

Frontier Science Philosophies for Quality Lives

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The optimum science benefits to routine life have insufficiently been proved. Science progress is not merely reflected in machinery and technological breakthroughs. Subordinate impacts of science and scientists on global interactions are an evidence for the major deficiencies and futility of the many current science designations. A primary objective is to describe postmodern global interrelations of science mentoring policies and life quality. Also, global programs are proposed that will aid in the timely achievement of optimal real-life science goals. The global wholeness of science pictures should be visible, acknowledged, and educated. The wholeness of science, no matter how exposed or sophisticated, should never change. Definitive paths should be developed to bestow science with sufficiently empowered authorities to lead and optimize economics, politics, and international relations. Mentoring rather than teaching of science will be a main frontier for quality lives. Postmodern mentors will be cognizant of the science entirety. Mentors will create and designate definitive shapes from discoveries and findings that will grant human life with ongoing peace and ultimate satisfaction.

Keywords: Frontier; Mentoring; Peace; Philosophy; Quality Life; Science

Introduction

Science has embodied inexpressible progress especially since the agricultural revolution. A following wave of science glorification has occurred in the 19th and 20th centuries involving the birth and growth of modern physics and quantum mechanics. These accomplishments have totally transformed human life and enabled more efficient uses of natural resources and time (Nikkhah, 2011). However, such advancements in tangible science and technologies have often remained uncoupled from applications and implications that should reflect in adequately satisfied and moral quality lives worldwide. Therefore, a primary objective is to address and describe postmodern science and life quality interrelations. Another main objective is to propose and fuel global programs that will aid in timely achievements of optimal real-life science goals.

Quality Science Philosophies: Beyond Classes, Laboratories and Libraries

Science and its progress should ultimately and significantly contribute to easing life affairs and creating adequate satisfaction for all humans (Nikkhah, 2011). These are beyond improving life energy efficiencies. More intense daily activities and busier schedules are not undesirable if pursued within programs that result in such moral life accomplishments. Greater activity for greater success in social and financial states should not interfere with personal and communal capacities to create atmospheres that provide all with sufficient peace of body and mind. Under such considerations, more active daily lives, despite increased body workload, will lead to more relaxed minds and psyches. It is not a main aim of this paper to discuss how different sports, especially mind exercise procedures, help to improve body and mind health. Instead, it is delineated that how more effective and transformed perspectives into global science can entirely improve conceptual expectations from science impacts on life

quality. Science in different fields generates findings, discoveries, and perspectives that enhance man's understanding of life mechanisms (Alberts, 2009). In addition, science in general and regardless of field should yield and lead pathways that allow human to most efficiently utilize the new findings and discoveries. These pathways have received virtually no or little attention in global science and technology. Without optimal pathways to carry the findings and discoveries through, science will contribute negligible to human life quality no matter how advanced and sophisticated technologies are created and widely accessible. The necessity of such science visions increases with time and as findings and innovations escalate. As such, in a more modernized environment, human life will be more prone to possible disadvantages of a mismanaged and misperceived science. These principles highlight the significance of educating upcoming generations a science that is beyond classes, laboratories, and libraries.

Science is a discernible delineation of knowns among unknowns. Science is not an obscure territory of knowledge. It is the entirety of such delineations that should be educated. Knowledge and insight will advance, but the optimal harmony of science, no matter how much exposed or sophisticated, should never change. Science has mostly been perceived as an unlimited field of advancement without creating frontier directions and goals. Such an ambiguity will cause science and the world to encounter progressive life dissatisfaction. Definitive paths are proposed that will help bestow science sufficiently empowered authorities to optimize economics and global human relations.

Frontier Global Science Philosophies

Science in the postmodern era will no longer be judged based on applied and theoretical research accomplishments. The ability and capacity to retain an evolving trend in science accomplishments will depend on the creation of scientists who are

capable of creating more qualified than own. Those whose quality does not only lie in distinguished teaching and research tasks. Those whose qualifications are encompassed with a distinction in education where science is mentored rather than taught. Mentorship is an indefinite art while teaching by definition is a defined job. Teaching is passing knowledge to others while mentoring is fostering insights exchange. Teaching motivates learning while mentorship develops abilities to educate others. Teaching gives rise to students who graduate while mentorship creates mentees who remain students so long as they live. Teaching demands returning teachers the materials taught while mentoring lead mentees to challenge existing insights and establish new concepts. Teaching is mostly a one-way communication while mentorship is an environment for thought exchanges. Teaching does not bear questioning teachers while mentoring welcomes challenges from mentees. Challenges are where mentees practice and perceive true education. Teaching is concerned with routine hours while mentoring is a life-time contemplation commitment. Teachers are employed by science while mentors employ science. Teaching motivates learning while mentoring generates mentors who can sustain ever-evolving mentorship pathways. Teachers teach science while mentors generate those who can produce science. Teaching is a task while mentorship is a commitment. Teaching's most significant outcomes are research findings and discoveries while mentoring's most important products are elite-generating mentors. Teaching furthers knowledge while mentoring discovers and generates scientists who can educate others to create innovative insights. Knowledge is an endpoint while insight is a beginning to innovation and expansion of knowledge. Teaching transfers science while mentoring creates pathways to transform science. Teaching is a straight line while mentoring is definitively shaped to form—for instance—a circle that consists of a central point (i.e., findings and discoveries) and the surroundings (i.e., science morality). Teaching merely adds to knowledge and literature while mentoring integrates knowledge into quality life strategies. As such, teaching complicates sci-

ence while mentoring simplifies life affairs and perceptions. Responsible mentoring rather than teaching of science will be a cutting-edge frontier for quality postmodern lives. Postmodern mentors will be cognizant of the science entirety, and will create and designate definitive shapes from discoveries and findings. These shapes will grant human life with ongoing peace and ultimate satisfaction.

Conclusion

Accomplishments in science and technology must ultimately ease human life. In a more modernized environment, human life will be more prone to the disadvantages of a mismanaged and misperceived science. Thus, education must commit to educate upcoming generations a science that is beyond classes, laboratories, and libraries. Postmodern science will be judged based on the ability and capacity to retain evolving science accomplishments via creating mentors capable of creating more qualified than own. Responsible mentoring rather than teaching of science philosophies will lead frontier sciences for quality postmodern lives.

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