

All the evil in this world is brought about by persons who are always up and doing, but do not know when they ought to be up and nor what they ought to be doing. The devil, I take it, is still the busiest creature in the universe, and I can quite imagine him denouncing laziness and becoming angry at the smallest waste of time. In his kingdom, I will bet, nobody is allowed to do nothing, not even for a single afternoon. The world, we all freely admit, is in a muddle, but I for one do not think that it is laziness that has brought it to such a pass. It is not the active virtues that it lacks but the passive ones: it is capable of anything but kindness and a little steady thought. There is still plenty of energy in the world (there never were more fussy people about), but most of it is simply misdirected. If, for example, in July 1914, when there was some capital idling weather, everybody-- emperors, kings, archdukes, statesmen, generals, journalists, had been suddenly struck with an intense desire to do nothing, just to hang about in the sunshine and consume tobacco, then we should all have been much better off than we are now. But no, the doctrine of the strenuous life still went unchallenged; there must be no time wasted, something must be done. And, as we know, something was done. Again, suppose our statesmen, instead of rushing off to Versailles with a bundle of ill-digested notions and a great deal of energy to dissipate, had all taken a fortnight off, away from all correspondence and interviews and what not, and had simply lounged about on some hill side or other apparently doing nothing for the first time in their energetic lives, then they might have gone to their so-called Peace Conference and come away again with their reputations still unsoiled and the affairs of the world in good trim. Even at the present time, if half the politicians in Europe would relinquish the notion that laziness is a crime and go away and do nothing for a little space, we should certainly gain by it. Other examples come crowding into

the mind. Thus, every now and then, certain religious sects hold conferences; but though there are evils abroad that are mountains high, though the fate of civilization is still doubtful, the members who attend these conferences spend their time condemning the length of ladies' skirts and the noisiness of dance bands. They would all be better employed lying flat on their backs somewhere, staring at the sky and recovering their mental health.

## The World in Chaos / Conflicts in the World Lack of Consistent Ideology

All the conflicts of the world are emerged by the immoral and unprincipled people. They do not allow anyone else to do anything against them. The writer argues that laziness is wrongly considered to be the actual reason for the chaos in the world rather than the lack of humanity and (lack of) consistent ideology. There is a lot of energy in this world but it is being used in a wrong way. As in 1914, all the influential personalities were doing nothing, but the writer criticizes the inconsistency of his statesman which let the war unchallenged. Despite having power, the statesman had done nothing due to lack of consistent ideology. Similarly, various religious sects despite knowing that the fate of their civilization

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is under threat waste their time in useless conferences. Even today, if European politicians realize that the actual loophole lies in their inconsistency instead of their laziness, the Europe will definitely glorify.

(156 Words)

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I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavour, or what amounts to the same thing as an outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage. Unfortunately, it is utterly impossible for over-worked teachers to preserve an instinctive liking for children; they are bound to come to feel towards them as the proverbial confectioner's apprentice does towards macaroons. I do not think that education ought to be anyone's whole profession: it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided. Fatigue, in the end, produces irritation, which is likely to express itself somehow, whatever theories the harassed teacher may have taught himself or herself to believe. The necessary friendliness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a substitute for affection and tact.]

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## Importance of Unconditional Love

The writer argues that educational theorists wrongly prefer interfering with children's life rather than enjoying their company. The children will behave respectfully, if they feel that they are being loved unconditionally. It is <sup>quite</sup> useless to have conditional love for them, as they will not respond optimistically, if they (feel) feel that they are being loved conditionally. The delightful interest lies in having self-less love for children. Teachers with this quality have psychological understanding with students. But it is not possible for over-burdened teachers to show affection for

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Students. Although the company of the young is tiring, but there is no need to have strict discipline in a friendly environment to control students, as rules can never be alternative of love and affection.

( 125 words )

Given : 371 words