

## Notes on Contributors

**Kathleen Coessens** is professor and post-doctoral researcher at the VUB (Vrije Universiteit Brussel) and guest professor at the School for Music and Arts in Antwerp. She is responsible for the courses of semiotics and sociology of arts and coordinates the activities of the Centre for Logic and Philosophy of Science. She has studied philosophy, sociology, psychology and music. Her research domains are representation and epistemology in scientific fields as well as in intercultural settings. The publication of her PhD thesis *The Human Being as a Cartographer* is in preparation. She is also preparing a joint publication with Rik Pinxten (anthropologist) and Jean Paul Van Bendegem on the topic of ‘knowledge and interculturality’.

**Marc Depaepe** is full professor at the K.U. Leuven, Belgium, where he teaches courses in the history of education and in the history of psychology. He is chair at the Kortrijk Campus of the same university in the Sub-Faculty of Psychology (Faculty of Educational Sciences). He is a former president of the *International Standing Conference for the History of Education* as well as of the *Belgian-Dutch Society of the History of Education*. Since 2005 he has been co-editor in chief of *Paedagogica Historica: International Journal of the History of Education*. He is also a member of the editorial board of *Zeitschrift für Pädagogische Historiographie* (Switzerland) and of *Historia de la Educación. Revista Interuniversitaria* (Spain). His numerous publications in several languages focus on four main topics: the historiography, theory and methodology of the history of education in an international perspective; the (international) history of education sciences in general (and the history of the empirical approach in particular); the history of primary education in Belgium; and the history of colonial education in Congo.

**Lynn Fendler** is an associate professor of Teacher Education at Michigan State University. She is interested in historiography, genealogy and the history of science. Her writing has critically examined such concepts as teacher reflection, community, agency, school partnerships and the bell curve. Her most recent inquiry draws on theoretical tools of rhetorical analysis to study pedagogies as communication media. She has begun to study the history and philosophy of food.

**Frederik Herman** is a doctoral researcher at the Centre for the History of Education, K.U. Leuven, Belgium. He graduated as a primary school teacher in 2001. He studied educational sciences at Ghent University and graduated in 2006. Thereafter he started his doctorate. His current research focuses on the ethno-history of the primary school.

**Naomi Hodgson** is a PhD student at the Institute of Education, London. Her doctoral research takes a Foucauldian approach to the concept of citizenship and considers the historical nature of the subject in Europe and its relationship to education.

**James D. Marshall** is emeritus professor and honorary research fellow at the University of Auckland, and research professor at the University of North Carolina at Chapel Hill. He has numerous publications in philosophy of education and is presently writing a new book on Michel Foucault and papers on Simone de Beauvoir.

**Jan Masschelein** is professor of philosophy of education at K.U. Leuven. His primary areas of scholarship are educational theory, political philosophy, critical theory and studies of governmentality. Currently his research concentrates on the 'public' character of education.

**Thomas S. Popkewitz** works at The University of Wisconsin-Madison and studies the systems of reason that govern educational reforms and research. He has written or co-edited over 25 books, including *Paradigms and Ideology of Educational Research* (1984), (1991), *Struggling for the Soul* (1998) and *Inventing the Modern Self and John Dewey* (2005). His current book, *Cosmopolitanism and the Age of Reform: Science, Education and Making Society by Making the Child* (2008), explores the reforms of teaching, teacher education and the sciences of education as practices that generate principles of exclusion and inclusion.

**Frank Simon** is full professor of history of education at Ghent University and director of teaching and learning at the Faculty of Psychology and Educational Sciences at that university. Since the late 1970s he has been doing socio-historical research on education, more specifically on pre-school and primary education in Belgium. Most of his research is in collaboration with the research group of the K.U. Leuven (especially M. Depaep and A. Van Gorp) and deals with education policy, teacher unions, the teaching profession, feminization and progressive education (e.g. Ovide Decroly). Over the last decade this research has focused on everyday educational practice, classroom and curriculum history. He acted as editor-in-chief of *Paedagogica Historica: International Journal of the History of Education*. He is a member of the editorial board of *Anuario de la Historia de la Educación* (Argentina), *Sarmiento. Anuario Galego de Historia de la Educación*, and *Memoria, conocimiento y utopía. Anuario de la sociedad Mexicana de historia de la educación*. Since August 2006 he has served as *President of the International Standing Conference for the History of Education*.

