

**Notes on a meaning for “for children”
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...this was taken from the slides of my minicourse in the UniLog 2015 (Istanbul):
<http://angg.twu.net/math-b.html#istanbul>

- Why study Category Theory *now*?

Public education in Brazil is being dismantled — maybe we should be doing better things than studying very technical & inaccessible subjects with no research grants —

(Here I showed a photo called “The New Girl From Ipanema” — a girl walking on the Ipanema beach at night with a gas mask, with a huge cloud of tear gas behind her)
- Category theory should be more accessible

Most texts about CT are for specialists in research universities... *Category theory should be more accessible.*

To whom?...

 - Non-specialists (in research universities)
 - Grad students (in research universities)
 - Undergrads (in research universities)
 - Non-specialists (in conferences - where we have to be quick)
 - Undergrads (e.g., in CompSci - in teaching colleges) - (“Children”)
- What do we mean by “accessible”?
 - Done on very firm grounds: mathematical objects made from numbers, sets and tuples; FINITE, SMALL mathematical objects whenever possible. Avoid references to non-mathematical things like windows, cars and pizzas (like the object-orientation people do); avoid reference to Physics; avoid Quantum Mechanics at all costs; time is difficult to draw, prefer *static* rather than *changing*
 - People have very short attention spans nowadays
 - Self-contained, but not *isolated* or *isolating*; our material should make the literature more accessible
 - We learn better by doing. Our material should have lots of space for exercises.
 - Most people with whom I interact are not from Maths/CS/etc
 - *Proving* general cases is relatively hard. *Checking* and *calculating* is much easier. People can believe that something can be generalized after seeing a convincing particular case. (Sometimes leave them to look for the right generalization by themselves)