

Writing mathematical proofs is, in many ways, unlike any other kind of writing. Over the years, the mathematical community has agreed upon a number of more-or-less standard conventions for proof writing. This document describes my version of these conventions. Although not every mathematician would agree with everything I recommend here, on the whole these recommendations represent a consensus among the best mathematical writers.

- **Write in paragraph form:** First and foremost, remember always that a mathematical proof is designed to communicate the truth of a mathematical statement, and the correctness of your argument, to a *human reader*. There is an overwhelming consensus that an ordinary prose narrative is much better suited to this purpose than formal symbolic statements. Although you might initially construct your proof as a sequence of terse symbolic statements, when you write it up you should use complete sentences organized into paragraphs. As you read more and more complicated proofs, you will find that paragraph-style proofs are much easier to read and comprehend than symbolic ones or the two-column proofs of high school geometry.
- **Use proper English:** All mathematical writing should follow the same conventions of grammar, usage, punctuation, and spelling as any other writing. In addition to writing complete sentences organized into paragraphs, you must use correct punctuation (including a period at the end of every sentence), avoid sentence fragments and run-on sentences, pay attention to subject-verb agreement and parallel structure, and use correct spelling and capitalization.
- **Include motivation:** If your proof is at all complicated, or follows an unexpected path, it's a good idea to include some preliminary discussion that explains such things as why one might expect the theorem to be true, why the proof goes the way it does, and how the result might be used subsequently. Mathematicians call this the *motivation*, and it's an essential part of good mathematical exposition. Depending on your purpose, the motivation can come before the statement of a theorem, or at the beginning of a proof, or at a transition between parts of a proof.
- **Identify your audience:** Before you begin writing any proof, be sure you're aware who your audience is and what they already know. For example, if you're writing a proof as a homework assignment for a course, a good rule of thumb is to write as if you were trying to convince a fellow student in the same class of the truth of the theorem and the correctness of your argument. Assume the reader knows the same background material as you do, but doesn't know the proof of this particular theorem.
- **State what you're proving and label your theorems clearly:** Suppose you are assigned the following homework problem:

Prove that if x is a real number, then $x^2 \geq 0$.

When you write up your solution, it isn't necessary to copy out the problem statement verbatim. Instead, it's much better to state the theorem you're proving, as in:

Theorem: *If x is a real number, then $x^2 \geq 0$.*

Each theorem you prove should be clearly labeled as such, and stated clearly and precisely in one or more English sentences. With computer typesetting programs like \TeX , the usual convention is to set the word "Theorem" in boldface, with the statement of the theorem itself italicized. In handwritten proofs, just underline the word "Theorem."

In some contexts, the word Theorem might be replaced by Proposition, Corollary, or Lemma. Logically, these all mean the same thing (a mathematical statement to be proved from assumptions and previously proved results), but your choice of label can alert the reader about the role that the result plays in the current context. In modern usage, a *proposition* is a result that is interesting in its own right, but not as important as a theorem; a *lemma* is a result that might not be interesting in itself, but is useful for proving another theorem; and a *corollary* is a result that follows easily from the immediately preceding theorem.

- **Show where your proofs begin and end.** Each proof should begin with the word *Proof*, and end either with the letters QED (*quod erat demonstrandum*, Latin for "that which was to be proved") or with a symbol such as the square at the end of this paragraph. \square

- **Write with precision:** In mathematical writing more than any other kind, precision is of paramount importance. For each step of a mathematical proof, and for every claim you write, ask yourself these two key questions:

- *What does it mean?*

Every mathematical statement you make must have a precise mathematical meaning. Every mathematical term you use must be well defined and used properly according to its definition (unless it's an officially undefined term); and every symbolic name you mention must either be previously defined or quantified in some appropriate way. If you write $f(a) > 0$, do you mean that this is true for every $a \in \mathbb{R}$, or that there exists some $a \in \mathbb{R}$ for which it's true, or that it's true for a particular a that you introduced earlier in the proof? Be sure the meaning of each term and symbol is made clear to the reader *before* the first time you use it, or at the very latest, within the same sentence where it first appears.

- *Why is it true?*

Every mathematical statement you make must be justified in one or more of the following ways: By an axiom; by a previously proved theorem; by a definition; by hypothesis (including an inductive hypothesis or an assumption for the sake of contradiction); by a previous step in the current proof; or by the rules of logic. Sometimes this is best accomplished by citing the reason directly: “We conclude that $a = 0$ because of Theorem 3,” or “It follows from transitivity that $a < c$.” Other times, the reason will be so obvious to the reader that it is actually more effective to leave it out. (See *Include the right amount of detail* below.)

