

# Numbers, Language, and the Human Mind // 9781139438971 // Cambridge University Press, 2003 // Heike Wiese // 2003

This book addresses these questions and shows that language plays a crucial role in the emergence of a systematic number concept. It discusses the relationship between numerical thinking and the human language faculty, providing psychological, linguistic, and philosophical perspectives on number, its evolution, and its development in children. About the Author. Heike Weiss is Assistant Professor of Linguistics at the Institute for German Linguistics and Language, Humboldt-Universität zu Berlin. She has published in the fields of linguistics, cognitive science, philosophy, and didactics of math. From this point of view, the central topic of concern is what Juan Huarte, in the sixteenth century, regarded as the essential property of human intelligence: the capacity of the human mind to generate within itself, by its own power, the principles on which knowledge rests. Ideas that were developed in important ways in the philosophical and scientific traditions of later years. In the language case, it appeared that the genetic endowment of the language faculty must impose a format for rule systems that is sufficiently restrictive so that candidate I-languages are scattered, and only a small number can even be considered in the course of language acquisition. We can begin to see how human knowledge and systems of belief might be acquired, in certain areas. This page intentionally left blank. Numbers, language, and the human mind. What constitutes our number concept? What makes it possible for us to employ numbers the way we do? Which mental faculties contribute to our grasp of numbers? What do we share with other species, and what is specific to humans? How does our language faculty come into the picture? This book addresses these questions and discusses the relationship between numerical thinking and the human language faculty, providing psychological, linguistic, and philosophical perspectives on number, its evolution, and its development in children.