

Preface

The 12th issue of *Pro Edu. International Journal of Educational Sciences* (January 2025) introduces several papers situated at the intersection of tradition, digital transformation, and human condition, considering the actual academic landscape as defined by a paradox: as we hurtle toward an increasingly automated and digital future, our need to anchor ourselves in historical, spiritual, and aesthetic traditions has never been more acute.

The first paper, proposed by Jacques COULARDEAU: *PAST LITERACY'S TRIKIRION, BORNET'S HUMICS & GENAI'S DICTATED ORDER*, may be seen as a philosophical and technological synthesis, by inquiring into challenges related to our understanding of how we transmit knowledge, contrasting the sacred symbols of the past, with the algorithmic *GenAI*, focusing on Pascal Bornet's recent book *Irreplaceable*, which slams onto our desks considering three humics: genuine creativity, critical thinking, and social authenticity. Reading this consistent paper, it is inevitable to meditate on a fundamental question: in the age of machine-generated content, what remains of the human "humic" essence? This tension between the internal world and external representation continues in the following papers: *EKPHRASIS AND IDEOLOGY IN A SELECTION OF TWENTY-FIRST-CENTURY BRITISH POEMS* (author: Valentina-Monica BARBA), by examining how twenty-first-century ekphrastic poets "speak" to visual art, the research uncovering the hidden ideological layers that shape the perception of culture and identity, and evincing the relevance of making ekphrastic poems to enabling poets to express the abstract or the ineffable. The visual metaphor continues to take center stage in the following paper, signed by Ana PLATON: *MINIATURE ART IN THE TIME OF PROCOPIE PICU PĂTRUȚ* - a meticulous intervention that recovers the delicate and spiritual precision of the 19th century through the portrait of Picu Pătruț, a prominent exponent of Romanian miniature, but also an exceptional composer, bibliophile, and miniaturist. This number of the journal shifts from the aesthetic to the corporeal and spiritual dimensions in the following paper, proposed by Eugen ȘTEFAN and Nicușor TUCĂ: *FASTING: THE CONVERGENCE BETWEEN THE ORTHODOX CHRISTIAN TRADITION AND THE CONTEMPORARY MEDICAL PARADIGM*, by exploring the convergence between the practice of fasting in the Orthodox Christian tradition, and the recent scientific discoveries in the medical domain, with accent on the process of autophagy. Here, the ancient ascetic practices of the Church are brought into a surprising and harmonious dialogue with modern science, demonstrating that traditional wisdom often anticipates contemporary wellness and biological health. The final two papers address the urgent sociological challenges of our digital reality: *EFFECTS OF SOCIAL MEDIA USAGE ON THE MENTAL HEALTH OF SCHOOL STUDENTS: A REVIEW-BASED STUDY* (author: Babita CHOUDHURY) provides a sobering, review-based analysis of the psychological well-being of school-aged students, offering a critical look at the vulnerabilities of the digital-native generation. Next, in the paper entitled: *BEYOND THE SCREEN: HOW ONLINE EDUCATION RESHAPED THE TEACHING STRATEGIES AND PEDAGOGICAL RELATIONS*, the authors (Roxana Constanța ENACHE, Ana Maria Aurelia PETRESCU, and Gabriel GORGHIU) try to analyze the perceptions and attitudes of a cohort of Romanian primary and secondary teachers, concerning the effects generated by the educational process carried out in the online environment. At the end of this number, Ana Maria Aurelia PETRESCU introduces a remarkable book - *PRE-UNIVERSITY EDUCATIONAL POLICIES IN INTERWAR ROMANIA* - written by Alexandru MITRU, in which issues and approaches are addressed, from a dual perspective (descriptive and analytical), concerning the educational policies that governed the Romanian pre-university education system between the two world wars.

Together, all the works included in this number suggest that whether we are discussing the brushstrokes of Pătruț, the fasting of the Saints, or the algorithms of *GenAI*, the core objective remains the same: to understand how we connect, how we learn, and how we remain human in a changing world.

January 2025,

Prof Ph.D. Gabriel GORGHIU,

Teacher Training Department, Valahia University – Targoviste, ROMANIA