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Knuth's PhD thesis [15] was, in a sense, the culmination of his work in and around mathematical software. It was the first general computer program in which the forms, operations, and relationships between the forms were fully specified; the completed program correctly answered both simple and difficult questions about numbers. He also explained these methods in a small book, The TeX Book [16], that he wrote in 1971. When Knuth writes that "the central role assigned to proof in mathematics and in mathematicians' practice is not present in school mathematics" [13], he is referring to the fact that "proof" in mathematics is concerned only with formulas and formulas cannot be executed. In school mathematics, a formula is not proof; rather it is a procedure that one must follow in order to acquire a result that one can use. In a paper he wrote in 1982 [17], Knuth detailed how the mathematical proofs in a self-contained paper are reproduced. In this paper he defined a "citation" to be a set of remarks and theorems required to reproduce the proofs in another paper. In his paper on the wonders of compression [18], Knuth applied the same concept of a citation to computer programs. This method of work is revolutionary, for it eliminates the use of a mechanical device, the typewriter, to produce a document. Knuth's main innovation, however, was to create a set of small "augmented" programs that contain far fewer statements than the original; the augmented programs can then be used to reproduce the original. This technique is a powerful compression device. In the 1990s Knuth began the task of adapting this method to create his computer algebra system.

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Knuth's final, and strongest, point is that a student of mathematics needs to be taught how to do proofs, and an effective proof is a proof that is written well. As Knuth [13, 14] points out, writing mathematical prose is not exactly the same thing as learning to think in mathematical prose. Writing mathematical prose is a skill that can be learnt, and many students fail in doing it. Writing mathematical prose is not something that a student of mathematics, or of school mathematics for that matter, needs to learn at the outset of his or her learning of mathematics. Indeed, as Knuth argues, as the student gets to know the mathematics better, it is better for the student that he or she has written proofs that are reasonably good, in terms of mathematical accuracy, the English used, and the presentation of ideas in terms of clarity and completeness. This does not mean that, at the outset, the student of mathematics should have a good vocabulary of mathematical technical terms, or that a student of mathematics should have to complete extensive courses of study in mathematics. It does, however, mean that the student of mathematics should have been taught how to know which problems can be solved by textbook mathematical techniques, and what these techniques are. Two of the key places in which this role of proof is ignored are in the teaching of elementary courses in real analysis, and in the teaching of elementary courses in calculus. As Knuth himself points out, elementary courses in real analysis only formally include a section on the proof of limits. But many of the most important theorems of elementary real analysis have no formal proofs. 5ec8ef588b

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