



Kasvatus 2008 Vol. 39 No 1

The Finnish Journal of Education

Suomen kasvatustieteellinen aikakauskirja

Himanka, Juha. 2008. J.V. Snellman and the idea of university. The Finnish Journal of Education Kasvatus 39 (1), 20–30. — At the end of the 1830s young university lecturer J.V. Snellman had a quarrel with the administration of the University of Helsinki about his right to teach a course on academic freedom. As a result of this disagreement, Snellman had to leave the university and move on to Stockholm, where he published an essay on academic studies. In this article I analyse Snellman's argumentation by taking into account its Hegelian background. From this point of view the setting can be seen also as an idea in the Hegelian sense and take a broader look at Snellman's action during the quarrel, combining it with his essay on the concept of university. In sum, the case of Snellman does not only clarify the difference between the concepts of 'school' and 'university' but also takes a stand on how one should act in these institutions.

Descriptors: university, idea, self

Kiili, Johanna. 2008. Children's participation and agency at school. The Finnish Journal of Education Kasvatus 39 (1), 50–62. — The Finnish school system has been criticised for its lack of opportunities for pupils' participation. In this article I will take a close look at a group of children in one Finnish elementary school and their participation in the development of their own living environments. The research data was collected from children's parliament, which operated at school. For children, the availability of different resources that support their agency is an important part of the participation. In particular, they considered cultural resources, i.e. the appreciation of the information produced by children, and social resources, i.e. the collaboration between children and adults, very important.

Descriptors: children's participation, agency, generation

Moberg, Sakari – Savolainen, Hannu. 2008. Changes in the reading literacy of Finnish 9- and 15-year-old pupils between the 1960s and the 2000s. The Finnish Journal of Education Kasvatus 39 (1), 31–38. — Young Finns' reading literacy has been the best in the

OECD countries in recent PISA studies. This survey examines changes in the reading performance of Finnish 3rd and 9th graders from the 1960s to the 2000s. Participants of this study were selected partly from the same schools in 2005 as in the 1960s. Reading literacy was measured with the same instruments both in 2005 and in the 1960s. The results showed that the overall reading scores in 2005 were much higher than those in the 1960s. The lower the relative reading literacy performance of students within the cohort, the bigger was the difference between the two cohorts in favour of the 2005 sample. It is noteworthy that this high proficiency of the least successful students is also a major determinant of Finland's high average reading literacy performance. It is suggested that special education is one key factor behind both this result and Finland's success in PISA. Also other possible factors behind the change of reading performance are discussed.

Descriptors: reading literacy, comprehensive school, special education

Pinola, Minna. 2008. Integration and inclusion in Finnish schools. The Finnish Journal of Education Kasvatus 39 (1), 39–49. — Integration, special pupils studying in ordinary classes, leads at its best to inclusion, to school where all pupils are included despite their possible barriers of learning. It has been indicated in many studies that teachers' attitudes are of great importance when implementing integration and inclusion.

The purpose of this study was to examine how teachers define integration and inclusion and what kind of attitudes they have towards these issues. For the study, 18 teachers were interviewed. The results show that teachers' ideas about these concepts vary considerably, and that they feel they need a lot of information about integration and inclusion.

Descriptors: integration, inclusion, teachers' attitudes, special pupils

Räisänen, Mirka. 2008. Transformative traces in teacher discourse. The Finnish Journal of Education Kasvatus 39 (1), 6–19. — This study examines teacher's civic role and societal power in teachers' professional journal *Opettaja* in volumes 1978 and 2004. The findings are reflected against the ideas of Henry Giroux, an American critical pedagogue who defines teacher as an active, critical and creative transformative intellectual. Discourse analysis on the material reveals that teacher is constructed as being relatively powerless, passive and submissive in relation to educational politics and policy. Comparing the two volumes, there are more transformative elements in 2004. On the whole, however, the civic nature or ideological connections of teaching are represented only vaguely.

Descriptors: teachers, critical pedagogy, Henry Giroux, discourse analysis