

UNIVERSITI SAINS MALAYSIA

Peperiksaan Semester Kedua  
Sidang 1994/95

April 1995

HEK 302 Bacaan dan Tulisan Kritis

Masa: [3 jam]

---

THIS EXAMINATION PAPER CONTAINS FOUR [4] QUESTIONS IN SIX [6] PAGES.

Answer ALL FOUR [4] questions.

Equal marks are allocated to all questions.

1. Based on the text below, answer the following questions.

- [a] What is the text about?
- [b] What is the writer's attitude to his topic?
- [c] What arguments has the writer used?
- [d] What is the writer's conclusion?
- [e] Do you share his conclusion?

**LEISURE IN PLACE OF WORK -- A REALISTIC GOAL?**

The idea that in a post-employment society employment could be largely replaced by leisure activities and that increasing numbers of people could live lives of leisure, is open to serious question from two points of view.

First, many people without employment would resist the idea that they were expected to make no useful contribution, either towards meeting their own needs or towards meeting those of other people, and were merely expected to keep themselves amused and out of trouble. They would resent the sense of uselessness and futility which this would imply, and feel that their lives were condemned to be empty of value and meaning. It is not as

.../2

if most of us today are heirs to an aristocratic tradition of cultured leisure. We have inherited the protestant work ethic, and the need to feel useful which goes with it.

Second, many of the people still in employment would resent the idea that they were expected to support large numbers of idle drones. The situation would be one in which the employed were perceived as doing all the useful work and the unemployed were seen, on a larger scale and a more permanent basis than today, as making no useful contribution to society. The question of how to finance the leisure of the unemployed in a leisure society would thus be a difficult one.

They would need a money income. Thus some extension of today's unemployment and social security benefits systems would be needed, perhaps going as far as the introduction of a Guaranteed Basic Income (GBI).

But this would be much more difficult to introduce in the context of a society clearly split between workers and non-workers, than in the context of a society in which it was understood that the purpose of the basic income was to give all citizens the freedom to choose their own mix of paid and unpaid work.

Finally, if anything resembling the leisure society **did come about, one thing is sure.** Many of those at leisure would **in fact** use their time for useful activities of many kinds. **In other words,** they would find ways of working on their own account, to provide useful goods and services for themselves and for one another. A leisure society would automatically transform itself, **at least to some extent,** into an ownwork society.

In short, the prospect of moving towards a leisure society cannot be accepted as providing a realistic solution to the present crisis of unemployment and work.

2. Compare these two texts on marriage by answering the following questions.

[a] What differences can you note in the structure of the arguments?

[b] How would you change Text 1 to give it the structure of Text 2?

.../3

- [c] How would you change Text 2 to give it the structure of Text 1?
- [d] What conclusion could follow from Texts 1 and 2 read as steps in an argument?

TEXT 1

Marriage has a beneficial effect on men. Compared to single men of the same age group, married men enjoy better physical and mental health. Their lives are likely to be longer and happier. In addition, they enjoy more successful careers, fill higher status occupations and consequently earn more money. Critics may argue that it is simply that more successful men tend to get married, but the evidence shows that it is marriage which brings about these beneficial effects. Hence the best guarantee of a long, happy, healthy and successful life for a man is to have a wife devoted to homemaking and the care of her husband.

TEXT 2

Surveys show that more wives than husbands express dissatisfaction with their marriage and consider their marriages unhappy. More wives start divorce proceedings. In addition, wives are much more likely to suffer from stress, anxiety and depression than their partners. Compared to their single peers, wives have poorer physical and mental health. It is clear that for many women, marriage cannot be considered a beneficial experience.

- 3. Using the framework offered by Kress (1978) on critical reading, evaluate the following advertisement which was prepared as a public service by Ogilvy & Mather.

**A GREEN EARTH OR A DRY DESERT?**

**There may still be time to choose.**

FOR MILLIONS OF YEARS, the tropical rain forests of South East Asia, South America, and Africa have been the earth's natural chemical laboratories, botanic gardens and zoos.

Today we are destroying them at such a rate that within 25 years only fragments will remain of the vast forests of Malaysia and Indonesia.

