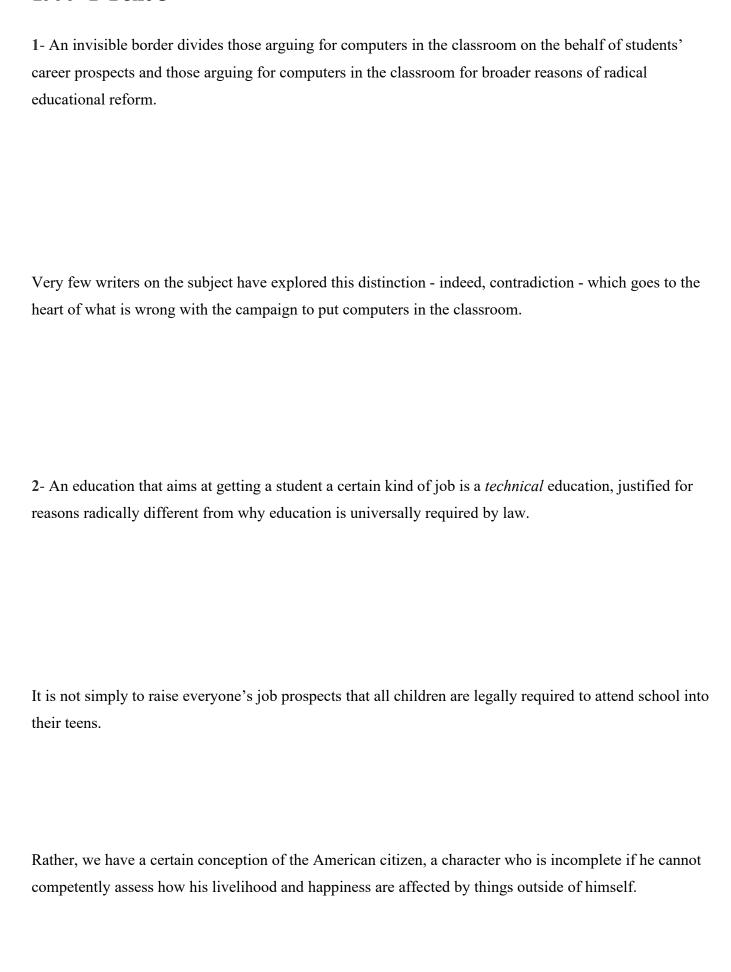
1999-1 Text 3



| But this was not always the case; before it was legally required for all children to attend school until a certain age, it was widely accepted that some were just not equipped by nature to pursue this kind of education. |
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| With optimism characteristic of all industrialized countries, we came to accept that everyone is fit to be educated. |
| Computer-education advocates forsake this optimistic notion for a pessimism that betrays their otherwise cheery outlook. |
| Banking on the confusion between educational and vocational reasons for bringing computers into schools, computered advocates often emphasize the job prospects of graduates over their educational achievement. |
| 3- There are some good arguments for a technical education given the right kind of student. |
| Many European schools introduce the concept of professional training early on in order to make sure children are properly equipped for the professions they want to join. |
| It is, however, presumptuous to insist that there will only be so many jobs for so many scientists, so many businessmen, so many accountants. |

| Besides, this is unlikely to produce the needed number of every kind of professional in a country as large as ours and where the economy is spread over so many states and involves so many international corporations. |
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| 4- But, for a small group of students, professional training might be the way to go since well-developed skills, all other factors being equal, can be the difference between having a job and not. |
| Of course, the basics of using any computer these days are very simple. |
| It does not take a lifelong acquaintance to pick up various software programs. |
| If one wanted to become a computer engineer, that is, of course, an entirely different story. |
| Basic computer skills take - at the very longest - a couple of months to learn. |
| In any case, basic computer skills are only complementary to the host of real skills that are necessary to becoming any kind of professional. |
| It should be observed, of course, that no school, vocational or not, is helped by a confusion over its purpose. |
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| 19. The author thinks the present rush to put computers in the classroom is |
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| [A] far-reaching |
| [B] dubiously oriented |
| [C] self-contradictory |
| [D] radically reformatory |
| 20. The belief that education is indispensable to all children |
| [A] is indicative of a pessimism in disguise |
| [B] came into being along with the arrival of computers |
| [C] is deeply rooted in the minds of computered advocates |
| [D] originated from the optimistic attitude of industrialized countries |
| 21. It could be inferred from the passage that in the author's country the European model of professional training is |
| [A] dependent upon the starting age of candidates |
| [B] worth trying in various social sections |
| [C] of little practical value |
| [D] attractive to every kind of professional |
| 22. According to the author, basic computer skills should be |
| [A] included as an auxiliary course in school |
| [B] highlighted in acquisition of professional qualifications |
| [C] mastered through a life-long course |
| [D] equally emphasized by any school, vocational or otherwise |