

## Apathy

| (Continued from page 2B) <br> cruncher tied for the rest of my to an HP calculator. | In all fairness, I must confe the desire to learn does rem the classroom. Students still |
| :---: | :---: |
| , history had always love, and I still hop | questions of life: "What is test? Is the final comprehensitit |
| find the education that I had first come for. |  |
| iscovered the |  |
| There they seek the professor with the shortest reading list and the multiple-choice exams. |  |
| God forbid that they should have to read more than two books, take essay tests, or (horror of horrors) write a paper. | grades wrecked the Have mercy! We did not a $\sin$ to do our best. Besi take comfort in the fa |
|  | woul 101. |
| ally avoid real math and science courses too. |  |
| Engineers are not alone in desi |  |
| er | $t$ confess tha |
|  | his test because he f |
| learn Latin and whose test reflected that expectation. |  |
| The class did poorly on the first exam and asked her if she would curve the grades. | plains the universal wish "god before a test. Subconscious dents know they will need it. |
|  | sull ex |
| With bewilderment on her face, she asked what a curve was. My classmates were shocked and have maligned her ever since. Poor woman! She mistakenly thought she should teach us something. |  |
|  | m |
|  | velop my mind. |
|  | respect the Er |
|  | So what if they can read thei mas. |
| I had thought that a good student would try to take the toughest professors who would truly challenge him. But again and again, I saw students drop a course in droves if theyhad the misfortune of getting a professor who expected them to learn something in order to pass the course. Those students knew that there was more to education than book learning, while my concept of education was apparently hopelessly |  |
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|  | Brian Frederick, Oct. 20, 12. |


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