

...ing passage and suggest a suitable title. (20)
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.

RÉCIS:

Responsibility of Education System

The man of this century associates intelligence with the service of love and kindness. The intelligence being an instrument of responsibility and social morality, increases the survival in society. However, the incorporation of these qualities is a challenge for educational institutions. In Ancient times, it was the responsibility of religious institutions. But, they failed in this responsibility and resulted in ideas like 'god is dead'. Therefore, pragmatic man considers power is morality, as he has no time to deal with social morality. Hence, Education institutions must show commitment and capacity to install love, kindness and empathy.

(96)