

## Introduction

- I “He dies young whom the gods love.” – Menander (greek playwright)
- II Major gives perspective.  
most interesting is Galois.
- III one of craziest mathies ever.  
expelled, jailed.  
didn’t have adulthood.
- IV explore life, avoid boring math stuff.
- V historical setting,  
then childhood/early life, then death and legacy.

citing: about galois: (Infeld, 1948)

about france: (Guérard, 1969)

## Body

- I understand Galois=understand his time: 19th century France.
  - A. 1800’s=Napoleon  
invested in French universities  
peers greatest mathematicians
  - B. Waterloo 1815/4 after birth.  
France∈limbo.  
didn’t want king but liked Napoleon.  
→constitutional monarchy.  
king+2 houses, independant courts and press.
  - C. 1824 king dies, new king is brother.  
new king sucks. done by 1830.  
third king not bad, too late.

*Transition:* parents liberal, political. Republicans.  
early influence important.

- II early life and education
  - A. born 1811, Napoleon’s son  
father is mayor Bourg-la-Reine.  
mother strong literary background  
home school. turn down college at 10.
  - B. 12 School of Louis the Great.  
awards Latin & stuff,  
soon bored, original math papers like novel.
  - C. @17 failed to get into EP.  
didn’t prepare  
went to EN (literal).

*Transition:* beginning end.

starts to make fundamental discoveries  
heat up politic.

- III *Third Main Point:* life work and politics
  - A. now attending a 2nd rate school  
publishing papers solve centuries old problems  
laying down foundations for...algebra.
  - B. 1829 dad suicide priest...  
people with his papeprs dying or losing
  - C. expelled at 19  
head of his school a coward in newspaper.  
joins an artillery unit in the National Guard.  
artillery unit disbanded overthrow gvmnt.  
jailed for conspiracy to overthrow
  - D. out of jail he threatens kings life  
soon in mysterious duel. over love/politics.  
night before writes some unpublished ideas.  
(Solomon, 2003) Hermann Weyl: “is perhaps the most substantial piece of writing in the whole literature of mankind.”

*Transition:* @20, greatest minds ever dead. genius for liberty.

## Conclusion

- I very briefly at life,  
focussing on color  
only mention brilliance.
- II product times.  
political well educated parents,  
world dominated by intellectuals and politics.  
childhood→death, embodied the best of above.
- III The really great minds are often unnamed. We don’t study Greek Government. We study democracy. We don’t study Einsteinian Science. We study physics. We don’t study Galois Theory. We study algebra.  
  
Death is a Dialogue between  
The Spirit and the Dust.  
”Dissolve” says Death–The Spirit ”Sir  
I have another Trust”–  
–Emily Dickinson

## References

- Guérard, A. (1969). *France: A modern history*. Ann Arbor, Michigan: The University of Michigan Press.
- Infeld, L. (1948). *Whom the gods love*. New York, New York: McGraw-Hill Book Company, Inc.
- Solomon, R. (2003). *Abstract algebra*. Belmont, California: Thomson Brooks/Cole.