Preface: How we came to write this book

Why would a Hungarian living in Britain and an American living in the Far East - both practising language teacher-researchers - decide to write a book together? And why on 'group dynamics' of all topics? Here are our personal accounts:

Zoltán

As a practising language teacher I often felt that the field of psychology had a lot to offer me on how to teach better. This is why when I decided to do postgraduate work in the area, I selected a psychological topic, the role of motivation in foreign language learning. During my studies I spent a lot of time in libraries trying to trace down various literature leads and references that I came across in my reading. One such lead suggested that student motivation was sometimes influenced by the learner group - something every student knows who has worried about getting along with his or her new peers. Before long, I realised that groups did much more than just 'pull down' or 'up' a learner. They have a life of their own and - to my great surprise - this life had been the subject of a whole subdiscipline within the social sciences called group dynamics. My next surprise came when I found out that this vigorous and, from an educational point of view, extremely relevant subdiscipline was virtually unknown in the second language (L2) field, so I quickly added a chapter to my dissertation describing its basic principles.

Then I got along with my life, focusing mainly on motivation research, but group dynamics was always in the back of my mind as one of the potentially most promising areas to explore; I even wrote a few smaller articles on it (Dörnyei 1990; Dörnyei and Gajdátsy 1989a, 1989b). In the early 1990s, I met a wonderful person, Angi Malderez, who came to work in Hungary at my university. As it turned out, she had also been hooked by group dynamics and had even started to write a book on it with a friend, Jill Hadfield, some years back. Although life
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in the end took them to different parts of the world and it was Jill who completed the book alone (Hadfield 1992), Angi, just like me, became a group enthusiast. We decided to pool our experiences and produced a review paper, which, to our dismay, was at first misunderstood by most journal reviewers. It appeared that they simply did not see the point in looking at group dynamics, often mistaking 'group dynamics' for 'group work' and referring us to Long and Porter's well-known 1985 paper on the usefulness of student interaction for language acquisition.

I was about to give up when one day, out of the blue, I received a letter from Earl Stevick who had been one of the reviewers of our manuscript and who was upset that it had been rejected. He encouraged us to keep trying, and this encouragement - coupled with the subtle change in the Zeitgeist in the field (with psychological approaches gaining prominence) - finally brought results: Angi and I succeeded in publishing not one but two overviews of the field (Dörnyei and Malderez 1997, 1999), and a summary of group dynamics and co-operative learning (Dörnyei 1997) was also accepted in a special issue of the Modern Language Journal, edited by Martha Nyikos and Rebecca Oxford (1997). To top it off, an American colleague, Madeline Ehrman, and I decided to write a theoretical summary of group dynamics and group psychology, which the American publisher Sage contracted straight away (Ehrman & Dörnyei 1998).

Thus, by the end of the 1990s there were two books out on group dynamics in the L2 field: Jill Hadfield's (1992) very practical guide and Ehrman & Dörnyei's (1998) highly theoretical work. What was missing was something in between: a book promoting group dynamics that would contain a more elaborate rationale and overview than the Hadfield book (which, apart from short introductions, only offers classroom activities in a 'recipe book format') but would be more accessible and relevant to classroom practitioners than the Ehrman-Dörnyei monograph. So I was on the lookout to find a fellow enthusiast who would be happy to join this project - after all, the best way to write about groups is surely in a team!

I have known Tim for a long time and I always thought that he was one of the most creative applied linguists, constantly coming up with original and highly colourful ideas. He also has the rare gift of being able to combine an interest in some of the most theoretical issues of the field and a passion for actual classroom teaching. One day, after I had already moved from Hungary to Britain, I was reading Tim's entertaining and thought-provoking book, Language Hungry! An introduction to language learning fun and self-esteem (Murphey 1998a), and it suddenly clicked: Tim would be the ideal companion for the group project. And before long, we were on the way.
Groups, teams and communities have often excited me with their potential for greater learning, amazed me with their increased creativity, and sometimes disappointed me with their failure to communicate and come together. For the first seven years of my career at the University of Florida’s English Language Institute I taught diverse groups of international students (Asians, Arabs, Latin Americans, and Europeans), followed by eight years teaching and doing my PhD research on music and song in language education in Neuchatel, Switzerland. As a grad student, I partially supported myself by teaching private lessons and wrote *Teaching One to One* (1991), which looks closely at building rapport with others. During this period, I also worked for 15 summers as a language and sports teacher to international children from six to seventeen years of age in the Swiss Alps, forming groups in and out of the classroom. Then came 11 years at a Japanese university and a year and a half in Taiwan before returning to Japan in 2003. (Don’t add all those up!) In every environment, with whatever the mix of cultures, I have found that explicitly attending to group-forming processes and stages has paid off in more peaceful classrooms and improved learning.

