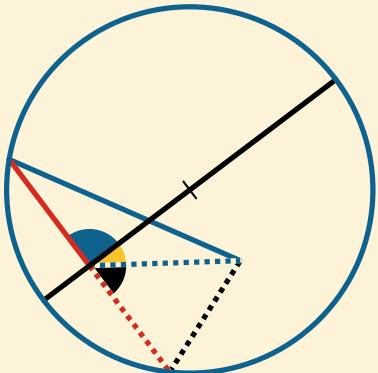


Circles which have the same centre are called *concentric circles*.



## PROPOSITIONS.

### PROPOSITION I. PROBLEM.



O find the centre of a given circle

Draw within the circle any straight line

— ···· , make

— = ···· , draw

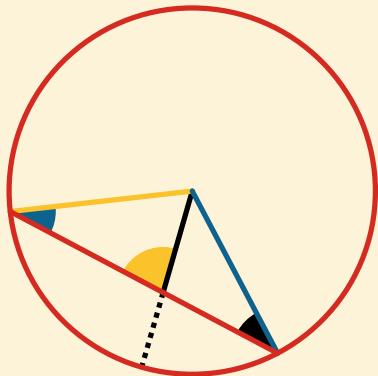
— ⊥ — ···· ; bisect — , and the point of bisection is the centre. For, if it be possible, let any other point as the point of concourse of — , ···· and ···· be the centre. Because in and — = ···· [hyp. and i. def. 15] — = ···· [conft.] and ···· common, = [i. 8], and are therefore right angles; but = [conft.] = [ax. ii] which is absurd; therefore the assumed point is not the centre of the circle; and in the same manner it can be proved that no other point which is not on — is the centre, therefore the centre is in — , and therefore the point where — is bisected is the centre.

Q.E.F.

*PROPOSITION II. THEOREM.*



*straight line (—) joining  
two points in the circumference  
of a circle (○), lies wholly  
within the circle.*



Find the centre of (○) [III. i];

from the centre draw — to any point in —,  
meeting the circumference from the centre;  
draw — and —.

Then = [I. 5]

but  $\square$  or  $\square$  [I. 16]

$\therefore$   $\square$  [I. 19]

but = ,

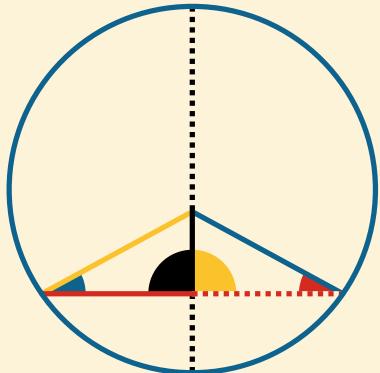
$\therefore$  = ;

$\therefore$   $\square$  ;

$\therefore$  every point in — lies within the circle.

Q.E.D.

*PROPOSITION III. THEOREM.*



F a straight line (—) drawn through the centre of a circle (○) bisects a chord (—···) which does not pass through the centre, it is perpendicular to it; or, if perpendicular to it, it bisects it.

Draw —— and —— to the centre of the circle.

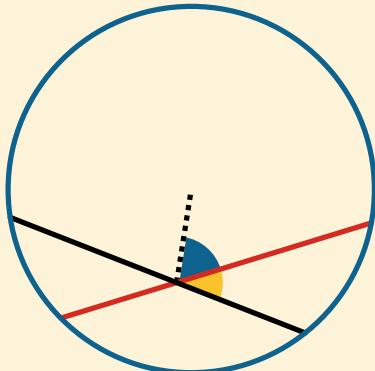
In and   
 $\overline{AB} = \overline{AB}$ ,  $\overline{AC}$  common, and  
 $\overline{BC} = \overline{BD}$  ∵  $\text{Sector } ACB = \text{Sector } ADB$  [I. 8]  
 and ∵  $\perp$   $\overline{BD}$  [I. def. 10].  
 Again let ——  $\perp$  —···.

Then in and   
 $\text{Sector } ACB = \text{Sector } ADB$  [I. 5]  
 $\text{Sector } ACD = \text{Sector } ADB$  [hyp.]  
 and  $\overline{BC} = \overline{BD}$   
 $\therefore \overline{AC} = \overline{AD}$  [I. 26]  
 and ∵ —— bisects —···.

Q.E.D.

*PROPOSITION IV. THEOREM.*

**I**n a circle two straight lines cut one another, which do not both pass through the centre, they do not bisect one another.



If one of the lines passes through the centre, it is evident that it cannot be bisected by the other, which does not pass through the centre.

But if neither the lines ——— or ——— pass through the centre, draw ······ from the centre to their intersection.

If ——— be bisected, ······  $\perp$  to it [III. 3]

$$\therefore \text{shaded sector} = \text{unshaded quadrant} \text{ and if } \text{red line} \text{ be}$$

bisected, ······  $\perp$  ——— [III. 3]

$$\therefore \text{shaded sector} = \text{unshaded quadrant}$$

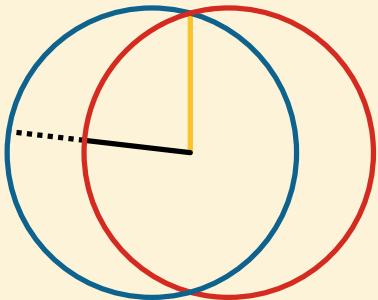
and  $\therefore$   $\text{shaded sector} = \text{shaded sector} + \text{unshaded sector}$ ; a part

equal to the whole, which is absurd:

$\therefore$  ——— and ——— do not bisect one another.

Q.E.D.

*PROPOSITION V. THEOREM.*



If two circles  intersect,  
they have not the same centre.

Suppose it possible that two intersecting circles have a common centre; from such supposed centre draw  to the intersecting point, and  
 meeting the circumferences of the circles.

Then   $\equiv$   [I. def. 15]

and   $\equiv$   [I. def. 15]

$\therefore$    $\equiv$  ;

a part equal to the whole, which is absurd:

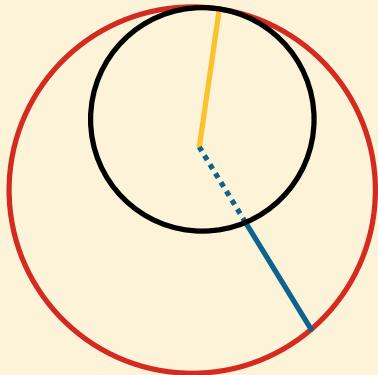
∴ circles supposed to intersect in any point cannot have the same centre.

Q.E.D.

*PROPOSITION VI. THEOREM.*



If two circles  touch one another internally they have not the same centre.



For, if it be possible, let both circles have the same centre; from such a supposed centre draw  cutting both circles, and  to the point of contact.

Then   $\equiv$   [I. def. 15]

and   $\equiv$   [I. def. 15]

$\therefore$    $\equiv$  ;

a part equal to the whole, which is absurd:

therefore the assumed point is not the centre of both circles; and in the same manner it can be demonstrated that no other point is.

Q.E.D.

PROPOSITION VII. THEOREM.

FIGURE I.

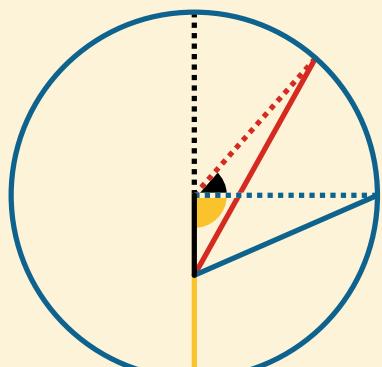
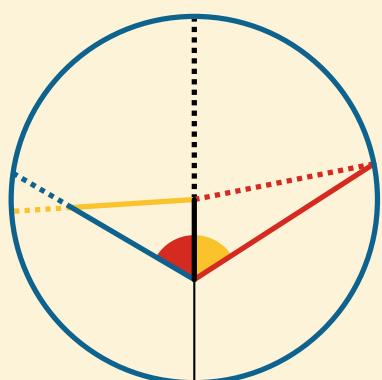


FIGURE II.



*F from any point within a circle which is not the centre, lines* { *are drawn to the circumference; the greatest of those lines is that (—·—·—) which passes through the centre, and the least is the remaining part (—·—) of the diameter.*

*Of the others, that (—·—) which is nearer to the line passing through the centre, is greater than that (—·—) which is more remote.*

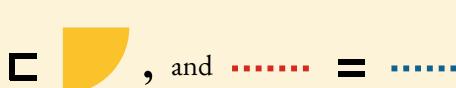
*Fig. 2 The two lines (—·—·— and —·—) which make equal angles with that passing through the centre, on opposite sides of it, are equal to each other; and there cannot be drawn a third line equal to them, from the same point to the circumference.*

FIGURE I.

To the centre of the circle draw ····· and ·····;

then ····· = ····· [I. def. 15]

···· = — + ····· □ — [I. 20] in like manner

— may be shewn to be greater than —, or any other line drawn from the same point to the circumference. Again, by [I. 20] — + — ⊥ — = — + —, take — from both; ∵ — ⊥ — [ax. 3], and in like manner it may be shewn that — is less than any other line drawn from the same point to the circumference. Again, in  and , — common,  and — = — = —.

∴ — ⊥ — [I. 24] and — may in like manner be proved greater than any other line drawn from the same point to the circumference more remote from —.

FIGURE II.

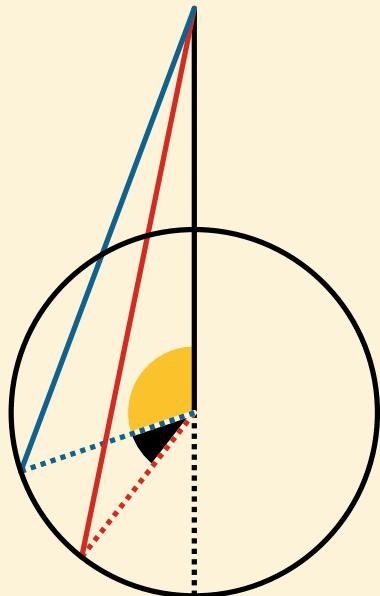
If  then — = —, if not take — = — draw —, then in  and , — common,  and — = — ∵ — = — [I. 4] ∴ — = — = — a part equal to the whole, which is absurd:

∴ — = —; and no other line is equal to — drawn from the same point to the circumference; for if it were nearer to the one passing through the centre it would be greater, and if it were more remote it would be less.

Q.E.D.

The original text of this proposition is here  
divided into three parts.

*PROPOSITION VIII. THEOREM.*



I.

**F**rom a point without a circle, straight lines { } are drawn to the circumference; of those falling upon the concave circumference the greatest is that ( ) which passes through the centre, and the line ( ) which is nearer the greatest is greater than that ( ) which is more remote.

Draw and to the centre.

Then, which passes through the centre, is greatest; for since = , if be added to both, = + ; but [I. 20]  
 $\therefore$  is greater than any other line drawn from the same point to the concave circumference.

Again in

and — common, but

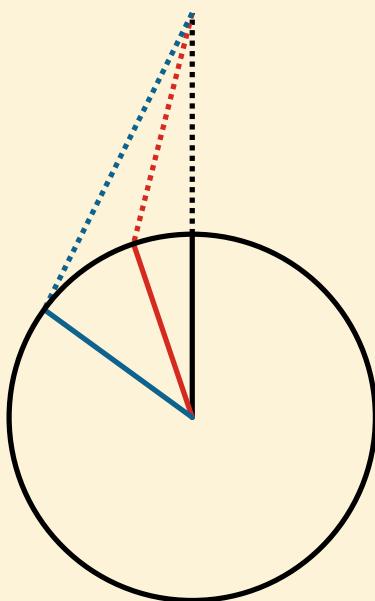


∴ — □ — [I. 24];

and in like manner — may be shewn □ than any other line more remote from ·.

## II.

*Of those lines falling on the convex circumference the least is that (.....) which being produced would pass through the centre, and the line which is nearer to the least is less than that which is more remote.*



For, since — + ..... □ — ..... [I. 20]

and — = — ,

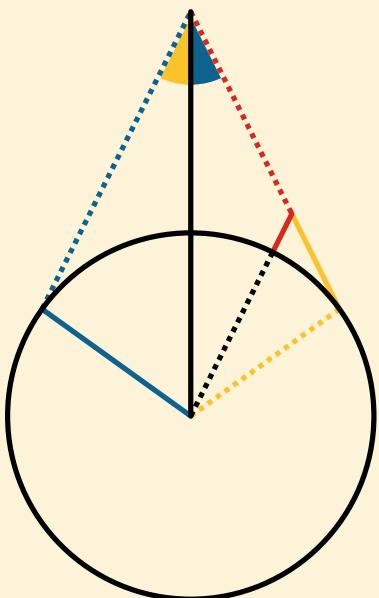
∴ ..... □ ..... [ax. 5].

And again, since — + ..... □ — + .....

[I. 21], and — = — ,

∴ ..... □ ..... . And so of others.

III.



*Also the lines making equal angles with that which passes through the centre are equal, whether falling on the concave or convex circumference; and no third line can be drawn equal to them from the same point to the circumference.*

For if  $\square$  , but making  $=$  ;

make  $=$  , and draw .

Then in and we have  $=$  ,

and common, and also  $=$  ,

$\therefore$   $=$  [I. 4];

but  $=$  ;

$\therefore$   $=$  , which is absurd.

$\therefore$  is not  $=$  , not to any part

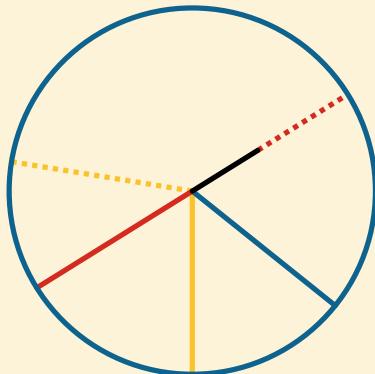
of ,  $\therefore$  is not  $\square$  .

Neither is  $\square$  , they are  
 $\therefore =$  to each other.

And any other line drawn from the same point to the circumference must lie at the same side with one of these lines, and be more or less remote than it from the line passing through the centre, and cannot therefore be equal to it.

Q.E.D.

*PROPOSITION IX. THEOREM.*



*If a point be taken within a circle* , *from which more than two equal straight lines* (, , ) *can be drawn to the circumference, that point must be the centre of the circle.*

For if it be supposed that the point  in which more than two equal straight lines meet is not the centre, some other point  must be; join these two points by  , and produce it both ways to the circumference.

Then since more than two equal straight lines are drawn from a point which is not the centre, to the circumference, two of them at least must lie at the same side of the diameter  ; and since from a point , which passes through the centre: and  which is nearer to ,   which is more remote [III. 8]; but 

Q.E.D.

*PROPOSITION X. THEOREM.*

 NE circle  cannot intersect another  in more points than two.

For if it be possible, let it intersect in three points; from the centre of  draw

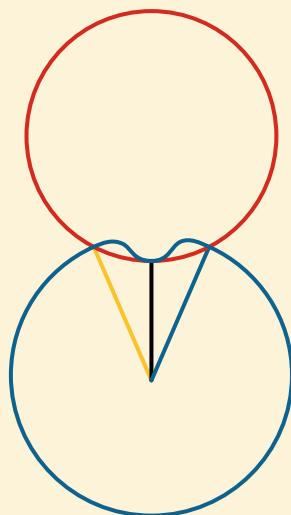
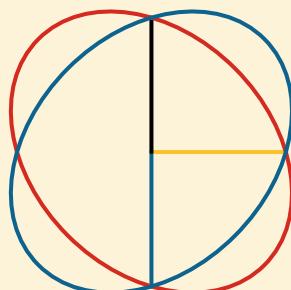
 ,  and  to the points of intersection;

$\therefore$   =  = 

[I. def. 15], but as the circles intersect, they have not the same centre [III. 5]:  $\therefore$  the assumed point is not the centre of

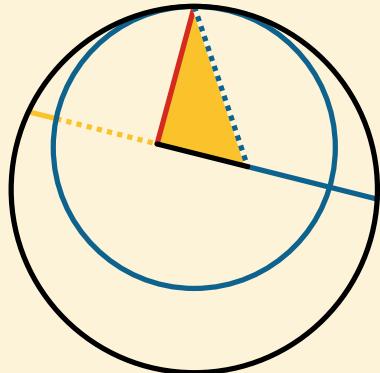
 , and  $\therefore$  as

 ,  and  are drawn from a point and not the centre, they are not equal [III. 7, 8]; but it was shewn before that they were equal, in which is absurd; the circles therefore do not intersect in three points.



Q.E.D.

*PROPOSITION XI. THEOREM.*



F two circles  and  touch one another internally, the right line joining their centres, being produced, shall pass through a point of contact.

For if it be possible, let —— join their centres, and produce it both ways; from a point of contact draw —— to the centre of  , and from the same point of contact draw ..... to the centre of  .

Because in  ; —— + ——  $\sqsubset$  ..... [I. 20],

and ..... = ..... as they are radii of  ,

but —— + ——  $\sqsubset$  ..... ; take away —— which is common, and ——  $\sqsubset$  ..... ; but —— = ..... , because they are radii of  , and  $\therefore$  .....  $\sqsubset$  ..... a part greater than the whole, which is absurd.

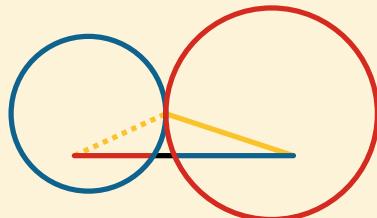
The centres are not therefore so placed, that a line joining them can pass through any point but a point of contact.

Q.E.D.

*PROPOSITION XII. THEOREM.*



F two circles and touch one another externally, the straight line joining their centres passes through the point of contact.



If it be possible, let join the centres, and not pass through a point of contact; then from a point of contact draw and to the centres.

Because =  $\square$  [I. 20],

and = [I. def. 15],

and = [I. def. 15],

$\therefore$  +  $\square$  , a part greater than the whole, which is absurd.

The centres are not therefore so placed, that the line joining them can pass through any point but the point of contact.

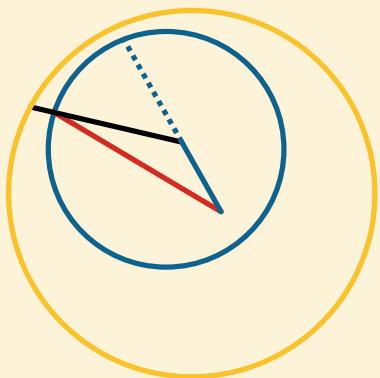
Q.E.D.

*PROPOSITION XIII. THEOREM.*



NE circle cannot touch another, either externally or internally  
in more points than one.

FIGURE I.



*Fig. 1* For if it be possible, let and

touch one another internally in  
two points; draw joining their  
centres, and produce it until it passes  
through one of the points of contact  
[III. II]; draw and .

But  $\equiv$  [I. def. 15],

$\therefore$  if be added to both,

$\equiv$  + ;

but  $\equiv$  [I. def. 15],

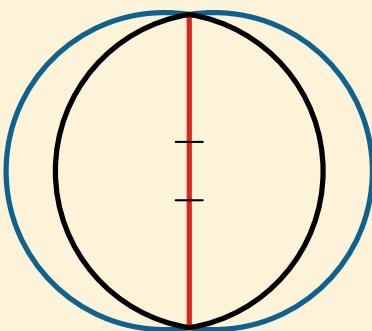
and  $\therefore$  +  $\equiv$  ; but

+  $\subset$  [I. def. 20],

which is absurd.

*Fig. 2* But if the points of contact be the extremities of the right line joining the centres, this straight line must be bisected in two different points for the two centres; because it is the diameter of both circle, which is absurd.

FIGURE II.



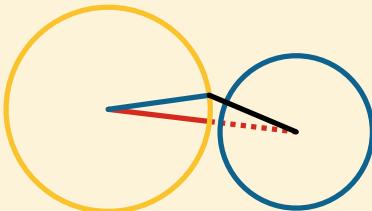
*Fig. 3* Next, if it be possible, let

and

touch externally in two points; draw

joining the centres of the circles, and passing through one of the points of contact, and draw

FIGURE III.



$$\text{---} = \text{---} \quad [\text{I. def. 15}];$$

$$\text{and } \text{.....} = \text{---} \quad [\text{I. def. 15}]:$$

$$\therefore \text{---} + \text{---} = \text{.....}; \text{ but}$$

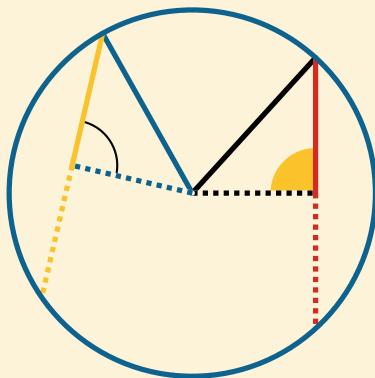
$$\text{---} + \text{---} \not= \text{.....} \quad [\text{I. 20}],$$

which is absurd.

There is therefore no case in which two circles can touch one another in two points.

Q.E.D.

PROPOSITION XIV. THEOREM.



*straight lines inscribed in a circle are equally distant from the centre; and also, straight lines equally distant from the centre are equal.*

From the centre of draw

$\perp$  to and   
 $\perp$  , join and .

Then = half [III. 3]

and =  $\frac{1}{2}$  [III. 3]

since = [hyp.]

$\therefore$  = ,

and = [I. def. 15]

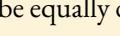
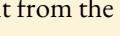
$\therefore$  <sup>2</sup> = <sup>2</sup>;

but since is a right angle

<sup>2</sup> = <sup>2</sup> + <sup>2</sup> [I. 47]

and <sup>2</sup> = <sup>2</sup> + <sup>2</sup> for the same reason,

$$\begin{array}{c}
 \text{∴ } \cdots \overset{2}{+} \cdots \overset{2}{=} \cdots \overset{2}{+} \cdots \overset{2}{}
 \\ \text{∴ } \cdots \overset{2}{=} \cdots \overset{2}{,}
 \\ \text{∴ } \cdots \overset{2}{=} \cdots \cdot
 \end{array}$$

Also, if the lines  and  be equally distant from the centre; that is to say, if the perpendiculars  and  be given equal than   $\equiv$  .

For, as in the preceding case,

$$\begin{array}{c}
 \cdots \overset{2}{+} \cdots \overset{2}{=} \cdots \overset{2}{+} \cdots \overset{2}{;} \\
 \text{but } \cdots \overset{2}{=} \cdots \overset{2}{;}
 \end{array}$$

  $\equiv$    $,$  and the doubles of these  
 and  are also equal.

Q.E.D.

*PROPOSITION XV. THEOREM.*



THE diameter is the greatest straight line in a circle: and, of all others, that which is nearest to the centre is greater than the more remote.

FIGURE I.

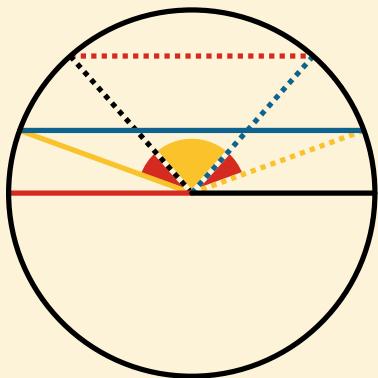


FIGURE I.

The diameter ——— is  $\square$  any line ———. For draw ——— and ———. Then ——— = ——— and ——— = ———,  $\therefore$  ——— + ——— = ———, but ——— + ———  $\square$  ——— [I. 20]  $\therefore$  ———  $\square$  ———.

Again, the line which is nearer the centre is greater than the one more remote.

First, let the given lines be ——— and ———, which are at the same side of the centre and do not intersect;

draw  $\left\{ \begin{array}{l} \text{---}, \\ \text{---}, \\ \text{---}, \\ \text{---}. \end{array} \right\}$

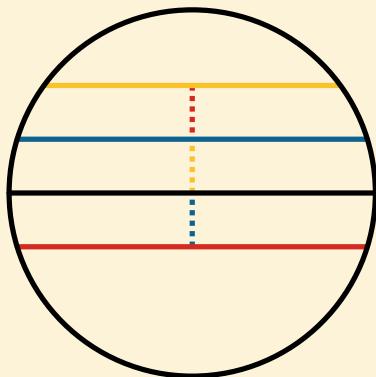
In ——— and ———,

$\text{---}$  and  $\text{----}$   $\equiv$   $\text{-----}$  and  $\text{.....}$  ;  
  
 $\therefore \text{---} \square \text{-----}$  [I. 24]

FIGURE II.

Let the given lines be  $\text{---}$  and  
 $\text{---}$  which either are at different  
 sides of the centre, or intersect; from the  
 centre draw  $\text{----}$  and  
 $\text{.....} \perp \text{---}$  and  $\text{---}$ ,  
 make  $\text{.....} \equiv \text{----}$ , and draw  
 $\text{---} \perp \text{----}$ .

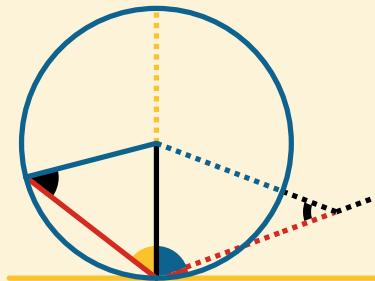
FIGURE II.



Since  $\text{---}$  and  $\text{---}$  are equally distant from  
 the centre,  $\text{---} \equiv \text{---}$  [III. 14];  
 but  $\text{---} \square \text{---}$  [Pt. I; III. 15],  
 $\therefore \text{---} \square \text{---}$ .

Q.E.D.

*PROPOSITION XVI. THEOREM.*

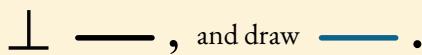


HE straight line ——  
drawn from the extremity of the  
diameter —— of a circle  
perpendicular to it falls without the circle.  
And if any straight line ······ be

drawn from a point within that perpendicular to the point of contact, it cuts the circle.

PART I.

If it be possible, let ——, which meets the circle again, be



Then, because —— = ——, = [I. 5],

and •• each of these angles is acute [I. 17]

but = [hyp.], which is absurd, therefore —— drawn  
 —— does not meet the circle again.

PART II.

Let —— be —— and let ······ be drawn from a point  
····· between —— and the circle, which if it be possible, does not cut  
the circle.

Because  = 

∴  is an acute angle; suppose

..... ⊥ ..... , drawn from the centre of the circle, it must fall  
at the side of  the acute angle.

∴  which is supposed to be a right angle, is 

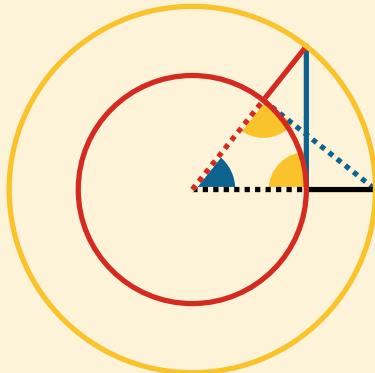
∴ — ⊥ ⊥ ..... ;

but ..... = — ,

and ∴ ..... ⊥ ..... , a part greater than the whole, which is absurd. Therefore the point does not fall outside the circle, and therefore the straight line ..... cuts the circle.

Q.E.D.

*PROPOSITION XVII. THEOREM.*



**T**O draw a tangent to a given circle from a given point, either in or outside of its circumference.

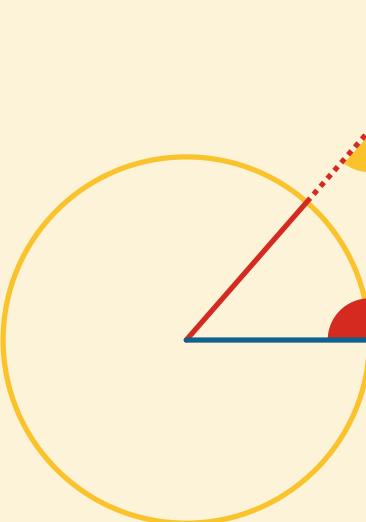
If the given point be in the circumference, as at , it is plain that the straight line  $\perp$  the radius, will be the required tangent [III. 16].

