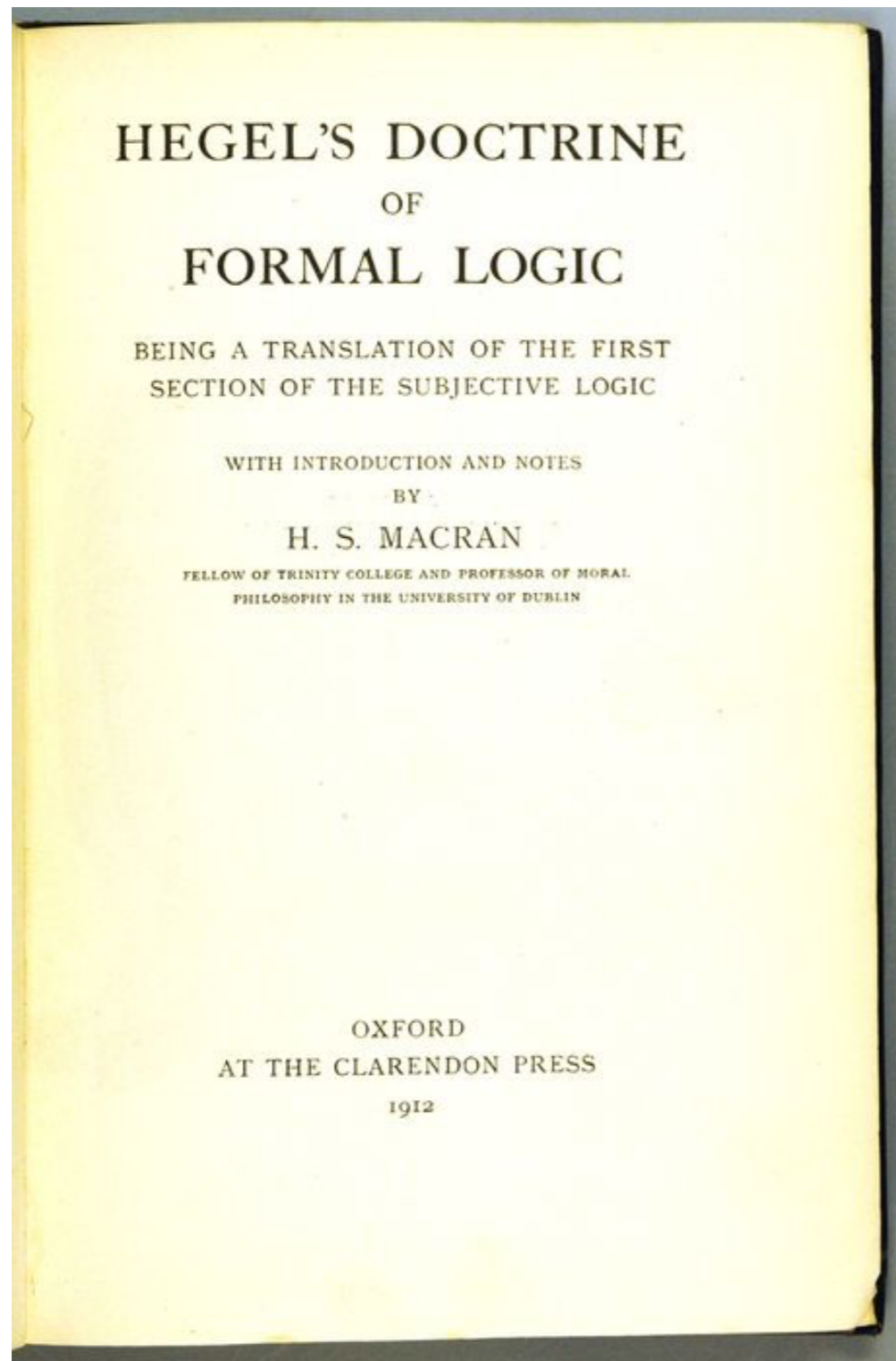


▶ **Serious Games - Wittgenstein and Schiller**

▶ - a short story from Wittgenstein to Schiller and back -

▶ **"For, to speak out once for all, man only plays when, in the full meaning of the word, he is a man, and he is only completely a man when he plays."**

▶ Friedrich Schiller 1795



- ▶ MACRAN, HENRY STEWART: *Hegel's Doctrine of Formal Logic, being a Translation of the first section of the Subjective Logic, by G. W. F. Hegel.* Oxford 1912.

- ▶ “Hegel’s philosophy is built upon stupid and trivial confusions, [...]”

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- ▶ one would be tempted to characterize as **puns**” (Russell 1914: 45).

- ▶ “I shall also call the whole, consisting of language and the actions into which it is woven, the ‘**language-game**’.”
(PU § 7)

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- ▶ and to have invented a doctrine which would make such an activity unnecessary" (Russell 1959: 217)

- ▶ I have not found in Wittgenstein's *Philosophical Investigations* anything that seemed to me interesting and I do not understand why a whole school finds important wisdom in its pages (Ibid.: 216)

- ▶ serious - "σπουδαῖος" - "ἀγαθός" - good
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 - ▶ "**σπουδή**" - "σπουδάζειν" - "φαῦλος" (Resp. 423d)
 - ▶ σπουδή - **παιδιά** - γέλως (Gorgias 481b)

- ▶ **effort** to demonstrate - σπουδὴ ἀποδεικτική
(Met. XII 1073a22)