As pleasurable as some of my own classes have been, I still want to understand better how to consistently bring people together, excite them with the greater possibilities of cohesive teams, and navigate the inevitable ups and downs of group life. I see threads of this in my own writing about friends (Murphey 1998b), near peer role models (Murphey 1998c; Murphey and Arao 2001), and critical collaborative autonomy (Murphey and Jacobs 2000). While in Switzerland doing my PhD, I lived in a community of students who ardently discussed and debated practically everything. I was introduced to, and enacted, the Vygotskian idea that learning appears first in social interaction, between minds, and that messages are co-constructed by participants. About 15 years later, another group exemplified this process for me even more dramatically: Mark Clarke’s ‘doctoral lab’ at the University of Colorado, Denver. Composed of about a dozen ‘as diverse as you’ve ever seen’ highly social thinkers who delighted in exploring ideas systemically, they welcomed me openly for three months when I was on sabbatical in 1999 and showed me the essentials of a high-achieving group: food, fun, friendliness, flexibility and ferocious philosophising with a purpose!

As I began to work on this project with Zoltan in 2001, I was changing jobs from Nanzan University in Japan to Yuan Ze University in Taiwan, saying goodbye to several groups and wondering how I was going to fit in with new faculty, students and cultures. I was a bit
anxious about leaving the ‘**known**’ and learning a bit of Chinese, and at the same time also excited. Now, as we are finishing this book, I am planning my return to Japan in April 2003 to Dokkyo University, and again saying goodbye to groups that I have become very attached to and again feeling the anxiety and excitement that comes with joining new groups. Thus, writing this book at this moment in my life has been doubly rewarding because I have been able to use what we are writing about even more deeply as I am travelling between cultures, countries and institutions. In fact, I believe that because of this book, I have recently been able to have some of the most powerfully cohesive groups I have ever had.

While much of the early research in group dynamics was Western in origin and often in business contexts, I and my graduate students (junior and senior high school teachers) have found group dynamics extremely relevant in our Asian educational environments (Murphey 2003; Ozawa 2002). My energetic MA graduate school class in Taiwan read this book in draft form and daringly tried out suggestions in their own language classes. While, stereotypically, Asia is known for its cohesive groups, we found that actually studying how groups form and perform could take us beyond superficial social groups and help us construct more high performing teams. More recently, I have shared this information in training workshops in Syria and received similarly positive reactions.

I had read several of Zoltán’s articles and books before I actually met him on a trip to Budapest back in the early 1990s. Since then we have met at numerous conferences, always interested in each other’s research. It has been exciting to work on this book with him. He has a contagious enthusiasm for his research and teaching, and is an easy person to immediately like. Over a delicious breakfast at a very old train station halfway between the East and West in February 2001, we decided this would be a wonderful book to write together. And it has been!
Introduction

The topic of this book - group dynamics - may sound like one of those very scientific terms that are impressive but which no one understands. This is not surprising: before we came across the concept, almost by accident, we had had only a very vague idea about what it could mean. And although now both of us are convinced that group dynamics is probably one of the most - if not the most - useful subdisciplines in the social sciences for language teachers, it is still virtually unknown in second language (L2) research.

Therefore, we believe that before we embark on our exploration of the field, we owe you some initial explanation. In this introductory chapter we would like to address three questions that we would ask if we were readers of this book. These are:

- What is group dynamics and why is it important for language teachers?
- Why is 'group dynamics' such an unknown concept in L2 studies and where can we find more information?
- What will be learned in this book and how will it help our teaching?

Invitation to participate

Before we answer these questions, let us briefly talk about you, the 'reader-thinker-reflective teacher'. We have written this book for a relatively wide audience that would include would-be and practising teachers, methodologists, teacher educators and applied linguists, but we would expect everybody who decides to spend some time with this book to share one thing in common: an interest in the language learning/teaching process within a classroom context. So we assume that whatever your current position, you consider yourself (at least partly) a language teacher at heart.

