# A GENERAL THEORY OF SYSTEMS AS A GENERAL THEORY OF EDUCATION

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A General Theory of Systems concerns the elucidation of systems laws and principles that are regarded as of the highest generality, that is to say, are applicable to the analysis and description of the widest range of discrete systems. A General Theory of Education usually attempts to elucidate laws and principles that particularly pertain to human teaching and learning with little interest, if any, in wider notions of systems behaviour except in so far as this forms the subject matter for teaching and learning. The view proposed in this paper is that education, far from being outside of systems phenomena, is in itself an expression of one of the most fundamental systems principles which is to be found at every known level of complexity, the principle of self-optimisation, or as it is also known, the principle of maximal organisation, as it appears at the human level. It is contended that an adequate General Theory of Education must take into account, not only the principle of self -optimisation, but all systems laws and principles of a general character, that is, are non reductive, but rather display an isomorphism at every known level of complexity including the human level. From this standpoint a General Theory of Education is regarded as a particular- sub-set of a more embracing General Theory of Systems.