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SOCIAL EDUCATION
ASPECTS OF LANGUAGE
BEYOND MASLOW AND THE LIMITS TO GROWTH

Two papers and one report, comprising three minor papers, presented in partial fulfilment of the requirements for the degree of Master of Philosophy in Education at Massey University.

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October, 1977

ABSTRACT

SECTION ONE

Social Education

The purpose of this paper was to present, in a study format, at a twelve to fourteen year readability level, two areas of everyday life ('The Family' and 'Leaving Home') relevant to students, teachers and parents. In the first area, the topics of family groupings, family relationships and family behaviour are covered in detail, using down-to-earth terms taken from Adlerian Psychology, Abraham Maslow, Eric Berne and R.D. Laing.

The basic assumption behind this paper was that these two topics are crucial ones for the adolescent to come to terms with, and important for parents, teachers and younger children to grasp.

SECTION TWO

Aspects of Language

In the first of the three papers comprising this section, a set of basic coding/decoding units for the Romanised English alphabet are presented in detail. These are then related to the mechanisms and stages of development in the decoding process, and to the various levels of perceptual discrimination.

In the second paper, the concept of decoding patterns was extended by examining the extension units (accents such as the cedilla) used in a cross-section of ten languages. Eleven such extension units were compared and contrasted, as was the internal consistency of the individual letters among the ten languages. High consistency was found to exist between T.O.A's using Romanised script.

In the third paper, second language learning, in a New Zealand context, is discussed and related to the concept of language mastery. Three levels of mastery - basic, secondary and advanced - are postulated, together with examples. The conceptual process of spillover from one language to a second, through levels of mastery, to spillover back to the original language, is introduced and discussed.

SECTION THREE

Beyond Maslow and The Limits to Growth

In this paper, Part One looks at Maslow's hierarchy of needs, and the time-space perspectives of individuals, in synthesis form. Time-space constraints are shown to operate in conjunction with the individual's need framework. The ability and capability of the self-actualising person to minimise and/or remove the constraints of time and space, in meeting his or her higher needs, is discussed. The concept of an all-embracing higher need 'the need to serve' is introduced. The ability of self-actualising persons to function effectively both in the future, and world-wide, and to be in the present is expressed in the light of their potential value to the rest of mankind.

In Part Two, Maslow's concept of the peak-experience is examined in three ways: (1) in terms of the self-actualising person, and the methods used to produce or induce peak-experiences, (2) the necessary and sufficient conditions for inducing the peak-experiences, (3) and in the light of a three-tier experiment carried out by the author in 1974. Conclusions reached were that experiences similar to peak-experiences in quality may be able to be induced in oneself or in suitable subjects, under appropriate conditions. Necessary and sufficient conditions included relative silence, a visible focus-object, relative absence of physical tension, a high degree of attentional ability, and an openness to experience on the part of the individual.

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SECTION ONE

SOCIAL EDUCATION

'The Family' and 'Leaving Home'
Two Study Units

Preface

To those of us, past, present and future, who find ourselves involved with the development of others ---

Development of the individual, in terms of learning, tends to be separated for convenience into a number of area. We talk of intellectual, physical, emotional/psychological, social and moral development. As in the above sentence, intellectual development has tended to come first, to pre-dominate. Here in New Zealand, as intellectual gains persist in their being perceived as criteria of achievement or success, so have the other areas tended to be held back.

We need teachers, among many resource people and groups, to enable younger people to learn and apply basic skills of living within the family, and within other groups in society. This is one of the prime objectives of social education.

The purpose of this paper is to present, in a study format, two areas of life which tend to be overlooked or glossed over by the schools for various reasons. The schools could and perhaps should take some responsibility for the instilling of awareness, and the teaching of skills in these areas. Parents can and do instruct their children in a range of family life skills (see Unit One), which those children are capable of using in adult life. However, few parents may be capable of the objectivity needed to allow children to explore the questions of how they want to live, and what choices are available to them. (See Unit Two).

This paper is not value-free. The topics of values, wants and needs have been included, so that teacher and learner may share their findings about the influence of our values on our decisions and choices. I have used portions of these two units in working with classes of younger people in intermediate and secondary schools in New Zealand and England. The format is my own. My inspiration to write these units stems in part from the writings of Alfred Adler, Abraham Maslow, Eric Berne, R.D. Laing, Loren Grey and Rudolf Dreikurs.

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'The Family'

INTRODUCTION

To those using this unit of work:

A lot of the ideas presented here come from the writings of five people who have worked for much of their lives with families, children, parents, brothers and sisters, and the problems they run into. These ideas have not been thought up or dreamt up. They come from years and years of work and observation, in thousands of situations, with thousands of families.

I personally believe in these ideas. They work for me. They may not work for everybody. Maybe they work for me because I believe in them. It helps me to have a bit of faith. I like the ideas because they are simply written, easy to understand and to talk about, and they make sense to me.

You may not want to believe these ideas. You may not want to swallow them. Test them out. See if they might be true for families and other groups of people you know. Talk about them with your friends. Give some ideas of your own.

The 'teacher guides' are presented only as one possible foundation for these units. They are a set of basic assumptions, and do not have to be taken as facts.

T.A.S. 6/77

Notes for Unit One

At the end of this unit, check to see if you understand the meanings of these key words and phrases: family constellation, child development, family pattern, displacement, family tree, the four mistaken goals of childhood, family atmosphere, natural consequence, logical consequence.