As we will argue, group dynamics is more than a domain of
knowledge (i.e. rules and principles); it also involves a general group-
sensitive approach and attitude. So that you can share these more
personal aspects, we invite you to join us, to reflect and to add your
experiences to the discussions. You have certainly been involved with
many groups, teams and classes, and will have noticed yourself some
effective elements of group dynamics. Your own past experience, while
perhaps seldom considered within the light of group dynamics, is a
great source of information. We encourage you to draw on it and
thereby enrich and expand on what we say.

**Think about it first**

Remember some groups that you really liked belonging to. What
were their qualities? Then remember a few that were not so good,
or were outright terrible. What were the differences? What do you
think makes a good group and a not so good group?

Throughout this book we are going to tell many personal stories and
allow many other people’s voices to be heard, trying to create a kind of
community within a book. We hope you will examine the ideas we
present critically and compare them to your own life experiences. This
is particularly important because the relevance of the principles and
strategies that we will present greatly depends on the cultural and
institutional context you work in. Therefore, we would like to invite
you to continuously explore the applicability of the material with
regard to your own school context. Given the diversity of language
teaching situations worldwide, it is unlikely that everything we say will
be directly relevant to your own teaching. What works in one location
might be a recipe for failure in another. Although between the two of us
we have had some teaching experience in a number of countries in
Europe, the US and East Asia, we are not under the illusion that we
have ‘seen it all’, and no matter how hard we have tried to avoid any
cultural, social or gender bias, some might still be unintentionally here.
Please bear this in mind when you come across something in this book
which you think is culturally biased or which does not make any sense
from your perspective.

**Reflection**

Ask the people around you casually, ‘Are you currently a member
of a “good” group? Or do you teach a “good” group?’ And if the
answer is positive, ‘Is this a common thing in your life/teaching?
What made this group good? How did it happen?’
What is group dynamics and why is it important for language teachers?

There are two simple but basic facts that have led to the formation of the subdiscipline of group dynamics within the social sciences which has the explicit objective of studying groups:

1. Groups have been found to have a 'life of their own' - that is, individuals in groups behave differently from the way they do outside the group (which is reflected, for example, when we say that someone has got into 'bad company').

2. Although groups vary in size, purpose, composition and character, even the most different kinds of groups appear to share some fundamental common features, making it possible to study 'the group' in general.

Inspired by these observations, the systematic study of groups was initiated in the United States by social psychologist Kurt Lewin and his associates in the 1940s, and literally thousands of research papers and monographs have been written on the topic ever since. Group dynamics is a vigorous and vibrant field, overlapping various branches of psychology and sociology, and, as you can imagine, there is also a lot of interest in its results within industry and business (e.g. the study of management teams), psychotherapy (e.g. group therapy) and even politics (e.g. the nature of political leadership and decision-making). Currently, the field is experiencing a renaissance: as Levine and Moreland (1998) conclude in the Handbook of Social Psychology, during the past 15 years interest in groups has increased markedly amongst scholars, as indicated by the number of pages devoted to research on groups in the major academic journals.

One of the reasons for the widespread interest in groups is the recognition that a group has greater resources than any single member alone - an observation that has also been expressed in proverbs in many cultures (e.g. the Kenyan proverb, 'Sticks in a bundle are unbreakable', or the English proverb, 'Many hands make light work'). Indeed, the 'TEAM' acronym says it all: 'Together Everyone Achieves More'. The basic assumption of this book is that group dynamics is also relevant to educational contexts because the class group can have a significant impact on the effectiveness of learning:

- In a 'good' group, the L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike. And even if someone's commitment should flag, his or her peers are likely
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to ‘pull’ the person along by providing the necessary motivation to persist.

- In contrast, when something ‘goes wrong’ with the class - for example conflicts or rebellious attitudes emerge, or there is sudden lethargy or complete unwillingness for cooperation on the students' part - the \( L_2 \) course can become a nightmare. Teaching is hard if not impossible and even the most motivated learners lose their commitment. Does the following extract ring a bell?

