

CSS - 2023

On the question of freedom in education there are at present three main schools of thought, driving 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 source 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: Freedom in 3rd education.

There are three chief viewpoints about freedom in education. First group supports the absolute freedom. While, second believes that education must be under control of an authority. However, third group aims at freedom along with moral development of an individual through education. Attaining perfect morals with freedom, seems a reflection of Rousseau's views and is an unstable idea. This concept aims at impulsive progress and has individual-centered approach. Hence, it is impracticable in a large community where co-operation is important for progress. Education must provide ways and means to develop co-existence. A successful system of free demands many virtues which cannot be easily attained. Socially, education should not only offer chances for development, but also help in intellectual and ethical growth of the children.

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