

EDITORIAL 2(2012)2**DAMIR HRŠAK**

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The holistic approach to environment as a systematic style of thinking and living is preconditioned by availability of a quality and humane educational system on local and/or global level. The development of human benevolence stems from the promotion of benevolence in education but on the social level it should be additionally promoted by eradication of evil which has continuously been ingrained in various traditions.

The malevolence towards other people or nature is frequently justified by various traditions—family, region, nation, race, class and other. The traditional cycle of malevolence is rooted in the logic of following our predecessors' steps – as our fathers, grandfathers and great-grandfathers used to destroy and kill so shall we do and our sons as well.

Only our consciousness is capable of diluting the thick layers of malevolence, inviting every human being to benevolence, open-mindedness, freedom, gratitude and happiness in sharing the world with other human beings. Consciousness always calls for the respect of life.

The dark cycle of malevolent traditions can be abolished only by education in the spirit of holistic approach to our material and spiritual environment, education aimed at forming creative, loving and benevolent mindsets, constraining the egotistic and market oriented beasts that humans sometimes are. The powerful beasts that currently brutally mutilate the future of our planet.

Global warming affecting the whole mankind and all living creatures on the planet is the consequence of sick greed

for wealth conforming to the egoistic goals of a small number of powerful people who are highly but *wrongly educated* or *anti-educated*. Education does not necessarily include the development of benevolence in people. Anti- education includes murdering human conscience and creating a beast learned to grab more, to dominate severely, to send fear and subdue other people making them dependant on their will.

Our view on education is the civilizational mirror of every society. Education is human right! If we want a civilization of free, creative and content people in the future, it is necessary to allow a holistic development of personal talents and capabilities in order to enable everyone to become a responsible citizen who understands the reality and contributes to the development of society on local and global level. The contribution needs not to be remarkable, but it should be measurable.

The educational system should include holistic education at all levels. The governments always possess certain material assets to incorporate the values of knowledge, education and social consciousness in the educational process. The assets vary from country to country. But, the question is if the governments want to use these assets?! In democracies we have a great privilege to choose, but we also carry moral responsibility if we chose the government which does not want to help. It is never primarily about the money, it is always about the intentions and the system of values applied by the governments.

The eco-conscious people, especially the intellectuals are expected to view humans as creative and emotional beings, not as a replaceable bolt in a machine of daily economy.

Opting for the access to higher education, we opt for coherent implementation of General Declaration on Human Rights. Supporting the autonomy of university means providing continuous support to modern civilizational merits. Supporting the education which will form responsible and socially conscious intellectuals as our future leaders, we show our consciousness of the future of our planet as the place where we will all live.

The option promoted throughout the world and threatening European educational systems is the dictatorship of financial moguls trying to take control over the universities and direct the way they will transfer the knowledge and conduct their researches.

It is absolutely naive that the neoliberal, market fundamental model would attempt to preserve public wealth. The neoliberal model turns universities into the servants of the market. The servant indulging its master is awarded, and the one who is not willing to conform is defamed as lazy and chased away. This model apparently promotes but factually neglects the autonomy of university.

As responsible scientists and conscious people, we should continuously and cordially promote a true society of knowledge in which freedom, creativity and social justice will be considered natural while greed, violence and unscrupulousness will be held as deviation. A true society of knowledge is a society of freedom, justice and benevolence. The real education means raising up our consciousness.

Educatio vera faulrix est conscientiae.