

Exercise No 37

✓ "Education does not develop autonomously: it tends to be a mirror of society and is seldom at the cutting edge of social change. It is retrospective, even conservative, since it teaches the young what others have experienced and discovered-about the world.] The future of education will be shaped not by educators, but by changes in demography, technology and the family. Its ends - to prepare students to live and work in their society - are likely to remain stable, but its means are likely to change dramatically".]

"Schools, colleges and universities will be redefined in fundamental ways: who is educated, how they are educated, where they are educated - all are due for upheaval. B Ut their primary responsibility will be much the same as it is now: to teach knowledge of languages, science, history, government, economics, geography, mathematics and the arts, as well as the skills necessary to understand today's problems and to use its technologies.] In the decades ahead, there will be a solid consensus that, as Horace Mann, an American educator, wrote in 1846, "Intelligence is a primary ingredient in the wealth of nations". In recognition of the power of this idea, education will be directed purposefully to develop intelligence as a vital national resource".]

("Even as nations recognize the value of education in creating human capital, the institutions that provide education will come under increasing strain. State systems of education may not survive demographic and technological change. Political upheavals in unstable regions and the case of international travel will ensure a steady flow of immigrants, legal and illegal, from poor nations to rich ones.] As tides of immigration sweep across the rich world, the receiving nations have a choice: they can assimilate the newcomers to the home culture, or they can expect a proliferation of cultures within their

borders. Early this century, state systems assimilated newcomers and taught them how to fit in. Today social science frowns on assimilation, seeing it as a form of cultural coercion, so state systems of education are likely to eschew cultural imposition. In effect, the state schools may encourage trends that raise doubts about the purpose or necessity of a state system of education". (Diane Ravieh).

Ex # 37 Impact of Technological Advancements on Education.

Education is a reflection of society based on past human experiences, and is not a tool ^{eff} for social change. The ultimate goal of education has always remained same - to prepare youth for future. But, latest advancements may change the way it is achieved. Educational institutes will upgrade the teaching methodologies, but their duty to impart useful knowledge and skills will remain constant. According to Horace Mann, intelligence is fundamental component of nation's wealth. Therefore, educators would develop ^{it} into a key resource. With technological advancements, political unrest and increasing immigrations, the education system will witness huge burden. These immigrants bring with themselves

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diverse
cultures ~~es~~ ~~diversity~~ that can ^{either} be integrated or be allowed
to proliferate. Contrary to previous century traditions,
the states, today, encourages diversity and new trends
in education as well.

(one hundred thirth-two)

✓ Exercise No - 38

(Along with the new revelations of science and psychology there have also occurred distortions of what is being discovered. -Most of the scientists and psychologists have accepted Darwin's theory of evolution and his observations on "survival of the fittest" as a final word.) While enunciating his postulate on the concept of the fittest, Darwin primarily projected physical force as the main criterion, and remained unmindful of the culture of mind. The psychologist, on the other hand, in his exclusive involvement with the psyche, has overlooked the potential of man's physical-self and the world outside him. No synthesis has been attempted between the two with the obvious result of the one being sacrificed at the altar of the other.) This has given birth to a civilisation which is wholly based on economic considerations, transforming man into a mere "economic being" and limiting, his pleasures and sorrows to sensuous cannibalistic philosophies, the cunning capitalism and the callous communism. They joined hands to block the evolution of man as a cultural entity, denuding him of the feelings of love, sympathy, and humanness. Technologically, man is immensely powerful; culturally, he is the creature 'of stoneage, as lustful as ever, and equally ignorant of his destiny. The two world wars and the resultant attitudes display harrowing distortion of the purposes of life and power. In this agonizing situation the Scientist is harnessing forces of nature, placing them at the feet of his country's leaders, to be used against people in other parts of the world. This state of his servility makes the functions of the scientist appear merely to push humanity to a state of perpetual fear, and lead man to the inevitable destruction as a species with his own inventions and achievements. This irrational situation raises many questions. They concern the role of a scientist, the function of religion, the conduct of politician who is directing the course of history, and the future role of man as a species. There is an obvious mutilation of the purpose of creation, and the relationship between Cosmos, Life, and Man is hidden from eyes; they have not been viewed collectively.

Ex#38. Economic Rat Race and Neglected ^{Human} Emotions.

The advancements in science and psychology have led to contradicting discoveries. Darwin ^{solely} considers man's physique in his theory, whereas, psychologists focus only on human mind. No synthesis has been reached between the two, resulting in compromise of one on the expense of other. This has made men economic beings - whose material needs completely overshadow emotions. This rat race gave rise to capitalism and communism. These systems blocked way for human development and emotions of love and care. The scientists have helped their leaders destroy one another leading to destruction of mankind, as witnessed in world wars. Thus, questions are raised on the role of religion, politicians and scientists who have exploited the very purpose of human existence and his relation with cosmos.

(121)

Exercise No - 39

(Exploration in the Arctic Circle still offers countless opportunities for fresh discoveries, but it is an adventure which is not to be undertaken lightly. As an occupation it is more lonely and remote than anything else in the world and at any moment the traveler must be prepared to encounter hazard and difficulty which call for all his skill and enterprise.) Nevertheless such exploration will be carried as long as there are investigated areas to attract the daring and as long as the quest for knowledge inspires mankind.)

