

# What is Mathematics, Really?

by *Reuben Hersh*<sup>1</sup>

Dieudonné and Cohen, among others, have noticed that the typical mathematician is a philosophical schizophrenic, or split personality.

When he is working at his mathematics, he has no doubt that the objects he is studying have in some sense a real, objective existence. Whether it be  $\mathbb{N}$  the set of all natural numbers,  $\mathbb{R}$  the uncountable set of real numbers, or perhaps some infinitely smooth infinite dimensional manifold. This is, so to speak, his week-day religion. It is a variety of "Platonism" (also often called "realism".)

However, if he should be challenged to explain where, how, in what sense any of these invisible, intangible, infinite entities is real or exists, he is likely to turn tail, and retreat hypocritically into some form of formalism. That is, he drops any claim that anything in pure math really exists; all we really are doing, he explains, is making logical deductions from meaningless axioms. This is "formalism", so to speak his Sunday religion.

This hypocritical schizophrenia is widely practised, and it serves the purpose, as Dieudonné said, of getting the philosophers off our necks and letting us do math as usual.

Nevertheless, hypocrisy and schizophrenia cannot really be good for the soul.

I propose a way of thinking about the reality and existence of mathematics which lets us keep our mathematical objects really existing, really meaningful, without resort to mysticism.

The key observation is that in our world there are not two but three main kinds of reality. Mind and matter are familiar. But they do not help with our puzzle, because mathematical objects are not material, and they are not mental, in the sense of being part of anyone's private subjectivity.

But they are not the only things that are neither mind nor matter.

For instance, your job. The money in your bank account. Your degree. Your career . . .

Catholicism, Lutheranism, Judaism, Islam, Bolshevism, Fascism, racism, nationalism, rationalism, Liberalism, feminism . . .

<sup>1</sup>Editorial comment: Professor Hersh has just published a book with Oxford University Press with the same title: "What is Mathematics, really?"

Beethoven's fifth symphony, Shakespeare's Hamlet, The Bible, Darwin's theory of evolution, Einstein's theory of relativity . . .

This journal. Its editorial policy, its standards of publication, its mailing list, its backlog. This mathematical society. Its history. Its traditions . . .

All these things are real. They are the substance of our lives. None of them is material, none of them is mental. What then? I call them social-cultural-historical, or just social for short.

Once these examples are pointed out, it is hardly questionable that there is another level of existence besides the mental and material.

Now, our problem was — what sort of existence or reality has mathematics?

We have not two but three choices. Material and mental are wrong. What about social?

I claim that social is right. Infinitely smooth infinite dimensional manifolds exist, are real, as shared concepts, part of the shared thinking of mathematicians. This answer does not say they are not real. On the contrary, it explains and locates where and how they are real.

Here is an important objection.

Aren't some mathematical concepts grounded in physical reality?

For instance,  $\mathbb{N}$ , the natural numbers?

I surely have five fingers on my left hand, so "five" has a physical meaning. On the other hand,  $\mathbb{N}$  includes some very large numbers, ( $2$  to a very high power) raised to a very high power raised to a very high power. It is questionable what physical meaning this big number has. So the natural numbers as describing physical objects are not the same as the natural numbers in pure mathematics.

The fact that I have five fingers on my left hand is an empirical observation. "Five" in that usage is an adjective. There is no conceptual difficulty there, any more than in saying my fingers are long or short. But five in pure mathematics is less than the big number I just defined, and is relatively prime to it, and so on. It possesses an endless list of properties and relationships, not only in  $\mathbb{N}$ , but also in  $\mathbb{R}$ , in  $\mathbb{C}$ , and

# What Is Mathematics Really

**RC Schank**



## **What Is Mathematics Really:**

**What is Mathematics, Really?** Reuben Hersh, 1997 Tries to refine the philosophy of mathematics to reflect what mathematicians really do and argues that mathematics must be understood in a social context

