

Preci 2023

In Education, Three different school of thoughts exists regarding freedom:

firstly, Children should be given complete freedom regardless of their bad behavior. Children should be complete under control despite their good behavior. Children should be free but always behave well.

The idea that freedom guarantees moral perfection is outdated and contradicted to animals and children. The author disagree with the belief that Education's role should not be to impose directions but to create space for personal growth. It is too focused on individual rather than knowledge. Human rely on cooperation which cannot be attain without guidance.

The existence of large population in small is possible through education. Educators who allow freedom succeed due to their virtue which can't be achieved in an unstructured environment. Their methods needs adjustments for continued success. Education is not only essential for growth but also mental and moral skills that childrens can't obtain on their own.

main idea is picked and but there is no coherence in the
precis
need improvement in expression and sentence structure
not satisfactory
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there is no word count and precis exceeds the word limit

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

(20)

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.