**Maarten Simons** is professor at the Centre for Educational Policy and Innovation and the Centre of Philosophy of Education, K.U. Leuven, Belgium. His research interests are in educational policy and political philosophy with special attention focused on governmentality and schooling and the 'public' character of education.

**Geertrui Smedts** is a doctoral researcher at the Centre for Philosophy of Education, K.U. Leuven, Belgium. Her research focuses on thinking and writing about what it means to be a parent today, arguing that the integrity of being a parent has been technologically usurped.

**Paul Smeyers** is research professor for philosophy of education at Ghent University and part-time professor at K.U. Leuven, both in Belgium. He teaches philosophy of education and methodology of the *Geisteswissenschaften* (Qualitative/Interpretative Research Methods). He has a wide involvement in philosophy of education (more than 250 publications). He holds, or has held several positions in the *International Network of Philosophers of Education* (President since 2006). For almost a decade, he has chaired the Research Community *Philosophy and History of the Discipline of Education: Evaluation and Evolution of the Criteria for Educational Research* established by the Research Foundation Flanders, Belgium (Fonds voor Wetenschappelijk Onderzoek – Vlaanderen). Together with Nigel Blake, Richard Smith and Paul Standish he co-authored *Thinking Again. Education after Postmodernism* (Bergin & Garvey, 1998), *Education in an Age of Nihilism* (Falmer Press, 2000) and *The Therapy of Education* (Palgrave Macmillan, 2007) and co-edited *The Blackwell Guide to the Philosophy of Education* (2003). Together with Marc Depaepe he co-edited several books published by the Research Community. With Michael Peters and Nick Burbules he co-authored *Showing and doing. Wittgenstein as a Pedagogical Philosopher* (Paradigm Publishers, 2008).

**Richard Smith** is professor of education at Durham University, and has for many years been director of the combined degrees there. He is editor of the new journal, *Ethics & Education*. His research interests are in the area of philosophy of social science and postmodernism.

**Paul Standish** is professor of philosophy of education at the Institute of Education, University of London. His recent books include *The Philosophy of Nurse Education* (2007, Palgrave Macmillan), co-edited with John Drummond, and *The Therapy of Education* (2006, Palgrave Macmillan), co-authored with Paul Smeyers and Richard Smith. He is editor of the *Journal of Philosophy of Education*.

**Lynda Stone** is professor in the philosophy of education at the University of North Carolina, Chapel Hill, USA. Her interests within philosophy of education include social and feminist philosophy, philosophy of research and democratic schooling. She has written/given nearly 200 papers and presentations in US and international journals and meetings. Her work has appeared in the *Journal of Philosophy of Education*, *Studies in Philosophy and Education* and *Educational Theory and Practice*.

The present chapter represents her continued interest in youth and schooling, which will feature in an upcoming book on ethics. Recent service includes membership on the select *Task Force on Reporting Standards for Humanities-oriented Research* for the *American Educational Research Association*.

**Melanie Surmont** is a research assistant at the F.W.O.-Vlaanderen in the Centre for the History of Education, K.U. Leuven, Belgium. She graduated as a primary school teacher in 2001. She studied educational sciences at Ghent University and graduated in 2005. Thereafter she started her doctorate. Her current research focuses on the ethno-history of the primary school.