**From an interview with a student**

I: Do you remember something about the bad group?
A: Kids getting late to class and leaving early, people sleeping in the class, and talking about all kinds of crazy things, and girls brushing their hair, doing their nails . . . and not looking at the teacher at all, and I would feel really bad, and I would look at the teacher and the teacher wouldn't see because he wouldn't look at the students . . . (Adapted from Costa Guerra 2002)

What causes these differences? Why do some classes feel ‘good’ and some ‘bad’ at different times or all the time? What is it about certain learner groups which makes them appropriate or inappropriate learning environments? In *Group Dynamics in the Language Classroom* we argue that it is largely the dynamics of the learner group - i.e. its internal characteristics and its evolution over time - that determine the climate of the classroom. This learner group, made up of the teacher as the central figure and the students as active members, is a powerful social unit, which is in many ways bigger than the sum of its parts. If group development goes astray, it can become a serious obstacle to learning and can ‘punish’ its members by making group life miserable. However, when positive group development processes are attended to, they can reward the group’s members and can provide the necessary driving force to pursue group learning goals beyond our expectations. Earl Stevick (1980) has summarised this point succinctly when he stated that in a language course ‘success depends less on materials, techniques and linguistic analyses, and more on what goes on inside and between the people in the classroom’ (p. 4).

*Why indeed . . .?*

‘But why should we pay attention to group processes? Isn’t our job simply to teach efficiently? Surely the group process can look after itself? The way the students relate to each other is not the teacher’s business; the teacher’s business is to transmit content, and whether
the class gets on with each other is irrelevant. However, that is not
the message I got from the cries of misery from staffrooms all over
Britain, and I am convinced that a successful group dynamic is a
vital element in the teaching/learning process.’

(Jill Hadfield 1992:10)

Why is ‘group dynamics’ such an unknown concept in L2
studies and where can we find more information?

Having read the above section, you would be quite right to ask, ‘If this
is all true, why is group dynamics so unknown in language education?
How come few have thought about these things before?’ To add to your
puzzlement, it is not only language education where group dynamics is
virtually unknown but this is true of the whole domain of education.
Why is this?
The honest answer is that we don’t know. Of course, we can think of
several possible reasons:

• Group dynamics researchers do not like to talk about educational
contexts because in most schools it is difficult to find proper ‘groups’.
It's not that there are no groups, but just the opposite: there are too
many of them and they overlap considerably. In most schools in the
world, class group membership fluctuates continuously: the group is
regularly split up into smaller independent units based on gender
(e.g. when boys and girls are taught physical education separately),
competence (e.g. half of the class studies a language at a more
advanced level), or interest (e.g. various specialisation tracks). It is
also common that for certain classes some other students join the
group; and even with fairly stable class groups, at least one key
member - the teacher - may change regularly, according to the
subject matter. Thus, in such an environment it is difficult to define
what the ‘primary group’ is, which might be the reason why we are
aware of only one single work that covers this subject - *Group
Processes in the Classroom* by Richard and Patricia Schmuck (2001)
- although this book is already on its 8th edition . . .
• For reasons unknown to us, university teacher education programmes
all over the world tend to specialise on subject-matter training, and
far less attention is paid to practical (educational), let alone psycho-
logical, issues. So, if you want to obtain, say, an English teaching
degree, you are more likely to have to study Shakespeare or generative
syntax than the psychological foundation of the classroom. And even
in practical teacher training courses organised outside the university

system, the useful insights and suggestions provided are only very rarely accompanied by a more theoretical justification of group dynamics.

- In language education and applied linguistics, the problem is further augmented by the fact that hardly any high-profile specialists and theoreticians have a background in psychology, and therefore a domain such as group dynamics is usually outside their scope or interest.

Christopher Brumfit on the need to understand groups - almost 20 years ago!

‘... any use of language by small groups in the classroom requires learners to operate with a great deal more than language alone, for other semiotic systems will come into play, and personal and social needs will be expressed and responded to, simply as a result of the presence of several human beings together for a cooperative purpose. But the ways in which these systems interact have not been systematised by researchers ...’ (Brumfit 1984:74)

Luckily, modern language education has raised awareness about group issues: after all, communicative teaching activities often require small group work and active interaction among the students, which would be very difficult to achieve if, say, the class was split up into cliques who did not communicate with each other. Therefore, there has recently been an increasing amount of published material in the L2 field on groups and student relations that you can turn to for additional information. We have summarised the works we have found most useful in the Further reading box below.