But if given the point be outside of the circumference, draw from it to the centre, cutting ; and draw  $\perp$  , describe concentric with radius  $=$  , then will be the tangent required. For in and ,  $=$  , common, and  $=$  ,  $\therefore$  [I. 4]  $=$   $=$  a right angle,  $\therefore$  is a tangent to .

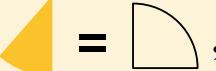
Q.E.D.

*PROPOSITION XVIII. THEOREM.*

**S**o if a right line ..... be a tangent to a circle, the straight line — drawn from the centre to the point of contact, is perpendicular to it.



For if it be possible, let —— be  $\perp$  ....,

then because  [I. 17]

$\therefore$  ——  $\square$  —— [I. 19];

but —— = ——,

and  $\therefore$  ——  $\square$  ——,

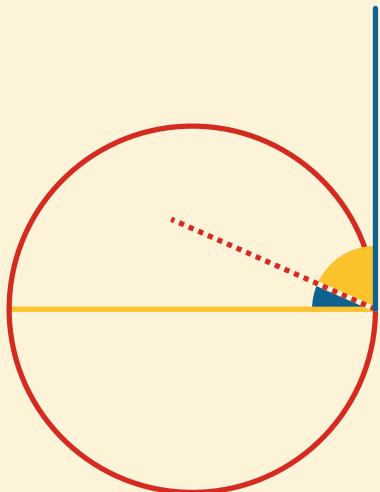
a part greater than the whole, which is absurd.

$\therefore$  —— is not  $\perp$  ....; and in the same manner it can be demonstrated, that no other line except —— is perpendicular to

..... •

Q.E.D.

*PROPOSITION XIX. THEOREM.*



 If a straight line —— be a tangent to a circle, the straight line ——, drawn perpendicular to it from a point of the contact, passes through the centre of the circle.

For if it be possible, let the centre be without ——, and draw ..... from the supposed centre to the point of contact.

Because .....  $\perp$  —— [III. 18]

$\therefore$   = , a right angle;

but  =  [hyp.], and  $\therefore$   = 

a part equal to the whole, which is absurd.

Therefore the assumed point is not the centre; and in the same manner it can be demonstrated, that no other point without —— is the centre.

Q.E.D.

*PROPOSITION XX. THEOREM.*



HE angle at the centre of a circle, is double the angle at the circumference, when they have the same part of the circumference for their base.

FIGURE I.

Let the centre of the circle be on  
 —————— a side of .  
 Because = ,  
 = [I. 5].  
 But = + ,  
 = twice [I. 32].

FIGURE I.

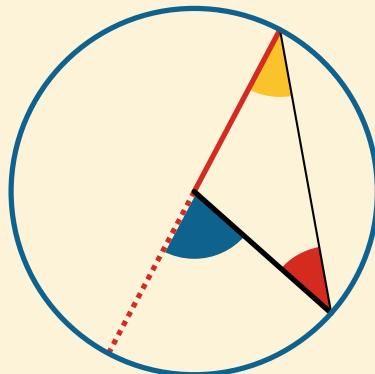
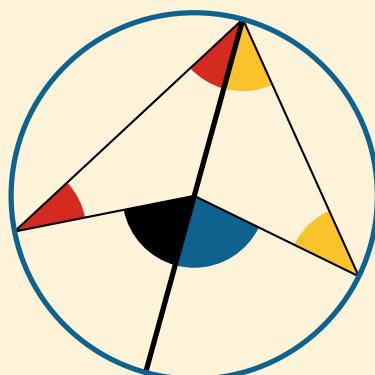


FIGURE II.

Let the centre be within , the angle at the circumference; draw —————— from the angular point through the centre of the circle; then = ,

FIGURE II.



and  = 

Hence  = twice 

But  = 



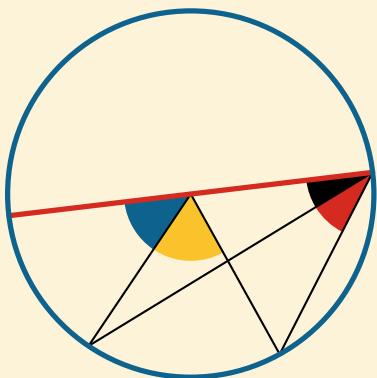


FIGURE III.

Let the centre be without 

draw 

Because  = twice 

and  = twice 

∴ 

*PROPOSITION XXI. THEOREM.*



THE angles (, ) in the same segment of a circle are equal.

FIGURE I.

Let the segment be greater than a semicircle, and draw  and  to the centre.

$$\begin{aligned} \textcolor{yellow}{\triangle} &= \text{twice } \textcolor{red}{\triangle} \text{ or twice } \textcolor{blue}{\triangle} \\ &= \textcolor{blue}{\triangle} \quad [\text{III. 20}]; \\ \therefore \textcolor{red}{\triangle} &= \textcolor{blue}{\triangle}. \end{aligned}$$

FIGURE II.

Let the segment be a semicircle, or less than a semicircle, draw  the diameter, also draw .

$$\begin{aligned} \textcolor{yellow}{\triangle} &= \textcolor{blue}{\triangle} \text{ and} \\ \textcolor{red}{\triangle} &= \textcolor{black}{\triangle} \quad [\text{case 1}]; \\ \therefore \textcolor{yellow}{\triangle} &= \textcolor{blue}{\triangle}. \end{aligned}$$

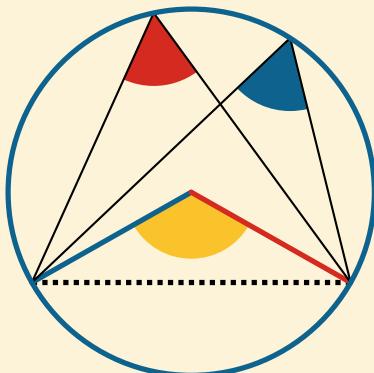
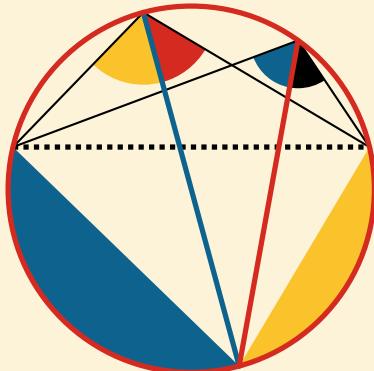


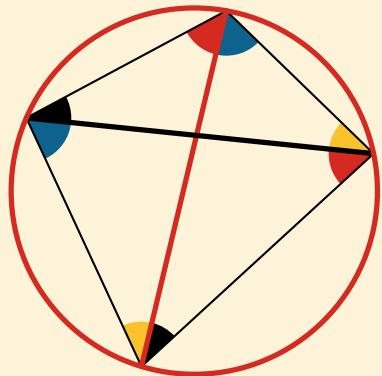
FIGURE I.

FIGURE II.

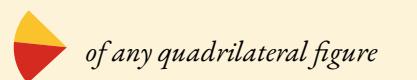


Q.E.D.

*PROPOSITION XXII. THEOREM.*



HE opposite angles  
and



of any quadrilateral figure  
inscribed in a circle, are together equal to  
two right angles.

Draw —— and —— the diagonals; and because angles in the same

$$\text{segment are equal } \triangle = \triangle,$$

$$\text{and } \triangle = \triangle;$$

add to both.

$$\therefore \triangle + \triangle = \triangle + \triangle + \triangle =$$

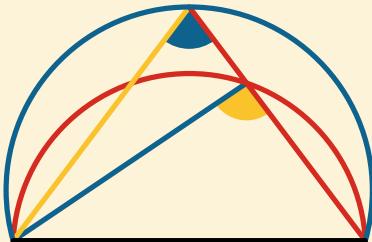
two right angles [I. 32]. In like manner it may be shwon that,

$$\triangle + \triangle = \text{a semicircle}.$$

Q.E.D.

*PROPOSITION XXIII. THEOREM.*

 PON the same straight line  
and upon the same side of it,  
two similar segments of circles  
cannot be constructed which do not coincide.



For if it be possible, let two similar segments



draw any right line — cutting both the segments,

draw — and — •.

Because the segments are similar,

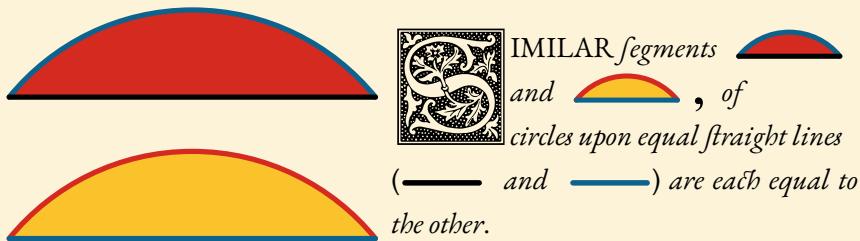
$$\text{yellow segment} = \text{blue segment} \quad [\text{III. def. 10}],$$

$$\text{but } \text{yellow segment} \subset \text{blue segment} \quad [\text{I. 16}]$$

which is absurd: therefore no point in either of the segments falls without the other, and therefore the segments coincide.

Q.E.D.

*PROPOSITION XXIV. THEOREM.*



For, if be so applied to ,  
that may fall on , the extremities of  
may be on the extremities and  
at the same side as ;

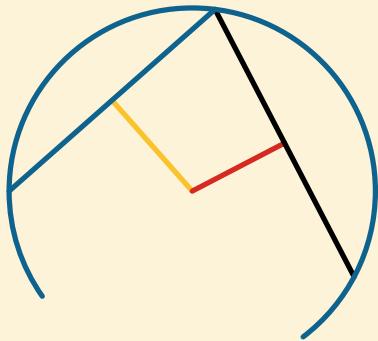
because  $\overline{\text{---}} = \overline{\text{---}}$ ,  
 $\overline{\text{---}}$  must wholly coincide with  $\overline{\text{---}}$ ;  
and the similar segments being then upon the same straight line at the same side  
of it, must also coincide [III. 23], and are therefore equal.

Q.E.D.

*PROPOSITION XXV. THEOREM.*



*segment of a circle being given,  
to describe the circle of which it  
is the segment.*



From any point in the segment draw ————— and ————— bise $\ell$ t them, and from the points of bisection

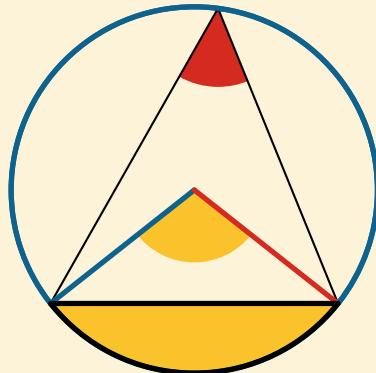


where they meet is the centre of the circle.

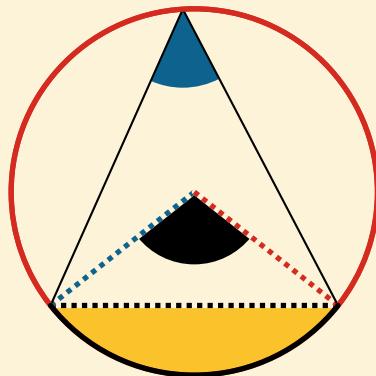
Because ————— terminated in the circle is bise $\ell$ t perpendicularly by —————, it passes through the centre [III. 1], likewise ————— passes through the centre, therefore the centre is in the intersection of these perpendiculars.

Q.E.D.

PROPOSITION XXVI. THEOREM.



 *N* equal circles  and , the arcs , on which stand equal angles, whether at the centre or circumference, are equal.



First, let  =  at the centre, draw  and .

Then since  = ,

 and  have

 =  = 

=  , and

 =  ,

∴  =  [I. 4]. But  =  [III. 20];

∴  and  are similar [III. def. 10]; they are also equal [III. 24].

If therefore the equal segments be taken from the equal circles, the remaining segments will be equal; hence  =  [ax. 3];

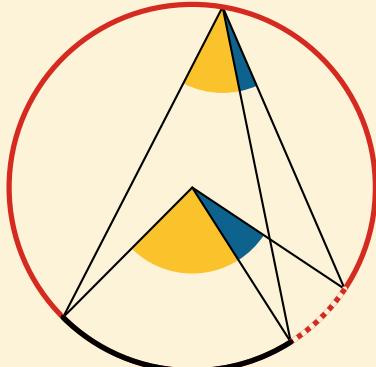
∴  =  . But if the given equal angles be at the circumference, it is evident that the angles at the centre, being double of those at the circumference, are also equal, and therefore the arcs on which they stand are equal.

Q.E.D.

*PROPOSITION XXVII. THEOREM.*



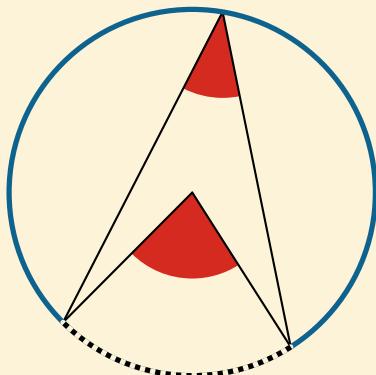
N equal circles, and the angles and which stand upon equal arches are equal, whether they be at the centres or at the circumferences.



For if it be possible, let one of them

be greater than the other

and make =



$$\therefore \text{arc} \quad = \quad \text{arc} \quad [\text{III. 26}]$$

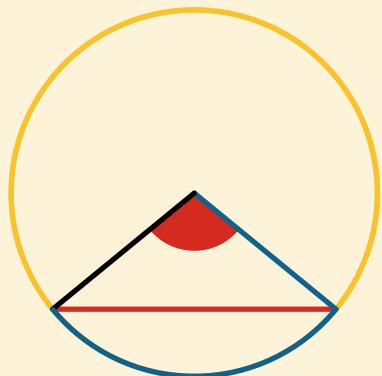
$$\text{but } \text{arc} \quad = \quad \text{arc} \quad [\text{hyp.}]$$

$$\therefore \text{arc} \quad = \quad \text{arc} \quad \text{a part equal}$$

to the whole, which is absurd;  $\therefore$  neither angle is greater than the other, and  $\therefore$  they are equal.

Q.E.D.

*PROPOSITION XXVIII. THEOREM.*



N equal circles and

equal chords

—, ----- cut off equal arches.

From the centres of the equal circles, draw

—, — and

-----, -----; and because

$$\text{yellow circle} = \text{black circle}$$

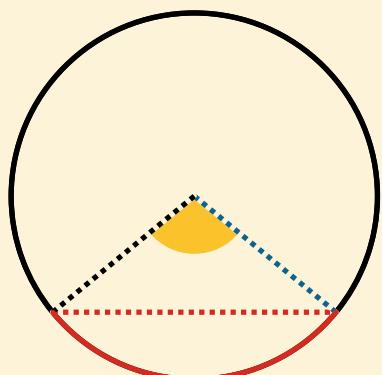
—, — = -----,

----- also — = -----

[hyp.] ∵  $\text{red sector} = \text{yellow sector}$

∴  $\text{blue arc} = \text{red arc}$  [III. 26]

∴  $\text{yellow arc} = \text{black arc}$  [ax. 3].



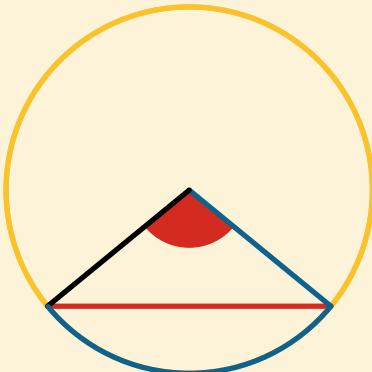
Q.E.D.

*PROPOSITION XXIX. THEOREM.*



N equal circles  and  the chords 

 which subtend equal arcs are equal.



If the equal arcs be semicircles the proposition is evident. But if not,

let ,  and

, 

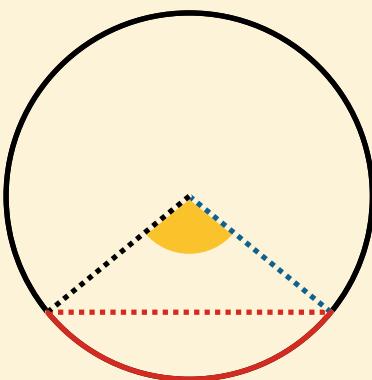
be drawn to the centres; because

 =  [hyp.] and

 =  [III. 27]; but

 and  = 

and 

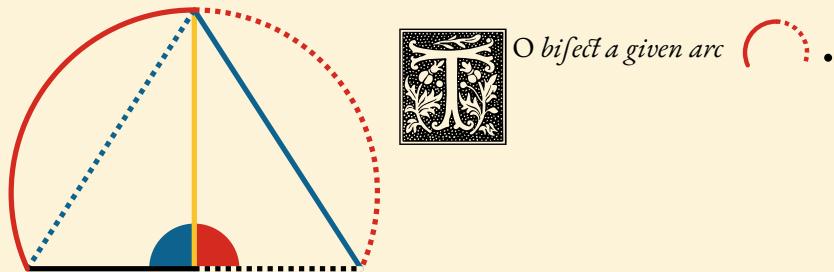


  =  [I. 4];

but these are the chords subtending the equal arcs.

Q.E.D.

*PROPOSITION XXX. PROBLEM.*



Draw —— ; make — = ..... , draw  
 — ⊥ — , and it bisects the arc. Draw ..... and  
 — . — = ..... [confst.], — is common, and  
 $\begin{array}{c} \text{blue sector} \\ \hphantom{\text{blue sector}} = \\ \text{red sector} \end{array}$  [confst.] ∵ ..... = ..... [I. 4]  
 $\begin{array}{c} \text{blue arc} \\ \hphantom{\text{blue arc}} = \\ \text{red arc} \end{array}$  [I. 28], and therefore the given arc is bisected.

Q.E.F.

*PROPOSITION XXXI. THEOREM.*



*In a circle the angle in a semicircle is a right angle, the angle in a segment greater than a semicircle is acute, and the angle in a segment less than a semicircle is obtuse.*

FIGURE I.

The angle in a semicircle is a right angle. Draw and and = and = [I. 5] + = = the half of two right angles = a right angle. [I. 32].

FIGURE I.

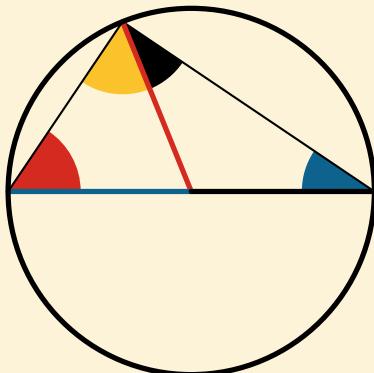


FIGURE II.

The angle in a segment greater than a semicircle is acute. Draw the diameter, and and = a right angle is acute.

FIGURE II.

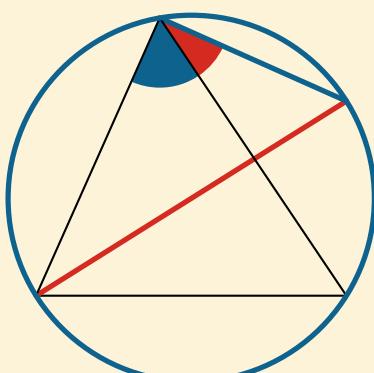


FIGURE III.

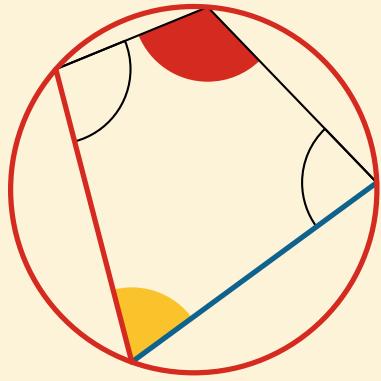


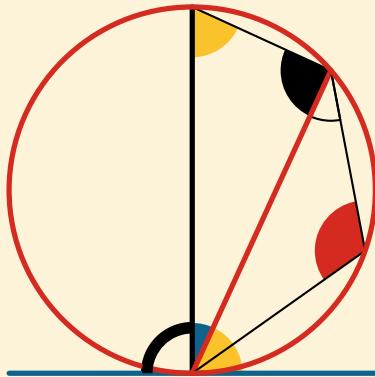
FIGURE III.

The angle in a segment less than semicircle is obtuse. Take the opposite circumference any point, to which draw —— and —— .  
 Because + =  
 [III. 22]  
 but [part 2],  
 ∴ is obtuse.

Q.E.D.

*PROPOSITION XXXII. THEOREM.*

**S**ince a right line — be a tangent to a circle and from the point of contact a right line — be drawn cutting the circle, the angle  made by this line with the tangent is equal to the angle  in the alternate segment of the circle.



If the chord should pass through the centre, it is evident the angles are equal, for each of them is a right angle [III. 16, 31].

But if not, draw —  $\perp$  — from the point of contact, it must pass through the centre of the circle [III. 19].

$$\therefore \text{black sector} = \text{white sector} \quad [\text{III. 31}]$$

$$\text{yellow sector} + \text{blue sector} = \text{white sector} = \text{yellow and blue sectors} \quad [\text{III. 32}]$$

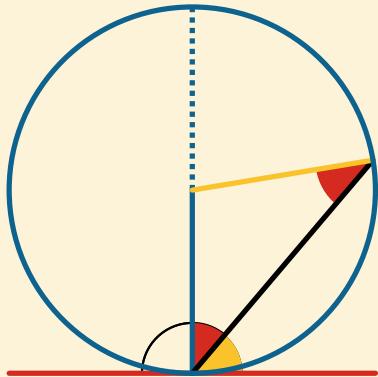
$$\therefore \text{yellow sector} = \text{yellow sector} \quad [\text{ax. 3}].$$

$$\text{Again } \text{yellow and blue sectors} = \text{white sector} = \text{yellow sector} + \text{red sector} \quad [\text{III. 22}]$$

$$\therefore \text{yellow sector} = \text{red sector}, \quad [\text{ax. 3}], \text{ which is the angle in the alternate segment.}$$

Q.E.D.

*PROPOSITION XXXIII. PROBLEM.*



N *a given straight line* — *to describe a segment*  
*of a circle that shall contain*  
*an angle equal to a given angle*  
 , , .

If the given angle be a right angle, bisect the given line, and describe a semicircle on it, this will evidently contain a right angle [III. 31].

If the given angle be acute or obtuse, make with the given line, at its extremity,

= , draw — ⊥ — and make  
 = , describe with — or — as radius,  
 for they are equal. — is a tangent to [III. 16]

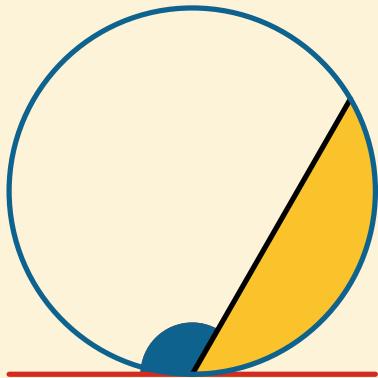
∴ — divides the circle into two segments capable of containing angles equal to and which were made respectively equal to and [III. 32].

Q.E.F.

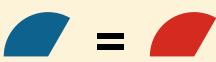
*PROPOSITION XXXIV. PROBLEM.*



O cut off from a given circle  
a segment which shall  
contain an angle equal to a given angle  
•.

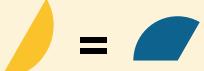


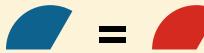
Draw — [III. 17], a tangent to the circle at any point; at the point of contact make

 =  the given angle;  
and  contains an angle = the given angle.

Because — is a tangent,

and — cuts it, the

angle in  =  [III. 32],

but  =  [const.].

Q.E.F.

*PROPOSITION XXXV. THEOREM.*



If two chords  in a circle intersect each other, the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

FIGURE I.

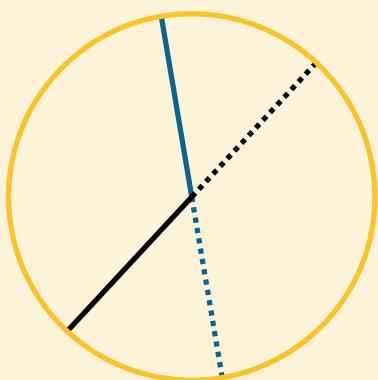


FIGURE I.

If the given right lines pass through the centre, they are bisected in the point of intersection, hence the rectangles under their segments are the squares of their halves and are therefore equal.

FIGURE II.

Let pass through the centre,  
 and not;  
 draw and •.  
 Then  $\times$   $\equiv$   
 $\text{---}^2 \text{---}$   $\times$   $\equiv^2$  [II. 6],  
 or  $\times$   $\equiv$   
 $\text{---}^2 \text{---}$   $\times$   $\equiv^2$  •.  
 $\therefore$   $\times$   $\equiv$   
 $\times$  [II. 5].

FIGURE II.

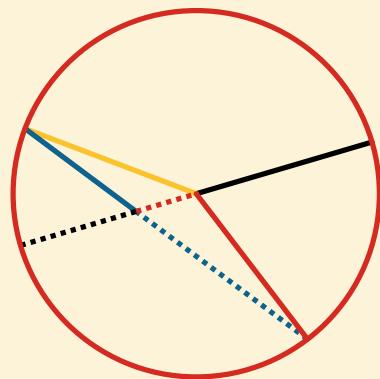
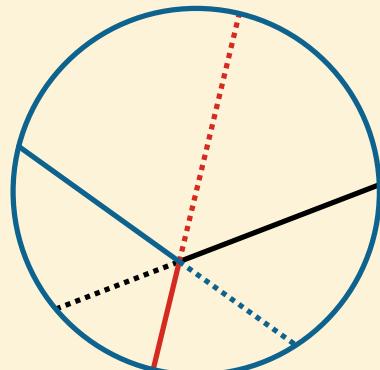


FIGURE III.

Let neither of the given lines pass through the centre, draw through their intersection a diameter , and

$$\begin{aligned} & \times \text{---} = \text{---} \times \\ & \text{---} \text{---} [\text{part 2}] \text{ also } \text{---} \times \\ & \text{---} = \text{---} \times \text{---} \\ & [\text{part 2}]; \therefore \text{---} \times \text{---} \\ & = \text{---} \times \text{---}. \end{aligned}$$

FIGURE III.



Q.E.D.

*PROPOSITION XXXVI. THEOREM.*



*F*rom a point without a circle two straight lines be drawn to it, one of which ——— is a tangent to the circle, and the other - - - cuts it; the rectangle under the whole cutting line - - - and the external segment ——— is equal to the square of the tangent ———.

FIGURE I.

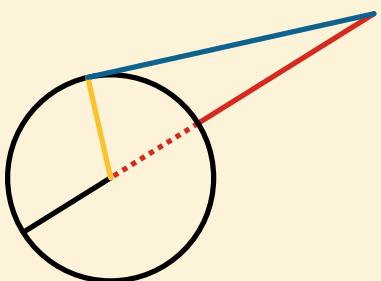


FIGURE I.

Let - - - pass through the centre;  
draw ——— from the centre to the  
point of contact;

$$\text{———}^2 = \text{- - -}^2 \text{ minus}$$

$$\text{———}^2 [\text{I. 47}], \text{ or}$$

$$\text{———}^2 = \text{- - -}^2 \text{ minus}$$

$$\text{- - -}^2,$$

$$\therefore \text{———}^2 = \text{- - -} \times \text{- - -} [\text{II. 6}].$$

FIGURE II.

If  $\dots$  do not pass through the centre, draw  $\dots$  and  $\dots$ .

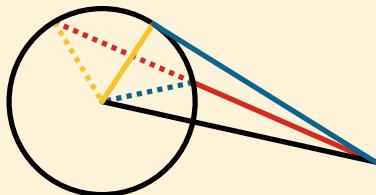
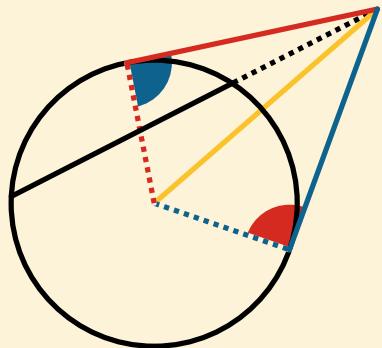


FIGURE II.

