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DON BOSCO'S EDUCATIONAL SYSTEM TODAY

Pascual Chavez Villanueva, SDB

ABSTRACT

If the 'Preventive System' of Don Bosco is to be applied today, it needs to be understood in its historicity, and re-read in the light of both the progress of the human sciences relevant to education, as well as the many revolutions in thought and life that have taken place since the nineteenth century. New anthropological and theological foundations will enable proper updating of phrases such as 'honest citizen and good Christian,' 'sanctity and salvation,' 'reason, religion and loving kindness,' and 'the educator as father, brother and friend.' The article opens up reflection on each of these topics.

DO YOU WANT A SANE GLOBAL ECONOMY?

Philip McShane

ABSTRACT

The article poses a question, but it does so in a new fashion. It points towards a consideration of topics in the next volume of *Divyadaan* (21/2, 2010): the meaning of giving credit, the missing economic basis of the productive process, the manner in which money ought to flow, the dynamics of liberty required to bring about that flow, the supporting religious orientation, the core attitude required of us. What is key to the pointing is the fashion of raising the question of our personal involvement, paradoxically turning academic concern back to Plato's original notion of the involvement of the academy in the city.

JAWAHARLAL NEHRU

Howard Richards and Joanna Swanger

ABSTRACT

In spite of their long close collaboration, Nehru did not understand Gandhi, as Nehru himself acknowledged. Before Independence Nehru saw himself as a true socialist and Gandhi as an advocate of unfeasible utopian schemes justified by an ultimately incomprehensible religion. Later, when Nehru was prime minister and perpetual Chair of India's Planning Commission, he drifted rightward himself—holding that in a poor country economic development must precede the redistribution of wealth. His eclectic mix of policies included some elements such as village uplift inspired by Gandhi's legacy, but without any comprehensive engagement with Gandhi's economics, politics, or philosophy.

EDUCOMMUNICATION
An Interface between Education and Communication

Robert Pen, SDB

ABSTRACT

The article explores the emerging trend called educommunication, which it describes as a field of dialogue and a space for critical and creative knowledge, aiming at the formation of active citizens and the creation of a culture of solidarity and peace. It stresses the importance of educommunication through the creation of communicative ecosystems and concludes by showing that educommunication is about promoting media access, improving free, open and democratic communication environments, training in media production, and guaranteeing expression opportunities to people, especially the young.

PRINCIPLES AND PROCESSES OF INTERPRETATION
Reading Texts with Paul Ricoeur

Keith D'Souza, SJ

ABSTRACT

The paper provides an outline of fundamental principles and processes instrumental in the course of textual interpretation, especially inspired by the works of Paul Ricoeur. Ricoeur adopts a balanced, comprehensive and wide-application approach as compared to other hermeneutical theorists. Texts play a significant role of mediation between an interpreter and an aspect of reality under investigation. Interpretation involves a number of processes of dialectical interplay: between understanding and exegetical explanation, between hermeneutical trust and critical suspicion, between ethical belonging and moral distancing, and between historical remembering and forgetting. The paper ends with a plea for responsible reading and writing.

TOWARDS A NEW UNDERSTANDING OF THE CRISIS IN THE HUMANITIES

Kristof K.P. Vanhoutte

ABSTRACT

Discussions about the crisis in the humanities have become ubiquitous. However, it seems that none of the explanations offered is convincing when considered in the light of the scale of the problem, which has roots in the relation of the humanities to the critical function of philosophy. This last is in turn linked to the 'battle' between philosophy and theology in the history of the university. The article tries to demonstrate that the liberation process of philosophy from theology has had a major impact on the humanities, and that it is a key element in the crisis of the humanities.