Further reading

If you are interested in practical aspects of group dynamics in language education, we would recommend Jill Hadfield’s (1992) pioneering book, Classroom Dynamics. This is an excellent practical book, offering a collection of interactive group-building language activities that are accessible and easy to apply. A more theoretical overview can be found in Madeline Ehrman and Zoltán Dörnyei’s (1998) Interpersonal Dynamics in Second Language Education: The Visible and Invisible Classroom, which provides a comprehensive synthesis of research in this area.

Although the two works above are the only available books in
the L2 field specifically targeting group issues, we can find some shorter discussions in journal articles or book chapters, and a number of related issues have also received increased attention during the past decade. Articles addressing general group-related questions include Dörnyei and Malderez (1997, 1999) and Senior (1996, 1997, 2002). Cooperative language learning, which is a small-group-based instructional approach built on the principles of group dynamics, has also been analysed by a growing body of literature (for a review, see a special issue of the Modern Language Journal edited by Nyikos and Oxford 1997). To learn more about the issue of the teacher as a facilitator, please refer to Underhill (1999) and Stevick (1990). Practical ‘warmer’ and ‘icebreaker’ activities have been offered by several teachers' resource books, e.g. Frank and Rinvolucri (1991), Malderez & Bodoczky (1999) and Maley and Duff (1982). Other L2-specific works that contain material relevant to group dynamics include Arnold (1999), Brumfit (1984), Legutke and Thomas (1994), Murphey (2001a), Murphey and Jacobs (2000) and Williams and Burden (1997).

Outside the L2 field, we find an abundance of group-related materials, particularly with a non-educational focus. As mentioned earlier, Schmuck and Schmuck (2001) is the only comprehensive overview of group dynamics in the classroom. However, several classroom management handbooks also cover group issues - Jones and Jones (2000) is a classic, already on its 6th edition. We would also recommend Tiberius's (1999) very useful trouble-shooting guide to small group teaching.

Within the actual field of group dynamics, the most comprehensive summary is provided by Forsyth (1999) - which again is regularly updated (it is now on its 3rd edition) - and Brown (2000) is also on the way to becoming a classic (now on its 2nd edition). Johnson and Johnson’s (2000) seminal text on group theory and group skills (already on its 7th edition) also has a lot of relevant materials. Two recently published texts that we have found illuminating are Levi (2001) and Oyster (2000) - the latter is particularly refreshing with its good sense of humour. Finally, a sub-area of communication studies - small group communication - also displays significant overlaps with group dynamics; a classic text (already on its 6th edition) that we have used is Wilson (2002).
What will we learn in this book and how will it help our teaching?

The objective of this book is to promote a wider understanding of the principles of group dynamics in the language teaching profession. On the one hand, we have intended this to be a practical book that brings group dynamics to life by relating it to real classrooms, including frequent illustrative materials and quoting a range of different 'voices' talking about groups, such as teachers, students and researchers. On the other hand, we would also like to provide systematic discussion of the major issues and tenets of the field. There is a well-known (and perhaps too-often-quoted) saying, attributed to Kurt Lewin, which states that 'There is nothing so practical as a good theory.' Both of us have personally experienced the truth of this claim and believe that even when our aim is to achieve an understanding of the practical aspects of a certain topic, it is important to have an overview of it. Thus, in the following chapters we will invite you to consider and explore:

• the most important group characteristics;
• the main stages of group development;
• the various functions and features of different leadership styles (after all, every teacher is, by definition, a group leader).

We will also address very practical points such as:

• how to handle conflicts;
• how to increase friendship amongst the students;
• how to make the class more goal-oriented.

And we will elaborate on abstract but highly useful terms such as:

• group cohesiveness;
• group norms;
• group structure.

Will knowing about all this help actual teaching? We think so. In fact, we feel group dynamics is at the heart of teaching anything. Our suggestions come from our own experience of teaching with an increased awareness about group dynamics. This awareness has made us more confident and, we believe, more successful teachers. We have watched group after group through the lens of group dynamics and implemented the ideas we suggest in these pages. We have seen disparate students become cohesive supporting groups of individuals, daring to push the limits of their own development. Several ways of creating positive group dynamics are simple, effective and easy to
implement, provided we realise their potential. And while bigger group
dynamics issues that help us to understand classroom events may need
more attention, they certainly do not require scientists and researchers
to ‘decode’ them. At the end of each chapter, we will summarise the
most important aspects in accessible group-building strategies and
suggestions, and we will list these all together in the concluding
chapter.

