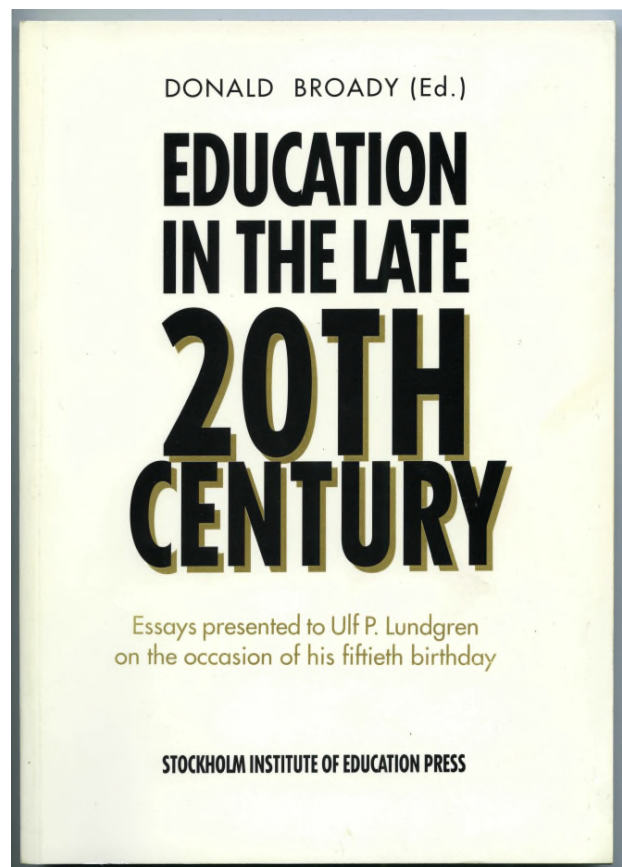


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Contributions by Basil Bernstein, David Hamilton, Maurice Kogan,  
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This PDF file comprises only the frontmatter, up to page 8.



Donald Broady (ed.)

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## Editorial Foreword

The essays collected in this volume are written as a tribute of homage to Ulf P. Lundgren on the occasion of his fiftieth birthday. The authors are some of his friends and colleagues among British and American scholars.

The trajectory of Lundgren carries one's thoughts to Émile Durkheim's aspiration to dedicate the first half of his professional life to social science and the second half to civil service. For a quarter of a century Lundgren was a scholar, devoting his efforts to educational research. Recently, in 1990, Lundgren withdrew from Academia. Appointed Director General of *Statens Skolverk*, the Swedish national board of education, he left his chair at the Department of Educational Research, Stockholm Institute of Education. We, his former students and collaborators, are trying to keep up our hope that the farewell to science is not a definite one.

Among Lundgren's best-known innovations is the so called "frame factor theory," outlined in his dissertation *Frame Factors and the Teaching Process*, 1972, and developed in subsequent works, as *Model Analysis of Pedagogical Processes*, 1977. In order to understand the impact of this contribution one must recall that the dominating educational research (at the time of American provenience) was either practical theory (in Durkheim's sense, i.e. normative and action-guiding theory) or applied psychology. In the latter case, the outcomes of instruction were correlated with input variables: the teacher's norms, expectations or behaviour, the teaching methods, or the student's mental equipment. The teaching process itself was generally neglected, as well as the classroom setting as a specific social situation. It was, thus, an innovation when Lundgren together with his mentor Urban Dahllöf drew attention to the institutional and social framework surrounding this situation, determining what may and what may not take place in a classroom. During the seventies and eighties Lundgren gradually broadened the scope of his research to include a range of historical, societal and political conditions for schooling. This was the period of influx of social science traditions into educational research in the Anglo-Saxon sphere of influence. Lundgren has been a pioneer

and an inspirer in this lengthy and toilsome transformation of the research agenda. (For a list of publications, cf. the bibliography *Ulf P. Lundgrens skrifter 1966-1991*, HLS Förlag, Stockholm 1992.)

When this volume was planned, the contributors were requested to inquire into such conditions and circumstances that make contemporary educational discourse (including educational research) more intelligible. The first two essays present broad historical perspectives on the development of knowledge theory and education in the Occident. Basil Bernstein asks why Trivium gained—and kept—predominance over Quadrivium in Western educational institutions, and David Hamilton argues that even recent theory of science and educational research struggles to step out of the shadow cast by seventeenth century instrumental conceptions of knowledge. Maurice Kogan depicts current changes in British educational policy, Thomas S. Popkewitz analyses the development of the relations between research, especially the psychological sciences, and schooling in the United States during the nineteenth century. Robert E. Stake discusses the pitfalls in the widespread use of performance tests in educational evaluation. Finally, Ian Westbury explores the social underpinnings of the American curriculum field.

Thus, the contributors chose to treat problems that have been and still are of central importance to Lundgren: the historical development of mental schemes of the kind that Lundgren has labelled “curriculum codes”; problems concerning educational reforms, state policy and governability; relations between educational research and schooling; possibilities and limits of evaluation and assessment programs; and the need to intervene into the “curriculum field” in order to dispel the ideological rhetoric and to promote a genuine understanding of the historical, social and epistemological conditions of late twentieth century education.

*Donald Broady*

EDUCATION IN THE LATE 20TH CENTURY  
(Ed. Donald Broady)

A collection of inquiries into the historical, social and epistemological conditions of contemporary educational discourse.

The volume is a tribute of homage to *Ulf P. Lundgren*, whose seminal works have contributed to implanting educational research with social science perspectives.

The authors are eminent British and American scholars. *Basil Bernstein* and *David Hamilton* present broad historical perspectives on the development of knowledge theory and education in the Occident. *Maurice Kogan* depicts changes in British educational policy. *Thomas S. Popkewitz* analyses the relations between research and schooling in the United States. *Robert E. Stake* discusses educational evaluation. *Ian Westbury* explores the social underpinnings of the American curriculum field.

EDUCATION IN THE LATE 20TH CENTURY is recommended for scholars, students and teachers in the fields of education, humanities, political studies and sociology.