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On a previous conference (Joint Meeting, San Diego 2013), we discussed the methodological and thematic boundaries of a new pedagogical magazine entitled Mathemorphosis (see: Abstracts of Papers Presented to the American Mathematical Society 34 (1) (winter 2013) 529). The publication is addressed to an illiterate audience; to those who have had difficulties for a long period of time and feel completely hopeless towards the discipline. Some of the basic editorial premises are, among others: to forbid the usage of abstract definitions, without the introduction of several examples found in a daily routine; to exclude the usage of axioms, without a previous detailed explanation of their meaning and applications; to avoid, as much as possible, a presupposed familiarity with a symbolic language; and, most important, to reject an unavoidable examination of the material presented. The essays, that might run from a quarter of folio to fifteen pages, should include activities to improve, in general, reading and writing techniques. On this occasion, we will provide specific examples on how to achieve our goal of transmitting mathematics, essentially from the humanities, in a subliminal way. (Received August 06, 2013)