

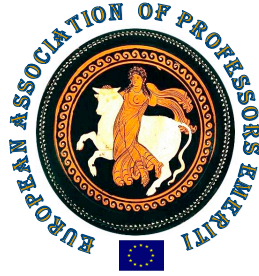


The BULLETIN *of*

**THE EUROPEAN ASSOCIATION
OF PROFESSORS EMERITI**

ISSUE 2020; 1(5): 79-95

EUROPEAN ASSOCIATION
OF PROFESSORS EMERITI



EUROPEAN SOCIETY OF PROFESSORS EMERITI

Officers, National Branches, Committees, Emeriti Associations

PRESIDENT

Natale G. De Santo, Naples

PRESIDENT ELECT

Les Ebdon, Luton

SECRETARY

Luigi Campanella, Rome

TREASURER

Patrick Berche, Garches

COUNCILLORS

George Christodoulou, Athens

Liv Mjelde, Oslo

Maria Ochenkühn-Petropoulou, Athens

SUBSTITUTE COUNCILLORS

Demetrios Kouremenos

Michael Kunze, Vienna

Nikos Markatos

PAST PRESIDENT

Dennis Cokkinos, Athens

EDITOR-IN-CHIEF

Natale G. De Santo, Naples

Email: Nataleg.Desanto@Unicampania.it

CULTURE COMMITTEE

Athanasios Diamandopoulos, Patras

Leon Fine, Los Angeles

Sherban Lupu, Bucharest

ETHICS COMMITTEE

Luigi Campanella, Rome, Chair

Email: Luigi.Campanella@uniroma1.it

Guido Bellinghieri, Messina

Giancarlo Bracale, Napoli

Ioannis Bramis, Athens

George Christodoulou, Athens

Frank Hartmut, Bayereuth

Yeghis Keheyan, Rome

Vincenzo Savica, Messina

ENROLLMENT AND ADVOCACY COMMITTEE

Dennis Cokkinos, Athens, Chair

Email: dcokkinos@bioacademy.gr

Jacques Battin, Bordeaux, Vice-Chair

Tibor Szabo, Szeged, Secretary

Demetrios Kouremenos, Athens

Michael Kunze, Vienna

Nikos Markatos, Athens

Panos Vardas, Athens

EAPE National Branches

■ HELLENIC BRANCH

Costantin Soldatos, Chair - Email: elepsysep@gmail.com

Nikolas Toutountzakis, Vice – Chair

Katerina Gardikas, Secretary

Kalliopi Bourdara, Member

George Leontsinis, Member

George Nicolopoulos, Member

Nancy Papalexandris, Member

■ ITALIAN BRANCH

Cosimo Inferrera, Chair - Email: c.inferrera@unime.it

Elections of the Council Coming soon





The Bulletin of the European Association of Professors Emeriti

PUBLISHER

George Georgiades, Athens
georgiadis.mail@gmail.com

EDITOR EMERITUS

Dennis Cokkinos, Athens

EDITOR-IN-CHIEF

Natale G. De Santo*
Nataleg.Desanto@Unicampania.it

DEPUTY EDITORS

Raymond Ardaillou, Paris
Michael Kunze, Vienna

EDITORS

Patrick Berche*, Garches
Luigi Campanella*, Rome
George Christodoulou*, Athens
Les Ebdon*, Luton
Sherban Lupu, Bucharest
Roberto Guidorzi, Bologna
Liv Mielde*, Oslo
Dianne Newel, Emerita British Columbia
Maria Ochenkuehn-Petropoulou*, Athens
Malcolm Phillips, London
Lorenzo Pinna, Padua
Stella Priovolou, Athens
• Ex Officio

Correspondants from Emeriti Associations

Vincenzo Bonavita, Emeriti ARFACID, Naples
Giancarlo Bracale, Emeriti APEF, Naples
Paolo Ciambelli, Emeriti University of Salerno, Salerno
Lucija Čok, Emeriti University Primorska, Koper-Capodistria
Alberto Girlando, Senior Italian Chemical Society, Parma
Jože Gričar, Emeriti University of Maribor
Dimitar Nenov, Emeriti Varna
Dianne Newell, Emeriti Vancouver
Vincenzo Savica, Italian Branch EAPE
Costantin R. Soldatos, Hellenic Branch of EAPE
Charalambos Tsoutrelis, Emeriti Tech Univ Athens
George Vasilikiotis, Emeriti Northern Greece