**Daniel Tröhler** is professor for educational sciences at the University of Luxembourg. His research interests include the analysis of political-educational languages, the development of educational systems and organizations taking on board an international perspective, and the historiographical problems of educational research. Recent studies include *Research on Republicanism (Republikanismus und Pädagogik)*, Klinkhardt, 2006), *Pragmatism and Education* (with Jurgen Oelkers, Sense Publishers, 2005), the religious background of Early Chicago Pragmatism (*Educational Theory*, 56 (2006)), comparative research in curriculum history (*JAAACS*, 2006; *Journal of Curriculum Studies*, 2008) and methodology of educational research (*Educational Philosophy and Theory*, 2007).

**Jean Paul Van Bendegem** is full professor at the Vrije Universiteit Brussel and part-time professor at Ghent University. As mathematician and philosopher, he is responsible for courses in logic and philosophy of science. He is also the director of the Centre for Logic and Philosophy of Science (<http://www.vub.ac.be/CLWF>) and he is editor of the journal *Logique et Analyse*. His research interests include logic, philosophy of mathematics, philosophy of science and the relations between science and society. A recent publication is a book, jointly edited with Bart Van Kerkhove, *Perspectives on Mathematical Practices. Bringing together Philosophy of Mathematics, Sociology of Mathematics, and Mathematics Education*, published by Springer in 2006. At the present moment, he is also dean of the Faculty of Arts at the Vrije Universiteit Brussel.

**Angelo Van Gorp** is professor in history of education at K.U. Leuven, Belgium, where he is chair at the Centre for the History of Education. His current research focuses on the history of behavioural sciences (educational sciences in particular), new education, special needs education and child-care, which stems from his doctoral thesis on the Belgian educationalist and psychologist, Ovide Decroly (1871–1932). Together with Marc Depaep, he is the supervisor of a project on the ethno-history of the primary school in Belgium. He is vice-president of the Belgian Dutch Society for the History of Education, co-convenor of the History of Education network of the *European Educational Research Association*, and member of the editorial board of *Paedagogica Historica*.

**Bruno Vanobbergen** is postdoctoral researcher at the Department of Foundations of Education, Ghent University, Belgium. His main field of research is the history of childhood.

**Nancy Vansielegem** is postdoctoral researcher at the Department of Foundations of Education, Ghent University, Belgium. Her primary research interests are philosophy of education and a special interest in the ontology of the present as a critical research attitude.

**Michael Watts** is a senior research associate at the Von Hügel Institute, St Edmund's College Cambridge. Most of his work focuses on widening participation in higher education and includes research on the ways in which widening participation students engage with the pedagogies of higher education, the participation of ethnic minority students in higher education and the role of the further education sector in promoting widening participation policies. He co-convenes the *British Educational Research Association's Social Justice Special Interest Group* and has recently co-edited *Talking Truth, Confronting Power* – the sixth book in the Discourse, Power, Resistance series.

# Index

## A

- Abjection (processes of), 172–180, 183, 185–187
- Accountability, 4, 48, 50, 52, 53, 64, 65–66, 68
- American Progressivism, 175
- American Social Science Association, 4, 47, 48, 54, 55, 57, 58
- Analytical philosophy, 10
- Assessment, 4, 32, 47–58, 65, 102, 150, 182, 201

## B

- Baudrillard, J., 7, 142, 148, 149, 150, 151, 152, 153
- Bildung, 44 n.4, 81, 83, 84, 85–91, 92, 219
- Botany, 4, 36, 37, 38
- Bourdieu, P., 82, 84, 91, 143

## C

- Capitalism (capitalisation), 18, 33, 36, 44 n.2, 222
- Cavell, S., 114, 116, 118, 119, 120
- Century (18<sup>th</sup>), 3, 4, 32, 33, 34, 36, 37, 38, 44, 44 n.2, 172, 173, 174, 175, 188 n.4, 211
- Certification of higher education, 51
- Character education, 5, 70, 71, 72, 74
- Citizenship, 2, 6, 7, 43, 57, 80, 90, 125–140, 205, 235
- Clarity, 9, 207, 209, 210, 212–215
- Collingwood, R.G., 9, 62, 63, 205, 207
- Commerce, 4, 33, 34–36, 37–39, 40–43, 64
- Concept, 3–9, 13–20, 37, 40, 41, 44 n.4, 48, 61–64, 68, 81–89, 92, 101, 126, 191, 199, 217–225, 228, 234
- Corruption, 35, 41, 43
- Cultural capital, 5, 18, 79–93, 143, 148, 235