- **Write clearly:** Just as important as mathematical precision is making sure your writing is clear enough to be easily comprehensible to your intended audience. Don't be stingy with intuitive explanations of what's going on and why. For any argument that's longer than a few sentences, it's good to begin by describing informally what you're going to do and why this is a sensible approach, then do it, then say what you've done. If the structure of your proof is anything other than a simple direct proof, state at the beginning what type of proof you're using. (“We will prove the contrapositive,” or “We will prove this by contradiction.”)

It's all too easy to write a sequence of mathematical statements that are entirely precise and mathematically correct, and yet that are nearly incomprehensible to a human being. If you have to write a long series of formulas, intersperse them at carefully chosen places with some words about what you're doing and why, or reasons why one step follows from another.

- **Include the right amount of detail:** A clear awareness of your audience will help you to answer the perennial question, “How much detail do I need to include?” The first thing that must be said is this: *If you think you probably know roughly how an argument would go but it seems too tedious to work through in detail, then you need to work through it!* It's only after you know exactly what's involved in writing out the details that you can make a good judgment about whether those details need to be included in the proof or not. If you're sure that it would be obvious to your audience how to fill in the omitted details, then the proof might be clearer if you leave them out. But if they weren't obvious to you at first, then something probably needs to be said—it might not be necessary to write down every step, but you should include just enough to give the reader the “Aha!” experience that makes the rest obvious (and, if you're writing for a course, makes it clear to the grader that you've figured out the details yourself!). Deciding how much detail to include is one of the most subtle and difficult aspects of writing, and one where experience and artistry are most evident.
- **Distinguish formal vs. informal writing:** Most mathematical writing includes both formal and informal parts. The *formal* part lays out the precise mathematical definitions and describes the logical steps of the proof. The *informal* part might include the motivation for the definitions, theorems, and proofs, the intuition behind the proof, or a brief sketch of how the proof will go. Be sure it is easy for the reader to distinguish which parts are formal and which are informal.
- **Use the first person singular sparingly:** Most authors avoid using the word “I” in mathematical writing. It is standard practice to use “we” whenever it can reasonably be interpreted as referring to “the writer and the reader.” Thus: “We will prove the theorem by induction on n ,” and “Because f is injective, we see that $x_1 = x_2$.” But if you're really referring only to yourself, it's better to go ahead and use “I” so you don't sound like the Queen of England: “I learned this technique from Richard

Melrose.”

- **Avoid most abbreviations:** There are a host of abbreviations that we use frequently in informal mathematical communication: “s.t.” (such that), “w.r.t.” (with respect to), and “w.l.o.g.” (without loss of generality) are some of the most common. These are indispensable for writing on the blackboard and taking notes, but should *never* be used in written mathematical exposition. The only exceptions are abbreviations that would be acceptable in any formal writing, such as “i.e.” (*id est*, which means “that is”) or “e.g.” (*exempli gratia*, which means “for example”); but if you use these, be sure you know the difference between them!

One abbreviation that deserves special mention is “iff” (if and only if). Some mathematical writers use this routinely, even in quite formal writing. But my opinion is that, like the other abbreviations mentioned above, it actually acts as a hindrance to understanding in formal writing, because it’s likely to briefly trip up your readers as they formulate your sentences in their minds. Thus it should be relegated to the blackboard and your notes.

- **Proofread:** Be sure to read your proofs from beginning to end after you’ve finished writing them. You’ll be amazed how many silly mistakes you can catch that way.

Mathematical formulas

The feature that most dramatically distinguishes mathematical writing from other kinds is the extensive use of symbols and formulas. Used appropriately, formulas are absolutely indispensable to clarity and ease of reading. The sentence “Let f be the function defined by $f(x) = x^2 + x$ ” is far clearer than “Let f be the function whose value at a particular number is equal to the square of the number added to the number itself.” On the other hand, formulas must be used judiciously, because their excessive use can lead to writing that is just as obscure as writing without formulas.

Here are some guidelines for using mathematical symbols and formulas in your writing. In this document, the use of the word “symbol” includes variable names such as x , y , P , Q , α , β ; function names such as f , \sin , \log ; as well as all the special mathematical symbols that we use to refer to operators and relations such as $+$, $=$, \in . The word “formula” refers to any expression built up out of one or more mathematical symbols.

- Single symbols and short, simple formulas should usually be included right in your paragraphs, as in the sentence “If x is a real number, then $x^2 \geq 0$ ”; these are called *in-line formulas*. But a formula that is large or especially important should be centered on a line by itself; this is called a *displayed formula*. Here is how a displayed formula looks:

$$\int_0^1 x^2 dx = \frac{1}{3}.$$

If you wish to give a number to a formula in order to refer to it later, the formula must be displayed. Your formula numbers can be placed either at the right margins or at the left margins, as long as you’re consistent.

