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1. MILESTONES OF BASIC EDUCATION IN FINLAND

Pedagogy, Structure and Language

INTRODUCTION

Basic education in the seventeenth and eighteenth-century Finland was administered and provided by the Lutheran state church. At this point, Finland was an integral part of the kingdom of Sweden. In the early nineteenth century, Sweden was forced to cede Finland to Russia. As an autonomous part of the Russian Empire, and from 1917 on as an independent country, Finland developed a system of basic education that in form and ideology resembled the other Nordic countries. Primary schools came to be an important component of the state, and, according to Mette Buchardt, Pirjo Markkola, and Heli Valtonen one of the main forums were citizenship was constructed in the early twentieth century Finland (Buchardt et al., 2013, pp. 7–30). What is worth noting in a Nordic context is that the Finnish school system was duplex in the sense that the considerable Swedish-speaking minority in Finland had a Swedish-speaking school system that was parallel to the Finnish-speaking one. In the northernmost part of Finland, a number of state and church-run primary schools also provided tuition in Sámi, the mother tongue of the indigenous population in northernmost Europe. The focus of this chapter is the ideological-pedagogical and institutional context of late nineteenth and early twentieth-century school policies. On top of secondary sources, the chapter builds on some of the key legislative documents regarding schools and basic education in late nineteenth and early twentieth-century Finland. A special focus will be turned to the formulation of language of instruction in the legislative documents. When discussing the pedagogical background of the Finnish school system, the chapter discusses the two educators Uno Cygnaeus and Johan V. Snellman. These two intellectuals introduced international pedagogical methods and guidelines to Finnish schools. The most important international influences came from Herbartian-Zillerian pedagogy, and later on, from reform pedagogy.

PEDAGOGY IN TEACHER TRAINING

The roots of Finnish teacher training are in the universities of Europe where Finnish students studied in the Middle Ages. After graduation, some of them started to teach

in the Cathedral school which was established in Turku, Finland's then major city, located in Southwestern Finland. One of these students was Mikael Agricola who studied in Wittenberg in 1530s. He published an ABC-Book which was a Catechism but that also included letters and numerals and instructions on how to apply them. Church and the clergy were responsible for executing Agricola's program. This meant that until the seventeenth century, education was connected to church ceremonies and services. In the end of the eighteenth century this changed as different school forms were established. For this reason, the period between 1809–1856 is called the *experimental school period*. This caused pressure to unify the education in the country, which in its part led to the question of educating teachers. The first teacher training college was established in Jyväskylä in 1863. The establishment of the college was a remarkable milestone as the college educated both male and female teachers. Teacher training expanded along with the development of compulsory education and the need for teachers grew (Kuikka, 2010, p. 2). Table 1.1 portrays the expansion of teacher training in Finland. Colleges established in 1918–1921 ran two-year courses. These courses educated teachers for the elementary school grades 1 and 2. The other colleges trained teachers for all grades of compulsory education (Paksuniemi, 2009). Since Finland had, on top of the Finnish-speakers, a notable Swedish-speaking population, also Swedish-speaking teacher training were established. None of the teacher training colleges were specialized in educating teachers for Sámi children. A number of Sámi teacher students attended the Finnish-speaking seminars, and after graduating, moved back to Northern Finland to teach Sámi children (Kortekangas, 2017; Lehtola, 2014).

The pedagogy in the Finnish teacher training colleges was based mainly on two pedagogical ideals: Herbartian-Zillerianism, and reform pedagogy. These ideals

Table 1.1. Teacher training colleges in Finland (Paksuniemi, 2009)

<i>Year</i>	<i>Language</i>	<i>Location</i>	<i>Gender of students</i>
1863	Finnish	Jyväskylä	Male and Female
1871	Swedish	Uuskaarlepyy	Male
1871	Swedish	Tammisaari	Female
1880	Finnish	Sortavala	Male and Female
1896	Finnish	Rauma	Male
1896	Finnish	Raahe	Female
1899	Finnish	Heinola	Female
1900	Finnish	Kajaani	Male
1918	Finnish	Suistamo	Female
1919	Finnish	Hämeenlinna	Female
1921	Finnish	Tornio	Female
1921	Swedish	Vaasa	Female