CONTENTS

Original Manuscripts

- | | PAGE |
|--|------|
| » Inequalities and Post-Pandemic University Education: Adopting Complexity and Teaching to Build Sand Castles
<i>Natale G. De Santo, Naples, Italy</i> | 79 |
| » Oscar de Beaux (1879-1955) and the Origins of Biological Ethics
<i>Franco Pedrotti, Camerino, Italy</i> | 81 |
| » Professor Shaul G. Massry, The Legend
<i>Janusz Ostrowski, Warsaw, Poland</i>
<i>Bolesław Rutkowski, Gdansk, Poland</i> | 82 |
| » Ortensio Zecchino from Frederick II of Hohenstaufen to Molecular Biology and Genetics – An intense journey through Academia, European and Italian Parliaments
<i>Giovambattista Capasso, Ariano Irpino, Italy</i>
<i>Natale G. De Santo, Naples, Italy</i> | 84 |
| » Phase Transitions: During the Second Half of the Twentieth Century
<i>Massimo Pica Ciamarra, Naples, Italy</i> | 86 |
| » Our Unstable Present and Future: 2. Migration
<i>Tibor Szabó, Szeged, Hungary</i> | 88 |

News

- | | |
|--|----|
| » Retired People as Career Resource Tools in Botswana
<i>Natale G. De Santo, Naples, Italy</i>
<i>Malcolm Phillips, London, UK</i> | 91 |
| » Women's Talent Award at Locri, Italy
<i>Natale G. De Santo, Naples, Italy</i> | 92 |
| » The Efforts of the Enrollment and Advocacy Committee
<i>Dennis Cokkinos, Athens, Greece</i> | 93 |
| » Minutes of EAPE Council Meetings
<i>Luigi Campanella, General Secretary</i> | 94 |

Forthcoming Congresses

- | | |
|---|----|
| » "Psychological Trauma: Global Burden on Mental and Physical Health"
<i>George N. Christodoulou, Athens, Greece</i> | 95 |
|---|----|

Inequalities and Post-Pandemic University Education: Adopting Complexity and Teaching to Build Sand Castles

Natale G. De Santo, MD

Emeritus Professor University of Campania Luigi Vanvitelli, Naples, Italy, President of EAPE

Email: Nataleg.Desanto@unicampania.it



Natale G. De Santo

Abating inequalities

Michael J Sandel, Professor of Political Philosophy at the University of Harvard, asked, in April 2020, to remove present inequalities in America where the best colleges of the country still give access to the richest families, so they just care for students originating in the top 1% of families in the

country (New York Times, April 13, 2020).

The quest for equity is also very strong in Europe. By the end of 2019 Aldo Schiavone, in a book entitled "Eguaglianza" (equality), stressed that the concept of equality was born in Europe where it is considered a constitutive character, a principle of the world that has been lost before the turn of the 21st century. In Europe there is a minority of very rich, fortunate persons who are structured in a pyramidal fashion and embedded in a mass of persons who have difficulties to build a pension for age and cannot resist sudden needs due to disease or loss of work (1). On September 10, Aldo Schiavone, speaking at a meeting concerning the "The 2 Cultures" at Biogem (Ariano Irpino, Italy), confirmed that inequalities will grow after pandemics.

Economy is a consequence of the history of science

Thomas Piketty, in a recent interview (2), explained that our times favour *l'économie des inégalités* and that "the entire world shall be "rethought" in a more equitable and sustainable way after the pandemic. Every society shall investigate its inequalities, find reasons for them; otherwise the political and social building will crush" (*Capital and Ideology in the Twenty-first Century*, 2017).

However, Sandel, Schiavone and Piketty may be wrong, or at least too pessimistic. In fact, Claude Allègre, Professor of Geology at the University of Paris and Minister of Research in the Government of Lionel Jospin, in *Dieu face à la science* (1997) answered the question "Did science

progress in the Western world since capitalism flourished there?" His answer was "science and capitalism developed in symbiosis and today we think that economy is relevant for the progress of science. However, in the early twenty years of the last century, in the world, there were less than two hundred physicists. Their discoveries did not depend on economy but by their imagination. History of science is not dependant on economy; economy is a consequence of the history of science".

A world of foxes or hedgehogs?

