It is widely indisputable that images, beyond their much praised knowledge-imparting (didactic) functions, can also perform knowledge-promoting (epistemic) functions. An epistemic function in the narrower sense does, regarding images, essentially occur in three variants: Images can become epistemically relevant as empirical basis, for purposes of illustrating contexts of justification or within contexts of origination. Subsequent to a brief outline of these different possibilities, my lecture will consider a few problems linked to said possibilities and concerning especially the correlation between visualization and genesis of knowledge. This will be closely related to the subject of pictorial rhetoric.

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