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Summary

Huttunen, Pertti 1987. Technology and Tradition. Observations on Developments in the Adoption of the Production System.

Bipedalism, typical of man, in primarily connected with the needs of tending the offspring. It seems that work and the use of tools became possible only as a consequence of approximately a million years of socialization development entailing bipedalisms. Developments in socialization were accompanied by the increasing importance of the various forms of social behaviour which were gradually adopted. In later stages of this process of change work assumed a central role. In primitive communities hardly any division of labour existed. But with increasing production experience the productive capacity and the needs of the labour force lead to an internal division of labour in communities. Later on, this development lead to the beginning of the clan system, within which a formerly coherent tradition connected to work and production was split and distributed between various clans. The birth of the urban society in the Ancient World on the other hand was the end of this organization of craft, tradition and work based on kin. In the Antiquity the slave system encouraged the separation of the growing knowledge of nature and society from the technical tradition, whereas, as a consequence of historical and social development, the artisans of Medieval towns had at their disposal social and productional organizations, guilds, within which technical tradition and a wider knowledge base became integrated. And, in time, growth in the forces of production, resulting from an increasing need for exchange, surpassed the boundaries of the quild organization. The artisan tradition was then transformed into an educational tradition with a scientific base.

Lovio, Raimo 1987. Learning from Practical Experience as a Source of Technological Change.

By making use of research carried out in Finland on innovations in the electronics industry and economic studies dealing with technological changes, the author aims to show the significance that learning from practical experience has in the functioning of technological systems and in developing them.

Hautamaki, Jarkko 1987. Science, Technology and Teaching: In Search of the Goals of Science Centres.

The article deals with the dissemination of knowledge concerning the methods and applications of science. This kind of knowledge is of importance to the whole population and the task cannot be carried out properly by telling only individual bits of information. This aim also encompasses the teaching of science subjects at schools. Science Centres may be seen as being extramural science teaching facilities which have sprung up with museums of natural sciences and technology as their basis to serve the population as a whole as science education establishments, providing the visitor with information concerning the latest achievements of science and its applications.

Raivola, Reijo, 1987. The Fringe Conditions of Educational Policy as Viewed from an International Aspect.

The article deals with the status of education from an international viewpoint at a time when the Government's financial position is forcing decision makers to place societal needs in an order of priority. The slowing down of economic growth has brought about a relative decrease in funds allocated to education. More and more discussion concerning result-oriented policies in education and the quality of education has accompanied cuts made in educational budgets. The obscure and disputable criterium of usefulness has been used as an instrument to determine the quality of educational planning and education. The tight financial situation is also reflected in the privatization of educational services, in the growing financial burden that education represents to parents. On the other hand, privatization in the field of education is an indication of an endeavour to come up with educational alternatives. — Looked at from an international point of view, the future of education seems to be one characterized by cuts. There is still a chance for Finnish educational policy to repel certain alarming characteristics; education needs to be given priority and the educational system must be developed.

Translated by
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