- Every mathematical symbol or formula, whether in-line or displayed, must have a definite grammatical function as *part of a sentence*; a formula cannot stand on its own as an entire sentence. Formulas should almost always have one of the following two grammatical functions: (1) An expression representing a particular mathematical object can be used as a noun; and (2) a complete symbolic mathematical statement can be used as a clause. For example, consider the following sentence:

If $x > 2$, we see that $x^2 + x$ must be greater than 6.

Here “ $x > 2$ ” is a mathematical statement functioning as a clause (whose verb is “ $>$ ”), while “ $x^2 + x$ ” and “6” are mathematical expressions (representing real numbers) that function as nouns.

The best way to ensure that your formulas function grammatically correctly is to read each sentence aloud. When you do so, bear in mind that many symbols can be read in several different ways—for example, the symbol “ $=$ ” can be read as “equal,” “equals,” “equal to,” “be equal to,” or “is equal to,” depending on context.

- A multiple equality like $a = b = c = d$ actually means “ $a = b$, and $b = c$, and $c = d$, and therefore $a = d$.” This syntax should only be used when these steps can be proved in the order shown. The same goes for other relations that obey transitivity, such as $>$, \leq , $<$, or \geq . These relations can even be

mixed, as long as they satisfy a transitivity relation; thus $=$, $<$, and \leq can be mixed, as in $a \leq b = c < d$ (which means “ $a \leq b$, and $b = c$, and $c < d$, and therefore $a < d$ ”), but $a \leq b \geq c$ is not acceptable. (Note that \neq is not transitive, so it should not be combined in this way). When multiple relations appear in a displayed equation, the usual way of writing them is to line up the relational operators vertically. Thus $a \leq b = c < d$ could also be written as follows:

$$\begin{array}{l} a \leq b \\ = c \\ < d. \end{array}$$

- If a displayed formula ends a sentence, it must be followed by a period.
- That last one is easy to forget, so let me say it again with emphasis: *If a displayed formula ends a sentence, it must be followed by a period.* Similarly, if it would have required any other punctuation such as a comma or semicolon had it been written in-line, that punctuation must appear at the end of the displayed equation.
- Symbols representing mathematical relations (like $=$, $>$, \in , or \subseteq) or operators (like $+$, $-$, or \cap) should be used only to connect mathematical formulas, not to connect words with symbols or with each other. For example, do *not* write:

If x is a real number that is > 2 , then $x^2 + x$ must be > 6 . (BAD)

Either of the following is much better:

If x is a real number such that $x > 2$, then we must have $x^2 + x > 6$. (GOOD)

If x is a real number that is greater than 2, then $x^2 + x$ must be greater than 6. (GOOD)

- Built-up expressions like summations, integrals, matrices, or fractions should be either displayed or written in such a way that they fit easily on a line without forcing extra spacing between lines. In particular, if a fraction or fractional expression is included in the text, it should be written with a slash, as in “ $x/(y + 2)$ ”. If a fraction is so large or complicated that it needs to be written using a horizontal bar, it should be displayed. The only common exception is small numerical fractions such as $\frac{1}{2}$, which can be included in text as long as they are written small enough to fit naturally on a line.
- It’s bad form to begin a sentence with a mathematical symbol, because that makes it hard for the reader to recognize that a new sentence has begun. (You can’t capitalize a symbol to indicate the beginning of a sentence!) It’s usually easy to avoid this by minor rewording—for example, if you find yourself wanting to write a sentence that begins “ f is a continuous function,” you could write instead “The function f is continuous.”
- Avoid writing two formulas separated only by a comma or other punctuation mark, because they will look like one long formula. For example, the sentence “If $x \neq 0$, $x^2 > 0$ ” can be confusing; it would be easier to read if a word were interposed between the two formulas, as in “If $x \neq 0$, then $x^2 > 0$.”
- Symbols for logical terms, such as \exists (there exists), \forall (for all), \wedge (and), \vee (or), \neg (not), \Rightarrow (implies), or \Leftrightarrow (if and only if), should *never* be used to replace the corresponding words in an English sentence. The only time these symbols have any place in formal mathematical writing is as part of complete symbolic logic formulas. In fact, unless the subject you are writing about is mathematical logic, it is better to write out the statements in English.

The only possible exceptions to the advice in the preceding sentence are the symbols \Rightarrow and \Leftrightarrow , which are not uncommon in ordinary mathematical writing. But if you do use them, be sure to use them only to connect formulas or letters representing mathematical statements, not to connect English statements. Thus the first two statements below are acceptable, but the third is not:

We will prove that (a) \Leftrightarrow (b) by first showing that
(a) \Rightarrow (b) and then showing that (b) \Rightarrow (a). (GOOD)

Therefore, $x \neq 0 \Rightarrow x^2 > 0$. (GOOD)

The fact that x is nonzero $\Rightarrow x^2$ is positive. (BAD)