We do not yet know the outcome. In *Fragment XXIV* of Archilochus, we read "The fox knows many things, but the hedgehog one big thing", meaning that the fox uses many tricks to escape hunters and dogs, while the hedgehog only one, but at this it is the best of all. Archilochus had many followers, among them Erasmus of Rotterdam (1470-1530) who translated the above passage in Latin "multa novit vulpes, verum echinus unum magnum" in *Adagiorum collectanea*, and Isaiah Berlin (1909-1997) who in the tale *The hedgehog and the fox* (1953) described writers and thinkers either as hedgehogs (one principle to explain everything), or foxes (utilising many possibilities) (3).

Watson and Crick celebrated reductionism in biology in 1953 by defining the structure of DNA. The peak of reductionism was however achieved with the demonstration of the Higgs mechanism and Higgs boson -hypothesised in 1964, when the "God particle" was detected at CERN in 2012-2013 (3).

At the beginning of the 13th century, universities in Europe were based on the *trivium* (literally the place where three roads meet), which included Grammar, Rhetoric and Dialectic and on *quadrivium* (the place where four roads meet), which included Arithmetic, Geometry, Music and Astronomy, as described in the seventh book of Plato's Republic and represented the so-called liberal arts. These disciplines represented the basic curriculum for the study of Theology, Medicine and Philosophy (4). According to

1. Schiavone A. Eguaglianza. Einaudi, Torino, 2019.

2. Ciccarelli R. Thomas Piketty: il socialismo partecipativo per la crisi che verrà. Il Manifesto, Rome, 2020 June 9.

3. De Santo NG. Nephrology between Reductionism and Complex Systems: the Role of Philosophy – Review of Evidence and Opinion. Eur J Mol Clin Med 2020; 7(1): 35-45

4. Martins PN. Descartes and the paradigm of Western medicine. An essay, Int J Rec Adv Sci Tech 2018; 5(3). 32-34.

Nicholescu and Ertas (5), there was a “big bang” and the number of disciplines rocketed to 8,000 in 2012. The decision for fragmentation is wrong, as the rapid advance of communications means that a connected world is driven by complexity. “The new education has to invent new methods of teaching, founded on logics. The old classical binary logic, that of “yes” and “no”, i.e. the logic of the excluded middle, is no more valid in the context of complexity” (4).

Adopting complexity as a method

For Edgar Morin, we have to learn how to learn, that is learning by separation while linking at the same time, through a process of contemporary analysis and synthesis. We have to learn to overcome linear causality (cause–effect) by learning reciprocal, relational, circular causality—the latter encompassing feedback and recursion. Furthermore, we should be aware of the uncertainty of causality. Causes do not always lead to identical effects since the reaction of systems may be different. Last but not least, different causes may be conducive to identical effects. Thus, we have to rise to the challenge of complexity arising from all fields of knowledge and action. To meet the challenge we have to create a new thought” (Edgar Morin, *Einsegner a vivre. Manifeste pour changer l'education*, 2017).

Building sands castles

Nicholas A. Christakis, Professor of Social and Natural Sciences and of Medicine at Yale has explained his attraction to the towers made of minute silica crystals. “Some people like to build sand castles, and some like to tear them apart. There can be much joy in the latter. But it is the former that interests me. You can take a bunch of minute silica crystals, pounded for thousands of years by the waves, use your hands, and make an ornate tower. Tiny physical forces govern how each particle interacts with its neighbours, keeping the castle together; at least until the

5. Nicholescu, B, Ertas, A. The Need for Transdisciplinarity in Higher Education in a Globalized World. *Transdisciplinary Journal of Engineering & Science* 2012; 3: 118. DOI: 10.22545/2012/00031

force majeure of a foot appears. But, having built the castle, this is the part that I like the most: you step back and look at it. Across the expanse of beach, here is something new, something not present before among the endless sand grains, something raised from the ground, something that reflects the scientific principle of holism”. He is aware that “The properties arise because of the connections between the parts. I think grasping this insight is crucial for a proper scientific perspective on the world. You could know everything about isolated neurons and not be able to say how memory works, or where desire originates. It is also the case that the whole has a complexity that rises faster than the number of its parts” (Christakis, www.edge.org).