Then  $\dots \times \dots = \dots^2$  minus  $\dots^2$  [II. 6],  
 that is,  $\dots \times \dots = \dots^2$  minus  $\dots^2$ ,  
 $\therefore \dots \times \dots = \dots^2$  [III. 18].

Q.E.D.

*PROPOSITION XXXVII. PROBLEM.*



F from a point outside a circle two straight lines be drawn, the one —— cutting the circle, the other —— meeting it, and if the rectangle contained by the whole cutting line —— and its external segment —— be equal to the square of the line meeting the circle, the latter —— is a tangent to the circle.

Draw from the given point ——, a tangent to the circle, and draw from

the centre ——, ——, and ——.

$$\text{——}^2 = \text{——} \times \text{——} \quad [\text{III. 36}] \text{ but}$$

$$\text{——}^2 = \text{——} \times \text{——} \quad [\text{hyp.}],$$

$$\therefore \text{——}^2 = \text{——}^2, \text{ and } \therefore \text{——} = \text{——};$$

Then in

and

—, and — is common,  $\therefore \text{——} = \text{——}$  [I. 8]; but

$=$  a right angle [III. 18],  $\therefore \text{——} = \text{——}$  a right

angle, and  $\therefore$  — is a tangent to the circle [III. 16].

Q.E.F.

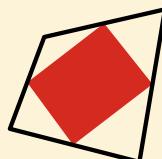
## BOOK IV.

### DEFINITIONS.

I.



A rectilinear figure is said to be *inscribed* in another, when all the angular points of the inscribed figure are on the sides of the figure in which it is said to be inscribed.

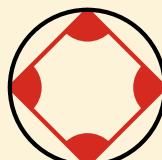


II.

A FIGURE is said to be *described about* another figure, when all the sides of the circumscribed figure pass through the angular points of the other figure.

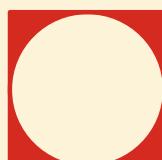
III.

A RECTILINEAR figure is said to be *inscribed in* a circle, when the vertex of each angle of the figure is in the circumference of the circle.

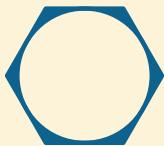


IV.

A RECTILINEAR figure is said to be *circumscribed about* a circle, when each of its sides is a tangent to the circle.

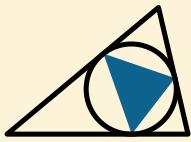


V.

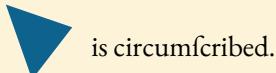


A CIRCLE is said to be *inscribed* in a rectilinear figure, when each side of the figure is a tangent to the circle.

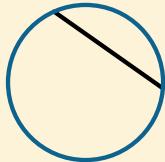
VI.



A CIRCLE is said to be *circumscribed about* a rectilinear figure, when the circumference passes through the vertex of each angle of the figure.



VII.



A STRAIGHT line is said to be *inscribe in* a circle, when its extremities are in the circumference.

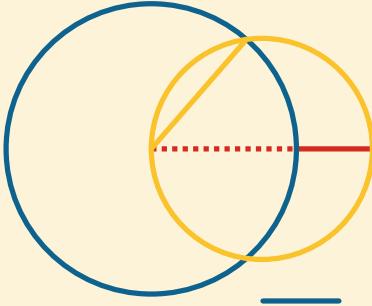
*The Fourth Book of the Elements is devoted to the solution of problems, chiefly relating to the inscription and circumscription of regular polygons and circles.*

A regular polygon is one whose angles and sides are equal.

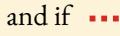
## PROPOSITIONS.

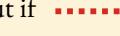
### *PROPOSITION I. PROBLEM.*

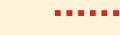
**C**N a given circle  to place a straight line, equal to a given straight line () , not greater than the diameter of the circle.

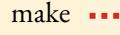


Draw  , the diameter of  ;

and if   $\equiv$   , then  
the problem is solved.

But if  be not equal to  ,

  $\square$   [hyp.];

make   $\equiv$   [I. 3] with

 as radius,

describe  , cutting  , and

draw  , which the line is required.

For   $\equiv$    $\equiv$   [I. def. 15, const.].

Q.E.F.

*PROPOSITION II. PROBLEM.*



To any point of the given circle draw  , a tangent [III. 17];  
and at the point of contact

make  =  [I. 23]

and in like manner  = .

Because  = 

and  = 

∴  = 

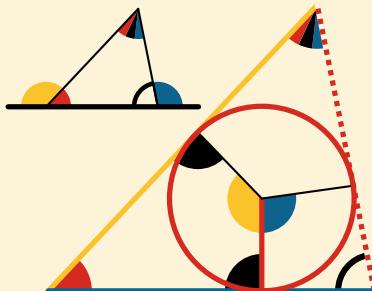


Q.E.F.

*PROPOSITION III. PROBLEM.*



BOUT a given circle  
to circumscribe a triangle  
equiangular to a given triangle.



Produce any side ——, of the given triangle both ways; from the centre of the given circle draw ——, any radius.

Make = [I. 23] and = .

At the extremities of the three radii, draw ——, —— and  
-----, tangents to the given circle [III. 17].

The four angles , taken together, are equal to four right angles [I. 32];  
but and are right angles [const.]

$$\begin{aligned}
 & \therefore \text{[Red triangle]} + \text{[Yellow sector]} = \text{[Half circle]}, \text{ two right angles} \\
 & \text{but } \text{[Yellow sector]} = \text{[Half circle]} \quad [\text{I. 13}] \\
 & \text{and } \text{[Yellow sector]} = \text{[Yellow sector]} \quad [\text{const.}] \\
 & \text{and } \therefore \text{[Red triangle]} = \text{[Red triangle]}.
 \end{aligned}$$

In the same manner it can be demonstrated that

$$\begin{aligned}
 & \text{[Large arc]} = \text{[Small arc]}; \\
 & \therefore \text{[Blue triangle]} = \text{[Red triangle]} \quad [\text{I. 32}]
 \end{aligned}$$

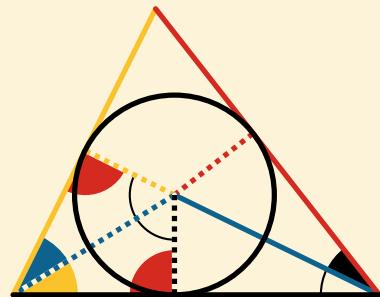
and therefore the triangle circumscribed about the given circle is equiangular to the given triangle.

Q.E.F.

*PROPOSITION IV. PROBLEM.*

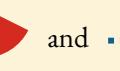


N a given triangle  
to inscribe a circle.



Bisect  and  [I. 9] by ..... and ..... ; from the point where these lines meet draw ..... , ..... and ..... respectively perpendicular to ..... , ..... and ..... .

In  and 

 =  ,  =  and ..... common,

∴ ..... = ..... = ..... [I. 4, 26].

In like manner, it may be shown also

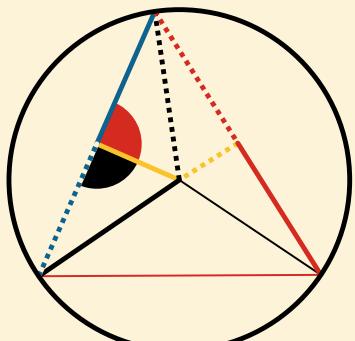
$$\therefore \text{.....} = \text{.....} = \text{.....} ;$$

hence with any one of these lines as radius, describe 

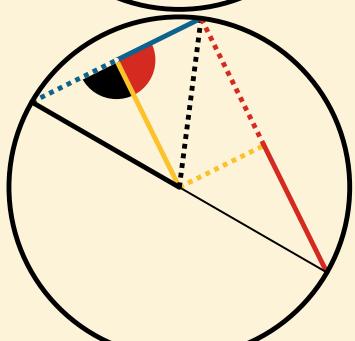
and it will pass through the extremities of the other two; and the sides of the given triangle, being perpendicular to the three radii at their extremities, touch the circle [III. 16], which is therefore inscribed in the given triangle.

Q.E.F.

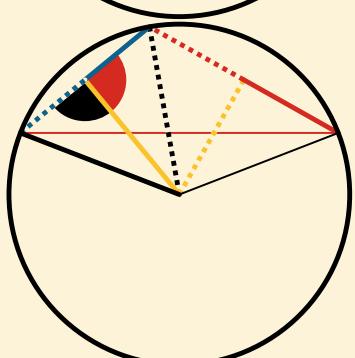
*PROPOSITION V. PROBLEM.*



O describe a circle about a given triangle.



Make = and  
 = [I. 10]. From the  
points of bisection draw and  
 $\perp$  and   
respectively [I. 11], and from their point of  
concourse draw , and  
 and describe a circle with any one  
of them, and it will be the circle required.



In and   
 = [const.],  
 common,  
 = [const.],  
 $\therefore$  = [I. 4].

In like manner it may be shown that

= .

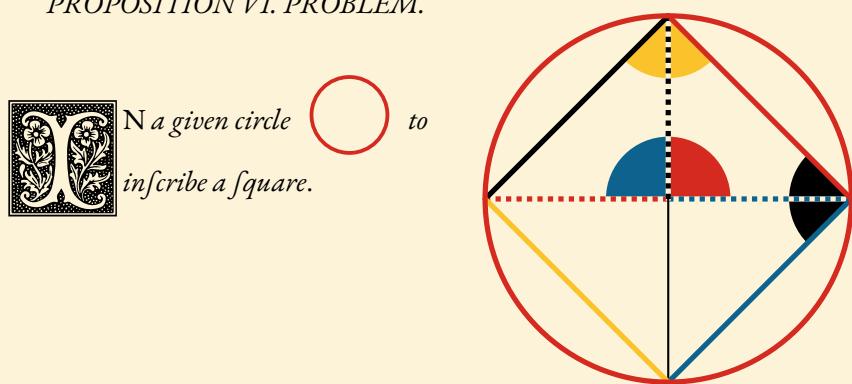
$\therefore$  = = ; and therefore a circle described  
from the concourse of these three lines with any one of them as a radius will  
circumscribe the given triangle.

Q.E.F.

*PROPOSITION VI. PROBLEM.*



*Na given circle*



Draw the two diameters of the circle

, — , — and —



is a fquare.

For since and are, each of them, in a semicircle, they are right

angles [III. 31], ∵ — || — [I. 28]:

and in like manner — || — .

And because = [const.], and ..... = .....

= ..... [I. def. 15]. ∵ — = — [I. 4];

and since the adjacent fides and angles of the parallelogram



are equal,

they are all equal [I. 34]; and ∵

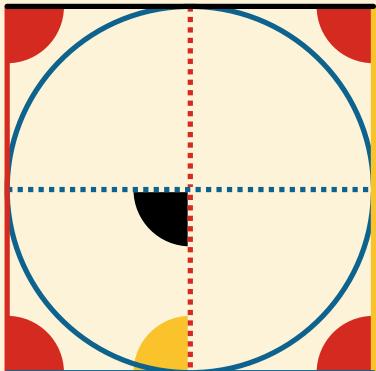


,

incribed in the given circle, is a

Q.E.F.

*PROPOSITION VII. PROBLEM.*



BOUT a given circle  
to circumscribe a square.

Draw two diameters of the given circle perpendicular to each other, and through their extremities draw ——, ——, ——, and

— — tangents to the circle; and  is a square.

 =  a right angle [III. 18], also  =  [conft.],

∴ —— || ..... ; in the same manner it can be demonstrated that

— — || ..... , and also that —— and

— — || ..... ; ∴  is a parallelogram, and

because  =  =  =  = 

they are all right angles [I. 34]:

it is also evident that ——, ——, —— and — — are equal.

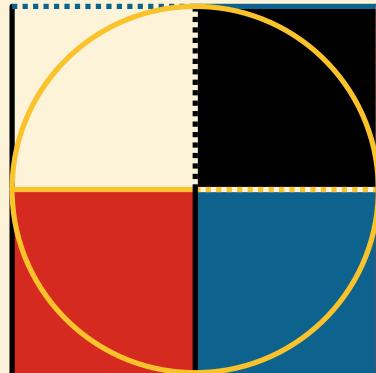
∴  is a square.

Q.E.F.

*PROPOSITION VIII. PROBLEM.*



O inscribe a circle in a given square.



Make  $\text{---} = \cdots\cdots$ , and  $\text{---} = \cdots\cdots$ , draw  $\text{---} \parallel \text{---}$ , and  $\cdots\cdots \parallel \cdots\cdots$  [I. 31].  
 $\therefore$  is a parallelogram; and since  $\text{---} = \cdots\cdots$  [hyp.]  $\text{---} = \cdots\cdots$   $\therefore$  is equilateral [I. 34].

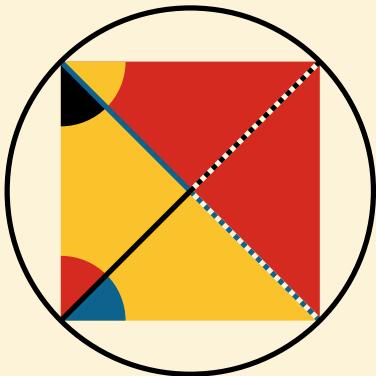
In like manner, it can be shown that  
 $=$  are equilateral parallelograms;

$\therefore \cdots\cdots = \cdots\cdots = \text{---} = \text{---}$ ,

and therefore if a circle be described from the concourse of these lines with any one of them as radius, it will be inscribed in the given square [I. 16].

Q.E.F.

*PROPOSITION IX. PROBLEM.*



O describe a circle about a given square .

Draw the diagonals and intersecting each other; then,

because and have their sides equal, and the base common to both, = [I. 8], or is bisected: in like manner it can be shown that is bisected; but = , hence = their halves, ∴ = ; [I. 6] and in like manner it can be proved that = = = = .

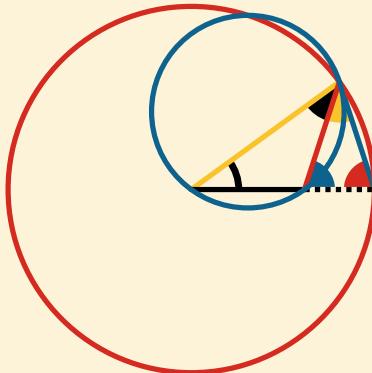
If from the confluence of these lines with any one of them as radius, a circle can be described, it will circumscribe the given square.

Q.E.F.

*PROPOSITION X. PROBLEM.*



O construct an isosceles triangle,  
in which each of the angles at the  
base shall be double of the  
vertical angle.



Take any straight line ——... and divide it so that

$$\text{——...} \times \text{.....} = \text{——}^2 \text{ [II. II].}$$

With ——... as radius, describe  and place

in it from the extremity of the radius,  $\text{——} = \text{——}$ , [IV. 1];

draw ——.

Then  is the required triangle.

For, draw —— and describe



about  [IV. 5].

Since  $\text{——...} \times \text{.....} = \text{——}^2 = \text{——}^2$ ,

$\therefore$   $\text{——}$  is tangent to  [III. 37].

$\therefore$   =  [III. 32],

add  to each,

$$\therefore \text{yellow angle} + \text{black angle} = \text{triangle angle} + \text{black angle};$$

but  +  or  =  [I. 5]: since

$$\text{yellow angle} = \text{red angle} \quad [\text{I. 5}]$$

consequently  =  +  =  [I. 32]

$$\therefore \text{red angle} = \text{blue angle} \quad [\text{II. 6}]$$

$$\therefore \text{blue angle} = \text{black angle} = \text{red angle} \quad [\text{const.}]$$

$$\therefore \text{triangle angle} = \text{black angle} \quad [\text{I. 5}]$$

$$\therefore \text{red angle} = \text{black angle} = \text{blue angle} = \text{triangle angle} + \text{black angle} = \text{twice}$$

$$\text{triangle angle};$$

and consequently each angle at the base is double of the vertical angle.

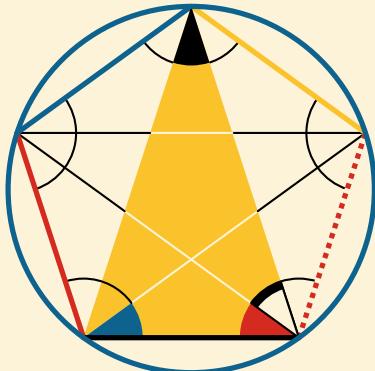
Q.E.F.

*PROPOSITION XI. PROBLEM.*



*N*a given circle

*to inscribe an equilateral  
and equiangular pentagon.*



Construct an isosceles triangle, in which each of the angles at the base shall be double of the angle at the vertex, and inscribe in the given circle a triangle



equiangular to it [IV. 2].

Bisect and [I. 9].

Draw , , and .

Because each of the angles

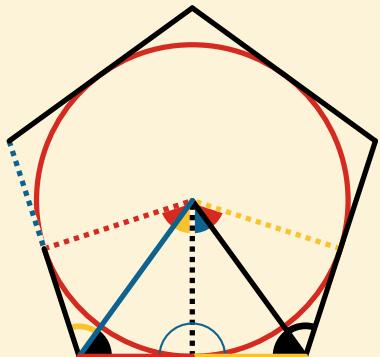
, , , and are equal,

the arcs upon which they stand are equal [III. 26] and  $\therefore$  ,

, , and which subtend these arcs are equal [III. 29] and  $\therefore$  the pentagon is equilateral, it is also equiangular, as each of its angles stand upon equal arcs [III. 27].

Q.E.F.

*PROPOSITION XII. PROBLEM.*



O describe an equilateral  
and equiangular pentagon  
about a given circle .

Draw five tangents through the vertices of the angles of any regular pentagon inscribed in the given circle [III. 17].

These five tangents will form the required pentagon.

Draw  $\left\{ \begin{array}{c} \text{dotted} \\ \text{—} \\ \text{dotted} \\ \text{---} \end{array} \right\}$ . In  and 

$$\text{—} = \text{—} \quad [\text{I. 47}],$$

$$\text{---} = \text{dotted}, \text{ and } \text{—} \text{ common};$$

$$\therefore \text{---} = \text{—} \text{ and } \text{---} = \text{—} \quad [\text{I. 8}]$$

$$\therefore \text{---} = \text{twice } \text{—}, \text{ and } \text{---} = \text{twice } \text{—};$$

In the same manner it can be demonstrated that

$$\text{black sector} = \text{twice black triangle}, \text{ and } \text{red sector} = \text{twice red triangle};$$

$$\text{but } \text{yellow sector} = \text{red sector} \quad [\text{III. 27}],$$

$$\therefore \text{their halves } \text{yellow triangle} = \text{red triangle}, \text{ also } \text{blue sector} = \text{cyan sector}, \text{ and}$$

..... common;

$$\therefore \text{black triangle} = \text{black triangle} \text{ and } \text{red line} = \text{yellow line},$$

$$\therefore \text{red-yellow line} = \text{twice red line};$$

In the same manner it can be demonstrated

$$\text{that } \text{black-blue line} = \text{twice black line},$$

$$\text{but } \text{black line} = \text{red line}$$

$$\therefore \text{black-blue line} = \text{red-yellow line};$$

In the same manner it can be demonstrated that the other sides are equal, and therefore the pentagon is equilateral, it is also equiangular, for

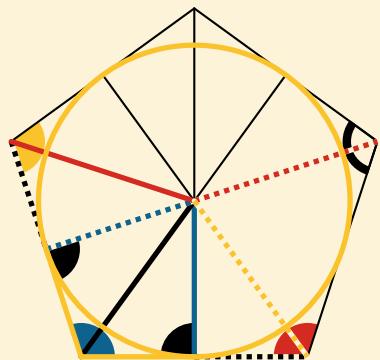
$$\text{black sector} = \text{twice black triangle} \text{ and } \text{yellow sector} = \text{twice black triangle},$$

$$\text{and therefore } \text{black triangle} = \text{black triangle},$$

$$\therefore \text{black sector} = \text{yellow sector}; \text{ in the same manner it can be demonstrated that the other angles of the described pentagon are equal.}$$

Q.E.F.

*PROPOSITION XIII. PROBLEM.*



O inscribe a circle in a given equiangular and equilateral pentagon.

Let  be a given equiangular and equilateral pentagon; it is required to inscribe a circle in it.

Make  = , and  =  [1. 9].

Draw , , , , &c.

Because  = ,  = ,

 common to the two triangles



$\therefore$   =  and  =  [1. 4].

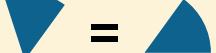
And because  twice 

$\therefore =$  twice  , hence  is bisected by  . In like

manner it may be demonstrated that  is bisected by

 , and that the remaining angle of the polygon is bisected in a similar manner. Draw  ,  , &c. perpendicular to the sides of the pentagon.

Then in the two triangles  and 

we have  , [const.],  common,

and  =  = a right angle;

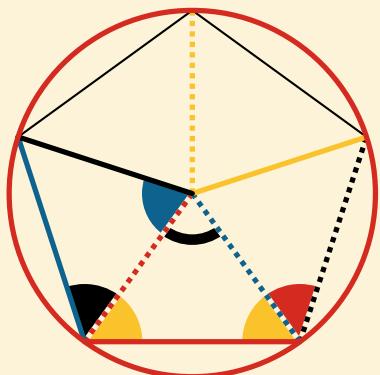
$\therefore =$   =  . [I. 26].

In the same way it may be shown that the five perpendiculars on the sides of the pentagon are equal to one another.

Describe  with any one of the perpendiculars as radius, and it will be the inscribed circle required. For if it does not touch the sides of the pentagon, but cut them, then a line drawn from the extremity at right angles to the diameter of a circle will fall within the circle, which has been shown to be absurd [III. 16].

Q.E.F.

*PROPOSITION XIV. PROBLEM.*



O describe a circle about a given equilateral and equiangular pentagon.

Bisect and by and , and from the point of section, draw , , and .

$$\text{Sector } \text{Sector } \vdots \text{---} = \text{---}$$

[I. 6]; and since in and , = , and

common, also = ;  $\therefore$  =

[I. 4].

In like manner it may be proved that

$$\text{---} = \text{---} = \text{---}, \text{ and therefore}$$

$$\text{---} = \text{---} = \text{---} = \text{---} = \text{---} :$$

Therefore if a circle be described from the point where these five lines meet, with any one of them as a radius, it will circumscribe the given pentagon.

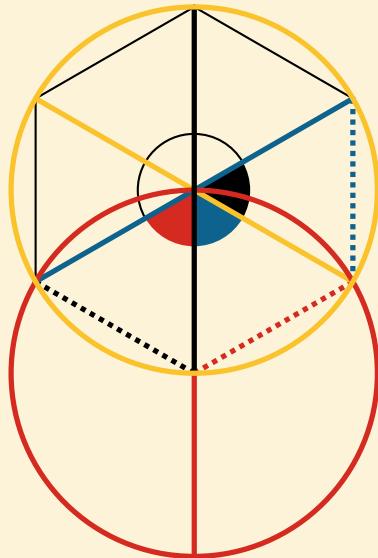
Q.E.F.

*PROPOSITION XV. PROBLEM.*



O inscribe an equilateral  
and equiangular hexagon  
in a given circle

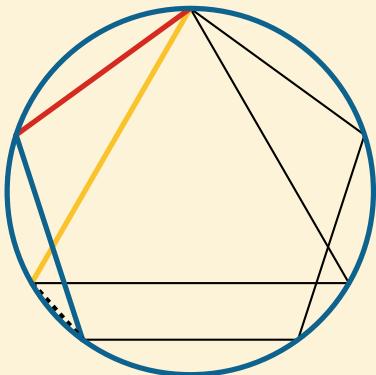
From any point in the circumference of  
the given circle describe , passing  
through its centre, and draw the diameters  
, , and ;  
draw , , ,  
&c. and the required hexagon is inscribed  
in the given circle.



Since , passes through the centres of the circles, and are equilateral triangles, hence = = one-third of two right angles [I. 32]; but = = [I. 13];  
 $\therefore \angle A = \angle B = \angle C = \text{one-third of } \angle D [I. 32]$ , and the angles vertically opposite to these are all equal to one another [I. 15], and stand on equal arches [III. 26], which are subtended by equal chords [III. 29]; and since each of the angles of the hexagon is double the angle of an equilateral triangle, it is also equiangular.

Q.E.F.

*PROPOSITION XVI. PROBLEM.*



O inscribe an equilateral and equiangular quindecagon in a given circle.

Let ——— and ——— be the sides of an equilateral pentagon inscribed in the given circle, and ——— the side of an inscribed equilateral triangle.

$$\left. \begin{array}{l} \text{The arc subtended by } \\ \text{——— and ———} \end{array} \right\} = \frac{2}{5} = \frac{6}{15} \left\{ \begin{array}{l} \text{of the whole} \\ \text{circumference.} \end{array} \right.$$

$$\left. \begin{array}{l} \text{The arc subtended by } \\ \text{———} \end{array} \right\} = \frac{1}{3} = \frac{5}{15} \left\{ \begin{array}{l} \text{of the whole} \\ \text{circumference.} \end{array} \right.$$

$$\text{Their difference is } = \frac{1}{15}$$

$$\therefore \text{the arc subtended by } \cdots \cdots = \frac{1}{15} \text{ difference of the whole}$$

circumference. Hence if straight lines equal to ..... be placed in the circle [iv. i], and equilateral and equiangular quindecagon will be thus inscribed in the circle.

Q.E.F.

## BOOK V.

### DEFINITIONS.

I.



les magnitude is said to be an aliquot part or submultiple of a greater magnitude, when the less measures the greater; that is, when the less is contained a certain number of times exactly in the greater.

II.

A GREATER magnitude is said to be a multiple of a less, when the greater is measured by the less; that is, when the greater contains the less a certain number of times exactly.

III.

RATIO is the relation which one quantity bears to another of the same kind, with respect to magnitude.

IV.

MAGNITUDES are said to have a ratio to one another, when they are of the same kind and the one which is not the greater can be multiplied so as to exceed the other.

*The other definitions will be given throughout the book where their aid is first required.*

## AXIOMS.

### I.



QUIMULTIPLES or equifsubmultiples  
of the same, or of equal magnitudes, are equal.

if  $A = B$ , then

twice  $A =$  twice  $B$ , that is,

$$2A = 2B;$$

$$3A = 3B;$$

$$4A = 4B;$$

&c. &c.

and  $\frac{1}{2}$  of  $A = \frac{1}{2}$  of  $B$ ;

$\frac{1}{3}$  of  $A = \frac{1}{3}$  of  $B$ ;

&c. &c.

### II.

A MULTIPLE of a greater magnitude is greater than the same  
multiple of a less.

Let  $A \sqsubset B$ , then

$$2A \sqsubset 2B;$$

$$3A \sqsubset 3B;$$

$$4A \sqsubset 4B;$$

&c. &c.

III.

THAT magnitude, of which a multiple is greater than the same multiple of another, is greater than the other.

Let  $2 A \blacksquare 2 B$ , then

$A \blacksquare B$ ;

or, let  $3 A \blacksquare 3 B$ , then

$A \blacksquare B$

or, let  $m A \blacksquare m B$ , then

$A \blacksquare B$ .

&c. &c.

## PROPOSITIONS.

### *PROPOSITION I. THEOREM.*



*If any number of magnitudes be equimultiples of as many others, each of each: what multiple soever any one of the first is of its part, the same multiple shall of the first magnitudes taken together be of all the others taken together.*

Let  $\square\square\square\square\square$  be the same multiple of  $\square$ ,  
that  $\blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown$  is of  $\blacktriangledown$ ,  
that  $\lozenge\lozenge\lozenge\lozenge\lozenge$  is of  $\lozenge$ .

Then it is evident that

$\left. \begin{array}{c} \square\square\square\square\square \\ \blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown \\ \lozenge\lozenge\lozenge\lozenge\lozenge \end{array} \right\}$  is the same multiple of  $\left\{ \begin{array}{c} \square \\ \blacktriangledown \\ \lozenge \end{array} \right\}$

which that  $\square\square\square\square\square$  is of  $\square$ ;  
because there are as many magnitudes

in  $\left\{ \begin{array}{c} \square\square\square\square\square \\ \blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown\blacktriangledown \\ \lozenge\lozenge\lozenge\lozenge\lozenge \end{array} \right\}$  =  $\left\{ \begin{array}{c} \square \\ \blacktriangledown \\ \lozenge \end{array} \right\}$

as there are in  $\square\square\square\square\square = \square$ .

