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From time to time questions about what mathematicians do come up in philosophical discussions only to be set aside as (“merely”) empirical, psychological, or cultural. How do we make decisions about which problems are worth pursuing? How are new conjectures made? How do ideas that initially only a few experts can understand come to be taught a few decades later to a generation of students who pick them up with ease?

We suggest that dismissing these questions as irrelevant to philosophy is encouraged by a set of assumptions about mathematics, the very things that philosophers might be expected to question. (Received July 16, 2019)