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Perfect education?

Ever since I was a child, since the beginning of my scholastic activity, I have realised that were I to possess inexhaustible resources, my “perfect educational system” would have an antithetical composition.

First of all, nowadays, school has nothing to do with the intricate art of rendering happiness, nor with promoting healthful consuetude. Therefore, my list of implementations would include emotional support, nutrition classes and community games. Not only do these actions build self-confidence, but they also develop human interactions and adequate subsequent lifestyles. Furthermore, my “school” would encourage none of the preconceived ideas usually transmitted to every generation. As educationalist Kenneth Robinson has repeatedly affirmed, the over-cautious, non-committing people tend not to express creatively, thus not initiating radical inventions. To combat this situation, young learners should be encouraged to believe that imagination has no limit and that, consequently, so does reality.

When reforming education, there is another aspect which has to be considered, namely the heated debate on theory against practice. In this situation, I cannot abstain from supporting the opinion of Logan LaPlante. Since only through corrected errors or misconceptions, the stored knowledge will be easily memorized and beneficial over time, education must revolve around personal experience, such as numerous experiments and varied open discussions.

I would like to conclude by saying that my proposals constitute a remote part of the various possible measures. Perhaps the educational system will be one day as I wish... perhaps I will be the one to change it...