Acknowledgments

I wish to thank my friends and colleagues Robin Barrow, Olga Costopoulos-Almon, Kieran Egan, Geoff Madoc-Jones, Suzan O'Neill, Slava Senyshyn, and Shelby Sheppard, who have read the whole manuscript and made many valuable suggestions. Grateful acknowledgement is also made for permission to draw on work published in the following journals and proceedings:

Journal of Philosophy of Education for: "Human Nature in its Educational Dimensions," vol. 13; "Educating, Socializing and Indoctrinating," vol. 16, no. 2; "On Educational Aims, Curriculum Objectives and the Preparation of Teachers," vol. 23, no. 1; "On the Prerequisites of Moral Education: A Wittgensteinean Perspective," vol. 25, no. 2.

Oxford Review of Education for: "On Learning from the Consequences of One's Actions," vol. 4, no. 1.

Canadian Journal of education for: "'Assembling Reminders for a Particular Purpose': The Nature and Function of Educational Theory," vol. 19, no. 4.

Proceedings of the Philosophy of Education Society for: "What Is the Paradox of Moral Education?" 1969; "On the Nature of Philosophical Questions and the Function of Philosophy in Education," 1970; "Wittgenstein and the Rationalists on Learning and Teaching," 1986; "Indoctrination, Doctrines and the Foundations of Rationality," 1987.