Small Ramsey Numbers

Exposition by William Gasarch

April 30, 2024

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- 1. Used by teachers to improve their teaching. I use them.
- 2. Used by the chair of the Teach Eval Comm to help others with their teaching. I have been that chair.
- **3**. Used by the Dept to put together teaching reports for faculty for tenure and full prof cases. I have written such reports.

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Lets Party Like Its January of 2019

Recall the first theorem one usually hears in Ramsey Theory and can tell your non-math friends about.

If there are 6 people at a party, either 3 know each other or 3 do not know each other.

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We state this in terms of colorings of edges of graphs. For all 2-coloring of the edges of K_6 there is a mono K_3 .

Given a 2-coloring of the edges of K_6 we look at vertex 1.

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Given a 2-coloring of the edges of K_6 we look at vertex 1. 2 3 4 5 6

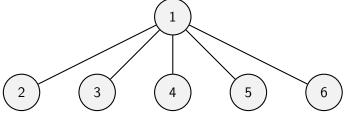
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There are 5 edges coming out of vertex 1.

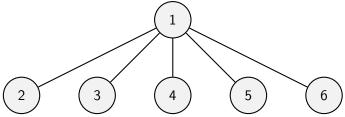
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There are 5 edges coming out of vertex 1. They are 2 colored.

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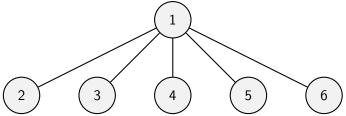
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 \exists 3 edges from vertex 1 that are the same color.

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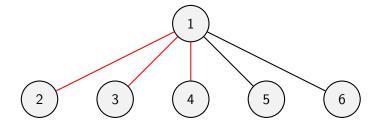
They are 2 colored.

 \exists 3 edges from vertex 1 that are the same color.

We can assume (1,2), (1,3), (1,4) are all **RED**.

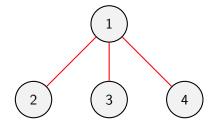
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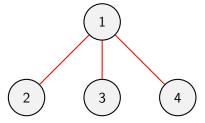


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We Look Just at Vertices 1,2,3,4



We Look Just at Vertices 1,2,3,4



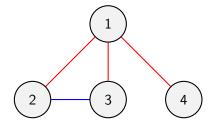
If (2,3) is **RED** then get **RED** Triangle. So assume (2,3) is **BLUE**.

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(2,3) is **BLUE**

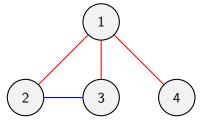
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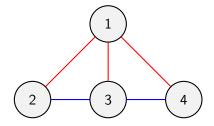
If (3,4) is **RED** then get **RED** triangle. So assume (3,4) is **BLUE**.

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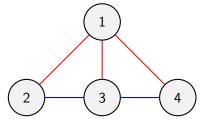
(2,3) and (3,4) are **BLUE**

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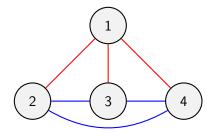


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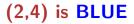
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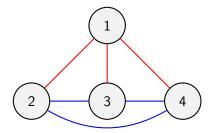
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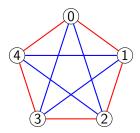
Note that there is a **BLUE** triangle with vertices 2, 3, 4. Done!

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What if we color edges of K_5 ?

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What if we color edges of K_5 ?



This graph is not arbitrary. $SQ_5 = \{x^2 \pmod{5} : 0 \le x \le 4\} = \{0, 1, 4\}.$ \blacktriangleright If $i - j \in SQ_5$ then **RED**. \blacktriangleright If $i - j \notin SQ_5$ then **BLUE**.

Asymmetric Ramsey Numbers

Definition R(a, b) is least *n* such that for all 2-colorings of K_n there is **either** a red K_a or a blue K_b .

