

In honorem Comenius

The cultural differences between nations have the immediate effect of different organizations. Globalization recommends and imposes a synchronization of them. At the end of the school year, a Comenius thought of an education system that humanity has implemented and still believes that it is the best teaching solution. The holy tradition of the school (with particular insistence) proves, at first glance, one that inhibits change, the same can be said about the reform.

In the local space, Spiru Haret is considered a Comenius of our education system. He took the decisive step of modernizing the school, as Cuza and his ministers had thought for the rural world. The mud schools have been replaced by brick ones. Comfortable housing for their servants was built near the school and the church: the Parish House and the Teacher's House: In the larger fairs and cities he built Normal Schools and Theological Seminaries, so that the two areas could benefit from the substantial contribution of the state and national reunification. His projects were thought of for a long time, some of which were even completed and had some of the most significant effects. Among them is Greater Romania, which would not have been possible without the blood sacrifice of those whom the school conceived by Haret made of simple peasants into valiant soldiers of a great cause. His vision has become a legend and is invoked every time the reform is waved, rather as a threat than as a beneficial act for society.

The Romanian school needs reform like air, but unfortunately this seems to follow the narrative of the myth of Sisyphus. Our publication does not propose an ascertaining approach, obviously disappointing, but it is involved in the national and European debate about the strategies to be followed in order to reach higher pragmatism of the learning act. The challenge we face is to proactively get involved in what will be tomorrow's school, precisely because today's school has proved ineffective in so many ways. Not a critique of the thirds of the system, but concrete solutions for relocating the system on coordinates specific to today's world. We are even thinking of a change in the meaning of the reform, which has failed, perhaps, because it has been thought from the top down and has not reached the base of the system. By changing its meaning, from practitioners to theorists and decision-makers, tangible results could be obtained at an accelerated pace. Time is pressing on us and that is why we come up with applicable and verifiable solutions for the practice of our collaborators at the department.

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