

Passage.

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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Author thought modern education system gave more priority of freedom of students, and less to their interaction with teachers. If they focused on interaction, they will be listen and stop these thing that you not allow. Childs will not be thankful to you, if you use him for the political purpose. Less teachers have this ability, they can counseling to the student ~~with~~ when need it, and this interaction give happiness. It is impossible busy teachers provide that type of environment. They interact with students for two hours a day and remaining time spent away from childs. Young generation become lazy because stricts rules is not following. Some time its difficult to treat with naughty Childrens. It become easy if Childrens like you.

(120 word)

Suitable Titles

1. Interactions of Students and Teachers.
2. _____
3. _____
4. _____

Passage.

It is in the temperate countries of northern Europe that the beneficial effects of cold are most manifest. A cold climate seems to stimulate energy by acting as an obstacle. In the face of an insuperable obstacle our energies are numbed by despair; the total absence of obstacles, on the other hand leaves no room for the exercise and training of energy; but a struggle against difficulties that we have a fair hope of over-coming, calls into active operation all our powers. In like manner, while intense cold numbs human energies, and a hot climate affords little motive for exertion, moderate cold seems to have a bracing effect on the human race. In a moderately cold climate man is engaged in an arduous, but no hopeless struggles and with the inclemency of the weather. He has to build strong houses and procure thick clothes to keep himself warm. To supply fuel for his fires, he must hew down trees and dig coal out of the earth. In the open air, unless he moves quickly, he will suffer pain from the biting wind. Finally, in order to replenish the expenditure of bodily tissue caused by his necessary exertions, he has to procure for himself plenty of nourishing food.

Quite different is the lot of man in the tropics. In the neighbourhood of the equator there is little need of clothes or fire, and it is possible with perfect comfort and no danger to health, to pass the livelong day stretched out on the bare ground beneath the shade of a tree. A very little fruit or vegetable food is required to sustain life under such circumstances, and that little can be obtained without much exertion from the bounteous earth.

We may recognize must the same difference between ourselves at different seasons of the year, as there is between human nature in the tropics and in temperate climes. In hot weather we are generally languid and inclined to take life easily; but when the cold season comes, we find that we are more inclined to vigorous exertion of our minds and bodies. (351) (117)

prate معنى، Stimulate حوصله افزاني، Obstacle كاوه، Exertion
 perable قابل، numberd حس ل، despair ملحوسي، inclemency مشتت
 sing تسيي، Arduous مشتعل، inclemency بدحاني، Procure حول
 replenish تفرينا، Expenditure اخراجات، Plenty كافى، شوار
 s جنجل، Stretched املا، bounteous فضل والا، Languid سمع

Step-1 (Core Point of Every Sentence in your own Language)

Cold weather in northern Europe is blessing.

Cold weather helps us to solve hurdles. Absence of hurdles can destroy our energies, but

exertion against problems are beneficial for us.

Cold temperature helps us in the race of life

but hot weather make us lazy. Cold weather

make us strong, and tell us how to survive in intense environment. But it affect on our

health while struggling of survival. In old

ages, human's live in Forest. They do not

struggle too much for survival. They pass their

life with minimal quality of life. Hot weather

pushes to us, toward easy and lazy life. But on

the other hand, normal cold weather helps us,

for an exertion in problems.

(117 words)

Suitable Titles

1. Cold Weather ; Inclined to Exertion
2. _____
3. _____
4. _____