Let us just say one more thing by way of recommendation: we have
found that group dynamics is a genuinely interesting discipline. It is a
bit like peeping behind the curtains and finding out a hidden dimension
of a familiar thing, in our case the language classroom.

Will it work in your school?

One of the reviewers of the manuscript of this book has warned us
that some readers might be inclined to dismiss the content of this
book as a mere ‘luxury’ that teachers who do not work in privileged
circumstances simply cannot afford to attend to. Yes, we can see
that an overburdened practitioner whose main job is to get large
classes through a number of language exams might find it more
difficult to implement our ideas than others working in a more
permissive environment. Yet this does not so much raise questions
about the overall validity of group processes as about educational
change and school reform in general. We truly sympathise with
colleagues who work in school situations in which many group-
building strategies seem unrealistic. But we hope that even they will
find some manageable ideas and further inspiration in the following
pages. We will return to this question in a section in the concluding
chapter that highlights the need to consider the whole school
environment.

The importance of spending time on group dynamics

The successful business management consultant and writer Steven
Covey (1989:151) introduces a ‘Time Management Matrix’ as a useful
tool to help to increase self-awareness and effectiveness. The matrix (see
overleaf) uses four criteria to describe things we do: along the side,
Covey puts ‘Important’ and ‘Not Important’, and on the top he puts
‘Urgent’ and ‘Not Urgent’. He then lists activities that are typically done
in each of these spaces.
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Covey argues that any one of the four quadrants can become bigger and bite into the time of the others. When the Important/Urgent quadrant (Space 1) is dominant, we seem to continually be putting out fires and can burn out. On the other hand, if we spend a great deal of time on Important/Not Urgent activities (Space 2), this tends to reduce the number and severity of the fires that occur in the first place. Those who concentrate on Not Important/Urgent activities (Space 3) are not understanding goals and plans and have a short-term focus. And finally those whose activities are mostly in the Not Important/Not Urgent quadrant (Space 4) are irresponsible, depend on others a lot, and may often get fired.

Most group building activities belong to the Important/Not Urgent quadrant of the matrix, in Space z. Below we have created a simplified grid for teachers from the point of view of group dynamics; we only included the Important row, even though we are aware how much time and energy we tend to spend on not important activities nowadays, such as red tape. The results of concentrating on each of the two ‘spaces’ are:

- **Important/Urgent**: Stress and burnout; frequent crisis management/putting out fires; being ‘on the run’; often feeling exhausted.
- **Important/Not Urgent**: Calmer state; fewer and less severe crises; balance; improved quality of life; time to just be there; often feeling energised; job satisfaction.

Thus, the point we would like to make is that we sincerely believe that the more time we invest in the Important/Not Urgent activities, the
less we need to worry about crisis management. It will give us more
time to look more closely at the quality of teaching rather than
continually putting out management fires. Learning about group
dynamics and organising well-functioning groups will go a long way
toward facilitating smooth classroom management and enhancing
student performance. Looking at the teaching task matrix below, how
much time would you estimate that you spend in each of these two
spaces normally?

<table>
<thead>
<tr>
<th>IMPORTANT</th>
<th>NOT URGENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Space 1)</td>
<td>(Space 2)</td>
</tr>
<tr>
<td>Using discipline and control strategies (controlling distracting students and stopping arguments)</td>
<td>Socialisation</td>
</tr>
<tr>
<td>Finding short-term solutions 'Fast food' class preparation</td>
<td>Community/group building</td>
</tr>
<tr>
<td>Combating student apathy</td>
<td>Planning, seeing the big picture</td>
</tr>
<tr>
<td></td>
<td>Engendering motivation</td>
</tr>
<tr>
<td></td>
<td>Teacher development</td>
</tr>
</tbody>
</table>

Some people who live in Space 1 justify it by saying they have to stay there to keep the wheels turning and they accuse people in Space 2 of being egocentric for taking time to go and develop themselves. We feel that when you choose to spend time in Space 2, it is far from egocentric; the healthy construction of ourselves and of cohesive groups in our classes demand that we spend quality time in Space 2. Of course, none of us lives in any one space all the time. But we need to step back every once in a while and reconsider how we might improve the quality of our lives. This is a Space 2 book.