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Wittgenstein's Education: 'A Picture Held Us Captive'

 Springer

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Portrait of Ludwig Wittgenstein by Karen Duplisea (oil on linen panel, commissioned 2017; original photograph by Moritz Nähr, d. 1945)

Preface

Upon completion of a larger Springer project, a co-edited volume of 50 chapters from 45 authors in 14 countries entitled *A Companion to Wittgenstein on Education: Pedagogical Investigations* (2017), Peters and Stickney decided to co-author the present book for this series, *Springer Briefs in Education: Key Thinkers in Education*. We are grateful to Nick Melchior, Ang Lay Peng, Paul Gibbs, Balaji Sundarajan and Albert Paap at Springer for their assistance throughout the process of writing of this book. Some of our colleagues may wonder: ‘Why another book on Wittgenstein and education, at this time?’ In the larger volume we included, among many renowned figures in the field of Wittgenstein scholarship in Philosophy of Education, around ten emerging scholars who had recently finished or were in the process of completing their doctoral dissertations. Having served on doctoral committees where the enigmatic figure of Wittgenstein was brought into play with issues in education, we saw the use in providing a short book that better helps to introduce Wittgenstein’s later philosophy to colleagues within the broader academic community—not just within our narrower and more technical subfield of Philosophy of Education.

For anyone working with Wittgenstein’s philosophy in education, it can be frustrating trying to convey the connection to committee members or colleagues who are experts in their own domains of research but are unfamiliar with Wittgenstein’s thinking and its possible applications within education. It is our hope that the material here will also be of interest to practitioners within education, working either in educational administration or in teaching, as well as those entering the profession in teacher training institutes. Our featured philosopher, Ludwig Wittgenstein, attended the Teacher Training facility in Vienna (1918–1919) and later taught in rural Austria for 6 years (1920–1926). One of the questions we entertain is whether that makes his thinking more relevant to education, broadly speaking, without looking to him for a pedagogical creed or method.

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Abbreviations

BB	Blue and Brown Books
BT	Big Typescript
CV	Culture and value
LC	Lectures and Conversations—(LA: Lecture on Aesthetics, in LC)
LE	Lecture on Ethics (in PO: Philosophical Occasions)
LFM	Lectures on the Foundations of Mathematics
LPP	Wittgenstein's Lectures on Philosophical Psychology 1946–47
LW 1 or 2	Last Writings on the Philosophy of Psychology
LRKM	Letters to Russell, Keynes and Moore
LWVC	Ludwig Wittgenstein and the Vienna Circle
N	Notebooks 1914–1916
OC	On Certainty
PG	Philosophical Grammar
PI	Philosophical Investigations
PO	Philosophical Occasions
PR	Philosophical Remarks
RFGB	Remarks on Frazer's Golden Bough
RFM	Remarks on the Foundations of Mathematics
RPP 1 or 2	Remarks on the Philosophy of Psychology
TLP	Tractatus Logico-philosophicus
WL	Wittgenstein's Lectures, Cambridge 1930–1932
WN	Wittgenstein's Nachlass: The Bergen electronic edition
WV	Wörterbuch für Volksschulen
Z	Zettel