



**Passage.**

"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 <sup>retrospective</sup> ~~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. It sends - 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. But 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 ease 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).

## The real purpose of education

Education is not independent of society. It is the source of knowledge transferred from one generation to another. Many factors are responsible for shaping the future of education system. There are various ways to reconsider institutes, but the primary responsibility of everyone is the same. The teaching of subjects and skills remains the same. According to American education, the key to the success of wealthy nations is intelligence. States with shaken economic and political structure ensure towards developed states. Rich states have the choice to treat them according to their objectives. In today's world, the education system in the states raises doubts about the purpose or necessity of education.

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