



Original Passage

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 on 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



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 cooperation, and it would be utopian to expect all the necessary cooperation 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: Schools of Thought on Freedom in Education

Precis, The author mentions three schools of thoughts about freedom in education. The first advocates complete freedom regardless of children's behaviour. The second believes in absolute authority over children. And the third believes in freedom that will ensure moral perfection.

Unlike Rousseau, the author disagrees with the ~~the~~ last perspective as it is not favourable to animals and children. The author considers it individualistic as it negates the importance of knowledge. For him, being a social animal, man needs cooperation which cannot be acquired spontaneously. He argues from socialists' perspective that education besides growth and development, education must equip children morally and mentally.

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