The same demonstration holds in any number of magnitudes, which has here been applied to three.

∴ If any number of magnitudes, &c.

*PROPOSITION II. THEOREM.*



If the first magnitude be the same multiple of the second that the third is of the fourth, and the fifth the same multiple of the second that the sixth is of the fourth, then shall the first, together with the fifth, be the same multiple of the second that the third, together with the sixth, is of the fourth.

Let , the first, be the same multiple of , the second, that , the third, is of , the fourth; and let , the fifth, be the same multiple of , the second, that , the sixth, is of , the fourth.

The it is evident, that  $\left\{ \begin{array}{c} \textcolor{yellow}{\bullet} \bullet \bullet \\ \textcolor{blue}{\bullet} \bullet \bullet \bullet \end{array} \right\}$ , the first and fifth together, is the same multiple of , the second, that  $\left\{ \begin{array}{c} \textcolor{red}{\diamond} \diamond \diamond \\ \textcolor{red}{\diamond} \diamond \diamond \diamond \end{array} \right\}$ , the third and sixth together, is of the same multiple of , the fourth;

because there are as many magnitudes in  $\left\{ \begin{array}{c} \textcolor{yellow}{\bullet} \bullet \bullet \\ \textcolor{blue}{\bullet} \bullet \bullet \bullet \end{array} \right\} = \textcolor{yellow}{\bullet}$  as there are in  $\left\{ \begin{array}{c} \textcolor{red}{\diamond} \diamond \diamond \\ \textcolor{red}{\diamond} \diamond \diamond \diamond \end{array} \right\} = \textcolor{red}{\diamond}$ .

∴ If the first magnitude, &c.

*PROPOSITION III. THEOREM.*



*F the first four magnitudes be the same multiple of the second that the third is of the fourth, and if any equimultiples whatever of the the first and third be taken, those shall be equimultiples; one of the second, and the other of the fourth.*

Let  $\left\{ \begin{array}{c} \text{The First.} \\ \boxed{\textcolor{blue}{\square}} \\ \boxed{\textcolor{blue}{\square}\textcolor{blue}{\square}} \\ \boxed{\textcolor{blue}{\square}} \end{array} \right\}$  be the same multiple of  $\boxed{\textcolor{red}{\square}}$  The Second.

which  $\left\{ \begin{array}{c} \text{The Third.} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \end{array} \right\}$  is of  $\textcolor{blue}{\diamond}$  The Fourth. ;

take  $\left\{ \begin{array}{c} \text{the same multiple of} \\ \boxed{\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \end{array} \right\}$   $\left\{ \begin{array}{c} \text{The First.} \\ \boxed{\textcolor{blue}{\square}} \\ \boxed{\textcolor{blue}{\square}\textcolor{blue}{\square}} \\ \boxed{\textcolor{blue}{\square}} \end{array} \right\}$ ,

which  $\left\{ \begin{array}{c} \text{the same multiple of} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \end{array} \right\}$  is of  $\left\{ \begin{array}{c} \text{The Third.} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \\ \textcolor{blue}{\diamond}\textcolor{blue}{\diamond} \end{array} \right\}$ .

Then it is evident, that  $\left\{ \begin{array}{c} \text{the same multiple of} \\ \boxed{\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \\ \boxed{\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}\textcolor{red}{\square}} \end{array} \right\}$  is the same multiple of  $\boxed{\textcolor{red}{\square}}$  The Second.

which  $\left\{ \begin{array}{cccc} \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \end{array} \right\}$  is of The Fourth.  
 $\blacklozenge$  ;

because  $\left\{ \begin{array}{ccccc} \blacksquare & \blacksquare & \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare & \blacksquare & \blacksquare \end{array} \right\}$  contains  $\left\{ \begin{array}{ccc} \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \\ \blacksquare & \blacksquare & \blacksquare \end{array} \right\}$  contains  $\blacksquare$

as many times as  
 $\left\{ \begin{array}{cccc} \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge & \blacklozenge & \blacklozenge \end{array} \right\}$  contains  $\left\{ \begin{array}{cc} \blacklozenge & \blacklozenge \\ \blacklozenge & \blacklozenge \end{array} \right\}$  contains  $\blacklozenge$ .

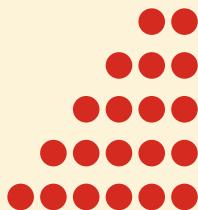
The same reasoning is applicable in all cases.

$\therefore$  If the first four, &c.

*DEFINITION V.*

FOUR magnitudes ●, □, ♦, ▼, are said to be proportionals when every equimultiple of the first and third be taken, and every equimultiple of the second and fourth, as,

of the first



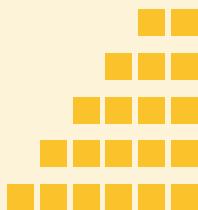
&c.

of the third



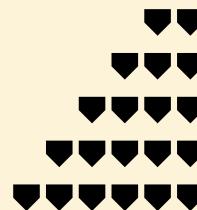
&c.

of the second



&c.

of the fourth



&c.

Then taking every pair of equimultiples of the first and third, and every pair of equimultiples of the second and fourth,

$$\text{If } \left\{ \begin{array}{l} \bullet\bullet \square, = \text{ or } \square \square \\ \bullet\bullet \square, = \text{ or } \square \square \square \\ \bullet\bullet \square, = \text{ or } \square \square \square \square \\ \bullet\bullet \square, = \text{ or } \square \square \square \square \square \\ \bullet\bullet \square, = \text{ or } \square \square \square \square \square \square \end{array} \right.$$

$$\text{then will } \left\{ \begin{array}{l} \diamond\diamond \square, = \text{ or } \square \blacktriangledown \blacktriangledown \\ \diamond\diamond \square, = \text{ or } \square \blacktriangledown \blacktriangledown \blacktriangledown \\ \diamond\diamond \square, = \text{ or } \square \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \diamond\diamond \square, = \text{ or } \square \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \diamond\diamond \square, = \text{ or } \square \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \end{array} \right.$$

That is, if twice the first be greater, equal, or less than twice the second, twice the third will be greater, equal, or less than twice the fourth; or, if twice the first be greater, equal, or less than three times the second, twice the third will be greater, equal, or less than three times the fourth, and so on, as above expressed.

$$\text{If } \left\{ \begin{array}{l} \bullet\bullet\bullet \square, = \text{ or } \square \square \\ \bullet\bullet\bullet \square, = \text{ or } \square \square \square \\ \bullet\bullet\bullet \square, = \text{ or } \square \square \square \square \\ \bullet\bullet\bullet \square, = \text{ or } \square \square \square \square \square \\ \bullet\bullet\bullet \square, = \text{ or } \square \square \square \square \square \square \end{array} \right.$$

$$\text{then will } \left\{ \begin{array}{l} \text{◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \\ \text{◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \end{array} \right.$$

In other terms, if three times the first be greater, equal, or less than twice the second, three times the third will be greater, equal, or less than twice the fourth; or, if three times the first be greater, equal, or less than three times the second, then will three times the third be greater, equal, or less than three times the fourth; or if three times the first be greater, equal, or less than four times the second, then will three times the third be greater, equal, or less than four times the fourth, and so on. Again,

$$\text{If } \left\{ \begin{array}{l} \bullet\bullet\bullet \square, = \text{ or } \square \quad \blacksquare \blacksquare \\ \bullet\bullet\bullet \square, = \text{ or } \square \quad \blacksquare \blacksquare \blacksquare \\ \bullet\bullet\bullet \square, = \text{ or } \square \quad \blacksquare \blacksquare \blacksquare \blacksquare \\ \bullet\bullet\bullet \square, = \text{ or } \square \quad \blacksquare \blacksquare \blacksquare \blacksquare \blacksquare \\ \bullet\bullet\bullet \square, = \text{ or } \square \quad \blacksquare \blacksquare \blacksquare \blacksquare \blacksquare \blacksquare \end{array} \right.$$
  

$$\text{then will } \left\{ \begin{array}{l} \text{◆◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \\ \text{◆◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \\ \text{◆◆◆◆} \square, = \text{ or } \square \quad \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \blacktriangledown \end{array} \right.$$

And so on, with any other equimultiples of the four magnitudes, taken in the same manner.

Euclid expresses this definition as follows:—

The first of four magnitudes is said to have the same ratio to the second, which the third has to the fourth, when any equimultiples whatsoever of the first and third being taken, and any equimultiples whatsoever of the second and fourth; if the multiple of the first be less than that of the second, the multiple of the third is also less than that of the fourth; or, if the multiple of the first be equal to that of the second, the multiple of the third is also equal to that of the fourth; or, if the multiple of the first be greater than that of the second, the multiple of the third is also greater than that of the fourth.

In future we shall express this definition generally, thus:

If  $M \textcolor{red}{\bullet} \square, = \square m \textcolor{blue}{\square}$ ,  
when  $M \textcolor{blue}{\diamond} \square, = \square m \textcolor{black}{\square}$ .

Then we infer that  $\textcolor{red}{\bullet}$ , the first, has the same ratio to  $\textcolor{blue}{\square}$ , the second, which  $\textcolor{blue}{\diamond}$ , the third, has to  $\textcolor{black}{\square}$  the fourth: expressed in the succeeding demonstrations thus:

$$\bullet : \blacksquare :: \blacklozenge : \blacktriangledown;$$

or thus,  $\bullet : \blacksquare = \blacklozenge : \blacktriangledown;$

or thus,  $\frac{\bullet}{\blacksquare} = \frac{\blacklozenge}{\blacktriangledown} :$  and is read,

"as  $\bullet$  is to  $\blacksquare$ , so is  $\blacklozenge$  to  $\blacktriangledown$ ."

And if  $\bullet : \blacksquare : \blacklozenge : \blacktriangledown$  we shall infer if

$M \bullet \square, =$  or  $\square m \blacksquare$ , then will

$M \blacklozenge \square, =$  or  $\square m \blacktriangledown.$

That is, if the first be to the second, as the third is to the fourth; then if  $M$  times the first be greater than, equal to, or less than  $m$  times the second, then shall  $M$  times the third be greater than, equal to, or less than  $m$  times the fourth, in which  $M$  and  $m$  are not to be considered particular multiples, but every pair of multiples whatever; nor are such marks as  $\bullet$ ,  $\blacktriangledown$ ,  $\blacksquare$ , &c. to be considered any more than representatives of geometrical magnitudes.

The student should thoroughly understand this definition before proceeding further.

*PROPOSITION IV. THEOREM.*



If the first of four magnitudes have the same ratio to the second, which the third has to the fourth, then any equimultiples whatever of the first and third shall have the same ratio to any equimultiples of the second and fourth; viz., the equimultiple of the first shall have the same ratio to that of the second, which the equimultiple of the third has to that of the fourth.

Let  $\textcolor{yellow}{\bullet} : \blacksquare :: \textcolor{red}{\diamond} : \textcolor{blue}{\triangledown}$ , then  $3 \textcolor{yellow}{\bullet} : 2 \blacksquare :: 3 \textcolor{red}{\diamond} : 2 \textcolor{blue}{\triangledown}$ , every equimultiple of  $3 \textcolor{yellow}{\bullet}$  and  $3 \textcolor{red}{\diamond}$  are equimultiples of  $\textcolor{yellow}{\bullet}$  and  $\textcolor{red}{\diamond}$ , and every equimultiple of  $2 \blacksquare$  and  $2 \textcolor{blue}{\triangledown}$ , are equimultiples of  $\blacksquare$  and  $\textcolor{blue}{\triangledown}$  [v. 3].

That is,  $M$  times  $3 \textcolor{yellow}{\bullet}$  and  $M$  times  $3 \textcolor{red}{\diamond}$  are equimultiples of  $\textcolor{yellow}{\bullet}$  and  $\textcolor{red}{\diamond}$ , and  $m$  times  $2 \blacksquare$  and  $m$  times  $2 \textcolor{blue}{\triangledown}$  are equimultiples of  $2 \blacksquare$  and  $2 \textcolor{blue}{\triangledown}$ ; but  $\textcolor{yellow}{\bullet} : \blacksquare :: \textcolor{red}{\diamond} : \textcolor{blue}{\triangledown}$  [hyp.]; ∵ if  $M 3 \textcolor{yellow}{\bullet} \underset{\square}{\sim} \blacksquare$ ,  $=$  or  $\blacksquare m 2$   $\blacksquare$ , then  $M 3 \textcolor{red}{\diamond} \underset{\square}{\sim} \blacksquare$ ,  $=$  or  $\blacksquare m 2 \textcolor{blue}{\triangledown}$  [v. def. 5] and therefore  $3 \textcolor{yellow}{\bullet} : 2 \blacksquare :: 3 \textcolor{red}{\diamond} : 2 \textcolor{blue}{\triangledown}$  [v. def. 5].

The same reasoning holds good if any other equimultiple of the first and third be taken, any other equimultiple of the second and fourth.

∴ If the first four magnitudes, &c.

*PROPOSITION V. THEOREM.*



If one magnitude be the same multiple of another, which a magnitude taken from the first is of a magnitude taken from the other the remainder shall be the same multiple of the remainder, that the whole is of the whole.

Let =  $M'$



and =  $M'$

minus =  $M'$  minus  $M'$

=  $M'$  ( minus )

and =  $M'$

∴ If one magnitude, &c.

*PROPOSITION VI. THEOREM.*



F two magnitudes be equimultiples of two others, and if equimultiples of these be taken from the first two, the remainders are either equal to these others, or equimultiples of them.

Let   $= M'$  ■; and   $= M'$  ▲;

then   $- m'$  ■  $=$  

$M'$  ■  $- m'$  ■  $= (M' - m')$  ■,  
and   $- m'$  ▲  $= M'$  ▲  $- m'$  ▲  $= (M' - m')$  ▲.

Hence,  $(M' - m')$  ■ and  $(M' - m')$  ▲ are equimultiples of ■ and ▲,  
and equal to ■  
and ▲, when  $M' - m' = 1$ .

∴ If two magnitudes be equimultiples, &c.

*PROPOSITION A. THEOREM.*



If the first of the four magnitudes has the same ratio to the second which the third has to the fourth, then if the first be greater than the second, the third is also greater than the fourth; and if equal, equal; if less, less.

Let  $\bullet : \blacksquare :: \blacktriangledown : \diamond$ ; therefore, by the fifth definition, if

$$\bullet \bullet \sqsubset \blacksquare \blacksquare, \text{ then will}$$

$$\blacktriangledown \blacktriangledown \sqsubset \diamond \diamond;$$

but if  $\bullet \sqsubset \blacksquare$ , then  $\bullet \bullet \sqsubset \blacksquare \blacksquare$ ,

$$\text{and } \blacktriangledown \blacktriangledown \sqsubset \diamond \diamond,$$

$$\text{and } \therefore \blacktriangledown \sqsubset \diamond.$$

Similarly, if  $\bullet =$ , or  $\blacksquare =$ , then will  $\blacktriangledown =$ , or  $\diamond =$ .

∴ If the first of four, &c.

*DEFINITION XIV.*

GEOMETRICIANS make use of the technical term “Invertendo,” by inversion, when there are four proportionals, and it is inferred, that the second is to the first as the fourth to the third.

Let  $A : B :: C : D$ , then, by ”invertendo” it is inferred  $B : A :: D : C$ .

*PROPOSITION B. THEOREM.*



If four magnitudes are proportionals, they are proportionals also when taken inversely.

Let  $\textcolor{blue}{\triangledown} : \square :: \textcolor{red}{\square} : \textcolor{yellow}{\diamond}$ ,  
then inversely,  $\square : \textcolor{blue}{\triangledown} :: \textcolor{yellow}{\diamond} : \textcolor{red}{\square}$ .

If  $M \textcolor{blue}{\triangledown} \asymp m \square$ , then  $M \textcolor{red}{\square} \asymp m \textcolor{yellow}{\diamond}$   
by the fifth definition.

Let  $M \textcolor{blue}{\triangledown} \asymp m \square$ , that is,  $m \square \asymp M \textcolor{blue}{\triangledown}$ ,  
 $\therefore M \textcolor{red}{\square} \asymp m \textcolor{yellow}{\diamond}$ , or,  $m \textcolor{yellow}{\diamond} \asymp M \textcolor{red}{\square}$ ;  
 $\therefore$  if  $m \square \asymp M \textcolor{blue}{\triangledown}$ , then will  $m \textcolor{yellow}{\diamond} \asymp M \textcolor{red}{\square}$ .

In the same manner it may be shown,

that if  $m \square =$  or  $\asymp M \textcolor{blue}{\triangledown}$ ,  
then will  $m \textcolor{yellow}{\diamond} =$ , or  $\asymp M \textcolor{red}{\square}$ ;  
and therefore, by the fifth definition, we infer

that  $\square : \textcolor{blue}{\triangledown} : \textcolor{yellow}{\diamond} : \textcolor{red}{\square}$ .

$\therefore$  If four magnitudes, &c.

*PROPOSITION C. THEOREM.*



If the first be the same multiple of the second, or the same part of it, that the third is of the fourth; the first is to the second, as the third is to the fourth.

Let , be the first, the same multiple of , the second,

that , the third, is of , the fourth.

Then : :: : .

take M ,  $m$  , M ,  $m$  ,

because is the same multiple of

that , is of , (according to the hypothesis);

and M , is taken the same multiple of

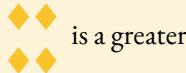
that M , is of ,

$\therefore$  (according to the third proposition),

M , is the same multiple of

that M , is of .

Therefore, if  $M$   be of  a greater multiple than  $m$   is, then  $M$



is a greater

multiple of  than  $m$   is; that is, if  $M$   be greater than  $m$  ,

then  $M$   will be

greater than  $m$  ; in the same manner it can be shewn, if  $M$   be equal

$m$  , then

$M$   will be equal  $m$  .

And, generally, if  $M$    $\square$ ,  $=$  or  $\square m$  

then  $M$   will be  $\square$ ,  $=$  or  $\square m$  ;

$\therefore$  by the fifth definition,

$$\begin{matrix} \text{blue square} & : & \bullet & :: & \text{yellow diamond} & : & \text{red triangle} \\ \vdots & & \vdots & & \vdots & & \vdots \end{matrix}$$

Next, let  be the same part of



that  is of .

In this case also  $\bullet : \begin{matrix} \text{blue square} & \vdots & \text{blue square} & :: & \text{red triangle} & : & \text{yellow diamond} \\ \vdots & & \vdots & & \vdots & & \vdots \end{matrix} \cdot$

For, because

● is the same part of  that  is of ,

therefore  is the same multiple of ●

that  is of .

Therefore, by the preceding case,

$$\begin{array}{c:c} \text{---} & \text{---} \\ \text{---} & \text{---} \end{array} : \bullet \vdots \begin{array}{c:c} \text{---} & \text{---} \\ \text{---} & \text{---} \end{array} : \triangle;$$

$$\text{and } \begin{array}{c:c} \text{---} & \text{---} \\ \text{---} & \text{---} \end{array} : \bullet : \begin{array}{c:c} \text{---} & \text{---} \\ \text{---} & \text{---} \end{array} : \triangle : \begin{array}{c:c} \text{---} & \text{---} \\ \text{---} & \text{---} \end{array} ;$$

by proposition B.

∴ If the first be the same multiple, &c.

*PROPOSITION D. THEOREM.*

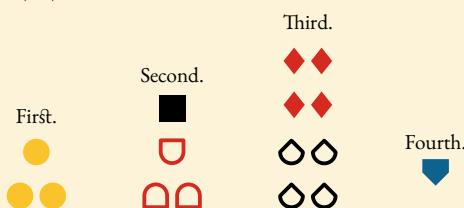


F be first be to the second as the third to the fourth, and if the first be a multiple, or a part of the second; the third is the same multiple, or the same part of the fourth.

Let : :: : ;

and first, let be a multiple ;

shall be the same multiple of .



Take = .

Whatever multiple is of

take the same multiple of ,

then, because : :: :

and of the second and fourth, we have taken equimultiples,

and , therefore [v. 4],

$$3 \text{ yellow circles} : 2 \text{ red squares} :: 4 \text{ red diamonds} : 3 \text{ red squares}, \text{ but [const.],}$$

$$3 \text{ yellow circles} = 2 \text{ red squares} :: [\text{v. A}] 4 \text{ red diamonds} = 3 \text{ red squares} \text{ and } 6 \text{ yellow circles} \text{ is the same}$$

$$\text{multiple of } \downarrow$$

that is of  $\blacksquare$ .

Next, let  $\blacksquare : \begin{matrix} \text{yellow circle} \\ \text{yellow circle} \end{matrix} :: \downarrow : \begin{matrix} \text{red diamond} \\ \text{red diamond} \end{matrix}$ ,  
 and also  $\blacksquare$  a part of   
 then  $\downarrow$  shall be the same part of

Inversely [v. def. 14],  $\begin{matrix} \text{yellow circle} \\ \text{yellow circle} \end{matrix} : \blacksquare :: \begin{matrix} \text{red diamond} \\ \text{red diamond} \end{matrix} : \downarrow$ ,  
 but  $\blacksquare$  is part of

that is, is a multiple of  $\blacksquare$ ;

∵ by the preceding case, is the same multiple of  $\downarrow$

that is,  $\downarrow$  is the same part of

that  $\blacksquare$  is of

∵ If the first be to the second, &c.

*PROPOSITION VII. THEOREM.*



QUAL magnitudes have the same ratio to the same magnitude,  
and the same has the same ratio to equal magnitudes.

Let  $\bullet = \lozenge$  and  $\blacksquare$  any other magnitude;  
then  $\bullet : \blacksquare = \lozenge : \blacksquare$  and  $\blacksquare : \bullet = \blacksquare : \lozenge$ .

Because  $\bullet = \lozenge$ ,  
 $\therefore M\bullet = M\lozenge$ ;

$\therefore$  if  $M\bullet \sqsubset, =$  or  $\sqsupset m\blacksquare$ , then  
 $M\lozenge \sqsubset, =$  or  $\sqsupset m\blacksquare$ ,  
and  $\therefore \bullet : \blacksquare = \lozenge : \blacksquare$  [v. def. 5].

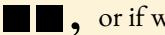
From the foregoing reasoning it is evident that,

if  $m\blacksquare \sqsubset, =$  or  $\sqsupset M\bullet$ , then  
 $m\blacksquare \sqsubset, =$  or  $\sqsupset M\lozenge$   
 $\therefore \blacksquare : \bullet = \blacksquare : \lozenge$  [v. def. 5].

$\therefore$  Equal magnitudes, &c.

## *DEFINITION VII.*

WHEN of the equimultiples of four magnitudes (taken as in the fifth definition), the multiple of the first is greater than that of the second, but the multiple of the third is not greater than the multiple of the fourth; then the first is said to have to the second a greater ratio than the third magnitude has to the fourth: and, on the contrary, the third is said to have the fourth a less ratio than the first has to the second.

If, among the equimultiples of four magnitudes, compared as in the fifth definition, we should find  , but   $=$  or  , or if we should find any particular multiple  $M'$  of the first and third, and a particular multiple  $m'$  of the second and fourth, such, that  $M'$  times the first is   $m'$  times the second, the  $M'$  times the third is not   $m'$  times the fourth, i.e.  $=$  or   $m'$  times the fourth; then the first is said to have to the second a greater ratio than the third has to the fourth; or the third has to the fourth, under such circumstances, a less ratio than the first has to the second: although several other equimultiples may tend to show that the four magnitudes are proportionals.

This definition will in future be expressed thus:—

If  $M' \textcolor{red}{\heartsuit} \square m' \square$ , but  $M' \textcolor{blue}{\blacksquare} =$  or  $\square m' \textcolor{yellow}{\diamond}$ ,  
then  $\textcolor{red}{\heartsuit} : \square \square \textcolor{blue}{\blacksquare} : \textcolor{yellow}{\diamond}$ .

In the above general expression,  $M'$  and  $m'$  are to be considered particular multiples, not like the multiples  $M$  and  $m$  introduced in the fifth definition, which are in that definition considered to be every pair of multiples that can be taken. It must also be here observed, that , , , and the like symbols are to be considered merely the representatives of geometrical magnitudes.

In a partial arithmetical way, this may be set forth as follows:

Let us take four numbers, 8, 7, 10, and 9.

<i>Firſt.</i>	<i>Second.</i>	<i>Third.</i>	<i>Fourth.</i>
8	7	10	9
16	14	20	18
24	21	30	27
32	28	40	36
40	35	50	45
48	42	60	54
56	49	70	63
64	56	80	72
72	63	90	81
80	70	100	90
88	77	110	99
96	84	120	108
104	91	130	117
112	98	140	126
&c;	&c;	&c;	&c;

Among the above multiples we find 16  $\square$  14 and 20  $\square$  18; that is, twice the first is greater than twice the second, and twice the third is greater than twice the fourth; and 16  $\square$  21 and 20  $\square$  27; that is, twice the first is less than three times the second, and twice the third is less than three times the fourth; and among the same multiples we can find 72  $\square$  56 and 90  $\square$  72; that is 9 times the first is greater than 8 times the second, and 9 times the third is greater than 8 times the fourth. Many other equimultiples might be selected, which would tend to show that the numbers 8, 7, 10, 9, were proportionals, but they are not, for we can find a multiple of the first  $\square$  a multiple of the second, but the same multiple of the third that has been taken of the first not  $\square$  than the

same multiple of the fourth which has been taken of the second; for instance, 9 times the first is  $\blacksquare$  10 times the second, but 9 times the third is not  $\blacksquare$  10 times the fourth, that is, 72  $\blacksquare$  70, but 90 not  $\blacksquare$  90, or 8 times the first we find  $\blacksquare$  9 times the second, but 8 times the third is not greater than 9 times the fourth, that is 64  $\blacksquare$  63, but 80 is not  $\blacksquare$  81. When any such multiples as these can be found, the first (8) is said to have the second (7) a greater ratio than the third (10) has to the fourth (9), and on the contrary the third (10) is said to have the fourth (9) a less ratio than the first (8) has to the second (7).

*PROPOSITION VIII. THEOREM.*



*F unequal magnitudes the greater has a greater ratio to the same than the less has: and the same magnitude has a greater ratio to the less than it has to the greater.*

Let  $\triangle$  and  $\square$  be two unequal magnitudes, and  $\bullet$  and other.

We shall first prove that  $\triangle$  which is the greater of the two unequal magnitudes, has a greater ratio to  $\bullet$  than  $\square$ , the less, has to  $\bullet$ ;

that is,  $\triangle : \bullet \succ \square : \bullet$ ;

take  $M'$   $\triangle$ ,  $m'$   $\bullet$ ,  $M'$   $\square$ , and  $m'$   $\bullet$ ;

such, that  $M'$   $\triangle$  and  $M'$   $\square$  shall be each  $\square \bullet$ ;

also take  $m'$   $\bullet$  the least multiple of  $\bullet$ ,  
which will make  $m'$   $\bullet \square M' \square = M' \square$ ;

$\therefore M'$   $\square$  is not  $\square m'$   $\bullet$ ,

but  $M'$   $\triangle$  is  $\square m'$   $\bullet$ , for,

as  $m'$   $\bullet$  is the first multiple which first becomes  $\square M' \square$ , than ( $m'$  minus 1)  $\bullet$  or  $m'$   $\bullet$

minus  $\bullet$  is not  $\square M' \square$ , and  $\bullet$  is not  $\square M' \triangle$ ,

$\therefore m'$  minus  $\bullet + \bullet$  must be  $\square M' \square + M' \triangle$ ;

that is,  $m'$   $\bullet$  must be  $\square M' \square$ ;

$\therefore M'$   is  $\square m'$  ; but it has been shown above that  
 $M'$   is not  $\square m'$  , therefore, by the seventh definition,  
 has to  a greater ratio than  : .

Next we shall prove that  has a greater ratio to , the less than it has to  
, the greater;

or,  :   $\square \square$  .

Take  $m'$  ,  $M'$  ,  $m'$  , and  $M'$  

the same as in the first case, such that

$M'$   and  $M'$   will be each  $\square m'$  , and  $m'$   the least multiple of  
, which first becomes  
greater than  $M'$   =  $M'$  .

