

## Preface

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This issue of *Paideusis* features nine articles on the special theme “Sexual and Gender Diversity in Schools” guest edited by Dr. Don Cochrane. *Paideusis* is fortunate to benefit from Dr. Cochrane’s experience both as a former Managing Editor of the journal and as a scholar-activist in this area. For many years, he has been helping draw attention to the challenges facing lesbian, gay, bisexual, transgender, queer, and questioning youth—and parents—seeking full inclusion in all aspects of schools. The depth of Don’s engagement with this topic is manifest in his introduction, which provides a detailed historical context for the particular contributions of the individual articles assembled in this issue.

The Open Topic section of this issue presents two articles. First, Chris Gilham draws from his reading of Gadamer and his professional support work in schools to identify the structures, discourses, and practices that contribute to the distress and anxiety experienced by students with severe emotional and behavioural disabilities (EBD)—and ultimately by their teachers as well. In *Suffering “like this”: Interpretation and the pedagogical disruption of the dual system of education*, he shows how deep frustration with unfulfilled expectations can open teachers and administrators up to new ways of understanding and responding to students who resist categorization. The particular case examined in this article offers a lesson for other situations in which our entrenched ways of constructing experience leave us stuck in unproductive habits of thought and action. Second, Petra Mikulan explores how Irigaray’s account of the irreducible differences between masculine and feminine subjectivities could help redress a bias in educational content knowledge, curriculum planning, and school cultures: Formal education still privileges the intellectual pursuit of abstract, “objective” truth over more personal, relational, and fluid forms of knowing. In *Beyond a single world: Relational pedagogy and the language of senses*, she develops a line of philosophical thinking in which the placenta serves as a metaphor for forms of dialogical relationship that respect without appropriating “the other”. In this and in her contemplations on touch she extends an appreciation of how teaching and learning are always intersubjective and embodied.

The Book Review section contains an analysis by Davin P. Burns of the merits of William Hare and John P. Portelli’s (2013) edited collection *Philosophy of education: Introductory readings (4th ed.)*. He evaluates the book in comparison to other texts intended for use by instructors of introductory courses in Philosophy of Education for preservice teachers and other non-specialists. As always, our thanks go to *Paideusis*’ Book Review Editor David Waddington for managing contributions to this important section of the journal.

For production of this latest issue we once again extend our deep gratitude to Editorial Assistant Jim Bigari for his patient copy-editing of its contents and to OJS Managing Editor Kevin Stranach for online publishing support. The polished look of *Paideusis* is due in large part to their careful work on our behalf.

It remains only to announce that this issue is the last we will produce in our roles as Co-Editors-in-Chief. Editorial oversight of *Paideusis* is transferring to a new team, Dr. Bruce Maxwell (Université du Québec à Trois-Rivières), Dr. Kevin McDonough (McGill University), and Dr. David Waddington

(Concordia University). We are excited by their plans for the journal's ongoing development and are confident that you will be as well. We can all look forward to information on their vision for *Paideusis* in the next issue. Our parting wish is that they will be equally blessed as we have been by the generosity of scholars who accept invitations to review submissions. In their balanced assessments of and constructive suggestions for improving manuscripts, these anonymous colleagues offer an invaluable service to our community.