

PART-II

(20)

Q. 2. Write a précis of the following passage and suggest a suitable title:

On the question of freedom in education there are at present three main schools of thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be; and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require co-operation, and it would be utopian to expect all the necessary co-operation to result from spontaneous impulse. The existence of a large population on a limited area is only possible owing to science and technique; education must, therefore, hand on the necessary minimum of these. The educators who allow most freedom are men whose success depends upon a degree of benevolence, self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked; their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a mental and moral equipment which children cannot acquire entirely for themselves.

Title: School of Thoughts in Education.

The author mentions the three school of thought on freedom in education which have differences on the basis of psychology. First group says that the children should have completely freedom regardless of their behaviour. Second group says that the children should be completely authorized regardless of child's behaviour. Third group says that should be absolutely free. But, the author disagrees with them because they think that education doesn't have any purpose, they give less importance to the knowledge and community co-operation and it is impossible to have perfection with by this though because animals also have absolute freedom not perfection. Communities exist because of source, techniques and education. From social perspective, education provides opportunities for growth, mental and moral development. Children cannot able to develop these things on their own by complete freedom. (132)