**What is Mathematics, Really?** Reuben Hersh, 1997

**The Joy of Mathematics** Howard Burton, 2021-04-24 This book is based on an in depth filmed conversation between Howard Burton and Ian Stewart Emeritus Professor of Mathematics at the University of Warwick and bestselling science and science fiction writer For Ian Stewart mathematics is far more than dreary arithmetic while mathematical thinking is one of the most important and overlooked aspects of contemporary society This wide ranging conversation explores what mathematics is and why it s worth doing symmetry networks and patterns the relationship between logic and proof the role of beauty in mathematical thinking the future of mathematics linking mathematical oscillations to animal gaits how to deal with the peculiarities of the mathematical community and much more This carefully edited book includes an introduction Counting Sheep and questions for discussion at the end of each chapter I Fear and Loathing Mathematics and the wider world II Doing Mathematics An insider s view III Teaching Mathematics How to get unstuck and other valuable lessons IV Mathematics and Gender Portuguese mysteries V Mathematics Everywhere And widely underappreciated About Ideas Roadshow Conversations Presented in an accessible conversational format Ideas Roadshow books not only explore frontline academic research but also reveal the inspirations and personal journeys behind the research

**Proceedings of the 13th International Congress on Mathematical Education** Gabriele Kaiser, 2017-10-31 This book is open access under a CC BY 4 0 license The book presents the Proceedings of the 13th International Congress on Mathematical Education ICME 13 and is based on the presentations given at the 13th International Congress on Mathematical Education ICME 13 ICME 13 took place from 24th 31st July 2016 at the University of Hamburg in Hamburg Germany The congress was hosted by the Society of Didactics of Mathematics Gesellschaft f r Didaktik der Mathematik GDM and took place under the auspices of the International Commission on Mathematical Instruction ICMI ICME 13 brought together about 3 500 mathematics educators from 105 countries additionally 250 teachers from German speaking countries met for specific activities Directly before the congress activities were offered for 450 Early Career Researchers The proceedings give a comprehensive overview on the current state of the art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching and learning processes The book introduces the major activities of ICME 13 namely articles from the four plenary lecturers and two plenary panels articles from the five ICMI awardees reports from six national presentations three reports from the thematic afternoon devoted to specific features of ICME 13 Furthermore the proceedings contain descriptions of the 54 Topic Study Groups which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops The additional important activities of ICME 13 namely papers from the invited lecturers will be presented in the second volume of the proceedings

**The Panenmentalist**

**Philosophy of Science** Amihud Gilead,2020-03-06 This book presents a philosophy of science based on panenmentalism an original modal metaphysics which is realist about individual pure non actual possibilities and rejects the notion of possible worlds The book systematically constructs a new and novel way of understanding and explaining scientific progress discoveries and creativity It demonstrates that a metaphysics of individual pure possibilities is indispensable for explaining and understanding mathematics and natural sciences It examines the nature of individual pure possibilities actualities mind dependent and mind independent possibilities as well as mathematical entities It discusses in detail the singularity of each human being as a psychical possibility It analyses striking scientific discoveries and illustrates by means of examples of the usefulness and vitality of individual pure possibilities in the sciences Understanding the Math We Teach and How to Teach It, K-8 Small Marian,2025-08-26 Dr Marian Small has written a landmark book for a wide range of educational settings and audiences from pre service math methods courses to ongoing professional learning for experienced teachers Understanding the Math We Teach and How to Teach It K 8 focuses on the big mathematical ideas in elementary and middle school grade levels and shows how to teach those concepts using a student centered problem solving approach Comprehensive and Readable Dr Small helps all teachers deepen their content knowledge by illustrating core mathematical themes with sample problems clear visuals and plain language Big Focus on Student Thinking The book s tools models and discussion questions are designed to understand student thinking and nudge it forward Particularly popular features include charts listing common student misconceptions and ways to address them a table of suggested manipulatives for each topic and a list of related children s book Implementing Standards That Make Sense By focusing on key mathematics principles Understanding the Math We Teach and How to Teach It K 8 helps to explain the whys of state standards and provides teachers with a deeper understanding of number sense operations algebraic thinking geometry and other critical topics Dr Small a former dean with more than 40 years in the field conceived the book as an essential guide for teachers throughout their career Many teachers who teach at the K 8 level have not had the luxury of specialist training in mathematics yet they are expected to teach an increasingly sophisticated curriculum to an increasingly diverse student population in a climate where there are heightened public expectations They deserve help *Conversations About Anthropology & Sociology* Howard Burton,2021-05-17 Conversations About Anthropology Sociology include the following 5 wide ranging Ideas Roadshow Conversations featuring leading experts This collection includes a detailed preface highlighting the connections between the different books Each book is broken into chapters with a detailed introduction and questions for discussion at the end of each chapter I The Science of Siren Songs Stradivari Unveiled A Conversation with master violinmaker acoustician and MacArthur Fellow Joseph Curtin This wide ranging conversation explores Curtin s long quest to characterize the sound of a Stradivari violin and the rigorous series of double blind tests he and his colleagues developed to probe whether or not professional musicians can really tell the difference between a Stradivari and a modern violin This thought provoking book

