

# AIKUISKASVATUS

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### Summary

*Jarvis, Peter 1989.* Being and Learning. *Aikuiskasvatus* 9, 3.

The article is an exploration into the philosophy of learning. It makes few claims for learning itself but seeks to locate it in relationship to human existence. All people learn, much of the time, for it is a part of the nature of the human condition, which is of not being in harmony with the surrounding environment. It is this that creates the questioning situation which is at the start of the process of human learning.

*Marjomäki, Ville.* The Folk High School Movement and Social Change. *Aikuiskasvatus* 9, 3.

In the article, the author examines the significance, characteristics and the changes which have taken place in the 100 years old folk high school movement. He deals with four issues: 1) The folk high school movement as the builder of a national culture, 2) the folk high school at the service of popular movements, 3) the relationship between the folk high schools and the state, and 4) the student structure in folk high schools. Even though the government in Finland provides a lot of support for folk high schools, their functioning continues to be based largely on ideological freedom. Today's folk high school movement is fully aware of the tensions which inevitably makes its presence felt as between the the official position of the folk high schools and their freedom and independent of criticism.

*Huuhka, Kosti 1989.* The stages of development of the Civic and Workers' Institutes — from a workers' institute to the whole nation's alma mater. *Aikuiskasvatus* 9, 3.

In the article, the author describes the founding stage of the Workers' Institutes (the adult education centres of today) and how these institutes which were originally meant for the working class, have gradually become adult education centres for the country's adult population as a whole. The author sees the pre-World War I period as the having been the founding stage of the institutes (the first

Workers' Institute was founded in 1899), the period between the two World Wars as the period of stabilisation, and then the postwar years as the period of expansion. The article provides an outline of the characteristics of the foremost changes which have taken place in the workers' institute movement's development and student structure.

*Turunen, Jorma.* Workers' Education and the unification of Europe. *Aikuiskasvatus* 9, 3.

The author examines the status of education, culture and liberal peoples' education in a unified Europe. The author is of the opinion that ethnic cultures will retain their status in the future as well. The author deals especially with the prospects of workers' education in this new stage of development. He is also of the opinion that there should be open discussion concerning the effects of the unification process on the Nordic societies. The teaching of foreign languages and the development of the skills needed in international cooperation are felt to be of particular significance.

*Ylinen, Seppo 1989.* International education as a part of adult education — experiences and potential for development. *Aikuiskasvatus* 9, 3.

The article deals with the reasons for providing international education in the world of today and which matters should be taken into account when organising it. The starting point for the treatment of this subject is the development cooperation practised by the Workers' Educational Association and the experiences gained from it. The author is of the opinion that students must be provided opportunities for testing their own concepts in conjunction with international education and that they should also be given opportunities for actually participating in international cooperation. Special attention should be paid to motivation, activities, illustrativeness and the evaluation of action taken. The problem usually faced by citizens' organisations when they arrange international education is the lack of resources.