My established background as a traditional mathematics professor in an art and design college, and a liberal arts college was challenged about fifteen years ago. My new assignment: teaching non-math majors; traditional and non-traditional students, across the disciplines. Their varied studies are in the areas of: visual communication, fine arts, illustration, furniture design, interior design, industrial design, business administration, recreation, geography, music, art, theology, physical education, history, criminology, art history, English, social science, etc. Problems of attitude; ”math phobia” - imposed by others - or self imposed. Solutions: create a non-threatening environment for real learning with opportunities to succeed. Value: recognizing how math relates to their majors, math as a ”tool” in applications, and observing math as it occurs in their daily lives. Goal: to recognize math in our living world. This is student driven learning under the watchful guidance of the professor. (Received September 08, 2000)