$\therefore m'$   minus  is not  $\square M'$  ,  
and  is not  $\square M'$  ; consequently  
 $m'$   minus  +  is  $\square M'$   +  $M'$  ;

$\therefore m'$  is  $\square M'$  , and  $\therefore$  by the seventh definition,

 has to  a greater ratio than .

$\therefore$  Of unequal magnitudes, &c.

The contrivance employed in this proposition for finding among multiples taken, as in the fifth definition, a multiple of the first greater than the multiple of the second, but the same multiple of the third which has been taken of the first, not greater than the same multiple of the fourth which has been taken of

the second, may be illustrated numerically as follows:—

The number 9 has a greater ratio to 7 than 8 has to 7: that is, 9 : 7  $\square$  8 : 7  
 $\square$  8 : 7; or, 8 + 1 : 7  $\square$  8 : 7.

The multiple of 1, which first becomes greater than 7, is 8 times, therefore we may multiply the first and third by 8, 9, 10, or any other greater number; in this case, let us multiply the first and third by 8, and we have 64 + 8 and 64: again, the first multiple of 7 which becomes greater than 64 is 10 times; then, by multiplying the second and fourth by 10, we shall have 70 and 70; then, arranging these multiples, we have—

8 times the first.      10 times the second.      8 times the third.      10 times the fourth.  
64 + 8                  70                          64                          70

Consequently, 64 + 8, or 72, is greater than 70, but 64 is not greater than 70, ∴ by the seventh definition, 9 has a greater ratio to 7 than 8 has to 7.

The above is merely illustrative of the foregoing demonstration, for this property could be shown of these or other numbers very readily in the following manner; because if an antecedent contains its consequent a greater number of times than another antecedent contains its consequent, or when a fraction is formed of an antecedent for the numerator, and its consequent for the denominator be greater than another fraction which is formed of another antecedent for the numerator and its consequent for the denominator, the ratio of the first antecedent to its consequent is greater than the ratio of the last antecedent to its consequent.

Thus, the number 9 has a greater ratio to 7, than 8 has to 7, for  $\frac{9}{7}$  is greater than  $\frac{8}{7}$ .

Again, 17 : 19 is a greater ratio than 13 : 15, because  $\frac{17}{19} = \frac{17 \times 15}{19 \times 15} = \frac{255}{285}$ , and  $\frac{13}{15} = \frac{13 \times 19}{15 \times 19} = \frac{247}{285}$ , hence it is evident that  $\frac{255}{285}$  is greater than  $\frac{247}{285}$ ,  $\therefore \frac{17}{19}$  is greater than  $\frac{13}{15}$ , and, according to what has been above shown, 17 has to 19 a greater ratio than 13 has to 15.

So that the general terms upon which a greater, equal, or less ratio exists are as follows:—

If  $\frac{A}{B}$  be greater than  $\frac{C}{D}$ , A is said to have to B a greater ratio than C has to D; if  $\frac{A}{B}$  equal to  $\frac{C}{D}$ , then A has to B the same ratio which C has to D; and if  $\frac{A}{B}$  be less than  $\frac{C}{D}$ , A is said to have to B a less ratio than C has to D.

The student should understand all up to this proposition perfectly before proceeding further, in order to fully comprehend the following propositions in of this book. We therefore strongly recommend the learner to commence again, and read up to this slowly, and carefully reason at each step, as he proceeds, particularly guarding against the mischievous system of depending wholly on the memory. By following these instructions, he will find that the parts which usually present considerable difficulties will present no difficulties whatever, in prosecuting the study of this important book.

*PROPOSITION IX. THEOREM.*



AGNITUDES which have the same ratio to the same magnitude are equal to one another; and those to which the same magnitude has the same ratio are equal to one another.

Let  $\diamond : \square :: \bullet : \square$ , then  $\diamond = \bullet$ .

For, if not, let  $\diamond \subset \bullet$ , then will

$$\diamond : \square \subset \bullet : \square \quad [\text{v. 8}],$$

which is absurd according to the hypothesis.

$$\therefore \diamond \text{ is not } \subset \bullet.$$

In the same manner it may be shown, that

$$\bullet \text{ is not } \subset \diamond,$$

$$\therefore \diamond = \bullet.$$

Again, let  $\square : \diamond :: \square : \bullet$ , then will  $\diamond = \bullet$ .

For [invert.]  $\diamond : \square :: \bullet : \square$ ,

therefore, by the first case,  $\diamond = \bullet$ .

$\therefore$  Magnitudes which have the same ratio, &c.

Let  $A : B = A : C$ , then  $B = C$ , for as the fraction  $\frac{A}{B} =$  the fraction  $\frac{A}{C}$ , and the numerator of one equal to the numerator of the other, therefore the denominator of these fractions are equal, that is  $B = C$ .

Again, if  $B : A = C$ ,  $B = C$ . For, as  $\frac{B}{A} = \frac{C}{A}$ ,  $B$  must  $= C$ .

*PROPOSITION X. THEOREM.*



HAT magnitude which has a greater ratio than another has unto the same magnitude, is the greater of the two: and that magnitude to which the same has a greater ratio than it has unto another magnitude, is the less of the two.

Let  $\blacktriangledown : \blacksquare \sqsubset \bullet : \blacksquare$ , then  $\blacktriangledown \sqsubset \bullet$ .

For if not, let  $\blacktriangledown =$  or  $\blacksquare \bullet$ ;  
then,  $\blacktriangledown : \blacksquare = \bullet : \blacksquare$  [v. 7] or  
 $\blacktriangledown : \blacksquare : \blacksquare \bullet : \blacksquare$  [v. 8] and [invert.],  
which is absurd according to the hypothesis.

$\therefore \blacktriangledown$  is not  $=$  or  $\blacksquare \bullet$ , and  
 $\therefore \blacktriangledown$  must be  $\blacksquare \bullet$ .

Again, let  $\blacksquare : \bullet \sqsubset \blacksquare : \blacktriangledown$ ,  
then,  $\bullet \sqsubset \blacktriangledown$ .

For if not,  $\bullet$  must be  $\blacksquare$  or  $= \blacktriangledown$ ,  
then  $\blacksquare : \bullet \blacksquare = \blacksquare : \blacktriangledown$  [v. 8] and [invert.];  
or  $\blacksquare : \bullet = \blacksquare : \blacktriangledown$  [v. 7], which is absurd [hyp.];  
 $\therefore \bullet$  is not  $\blacksquare$  or  $= \blacktriangledown$ ,  
and  $\therefore \bullet$  must be  $\blacksquare \blacktriangledown$ .

$\therefore$  That magnitude which has, &c.

*PROPOSITION XI. THEOREM.*



ATIOS that are the same to the same ratio, are the same to each other.

Let  $\diamond : \blacksquare = \bullet : \blacktriangle$  and  $\bullet : \blacktriangle = \blacktriangle : \bullet$ ,  
then will  $\diamond : \blacksquare = \blacktriangle : \bullet$ .

For if  $M \diamond \blacksquare, =$ , or  $\blacksquare m \blacksquare$ ,

then  $M \bullet \blacksquare, =$ , or  $\blacksquare m \blacktriangle$ ,

and if  $M \bullet \blacksquare, =$ , or  $\blacksquare m \blacktriangle$ ,

then  $M \blacktriangle \blacksquare, =$  or  $\blacksquare m \bullet$ , [v. def. 5];

$\therefore$  if  $M \diamond \blacksquare, =$  or  $\blacksquare m \blacksquare$ ,  $M \blacktriangle \blacksquare, =$  or  $\blacksquare m \bullet$ ,  
and  $\therefore$  [v. def. 5]  $\diamond : \blacksquare = \blacktriangle : \bullet$ .

$\therefore$  Ratios that are the same, &c.

*PROPOSITION XII. THEOREM.*



*If any number of magnitudes be proportionals as one of the antecedents is to its consequent, so shall all the antecedents taken together be to all the consequents.*

Let  $\blacksquare : \bullet = \square : \diamond = \blacklozenge : \lozenge = \blacksquare : \bullet = \triangle : \bullet$ ;  
then will  $\blacksquare : \bullet = \blacksquare + \square + \blacklozenge + \blacksquare + \triangle : \bullet + \diamond + \lozenge + \triangledown + \bullet$ .

For if  $M \blacksquare \leq m \bullet$ , then  $M \square \leq m \diamond$ , and  $M \blacklozenge \leq m \lozenge$   
 $M \blacksquare \leq m \triangledown$ ,  
also  $M \triangle \leq m \bullet$ . [v. def. 5].

Therefore, if  $M \blacksquare + M \square + M \blacklozenge + M \blacksquare + M \triangle$ ,  
of  $M(\blacksquare + \square + \blacklozenge + \blacksquare + \triangle)$  be greater  
than  $m \bullet + m \diamond + m \lozenge + m \triangledown + m \bullet$ ,  
or  $m(\bullet + \square + \blacklozenge + \triangledown + \bullet)$ .

In the same way it may be shown, if  $M$  times one of the antecedents be equal or less than  $m$  times one of the consequents,  $M$  times all the antecedents taken together, will be equal to or less than  $m$  times all the consequents taken together. Therefore, by the fifth definition, as one of the antecedents is to its consequent, so are all the antecedents taken together to all the consequents taken together.

∴ If any number of magnitudes, &c.

*PROPOSITION XIII. THEOREM.*



If the first has to the second the same ratio which the third has to the fourth, but the third to the fourth a greater ratio than the fifth has to the sixth; the first shall also have to the second a greater ratio than the fifth to the sixth.

Let  $\text{blue} : \square = \text{red} : \diamond$ , but  $\text{red} : \diamond \sqsubset \diamond : \bullet$ ,  
then  $\text{blue} : \square \sqsubset \diamond : \bullet$ .

For because  $\text{red} : \diamond \sqsubset \diamond : \bullet$ , there are some multiples ( $M'$  and  $m'$ )  
of  $\text{red}$  and  $\diamond$ , and  
of  $\diamond$  and  $\bullet$ , such that  $M' \text{red} \sqsubset m' \diamond$ ,  
but  $M' \diamond$  not  $\sqsubset m' \bullet$ , by the seventh definition.

Let these multiples be taken, and take the same multiples of  $\text{blue}$  and  $\square$ .

$\therefore$  [v. def. 5] if  $M' \text{blue} \sqsubset \square$ ,  $=$ , or  $\sqsubset m' \square$ ;  
then will  $M' \text{red} \sqsubset \square$ ,  $=$ ,  $\sqsubset m' \diamond$ ,  
but  $M' \text{red} \sqsubset m' \diamond$  (construction);

$\therefore M' \text{blue} \sqsubset m' \square$ ,  
but  $M' \diamond$  is not  $\sqsubset m' \bullet$  (construction);  
and therefore by the seventh definition,

$$\text{blue} : \square \sqsubset \diamond : \bullet.$$

$\therefore$  If the first has to the second, &c.

*PROPOSITION XIV. THEOREM.*



If the first has the same ratio to the second which the third has to the fourth; then, if the first be greater than the third, the second shall be greater than the fourth; and if equal, equal; and if less, less.

Let  $\textcolor{red}{\blacksquare} : \square :: \textcolor{yellow}{\blacksquare} : \diamond$ , and first suppose  
 $\textcolor{red}{\blacksquare} \sqsubset \textcolor{yellow}{\blacksquare}$ , then will  $\square \sqsubset \diamond$ .

For  $\textcolor{red}{\blacksquare} : \square \sqsubset \textcolor{yellow}{\blacksquare} : \square$  [v. 8], and by the hypothesis,  $\textcolor{red}{\blacksquare} : \square = \textcolor{yellow}{\blacksquare} : \diamond$ ;  
 $\therefore \textcolor{yellow}{\blacksquare} : \diamond \sqsubset \textcolor{yellow}{\blacksquare} : \square$  [v. 13],  
 $\therefore \diamond \sqsubset \square$  [v. 10], or  $\square \sqsubset \diamond$ .

Secondly, let  $\textcolor{red}{\blacksquare} = \textcolor{yellow}{\blacksquare}$ , then will  $\square = \diamond$ .

For  $\textcolor{red}{\blacksquare} : \square = \textcolor{yellow}{\blacksquare} : \square$  [v. 7],  
and  $\textcolor{red}{\blacksquare} : \square = \textcolor{yellow}{\blacksquare} : \diamond$  [hyp.];  
 $\therefore \square = \diamond$  [v. 11],  
and  $\therefore \square = \diamond$  [v. 9].

Thirdly, if  $\textcolor{red}{\blacksquare} \sqsupset \textcolor{yellow}{\blacksquare}$ , then will  $\square \sqsupset \diamond$ ;  
because  $\textcolor{yellow}{\blacksquare} \sqsubset \textcolor{red}{\blacksquare}$  and  $\textcolor{yellow}{\blacksquare} : \diamond = \textcolor{red}{\blacksquare} : \square$ ;  
 $\therefore \diamond \sqsubset \square$ , by the first case,  
that is,  $\square \sqsupset \diamond$ .

$\therefore$  If the first has the same ratio, &c.

*PROPOSITION XV. THEOREM.*



MAGNITUDES have the same ratio to one another which their equimultiples have.

Let  $\bullet$  and  $\blacksquare$  be two magnitudes;  
then  $\bullet : \blacksquare :: M' \bullet : M' \blacksquare$ .

$$\begin{aligned} \text{For } \bullet : \blacksquare &= \bullet : \blacksquare \\ &= \bullet : \blacksquare \\ &= \bullet : \blacksquare \\ \therefore \bullet : \blacksquare &:: 4 \bullet : 4 \blacksquare [\text{v. 12}]. \end{aligned}$$

An the same reafoning is generally applicable, we have

$$\bullet : \blacksquare :: M' \bullet : M' \blacksquare.$$

•• Magnitudes have the same ratio, &c.

*DEFINITION XIII.*

THE technical term permutando or alternando, by permutation or alternately, is used when there are four proportionals, and it is inferred that the first has the same ratio to the third which the second has to the fourth; or that the first is to the third as the second is to the fourth: as it shown in the following proposition:—

Let  $\textcolor{yellow}{\bullet} : \blacklozenge :: \textcolor{red}{\bullet} : \blacksquare$ ,  
by "permutando" or "alternando" it is  
inferred  $\textcolor{yellow}{\bullet} : \textcolor{red}{\bullet} :: \blacklozenge : \blacksquare$ .

It may be necessary here to remark that the magnitudes  $\textcolor{yellow}{\bullet}$ ,  $\blacklozenge$ ,  $\textcolor{red}{\bullet}$ ,  $\blacksquare$ , must be homogeneous, that is, of the same nature or similitude of kind; we must therefore, in such cases, compare lines with lines, surfaces with surfaces, solids with solids, &c. Hence the student will readily perceive that a line and a surface, a surface and a solid, or other heterogeneous magnitudes, can never stand in the relation of antecedent and consequent.

*PROPOSITION XVI. THEOREM.*



If four magnitudes of the same kind be proportionals, they are also proportionals when taken alternately.

Let  $\textcolor{red}{\square} : \textcolor{black}{\square} :: \textcolor{yellow}{\square} : \textcolor{blue}{\square}$ , then  $\textcolor{red}{\square} : \textcolor{yellow}{\square} :: \textcolor{black}{\square} : \textcolor{blue}{\square}$ .

For  $M \textcolor{red}{\square} : M \textcolor{black}{\square} :: \textcolor{red}{\square} : \textcolor{black}{\square}$  [v. 15],  
 and  $M \textcolor{red}{\square} : M \textcolor{black}{\square} :: \textcolor{yellow}{\square} : \textcolor{blue}{\square}$  [hyp.] and [v. 11];  
 also  $m \textcolor{yellow}{\square} : m \textcolor{blue}{\square} :: \textcolor{yellow}{\square} : \textcolor{blue}{\square}$  [v. 15];  
 $\therefore M \textcolor{red}{\square} : M \textcolor{black}{\square} :: m \textcolor{yellow}{\square} : m \textcolor{blue}{\square}$  [v. 14],  
 and  $\therefore$  if  $M \textcolor{red}{\square} \underset{<}{\square}, =,$  or  $\underset{>}{\square} m \textcolor{yellow}{\square}$ ,  
 then will  $M \textcolor{black}{\square} \underset{<}{\square}, =,$  or  $\underset{>}{\square} m \textcolor{blue}{\square}$  [v. 14];  
 therefore by the fifth definition,  
 $\textcolor{red}{\square} : \textcolor{yellow}{\square} :: \textcolor{black}{\square} : \textcolor{blue}{\square}$ .

$\therefore$  If four magnitudes of the same kind, &c.

*DEFINITION XVI.*

DIVIDENDO, by division, when there are four proportionals, and it is inferred, that the excess of the first above the second is to the second, as the excess of the third above the fourth, is to the fourth.

Let  $A : B :: C : D$ ;  
by “dividendo” it is inferred  
 $A \text{ minus } B : B :: C \text{ minus } D : D$ .

According to the above, A is supposed to be greater than B, and C greater than D; if this be not the case, but to have B greater than A, and D greater than C, B and D can be made to stand as antecedents, and A and C as consequents, by “inversion”

$B : A :: D : C$ ;  
then, by “dividendo,” we infer  
 $B \text{ minus } A : A :: D \text{ minus } C : C$ .

*PROPOSITION XVII. THEOREM.*



*F magnitudes, taken jointly, be proportionals, they shall also be proportionals when taken separately: that is, if two magnitudes together have to one of them the same ratio which two others have to one of these, the remaining one of the first two shall have to the other the same ratio which the remaining one of the last two has to the other of these.*

Let  $\textcolor{red}{\heartsuit} + \square : \square :: \textcolor{yellow}{\square} + \diamond : \diamond$ ,  
then will  $\textcolor{red}{\heartsuit} : \square :: \textcolor{yellow}{\square} : \diamond$ .

Take  $M \textcolor{red}{\heartsuit} \sqsubset m \square$  to each add  $M \square$ ,  
then we have  $M \textcolor{red}{\heartsuit} + M \square \sqsubset m \square + M \square$ ,  
or  $M(\textcolor{red}{\heartsuit} + \square) \sqsubset (m + M) \square :$   
but because  $\textcolor{red}{\heartsuit} + \square : \square :: \textcolor{yellow}{\square} + \diamond : \diamond$  [hyp.],  
and  $M(\textcolor{red}{\heartsuit} + \square) \sqsubset (m + M) \square$ ;  
 $\therefore M(\textcolor{yellow}{\square} + \diamond) \sqsubset (m + M) \diamond$  [v. def. 5];  
 $\therefore M \textcolor{yellow}{\square} + M \diamond \sqsubset m \diamond + M \diamond$ ;  
 $\therefore M \textcolor{yellow}{\square} \sqsubset m \diamond$ , by taking  $M \diamond$  from both sides:  
that is, when  $M \textcolor{red}{\heartsuit} \sqsubset m \square$ , then  $M \textcolor{yellow}{\square} \sqsubset m \diamond$ .

In the same manner it may be proved, that if  
 $M \textcolor{red}{\heartsuit} =$  or  $\square m \square$ , then will  $M \textcolor{yellow}{\square} =$  or  $\square m \diamond$ ;  
and  $\therefore \textcolor{red}{\heartsuit} : \square :: \textcolor{yellow}{\square} : \diamond$  [v. def. 5].

$\therefore$  If magnitudes taken jointly, &c.

*DEFINITION XV.*

THE, term componendo, by composition, is used when there are four proportionals; and it is inferred that the first together with the second is to the second as the third together with the fourth is to the fourth.

Let  $A : B :: C : D$ ;

then, by the term “componendo,” it is inferred that

$$A + B : B :: C + D : D.$$

By “inversion”  $B$  and  $D$  may become the first and third,  $A$  and  $C$  the second and fourth as

$B : A :: D : C$ ;

then, by “componendo,” we infer that

$$B + A : A :: D + C : C.$$

*PROPOSITION XVIII. THEOREM.*

 *F magnitudes, taken separately, be proportionals, they shall also be proportionals when taken jointly: that is, if the first be to the second as the third is to the fourth, the first and second together shall be to the second as the third and fourth together is to the fourth.*

Let  $\textcolor{red}{\heartsuit} : \square :: \textcolor{yellow}{\blacksquare} : \diamond$ ,  
 then  $\textcolor{red}{\heartsuit} + \square : \square :: \textcolor{yellow}{\blacksquare} + \diamond : \diamond$ ;  
 for if not, let  $\textcolor{red}{\heartsuit} + \square : \square :: \textcolor{yellow}{\blacksquare} + \bullet : \bullet$ ,  
 supposing  $\bullet$  not  $= \diamond$ ;  
 $\therefore \textcolor{red}{\heartsuit} : \square :: \textcolor{yellow}{\blacksquare} : \bullet$  [v. 17];  
 but  $\textcolor{red}{\heartsuit} : \square :: \textcolor{yellow}{\blacksquare} : \diamond$  [hyp.];  
 $\therefore \textcolor{yellow}{\blacksquare} : \bullet :: \textcolor{yellow}{\blacksquare} : \diamond$  [v. 11];  
 $\therefore \bullet = \diamond$  [v. 9],  
 which is contrary to the supposition;  
 $\therefore \bullet$  is not unequal to  $\diamond$ ;  
 that is  $\bullet = \diamond$ ;  
 $\therefore \textcolor{red}{\heartsuit} + \square : \square :: \textcolor{yellow}{\blacksquare} + \diamond : \diamond$ .

$\therefore$  If magnitudes, taken separately, &c.

*PROPOSITION XIX. THEOREM.*



If a whole magnitude be to a whole, as a magnitude taken from the first, is to a magnitude taken from the other; the remainder shall be to the remainder, as the whole to the whole.

Let  $\textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\diamond} :: \textcolor{red}{\square} : \textcolor{blue}{\square}$ ,  
then will  $\square : \textcolor{yellow}{\diamond} :: \textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\diamond}$ .

For  $\textcolor{red}{\square} + \square : \textcolor{red}{\square} :: \textcolor{blue}{\square} + \textcolor{yellow}{\diamond} : \textcolor{blue}{\square}$  [alter.].

$\therefore \square : \textcolor{red}{\square} :: \textcolor{yellow}{\diamond} : \textcolor{blue}{\square}$  [divid.],  
again  $\square : \textcolor{yellow}{\diamond} :: \textcolor{red}{\square} : \textcolor{blue}{\square}$  [alter.],  
but  $\textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\diamond} :: \textcolor{red}{\square} : \textcolor{blue}{\square}$  [hyp.];  
therefore  $\square : \textcolor{yellow}{\diamond} :: \textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\diamond}$  [v. ii].

•• If a whole magnitude be to a whole, &c.

*DEFINITION XVII.*

THE term “convertendo,” by conversion, is made use of by geometricians, when there are four proportionals, and it is inferred, that the first is to its excess above the second, as the third is to its excess above the fourth. See the following proposition:—

*PROPOSITION E. THEOREM.*



If four magnitudes be proportionals, they are also proportionals by conversion: that is, the first is to its excess above the second, as the third is to its excess above the fourth.

Let  $\bullet \diamond : \diamond :: \blacksquare \lozenge : \lozenge$ ,  
then shall  $\bullet \diamond : \bullet :: \blacksquare \lozenge : \blacksquare$ ,

Because  $\bullet \diamond : \diamond :: \blacksquare \lozenge : \lozenge$ ;  
therefore  $\bullet : \diamond :: \blacksquare : \lozenge$  [divid.],

$\therefore \diamond : \bullet :: \blacklozenge : \blacksquare$  [inver.],

$\therefore \bullet \diamond : \bullet :: \blacksquare \lozenge : \blacksquare$  [compo.].

$\bullet\bullet$  If four magnitudes, &c.

*DEFINITION XVIII.*

“Ex æquali” (sc. distantiâ), or ex æquo from equality of distance: when there is any number of magnitudes more than two, and as many others, such that they are proportionals when taken two and two of each rank, and it is inferred that the first is to the last of the first rank of magnitudes, as the first is to the last of the others: “of this there are the two following kinds, which arise from the different order in which the magnitudes are taken, two and two.”

*DEFINITION XIX.*

“Ex æquali,” from equality. This term is used simply by itself, when the first magnitude is to the second of the first rank, as the first to the second of the other rank; and as the second is to the third of the first rank, so is the second to the third of the other; and so on in order: and in the inference is as mentioned in the preceding definition; whence this is called ordinary proposition. It is demonstrated in Book 5, pr. 22.

Thus, if there be two ranks of magnitudes,

$A, B, C, D, E, F$ , the first rank,  
and  $L, M, N, O, P, Q$ , the second,  
such that  $A : B :: L : M, B : C :: M : N,$   
 $C : D :: N : O, D : E :: O : P, E : F :: P : Q;$   
we infer by the term “ex æquali” that  
 $A : F :: L : Q.$

*DEFINITION XX.*

“Ex æquali in proportione perturbatâ seu inordinatâ,” from equality in perturbate, or disorderly proportion. This term is used when the first magnitude is to the second of the first rank as the last but one is to the last of the second rank; and as the second is to the third of the first rank, so is the last but two to the last but one of the second rank; and as the third is to the fourth of the first rank, so is the third from the last to the last but two of the second rank; and so on in cross order: and the inference is in the 18<sup>th</sup> definition. It is demonstrated in B. v, pr. 23.

Thus, if there be two ranks of magnitudes,

$A, B, C, D, E, F$ , the first rank,  
and  $L, M, N, O, P, Q$ , the second,  
such that  $A : B :: P : Q, B : C :: O : P,$   
 $C : D :: N : O, D : E :: M : N, E : F :: L : M;$

the term “ex æquali in proportione perturbatâ seu inordinatâ” infers that

$$A : F :: L : Q.$$

*PROPOSITION XX. THEOREM.*



If there be three magnitudes, and other three, which, taken two and two, have the same ratio; then, if the first be greater than the third, the fourth shall be greater than the sixth; and if equal, equal; and if less,

less.

Let  $\blacktriangledown$ ,  $\square$ ,  $\blacksquare$ , be the first three magnitudes,  
and  $\blacklozenge$ ,  $\diamond$ ,  $\circleddash$ , be the other three,  
such that  $\blacktriangledown : \square :: \blacklozenge : \diamond$ , and  $\square : \blacksquare :: \diamond : \circleddash$ .

Then, if  $\blacktriangledown \square =$ , or  $\square \blacksquare =$ , then will  $\blacklozenge \diamond =$ , or  $\diamond \circleddash =$ .

From the hypothesis, by alternando, we have

$$\begin{aligned} \blacktriangledown : \blacklozenge &:: \square : \diamond, \\ \text{and } \square : \diamond &:: \blacksquare : \circleddash; \end{aligned}$$

$$\therefore \blacktriangledown : \blacklozenge :: \square : \blacksquare [v. ii];$$

$\therefore$  if  $\blacktriangledown \square =$ , or  $\square \blacksquare =$ , then will  $\blacklozenge \diamond =$ , or  $\diamond \circleddash =$  [v. 14].

$\therefore$  If there be three magnitudes, &c.

*PROPOSITION XXI. THEOREM.*



If there be three magnitudes, and the other three which have the same ratio, taken two and two, but in a cross order; then if the first magnitude be greater than the third, the fourth shall be greater than the sixth; and if equal, equal; and if less, less.

Let  $\diamond$ ,  $\blacktriangle$ ,  $\blacksquare$ , be the first three magnitudes,  
and  $\lozenge$ ,  $\lozenge$ ,  $\circleddash$ , the other three,  
such that  $\diamond : \blacktriangle :: \lozenge : \circleddash$ , and  $\blacktriangle : \blacksquare :: \lozenge : \lozenge$ .

Then, if  $\diamond \square =$ , or  $\square \blacksquare =$ , then  
will  $\lozenge \square =$ , or  $\square \circleddash =$ .

First, let  $\diamond$  be  $\square \blacksquare :$   
then, because  $\blacktriangle$  is any other magnitude,  
 $\diamond : \blacktriangle \square \blacksquare : \blacktriangle$  [v. 8];  
but  $\lozenge : \circleddash :: \diamond : \blacktriangle$  [hyp.];  
 $\therefore \lozenge : \circleddash \square \blacksquare : \blacktriangle : \blacktriangle$  [v. 13];  
and because  $\blacktriangle : \blacksquare :: \lozenge : \lozenge$  [hyp.];  
 $\therefore \blacksquare : \blacktriangle :: \lozenge : \lozenge$  [inv.],  
and it was shown that  $\lozenge : \circleddash \square \blacksquare : \blacksquare : \blacktriangle$ ,  
 $\therefore \lozenge : \circleddash \square \blacksquare : \lozenge : \lozenge$  [v. 13];  
 $\therefore \circleddash \square \lozenge =$ ,  
that is  $\lozenge \square \circleddash$ .