- 1. R(a, b) = R(b, a). 2. R(2, b) = b
- 3. R(a, 2) = a

 $R(a,b) \leq R(a-1,b) + R(a,b-1)$

Theorem $R(a, b) \leq R(a - 1, b) + R(a, b - 1)$ Proof Let n = R(a - 1, b) + R(a, b - 1). COL: $\binom{[n]}{2} \rightarrow [2]$. Case 1 $(\exists v)[\deg_R(v) \geq R(a - 1, b)]$. Look at the R(a - 1, b)vertices that are **RED** to v. By Definition of R(a - 1, b) either

▶ There is a **RED** K_{a-1} . Combine with v to get **RED** K_a .

• There is a **BLUE** K_b .

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• There is a **BLUE** K_b .

Case 2 $(\exists v)[\deg_B(v) \ge R(a, b-1)]$. Similar to Case 1.

 $R(a,b) \leq R(a-1,b) + R(a,b-1)$

Theorem $R(a, b) \leq R(a - 1, b) + R(a, b - 1)$ **Proof** Let n = R(a - 1, b) + R(a, b - 1). COL: $\binom{[n]}{2} \rightarrow [2]$. **Case 1** $(\exists v)[\deg_R(v) \geq R(a - 1, b)]$. Look at the R(a - 1, b)vertices that are **RED** to v. By Definition of R(a - 1, b) either

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Case 3

 $(\forall v)[\deg_R(v) \le R(a-1,b) - 1 \land \deg_B(v) \le R(a,b-1) - 1]$ $(\forall v)[\deg(v) \le R(a-1,b) + R(a,b-1) - 2 = n - 2]$ Not possible since every vertex of K_n has degree n - 1.

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Lets Compute Bounds on R(a, b)

- ▶ $R(3,3) \le R(2,3) + R(3,2) \le 3+3 = 6$
- ▶ $R(3,4) \le R(2,4) + R(3,3) \le 4 + 6 = 10$
- ▶ $R(3,5) \le R(2,5) + R(3,4) \le 5 + 10 = 15$
- ▶ $R(3,6) \le R(2,6) + R(3,5) \le 6 + 15 = 21$
- ▶ $R(3,7) \le R(2,7) + R(3,6) \le 7 + 21 = 28$

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Can we make some improvements to this?

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Can we make some improvements to this? YES!

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$R(3,4) \le 9$

Theorem $R(3,4) \leq 9$. Let *COL* be a 2-coloring of the edges of K_9 . **Case 1** $(\exists v)[\deg_R(v) \geq 4]$. v_1, v_2, v_3, v_4 are **RED** to v.

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Either:

(1) a **RED** *K*₃, or

(2) a **BLUE** K_3 , which together with v is a **BLUE** K_4 .

NOTE Can't have any $\deg_R(v) \leq 2$.

$R(\mathbf{3},\mathbf{4}) \leq \mathbf{9}$

Theorem $R(3,4) \leq 9$. Let *COL* be a 2-coloring of the edges of K_9 . **Case 1** $(\exists v)[\deg_R(v) \geq 4]$. v_1, v_2, v_3, v_4 are **RED** to v. If any of v_i, v_j is **RED**, then v, v_i, v_j are **RED** K_3 . If not then v_1, v_2, v_3, v_4 is **BLUE** K_4 . **Case 2** $(\exists v)[\deg_B(v) \geq 6]$. $v_1, v_2, v_3, v_4, v_5, v_6$ are **BLUE** to v.

Either:

(1) a **RED** K_3 , or

(2) a **BLUE** K_3 , which together with v is a **BLUE** K_4 .

NOTE Can't have any $\deg_R(v) \leq 2$.

Case 3 $(\forall v)[\deg_R(v) = 3]$. The **RED** subgraph has 9 nodes each of degree 3. Impossible!

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Lemma Let G = (V, E) be a graph.

$$V_{\text{even}} = \{ v : \deg(v) \equiv 0 \pmod{2} \}$$

 $V_{\text{odd}} = \{ v : \deg(v) \equiv 1 \pmod{2} \}$

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Then $|V_{\rm odd}| \equiv 0 \pmod{2}$.