## D

- De Gaulle, C., 8, 158, 159
- Deleuze, G., 49, 50, 54, 221
- Dewey, J., 5, 31, 66, 67

## E

- Economic policy and higher education, 163
- Education policy sociology, 7, 126, 127–129, 131, 134, 137, 138–139
- Educational paradox, 114
- Educationalization, 1–10, 18, 25 n.3, 31–45, 61–76, 80, 84, 85, 91, 92, 113–115, 120–122, 171–187
- Educationalizing, 18, 25 n.3, 26 n.5, 32, 79–93
- Emancipate (emancipation), 2, 3, 6, 16, 18, 25 n.4, 99, 103, 104, 114, 137, 223
- Empowerment, 4, 47–58, 129, 137, 196, 223
- Entrepreneurship, 9, 167, 192, 195, 197, 199, 203 n.2, 235
- Ethno-history of education, 26 n.6
- Evoke (e-vocation), 4, 117, 119, 122

## F

- Foucault, M., 61, 98, 105, 106, 191, 192, 198, 201, 202
- Freinet, C., 6, 103, 106

## G

- George Counts, 5, 67
- Globalization, 5, 7, 16, 17, 80, 127, 131, 235
- Governing and power, 49
- Governmentalization, 9, 192, 195–199, 200, 202
- Governmentality, 9, 136, 191, 203 n.2, 221
- Grammar of schooling, 3, 8, 9, 16, 17, 18, 66, 97, 191, 200
- Guattari, F., 221

**H**

Habitus, 82, 92, 93  
 Higher education, 7, 83, 89, 92, 137, 141–153, 161, 235  
 Historical school theory, 19–24  
 Historicist philosophic position, 4  
*History of the Present*, 8, 61, 172  
 Hyperreality, 141–153

**I**

Inclusion/exclusion, 8, 105, 178–180, 228  
 Infantilization, 3, 15, 16, 19, 25–26 n.4

**K**

Knowledge economy, 8, 25, 157–168, 192, 193, 195

**L**

Language, 7, 9, 14, 17, 22, 33, 35, 36, 38, 39, 40, 41, 43, 61, 63, 65, 72, 82, 113, 116, 125–127, 133, 138, 139, 164, 185, 206, 208–211, 213, 219, 223–224, 225 n.5, 230, 234, 236, 239  
 Learning (learning apparatus), 4, 6–9, 15, 16, 25, 50, 54, 65, 73, 80, 90, 97, 100–105, 113, 115, 120, 126, 128, 131, 137, 162, 172, 178, 181–187, 191–202, 222, 235  
 Lifelong learning (learners), 4, 50, 54, 59, 80, 91, 113, 137, 162, 182, 193, 196, 225  
 Literature, 9, 20, 54, 63, 86, 87, 125, 132, 139 n.2, 162, 164–165, 168, 173, 206, 208, 211, 212–215, 236

**M**

Marketing, 10, 51, 58 n.4, 150, 220, 222  
 Materialities of schooling, 61  
 Medicalization, 2, 6, 15, 16, 24, 113, 121  
 Metaphor, 9, 24, 114, 173, 177, 205–211, 213, 214, 236  
 Method, 34, 43, 80, 102, 159, 166, 173, 176, 182, 187, 227, 230, 232, 234  
 Mill, J.S., 4, 55, 56, 206  
 Modernization, Modernity (liquid –)passion, 2, 3, 10, 15, 16, 17, 20, 21, 22, 25, 42, 178  
 Multicultural, 53, 79, 81, 89, 90–93, 133, 139 n.2, 205

