

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.

Indent the paragraph.

## Development of Morality

The only possible solution to save the modern man is to find a way of using his mental abilities in the field of love and kindness. It makes it possible to use intelligence as a tool of social righteousness. ~~While~~ <sup>It</sup> it is a big hurdle in the way of intellectuals and institutions to develop a man with effective intelligence. However, the custodians of the religion are responsible for ~~the~~ the development of the social morality

~~but they have~~ But in the greed of wealth they failed to do so. Thus, ~~the teachers and~~ educational institutions have the <sup>responsibility</sup> ability to develop morality in the people.

Avoid cutting. Mistakes identified.