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- ▶ H e g e l - **E r n s t** - s e r i o u s n e s s - e f f o r t
(Deutsches Wörterbuch Grimm)

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- ▶ **effort** to demonstrate - σπουδὴ ἀποδεικτικὴ
(Met. XII 1073a22)
 - ▶ Hegel - **Ernst** - seriousness - effort (Grimm/Ernst)
 - ▶ game - **Spiel** - dance - entertainment - amusement -
pleasure - *tale* - *speech* (Grimm/Spiel)

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 - ▶ "free play of transcendental imagination", - "cognitive faculties of sensibility and understanding" - "conjunction and harmony" (KdU § 51)
 - ▶ aesthetic well-being (Wohlgefallen)

- ▶ Kant: "The cognitive powers brought into play by this representation are here engaged in a free play, since no definite concept restricts them to a particular rule of cognition." (KdU § 9: 217)

- ▶ "aesthetic humanity" -
- ▶ "state of the highest reality" -
- ▶ "full meaning" -
- ▶ "shall turn with equal ease to seriousness and to play"
(22nd letter)

- ▶ „Letters On the Aesthetic Education of Man“
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- ▶ “Man only **plays** when, in the **full meaning** of the word, he is a man, and he is only completely a man when he **plays**.”

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- ▶ „Letters On the Aesthetic Education of Man“ (F. Schiller 1795)
 - ▶ “Man only **plays** when, in the **full meaning** of the word, he is a man, and he is only completely a man when he **plays.**”
 - ▶ “This proposition, which at this moment perhaps appears paradoxical, will receive a great and deep meaning if we have advanced far enough to apply it to the **twofold seriousness** of duty and of destiny. I promise you that the whole edifice of aesthetic art and the still more difficult art of life will be supported by this principle.” (15th letter)

- ▶ **παιδιά** - game - **παῖς** - child - **παιδιά** - **παιδεία** - education - aesthetical education

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- ▶ In “the aesthetic state [...], if we have resigned ourselves to the enjoyment of genuine beauty,
 - ▶ we are at such a moment masters of our passive and active powers in the same degree,
 - ▶ and we shall turn with ease to seriousness and to play, to rest and to movement, to submission and to resistance, to abstract thinking and to intuition.” (22th letter)

- ▶ Kant: "What is man?"

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- ▶ Schiller: "In those climates where [...] activity alone leads to enjoyment, and enjoyment to activity, [...] and there only the mind and the senses, the receptive force and the plastic force, are developed in that happy equilibrium which is the soul of the beautiful and the condition of humanity."

- ▶ Hegel - seriousness - effort - as the struggle of mind for its self-realization. **Seriousness** is the **effort** of the mind: "the **struggle** to pass out of the unbroken immediacy".

- ▶ “to work up simply to the thought of the subject-matter in general” and “to furnish a serious judgment upon it” - “very soon make way for the **seriousness** of actual life in all its fullness” - “seriousness of the concept” - “conceptual thought” - “to a living experience of the subject-matter itself” - “to the very depths of its meaning”. (PM §4)

- ▶ This sphere of the finite is determined by “the **seriousness**, the pain, the patience and the work of the negative”. (PM § 19)

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- ▶ **infinite**: the game or play as "absolute cheerfulness" united with "high, divine **seriousness**" (ibid. 13: 436)
- ▶ "For the blessed gods" -"there is no last **seriousness** to the fury, and interest in **finite** domains and purposes." (AI 12: 218)

- ▶ Wittgenstein: "the whole, consisting of language and the actions into which it is woven, the **„language-game“**."
(PU § 7)

- ▶ “At the time I was put on to the picture theory of language by a newspaper article, in which it was said that in Paris, during a court ruling on a car accident, this car accident was represented by dolls and small omnibuses.” - “How does such a play differ from **playing** with dolls, etc.?” - “(Of course, by the meaning), but what is it? (Some would say: by its effective consequence—that alone is its meaning.)” (June 29, 1930)

- ▶ “thinking **can't be just a game**, just a play of human forces.” For if it were, “we would have no interest for that.” (30th Aug. 1930)

- ▶ “the grammatical system (game)” (18th May 1930),
- ▶ “grammatical game-rules” (19th May 1930)
- ▶ “grammatical game” (12th June 1930)
- ▶ language game” (for the first time in March 1932)

- ▶ „How would it be if someone played chess and set checkmate and now said, 'you see I have won because that is goal I wanted to reach'. We would say this person did not want to play chess, but a different game, while Russell would have to say the person has won in chess who plays with the characters and is satisfied with the outcome.“
(8th Feb. 1930)

- ▶ “Grammar itself does not show that it is made for a specific purpose. It alone could be a mere collection of **game-rules**. Their use lies outside of it.” (2nd March 1930)

- ▶ “the **great variety of language-games** [for exemple] to make an announcement such as “Light”, “Dark”; To give an order (“Make light!”, “Turn off the light!”); To answer a questions–“Light?”, “Dark?”–with “Yes” or “No”; [...] to make a presumption [...] to draw conclusions; Solve an applied calculation; to draw a drawing and describe it; [...] to invent a Story; [...] to greet; [...] tell a joke.” And he insists “to think about how the child learns to speak with such language-games” (14th Dec. 1933)

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- ▶ Wittgenstein: "I believe I summed up where I stand in relation to philosophy when I said: **one should really write philosophy only as one writes a poem.** That, it seems to me, must reveal how far my thinking belongs to the present, the future, or the past. (MS 146 25v: 1933-1934)

▶ **Thank You for Your attendance.**