Unheberrechtlich geschütztes Haterial Science Networks Historical Studies 45

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Proofs of the Cantor-Bernstein Theorem

A Mathematical Excursion



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The Cantor Bernstein Theorem



Proof of CBT

• The GESTALT of nesting squares and circles



• The GESTALT SWITCH to the frames





Metaphors for the Proof

Nesting alternating sets Similar frames shoe lacing



The proof of J. Konig





The theory of gestalt and metaphor

- Every mathematical proof can be presented as a series of gestalt switches
- Each gestalt can be attributed with a metaphor



 Proof comparison can be effected through these two dimensions

D. Konig theorem and infinity lemma

König's theorem

 Let G be a bipartite graph. Then v(G) = t(G), where v(G) is the maximum cardinality of a matching of G and t(G) is the minimum cardinality of a vertex cover of G.





Konig's Infinity Lemma



Hausdorff's paradox and BDT







The centrality of CBT





• Russell



$$\begin{split} \mathbf{s5443.} & \vdash : \alpha, \beta \in 1. \supset : \alpha \cap \beta = \Lambda . \equiv . \alpha \cup \beta \in 2 \\ Dem. \\ & \vdash : \delta + 26. \supset \vdash : . \alpha = t^t x. \beta = t^t y. \supset : \alpha \cup \beta \in 2 . \equiv . x \neq y. \\ & [\ast 51 \cdot 231] \qquad \qquad \equiv . t^t x. n t^t y = \Lambda . \\ & [\ast 1312] \qquad \qquad \equiv . \alpha \cap \beta = \Lambda \qquad (1) \\ & \vdash . (1). \ast 11 \cdot 11 \cdot 35. \supset \\ & \vdash : . (q. x. y). a = t^t x. \beta = t^t y. \supset : \alpha \cup \beta \in 2. \equiv . \alpha \cap \beta = \Lambda \qquad (2) \\ & \vdash . (2). \ast 11 \cdot 54. \ast 521 . \supset F. Prop \\ From this proposition it will follow, when arithmetical addition has been defined, that 1 + 1 = 2. \end{split}$$

• Poincaré





• Brouwer





Historical surprises

- Sets and classes
- Axiom system for set theory
- Cantor had a proof to CBT by transfinite induction

The names of CBT

- The Equivalence Theorem
- The Canot-Schroeder-Bernstein Theorem
- The Cantor-Bernstein Theorem
- The Cantor-Dedekind Theorem

Directions for further research

- More studies in proof comparison and the inner history of mathematics.
- Is the experience of gestalt switch the same as "understanding"? Is it the locus of the pleasure mathematicians get from their occupation?
- How can the theory of gestalt and metaphor improve the teaching and learning of mathematics?