also examines violin acoustics and how acoustic science can be married to the art of violin making while merging time honoured techniques with new materials and design II In the Cards A Conversation with Fred Gitelman world champion bridge player and co founder of Bridge Base Online This comprehensive conversation provides behind the scenes insights into the world of professional bridge the psychological stress of top flight competition how the human mind can compute amazing feats of memory bridge in schools coaching Bill Gates and Warren Buffett and more III Embracing the Anthropocene Managing Human Impact A Conversation with Mark Maslin Professor of Geography at University College London This in depth conversation explores Mark Maslin s research on the Anthropocene which according to his definition began when human impacts on the planet irrevocably started to change the course of the Earth s biological and geographical trajectory leading to climate change loss of biodiversity deforestation and more IV The Joy of Mathematics A Conversation with Ian Stewart Emeritus Professor of Mathematics at the University of Warwick and bestselling science and science fiction writer For Ian Stewart mathematics is far more than dreary arithmetic while mathematical thinking is one of the most important and overlooked aspects of contemporary society This conversation explores what mathematics is and why it s worth doing symmetry networks and patterns the relationship between logic and proof the role of beauty in mathematical thinking the future of mathematics linking mathematical oscillations to animal gaits how to deal with the peculiarities of the mathematical community and much more V On Atheists and Bonobos A Conversation with primatologist Frans de Waal the Charles Howard Candler Professor of Primate Behavior in the Department of Psychology at Emory University and director of the Living Links Center at the Yerkes National Primate Research Center at Emory Frans de Waal is renowned for his work on the behaviour and social intelligence of primates This thought provoking conversation examines fascinating questions such as Are we born with an innate sense of the good Do we learn from others what is wrong Does religion determine or is it a result of morality and more Howard Burton is the founder and host of all Ideas Roadshow Conversations and was the Founding Executive Director of Perimeter Institute for Theoretical Physics He holds a PhD in theoretical physics and an MA in philosophy Ideas Roadshow offers an expanding series of Ideas Roadshow Collections visit our website <https://ideas.on.film.com/ideasroadshow> for further details

**The Mathematics Teacher** ,1926     Nature Sir Norman Lockyer,1902     *Congress of Arts and Science* Howard Jason Rogers,1905     *School Science and Mathematics* ,1918     **Congress of Arts and Science: History of the Congress. Scientific plan of the Congress. Philosophy and mathematics** Howard Jason Rogers,1905

**Bulletin of High Points in the Work of the High Schools of New York City** ,1928     **Pyrology, Or Fire Chemistry, Etc** William Alexander Ross,1875     **Maryland School Bulletin** ,1925     **Pyrology** Alexander William,1875

Pyrology William Alexander Ross,1875     **Contract Record and Engineering Review** ,1912     **Mathematical Investigations in the Theory of Value and Prices** Irving Fisher,1892     **Bulletin of the American Mathematical Society** ,1905

## **What Is Mathematics Really** Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**What Is Mathematics Really**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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