

*Vartiainen, Matti & Järvenpää, Eila. 1988.* Data system introduction and training; experiments at Vantaa Judicial District.

The implementation of information technology in the office environment has been one of the foremost changes to have taken place in government administration work places throughout the late 1980's. The article deals with the organization of the data system introduction and the training provided on the basis of the findings of a longitudinal study. The introduction of the data system was monitored from 1985 onwards and the study is still going on. Data was collected through observations, interviews, and questionnaires. The authors took part in providing the necessary training. The introduction phase took longer than was expected and at first information technology affected the work of only a few people. The scheduling of training turned out to be a difficult matter. The central phases of training were the beginning of the development work and the actual introduction of the data system. Finally, the authors present certain recommendations regarding the organizations of introducing data systems and the content of the accompanying training.

*Öhrmark, Eila T. 1988.* Teacher-learner Interaction in Distance Study.

The article deals with two-way communication between the tutor counsellor and learner in distance study, the factors this interaction consists of, and its connections with learning motivation. The material used in this investigation is based on empirical data from The Correspondence Institute of the Society for Popular Culture and distance education literature. Practical experience and research findings are largely in agreement. The teacher-learner interaction relationship is felt to be important. Yet the connection between the teacher-learner relationship and study motivation remains an open issue. The effect of technological development on the two-way communication system and teacher-learner interaction in distance teaching seems to awaken optimistic expectations about increasing student autonomy. But opposing views also exist. This field invites more research.

*Rantanen, Pertti. 1988.* The Social Functions of Adult Education

The article examines adult education from the viewpoint of sociological functional analysis. This is particularly directed at liberal education carried out by organizations. Adult Education is seen as a sector with conflicting aims and benefits.

*Lahti, Usko. 1988.* Focus on Study Circles.

The article deals with the development and problems encountered during the recent years in the study circle type of adult education. The author looks into the quantitative development of study circles and the reasons underlying this development. Secondly, the article examines the picture formed of study circles as the result of the questionnaire study directed in 1987 at study leaders employed by The Union for Rural Education. Study circle activity has undergone a radical slump and, at the same time, study circles as a type of activity are breaking away from their traditional roots, from socially oriented organizations. Unprecedented specialization dominates study circle activity; on the one hand, in direction of scholastically oriented influential groups. The main problem, according to the author, is how to integrate study circles into the more general education system.

*Reinikainen, Raimo. 1988.* Externally directed adult education and liberal education. Viewpoints on Adult Education Centres as communities where adults can develop themselves.

The article deals with the challenges imposed by the techno-scientific, sociological and ethical revolution on human developmental needs in a changing society. The author goes on to outline probable characteristic features of a community for adult development, based on humanistic premises, as an alternative/supplement to centrally directed adult education.