

Review of: "Tackling Tradition in Education"

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The article *Tackling Tradition in Education* addresses a fundamental theme in discussions about educational systems in democratic-oriented countries and also in those who delegate to Education the responsibility of developing the cognitive potential of citizens, guaranteeing them the best possibility in the realization of their personal and social expectations.

The author is particularly successful in her analysis of recurrent educational practices, based on repetition and memorization and founded on the transmission of an accumulated heritage, whose function is, generally speaking, to perpetuate a worldview and membership in a certain tradition. Likewise, the author adopts a promising perspective in situating the place of Tradition in the discussion about Education, its function, and its expectations. By suggesting that the discourses on Tradition express a travesty of reality, Rosemary Sage identifies one of the central problems affecting educational systems and preventing the renewal of perspectives, the adoption of new paradigms, and the suppression of practices that no longer fit the contemporary School. The suggestion is even more interesting due to the consideration that many of the defenders of Tradition understand it as static, fixed, refractory to change, as if it were an instance outside history.

The article is also very effective in placing possible ways to overcome the challenges experienced by different countries in offering an education consistent with the demands of the contemporary world, especially in the face of advancing technological knowledge and transformations that affect not only access to the labor market, but also civil life, peace, and social progress.

Rosemary Sage's reflection raises, however, some questions. How to implement educational practices such as those suggested by the author, in mass educational systems, in which teachers are responsible for several classes, with many students and pressured by the demands of the School, the families and, above all, the State, regarding the achievement of goals, especially those defined for national and international exams? How to implement educational practices that develop individual talents and desires, focusing on communication, thinking and application of knowledge, in the face of massive curricula, with huge volumes of content that take up all the class time?

The article, then, raises relevant questions for reflection about education in the contemporary world. It leads us to think that the challenges are many and are not limited to the teaching methods, but to the reflection on the whole educational system and its commitment to community life, to personal and social happiness and to the construction of societies in which democratic values, fraternity and cooperation are the keynote.

