

Reading Part 4: Reading for Viewpoints	Time: 13 minutes
Read the following article from a website. The pioneers of the teaching of science imagined that its introduction into education would remove the conventionality, artificiality, and backward-lookingness which were characteristic of classical studies, but they were gravely disappointed. So, too, in their time the humanists thought that the study of the classical authors in the original would banish at once the dull pedantry and superstition of mediaeval scholasticism. The professional schoolmaster was a match for both of them, and has almost managed to make the understanding of chemical reactions as dull and as dogmatic an affair as the reading of Virgil's Aeneid. The chief claim for the use of science in education is that it teaches a child something about the actual universe in which he is living, in making him acquainted with the results of scientific discovery, and at the same time teaches him how to think logically and inductively by studying scientific method. A certain limited success has been reached in the first of these aims, but practically none at all in the second. Those privileged members of the community who have been through a secondary or public school education may be expected to know something about the elementary physics and chemistry of a hundred years ago, but they probably know hardly more than any bright boy can pick up from an interest in wireless or scientific hobbies out of school hours. As to the learning of scientific method, the whole thing is palpably a farce. Actually, for the convenience of teachers and the requirements of the examination system, it is necessary that the pupils do not learn scientific methods but learn precisely the reverse, that is, to believe exactly what they are told and to reproduce it when asked, whether it seems nonsense to them or not. The way in which educated people respond to such quackeries as spiritualism or astrology, not to say more dangerous ones such as racial theories or currency myths, shows that fifty years of education in the method of science in Britain or Germany has produced no visible effect whatsoever. The only way of learning the method of science is the long and bitter way of experience, and, until the educational or social systems are altered to make this possible, the best we can expect is the production of a minority of people who are able to acquire some of the techniques of science and a still smaller minority who are able to use and develop them.	Using the drop-down menu (□), choose the best option according to the information given on the website. - The author implies that the 'professional schoolmaster' has (□) - The author's attitude to secondary and public school education in the sciences is (□) - The word palpably most nearly means (□) - The author blames all of the following for the failure to impart scientific method through the education system except (□) - Astrology is mentioned as an example of (□) The following is a comment by a visitor to the website page. Complete the comment by choosing the best option to fill in each black. Great article! Since my childhood, science has been my favorite subject. And I suppose 40 in 100 students are born scientists! On the simplest level, science is knowledge of the 6. _____. There is much regularity in nature that humankind has had to recognize for survival since the emergence of <i>Homo sapiens</i> as a species. The Sun and the Moon periodically 7. _____. Regularities, even when expressed mathematically as laws of nature, are not fully satisfactory to everyone. Some insist that genuine understanding demands explanations of the 8. _____ but it is in the realm of causation that there is the greatest disagreement. Modern quantum mechanics, for example, has given up the quest for causation and today rests only on mathematical description. But even if causation and explanation are admitted as necessary, there is little agreement on the 9. _____ that are permissible, or possible, in science. Moreover, children must understand the deep meaning of the studies instead of just learning it for the sake of examinations. Such a practice appreciates the 10. _____ !