Lemma Let G = (V, E) be a graph.

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$$V_{\text{odd}} = \{ v : \deg(v) \equiv 1 \pmod{2} \}$$

Then $|V_{\text{odd}}| \equiv 0 \pmod{2}$. Recall that for any graph G = (V, E):

$$\sum_{v \in V_{\text{even}}} \deg(v) + \sum_{v \in V_{\text{odd}}} \deg(v) = \sum_{v \in V} \deg(v) = 2|E| \equiv 0 \pmod{2}.$$

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$$\sum_{\nu \in V_{\text{odd}}} \deg(\nu) \equiv 0 \pmod{2}.$$

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$$\sum_{v \in V_{\text{odd}}} \deg(v) \equiv 0 \pmod{2}.$$

Sum of odds $\equiv 0 \pmod{2}.$ Must have even numb of them. So $|\mathit{V}_{\rm odd}| \equiv 0 \pmod{2}.$

What was it about R(3,4) that made that trick work?

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What was it about R(3, 4) that made that trick work? We originally had

$$R(3,4) \le R(2,4) + R(3,3) \le 4 + 6 \le 10$$

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Key: R(2,4) and R(3,3) were both even!

What was it about R(3, 4) that made that trick work? We originally had

 $R(3,4) \le R(2,4) + R(3,3) \le 4 + 6 \le 10$ Key: R(2,4) and R(3,3) were both even! Theorem $R(a,b) \le$ 1. R(a,b-1) + R(a-1,b) always. 2. R(a,b-1) + R(a-1,b) - 1 if $R(a,b-1) \equiv R(a-1,b) \equiv 0 \pmod{2}$

Some Better Upper Bounds

▶
$$R(3,3) \le R(2,3) + R(3,2) \le 3+3 = 6.$$

▶
$$R(3,4) \le R(2,4) + R(3,3) \le 4 + 6 - 1 = 9.$$

- ▶ $R(3,5) \le R(2,5) + R(3,4) \le 5 + 9 = 14.$
- ► $R(3,6) \le R(2,6) + R(3,5) \le 6 + 14 1 = 19.$
- ▶ $R(3,7) \le R(2,7) + R(3,6) \le 7 + 19 = 26$
- ▶ $R(4,4) \le R(3,4) + R(4,3) \le 9 + 9 = 18.$
- ▶ $R(4,5) \le R(3,5) + R(4,4) \le 14 + 18 1 = 31.$

• $R(5,5) \le R(4,5) + R(5,4) = 62.$

Are these tight?



$R(3,3) \ge 6$: Need coloring of K_5 w/o mono K_3 .





 $R(3,3) \ge 6$: Need coloring of K_5 w/o mono K_3 . Vertices are $\{0, 1, 2, 3, 4\}$.

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 $R(3,3) \ge 6$: Need coloring of K_5 w/o mono K_3 .

Vertices are $\{0, 1, 2, 3, 4\}$.

COL(a, b) =**RED** if $a - b \equiv SQ \pmod{5}$, **BLUE** OW.

$R(\mathbf{3},\mathbf{3}) \geq \mathbf{6}$

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Note $-1 = 2^2 \pmod{5}$. Hence $a - b \in SQ$ iff $b - a \in SQ$. So the coloring is well defined.

$R(\mathbf{3},\mathbf{3}) \geq \mathbf{6}$

COL(a, b) =**RED** if $a - b \equiv SQ \pmod{5}$, **BLUE** OW.

- Squares mod 5: 1,4.
- ► If there is a RED triangle then a b, b c, c a all SQ's. SUM is 0. So

 $x^2 + y^2 + z^2 \equiv 0 \pmod{5}$ Can show impossible

If there is a BLUE triangle then a − b, b − c, c − a all non-SQ's. Product of nonsq's is a sq. So 2(a − b), 2(b − c), 2(c − a) all squares. SUM to zero- same proof.

