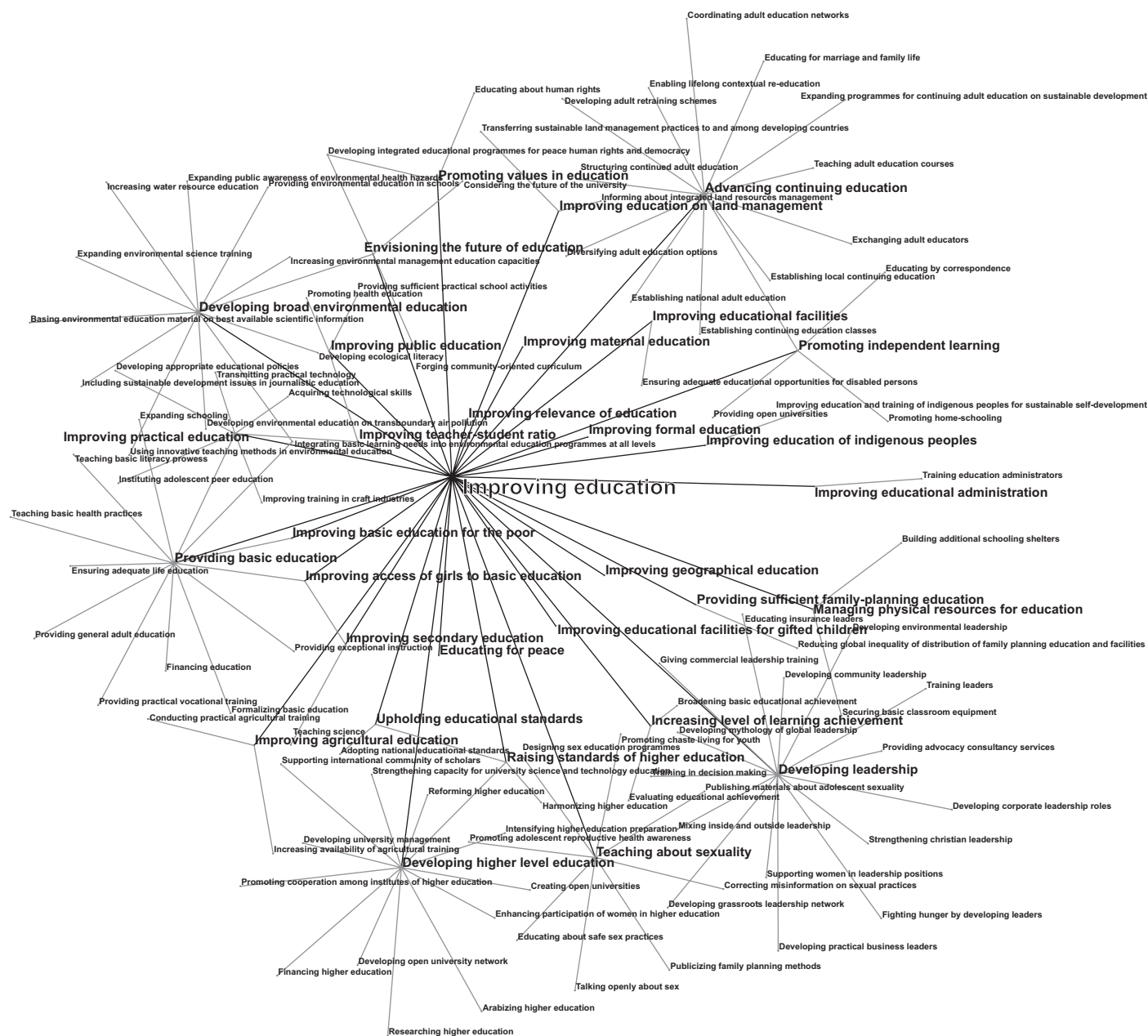


### Figure 10.1.3.6. Improving education

**Link type:** narrower strategies

**UIA database:** <http://www.iaui.org>

**UIA database:** <http://db.uia.org/scripts/sweb.dll/uiaf?DD=ST&DR=V9262>



The physical, intellectual, emotional and ethical integration of the individual into a complete person is a broad definition of the fundamental aim of education. Within this fundamental aim are the general, ultimate aims essentially laid down by society, and these aims dictate the specific ends. Every educational act is part of a process directed towards such an end. The objective reality of a given situation necessarily conditions present aims for education in each particular national context. A free, self governing society would hope to be guided, strengthened and defended through the education of its citizens. However, a distinction has to be made between the initiation of the young into what the elders in a society feel to be true and what they feel to be useful, the latter being simply indoctrination. The alternative, giving no indication at all of what the educators feel, leaves the way open for an uncomprehending following of the latest (and not necessarily the best) philosophy, and possibly to a breakdown of that society. Each society needs a certain number of educated citizens, more or less specifically qualified, at this or that level and with one or another prospect in view, including that of structural changes. Generally speaking, this need stems in the first place from the economy, but it may also be generated by a variety of other sources, including the State itself, which has to recruit administrative personnel and may also have manifold political motives for pushing educational development. The most positive among these is that of raising the people's cultural level and enhancing their consciousness, out of concern to create the conditions for greater mass participation in democratic processes.