

The character of Rousseau

Rousseau had many faults. He faced failures in many domains of life and wandered many places. He had no interest in love and his children were in an asylum. He was poor and was unsatisfied with his life. He immensely influenced the people and had a robust resolutions in his life. He used to like and enjoy the nature. He was sincere in his conduct. Having poetic personality, he was sympathetic to the poor. He think that education infuses selfishness in a man and he was humble towards the ignorant. He declared education as a

tool of rich people to further their arrogance
and curiosity in his work" Discourse on Arts
and sciences (1749)

Make a Precis of the following passage in about one-third of the original.

In his life Rousseau was everything he should not have been. He was a failure as footman, as servant, as tutor, as secretary, as music copier, as lace-maker. He wandered in Turin, Paris, Vienna, London. His immorality was notorious--he was not faithful in love, and his children were sent to a foundling asylum. He was poverty-stricken, dishonest, discontented and, in his last years, demented.

Yet this man who knew so little how to live his own life, exercised a wonderful influence over the lives of others. Sordid as was his career, the man himself was not without beautiful and generous impulses. He loved nature in an age when other men simply studied nature. He liked to look at the clear blue sky, admire the soft green fields, and shapely trees, and he was not ashamed to confess it. The emotions had been forgotten while philosophers were praising the intellect. Rousseau reminded the eighteenth century that after all it may be as sane to enjoy

a sunset as to solve a problem in algebra. Rousseau possessed the soul of a poet. Rousseau had seen and felt the bitter suffering of the poor, and he had perceived the cynical indifference with which educated men regarded it. Science and learning seemed to have made men only more selfish. Indeed, the ignorant peasant seemed to him humbler and more virtuous than the pompous pedant. In a passionate protest in his *Discourse on Arts and Sciences* (1749), Rousseau denounced learning as the badge of selfishness and corruption, for it was used to gratify the pride and childish curiosity of the rich, rather than to right the wrongs of the poor.

ننھی پچی (1) کچھ دیر خاموشی رہی اور پھر چیکے (2) سے اٹھ کر اپنے کمرے میں چلی گئی۔ والد صاحب بہت حیران ہوئے، اٹھے اور پچی کے کمرے میں دیکھنے لگے کہ وہ کیا کر رہی ہے؟ پچی آنکھیں بند کئے (3) دعا مانگ رہی تھی اور رو رہی تھی ”اے خدا! تو بہت رحم کرنے والا (4) ہے میری امی کو صحت عطا کر (5) میری دعا سن اور رحم فرما!“۔

EXERCISE**70**

اس چھوٹی بچی نے جب اڑتے ہوئے پرندے (1) دیکھے تو بہت حیران ہوئی اس نے امی سے پوچھا کہ کیا میں اڑ سکتی ہوں؟“۔ امی نے انکار میں سر ہلا دیا (2)۔ رات بھر وہ بچی خواب دیکھتی رہی۔ پرندوں کے ساتھ اڑنے کے خواب اور خواب ہی میں مسکراتی رہی۔ صبح اٹھ کر اس نے امی سے کہا ”امی میں اڑ سکتی ہوں“۔ امی نے پوچھا ”کیسے؟“ بچی نے جواب دیا ”خواب میں“ (3)۔

Vocabulary

1 flying birds 2 nodded her head in the negative 3 in dreams

Exercised no 69

The innocent girl remained silent for a while and then quietly went into her room. The father felt worry, stood up, and saw into her room to find what is she doing? she was praying to God while her eyes shut up and she was weeping. "O God! You are very merciful, give health to my mother, listen to my words and have a mercy."

Exercise no 70

When the little girl saw the flying birds, she wondered. she asked her mother can I fly? The mother nodded her head into the negative. she dreamed the whole night. The dreams of flying with the birds and she kept on smiling in her dreams. When she get up the next morning, she told her mother, "mother I can fly". The mother asked "how", she said "in dream".

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world human resource has emerged as the greatest asset of unequivocal primacy, and education aims at creating and enhancing that resource. But can it be done through higher education only, or even primarily through higher education? Looking at the developed countries of the world—almost all having progressed by virtue of better human resource—one can easily explore that they don't encourage massive enrolment in universities. In other words, they don't want the domain of higher education open to every member of the population. After completing the 12-year school education (which is both compulsory and free for everyone), students are counseled and assessed for choice of further studies according to interest and aptitude. Those with true interest in academics and research, along with the requisite scholarly aptitude, are encouraged to undertake long-term academic pursuits in universities, while the overwhelming majority—opt for short-term courses leading to certificates and diplomas in colleges and training institutes. The admission criteria and fee structure of these colleges and institutes vary according to a number of factors. The latter class acquire practical skills in their chosen areas of utilitarian nature, without any undue burden of theoretical discourses. Consequently, due to these marketable skills and practical training, they easily get employed, earn for themselves and contribute to national economy. On the other hand, we produce an unskilled lot of university graduates without even a basic understanding of their subject. They consider themselves highly qualified, but have no meaningful knowledge. Hence, instead of becoming an asset, they become a social and economic liability. We need to realize that, unlike the fundamental right of basic education, higher education should be treated as a privilege of the deserving ones. This realization is imperative for enabling our universities to produce scholars, scientists and researchers as done by the developed world.

Questions:

(4 marks each)

- ✓ 1. What can be inferred from the passage as the main goal of education?
- ✓ 2. What is the benefit of guiding students in the choice of careers?
- ✓ 3. Is the only direct question in the paragraph answered affirmatively or negatively?
- ✓ 4. Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?

Question

What can be inferred from the passage as the main goal of education?

Answer

According to the given paragraph, the main goal of education should be the enhancement of the students' knowledge. Students should be free to choose their desired courses. The main aim of ^{Higher} education should be to impart meaningful education to the students. In this way, new technocrats can be produced.

Question

What is the benefit of guiding students in the choice of careers?

Answer

The benefit of guiding students in their choice of careers is of significant importance. After this guidance, some of the students with scholarly aptitude will resort to prolonged academic journey in universities. And, other would be admitted in short-term courses.

Question

Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?

Answer

NO one can deny the pivotal importance of education for the progress

Question

Which sentence do you think to be the topic sentence of this paragraph, capturing its central points?

Answer

In the contemporary world human resource has emerged as the greatest asset of unequivocal primary, and education aims at creating and enhancing the resource.