Because they grow mostly in poor tropical soil, relying upon a natural cycle between trees and animals for nourishment and replenishment, the forests cannot be replaced.

When the trees are felled, soil erosion begins and within a few years, the whole area that was once forest becomes wasteland.

We shall have lost for ever the earth's greatest treasure house of plants and animals; perhaps our most valuable resource for the future. And it is happening in areas where poverty already verges upon starvation. It is perhaps the world's most urgent conservation problem. The destruction is happening through ignorance, short-sightedness and ever increasing consumer demand. But it can be stopped if enough of us show enough concern.

#### How you can help.

In 1980 WWF and other international conservation bodies published the World Conservation Strategy. It is a programme for developing the world's natural resources without destroying them.

You can become part of world movement which will see this plan become reality.

Join the World Wildlife Fund now. We need your voice and your financial support. Get in touch with your local WWF office for membership details or send your contribution direct to World Wildlife Fund at the address below. It may be the most important letter you'll ever write.

WORLD WILDLIFE FUND - UK,  
PANDA HOUSE,  
11-13 OCKFORD ROAD,  
GODALMING, SURVEY GU71QU.

WWF -- FOR WORLD CONSERVATION

4. Using the steps in writing a critique, describe how you would react to the ideas presented in the following text which was taken from an article entitled "Can education promote development?".

.../5

Education can promote development, but it depends on how development is defined. If it is seen as mainly economic growth which tends to benefit upper-income groups, then schooling has contributed to it by widening the skills and raising the productivity of future workers. If development is defined as mainly improving the standard of living of the poorest 40 per cent of the population, then formal schooling has clearly not done much for them, since most of them are either illiterates or primary school drop-outs. Moreover, the data show that investment in education widens the gap between the rich and the poor in most countries. This results from mechanisms like regressive tax systems, expensive secondary schooling, and free higher education, all of which benefit mainly the upper-income families. For this article I will define development as a movement toward a more humane society in both developing and developed nations. Such development requires political systems more responsive to the interests of the poor. It also requires rising real income as well as a more equal distribution and management of wealth.

### **Types of education**

Before looking at some of the issues, a description of the terms used in this article might be useful. **Formal education** or **schooling** describes the learning that takes place in schools and trains students mainly for urban, modern-sector jobs. Learning, however, also takes place outside school, at home, on the street, and on the job. This is learning by living or learning by doing and can be called **informal education**. One of the few countries which recognises the importance of informal education during the first ten years of school is the People's Republic of China; it has captured some of the benefits of informal learning by getting the students into informal learning situations on the farms and in the factories. All over the world, professional training in some disciplines - medicine is an example - has long recognised the importance of informal on-the-job-learning.

**Nonformal education** is organised learning outside the normal school university curriculum - examples include training agricultural extension agents in short courses and teaching adults how to read and write in the evening. Thus nonformal

education coexists with formal education, but receives little funding and less prestige. Upsetting the existing balance between the two is a major source of conflict among educational interest groups.

Finally, there is adult education for self-reliance and participation, which has its roots both in community development and worker participation in management. Although Paulo Freire, Julius Nyerere, Saul Alinsky and Adam Curle have developed the concept recently, Mahatma Gandhi and others preceded them. Mao Tse-Tung, however, gave the approach its most comprehensive elaboration and application. This approach to education helps groups of people learn how to study together and become aware of the political and economic determinants of their poverty. They then learn to organise and mobilise to improve their circumstances. This differs from the often paternalistic community development approach on the past which relied on outside experts. These adult groups learn that with cooperation and organisation they can build roads, manage water distribution, reduce neighbourhood crime, and grow more food. They learn that they can select their own people to be sent for training as paramedics and teachers. Through cooperative saving they reduce their dependence on money lenders. And when these things happen to them, they develop a self-confidence that in turn generates further initiatives.

Julius Nyerere has emphasised that 'people can only develop themselves; they cannot be developed. Adult education is the key because it will help men and women to think for themselves, make their own decisions, and execute those decisions for themselves.' The rural poor have to transform themselves from being acted upon to being actors.

-ooo000ooo-