(Investigations have shown that the Arctic zone is rich in mineral deposits, but even if these deposits were themselves of little value, the economic importance of the Arctic would not be appreciably lessened.) For it is generally agreed that «weather is made in the North», and as the success or failure of the harvests all over the world is largely determined by the weather, it follows that agriculture and all those industrial and commercial activities dependent upon it must be considerably affected by the accuracy of the daily weather reports. Modern meteorologists regard the conditions prevailing in the Arctic as of first-rate importance in helping them to arrive at accurate results in their forecasts.

Yet quite apart from any economic or other practical considerations, there is a strange fascination about this vast unconquered region of stern northern beauty. Those who have once entered the vast polar regions like to speak of their inexpressible beauty, the charm of the yellow sun and dazzling ice packs,

the everlasting snows and unmapped land where one never knows what lies ahead; it may be a gigantic glacier, which reflects a beam of sunlight over its frozen expanse or some wonderful fantastically shaped cliff which makes an unfading impression on the memory. It may even be an iceberg stately and terrifying, moving on its relentless way, for the Arctic; is the birthplace of the great icebergs which threaten navigation.

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Exploring the arctic brings many opportunities as well as challenges. ~~On one hand~~ ^{Although,} it brings unforeseen challenges but, the human quest for knowledge

Ex #39: The Joys and Fears on Arctic Voyage.

Exploring the arctic brings many opportunities and challenges. ~~The~~ ^{There are many} unpredictable hazards on the way but, human thirst for knowledge propels men to continue ~~on~~ the voyage. The Arctic is valuable not only for its mineral resources, but also for its economic significance. The agriculture industry, like anywhere else, is inextricably linked with the weather. Thus, accuracy of meteorological predictions is of utmost importance in the North. On the other hand, irrespective of any material gains, the wider than life landscape instills joy and makes way into permanent human memory. The diversity of landscape - from icebergs to sharp cliffs and furs - make the journey exciting as well as threatening.

(Hundred and eight)

Exercise No -40

(To have faith in the dignity and worth of the individual man as an end in himself, to believe that it is better to be governed by persuasion than by coercion, to believe that fraternal goodwill is more worthy than a selfish and contentions spirit, to believe that in the long run all values are inseparable from the love of truth and the disinterested search for it, to believe that knowledge and the power it confers should be used to promote the welfare and happiness of all men, rather than to serve the interests of those individual and classes whom fortune and intelligence endow with temporary advantage – these are the values which are affirmed by the traditional democratic ideology) The case of democracy is that it accepts the rational and humane values as ends and proposes as the means of realizing them the minimum of coercion and the maximum of voluntary assent. We may well abandon the cosmological temple in which the democratic ideology originally enshrined these values, without renouncing the faith it was designed to celebrate. The essence of that faith is belief in the capacity of man, as a rational and humane creature to achieve the good life by rational and humane means. The Chief virtue of democracy and the sole reason for cherishing it is that with all its faults it still provides the most favorable conditions for achieving that end by those means. ▸

40(b)

Besant describing the middle class of the 9th century wrote "In the first place it was for more a class apart. "In no sense did it belong to society. Men in professions of any kind (except in the Army and Navy) could only belong to society by right of birth and family connections; men in trade—bankers were still accounted tradesmen—could not possibly belong to society. That is to say, if they went to live in the country they were not called upon by the county families and in the town they were not admitted by the men into their clubs, or by ladies into their houses... The middle class knew its own place, respected itself, made its own society for itself, and cheerfully accorded to rank the deference due." Since then, however, the life of the middle classes had undergone great changes as their numbers had swelled and their influence had increased.

Their already well-developed consciousness of their own importance had deepened. More critical than they had been in the past of certain aspects of aristocratic life, they were also more concerned with the plight of the poor and the importance of their own values of society, thrift, hand work, piety and respectability. Thrift, hand work, piety and respectability as examples of ideal behavior for the guidance of the lower orders. Above all they were respectable. There were divergences of opinion as to what exactly was respectable and what was not. There were, nevertheless, certain conventions, which were universally recognized: wild and drunker behaviors were certainly not respectable, nor were godlessness or avert promiscuity, not an ill-ordered home life, unconventional manners, self-indulgence or flamboyant clothes and personal adornments.

Ex 40: Advantages of Democracy

Key values of a democratic system includes protection of human dignity, governance without force, promoting public good over self-interests, imparting knowledge for welfare and inculcating values of mutual love and care. Democracy promotes voluntary efforts to ~~pro~~ achieve human values. One may forget the traditional essence of democracy but, ought not to give up on the belief of man as an intellectual being. Despite many loopholes, democracy is cherished for providing humane environment for achieving goals. (76)

Ex #40 Importance of Values and Customs Among Middle Class.

Besant describes middle class as ~~being~~^a distinct entity from the rest of society. Regardless of their professions, men were known from their family linkages and were entertained only on that basis.

In ~~the~~ ~~class~~ recent times, the middle class has undergone huge changes because of ^{their} increasing population and influence. Their awareness increased and became more concerned ~~with~~ of their values and norms. ^{But,} Certain behaviors and practices like drinking, atheism, vulgarity, lawlessness and selfishness were ^{still} recognized as evils among all of them. (97)