

Kasvatus 2006 Vol. 37 No 1

The Finnish Journal of Education

Suomen kasvatustieteellinen aikakauskirja

Anttila, Eeva. 2006. *With the power of art – The potential of art education in Finnish comprehensive school.* *The Finnish Journal of Education Kasvatus* 37 (1), 44–52. — The article focuses on the role and potential of art education in the Finnish school system. The author describes an approach to art education that is based on critical pedagogy and dialogical philosophy. The aim of such an approach is to link the content of education to students' life worlds and experiences and address the question of meaningful learning and embodied knowledge. The author is critical of the conception of education and learning on which Finnish school education is today largely based and particularly of the dualistic notion that considers the mind and the body as separate. Our current scientific and philosophical understanding suggests that human consciousness, thinking, language and learning are grounded on prelinguistic, holistic processes that merge multisensory, aesthetic experiences, bodily sensations, imagination, narrative thinking, poetic language and collaboration. The article also casts light on the role that embodied knowledge plays in learning by describing an art education project carried out at a comprehensive school in Helsinki in 2004–2005.

Descriptors: art education, dance pedagogy, critical pedagogy, dialogical philosophy, dialogue, dialogicity, education.

Fromm, Erich. 2006. *Revolutionary character.* *The Finnish Journal of Education Kasvatus* 37 (1), 6–15. — In the article, the German-born philosopher and social psychologist Erich Fromm (1900–1980) outlines a type of character which makes possible a critical outlook on existing society and social reality and helps to create a more human and free society. The text sums up many of Fromm's important concepts from disobedience, automatic conformity and organisation man to the critical spirit, the necrophilia/biophilia dichotomy and the ideal of positive freedom. Fromm had a central role in the 1930s Frankfurt school in the formation of what is known as the Marx-Freud synthesis. However, fruitful cooperation came to an end with a break between the collaborators. One reason why Fromm distanced himself from critical theory was his wish to criticise the orthodox interpretation of Freud's theories.

Descriptors: Marx-Freud synthesis.

Huttunen, Rauno. 2006. Radical education and injustice. The Finnish Journal of Education Kasvatus 37 (1), 26–33. — What do the terms justice and injustice mean in the context of radical education? Do they refer to the question concerning the redistribution of material goods or to that concerning recognition and respect? This is the issue discussed in the politico-philosophical debate between Nancy Fraser and Axel Honneth. Honneth argues that in the context of social justice, recognition is a fundamental and overarching moral category and that the distribution of material goods is a derivative one. Fraser rejects the idea that distribution could be subsumed under recognition. She puts forward what is known as a perspectival dualist analysis of social justice, where the two categories are seen as co-fundamental mutually irreducible dimensions of justice. The evolving theory of radical education must reflect on the relationship between the unequal distribution of income (maldistribution) and the unequal distribution of recognition (misrecognition) as forms of injustice.

Descriptors: income distribution policy, recognition, critical theory.

Kurki, Leena. 2005. The conflict of hope and struggle. The Finnish Journal of Education Kasvatus 37 (1), 34–43. — The article compares the educational thinking of two revolutionary leaders, Fidel Castro and Ernesto "Che" Guevara, and that of the philosopher Paulo Freire. All three are strong personalities, who have, each in their own ways, shaped the history of education and society. Their thinking is revealed as comprising diverse, partly contradictory elements. Living epistemology and philosophical praxis lay the foundations of pedagogy as a practice of freedom. The ideas of Castro, Guevara and Freire are valuable particularly because of their refusal to reduce their thinking to the realm of the rational; instead, they have taken seriously also the realms of volition and emotions.

Descriptors: revolution, hope, leadership.

Rekola, Hilkka – Vuorikoski, Marjo. 2006. Feminist pedagogy as transgression. The Finnish Journal of Education Kasvatus 37 (1), 16–25. — The article focuses on bell hooks' ideas about a new kind of education, education as the practice of freedom. Teaching students to "transgress" against racial, sexual, and class boundaries in order to achieve the gift of freedom is the most important goal of hooks' educational theory, engaged pedagogy. The transformational strategy proposed by hooks is making classes exciting learning communities. This presumes a degree of commitment in both students and teachers to make the learning process interactive and relevant to students' lived realities. Hooks' desire to address the reasons for and implications of student passivity and authoritative pedagogies resonates with the scholarship of critical theory. However, she also urges educators to go beyond conventional approaches to the teaching/learning process by envisioning new modes of interaction as a means of making education a freeing experience.

Descriptors: bell hooks, engaged pedagogy, feminist pedagogy, equality-conducive learning community.