Secondly, let  $\diamond = \blacksquare$ ; then shall  $\lozenge = \circleddash$   
For because  $\diamond = \blacksquare$ ,  
 $\diamond : \blacktriangle = \blacksquare : \blacktriangle$  [v. 7];  
but  $\diamond : \blacktriangle = \lozenge : \circleddash$  [hyp.],

and  $\blacksquare : \blacktriangle = \blacksquare : \blacklozenge$  [hyp. and inv.],

$\therefore \blacksquare : \blacksquare = \blacksquare : \blacklozenge$  [v. ii],

$\therefore \blacklozenge = \blacksquare$  [v. 9].

Next, let  $\blacksquare$  be  $\blacksquare \blacksquare$ , then  $\blacklozenge$  shall be  $\blacksquare \blacksquare$ ;  
for  $\blacksquare \blacksquare = \blacksquare \blacksquare$ ,

and it has been shown that  $\blacksquare : \blacktriangle = \blacksquare : \blacklozenge$ ,

and  $\blacktriangle : \blacksquare = \blacksquare : \blacksquare$ ;

$\therefore$  by the first case  $\blacksquare$  is  $\blacksquare \blacksquare$ ,

that is,  $\blacklozenge = \blacksquare \blacksquare$ .

$\therefore$  If there be three, &c.

*PROPOSITION XXII. THEOREM.*



If there be any number of magnitudes, and as many others, which, taken two and two in order, have the same ratio; the first shall have to the last of the first magnitudes the same ratio which the first of the others has to the last of the same.

N.B. — This is usually cited by the words “*ex æquali*,” or “*ex æquo*.”

First, let there be magnitudes  $\textcolor{red}{\diamond}$ ,  $\textcolor{blue}{\diamond}$ ,  $\textcolor{yellow}{\square}$ , and as many others  $\textcolor{red}{\diamond}$ ,  $\textcolor{blue}{\diamond}$ ,  $\textcolor{yellow}{\circ}$ , such that

$$\begin{aligned} \textcolor{red}{\diamond} : \textcolor{blue}{\diamond} &:: \textcolor{red}{\diamond} : \textcolor{blue}{\diamond}, \\ \textcolor{blue}{\diamond} : \textcolor{yellow}{\square} &:: \textcolor{blue}{\diamond} : \textcolor{yellow}{\circ}; \\ \text{then shall } \textcolor{red}{\diamond} : \textcolor{yellow}{\square} &:: \textcolor{red}{\diamond} : \textcolor{yellow}{\circ}. \end{aligned}$$

Let these magnitudes, as well as any equimultiples whatever of the antecedents and consequents of the ratios, stand as follows:—

$$\begin{aligned} \textcolor{red}{\diamond}, \textcolor{blue}{\diamond}, \textcolor{yellow}{\square}, \textcolor{red}{\diamond}, \textcolor{blue}{\diamond}, \textcolor{yellow}{\circ}, \text{ and} \\ M \textcolor{red}{\diamond}, m \textcolor{blue}{\diamond}, N \textcolor{yellow}{\square}, M \textcolor{red}{\diamond}, m \textcolor{blue}{\diamond}, N \textcolor{yellow}{\circ}, \\ \text{because } \textcolor{red}{\diamond} : \textcolor{blue}{\diamond} :: \textcolor{red}{\diamond} : \textcolor{blue}{\diamond}; \\ \therefore M \textcolor{red}{\diamond} : m \textcolor{blue}{\diamond} :: M \textcolor{red}{\diamond} : m \textcolor{blue}{\diamond} [\text{v. 4}]. \end{aligned}$$

For the same reason

$$m \textcolor{blue}{\diamond} : N \textcolor{yellow}{\square} :: m \textcolor{blue}{\diamond} : N \textcolor{yellow}{\circ};$$

and because there are three magnitudes,

$$M \textcolor{red}{\diamond}, m \textcolor{blue}{\diamond}, N \textcolor{yellow}{\square},$$

and other three  $M \textcolor{red}{\diamond}, m \textcolor{blue}{\diamond}, N \textcolor{yellow}{\circ}$ ,

which, taken two and two, have the same ratio;

$\therefore$  if  $M \text{ } \blacksquare \text{, } =, \text{ } \blacksquare \text{ } N \text{ } \blacksquare$   
 then will  $M \text{ } \blacklozenge \text{, } =, \text{ } \blacksquare \text{ } N \text{ } \bullet,$  by [v. 20];  
 and  $\therefore \text{ } \blacksquare : \blacksquare :: \blacklozenge : \bullet$  [v. 5].

Next, let there be four magnitudes,  $\blacksquare, \blacklozenge, \blacksquare, \blacklozenge,$

and other four  $\triangle, \bullet, \square, \blacksquare,$

which, taken two and two, have the same ratio,

that is to say,  $\blacksquare : \blacklozenge :: \triangle : \bullet,$

$\blacklozenge : \square :: \bullet : \blacksquare,$

and  $\square : \blacklozenge :: \blacksquare : \triangle,$

then shall  $\blacksquare : \blacklozenge :: \triangle : \bullet;$

for, because  $\blacksquare, \blacklozenge, \square,$  are three magnitudes,

and  $\triangle, \bullet, \blacksquare,$  other three,

which, taken two and two, have the same ratio;

therefore, by the foregoing case,  $\blacksquare : \square :: \triangle : \blacksquare,$

but  $\square : \blacklozenge :: \blacksquare : \triangle;$

therefore again, by the first case,  $\blacksquare : \blacklozenge :: \triangle : \bullet;$

and so on, whatever the number of magnitudes be.

$\therefore$  If there be any number, &c.

*PROPOSITION XXIII. THEOREM.*



If there be any number of magnitudes, and as many others, which, taken two and two in a cross order, have the same ratio; the first shall have to the last of the first magnitudes the same ratio which the first of the others has to the last of the same.

N.B. — This is usually cited by the words “*ex æquali in proportione perturbata;*” or “*ex æquo perturbato.*”

First, let there be three magnitudes  $\diamondsuit$ ,  $\square$ ,  $\blacksquare$ ,  
and other three,  $\lozenge$ ,  $\triangle$ ,  $\bullet$ ,

which, taken two and two in a cross order, have the same ratio;

that is,  $\diamondsuit : \square :: \triangle : \bullet$ ,

and  $\square : \blacksquare :: \lozenge : \bullet$ ,

then shall  $\diamondsuit : \blacksquare :: \lozenge : \bullet$ .

Let these magnitudes and their respective equimultiples be arranged as follows:—

$\diamondsuit, \square, \blacksquare, \lozenge, \triangle, \bullet,$   
 $M\diamondsuit, M\square, m\blacksquare, M\lozenge, m\triangle, m\bullet,$

then  $\diamondsuit : \square :: M\diamondsuit : M\square$  [v. 15];

and for the same reason

$\triangle : \bullet :: m\triangle : m\bullet;$

but  $\diamondsuit : \square :: \triangle : \bullet$  [hyp.],

$\therefore M\diamondsuit : M\square :: \triangle : \bullet$  [v. 11];

and because  $\square : \blacksquare :: \lozenge : \triangle$  [hyp.],

$\therefore M\square : m\blacksquare :: M\lozenge : m\triangle$  [v. 4];

then because there are three magnitudes,

M  $\diamond$ , M  $\square$ ,  $m \blacksquare$ ,  
 and other three, M  $\diamond$ ,  $m \triangle$ ,  $m \bullet$ ,  
 which, taken two and two in a cross order, have the same ratio;

therefore, if M  $\diamond \square = \square m \blacksquare$ ,  
 then will M  $\diamond \square = \square m \bullet$  [v. 21],  
 and  $\diamond \diamond : \blacksquare :: \diamond : \bullet$  [v. def. 5].

Next, let there be four magnitudes,

$\diamond$ ,  $\square$ ,  $\blacksquare$ ,  $\diamond$ ,  
 and other four,  $\triangle$ ,  $\bullet$ ,  $\blacksquare$ ,  $\triangle$ ,

which, when taken two and two in a cross order, have the same ratio; namely,

$\diamond : \square :: \blacksquare : \triangle$ ,  
 $\square : \blacksquare :: \bullet : \blacksquare$ ,  
 and  $\blacksquare : \diamond :: \triangle : \bullet$ .

then shall  $\diamond : \diamond :: \triangle : \triangle$ .

For, because  $\diamond$ ,  $\square$ ,  $\blacksquare$  are three magnitudes,

and  $\blacksquare$ ,  $\bullet$ ,  $\triangle$ , other three,

which, taken two and two in a cross order, have the same ratio,

therefore, by the first case,  $\diamond : \blacksquare :: \blacksquare : \triangle$ ,  
 but  $\blacksquare : \diamond :: \triangle : \bullet$ ,

therefore again, by the first case,  $\diamond : \diamond :: \triangle : \triangle$ ;

and so on, whatever be the number of such magnitudes.

$\therefore$  If there be any number, &c.

*PROPOSITION XXIV. THEOREM.*



If the first has to the second the same ratio which the third has to the fourth, and the fifth to the second the same which the sixth has to the fourth, the first and fifth together shall have to the second the same ratio which the third and sixth together have to the fourth.

First.



Second.



Third.



Fourth.



Fifth.



Sixth.



Let  $\text{red} : \square :: \blacksquare : \diamond$ ,

and  $\text{red} : \square :: \bullet : \diamond$ ,

then  $\text{red} + \text{red} : \square :: \blacksquare + \bullet : \diamond$ .

$\text{red} : \square :: \bullet : \diamond$  [hyp.],

and  $\square : \text{red} :: \diamond : \blacksquare$  [hyp.] and [invert.],

$\therefore \text{red} + \text{red} : \square :: \bullet + \blacksquare : \blacksquare$  [v. 22];

and, because these magnitudes are proportionals, they are proportionals when taken jointly,

$\therefore \text{red} + \text{red} : \text{red} :: \bullet + \blacksquare : \blacksquare$  [v. 18],

but  $\text{red} : \square :: \bullet : \diamond$  [hyp.],

$\therefore \text{red} + \text{red} : \square :: \bullet + \blacksquare : \diamond$  [v. 22].

$\therefore$  If the first, &c.

*PROPOSITION XXV. THEOREM.*



If four magnitudes of the same kind are proportionals, the greatest and least of them together are greater than the other two together.

Let four magnitudes  $\textcolor{red}{\square} + \square$ ,  $\textcolor{blue}{\square} + \textcolor{yellow}{\square}$ ,  $\square$ , and  $\textcolor{yellow}{\square}$ , of the same kind, be proportionals, that is to say,

$$\textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\square} :: \square : \textcolor{yellow}{\square},$$

and let  $\textcolor{red}{\square} + \square$  be the greatest of the four, and consequently by pr. A and 14 of Book 5,  $\textcolor{yellow}{\square}$  is the least; then will  $\textcolor{red}{\square} + \square + \textcolor{yellow}{\square}$  be  $\textcolor{black}{C} \textcolor{blue}{\square} + \textcolor{yellow}{\square} + \square$ ; because  $\textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\square} :: \square : \textcolor{yellow}{\square}$ ,

$$\therefore \textcolor{red}{\square} : \textcolor{blue}{\square} :: \textcolor{red}{\square} + \square : \textcolor{blue}{\square} + \textcolor{yellow}{\square} \quad [\text{v. 19}],$$

but  $\textcolor{red}{\square} + \square \subset \textcolor{blue}{\square} + \textcolor{yellow}{\square}$  [hyp.],

$$\begin{aligned} &\therefore \textcolor{red}{\square} \subset \textcolor{blue}{\square} \quad [\text{v. A}]; \\ &\text{to each of these add } \square + \textcolor{yellow}{\square}, \\ &\therefore \textcolor{red}{\square} + \square + \textcolor{yellow}{\square} \subset \textcolor{blue}{\square} + \textcolor{yellow}{\square} + \square. \end{aligned}$$

$\therefore$  If four magnitudes, &c.

*DEFINITION X.*

WHEN three magnitudes are proportionals, the first is said to have to the third the duplicate ratio of that which it has to the second.

For example, if A, B, C, be continued proportionals, that is A : B :: B : C, A is said to have to C the duplicate ratio of A : B;

$$\text{or } \frac{A}{C} = \text{ the square of } \frac{A}{B}.$$

This property will be more readily seen of the quantities

$$ar^2, ar, a, \text{ for } ar^2 : ar :: ar : a;$$

$$\text{and } \frac{ar^2}{a} = r^2 = \text{ the square of } \frac{ar^2}{ar} = r,$$

$$\text{or of } a, ar, ar^2;$$

$$\text{for } \frac{a}{ar^2} = \frac{I}{r^2} = \text{ the square of } \frac{a}{ar} = \frac{I}{r}.$$

*DEFINITION XI.*

WHEN four magnitudes are continual proportionals, the first is said to have to the fourth the triplicate ratio of that which it has to the second; and so on, quadruplicate, &c. increasing the denomination still by unity, in any number of proportionals.

For example, let  $A$ ,  $B$ ,  $C$ ,  $D$ , be four continued proportionals, that is,  $A : B :: B : C :: C : D$ ;  $A$  said to have to  $D$ , the triplicate ratio of  $A$  to  $B$ ;

$$\text{or } \frac{A}{D} = \text{the cube of } \frac{A}{B}.$$

This definition will be better understood and applied to a greater number of magnitudes than four that are continued proportionals, as follows:—

Let  $ar^3$ ,  $ar^2$ ,  $ar$ ,  $a$ , be four magnitudes in continued proportion,

that is,  $ar^3 : ar^2 :: ar^2 : ar :: ar : a$ ,

then  $\frac{ar^3}{a} = r^3 = \text{the cube of } \frac{ar^3}{ar^3} = r$ .

Or, let  $ar^5$ ,  $ar^4$ ,  $ar^3$ ,  $ar^2$ ,  $ar$ ,  $a$ , be six magnitudes in proportion, that is

$ar^5 : ar^4 :: ar^4 : ar^3 :: ar^3 : ar^2 :: ar^2 : ar :: ar : a$ ,

then the ratio  $\frac{ar^5}{a} = r^5$  the fifth power of  $\frac{ar^5}{ar^4} = r$ .

Or, let  $a$ ,  $ar$ ,  $ar^2$ ,  $ar^3$ ,  $ar^4$ , be five magnitudes in continued proportion; then

$\frac{a}{ar^4} = \frac{1}{r^4} = \text{the fourth power of } \frac{a}{ar} = \frac{1}{r}$ .

### *DEFINITION A.*

To know a compound ratio:—

When there are any number of magnitudes of the same kind, the first is said to have to the last of them the ratio compounded of the ratio which the first has to the second, and of the ratio which the second has to the third, and of the ratio which the third has to the fourth; and so on, unto the last magnitude.

For example, if **A, B, C, D**, be four magnitudes of the same kind, the first **A** is said to have to the last **D** the ratio compounded of the ratio of **A** to **B**, and of the ratio of **B** to **C**, and of the ratio of **C** to **D**; or, the ratio of **A** to **D** is said to be compounded of the ratios of **A** to **B**, **B** to **C**, and **C** to **D**.

<b>A B C D</b>
<b>E F G H K L</b>
<b>M N</b>

And if **A** has to **B** the same ratio which **E** has to **F**, and **B** to **C** the same ratio that **G** has to **H**, and **C** to **D** the same that **K** has to **L**; then by this definition, **A** is said to have to **D** the ratio compounded of ratios which are the same with the ratios of **E** to **F**, **G** to **H**, and **K** to **L**. And the same thing is to be understood when it is more briefly expressed by saying, **A** has to **D** the ratio compounded of the ratios of **E** to **F**, **G** to **H**, and **K** to **L**.

In like manner, the same things being supposed; if **M** has to **N** the same ratio which **A** has to **D**, then for shorntneſ ſake, **M** is said to have to **N** the ratio compounded of the ratios of **E** to **F**, **G** to **H**, and **K** to **L**.

This definition may be better understood from an arithmetical or algebraical illustration; for, in fact, a ratio compounded of several other ratios, is nothing more than a ratio which has four its antecedent the continued product of all the antecedents of the ratios compounded, and for its consequent the continued product of all the consequents of the ratios compounded.

Thus, the ratio compounded of the ratios of

$$2 : 3, 4 : 7, 6 : 11, 2 : 5,$$

is the ratio of  $2 \times 4 \times 6 \times 2 : 3 \times 7 \times 11 \times 5$ ,

or the ratio of 96 : 1155, or 32 : 385.

And of the magnitudes A, B, C, D, E, F, of the same kind, A : F is the ratio compounded of the ratios of

$$A : B, B : C, C : D, D : E, E : F;$$

for  $A \times B \times C \times D \times E : B \times C \times D \times E \times F$ ,

$$\text{or } \frac{A \times B \times C \times D \times E}{B \times C \times D \times E \times F} = \frac{A}{F} \text{ or the ratio of } A : F.$$

*PROPOSITION F. THEOREM.*



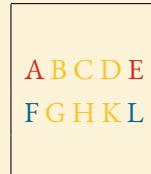
ATIOS which are compounded of the same ratios are the same to one another.

Let  $A : B :: F : G$ ,

$B : C :: G : H$ ,

$C : D :: H : K$ ,

and  $D : E :: K : L$ .



Then, the ratio which is compounded of the ratios of  $A : B$ ,  $B : C$ ,  $C : D$ ,  $D : E$ , or the ratio of  $A : E$ , is the same as the ratio compounded of the ratios of  $F : G$ ,  $G : H$ ,  $H : K$ ,  $K : L$ , or the ratio of  $F : L$ .

$$\begin{aligned} \text{For } \frac{A}{B} &= \frac{F}{G}, \\ \frac{B}{C} &= \frac{G}{H}, \\ \frac{C}{D} &= \frac{H}{K}, \\ \frac{D}{E} &= \frac{K}{L}; \end{aligned}$$

$$\therefore \frac{A \times B \times C \times D}{B \times C \times D \times E} = \frac{F \times G \times H \times K}{G \times H \times K \times L}$$

$$\text{and } \therefore \frac{A}{E} = \frac{F}{L},$$

or the ratio of  $A : E$  is the same as the ratio of  $F : L$ .

The same may be demonstrated of any number of ratios so circumstanced.

Next, let  $A : B :: K : L$ ,

$$B : C :: H : K,$$

$$C : D :: G : H,$$

$$D : E :: F : G.$$

Then the ratio which is compounded of the ratios of  $A : B$ ,  $B : C$ ,  $C : D$ ,  $D : E$ , or the ratio of  $A : E$ , is the same as the ratio compounded of the ratios of  $K : L$ ,  $H : K$ ,  $G : H$ ,  $F : G$ , or the ratio of  $F : L$ .

$$\text{For } \frac{A}{B} = \frac{K}{L},$$

$$\frac{B}{C} = \frac{H}{K},$$

$$\frac{C}{D} = \frac{G}{H},$$

$$\frac{D}{E} = \frac{F}{G};$$

$$\therefore \frac{A \times B \times C \times D}{B \times C \times D \times E} = \frac{K \times H \times G \times F}{L \times K \times H \times G}$$

$$\text{and } \therefore \frac{A}{E} = \frac{F}{L},$$

or the ratio of  $A : E$  is the same as the ratio of  $F : L$ .

$\therefore$  Ratios which are compounded, &c.

*PROPOSITION G. THEOREM.*



If several ratios be the same to several ratios, each to each, the ratio which is compounded of ratios which are the same to the first ratios, each to each, shall be the same to the ratio compounded of ratios which are the same to the other ratios, each to each.

$A : B : C : D : E : F : G : H$	$P : Q : R : S : T$
$a : b : c : d : e : f : g : h$	$V : W : X : Y : Z$

If $A : B :: a : b$	and $A : B :: P : Q$	$a : b :: V : W$
$C : D :: c : d$	$C : D :: Q : R$	$c : d :: W : X$
$E : F :: e : f$	$E : F :: R : S$	$e : f :: X : Y$
and $G : H :: g : h$	and $G : H :: S : T$	$g : h :: Y : Z$
	then $P : T = V : Z$ .	

For  $\frac{P}{Q} = \frac{A}{B} = \frac{a}{b} = \frac{V}{W}$ ,

$$\frac{Q}{R} = \frac{C}{D} = \frac{c}{d} = \frac{W}{X},$$

$$\frac{R}{S} = \frac{E}{F} = \frac{e}{f} = \frac{X}{Y},$$

$$\frac{S}{T} = \frac{F}{H} = \frac{g}{h} = \frac{Y}{Z};$$

and  $\therefore \frac{P \times Q \times R \times S}{Q \times R \times S \times T} = \frac{V \times W \times X \times Y}{W \times X \times Y \times Z}$ ,

and  $\therefore \frac{P}{T} = \frac{V}{Z}$ , or the ratio of  $P : T = V : Z$ .

∴ If several ratios, &c.

*PROPOSITION H. THEOREM.*



*If a ratio which is compounded of several ratios be the same to a ratio which is compounded of several other ratios; and if one of the first ratios, or the ratio which is compounded of several of them, be the same to one of the last ratios, or to the ratio which is compounded of several of them; then the remaining ratio of the first, or, if there be more than one, the ratio compounded of the remaining ratios, shall be the same to the remaining ratio of the last, or if there be more than one, to the ratio compounded of these remaining ratios.*



Let  $A : B, B : C, C : D, D : E, E : F, F : G, G : H$ , be the first ratios, and  $P : Q, Q : R, R : S, S : T, T : X$ , the other ratios; also, let  $A : H$ , which is compounded of the first ratios, be the same as the ratio of  $P : X$ , which is the ratio compounded of the other ratios; and let the ratio of  $A : E$ , which is compounded of the ratios of  $A : B, B : C, C : D, D : E$ , be the same as the ratio of  $P : R$ , which is compounded of the ratios  $P : Q, Q : R$ .

Then the ratio which is compounded of the remaining first ratios, that is, the ratio compounded of the ratios  $E : F, F : G, G : H$ , that is the ratio of  $E : H$ , shall be the same as the ratio of  $R : X$ , which is compounded of the ratios of  $R : S, S : T, T : X$ , the remaining other ratios.

$$\text{Because } \frac{A \times B \times C \times D \times E \times F \times G}{B \times C \times D \times E \times F \times G \times H} = \frac{P \times Q \times R \times S \times T}{Q \times R \times S \times T \times X},$$

$$\text{or } \frac{A \times B \times C \times D}{B \times C \times D \times E} \times \frac{E \times F \times G}{F \times G \times H} = \frac{P \times Q}{Q \times R} \times \frac{R \times S \times T}{S \times T \times X},$$

$$\text{and } \frac{\textcolor{red}{A} \times \textcolor{red}{B} \times \textcolor{red}{C} \times \textcolor{red}{D}}{\textcolor{red}{B} \times \textcolor{red}{C} \times \textcolor{red}{D} \times \textcolor{red}{E}} = \frac{\textcolor{teal}{P} \times \textcolor{teal}{Q}}{\textcolor{teal}{Q} \times \textcolor{teal}{R}},$$

$$\therefore \frac{\textcolor{red}{E} \times \textcolor{red}{F} \times \textcolor{red}{G}}{\textcolor{red}{F} \times \textcolor{red}{G} \times \textcolor{red}{H}} = \frac{\textcolor{teal}{R} \times \textcolor{teal}{S} \times \textcolor{teal}{T}}{\textcolor{teal}{S} \times \textcolor{teal}{T} \times \textcolor{teal}{X}},$$

$$\therefore \frac{\textcolor{red}{E}}{\textcolor{red}{H}} = \frac{\textcolor{teal}{R}}{\textcolor{teal}{X}},$$

$$\therefore \textcolor{red}{E} : \textcolor{red}{H} = \textcolor{teal}{R} : \textcolor{teal}{X}.$$

•• If a ratio which, &c.

PROPOSITION K. THEOREM.

**C**F there be any number of ratios, and any number of other ratios, such that the ratio which is compounded of ratios, which are the same to the first ratios, each to each, is the same to the ratio which is compounded of ratios, which are the same, each to each, to the last ratios—and if one of the first ratios, or the ratio which is compounded of ratios, which are the same to several of the first ratios, each to each, be the same to one of the last ratios, or to the ratio which is compounded of ratios, which are the same, each to each, to several of the last ratios—then the remaining ratio of the first; or, if there be more than one, the ratio which is compounded of ratios, which are the same, each to each, to the remaining ratios of the first, shall be the same to the remaining ratio of the last; or, if there be more than one, to the ratio which is compounded of ratios, which are the same, each to each, to these remaining ratios.

$\begin{matrix} h & k & m & n & s \\ A : B, C : D, E : F, G : H, K : L, M : N, \\ O : P, Q : R, S : T, V : W, X : Y, \\ a & b & c & d & e & f & g \end{matrix}$	$\begin{matrix} a & b & c & d & e & f & g \\ a b c d e f g \\ b k l m n p \end{matrix}$
---	---

Let  $A : B, C : D, E : F, G : H, K : L, M : N$ , be the first ratios, and  $O : P, Q : R, S : T, V : W, X : Y$ , the other ratios;

and let  $A : B = a : b$ ,

$C : D = b : c$ ,

$E : F = c : d$ ,

$G : H = d : e$ ,

$K : L = e : f$ ,

$M : N = f : g$ .

Then, by the definition of a compound ratio, the ratio of  $a : g$  is compounded

of the ratios of  $a : b, b : c, c : d, d : e, e : f, f : g$ , which are the same as the ratio of  $A : B, C : D, E : F, G : H, K : L, M : N$ , each to each.

$$\text{Also, } O : P = b : k,$$

$$Q : R = k : l,$$

$$S : T = l : m,$$

$$V : W = m : n,$$

$$X : Y = n : p.$$

Then will the ratio of  $b : p$  be the ratio compounded of the ratios  $b : k, k : l, l : m, m : n, n : p$ , which are the same ratios of  $O : P, Q : R, S : T, V : W, X : Y$ , each to each.

∴ by the hypothesis,  $a : g = b : p$ .

Also, let the ratio which is compounded of the ratios of  $A : B, C : D$ , two of the first ratios (or the ratios of  $a : c$ , for  $A : B = a : b$ , and  $C : D = b : c$ ), be the same as the ratio of  $a : d$ , which is compounded of the ratios  $a : b, b : c, c : d$ , which are the same as the ratios of  $O : P, Q : R, S : T$ , three of the other ratios.

And let the ratios of  $h : s$ , which is compounded of the ratios  $h : k, k : m, m : n, n : s$ , which are the same as the remaining first ratios, namely,  $E : F, G : H, K : L, M : N$ ; also, let the ratio of  $e : g$ , be that which is compounded of the ratios  $e : f, f : g$ , which are the same, each to each, to the remaining other ratios, namely,  $V : W, X : Y$ . Then the ratio of  $h : s$  shall be the same as the ratio of  $e : g$ ; or  $h : s = e : g$ .

$$\text{For } \frac{A \times C \times E \times G \times K \times M}{B \times D \times F \times H \times L \times N} = \frac{a \times b \times c \times d \times e \times f}{b \times c \times d \times e \times f \times g},$$

$$\text{and } \frac{O \times Q \times S \times V \times X}{P \times R \times T \times W \times Y} = \frac{b \times k \times l \times m \times n}{k \times l \times m \times n \times p},$$

by the composition of the ratios;

$$\therefore \frac{a \times b \times c \times d \times e \times f}{b \times c \times d \times e \times f \times g} = \frac{b \times k \times l \times m \times n}{k \times l \times m \times n \times p}, [\text{hyp.}],$$

$$\text{or } \frac{a \times b}{b \times c} \times \frac{c \times d \times e \times f}{d \times e \times f \times g} = \frac{b \times k \times l}{k \times l \times m} \times \frac{m \times n}{n \times p},$$

$$\text{but } \frac{a \times b}{b \times c} = \frac{A \times C}{B \times D} = \frac{O \times Q \times S}{P \times R \times T} = \frac{a \times b \times c}{b \times c \times d} = \frac{b \times k \times l}{k \times l \times m};$$

$$\therefore \frac{c \times d \times e \times f}{d \times e \times f \times g} = \frac{m \times n}{n \times p} [\text{hyp.}],$$

$$\text{And } \frac{c \times d \times e \times f}{d \times e \times f \times g} = \frac{h \times k \times m \times n}{k \times m \times n \times s} [\text{hyp.}],$$

$$\text{and } \frac{m \times n}{n \times p} = \frac{e \times f}{f \times g} [\text{hyp.}],$$

$$\therefore \frac{h \times k \times m \times n}{k \times m \times n \times s} = \frac{ef}{fg},$$

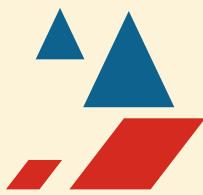
$$\therefore \frac{h}{s} = \frac{e}{g},$$

$$\therefore h:s = e:g.$$

**∴** If there be any number, &c.

## BOOK VI.

### DEFINITIONS.



I.