“Universities are the places where we do things that will be discussed in the media twenty years from now” stated Umberto Eco to the students of the University of Bologna on the day he celebrated his 70th birthday. We have to be aware that our universities have the talents and the skills to maximise the effects of education. However, at the time when the economy of knowledge flourishes, we have to support them more than in the past. In “post-pandemic university” a crucial effort is required to achieve a diffuse status of excellency, not just for few and not just in a few places and not just in a few disciplines. In addition, students should be empowered to give solutions for the present but receive a dual education for the short and long period of time. There they should also learn how to achieve another peak of development in their field after having achieved a peak. This means that they will also learn how to walk the valley between peaks that have downward and upward routes (6).



6. Ceruti M. *Il tempo della complessità*, Cortina, Milano, 2018, p.144.



■ INSTRUCTIONS TO AUTHORS

The Bull Eur Assoc Profs Emer is a multidisciplinary journal fostering the idea that the vocation for research and teaching is for life and protecting full use of the human capital of professors emeriti.

The Bulletin adopts the Vancouver style. Authors are invited to visit the website of the Association and read the last issue.

Manuscripts shall be in good English in Word, font 12, with good illustrations and shall be emailed to the editor in Chief, Natale Gaspare De Santo MD.

• Email: nataleg.desanto@unicampania.it

Original manuscripts (Word file) around 900-1100 words shall include affiliation(s), email and phone numbers of the authors. A portrait of the 1st author is required. 1 Figure and 1 Table (emailed on separate sheets) and a maximum of 6 references and a minimum of 3 are allowed. References must be numbered and ordered sequentially as they appear in the text. When cited in the text, reference numbers are to be in round brackets.

Manuscripts related to news about emeriti and their associations shall be limited to a maximum of 500 words, and up to 3 references; no portrait of the author is required, but 1 Figure or 1 Table can be added.

All manuscripts undergo editing.

At the end of the article number references consecutively in the order in which they are first mentioned in the text. For articles with more than 6 authors, list the first 3 authors before using "et al."; For articles with 6 authors, or fewer, list all authors.

JOURNALS

1. *Journal article published electronically ahead of print*: Authors may add to a reference, the DOI ("digital object identifier") number unique to the publication for articles in press. It should be included immediately after the citation in the References.

Bergholdt HKM, Nordestgaard BG, Ellervik C. Milk intake is not associated with low risk of diabetes or overweight-obesity: a Mendelian randomization study in 97,811 Danish individuals. *Am J Clin Nutr* 2015 Jul 8 (Epub ahead of print; DOI: [doi:10.3945/ajcn.114.105049](https://doi.org/10.3945/ajcn.114.105049)).

2. *Standard journal article*. List all authors when 6 or fewer; when 6 or more, list only the first 3 and add "et al." Abbreviate journal titles according to *Index Medicus* style, which is used in MEDLINE citations.

De Santo NG, Altucci P, Heidland A et al. The role of emeriti and retired professors in medicine. *Q J Med* 2014;107: 407-410

3. Committee on Infectious Diseases, American Academy of Pediatrics. Measles: reassessment of the current immunization policy. *Pediatrics* 1989; 84:1110-1113.

BOOKS and other MONOGRAPHS

1. Personal authors

Antier JJ. Jean Guilton. Milan, Paoline, 2002

2. Committee report or corporate author

World Health Organisation. Good Health Adds Life to Years. Geneva, WHO, 2012.

3. Chapter in book

De Santo NG. The priority: broadening the boundaries of paediatrics and turning basic science into cures. In Erich J, Corrad F, De Santo NG, ed. This I think should have priority in child health care services. Joachim Barke, Hannover 2018:69-71.

4. Agency publication

Committee on Infectious Diseases, Report of the Committee on Infectious Disease, 22nd Edn. American Academy of Pediatrics. Elk Grove Village, 19991; 319-320.

INTERNET REFERENCES

1. Website

Plato. Laws. <http://data.perseus.org/itations/um:cts:greek-Lit:tlq034.perseus-eng1:3.666> (accessed May 14, 2020).

2. Online journal article

De Santo NG. The Impact of Covid-19 on Education and Science Florence in the XIV century -after plague, famine, death and depopulation- generated Renaissance Scholars such as Filippo Brunelleschi, Giovambattista Alberti and Leonardo An Achievable goal for our Universities. *Bull Eur Assoc Prof Emer* 2020; 1(2): 19-20. (accessed 14 May, 2020)

