

*Rubenson, Kjell* 1988. The Discourse on Adult Education.

The purpose of this article is to briefly describe and analyze the development of adult education research and discuss some of the issues within this field of study.

There are two opposing views in the present controversy surrounding adult education research. There are those that deny andragogy has any scientific status whatsoever and those that see it as the only way to develop a comprehensive concept of adult education.

The dilemma facing adult education is that despite strong emphasis on adult education as a "practical discipline" there are criticism from two directions. The graduate programmes are threatened by the academic establishment for lack of scholarly sophistication while at the same time the practitioners are somewhat doubtful of usefulness of the research.

To respond to the double dilemma is a challenge for adult education research. The criticism from the practitioners about lack of relevance has partly to do with false or misleading expectations of what can be achieved through research, that is the link between research and practice. The basis of the problem lies in the "scientification" of traditional practitioner vocations.

The criticism for lack of traditional scholarship poses a threat for specialized centres of adult education. The dilemma for specialized departments is that they are created for the dissemination of knowledge not the generation of knowledge. Accepting the necessity for professional programmes and recognizing the limited attention to intradisciplinary concerns, one solution could be to consciously develop adult education as an interdisciplinary area of study.

*Riitta Väisänen*. 1988. Further Education in the Universities — Present Situation and Future Prospects.

During the past few years further education has been the most rapidly expanding area within the universities in Finland. All the universities in the country offer rich and varied programs in further education. The specific goals and areas of emphasis of this type of education vary from university to university. Some universities choose to stress their own fields of specialty as part of a national program of further training, others prefer to meet regional further training needs. In most cases these goals are united.

Further education in the universities consists of further vocational education courses and programs, employment training, and open university instruction. Also included are rapidly expanding entrepreneurial services that are organized mainly on a regional-political basis. Further education centers in university communities and their

branches in many other localities form a university-level further education network that covers the entire country.

*Kauko Hämäläinen*, 1988. The Role of the University in Further Vocational Education.

In this article the present situation in further education in the universities in Finland is investigated. The role of the university is clear in instruction leading to formal qualifications. Long-term education aiming at the full development of professional skills, as well as organizational development projects are common further education center activities. On the other hand, short courses aimed at keeping up professional skills are an area in which the role of the universities is unclear. The strength of the universities in the development of further education is new information based on research. Theory and practice should meet in the planning of instruction. Enterprise-specificity and internationalization can also be seen as clear lines of development. When present rapid quantitative growth in all probability comes to a halt in the near future it will be interesting to see what the role and significance of the universities will be in the field of further education. It is to be hoped that the centers will continue to be dynamic and constantly renewing themselves.

*Matti Parjanen*, 1988. Further Education — a Buffer between Work and Science

This article discusses the relationship of further education in the universities to professional life, caught as it is between academic education and research. Further education should take into account at the planning stage those social phenomena that make their appearance at any given time in the professional world. Further education is able to keep up with the educational needs of those advancing in their careers, but many other typologies employed by professional life researchers are foreign to educational planners. The attitude of the academic and scientific-political schools of thought toward the various forms of further education is also presented.

*Pekka Heinonen*, 1988. Licentiate Training in Nokia, Ltd.

The article describes the principles and procedures of the licentiate program in Nokia, Ltd. The point of departure for the program is rapid technological development in the firm's most important areas of expertise. The program is carried out in cooperation with official educational organizations. In this way those who participate in the program may also make use of their studies in connection with academic degrees. The program is intended to be a new, permanent form of enterprise culture: a shift from traditional schooling as such to lifelong learning.