



## Editorial

# Educate and teach: a strange habit



## Educar e ensinar: um estranho hábito

To educate and teach one's art to someone is one of the most noble attitudes within human relations and was emphasized by Hippocrates in our celebrated oath:

"To hold the person who taught me this art in as much esteem as my own parents; to make my life in common with him and, if necessary, to share my assets with him; to regard his children as my own siblings; and to teach them this art, if they should need to learn it, without remuneration and without any written commitment."

The degree of recognition of this demonstration of civism and love is generally small and poor.

Primary-school teachers are among the graduate employment categories with the lowest remuneration. Secondary-school teachers often abandon teaching for some other activity.

University teachers go through extensive competitive examinations to achieve their positions. However, universities remunerate them at salary levels that are so low that they are usually not taken into consideration. It is common for university teachers not to know the amount of their salaries, especially in public universities.

Considering public policies, they are so ridiculous that we are situated among the worst countries in the world in all evaluations on the quality of education, yet we call ourselves an "educating country".

These points relate to educational professionals, but even in our daily activities, we continue to educate and teach and we are also little recognized.

Those who train residents, who form the basis of our specialty, are unknown and at no time enjoy any highlighting or additional respect. They give many hours of dedication and patience, directed towards teaching the practices of our specialty, which are forgotten by students and heads of services, without any recognition forthcoming. The figure of the preceptor, who is responsible for broad ("latu sensu") postgraduate programs, is little known and never receives any special honor. These are generally selfless individuals who dedicate the start of their professional lives and a significant part of their time, to teaching and coaxing the youngest students into the habit of

studying and preparing themselves for professional life, which will give them full support for their future family life.

In addition to this continuing day-to-day basic education with little recognition, there is the activity of continuing medical education, with actions at congresses and through talks.

Continuing medical education not only is unremunerated but also is fought over in some situations with some degree of ferocity. Something makes talk-givers truly addicted to presenting their classes, with teaching material of varying degrees of sophistication and dubious taste, in the strangest and most distant of locations, to heterogenous audiences without remuneration or recognition. They believe that this exposure to their peers will bring some benefit, although without having any way of evaluating the real benefit that these classes will bring. Absence of an invitation to give a class generally signifies great offense.

There are talk-givers who travel for many more hours than they spend on the time of their presentations, and this is an international habit, which is perhaps a characteristic of doctors who give talks. It is not rare for foreigners who give talks to arrive in the morning, give their talks and return to their countries on the evening of the same day.

We cannot forget those who educate and teach through writing. They spend enormous amounts of time on preparing their manuscripts on a diversity of subjects, adhering to strict rules and submitting them to the screening of demanding editors. These editors quite commonly criticize work that has taken months to research and compile, since they find mistakes in the way that the text has been written or even do not understand the interpretation of the person who created the text. When it is intended to publish these studies in international journals with high impact factors, there is in addition to the time expended, a financial cost relating to translation and publication. There are journals that, even without a significant impact factor, charge more than 1,000 dollars for a study to be published, after it has been approved.

These articles will also have the questionable benefit of being read, but what about the editors who assess texts, correct them, adapt them to the rules and continue to be completely unknown, since they cannot even be identified?

Writers and editors are two types of selfless individuals to whom we owe the existence of the RBO for 51 years.

These strange habits affect a considerable number of people, without any plausible explanation for them, and they are seen frequently within the medical profession in particular.

To educate and teach without any evident return is perhaps a behavioral deviation that has a positive manifestation. We will leave it to psychiatrists to analyze us, since I have to finish preparing my classes for the next congress and review the studies for the next issue of the RBO.

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### Conflicts of interest

The author declares no conflicts of interest.

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