## **Passage**

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility – and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant "God Is Dead" theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions – power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

| Title: Importance of social morality                     |
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| Socral morality has become a                             |
| challenge to educational institutes                      |
| and educators. In the past, social                       |
| morality was considered the responsibility               |
| of churches and theologians. But theologic               |
| Failed to fullfill their responsibility                  |
| Now there we considered as muchan                        |
| Now, they are considered as irrelevan                    |
| because they believe so cial morality                    |
| lies in power. Therefore, educations                     |
| institutes still have the capacity to                    |
| engrave social moral values in                           |
| humans. A man has to discover                            |
| the use of his intelligence in                           |
| the services of social morality.                         |
| Because only in this way, the                            |
| chances of man's survival can be                         |
| increased (88 words)                                     |
| (a a woid3)  |
| main idea is picked and discussed                        |
| basics are satisfactory                                  |
| underlined part is not coherent rewrite it or replace it |
| word count is written in sentence form                   |
| over all average precise                                 |
| Svoi ali avolago prodice                                 |
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