**N**

Narrative analysis, 230  
 National systems of education, 162, 165, 232  
 New Zealand, 7, 8, 157, 158, 161–168, 237 n.1  
 No Child Left Behind, 5, 58, 64, 168 n.5  
 Normalisation, 126, 134–138, 217  
 Norm-referenced criteria, 4, 48, 56–57

**P**

*Pädagogisierung*, 3, 9, 17, 25 n.3, 84, 134, 205, 206, 217  
 Panopticon, 200, 201  
 Paradigm, 2, 4, 23, 79–81, 85–93, 133, 135, 174, 201, 209, 214, 217, 227, 230, 235  
 Parenting/parenthood/ (craft of), 109–122, 125, 138, 181, 184, 234  
 Particularity, 62  
 Pedagogical gaze, 181  
 Pedagogical language, 22  
 Pedagogization, 3, 4, 13–16, 17–25, 61, 63, 66  
 Performativity, 100, 122 n.2, 157, 163, 167, 229, 232  
 Philosophy, 3, 5, 9, 25 n.2, 36, 37, 44 n.1, 47, 48, 54, 61–63, 66, 67, 97, 128–129, 145, 165, 205, 206–211, 213, 214, 215 n.2  
 Planning people, 175, 176, 178, 179  
 Poetry, 164, 207, 208  
 Policy, 7, 51, 64, 66, 83, 89, 91, 98, 102–104, 125–129, 131, 133–134, 137–139, 141–150, 158–160, 165, 168 n.5, 178, 185, 196, 199  
 Politics, 3, 4, 34, 35, 41, 42, 68, 98, 100, 159, 168, 172, 181, 183, 232  
 Power, 4, 9, 14, 20, 21, 35, 48, 49, 50, 57, 72, 76, 80, 82, 84, 97, 99, 116, 128, 130, 135, 139, 158, 163, 167, 177, 191, 199, 200, 202, 214, 220, 222, 228  
 Problem-based learning, 4, 47–58  
 Professionalization (of education), 49, 57  
 Progressive education, 2, 5, 6, 17, 99–104, 171  
 Protestantism, 34, 38, 41, 180

**R**

Readings, B., 10, 222  
 Reform and crisis, 72  
 Republicanism, 33, 34–36, 37–39, 41–44, 176  
 Research criteria, 10, 53, 227, 231, 232  
 Research qualitative, 79, 148, 227, 230  
 Research quantitative, 3, 79, 230  
 Rhetoricity, 9, 214, 236  
 Rights (discourse of), 125, 128, 172, 181, 183–185  
 Rigour, 9, 207, 211, 212–215  
 Rousseau, J.-J., 32, 33, 37, 43  
 Russell, B., 209, 210

**S**

Salvation, earthly, 44  
 Scholarization, 17  
 School archeology, 17  
 School architecture, 18, 173

School discipline, 43, 52, 74,  
183, 206  
School spaces, 21  
Sciences (social and education), 8, 171,  
188 n.6  
Scientization (of education), 15  
Self-mobilisation, 101  
Self-reflexivity, 93  
Simulacra, 142, 149, 150, 151  
Social policy and higher education, 47, 126,  
137, 177  
Social responsibilities, 1–10  
Socialisation, 49  
Societies of control, 4, 47–58  
Standard account, 5, 62, 63, 66–68, 70,  
71, 75  
Structures of the discipline, 5, 68  
Subjectivity, 126, 138, 191, 222  
Synopticon, 200, 201, 203 n.4

**T**

Technologization time-practices, 20  
Text and discourse, 6, 20, 63  
Therapy, 49, 213  
Transmission, 5, 81, 85, 88, 89, 90, 91, 100,  
104, 128, 161, 173

**U**

Unification, 38, 158  
USA, 61–76, 163, 232

**W**

Widening participation in higher education,  
142, 143, 144, 147, 148–151, 152, 243  
Wittgenstein, L., 230  
Wolfowitz, P., 31, 41, 43  
World Bank, 31

**Y**

Youth, 5, 41, 69, 72–75, 135, 177