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Strong sections of industrials who still imagine that men can be mere machines and are at their best as machines if they are mere machines are already menacing what they call 'soulless' education. They deride the classics, and they are mildly contemptuous of history, philosophy, and English. They want our educational institutions, from the Oldest University to the youngest elementary schools, to concentrate on business or the things that are patently useful in business. Technical instruction is to be provided for adolescent artisans; book-keeping and shorthand for prospective clerks; and the cleverest we are to set to 'business methods' to modern languages (which can be used in correspondence with foreign firms), and to science (which can be applied to industry) French and German are the languages, not of Montaigne and Goethe, but of Schmidt Brothers, of Elberfeld, and Dupont et Vie., of Lyons. Chemistry and Physics are not explorations into the physical constitution of the universe, but sources of new dyes, new electric light filaments, new means of making things which can be sold cheap and fast to the Nigerian and the Chinese. For Latin there is a limited field so long as the druggists insist on retaining it in their prescriptions. Greek has no apparent use at all, unless it is a source of polish. The soul of man, the spiritual basis of civilization-what gibberish is that?

Q) What kind of education does the writer deal with?

The writer is dealing with business related things and methods which have been taken the place of classical education. Furthermore, classical education is using as a source of business education.

Q) What kind of education does the writer favour? How do you know?

The writer favours the classical education because it deals human being as a living being not as a machine. He is against industrialists and businesses which consider human being as a machine. In the passage, he has given more emphasis on human being as <sup>one</sup> we study in classical

education that is how I come to know the kind of education the writer favours.

Q) where does the writer express most bitterly his feelings about the neglect of classics?

The writer expresses most bitterly his feelings about the neglect of classics on different places. Like, the educational institutes are concentrate to give business education, technical education is provided to the youngsters to set business method, French and German are not the language of Montegne and Goethe <sup>but</sup> <sub>of</sub> Schmidt brother, Elberfeld etc, Chemistry and physics are the sources of making cheap things for business, Latin is using in drug perscription and Greek is using as a source polish.

These are the areas in which the writer bitterly expressed his feelings.

Q) Explain the full significance of the last sentence?

The last sentence of this passage is putting a bitter question about human spirit. The writer raises question to make people understand about importance of classical education and human being. Moreover, writer emphasis on human soul and spirit to <sup>become</sup> get socially developed person.