

1. **Lesson 1. For Teachers:** Please have the students read the sentences one at a time and correct their pronunciation of each sentence then have them repeat after you. Wait until after they read the sentence (use the number in place of the missing word) to have the students choose the correct answer to fill in the blank. When the students finish the article, move on to the further questions.

2. Austrian philosopher and radical sociologist Ivan Illich followed an atypical path to prominence as an intellectual. He was ordained as a Catholic priest but soon gave up preaching to found a language-training center for missionaries in Mexico. It was here that the influence of educational institutions became the focus of his critical thinking. Illich wrote several books, but none was more groundbreaking than *Deschooling Society*. Written in 1971, the book reflects Illich's steadfast belief that educational institutions are inherently bad because they dehumanize and control the people who attend them. Only by rejecting them, Illich writes, can society sow the seeds of a "movement for human liberation."

3. **Further Questions** \*Ask student to answer the question on their own at first. If the student can't answer correctly, have him look at the last page and read the "example answer" for the question. Have the student try to memorize the answer, if it's too long or difficult, you should divide the sentence into 2 or 3 parts to make it easier to remember. Once they have memorized the answer, the teacher should ask the question one last time so that the student can practice answering. Also if you find any mistakes, please mark the page and let me know ASAP.

4. 1) **What did Ivan Illich give up preaching for?**

*He gave up preaching to found a language-training center for missionaries in Mexico.*

5. 2) **Why did Illich believe educational institutions are inherently bad?**

*He believed they are inherently bad because they dehumanize and control the people who attend them.*

6. Illich's thesis is that the authoritarian nature of schools makes them unsuitable for a democratic society. He argues that because schools essentially control and restrict knowledge, they stifle creativity and inhibit the capacity for problem solving and free thought—the real purpose learning. Regardless of their intelligence or skills, those who drop out of school without a certification are branded as failures by society. "Learning and the assignment of social roles are melted into schooling," Illich claims. To address these problems, he argues for a system of "learning webs" in place of schools. These would enable people of all ages to design their own courses of study and pursue them on a flexible basis. In an example of surprising prescience, Illich envisions a "peer-matching network" based on ideals at the heart of modern-day social media. "The user would identify himself by name and address and describe the activity for which he sought a peer," he writes. "A computer would sent him back the names and addresses of all those who had inserted the same description."

7. **Further Questions** 

8. 3) **According to Illich, how do schools stifle creativity and inhibit the capacity for problem solving and free thought?**

9. *He argues that schools essentially control and restrict knowledge.*

10. **4) What would Illich's proposal of "learning webs" enable people to do?**

11. *They would enable people of all ages to design their own courses of study and pursue them on a flexible basis.*

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12. Illich's radical ideas appealed to the antiestablishment tenor of the early 1970s, and despite his relative obscurity as a scholar, his thesis drew responses from academics at all levels. Some applauded his unorthodox approach, but many asserted it was the product of intuition as opposed to research, and they characterized it as both hopelessly short on factual information and wildly impractical. While most accused Illich of underestimating the importance of schools, British education academic Ian Lister took a different tack, suggesting Illich had actually overrated the sway of educational institutions, "particularly when compared with the influence of families, television and advertising, and job and housing structures."

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13. **5) How did many academics criticize Illich's ideas?**

14. *Many asserted it was the product of intuition as opposed to research and they characterized it as both hopelessly short on factual information and wildly impractical.*

15. **6) What did Ian Lister say about Illich's ideas?**

16. *He suggested Illich had actually overrated the sway of educational institutions, "particularly when compared with the influence of families, television and advertising, and job and housing structures."*

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17. By the 1980s, Deschooling Society had faded from debates on educational institutions and Illich had begun focusing on other institutions, such as the medical establishment. Interestingly, however, the advent of the Internet and the accompanying democratization of information have finally brought the "learning webs" he envisioned nearly 50 years ago into practice. With a computer and an Internet connection, people can collaborate and acquire information about any number of topics on websites such as the vast, user-edited encyclopedia called Wikipedia. They can also easily participate in structured educational programs for self-directed learning. People interested in the pursuit of knowledge for its own sake, unencumbered by institutions, now have the means to fulfill their goals.

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### 18. **Further Questions**

19. **7) What did the advent of the Internet do?**

20. *It finally brought the "learning webs" he envisioned nearly 50 years ago into practice.*

21. **8) What can people with a computer and an Internet connection do?**

22. *They can collaborate and acquire information about any numbers of topics on websites such as the vast, user-edited encyclopedia called Wikipedia.*

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23. **\*Choose the correct answer from these choices.**

24. **(32) According to Ivan Illich, what is one consequence of existing education institutions?**

- 1 Students are put in a position where attaining academic qualifications is emphasized at the expense of developing a sense of independent inquiry.
25. 2 Students who lack intellectual maturity are required to make important decisions concerning the academic curricula they should follow.
26. 3 The promotion of an educational model that provides an unfocused, broad-based education as opposed to one that stresses specific courses.
27. 4 The use of an approach to learning that is too slow to incorporate new ideas into course materials and teaching methods.
28. (33) The common criticism of Illich's proposal for an alternative system of learning was that it
29. 1 failed to discuss how young people could acquire the discipline and formal study skills necessary to succeed in an academic environment.
30. 2 focused too narrowly on the influence that families, television, and other major societal factors have on educational institutions.
31. 3 was based on Illich's abstract theories rather than grounded in hard data, and so could not be applied in real-life circumstances.
32. 4 used the fact that Illich was relatively unknown as a way of appealing to radical academics who were unhappy with established institutions.
33. (34) What does the passage imply about the relevance of Illich's ideas today?
34. 1 Even though *Deschooling Society* has once again become a focus of study in recent decades, educational institutions do not yet reflect Illich's ideas.
35. 2 The availability of "learning webs" online has enabled people's attending school to avoid those aspects of schooling that Illich found problematic.
36. 3 The effect that online learning has had on areas of society other than education shows that Illich's model had significant flaws.
37. 4 Although Illich's ideas have little direct influence today, the development of the Internet has changed learning in the direction that he proposed.

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38. **Answers for "Further Questions"**  English Teachers On Call

39. 1) What did Ivan Illich give up preaching for?

40. *He gave up preaching to found a language-training center for missionaries in Mexico.*

41. 2) Why did Illich believe educational institutions are inherently bad?

42. *He believed they are inherently bad because they dehumanize and control the people who attend them.*

43. 3) According to Illich, how do schools stifle creativity and inhibit the capacity for problem solving and free thought?

44. *He argues that schools essentially control and restrict knowledge.*

45. 4) What would Illich's proposal of "learning webs" enable people to do?

46. *They would enable people of all ages to design their own courses of study and pursue them on a flexible basis.*

47. 5) How did many academics criticize Illich's ideas?

48. *Many asserted it was the product of intuition as opposed to research and they characterized it as both hopelessly short on factual information and wildly impractical.*
49. **6) What did Ian Lister say about Illich's ideas?**
50. *He suggested Illich had actually overrated the sway of educational institutions, "particularly when compared with the influence of families, television and advertising, and job and housing structures."*
51. **7) What did the advent of the Internet do?**
52. *It finally brought the "learning webs" he envisioned nearly 50 years ago into practice.*
53. **8) What can people with a computer and an Internet connection do?**
54. *They can collaborate and acquire information about any numbers of topics on websites such as the vast, user-edited encyclopedia called Wikipedia.*

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