PREFACE

Essays in this issue span from the theoretical to the practical to the personal. Mel Keiser expands on the post-critical meaning of personal, drawing not only from *Personal Knowledge* and *Meaning*, but also the work of Stanley Hopper. Clemens Wieser analyzes classroom interactions to explore the role that tacit knowledge plays in the development of pedagogical competence. Finally, we have an interview with Walt Gulick, one of the veterans of the Polanyi Society, who has served in many roles, including Board President and Book Review Editor for *TAD*.

Do remember that the Polanyi Society (and *Tradition and Discovery*) need your support through dues and/or donations. While production costs of the journal have decreased since we went to this all-electronic format, there are still costs to producing this quality of journal. Moreover, the Society has expanded its activities beyond the journal and annual meeting to include Zoom sessions devoted to various topics. Please consider donating to the Society.

As always, keep up with the latest in News and Notes.

*Paul Lewis*

NOTES ON CONTRIBUTORS

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**Walter Gulick** ([wgulick@msubillings.edu](mailto:wgulick@msubillings.edu)) is Professor Emeritus of Philosophy, Humanities, and Religious Studies at Montana State University-Billings. He has served and continues to serve the Polanyi Society in many capacities, including planning annual meetings.

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**Sheldon Richmond** ([askthephilosopher@gmail.com](mailto:askthephilosopher@gmail.com)) is the author of *The Hazard Called Education by Joseph Agassi: Essays, Reviews, and Dialogues on Education from Forty-Five Years* (2014).

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