

CSS-2007

Strong section 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 "useless" education. They deride the classics, and they are mildly contemptuous of history, philosophy, and English. They want our educational institutions, from the oldest universities 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 Cie., 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 be as a source of syllables for the hybrid names of patent medicines and metal polishes. The soul of man, the spiritual basis of civilization- what gibberish is that?

Questions

a) What kind of education does the writer deal with? (2)

Ans: The author deals with vocational education. Also, he values educational institutions from universities to the elementary schools to focus on skills which are useful in business.

b) What kind of education does the writer favour? How do you know? (3)

The author favours industry ~~linked~~ and ^{skill} ~~skilled~~ based education. He denies traditional education system which lacks the current demands of business. This perception of author favouring such educational system is clearly ascribed in ~~third~~ sentence.

c) Where does the writer express most bitterly his feelings about the neglect of the classics? (3)

The writer expresses most bitterly his feelings in the second sentence. He ascribes the deride of the classics and the mildly contemptuous of history, English and Philosophy.

d) Explain as carefully as you can the full significance of the last sentence. (4)

The last sentence has enormous importance. The author in the last sentence describes the value of education in the lives of humans. Also, according to author, education is the spiritual aspect of every civilization.

e) Explain the underlined words and phrases in the passage (8)

- ① Section of industrialists: group of industrialists
- ② Adolescent artisans: Young professionals
- ③ Physical constitution of the universe: Social norms and values
- ④ The soul of men and the spiritual basis of civilization: Basic aspect or part of something.

