

the intellectual toolbox of any individuals who consider themselves well-educated.

The passage starts quietly and grows increasingly urgent. We're finished with it.

C. THE THIRD PARAGRAPH

Here is our third paragraph, which appears at the conclusion of the essay. Because the author is summing up, we expect to find repetition of words, phrases, and ideas, and we certainly do, but we also realize that he intends to leave us with a measure of hope and even inspiration. Our job is to help him.

Needless to say, this aura of fear which surrounds the study of mathematics has resulted both in a reverence and respect for those who have successfully mastered its intricate and elusive concepts. The homage paid the mathematicians and the mathematics major has served to kindle an attitude within the mathematics establishment which tends to treat the mathematically competent as the intellectual superiors of those who have proven themselves in other disciplines. Such academic chauvinism (not unique to mathematicians) has the damaging effect of insulating the mathematical community. This acts to the detriment of the educational process, for it serves to alienate the uninitiated, hence perpetuating the attitudes of awe, hostility, fear, etc. commonly directed toward the discipline, thus impeding any efforts between those who know and those who do not to generate sound communication. The teacher of mathematics, if he wishes to preserve the subject as a vital component of the liberal arts program, must be prepared to extend himself to generate the kind of enthusiasm for the discipline which can only be attained through a structured and stimulating approach to its material, presented in a setting which respects the integrity of the subject while recognizing the needs, attitudes, and dignity of the student.

On we go.