

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.

Precis:

Nowadays, educators are more focused on highlighting the negative impacts of not engaging with children. If children are treated with love they respond positively to your instructions just like the tamed pets, even making you laugh with their acts. Love for any child shouldn't be for any social or political purpose and no child would like you to treat him just for the interests. In fact, there are instructors who know the child's nature and how to act with them without causing any sort of psychological damage so that children love to be around him. Bad luck, teachers worked overtime which fades their instinct to like children, and they do so just like an obligation set upon them. Teaching shouldn't be anyone's full time professional duty, instead should be of no more than two hours a day. Children overall get fatigued if not bound to routine resulting in irritation and may express the feelings their frustrated teachers told them to believe. There shouldn't be any paper rule to treat the naughty children rather the one should be handled on spot, as spontaneous actions surely lead to right decision if child already knew your liking for him, no rules can be the alternate for this action.