

Review of: "The Catholic School: Holistic?"

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Interesting text that analyzes the imbrication between religious and scientific thought where the author points out and identifies a certain dualism between both types of knowledge. In this sense, it would be interesting to present the historical construction of Catholic Christian philosophy and its relationship with education and science, starting from "Patristic Philosophy" and its transition to Scholasticism. In this period, Plato's influence was strongly marked in the period of transition from antiquity to the Middle Ages, and I recommend briefly highlighting other Catholic currents such as the Jesuits, in particular the Ratio Studiorum. For a dialogue with other Protestant Christian matrices, they could establish a dialogue with notes between philosophical and educational approximations and distances with Didactica Magna, by Iohannes Amos Comenius. For, from these historical milestones, education becomes massified with the intention of forming the individual collectively, for social interaction and insertion into the world of work. Finally, the dualist question would be ambiguous, this and that, because professing faith in a certain religion does not consist in denying science, nor the opposite. I believe that what the author calls dualism is necessary for current training, in which the globalized world becomes necessary and the student outlines his training path based on a curriculum that is increasingly flexible and adaptable to his social and economic reality. In view of this, it is necessary to consider that contemporary education is subject to large-scale assessments and metrics that focus on school performance and performance, which reduces the workload of certain subjects such as religious teaching and history in favor of expanding the teaching mathematics and the student's vernacular language, which is precisely what is assessed in PISA.

Furthermore, the aforementioned terms "unknown future" and "learning to adapt to a situation" are similar to what corroborates the neoliberal paradigm. These principles appreciated by the New Schools underlie, in the contemporary world, the legal frameworks designed for the elaboration of the formative itinerary to be delineated by the neo-subject. The school operates as a laboratory for the development of their autonomy, decision-making and self-responsibility. (Pizolati, p. 11, 2021).

Pizolati, A.R.C. (2021). The institution of neoliberal rationality in Brazilian educational policies based on the principles "keep learning" and "learn to learn". *Analytical Archives of Educational Policies*, 29(150).

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