RECTILINEAR figures are said to be similar, when they have their several angles equal, each to each, and the sides about the equal angles proportional.

II.

Two sides of one figure are said to be reciprocally proportional to two sides of another figure when one of the sides of the first is to the second, as the remaining side of the second is to the remaining side of the first.

III.

A STRAIGHT line is said to be cut in extreme and mean ratio, when the whole is to the greater segment, as the greater segment is to the less.

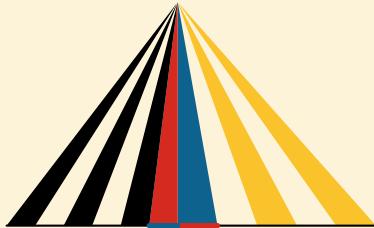
IV.

THE altitude of any figure is the straight line drawn from its vertex perpendicular to its base, or the base produced.



## PROPOSITIONS.

*PROPOSITION I. THEOREM.*



TRIANGLES and parallelograms having the same altitude are to one another as their bases.

Let the triangles and have a common vertex, and their bases, and in the same straight line.

Produce both ways, take successively on produced lines equal to it; and on produced lines successively equal to it; and draw lines from the common vertex to their extremities.

The triangles thus formed are all equal to one another, since their bases are equal [I. 38].

∴ and its base are respectively

equimultiples of and the base .

In like manner  and its base are respectively

equimultiples of  and the base .

∴ if  $m$  or 6 times   $\square = \square$  or  $\square n$  or 5 times  then  $m$  of 6 times

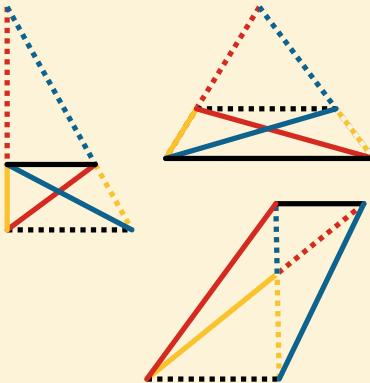
  $\square = \square n$  or 5 times  ,  $m$  and  $n$  stand for every multiple taken as in the fifth definition of the Fifth Book. Although we have only shown that this property exists when  $m$  equal 6, and  $n$  equal 5, yet it is evident that the property holds good for every multiple value that may be given to  $m$ , and to  $n$ .

∴  :  ::  :  [v. def. 5]

Parallelograms having the same altitude are the doubles of triangles, on their bases, and are proportional to them (Part 1), and hence their doubles, the parallelograms, are as their bases [v. 15].

Q.E.D.

PROPOSITION II. THEOREM.



*If a straight line —— be drawn parallel to any side ..... of a triangle, it shall cut the other sides, or those sides produced, into proportional segments. And if any straight line —— divide the sides of a triangle or those sides produced, into proportional segments, it is parallel to the remaining side .....*

PART I.

Let —— || ...., then shall

$$\text{—} : \text{---} :: \text{---} : \text{---}.$$

Draw —— and ——,

$$\text{and } \triangle \equiv \triangle \text{ [I. 37];}$$

$$\therefore \triangle : \triangle :: \triangle : \triangle \text{ [v. 7];}$$

$$\text{but } \triangle : \triangle :: \text{—} : \text{---} \text{ [vi. 1],}$$

$$\therefore \text{—} : \text{---} :: \text{---} : \text{---}. \text{ [v. ii].}$$

PART II.

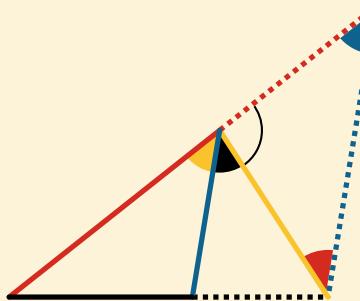
Let  $\text{---} : \text{---} :: \text{---} : \text{---}$ ,  
 then  $\text{---} \parallel \text{---}$ .

Let the same construction remain,  
 because  $\text{---} : \text{---} :: \text{---} : \text{---}$  } [VI. i]  
 and  $\text{---} : \text{---} :: \text{---} : \text{---}$  } [V. ii]  
 but  $\text{---} : \text{---} :: \text{---} : \text{---}$  [hyp.],  
 $\therefore \text{---} : \text{---} :: \text{---} : \text{---}$  [v. 9];

but they are on the same base  $\text{---}$ , and at the same side of it, and  
 $\therefore \text{---} \parallel \text{---}$  [I. 39].

Q.E.D.

PROPOSITION III. THEOREM.



**A** right line (—) bisecting the angle of a triangle, divides the opposite side into segments (—, ..... ) proportional to the conterminous sides (—, —). And if a straight line (—) drawn

from any angle of a triangle divide the opposite side (—, ....) into segments (—, ..... ) proportional to the conterminous sides (—, —), it bisects the angle.

PART I.

Draw ..... || —, to meet ..... ;

$$\text{then, } \triangle \text{ yellow} = \triangle \text{ blue} \quad [\text{I. 29}],$$

$$\therefore \triangle \text{ black} = \triangle \text{ blue}; \text{ but}$$

$$\triangle \text{ black} = \triangle \text{ red}, \therefore \triangle \text{ red} = \triangle \text{ blue},$$

$$\therefore ..... = \text{ yellow} \quad [\text{I. 6}];$$

and because — || .....

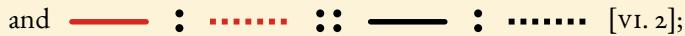
$$..... : \text{ red} :: ..... : \text{ yellow} \quad [\text{VI. 2}]$$

$$\text{but } ..... = \text{ yellow};$$

$$\therefore \text{ yellow} : \text{ red} :: ..... : \text{ yellow} \quad [\text{V. 7}].$$

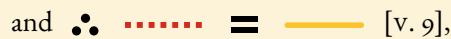
PART II.

Let the same construction remain,

and  [VI. 2];

but  [hyp.]

$\therefore$   [V. 11],

and  $\therefore$   [V. 9],

and  $\therefore$   [V. 5]; but since



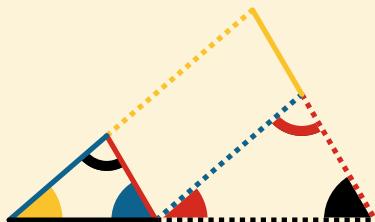
and  [I. 29];

$\therefore$   , and  ,

and  $\therefore$  .

Q.E.D.

*PROPOSITION IV. THEOREM.*



N equiangular triangles  
( and ) the sides  
about the equal angles are proportional,  
and the sides which are opposite to the equal  
angles are homologous.

Let the equiangular triangles be so placed that two sides ,

opposite to equal angles and may be conterminous  
and in the same straight line; and that the triangles lying at the same side of that  
straight line, may have the equal angles not conterminous,

i.e. opposite to , and to .

Draw and . Then, because

$$\text{Blue triangle} = \text{Black triangle}, \quad \text{Red line} \parallel \text{Yellow line} \quad [\text{I. 28}];$$

and for a like reason,  $\parallel$  ,

is a parallelogram.

But : :: : [VI. 2];

and since = [I. 34],

: :: : ; and by

alternation, : :: : [V. 16].

In like manner it may be shown, that

$$\text{Blue line} : \text{Dashed line} :: \text{Solid line} : \text{Dotted line} ;$$

and by alternation, that

$$\text{—} : \text{—} :: \text{---} : \text{---} ;$$

but it has already been proved that

$$\text{—} : \text{—} :: \text{---} : \text{---} ,$$

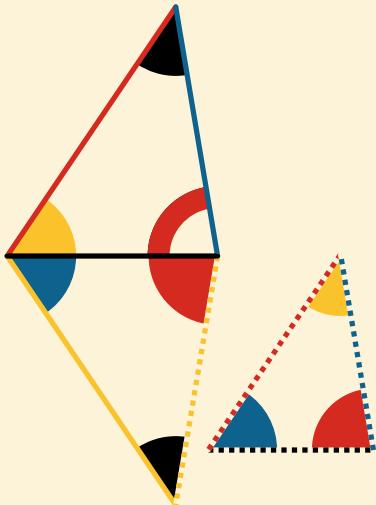
and therefore, ex æquali,

$$\text{—} : \text{—} :: \text{---} : \text{---} , [v. 22],$$

therefore the sides about the equal angles are proportional, and those which are opposite to the equal angles are homologous.

Q.E.D.

PROPOSITION V. THEOREM.



If two triangles have their sides proportional

( $\text{---}$  :  $\text{---}$  ::  $\text{---}$  :  $\text{---}$ ) and ( $\text{---}$  :  $\text{---}$  :

$\text{---}$  :  $\text{---}$ ) they are equiangular, and the equal angles are subtended by the homologous sides.

From the extremities of  $\text{---}$ , draw  $\text{---}$  and  $\text{---}$ ,

making  $\triangle \text{---} = \triangle \text{---}$ ,  $\triangle \text{---} = \triangle \text{---}$  [I. 23];

and consequently  $\triangle \text{---} = \triangle \text{---}$  [I. 32],

and since the triangles are equiangular,

$\text{---} : \text{---} :: \text{---} : \text{---}$  [VI. 4];

but  $\text{---} : \text{---} :: \text{---} : \text{---}$  [hyp.];

$\therefore \text{---} : \text{---} :: \text{---} : \text{---}$ ,

and consequently  $\text{---} = \text{---}$  [V. 9].

In the like manner it may be shewn that

$$\text{---} = \text{---}.$$

Therefore, the two triangles having a common base  , and their sides equal, have also equal angles opposite to equal sides, i.e.

$$\triangle \text{ (yellow)} = \triangle \text{ (blue)} \text{ and } \angle \text{ (red)} = \angle \text{ (yellow)} \text{ [I. 8].}$$

$$\text{But } \triangle \text{ (blue)} = \triangle \text{ (blue)} \text{ [const.]}$$

$$\text{and } \because \triangle \text{ (yellow)} = \triangle \text{ (blue)}; \text{ for the same}$$

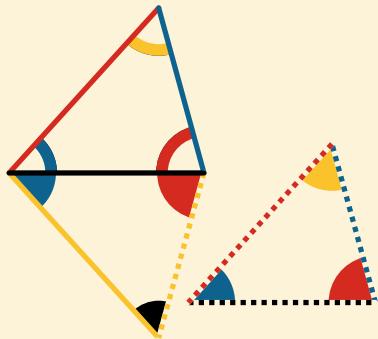
$$\text{reason } \angle \text{ (red)} = \angle \text{ (red)}, \text{ and}$$

$$\text{consequently } \triangle \text{ (black)} = \triangle \text{ (yellow)} \text{ [I. 32];}$$

and therefore the triangles are equiangular, and it is evident that the homologous sides subtend the equal angles.

Q.E.D.

PROPOSITION VI. THEOREM.



F two triangles ( and ) have one angle

( of the one, equal to one angle

( of the other, and the sides about the equal angles proportional, the triangles shall be equiangular, and have those angles equal which the homologous sides subtend.

From the extremities of , one of the sides

of , about , draw

and , making

= , and = ; then

= [I. 32], and the two triangles being equiangular,

: :: : [VI. 4];

but : :: : [hyp.];

∴ : :: : [V. II],

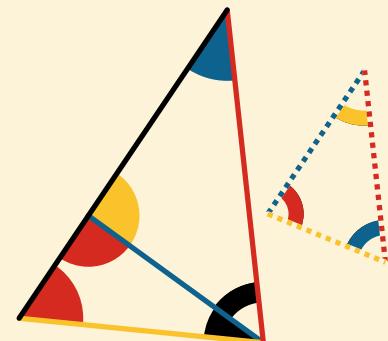
and consequently = [V. 9];

∴ = in every respect [I. 4].

But  =  [const.],  
 and ∵  = ; and  
 since also  =  =  and 

Q.E.D.

PROPOSITION VII. THEOREM.



F two triangles ( and ) have one angle in each equal ( equal to ), the sides about two other angles proportional

( : :: : ) and each of the remaining angles ( and ) either less or not less than a right angle, the triangles are equiangular, and those angles are equal about which the sides are proportional.

First let it be assumed that the angles and are each less than a

right angle: then if it be supposed

that and contained by the proportional sides

are not equal, let be the greater, and make



Because = [hyp.], and = [const.]

$$\therefore \text{yellow sector} = \text{red sector} \quad [\text{I. 32}];$$

$\therefore \text{red side} : \text{blue side} :: \text{dotted side} : \text{dotted side}$  [VI. 4],

but  $\text{red side} : \text{yellow side} :: \text{dotted side} : \text{dotted side}$  [hyp.]

$\therefore \text{red side} : \text{blue side} :: \text{red side} : \text{yellow side};$

$\text{blue side} = \text{yellow side}$  [V. 9],

and  $\therefore \text{red triangle} = \text{red triangle}$  [I. 5].

But  is less than a right angle [hyp.]

$\therefore$   is less than a right angle; and  $\therefore$   must be greater than a

right angle [I. 13], but it has been proved  $=$   and therefore less than a right angle, which is absurd.

$\therefore$   and  are not unequal;

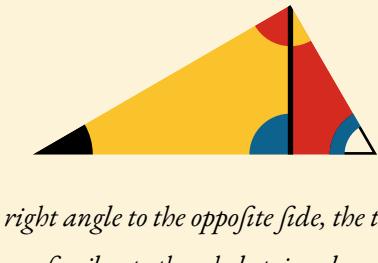
$\therefore$  they are equal, and since   $=$   [hyp.]

$\therefore$    $=$   [I. 32], and therefore the triangles are equiangular.

But if  and  be assumed to be each not less than a right angle, it may be proved as before that the triangles are equiangular, and have the sides about the equal angles proportional [VI. 4].

Q.E.D.

*PROPOSITION VIII. THEOREM.*



N a right angled triangle ( ), if a perpendicular ( ) be drawn from the right angle to the opposite side, the triangles ( , ) on each side of it are similar to the whole triangle and to each other.

Because = [ax. II], and

common to and ;

= [I. 32];

∴ and are equiangular; and consequently have their sides about the equal angles proportional [VI. 4], and are therefore similar [VI. def. 1].

In like manner it may be proved that is similar to

; but has been shewn to be similar

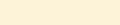
to ; ∴ and are similar to the whole and to each other.

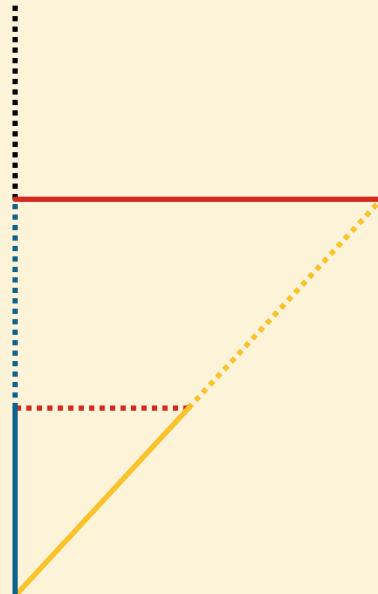
Q.E.D.

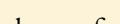
*PROPOSITION IX. PROBLEM.*

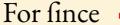
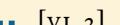


ROM a given straight line  
() to cut off  
any required part.

From either extremity of the given line  
draw  making any angle with  
 ; and produce   
till the whole produced line   
contains  as often as  
 contains the required part.

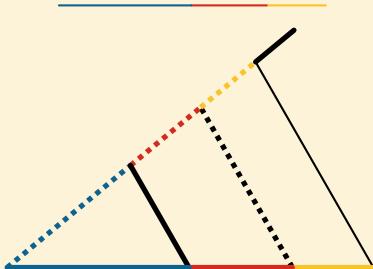


Draw , and draw    
 is the required part of .

For since    
 ::  ::  ::  [vi. 2],  
and by composition [v. 18];  


Q.E.F.

*PROPOSITION X. PROBLEM.*



O divide a straight line  
(—) similarly to a  
given divided line (—).

From either extremity of the given line  
— draw ----- making any angle;  
take -----, ----- and -----  
equal to —, — and — respectively [i. 2];  
draw —, and draw ----- and — || to it.

Since  $\left\{ \begin{array}{c} \text{---} \\ \text{-----} \\ \text{---} \end{array} \right\}$  are ||

— : — :: ----- : ----- [vi. 2],

or — : — :: — : — [const.],

and — : — :: ----- : ----- [vi. 2],

— : — :: — : — [const.], and

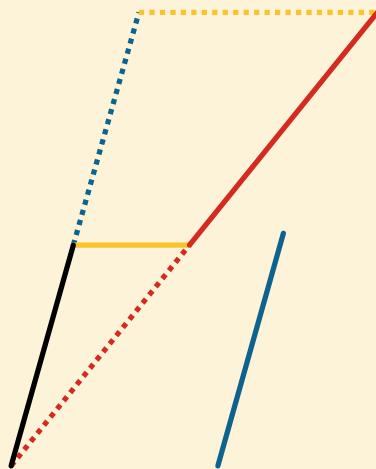
• the given line — is divided similarly to — •.

Q.E.F.

*PROPOSITION XI. PROBLEM.*



*O find a third proportional  
to two given straight lines  
(— and —).*



At either extremity of the given line —

draw —— making an angle;

take ····· = —, and draw — ;

make ····· = —,

and draw ····· || — ; [l. 31]

— is the third proportional to — and — .

For since —||····,

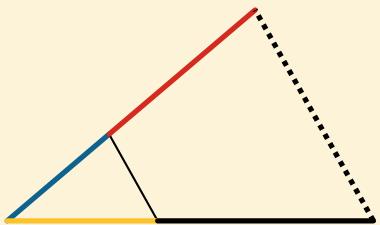
∴ — : ····· :: ····· : — [vi. 2];

but ····· = ····· = — [conf.];

∴ — : — :: — : — [v. 7].

Q.E.F.

*PROPOSITION XII. PROBLEM.*



O find a fourth proportional to  
three given lines  $\left\{ \begin{array}{c} \text{dotted} \\ \text{dashed} \\ \text{yellow} \end{array} \right\}$ .

Draw ——————

and —————— making any angle;

take —————— = = ..... ,

and —————— = = ..... ,

also —————— = = ..... ,

draw —————— ,

and ..... || —————— ; [I. 31];

————— is the fourth proportional.

On account of the parallels,

————— : —————— :: —————— : —————— [VI. 2];

but  $\left\{ \begin{array}{c} \text{dotted} \\ \text{dashed} \\ \text{yellow} \end{array} \right\} = \left\{ \begin{array}{c} \text{blue} \\ \text{red} \\ \text{yellow} \end{array} \right\}$  [conft.];

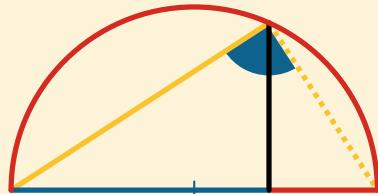
∴ ..... : ..... :: ..... : —————— [V. 7].

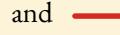
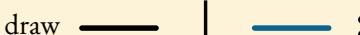
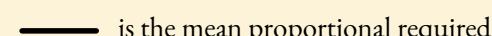
Q.E.F.

*PROPOSITION XIII. PROBLEM.*



Of find a mean proportional  
between two given straight  
lines {  }.



Draw any straight line  , make   ,  
and   ; bisect  ;  
and from the point of bisection as a centre, and half the  
line as a radius, describe a semicircle  ,  
draw  :  
 is the mean proportional required.

Draw  and  .

Since  is a right angle [III. 31],  
and  is  from it upon the opposite side,  
  is a mean proportional between  
 and  [VI. 8],  
and  between  and  [conft.].

Q.E.F.

PROPOSITION XIV. THEOREM.



I.



QUAL parallelograms  
and , which have  
one angle in each equal, have the sides about  
the equal angles reciprocally proportional

$$(\text{---} : \text{---} :: \text{---} : \text{---})$$

II.

And parallelograms which have one angle  
in each equal, and the sides about them  
reciprocally proportional, are equal.

Let and ; and and , be so placed that  
 and may be continued right lines. It is evident that  
they may assume this position [I. 13, 14, 15].

Complete .

Since = ;

$\therefore \text{---} : \text{---} :: \text{---} : \text{---}$  [v. 7]

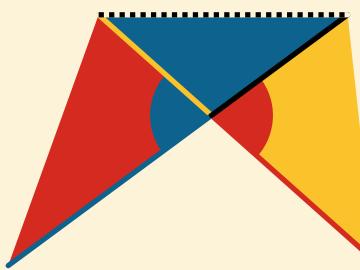
$\therefore \text{---} : \text{---} :: \text{---} : \text{---}$  [vi. i].

The same construction remaining:

$$\begin{array}{c} \text{---} : \text{---} :: \left\{ \begin{array}{l} \text{---} : \text{---} [\text{vi. i}], \\ \text{---} : \text{---} [\text{hyp.}] \\ \text{---} : \text{---} [\text{vi. i}] \end{array} \right. \\ \therefore \text{---} : \text{---} :: \text{---} : \text{---} [\text{v. ii}] \\ \text{and } \therefore \text{---} = \text{---} [\text{v. 9}]. \end{array}$$

Q.E.D.

*PROPOSITION XV. THEOREM.*



I.



QUAL triangles, which have one angle in each equal sides about the equal angles reciprocally proportional ( = ) , have the

$$(\text{---} : \text{---} :: \text{---} : \text{---})$$

II.

And two triangles which have an angle of the one equal to an angle of the other, and the sides about the equal angles reciprocally proportional, are equal.

I.

Let the triangles be so placed that the equal angles and may be vertically opposite, that is to say, so that and may be in the same straight line. Whence also and must be in the same straight line [I. 14].

Draw ..... , then

$$\begin{array}{c}
 \text{---} : \text{---} :: \textcolor{red}{\triangle} : \textcolor{blue}{\triangle} \quad [\text{vi. i}] \\
 :: \textcolor{yellow}{\triangle} : \textcolor{blue}{\triangle} \quad [\text{v. 7}] \\
 :: \textcolor{red}{-} : \textcolor{yellow}{-} \quad [\text{vi. i}] \\
 \therefore \text{---} : \text{---} :: \textcolor{red}{-} : \textcolor{yellow}{-} \quad [\text{v. ii}].
 \end{array}$$

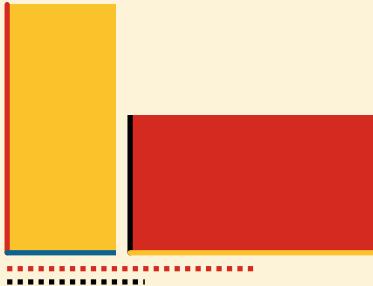
## II.

Let the same construction remain, and

$$\begin{array}{c}
 \textcolor{red}{\triangle} : \textcolor{blue}{\triangle} :: \text{---} : \text{---} \quad [\text{vi. i}] \\
 \text{and } \textcolor{red}{-} : \textcolor{yellow}{-} :: \textcolor{yellow}{\triangle} : \textcolor{blue}{\triangle} \quad [\text{vi. i}]. \\
 \text{But } \text{---} : \text{---} :: \textcolor{red}{-} : \textcolor{yellow}{-}, \quad [\text{hyp.}] \\
 \therefore \textcolor{red}{\triangle} : \textcolor{blue}{\triangle} :: \textcolor{yellow}{\triangle} : \textcolor{blue}{\triangle} \quad [\text{v. ii}]; \\
 \therefore \textcolor{red}{\triangle} = \textcolor{yellow}{\triangle} \quad [\text{v. 9}]
 \end{array}$$

Q.E.D.

*PROPOSITION XVI. THEOREM.*



PART I.



*If four straight lines be  
proportional*

$$(\text{---} : \text{---} :: \text{---} : \text{---}),$$

*the rectangle (--- X ---)  
contained by the extremes, is equal to the  
rectangle (--- X ---)  
contained by the means.*

PART II.

*And if the rectangle contained by the  
extremes be equal to the rectangle contained  
by the means, the four straight lines are  
proportional.*

PART I.

From the extremities --- and --- draw --- and  
---  $\perp$  to them and --- and --- respectively:  
complete the parallelograms:



And since,

$$\begin{array}{c} \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{hyp.}] \\ \therefore \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{const.}] \\ \\ \therefore \boxed{\text{---}} = \boxed{\text{---}} \quad [\text{VI. 14}], \end{array}$$

that is, the rectangle contained by the extremes, equal to the rectangle contained by the means.

## PART II.

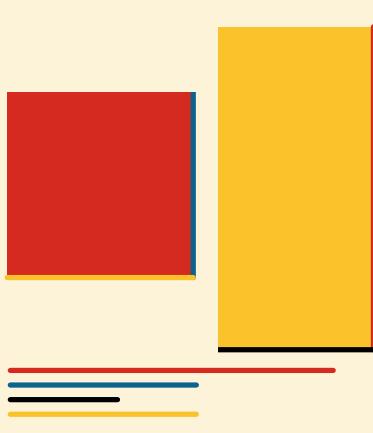
Let the same construction remain; because

$$\begin{array}{c} \text{---} = \text{---}, \quad \boxed{\text{---}} = \boxed{\text{---}} \\ \text{and } \text{---} = \text{---}, \\ \therefore \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{VI. 14}]. \end{array}$$

$$\begin{array}{c} \text{But } \text{---} = \text{---}, \\ \text{and } \text{---} = \text{---} \quad [\text{const.}] \\ \therefore \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{V. 7}]. \end{array}$$

Q.E.D.

*PROPOSITION XVII. THEOREM.*



PART I.



If three straight lines be proportional ( $\text{---} :: \text{---} :: \text{---}$ ) the rectangle under the extremes is equal to the square of the mean.

PART II.

And if the rectangle under the extremes be equal to the square of the mean, the three straight lines are proportional.

PART I.

Assume  $\text{---} = \text{---}$ , and

since  $\text{---} :: \text{---} :: \text{---} :: \text{---}$ ,

then  $\text{---} :: \text{---} :: \text{---} :: \text{---}$ ,

$\therefore \text{---} \times \text{---} = \text{---} \times \text{---}$  [VI. 16].

But  $\text{---} = \text{---}$ ,

$\therefore \text{---} \times \text{---} = \text{---} \times \text{---}$ , or  
 $= \text{---}^2$ ;

therefore, if the three straight lines are proportional, the rectangle contained by the extremes is equal to the square of the mean.

PART II.

Assume  $\textcolor{blue}{\overline{\dots}} = \textcolor{red}{\overline{\dots}}$ , then

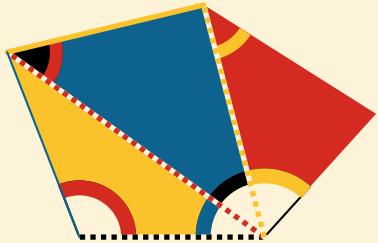
$$\textcolor{red}{\overline{\dots}} \times \textcolor{black}{\overline{\dots}} = \textcolor{blue}{\overline{\dots}} \times \textcolor{red}{\overline{\dots}}.$$

$\therefore \textcolor{red}{\overline{\dots}} : \textcolor{blue}{\overline{\dots}} :: \textcolor{blue}{\overline{\dots}} : \textcolor{black}{\overline{\dots}}$  [VI. 16], and

$$\therefore \textcolor{red}{\overline{\dots}} : \textcolor{blue}{\overline{\dots}} :: \textcolor{blue}{\overline{\dots}} : \textcolor{black}{\overline{\dots}}.$$

Q.E.D.

