

Preface

Recounting the origins of this book may seem unnecessary: parentage and family history belonging to the *bedrock* certainties we need not claim to “know” or explain because they are not under any doubt. Being “ceremonial animals”, however, we often revel in background stories that acknowledge our labours and give meaning to our projects. In the lengthy Introduction (Chapter “[Journeys with Wittgenstein: Assembling Sketches of a Philosophical Landscape](#)”), we try to convey some of this historical setting as context for the work contributed in this book. What is not commonly known is that the impulse for this book came from working together on an interview with Nicholas Burbules for Michael Peters’ festschrift, discussing among other things the first meeting of a group of Wittgenstein scholars in New Zealand in 1996 that appear now to have been the “fellowship of the ring”: James Marshall, Paul Smeyers, Nicholas Burbules and Michael Peters. After this first meeting, sponsored by Marshall, Burbules and Peters offered a course on Wittgenstein at University of Illinois (1998), leading to further collaborations in 1999 and 2008.

Shortly after writing this bio-history, Peters and Stickney began discussing a special edition of *Educational Philosophy and Theory*, calling upon Paul Smeyers, Stefan Ramaekers and Paul Standish to suggest names of graduate students working on Wittgenstein within philosophy of education. We later turned to Christopher Winch, Lynda Stone, Naoko Saito, Gert Biesta and James Tully for additional suggestions. With the support of Nick Melchior, Lay Peng Ang, Praveenkumar Vijayakumar, Henry Pravin, Seethalakshmi and Thirumavalavan Subramanian at Springer, this project grew beyond our initial conception to include forty-five authors, delivering almost fifty new works.

Sensing it would be timely to reopen and broaden this topic, we conducted an ERIC search (*Institute of Education Sciences* database) and then personally invited those in philosophy of education who had previously written on Wittgenstein. Some declined our invitation due to demanding writing schedules, and others accepted in spite of them. We also put out the call widely through PhilEvents and the subject associations: *Philosophy of Education Society* (PES), *Canadian*

Philosophy of Education Society (CPES), *Philosophy of Education Society of Great Britain* (PESGB), *Philosophy of Education Society of Australasia* (PESA), and the *International Network of Philosophy of Education* (INPE). We were pleased to gather submissions from authors residing in twenty countries (fourteen are finally represented in the book), including many more female authors than previously represented in the literature and despite a rigorous review procedure several emerging scholars (a few working on or recently finishing dissertations).

The title “Pedagogical Investigations” had been a favoured title that Michael Peters had entertained when he was at the University of Illinois and took hold soon after he had investigated the “pedagogical turn” of Wittgenstein’s life and writings that became the basis on an interpretation with Marshall, Burbules and Smeyers over the course of a couple of publications. The title reveals not only the pedagogical turn broadly advertised in the notions of “philosophy as pedagogy” and Wittgenstein as a “pedagogical philosopher”, but also a trope that provides room to contest old interpretations and to contemplate new links and connections with Continental philosophy and culture.

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