

Review of: "Further Chaos and Dysfunction in the Brickyard and the Systems That Support It"

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The manuscript adopts a metaphoric tale on building construction, used 60 years ago by Bernard Forscher, to focus on the big debate on how science is being thought and done. This discussion is still of great importance in order to strengthen the construction of knowledge in the name of science as something we can trust.

I summarize the main points as follows:

- Science is an always in construction building that need the best quality in the whole components (from bricks, to walls, to monuments) and a great diversity of thinking leading to new set of knowledge (new paradigms).
- The market pressure on knowledge and scientists produces inequalities in access and participation, as much as a gradual and sustained decline in quality.
- Humankind is facing a serial forgetfulness of what science is for, promoted by the unfair editorial market and funding policy in sciences (sometimes, overloaded with bureaucracy).

What I see is a deep invitation to think about what science is for, and in the following step, an invitation to act accordingly. As the text indicates, several levels in the building of science are involved and as humankind (even more than scientists) we have to wonder about some awkward but needed questions that come to the scene, for instance, what is the kind of science we do and what is that we actually want to do. We have normalized not having access to knowledge production or not to be included in the science discussion, subordinated to editorial management structure or funding mechanisms. Direct results of this mode of making science are unfair ethical habits are becoming more common (and, in some manner, accepted), and the proliferation of unscientific thinking in society.

I am aware that there are hotspots fighting for quality and fairness in the way we do science in many manners, for instance, including real participation of women in the scientific debate, or publishing in open access platforms, or avoiding global North/South bias in academic reviews or budget assignments, etc. However, I totally agree with the reflection proposed in the ms., as an accordingly action, I am going to introduce this discussion in the classroom next semester.