*PROPOSITION XVIII. THEOREM.*



**G**N a given straight line (—) to construct a rectilinear figure similar to a given one ( ) and similarly placed.



Resolve the given figure into triangles by drawing the lines ······ and ······ •.

At the extremities of — make

$$\triangle = \triangle \text{ and } \textcolor{red}{\text{sector}} = \textcolor{red}{\text{sector}} : :$$

again at the extremities of — make  $\textcolor{black}{\text{sector}} = \textcolor{red}{\text{sector}}$

and  $\textcolor{black}{\text{sector}} = \textcolor{black}{\text{sector}}$  : in the like manner make

$$\textcolor{yellow}{\text{sector}} = \textcolor{yellow}{\text{sector}} \text{ and } \textcolor{yellow}{\text{sector}} = \textcolor{yellow}{\text{sector}} .$$

Then  $\textcolor{blue}{\text{triangle}}$  is similar to  $\textcolor{blue}{\text{triangle}}$ .

It is evident from the construction and [I. 32] that the figures are

equiangular; and since the triangles



and

are equiangular; then by [vi. 4],

$$\text{—} :: \text{—} :: \dots :: \text{—}$$

and  $\text{—} :: \text{—} :: \dots :: \text{—} :: \dots$ .

Again, because



and



are equiangular,

$$\text{—} :: \dots :: \dots :: \text{—} ;$$

$\bullet\bullet$  ex æquali,

$$\text{—} :: \dots :: \dots :: \text{—} :: \text{—} [\text{vi. 22}].$$

In like manner it may be shown that the remaining sides of the two figures are proportional.

$\bullet\bullet$  by [vi. def. 1]

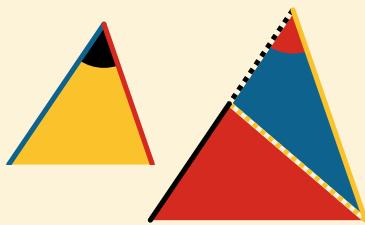


is similar

and similarly situated; and on the given line  $\text{—}$ .

Q.E.D.

PROPOSITION XIX. THEOREM.



IMILAR triangles ( and ) are to one another in the duplicate ratio of their homologous sides.

Let and be equal angles, and and let homologous fides of the similiar triangles and and on the greater of these lines take a third proportional, so that

$$\text{---} : \text{---} :: \text{---} : \text{---};$$

draw .

$$\text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{vi. 4}];$$

$$\therefore \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{v. 16, alt}],$$

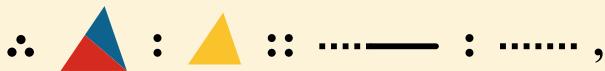
$$\text{but } \text{---} : \text{---} :: \text{---} : \text{---} \quad [\text{const.}],$$

$$\therefore \text{---} : \text{---} :: \text{---} : \text{---}$$

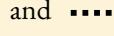
consequently = for they have the fides about the equal angles and reciprocally proportional [vi. 15];



but 

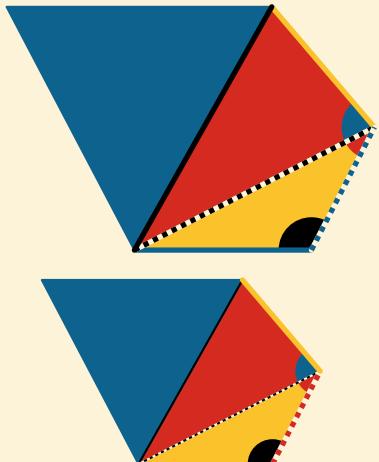


that is to say, the triangles are to one another in the duplicate ratio of their  
homologous fides

 and  [v. def. II].

Q.E.D.

PROPOSITION XX. THEOREM.



*SIMILAR polygons may be divided into the same number of similar triangles, each similar pair of which are proportional to the polygons; and the polygons are to each other in the duplicate ratio of their homologous sides.*

Draw —— and ······, and —— and ······, resolving the polygons into triangles. Then because the polygons are similar,

$$\text{black} = \text{black}, \text{ and } \text{blue} : \text{dotted} :: \text{red} : \text{dotted}$$

∴ and are similar, and = [vi. 6];

but = because they are angles of similar polygons;

therefore the remainders and are equal;

$$\text{hence } \text{dotted} : \text{dotted} :: \text{dotted} : \text{dotted},$$

on account of the similar triangles,

$$\text{and } \text{dotted} : \text{yellow} :: \text{dotted} : \text{yellow},$$

on account of the similar polygons,

$$\therefore \text{dotted} : \text{yellow} :: \text{dotted} : \text{yellow},$$

ex æquali [v. 22], and as these proportional sides

contain equal angles, the triangles and are similar [vi. 6].

In like manner it may be shown that the triangles  and  are similar.

But  is to  in the duplicate ratio of ..... to ..... [vi. 19], and

 is to  in like manner, in the duplicate ratio of ..... to ..... ;

∴  :  ::  :  [v. 11].

Again  is to  in the duplicate ratio of

— to —, and  is to  in

the duplicate ratio of — to — ,

∴  :  ::  :  ::  : 

and as one of the antecedents is to one of the consequents, so is the sum of all the antecedents to the sum of all the consequents; that is to say, the similar triangles have to one another the same ratio as the polygons [v. 12].

But  is to  in the duplicate ratio of — to — ;

∴  is to  in the duplicate ratio of — to — .

Q.E.D.

*PROPOSITION XXI. THEOREM.*



RECTILINEAR figures  
( and ) which  
are similar to the same figure () are  
similar also to each other.

Since and are similar, they are equiangular, and have the  
sides about the equal angles proportional [vi. def. 1]; and since the figures  
 and are also similar, they are equiangular, and have the sides  
about the equal angles proportional; therefore and are  
also equiangular, and have the sides about the equal angles proportional [v. ii],  
and are therefore similar.

Q.E.D.

*PROPOSITION XXII. THEOREM.*

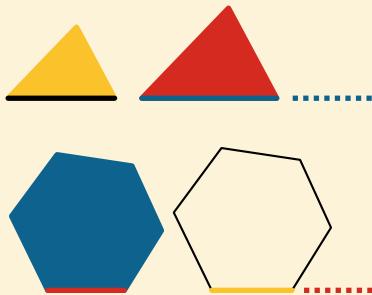
PART I.



If four straight line  
be proportional

$$(\text{---} : \text{---} :: \text{---} : \text{---})$$

, the similar rectilinear figures  
similarly described on them are also  
proportional.



PART II.

And if four similar rectilinear figures,  
similarly described on four straight lines,  
be proportional, the straight lines are also  
proportional.

PART I.

Take ..... a third proportional to ---

and ---, and ..... a third proportional

to --- and --- [VI. II];

since --- : --- :: --- : --- [hyp.],

--- : ..... :: --- : ..... [conft.]

∴ ex æquali,

--- : ..... :: --- : ..... ;

but  :  :: — : ..... [vi. 20],  
 and  :  :: — : ..... ;  
 ::  :  ::  :  [v. ii].

## PART II.

Let the same construction remain:

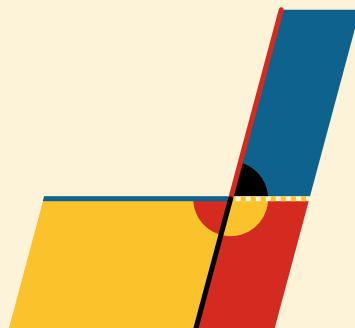
 :  ::  :  [hyp.],  
 :: — : ..... :: — : ..... [const.]  
 and :: — :  :: — :  [v. ii].

Q.E.D.

*PROPOSITION XXIII. THEOREM.*



QUIANGULAR  
parallelograms ( and  
) are to one another in a  
ratio compounded of the ratios of their sides.



Let two of the sides and about the equal angles be placed so that they may form one straight line.

$$\text{Since } \textcolor{red}{\text{---}} + \textcolor{yellow}{\text{---}} = \textcolor{black}{\text{---}} ,$$

$$\text{and } \textcolor{black}{\text{---}} = \textcolor{red}{\text{---}} \text{ [hyp.]},$$

$$\textcolor{black}{\text{---}} + \textcolor{yellow}{\text{---}} = \textcolor{black}{\text{---}} ,$$

and  $\therefore$  and form one straight line [I. 14];

complete .

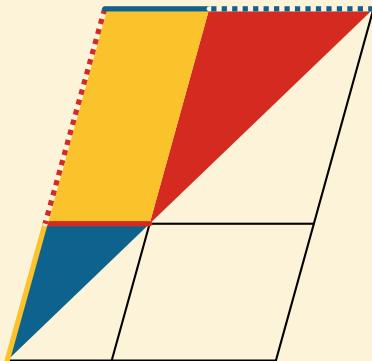
$$\text{Since } \textcolor{yellow}{\text{---}} : \textcolor{red}{\text{---}} :: \textcolor{blue}{\text{---}} : \textcolor{dotted}{\text{---}} \text{ [VI. 1]},$$

$$\text{and } \textcolor{red}{\text{---}} : \textcolor{blue}{\text{---}} :: \textcolor{black}{\text{---}} : \textcolor{red}{\text{---}} \text{ [VI. 1]},$$

has to a ratio compounded of the ratios of to , and of to .

Q.E.D.

*PROPOSITION XXIV. THEOREM.*



In any parallelogram (  ) the parallelograms (  )

and (  ) which are about the diagonal  
are similar to the whole, and to each other.

As (  ) and (  ) have a

common angle they are equiangular;

but because —— || —-----

(  ) and (  ) are similar [vi. 4],

∴ —— : —— :: —----- : -----;

and the remaining opposite sides are equal to those,

∴ (  ) and (  ) have the sides about the equal  
angles proportional, and are therefore similar.

In the same manner it can be demonstrated that the  
parallelograms (  ) and (  ) are similar.

Since, therefore, each of the parallelograms

(  ) and (  ) is similar to (  ),

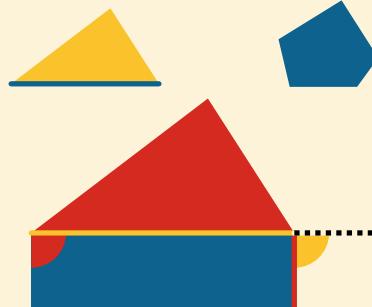
they are similar to each other.

Q.E.D.

*PROPOSITION XXV. PROBLEM.*



O describe a rectilinear figure  
which shall be similar to a given  
rectilinear figure (), and  
equal to another ().



Upon describe = ,

and upon describe = ,

and having = [I. 45], and then

and will lie in the same straight line [I. 29, 14].

Between and find a mean proportional

[VI. 13], and upon

describe , similar to , and similarly situated.

Then = .

For since and are similar, and

: :: : [confit.],

: :: : [VI. 20];

but : :: : [VI. 1];

$$\therefore \triangle : \triangle :: \square : \square \text{ [v. ii];}$$

but  $\triangle = \square$  [const.],

$$\text{and } \therefore \triangle = \square \text{ [v. 14];}$$

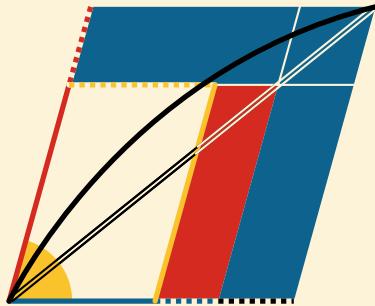
and  $\square = \text{pentagon}$  [const.]; consequently,

$\triangle$  which is similar to  $\triangle$  is also  $= \text{pentagon}$ .

Q.E.F.

*PROPOSITION XXVI. THEOREM.*

**S**imilar and similarly posited parallelograms ( and ) have a common angle, they are about the same diagonal.



For, if it be possible, let  be the diagonal of 

and draw  ||  [I. 31].

Since  and  are about the same diagonal , and have  common, they are similar [VI. 24];

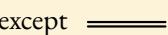
  :  ::  .. . :  .. .. ;

but  :  .. . ::  .. . :  .. .. [hyp.],

  :  ::  :  .. ,

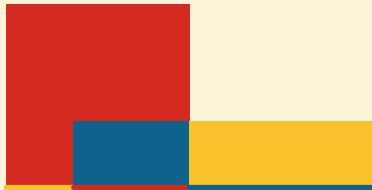
and  = [v. 9], which is absurd.

  is not the diagonal of 

in the same manner it can be demonstrated that no other line is except .

Q.E.D.

*PROPOSITION XXVII. THEOREM.*



*If all the rectangles contained by the segments of a given straight line, the greatest is the square which is described on half the line.*

Let be the given line, and unequal

segments, and and equal segments;

then .

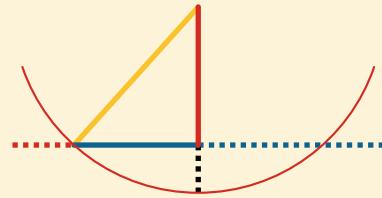
For it has been demonstrated already [II. 5], that the square of half the line is equal to the rectangle contained by any unequal segments together with the square of the part intermediate between the middle point and the point of unequal section. The square described on half the line exceeds therefore the rectangle contained by any unequal segments of the line.

Q.E.D.

PROPOSITION XXVIII. PROBLEM.



O divide a given straight line (— · · · · ·) so that the rectangle contained by its segments may be equal to a given area, not exceeding the square of half the line.



Let the given area be  $= \text{yellow}^2$ . Bise $\ell$  — · · · · ·, or make

— · · · · · = · · · · ·; and if  $\text{red}^2 = \text{yellow}^2$ ,

the problem is solved. But if  $\text{red}^2 \neq \text{yellow}^2$ ,

then must  $\text{red} \perp \text{red}$  [hyp.].

Draw — · · · · ·  $\perp$  — · · · · · = · · · · ·; make

— · · · · · = — · · · · · or · · · · ·; with — · · · · ·

as radius describe a circle cutting the given line; draw — · · · · ·.

Then  $\text{red} \times \text{blue} + \text{blue}^2 = \text{red}^2$

[II. 5]  $= \text{yellow}^2$ .

But  $\text{yellow}^2 = \text{red}^2 + \text{blue}^2$  [I. 47];

$\therefore \text{red} \times \text{blue} + \text{blue}^2 = \text{red}^2 + \text{blue}^2$ ,

from both, take  $\text{blue}^2$ , and

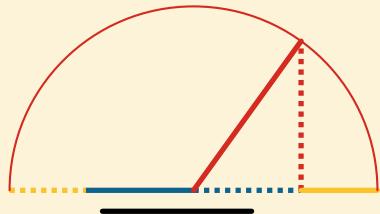
$\text{red} \times \text{blue} = \text{red}^2$ .

But  $\text{red} = \text{yellow}$  [const.], and  $\therefore \text{blue}$  is so divided that

$\text{red} \times \text{blue} = \text{yellow}^2$ .

Q.E.F.

PROPOSITION XXIX. PROBLEM.



**R**O produce a given straight line (—), so that the rectangle contained by the segments between the extremities of the given line and the point to which it is produced, may be equal to a given area, i.e. equal to the square on —.

Make — = ..., and  
draw ...  $\perp$  ... = —;  
draw —; and with the radius —,  
describe a circle meeting — produced.

$$\text{Then } \overline{\dots\dots}^2 \times \overline{\dots\dots} + \overline{\dots\dots}^2 = \overline{\dots\dots}^2 \quad [\text{II. 6}] \quad \overline{\dots\dots}^2 = \overline{\dots\dots}^2.$$

$$\begin{aligned} \text{But } \overline{\dots\dots}^2 &= \overline{\dots\dots}^2 + \overline{\dots\dots}^2 && [\text{I. 47}] \\ \therefore \overline{\dots\dots}^2 &\times \overline{\dots\dots} + \overline{\dots\dots}^2 &= \overline{\dots\dots}^2 \\ &+ \overline{\dots\dots}^2, \text{ from both take } \overline{\dots\dots}^2, \\ \text{and } \overline{\dots\dots}^2 &\times \overline{\dots\dots} = \overline{\dots\dots}^2; \\ \text{but } \overline{\dots\dots} &= —, \therefore \overline{\dots\dots}^2 = \text{the given area.} \end{aligned}$$

Q.E.F.

*PROPOSITION XXX. PROBLEM.*



Or cut a given finite straight line  
(), in extreme and mean ratio.

On describe the square

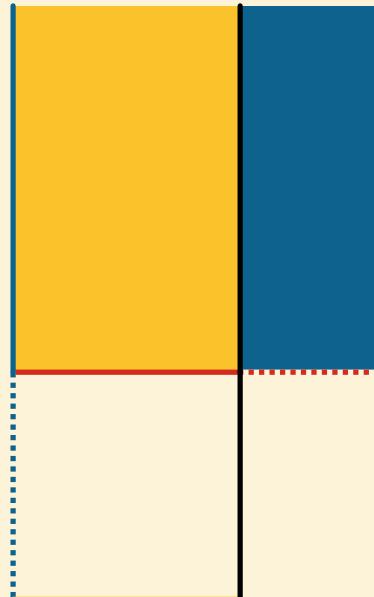


[I. 46]; and produce

, so that

$\equiv$   $^2$  [VI. 29];

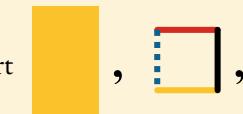
take  $\equiv$  , and



draw

$\equiv$   $\times$  , and is  $\therefore \equiv$  ; ,

and if from both these equals be taken the common part , ,



which is the square of , will be  $\equiv$  , which is



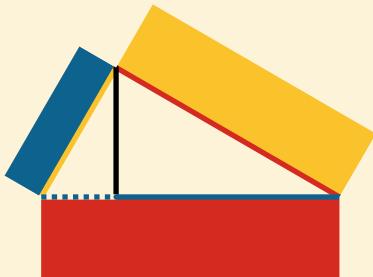
$\equiv$   $\times$  ; that is

$^2$   $\equiv$   $\times$

$\therefore$  : :: : , and is divided in extreme and mean ratio [VI. def. 3].

Q.E.F.

*PROPOSITION XXXI. THEOREM.*



If any similar rectilinear figures be similarly described on the sides of a right angled triangle () , the figure described on the side () subtending the right angle is equal to the sum of the figures on the other sides.

From the right angle draw  perpendicular to ;

then  :  ::  :  [VI. 8].

$\therefore$   :  ::  :  [VI. 20].

but  :  ::  :  [VI. 20].

Hence  +  : 

$\therefore$   +  :  ;

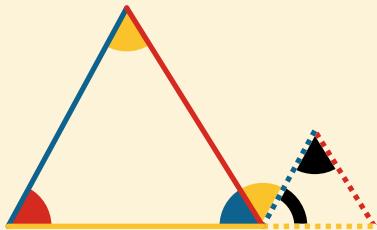
but  +  =  ;

and  $\therefore$   +  =  .

Q.E.D.

*PROPOSITION XXXII. THEOREM.*

F two triangles ( and ) have two sides proportional ( $\text{---} : \text{---} :: \text{---} : \text{---}$ ), and be so placed at an angle that the homologous sides are parallel, the remaining sides ( $\text{---}$  and  $\text{---}$ ) form one right line.



Since  $\text{---} \parallel \text{---}$ , = [I. 29];

and also since  $\text{---} \parallel \text{---}$ , = [I. 29];

$$\therefore \text{---} = \text{---};$$

and since  $\text{---} : \text{---} :: \text{---} : \text{---}$  [hyp.],  
the triangles are equiangular [VI. 6];

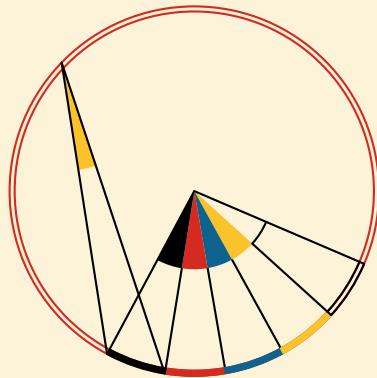
$$\therefore \text{---} = \text{---} : \text{but } \text{---} = \text{---};$$

$$\begin{aligned} \therefore \text{---} + \text{---} + \text{---} &= \text{---} + \text{---} + \text{---} \\ &= \text{---} \quad [\text{I. 32}], \end{aligned}$$

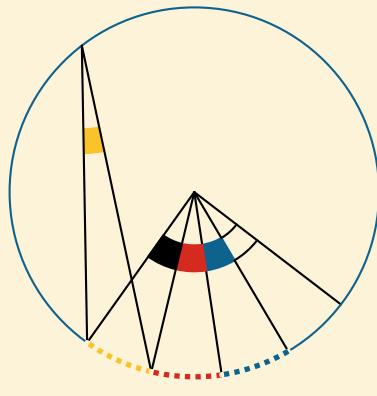
and  $\therefore \text{---}$  and  $\text{---}$  lie in the same straight line [I. 14].

Q.E.D.

*PROPOSITION XXXIII. THEOREM.*



N equal circles  
 (  ,  ),  
 angles, whether at the centre or  
 circumference, are in the same ratio to one  
 another as the arcs on which they stand  
 ( $\angle : \angle :: \text{arc} : \text{arc}$ );  
 so also are sectors.



Take in the circumference of  any  
 number of arcs  ,  , &c.  
 each  $=$   , and also in the  
 circumference of  take any  
 number of arcs  ,  , &c.  
 each  $=$   , draw the radii to the  
 extremities of the equal arcs.

Then since the arcs  ,  ,  , &c. are all equal, the angles

 ,  ,  , &c. are also equal [III. 27];  $\therefore$   is the same  
 multiple of  which the arc  is of  ; and in the same  
 manner  is the same multiple of  , which the arc  is of  
 the arc  .

Then it is evident [III. 27], if  (or if  $m$  times )

 (or  $n$  times ) then  (or  $m$  times )

$\therefore \angle : \angle :: \text{arc} : \text{arc}$ , [v. def. 5], or the angles at the centre are as the arcs on which they stand; but the angles at the circumference being halves of the angles at the centre [III. 20] are in the same ratio [v. 15], and therefore are as the arcs on which they stand.

It is evident that sectors in equal circles, and on equal arcs are equal [I. 4; III. 24, 27, and def 9]. Hence, if the sectors be substituted for the angles in the above demonstration, the second part of the proposition will be established, that is, in equal circles the sectors have the same ratio to one another as the arcs on which they stand.

Q.E.D.

*PROPOSITION A. THEOREM.*



F the right line (.....)  
bisectiong an external angle  
of the triangle

meet the opposite side (—) produced,  
that whole produced side (—.....), and  
its external segment (.....) will be  
proportional to the sides (—..... and  
—), which contain the angle adjacent  
to the external bisected angle.

For if — be drawn  $\parallel$  ....,

$$\text{then } \textcolor{blue}{\angle} = \textcolor{blue}{\angle}, [\text{I. 29}];$$

$$= \textcolor{black}{\angle}, [\text{hyp.}],$$

$$= \textcolor{yellow}{\angle}, [\text{I. 29}];$$

$$\text{and } \bullet \bullet \cdot \cdot \cdot \cdot \cdot = \textcolor{yellow}{\text{—}}, [\text{I. 6}],$$

$$\text{and } \text{—} \cdot \cdot \cdot \cdot \cdot : \textcolor{yellow}{\text{—}} :: \text{—} \cdot \cdot \cdot \cdot \cdot : \cdot \cdot \cdot \cdot \cdot [\text{V. 7}];$$

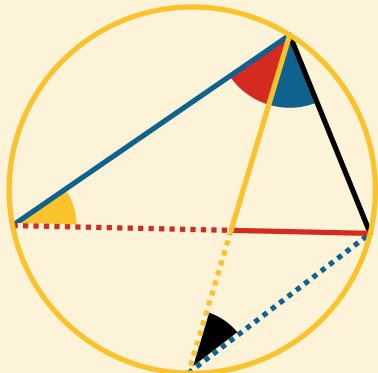
$$\text{But also, } \textcolor{blue}{\cdot \cdot \cdot \cdot \cdot} : \textcolor{blue}{\cdot \cdot \cdot \cdot \cdot} :: \text{—} \cdot \cdot \cdot \cdot \cdot : \cdot \cdot \cdot \cdot \cdot [\text{VI. 2}];$$

$$\text{and therefore } \textcolor{blue}{\cdot \cdot \cdot \cdot \cdot} : \textcolor{blue}{\cdot \cdot \cdot \cdot \cdot} :: \text{—} \cdot \cdot \cdot \cdot \cdot : \textcolor{yellow}{\text{—}} [\text{V. 11}].$$

Q.E.D.

*PROPOSITION B. THEOREM.*

**S**ee an angle of a triangle be bisected by a straight line, which likewise cuts the base; the rectangle contained by the sides of the triangle is equal to the rectangle contained by the segments of the base, together with the square of the straight line which bisects the angle.



Let be drawn, making = ; then shall  
 $\text{---} \times \text{---} = \text{---} \times \text{---} + \text{---}^2$ .  
 About describe [IV. 5],  
 produce to meet the circle, and draw .

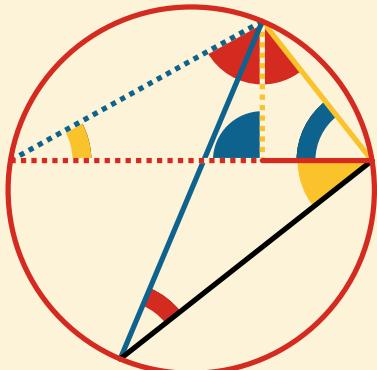
Since = [hyp.],  
 and = [III. 21],  
 ∵ and are equiangular [I. 32];  
 $\therefore \text{---} : \text{---} :: \text{---} : \text{---}$  [VI. 4];

$$\begin{aligned}\therefore \text{---} \times \text{---} &= \text{---} \times \text{---} \dots \text{ [VI. 16]} \\ &= \dots \times \text{---} + \text{---}^2 \text{ [II. 3];} \\ \text{but } \dots \times \text{---} &= \dots \times \text{---} \text{ [V. 35];} \\ \therefore \text{---} \times \text{---} &= \dots \times \text{---} + \text{---}^2.\end{aligned}$$

Q.E.D.

*PROPOSITION C. THEOREM.*

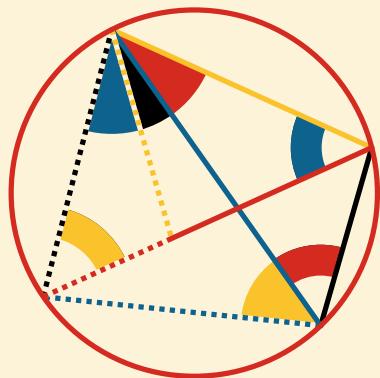
**C**F from any angle of a triangle a straight line be drawn perpendicular to the base; the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.



From of draw ;  
 then shall = the diameter of the  
 described circle. Describe [iv. 5], draw its diameter , and  
 draw ; then because = [const. and III. 31];  
 and = [III. 21];  
 ∵ is equiangular to [VI. 4];  
 ∵ : :: : ;  
 and = [VI. 16].

Q.E.D.

PROPOSITION D. THEOREM.



**H**E rectangle contained by the diagonals of a quadrilateral figure inscribed in a circle, is equal to both the rectangles contained by opposite sides.

Let be any quadrilateral figure inscribed in ;

and draw and ; then

$$\begin{array}{c} \text{---} \times \text{---} = \\ \text{...} \times \text{---} + \text{---} \times \text{...} . \end{array}$$

Make = [I. 23],

$\therefore$  = ; and = [III. 21];

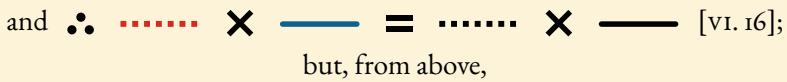
$\therefore$  : :: : [VI. 4];

and  $\therefore$   $\times$  =  $\times$  [VI. 16];

again, because = [const.],

and  [III. 21];

$$\therefore \text{-----} : \text{-----} :: \text{---} : \text{---} \quad [\text{VI. 4}];$$

and   
but, from above,

$$\text{---} \times \text{---} = \text{---} \times \text{-----};$$

$$\therefore \text{-----} \times \text{---} = \text{-----} \times \text{---} +$$
  
$$-\text{---} \times \text{-----} \quad [\text{II. 1}].$$

Q.E.D.

THE END.