UPSHOT R(3,3) = 6 and the coloring used math of interest!

R(4,4) = 18

$R(4,4) \ge 18$: Need coloring of K_{17} w/o mono K_4 .

R(4,4) = 18

 $R(4,4) \ge 18$: Need coloring of K_{17} w/o mono K_4 .

Vertices are $\{0, \ldots, 16\}$.

Use $COL(a, b) = \mathbb{RED}$ if $a - b \equiv SQ \pmod{17}$, BLUE OW.

R(4,4) = 18

 $R(4,4) \ge 18$: Need coloring of K_{17} w/o mono K_4 .

Vertices are $\{0, \ldots, 16\}$.

Use $COL(a, b) = \mathbb{RED}$ if $a - b \equiv SQ \pmod{17}$, **BLUE** OW.

Same idea as above for K_5 , but more cases. UPSHOT R(4,4) = 18 and the coloring used math of interest!

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$R(3,5) \ge 14$: Need coloring of K_{13} w/o **RED** K_3 or **BLUE** K_5 .

 $R(3,5) \ge 14$: Need coloring of K_{13} w/o **RED** K_3 or **BLUE** K_5 . Vertices are $\{0, \ldots, 13\}$.

Use COL(a, b) = RED if $a - b \equiv CUBE \pmod{14}$, BLUE OW.

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 $R(3,5) \ge 14$: Need coloring of K_{13} w/o **RED** K_3 or **BLUE** K_5 .

Vertices are $\{0, \ldots, 13\}$.

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 $R(3,5) \ge 14$: Need coloring of K_{13} w/o **RED** K_3 or **BLUE** K_5 .

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Same idea as above for K_5 , but more cases.

UPSHOT R(3,5) = 14 and the coloring used math of interest!

A D > A P > A E > A E > A D > A Q A



This is a subgraph of the R(3,5) graph



R(3,4) = 9

This is a subgraph of the R(3,5) graph

UPSHOT R(3,4) = 9 and the coloring used math of interest!

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Good news R(4,5) = 25.



Good news R(4,5) = 25.

Bad news

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Good news R(4,5) = 25.

Bad news THATS IT.

Good news R(4,5) = 25.

Bad news THATS IT. No other R(a, b) are known using NICE methods.

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Good news R(4,5) = 25.

Bad news THATS IT. No other R(a, b) are known using NICE methods. R(5,5)- I will give you a paper to read on that soon.

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Revisit those Numbers

Int means Interesting Math. Bor means Boring Math.

- ▶ $R(3,3) \le 6$. TIGHT. Int
- ▶ $R(3,4) \leq 9$. TIGHT. Int
- ▶ $R(3,5) \le 14$. TIGHT. Int
- ▶ $R(3,6) \le 19$. KNOWN: 18. Upper Bd Bor, Lower Bd Int
- ▶ $R(3,7) \leq 26$. KNOWN: 23. Upper Bd Bor, Lower Bd Int
- ▶ $R(4,4) \le 18$. TIGHT. Int
- ► R(4,5) ≤ 31. KNOWN: 25. Both bd Bor
- ▶ $R(5,5) \le 62$. KNOWN: Will see it in the paper I give out.

Moral of the Story

1. At first there seemed to be **interesting mathematics** with mods and primes leading to nice graphs.

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Moral of the Story

 At first there seemed to be interesting mathematics with mods and primes leading to nice graphs. (Joel Spencer) The Law of Small Numbers: Patterns that persist for small numbers will vanish when the calculations get to hard.

Moral of the Story

- At first there seemed to be interesting mathematics with mods and primes leading to nice graphs. (Joel Spencer) The Law of Small Numbers: Patterns that persist for small numbers will vanish when the calculations get to hard.
- Seemed like a nice Math problem that would involve interesting and perhaps deep mathematics. No. The work on it is interesting and clever, but (1) the math is not deep, and (2) progress is slow.

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