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*The Academy and Integrity**

Abstract

The topic „The Academy and Integrity” embraces a complex, universal and significant notion which involves the analysis of an academy’s structure and functioning, as well as of its role in the integrity of a society.

Academies of sciences and their stability have been an important prerequisite of social stability in general and its role in a society. For over two millennia- ever since the Academy of Athens was founded 400 years B. C.- the stability of academies has been based upon their independence and freedom, even though there have been some oscillations in the historical development of individual systems and societies. This has ensured their superior position in social communities of all social systems to date. It should be no different in the future: academies should not be subject to hasty changes, social and state reorganisations, nor should they depend on systems and ideologies imposed by any government. The maintenance of the fundamental principles and structure developed over the past millennia guarantees academies’ creative inclusion and adjustment to modern needs arising from social, scientific and cultural development.

In considering the integrity of the academy and society particular attention should be devoted to the issue of value in the context of scientific and technological development, transformation of education and research, globalisation and harmony, changes of methodology of scientific work, the appearance of accompanying adverse factors in science (pathological science), cooperation and competition.

* The paper is printed as submitted.

The topic „The Academy and Integrity” embraces a complex, universal and significant notion which involves the analysis of an Academy’s structure and functioning, as well as of its role in the integrity of a society.

We are living in times of science.

The science has contributed to enormous progress of human well-being and opened new ways for global progress in the history of civilization.

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The maintenance of the fundamental principles and structure developed over the past millennia guarantees Academies’ creative inclusion and adjustment to modern needs arising from social, scientific and cultural development.

– considering the subject of the Academy, integrity and society, particular attention should be devoted to: – value in the context of scientific and technological development – globalization and harmony in civilized society – transformation of education and research – changes of methodology of scientific investigation – the appearance of accompanying adverse factors in science – cooperation and competition

Values are indispensable prerequisite for integrity. One indispensable value is integrity. Values are human constants of critical importance for the functioning of social communities, for creation of striking personal orientation. Value statements do not describe by social facts but form the attitude of a person in relation to these facts.

Science and technology advances challenging new ethical principles. Modern society is focused at the fact that scientific knowledge is further developed and

transformed into technology and put to use in society – it becomes basis for economic competition.

Competitive technology is not freely shared. The time that lags between scientific discovery and the marketplace became shorter and it is not possible to distinguish basic research and subsequent competitive technology, bearing in mind that one of values of scientists is generosity, willingness to share results and insights with others.

I wish to stress out important belief of Madam Currie – that scientific knowledge should belong to all mankind.

It seems reasonable to mention Weber's three levels of values: – values as object of social research – values as content of scientific proposition – values as meta-theoretical basis of science

Globalization of the world economy is important to create borderless society among people in various regions. It is not an easy process to establish a new common global culture, together with more effective way of communication among all people with differences between cultural heritages, languages, religions, enormous economic differences. Globalization need education of people, young in partucular to take global view and appreciate and understand above mentioned differences. Scientists through international scientific collaboration would be important to find a proper outcome.

Globalization must be implemented democratically through understanding, without pressure, by civilized approach and consensus.

Prerequisite for globalization is to solve a problem of global values or even absolute values. This will help to find balance between human values and in shaping development of science in different world regions.

The establishment of creative and consensus adopted globalization and world harmony as well are driving forces for the survival of contemporary society.

Fast development of science and technology and accumulation of new knowledge implicates necessity of permanent education of creative scientists.

Countries of South-East Europe and West Balkans are Europe *per se*, aspiring to join the European Union believing, as pointed out by dr Potocnik that: Europe has no choice but to embrace globalization in Europe, to compete on

our merits and not on our past, to be open not closed and, above all, to make this choice work in practice.

Very simply, this means that we have to deliver on a European knowledge-based economy and society.

By knowledge, I mean the way in which knowledge is produced through research, diffused through education and used through innovation.

Knowledge is the answer to Europe's main challenges: boosting growth and jobs, promoting a sustainable, healthy, safe and social Europe.

Education and research are most important prerequisites of the future of mankind and a way to creating an integral Europe. *Sine qua non* of success is cooperation of all countries of Europe, members of the European Union, as well as those which are still not member, without bias and discrimination, based on universal criteria.

Without going into details, I wish to emphasize some general position of education within civilized society.

As education is not simply the act of gathering facts or theories, but is a process through which the individual progresses, lifelong learning needs to be championed.

Developing its concept and the enormous contribution of the 20th century, science of the 21st century also sets new objectives.

It is multidisciplinary, interdisciplinary, multidimensional, information driven, education oriented and internationally involved.

To achieve more successful results the science should turn more to the future rather than to the past.

In order to achieve more adequate results and role in the development of our civilization, instead of explaining things by observing determining phenomena, the focus of research interest should be in the future primarily directed to predictions – instead of dealing exclusively with why something has happened or is happening, the question should be what might happen.

In the 21st century cohesion shall be established between sciences, while many existing divisions and borders shall disappear. This will resolve innovative dilemmas as regards competition and innovations, enabling integration of formal and practical knowledge with the dominance of cooperative approach.

Transformation of research and education shall have to be carried out more quickly.

We must be aware that the integrity means realization of the goal – establishment of a new global culture together with effective ways of communication among the people. The academies and scientists have to create concept of cooperation to develop the spirit of mutual understanding, appreciation and respect to cultural heritage of all nations. This is prerequisite for the success of prosperous world harmony.

