

**PRÉCIS**

**Central Superior Services Examination (CSS) 2019**

**Passage.**

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 for 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, and it 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 a few 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 would 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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## Final Draft

Benefits of unconditional love.

(Title with Marker)

The writer argues that modern educators overemphasize non-interference with children while undervaluing the genuine enjoyment of their company. True affection, without ulterior motives such as political gain or patriotic sacrifice, fosters a natural sense of morality in children. Teachers with these qualities do not interfere with children's freedom, but do so when necessary. Unfortunately, over-worked teachers do not have instinct feelings just as confectioners do not have for macarons. The writer suggests that teaching be limited to two hours a day instead of being a whole profession. Constantly being around students without strict discipline causes fatigue which leads to irritation expressed in harsh terms. If students feel liked, they consider it right. No rule can substitute love.