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Editor

# What Is Art Education?

*After Deleuze and Guattari*

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## ACKNOWLEDGEMENTS

I owe special thanks to the authors in this book who have taken upon themselves to rethink art and its education during a precarious era of human existence as we become progressively more aware of the magnitude of the Earth's transformation. Turning to Deleuze and Guattari for inspiration, they reached out into the realms of the unthought and took risks in doing so. In the order that these authors appear in this collection, I would like to start by thanking Charles Garoian for his friendship over these many years. I have had the pleasure of seeing his amazing performances and reading his equally amazing reflections on art and its education. Many thanks to Jack Richardson for his contribution to this collection, the only art educator that I know who takes the Deleuzian notion of experimenting to heart into his classroom. I have had the privilege of sharing conferences presentations with Jack as we worked out what Deleuze and Guattari meant to each of us. And, many thanks to Dennis Atkinson whose writings resonate so close to my own that I feel a kinship that goes back to when he was introducing Lacan to art education; and here I thought that I was doing that! How ignorant we all are. Over the years, I have realized what a thoughtful teacher Dennis is, marrying challenging theory with his graduate work at Goldsmiths University, a powerhouse in terms of leadership. I am so very happy that his contribution in this collection carries the same force as his mentoring students over those many years. John Baldacchino's writings in art and its education are formidable. He has a breadth of philosophical knowledge and art that I truly admire. It was fortuitous that I met John when he was at Teachers College, and quickly realized that he was a person with a vision. I thank

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